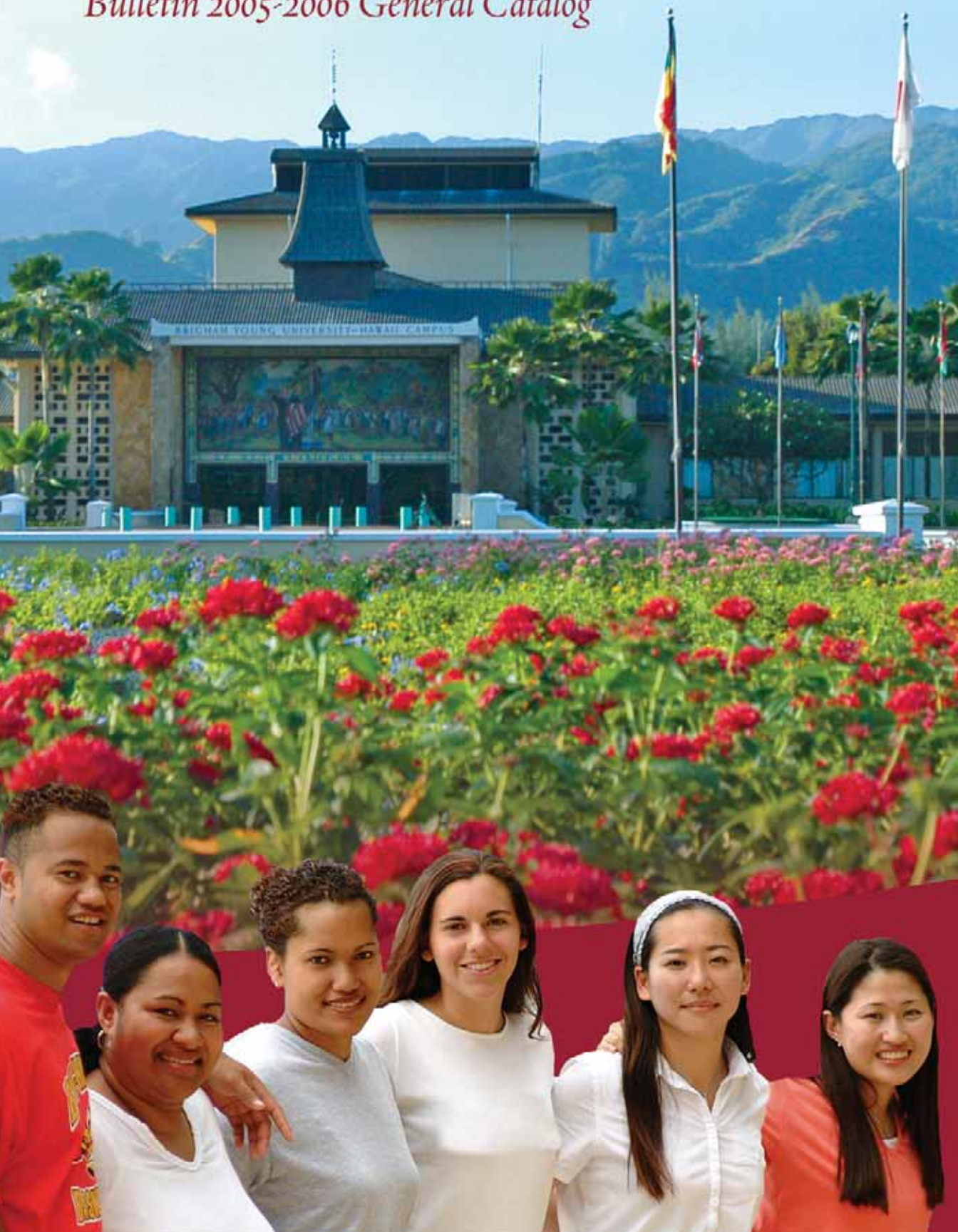


Brigham Young University Hawaii

Bulletin 2005-2006 General Catalog



**BRIGHAM YOUNG UNIVERSITY HAWAI‘I
BULLETIN
2005-2007
GENERAL CATALOG**

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Catalog at a Glance

Admission to the University	29
Calendar 2005–2006; 2006–2007.....	9
Continuing Student Ecclesiastical Endorsement	25
Academic Departments and Degrees	87
Dress and Grooming Standards	28
Financial Aid	39
General Education	71
Grading and Student Records	57
Graduation Requirements	65
Honor Code	27
Honors Program	73
Housing	45
Major, Choosing a	47
Majors, Undergraduate	49
Map of Campus.....	198
Minors, Undergraduate	51
Registration	53
Scholarships	39
Tuition and Fees	35

Obtaining Catalogs

To order a copy of the BYU-Hawai'i General Catalog, please contact Admissions, telephone # (808) 293-3738. The general catalog costs \$10 if mailed within the United States and \$12 if mailed internationally. These prices include postage and handling. VISA, MasterCard, check, or money order is accepted for payment. On campus, the catalog can be purchased at the BYU-Hawai'i Bookstore for \$10. The general catalog as well as the class schedules are available on the Web at

http://www.byuh.edu/registration/catalog/catalog_frame.htm

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A MESSAGE FROM THE PRESIDENT



Mahalo, or thank you, for your interest in Brigham Young University Hawai'i, a four-year comprehensive undergraduate school located in Laie, Hawaii, adjacent to the world-famous Polynesian Cultural Center.

BYU-Hawai'i, which celebrated its 50th anniversary on February 12, 2005, was founded by President David O. McKay of The Church of Jesus Christ of Latter-day Saints. It is an integral part of the Church Educational System, which includes BYU in Provo, Utah, BYU-Idaho in Rexburg, and the LDS Business College in Salt Lake City, Utah.

Approximately 46 percent of our 2,400 students come from 70 nations outside the United States, as well as a significant percentage from Hawai'i's multi-ethnic population. BYU-Hawai'i is perhaps the most internationally diverse university in the country on a per capita basis.

Indeed, alumni and current students say the harmonious intercultural environment and the opportunity to mingle, study and work in the Latter-day Saint milieu of the university, the Polynesian Cultural Center and the community of Laie is a valuable and unforgettable component of their BYU-Hawai'i education.

We offer over 24 bachelor degree programs in three professional schools and the College of Arts and Sciences, specifically:

- The School of Business with its outstanding Center for International Entrepreneurship;
- The School of Education, which prepares teachers for Hawai'i, the U.S. mainland and the international arena;
- The School of Computing with emphases on computer science, information systems and mathematics; and
- The College of Arts and Sciences with a broad range of liberal arts programs, including English language proficiency for international students through the English as an International Language program.

All curricula are designed so students can graduate within four years. During that time many students participate with faculty in professional-level research

In Hawaiian, haumāna — the word for student — derives from receiving knowledge, much like a parent would feed a child.

projects and attend and present at seminars and conferences. BYU-Hawai'i also emphasizes career preparation, including graduate and professional schools, operates a strong placement program, and encourages students to participate in domestic and international internships.

The faculty is committed to working closely with their students and take an active role in their education. They will get to know you personally and mentor you.

Beyond the classrooms, three Latter-day Saint stakes provide numerous opportunities for the spiritual growth and leadership development of every student. The beautiful Hawai'i Temple is also located within a short walk from the campus.

Over 700 BYU-Hawai'i students work next door at the Polynesian Cultural Center — Hawai'i's number-one paid visitor attraction. The majority of these students participate in one of the finest work-study scholarship programs in the world that enables them to graduate from college debt-free.

All of the above, and much more, merge so well that *U.S. News and World Report* has consistently ranked BYU-Hawai'i in the top tier of "comprehensive" undergraduate institutions in the western United States.

A BYU-Hawai'i education can change the way you appreciate and interact with the peoples of the world forever. If you are a serious student and would like to know more, please contact us.

Aloha,

Eric B. Shumway, President



CONTENTS

Abbreviated Directory	5	Hawaiian Studies	109
Using This Catalog	7	History	111
Abbreviated University Calendar	9	Hospitality and Tourism	113
The Mission of		Information Systems	115
Brigham Young University Hawai'i	13	Interdisciplinary Studies	117
Historical Sketch	15	International Business Management	118
The Polynesian Cultural Center	17	International Cultural Studies	119
Brigham Young University Hawai'i Environment	19	Mathematics	123
Religious Environment	19	Political Science	126
Academic Environment	19	Psychology	129
Cultural Environment	22	Religious Education	131
Recreational Environment	22	Secondary Education	132
Church Educational System Honor Code	25	Social Work	138
BYU-Hawai'i Honor Code	27	Special Education	141
BYU-Hawai'i Dress and Grooming		Reserve Officers Training Corps	143
Standards	28	Joseph F. Smith Library	145
Admissions	29	Center for Instructional Technology	
Tuition and Fees	35	and Outreach	147
Financial Aid and Scholarships	39	Planning, Institutional Research,	
Student Activities and Leadership	43	Assessment & Testing	149
Housing	45	Course Listings	151
Choosing a Major	47	Administration	189
Undergraduate Majors	49	Faculty Index	191
Undergraduate Minors	51	Index	193
Registration	53	Campus Map	198
Academic Standards	55		
Grading and Records	57		
Discontinuance	63		
Graduation	65		
Religious Education	69		
General Education and Honors	71		
College of Arts and Sciences	75		
School of Business	77		
School of Computing	79		
School of Education	81		
Academic Departments and Degrees	87		
Accounting	85		
Biochemistry and Physical Science	87		
Biology	90		
Computer Science	92		
Elementary Education	94		
English	95		
English Language Teaching	98		
Exercise and Sport Science	101		
Fine Arts	104		



ABBREVIATED DIRECTORY

Information: Campus directory assistance,
(808) 293-3211.

Please refer to the last page for a campus map and page 8 for the key to building abbreviations.

College/Schools:

College of Arts and Sciences, W. Jeffrey Burroughs, Dean
BYU–Hawai‘i #1938, 55-220 Kulanui Street, Laie,
HI 96762, (808) 293-3923

School of Business, Brent Wilson, Dean
BYU–Hawai‘i #1956, 55-220 Kulanui Street, Laie,
HI 96762, (808) 293-3580

School of Computing, Bret Ellis, Dean
BYU–Hawai‘i #1854, 55-220 Kulanui Street, Laie,
HI 96762, (808) 293-3470

School of Education, John Bailey, Dean
BYU–Hawai‘i #1954, 55-220 Kulanui Street, Laie,
HI 96762, (808) 293-3885

Departments:

Admissions: BYU–Hawai‘i #1973, 55-220 Kulanui Street,
Laie, HI 96762, (808) 293-3738

Alumni Association: BYU–Hawai‘i #1951, 55-220
Kulanui Street, Laie, HI 96762, (808) 293-3648

Campus Visits and Tours: BYU–Hawai‘i #1952, 55-220
Kulanui, Street Laie, HI 96762, (808) 293-3660

**CITO (Center for Instructional Technology and
Outreach)** BYU–Hawai‘i #1963, 55-220 Kulanui, Street
Laie, HI 96762, (808) 293-3780

Counseling and Career Center: BYU–Hawai‘i #1837,
55-220 Kulanui Street, Laie, HI 96762, (808) 293-3518

Financial Aid: BYU–Hawai‘i #1980, 55-220 Kulanui Street,
Laie, HI 96762, (808) 293-3530

Financial Services (Cashiers, Student Collections):
BYU–Hawai‘i #1955, 55-220 Kulanui Street, Laie,
HI 96762, (808) 293-3378

Food Services: BYU–Hawai‘i #1965, 55-220 Kulanui Street,
Laie, HI 96762, (808) 293-3572

General Education: BYU–Hawai‘i #1938, 55-220
Kulanui Street, Laie, HI 96762, (808) 293-3923

Graduation Evaluation: BYU–Hawai‘i #1974, 55-220
Kulanui Street, Laie, HI 96762, (808) 293-3744

Health Center: BYU–Hawai‘i #1916, 55-220 Kulanui
Street, Laie HI 96762, (808) 293-3510

Honor Code Office: BYU–Hawai‘i #1932, 55-220 Kulanui
Street, Laie, HI 96762, (808) 293-3531

Honors Program: BYU–Hawai‘i 55-220 Kulanui Street,
Laie, HI 96762, (808) 293-3359

Housing: BYU–Hawai‘i #1948 55-220 Kulanui Street, Laie,
HI 96762, (808) 293-3541

Human Resources: BYU–Hawai‘i #1969 55-220
Kulanui Street, Laie, HI 96762, (808) 293-3713

International Student Services: BYU–Hawai‘i #1978,
55-220 Kulanui Street, Laie, HI 96762, (808) 293-3521

Library: BYU–Hawai‘i #1966, 55-220 Kulanui Street, Laie,
HI 96762, (808) 293-3850

Registration: BYU–Hawai‘i #1974, 55-220 Kulanui
Street, Laie, HI 96762, (808) 293-3736

Scholarships and Awards: BYU–Hawai‘i #1980, 55-220
Kulanui Street, Laie, HI 96762, (808) 293-3740

Security: BYU–Hawai‘i #1922, 55-220 Kulanui Street, Laie,
HI 96762, (808) 293-3503

Student Government (BYUHSA): BYU–Hawai‘i #1924,
55-220 Kulanui Street, Laie, HI 96762, (808) 293-3552

Student Employment: BYU–Hawai‘i #1980 55-220
Kulanui Street, Laie, HI 96762, (808) 293-3749

Transfer Evaluation: BYU–Hawai‘i #1974, 55-220
Kulanui Street, Laie, HI 96762; International
(808) 293-3742; Domestic (808) 293-3746

Tuition and Fees: BYU–Hawai‘i #1980, 55-220
Kulanui Street, Laie, HI 96762, (808) 293-3530

University Accessibility Center: BYU–Hawai‘i #1837,
55-220 Kulanui Street, Laie, HI 96762, (808) 293-3999

Veteran’s Support: BYU–Hawai‘i #1973, 55-220
Kulanui Street, Laie, HI 96762, (808) 293-3532



USING THIS CATALOG

Semester System

Courses of study at BYU-Hawai'i are offered, and credit for satisfactory completion is granted, on a semester basis. Semesters consist of 15 weeks; BYUH has two semesters, fall and winter. Terms are seven and one-half weeks and are held during the spring and summer.

Course Numbering System

Courses are numbered according to the following system:

Below 100	Pre-college level courses
100 and 200	Courses primarily for freshmen and sophomores
300 and 400	Courses primarily for juniors and seniors
500	Courses primarily for advanced seniors and candidates for the professional certificate/diploma.

Credit-Hour Designations

One semester hour of credit represents a minimum of one hour of instruction per week in a semester or two hours of instruction per week in a term (e.g., a three-hour class will meet at least three hours per week).

Classification of Students

Students are classified for registration in degree-granting programs and for other academic purposes as follows:

Credit hours earned	Classification
0–29	Freshman
30–59	Sophomore
60–89	Junior
90 and over	Senior

Abbreviations and Symbols

The following abbreviations and symbols are used in the course listings:

- All course # with an “**H**” – Honor Courses
- All course # with an “**R**” – Repeatable Courses
- All course # with an “**L**” – Lab
- All course # with an “**A**” – EIL Students Only

The following abbreviations are used following the credit hour designation on some courses to indicate when the course is offered:

- F** Fall Semester
- W** Winter Semester
- SP** Spring Term
- SU** Summer Term

Course Abbreviations

Accounting	ACCT
Aerospace Studies	AS
Anthropology	ANTH
Art	A R T
Astronomy	ASTR
Biology	BIOL
Business Education	BE
Business Management	BUSM
Chemistry	CHEM
Chinese	CHIN
Communication Studies	COMM
Computer Science	CS
Economics	ECON
Education	EDU
Elementary Education	ELED
English	ENGL
English as an International Language	EIL
Exercise and Sport Science	EXS
French	FREN
Geography	GEOG
Geology	GEOI
Hawaiian	HAWN
Hawaiian Studies	HIS
Health	HLTH
History	HIST
Home Economics	HEC
Honors	HON
Hospitality and Tourism Management	HTM
Humanities	HUM
Information Systems	IS
Instructional Design and Development	IDD
Interdisciplinary Studies	IDS
International Business Management	IBM
International Cultural Studies	ICS
International Teacher Education	I T E P
Japanese	JPN
Linguistics	LING
Mathematics	MATH
Military Science	MIT S
Music	MUSC
Oceanography	OCEN
Organizational Behavior	ORGB
Pacific Island Studies	PAIS
Philosophy	PHIL
Physical Science	PHSC
Physics	PHYS
Political Science	POSC
Psychology	PSYC
Religion	REL
Samoan	SAMN
Secondary Education	SCED

Social Work	SOCW
Sociology.....	SOC
Spanish	SPAN
Special Education	SPED
Teaching English to Speakers of Other Languages	TESOL
Theater	THEA
Tongan	TONG
World Humanities and Cultures	WHC
World Languages	WLNG

Standardized Building Abbreviations

Aloha Center	ACR
Aloha Center Ballroom	ACB
Auditorium	AUD
Cafeteria	CAF
Cannon Activity Center	CAC
Ceramic Studio	CST
Farm	FRM
Fine Arts	FAR
General Classroom Building	GCB
Gymnasium	GYM
Health Center	HEA
Library & Information Systems	LIS
Little Theater	LTH
Lorenzo Snow Building (Admin.)	LSB
McKay Classrooms & Offices Complex	MCK
McKay Faculty Building	MFB
Physical Plant	PHP
Racquetball Courts	RBC
School of Business	BUS
School of Education Building	SEB
Stake Center	STC
Security	SEC
Social Sciences	SSC
Social Work Building	SWB
Temple View Apartments	TVA
Tennis Courts	TEN



ABBREVIATED UNIVERSITY CALENDAR

Brigham Young University Hawai'i's yearly calendar consists of two fifteen-week semesters, a seven and one-half week spring term and a seven and one-half week summer term.

Note: If a deadline falls on a weekend or holiday, the deadline is extended to the first working day after the printed date. In addition, for international students whose first language is not English, registration occurs upon arrival on campus with the academic advisor after language testing. A complete calendar may be viewed at <http://byuh.edu/calendar/>.

Fall Semester- 2005

Feb 15	TUE	Admission application deadline for new freshmen. (less than 30 credits)
Feb 21	MON	Class schedule available on-line.
Mar 7	MON	Registration begins for students with 90+ credits (except Distance Learning students, concurrent students, and semester only students).
Mar 11	FRI	Registration begins for students with 60+ credits (except Distance Learning students, concurrent students, and semester only students).
Mar 15	TUE	Registration begins for students with 30+ credits (except Distance Learning students, concurrent students, and semester only students).
Mar 21	MON	Registration begins for students with fewer than 30 credits and semester only students (except Distance Learning students and concurrent students).
Apr 18	MON	Federal Stafford Loan and Federal Pell Grant priority processing deadline.
Jul 15	FRI	Housing Contract deadline.
Jul 31	SUN	CITO registration begins for Distance Learning students.
Aug 15	MON	BYUH student short-term loan priority processing date.
Aug 16	TUE	Full room and board payment due for all new and transfer students selection Full payment option.
Aug 21	SUN	IWES students check into dorms. Meal tickets begin with dinner. Student short-term loan priority application deadline.
Aug 23-25	T-TH	IWES/PCC Orientation.
Aug 24	WED	Non-IWES international students check into dorms. Meal ticket begins with dinner. New student orientation begins. (International) New and transfer U.S. students check into dorms. Meal ticket begins with dinner. New student orientation begins (mainland).

Aug 26	FRI	CITO application deadline for Distance Learning students.
Aug 31	WED	Classes begin.
Sept 5	MON	Labor Day holiday.
Sept 7	WED	Deadline for on-line registration. (5:00 p.m. Hawai'i Standard Time)
Sep 14	WED	BYUH student short-term loan final processing date.
Sep 30	FRI	Application deadline for June Commencement.
Oct 10	MON	BYUH student short-term loan payment deadline.
Nov 24-25	TH-F	Thanksgiving holiday.
Dec 9	FRI	Last day of class instruction.
Dec 12-16	M-F	Final examinations (refer to final exam schedule on the BYUH website).
Dec 17	SAT	December Commencement. Check out of dorms by noon for non-continuing and non-graduating students. Meal tickets end with lunch.

Winter Semester- 2006

Aug 26	FRI	Federal Stafford Loan and Federal Pell Grant priority processing deadline
Sept 26	MON	Class schedule available on-line..
Oct 10	MON	Registration begins for students with 90+ credits (except Distance Learning students, concurrent students, and semester only students).
Oct 14	FRI	Registration begins for students with 60+ credits (except Distance Learning students, concurrent students, and semester only students).
Oct 18	TUE	Registration begins for students with 30+ credits (except Distance Learning students, concurrent students, and semester only students).
Oct 24	MON	Registration begins for students with fewer than 30 credits and semester only students (except Distance Learning and concurrent students).
Nov 15	TUE	Housing Contract deadline.
Dec 11	SUN	CITO registration begins for Distance Learning students.
Dec 26	MON	BYUH student short-term loan application deadline.
Jan 1	SUN	IWES students check into dorms. Meal ticket begins with dinner
Jan 3-5	T-TH	IWES/PCC orientation.
Jan 4	WED	Non-IWES international students check into dorms. New and transfer U.S. students check into dorms. Meal ticket begins with dinner.
Jan 6	FRI	CITO application deadline for Distance Learning student.

University Calendar

Jan 9-10	M-T	New student orientation begins (international and mainland). Classes begin.
Jan 11	WED	Human Rights Day holiday.
Jan 16	MON	Deadline for on-line registration. (5:00pm Hawai'i Standard Time)
Jan 18	WED	BYUH student short-term loan final processing date.
Jan 25	WED	Application deadline for December Commencement.
Jan 31	TUE	President's Day holiday.
Feb 20	MON	BYUH student short-term loan repayment deadline.
Feb 22	WED	Kuhio Day holiday.
Mar 27	MON	Last day of class instruction.
Apr 19	WED	Final examinations (refer to final exam schedule on the BYUH website).
Apr 20-26	TH-W	Check out of dorms by noon for non-continuing and non-graduating students. Meal tickets end with lunch.

Spring Term – 2006

Jan 4	WED	Federal Stafford Loan and Pell Grant priority processing date.
Jan 23	MON	Class schedule available on-line.
Feb 6	MON	Registration begins for students with 90+ credits (except Distance Learning students, concurrent students, and spring-term only students).
Feb 10	FRI	Registration begins for students with 60+ credits (except Distance Learning students, concurrent students, and spring-term only students).
Feb 14	TUE	Registration begins for students with 30+ credits (except Distance Learning students, concurrent students, and spring-term only students).
Feb 20	MON	Registration begins for students with fewer than 30 credits and spring-term only students (except Distance Learning students, concurrent students, and spring-term only students).
Mar 22	WED	Registration begins for visiting students.
Apr 3	MON	CITO registration begins for Distance Learning students.
Apr 17	MON	BYUH student short-term loan priority processing date.
Apr 22	SAT	New student orientation begins (international and mainland).
Apr 23	SUN	IWES students check into dorms.
Apr 25-27	T-TH	IWES/PCC orientation.
Apr 28	FRI	Non-IWES international students check into dorms. New and transfer U.S. students check into dorms. Meal ticket begins with dinner. CITO application deadline for

May 3	WED	Distance Learning students. Classes begin.
May 9	TUE	Deadline for on-line registration. (5:00 p.m. Hawai'i Standard Time)
May 10	WED	BYUH student short-term loan final processing date.
May 29	MON	Memorial Day holiday.
May 31	WED	BYUH student short-term loan repayment deadline.
Jun 20	TUE	Last day of class instruction.
Jun 21-22	W-TH	Final examinations (refer to final exam schedule on the BYUH website).
Jun 24	SAT	June Commencement. Check out of dorms by noon for non-continuing, non-graduating students. Meal tickets end with lunch.

Summer Term – 2006

Jan 23	MON	Class schedule available on-line.
Feb 6	MON	Registration begins for students with 90+ credits (except Distance Learning students, concurrent students, and summer-term only students).
Feb 10	FRI	Registration begins for students with 60+ credits (except Distance Learning students, concurrent students, and summer-term only students).
Feb 14	TUE	Registration begins for students with 30+ credits (except Distance Learning students, concurrent students, and summer-term only students).
Feb 20	MON	Registration begins for students with fewer than 30 credits and summer term only students (except Distance Learning students and concurrent students).
Feb 22	WED	Federal Stafford Loan and Pell Grant priority processing date.
Mar 17	MON	Registration begins for visiting students.
May 28	SUN	CITO registration begins for Distance Learning students.
Jun 5	WED	Deadline for on-line registration. (5:00 p.m. Hawai'i Standard Time)
Jun 12	MON	BYUH student short-term loan priority processing date.
Jun 17	SAT	New student orientation begins (international and mainland).
Jun 18	SUN	IWES students check into dorms. Meal ticket begins with dinner.
Jun 23	FRI	CITO application deadline for Distance Learning students.
Jun 24	SAT	Non-IWES international students check into dorms. New and Transfer U.S. students check into dorms. Meal ticket begins with dinner.
Jun 28	WED	Classes begin.
Jul 4	TUE	Independence Day holiday.

Jul 5	WED	BYUH student short-term loan final processing date
Jul 26	WED	BYUH student short-term loan repayment deadline.
Aug 15	TUE	Last day of class instruction.
Aug 16	FRI	Check out of dorms by noon for non-continuing students. Meal tickets end with lunch.
Aug 16-17	W-TH	Final examinations (refer to final exam schedule on the BYUH website).

Fall Semester – 2006

Feb 27	MON	Class schedule available on-line.
Mar 13	MON	Registration begins for students with 90+ credits (except Distance Learning students, concurrent students, and semester only students).
Mar 17	FRI	Registration begins for students with 60+ credits (except Distance Learning students, concurrent students, and semester only students).
Mar 21	TUE	Registration begins for students with 30+ credits (except Distance Learning students, concurrent students, and semester only students).
Mar 27	MON	Registration begins for students with fewer than 30 credits and semester only students (except Distance Learning students and concurrent students).
Apr 17	MON	Federal Stafford Loan and Pell Grant priority processing date.
Jul 30	SUN	CITO registration begins for Distance Learning students.
Aug 14	MON	BYUH student short-term loan priority processing date.
Aug 20	SUN	IWES students check into dorms.
Aug 22-25	T-TH	IWES/PCC Orientation.
Aug 23	WED	Non-IWES international students check into dorms. Meal ticket begins with dinner.
Aug 23	WED	New and Transfer U.S. students check into dorms. Meal ticket begins with dinner.
Aug 25	FRI	CITO application deadline for Distance Learning students.
Aug 28-29	M-T	New student orientation begins. (mainland and international)
Aug 30	WED	Classes begin.
Sept 4	MON	Labor Day holiday.
Sept 6	WED	Deadline for on-line registration. (5:00 p.m. Hawai'i Standard Time)
Sept 13	WED	BYUH student short-term loan final processing date.
Sept 30	SAT	Application deadline for June Commencement.
Oct 9	MON	BYUH student short-term loan repayment deadline.
Nov 23-24	TH-F	Thanksgiving holiday.
Dec 8	FRI	Last day of class instruction.

Dec 11-15	M-F	Final examinations (refer to final exam schedule on the BYUH website).
Dec 16	SAT	December Commencement. Check out of dorms by noon for non-continuing and non-graduating students. Meal tickets end with lunch.

Winter Semester – 2007

Aug 25	FRI	Federal Stafford Loan and Pell Grant priority processing date.
Sept 25	MON	Class schedule available on-line.
Oct 9	MON	Registration begins for students with 90+ credits (except Distance Learning students, concurrent students, and semester only students).
Oct 13	FRI	Registration begins for students with 60+ credits (except Distance Learning students, concurrent students, and semester only students).
Oct 17	TUE	Registration begins for students with 30+ credits (except Distance Learning students, concurrent students, and semester only students).
Oct 23	MON	Registration begins for students with fewer than 30 credits and semester only students (except Distance Learning students and concurrent students).
Dec 10	SUN	CITO registration begins for Distance Learning students.
Dec 25	MON	BYUH student short-term loan priority processing date.
Dec 28	THU	New student orientation begins. (international and mainland)
Dec 31	SUN	IWES students check into dorms. Meal ticket begins with dinner.
Jan 2-4	T-Th	IWES/PCC orientation
Jan 3	MON	Non-IWES international students check into dorms. New and transfer U.S. students check into dorms. Meal ticket begins with dinner.
Jan 5	FRI	CITO application deadline for Distance Learning students.
Jan 10	WED	Classes begin.
Jan 15	MON	Human Rights Day holiday.
Jan 17	WED	Deadline for on-line registration. (5:00 p.m. Hawai'i Standard Time)
Jan 24	WED	BYUH student short-term loan final processing date.
Jan 31	WED	Application deadline for December Commencement.
Feb 19	MON	President's Day holiday.
Feb 21	WED	BYUH student short-term loan

University Calendar

Mar 26	MON	repayment deadline. Kuhio Day holiday.
Apr 18	WED	Last day of class instruction.
Apr 19-25	TH-W	Final examinations (refer to final exam schedule on the BYUH website).
Apr 26	THU	Check out of dorms by noon for non-continuing and non-graduating students. Meal tickets end with lunch.

Spring Term- 2007

Jan 10	WED	Federal Stafford Loan and Pell Grant priority processing date
Jan 22	MON	Class schedule available on-line.
Feb 5	MON	Registration begins for students with 90+ credits (except Distance Learning students, concurrent students, and spring-term only students).
Feb 9	FRI	Registration begins for students with 60+ credits (except Distance Learning students, concurrent students, and spring-term only students).
Feb 13	TUE	Registration begins for students with 30+ credits (except Distance Learning students, concurrent students, and spring-term only students).
Feb 19	MON	Registration begins for students with fewer than 30 credits (except Distance Learning students, concurrent students, and spring-term only students).
Mar 21	WED	Registration begins for visiting students.
Apr 2	MON	CITO registration begins for Distance Learning students.
Apr 16	MON	BYUH student loan application deadline.
Apr 16	MON	BYUH student short-term loan priority processing date.
Apr 22	SUN	IWES students check into dorms.
Apr 24-26	M-W	IWES/PCC orientation.
Apr 27	FRI	Non-IWES international students check into dorms. New and transfer U.S. students check into dorms. Meal ticket begins with dinner.
Apr 27	FRI	CITO application deadline for Distance Learning students.
Apr 30-May 1	M-T	New student orientation begins. (international and mainland)
May 2	WED	Classes begin.
May 8	TUE	Deadline for on-line registration. (5:00 p.m. Hawai'i Standard Time)
May 9	WED	BYUH student short-term loan final processing date.
May 28	MON	Memorial Day Holiday.
May 30	WED	BYUH student short-term loan repayment deadline.
Jun 19	TUE	Last day of class instruction.

Jun 20-21	W-TH	Final examinations (refer to final exam schedule on the BYUH website).
Jun 23	SAT	June Commencement. Check out of dorms by noon for non-continuing, non-graduating students. Meal tickets end with lunch.

Summer Term- 2007

Jan 22	MON	Class schedule available on-line.
Feb 5	MON	Registration begins for students with 90+ credits (except Distance Learning students, concurrent students, and summer-term only students).
Feb 9	FRI	Registration begins for students with 60+ credits (except Distance Learning students, concurrent students, and summer-term only students).
Feb 13	TUE	Registration begins for students with 30+ credits (except Distance Learning students, concurrent students, and summer-term only students).
Feb 14	WED	Federal Stafford Loan and Pell Grant priority processing date.
Feb 19	MON	Registration begins for students with fewer than 30 credits (except non Distance Learning students, concurrent students, and summer-term only students).
Mar 21	WED	Registration begins for visiting students.
May 27	SUN	CITO registration begins for Distance Learning students.
Jun 11	MON	BYUH student short-term loan priority processing date.
Jun 16	SAT	New student orientation begins. (international and mainland)
Jun 17	SUN	IWES students check into dorms.
June 22	FRI	CITO application deadline for Distance Learning students. Non-IWES international students check into dorms. New and transfer U.S. students check into dorms. Meal ticket begins with dinner.
Jun 27	WED	Classes begin.
Jul 3	TUE	Deadline for on-line registration. (5:00 p.m. Hawai'i Standard Time)
Jul 4	WED	Independence Day holiday. BYUH student short-term loan final processing date.
Jul 25	WED	BYUH student short-term loan repayment deadline.
Aug 14	TUE	Last day of class instruction.
Aug 15-16	W-TH	Final examinations (refer to final exam schedule on the BYUH website).
Aug 17	FRI	Check out of dorms by noon for non-continuing students. Meal tickets end with lunch.

THE MISSION OF BRIGHAM YOUNG UNIVERSITY HAWAI‘I

Brigham Young University Hawai‘i—founded by prophets and operated by The Church of Jesus Christ of Latter-day Saints—exists to assist individuals in their quest for perfection and eternal life and in their efforts to influence the establishment of peace internationally.

We seek to accomplish this by:

1. Educating the minds and spirits of students within an intercultural, gospel-centered environment and curriculum that increases faith in God and the Restored Gospel, is intellectually enlarging, is character building, and leads to a life of learning and service.
 2. Preparing men and women with the intercultural and leadership skills necessary to promote world peace and international brotherhood, to address world problems, and to be a righteous influence in families, professions, civic responsibilities, social affiliations, and the Church.
 3. Extending the blessings of learning to members of the Church, particularly in Asia and the Pacific.
 4. Developing friends for the University and the Church.
 5. Maintaining a commitment to operational efficiency and continuous improvement.
- Have experiences in student life and in the curriculum that build intercultural understanding.
 - Gain a profound sense of the fatherhood of God and the kinship of the human family.
 - Acquire a devout love of God.
 - Develop genuine concern for the welfare of all members of the human family.
4. Train individuals with productive work skills and a sense of stewardship and accountability by helping them:
 - Develop a strong work ethic and high work standard.
 - Assume greater responsibility for the successful pursuit of education.
 - Accept greater responsibility for managing time, money, and employment obligations.
 - Obey, honor, and sustain the honor code of the University and the law of the land.
 - Experience the principles of institutional stewardship, accountability, and productivity through the examples of all University employees.

Educational Commitments

The earnest pursuit of BYU–Hawai‘i’s overall mission is embodied in its commitment to prepare students for a life of learning and service in an expanding international church. To succeed in its mission, the University provides an environment sustained by those moral virtues that characterize the life and teachings of the Son of God. By fostering such an environment, the University aims to encourage its students to achieve the following goals:

1. Enlighten their minds and spirits by helping them:
 - Learn the truths of the Gospel of Jesus Christ.
 - Gain an abiding, life-directing testimony of Jesus Christ, His Church, and His leaders on earth.
 - Live a chaste, righteous life and develop Christ-like character traits.
 - Practice self-initiated service to others.
 - Encourage the pursuit of all truth.
2. Enlarge their intellect by helping them:
 - Obtain a broad university education based on the world’s arts, letters, and sciences.
 - Obtain in-depth knowledge in a major leading to job competence and/or graduate school.
 - Develop and use the ability to think clearly, learn independently, and solve problems effectively.
 - Communicate in English effectively with others.
 - Increase capacity to enjoy beauty, both artistic and natural.
 - Encourage scholarly research and creative endeavor in partnership with faculty.
3. Provide an intercultural learning environment where harmony prevails amidst diversity by helping them:
 - Acquire knowledge and appreciation of one’s own and others’ cultures.

Hail Alma Mater

Music by **Johannes Brahms**
Words by **Joseph Spurrier**

Hail Al-ma Ma - ter, Thou wilt ev - er — light our way.
Hail Al-ma Ma - ter, We — pledge our — love to thee,

On, ev - er on - ward, with Crim - son, — Gold, and Gray.
Thy firm foun - da - tion our strength shall — ev - er be.

Long may thy name bring ho - nor and fame Thy prais-es — ev - er ring, All
Vir - tue and truth be crown of our youth Our lo - yal-ty ere be thine, All

hail to — thee from moun-tain to sea, The Church ColHege of Ha - wai - 'i.
hail to — thee from moun-tain to sea, Our B - Y - U. Ha - wai - 'i

HISTORICAL SKETCH

BYU–Hawai‘i’s unique history combines solid moral roots with legacies of academic excellence and multi-cultural harmony.

On July 2, 1954, **David O. McKay**, President of The Church of Jesus Christ of Latter-day Saints, announced that the church would establish a college in Hawai‘i. This simple declaration marked the fulfillment of what the prophet had envisioned 33 years earlier while serving as an Apostle. He had witnessed a flag raising ceremony by children of the Church-sponsored elementary school in La‘ie and foresaw an institution of higher learning in this small community. A decorative mosaic above the main entrance of the David O. McKay Building commemorates that historic occasion.

President McKay presided at a groundbreaking ceremony attended by more than 1,000 Church members and guests on February 12, 1955. That event marked the beginning of what is today Brigham Young University Hawai‘i.

Dr. Reuben D. Law, the first president of the college, played a key role in selecting a suitable site for the campus and designing the curriculum. Under his leadership, in August 1955, the Church College of Hawai‘i opened its doors as a junior college with an enrollment of 153 students. Classes met in temporary war surplus buildings and in the La‘ie Ward Chapel near the LDS Temple. At the opening assembly on September 26, 1955, President Law shared with the faculty and students a special message and charge from President McKay. The following two guiding principles in that charge have provided the basis upon which the University has developed:

“Always bear in mind these two things as you proceed with this college: First, the students must be imbued with the fact and be led to feel that the most important thing in the world is the Gospel (of Jesus Christ) and that the observance of its principles in their lives brings happiness and joy in this life and further progress and exaltation in the life hereafter; and, secondly, the college must be fully creditable in all its instruction and activities.”

Dr. Law served as President until 1959. During his tenure the first commencement ceremonies were conducted in June, 1956, with 10 students receiving associate degrees. Permanent facilities of the present campus were built by Church labor missionaries called from the Pacific area, under the leadership of Joseph E. Wilson and supervisors from the U.S. mainland. President McKay dedicated the new facilities on December 17, 1958.

Dr. Richard T. Wootton, a member of the original faculty and acting president for the 1958-59 school year, was appointed as the second president of the college in 1959. He was instrumental in getting the school accredited as a four-year liberal arts and teacher training institution on February 23, 1961. Beginning in 1962, a fifth year in education was added to qualify students for the State of Hawai‘i Professional Certificate in Education.

Dr. Owen J. Cook, executive secretary of the Church’s Pacific Board of Education, assumed leadership of the university when Dr. Wootton left in 1964 and was officially named president on August 1, 1965. President Cook increased enrollment to more than 1,200 students representing every major island group in the Pacific and many Asian-rim countries. He also initiated a work/study sponsorship program

in cooperation with the Polynesian Cultural Center to help Pacific and Asian students finance their education.

Dr. Stephen L. Brower, a former professor of sociology at Utah State University, succeeded Dr. Cook as president in July 1971. Less than two years later, the student Aloha Center was completed and dedicated by President Marion G. Romney, a counselor in the Church’s First Presidency. Also under President Cook’s leadership, the school’s mission statement and goals were more clearly defined and formalized. This led to significant changes in the curriculum and an announcement by the Church Board of Education on April 13, 1974, that, beginning September 1, 1974, Church College of Hawai‘i would become Brigham Young University–Hawai‘i Campus.

Dr. Dan W. Andersen, Academic Vice President to President Brower, became the University’s first president under its new name. As president of BYU–Hawai‘i, President Anderson reported to Dallin H. Oaks, President of Brigham Young University in Provo, Utah. President Andersen helped to refine changes initiated by President Brower. Several major buildings, including a campus library, were planned and completed under his direction. He placed strong emphasis on programs to prepare students for living and working in the Pacific and Asia. Under President Andersen’s leadership the University prepared for and, in 1976, received full ten-year accreditation by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

Dr. J. Elliot Cameron, Vice President for Student Life at Brigham Young University, became the sixth president of the Hawai‘i campus on August 1, 1980. President Cameron guided the University toward a dramatic facelift and beautification, including completion and dedication of the 4,500-seat Cannon Activities Center and the Lorenzo Snow Administration Building—both conceptualized during President Andersen’s tenure. In cooperation with the Polynesian Cultural Center, the University also extended its outreach to China by establishing internships and a faculty exchange relationship with Jilin University.

Dr. Alton L. Wade became president on May 8, 1986, after J. Elliot Cameron’s appointment as Commissioner of Education for The Church of Jesus Christ of Latter-day Saints. During President Wade’s administration the academic program was reorganized into the College of Arts and Sciences, the School of Business, and the School of Education. Some majors were discontinued or modified, and new majors were introduced in special education, psychology, and computer science. Many campus facilities were renovated. A new 24-office faculty building was also added to the campus in 1994. President Wade left BYU–Hawai‘i in 1994 to become the Vice President of Student Life at Brigham Young University.

Dr. Eric B. Shumway, Vice President for Academics to Presidents Cameron and Wade, became the eighth president of BYUH on November 18, 1994. President Shumway is a Professor of English and has been a member of the BYU–Hawai‘i faculty since 1966. From 1986 to 1989 he served as President of the Tongan Mission for the Church. President Shumway’s leadership has been significant to the University. Under his direction, BYU–Hawai‘i launched the

Historical Sketch

Jonathan Napela Center for Hawaiian Language and Cultural Studies in 1998 and the School of Computing in 2002. His leadership has strengthened the School of Business and its Center for Entrepreneurship; programs in Teaching English as a Second Language and English as an International Language; and other academic efforts. The President also has established formal programs that help students return to their home countries and make a difference in their careers, communities, the Church, and their families. Perhaps most importantly, he has helped the University strengthen its harmonious multi-cultural learning environment as the percentage of international students has increased to almost one-half, one of the highest in the United States.

This process allows for peer review through WASC ensuring the continual improvement of education and cooperation among educational institutions and agencies.

WASC is located at: 985 Atlantic Avenue, Alameda, CA 94501
Phone (510) 748-9001
www.wascweb.org

Accreditation

Brigham Young University-Hawai'i was established as the Church College of Hawai'i in 1955. An accreditation visit from the Western Association of Schools and Colleges (WASC) resulted in the Church College of Hawaii obtaining full accreditation as a two-year college in October 1959 and then full accreditation as a four-year institution in February, 1961. Further reaccreditations were received in January 1964, May 1968, June 1972

In 1974 the Church College of Hawai'i would become the Brigham Young University-Hawai'i, and BYU-Hawai'i received a reaffirmation of accreditation from the Accrediting Commission for Senior Colleges of the Western Association of Schools and Colleges in June 1976, June 1981. This accreditation was reaffirmed again in 1986 and 1996. The University is currently preparing for the next accreditation cycle with the following schedule:

2003

October 15 - BYUH Institutional Proposal submitted

November 24 - Institutional Proposal accepted

2005

December 21 - Capacity & Preparatory Review report due

2006

March 15-17 - WASC Team visit

(Capacity & Preparatory Review)

June 22-23 - Evaluation Team report

(presented at Commission Meeting)

December 21 - Institutional Effectiveness Review report due

2007

March 7-9 - WASC Team visit

(Institutional Effectiveness Review)

June 21-22 - Evaluation Team report

(presented at Commission Meeting)

POLYNESIAN CULTURAL CENTER

BYU-Hawai‘i shares a unique relationship

with the adjoining Polynesian Cultural Center – Hawai‘i’s most successful paid visitor attraction. Every year 700 BYU-Hawai‘i students supplement their education through employment at the Center, where they interact daily with visitors from around the world.

The Polynesian Cultural Center opened in 1963, primarily to provide financial aid to BYU-Hawai‘i students who could not otherwise afford a higher education. Since then, more than 31 million visitors have enjoyed the Center, and nearly 14,000 BYU-Hawai‘i students have worked at PCC. The PCC has contributed \$140 million toward the university’s educational objectives, and students continue to gain valuable on-the-job experience in all areas of business

management and customer service. The Center continues to be a bridge to world leaders from Polynesia as well as many other countries, most notably the Peoples’ Republic of China. The saga of the Polynesian Cultural Center mirrors the Church’s world-wide growth and BYU-Hawai‘i’s reputation as a respected institution of higher learning.

PCC president, Von Orgill, notes: “The partnership that the university and the cultural center share continues to grow in value, significance and influence. The Polynesian Cultural Center vision, once met with cynicism and doubt, has evolved into a remarkable reality. All of us are the beneficiaries of this living legacy with cultural and Church roots nurtured in many island communities around the Pacific.”

BYU-Hawai‘i and PCC leaders once called this relationship the “aloha experiment.” The experiment has proven successful many times over. As President Eric B. Shumway explains: “These two institutions truly are joined at the heart.”





Religious Environment

The Church of Jesus Christ of Latter-day Saints sponsors BYUH to provide a university education in an atmosphere that nurtures spiritual growth and a strong testimony of the divinity of Jesus Christ. Church programs are closely correlated at all levels with the activities of the university, and students will find many opportunities to grow spiritually.

BYUH Stakes and Wards

To give students maximum opportunity to participate, the Church is organized into three BYUH stakes composed of several wards of approximately 100-125 members each. All single students living away from home who are members of The Church of Jesus Christ of Latter-day Saints become members of a BYUH singles ward in the BYUH 1st Stake or 3rd Stake for single students. Married students not living in university housing may attend either a BYUH family ward in the BYUH 2nd Stake for married couples or the residential ward in which they live.

Devotionals and CES Firesides

University devotionals, held throughout the year on Thursdays at 10 a.m., provide an inspirational and integrative part of the university experience. These assemblies are occasions to celebrate the shared sense of values and community in the university. Participation in these gatherings renews spiritual commitment and extends knowledge of significant religious, intellectual, and cultural matters.

Devotional speakers, selected from the General Authorities and other leaders of the Church and university, come to teach the gospel and affirm the spiritual dimension of the university experience for students, faculty, and staff. An additional opportunity is provided by regular Church Educational System firesides, usually held on the first Sunday of the month.

Campus offices and services are closed during university devotionals so that members of the university community may participate.

Other Religious Denominations

Other religious denominations are represented in the BYUH student body. These students are encouraged to attend the congregation of their faith.

Religion Classes

All students at BYUH should include regular gospel study as a continuous part of their university experience. Full-time undergraduate students need to take the equivalent of one religion class each semester of enrollment until a total of 14 semester hours in religion has been earned toward a bachelor's degree. (See the Religion Education section of this catalog or refer to the Web for more information.)

Academic Environment

The academic environment extends beyond the four walls of a university classroom. Serious students seek enrichment in the library, at university forums and lectures, and through research. There is also a high expectation for out-of-class study. For every hour spent in class students are expected to dedicate two hours out of class studying. Some students may choose to become involved in the Honors Program.

Academic Advisement

<http://byuh.edu/registration/advising.html>

Academic Advisement provides assistance in all areas of a student's academic life. While college life can be overwhelming, academic advisors are available to provide support and guidance. Students are encouraged to work closely with their academic advisor throughout their years at BYU-Hawai'i. Each advisor can help students make appropriate short- and long-term academic decisions. However, the student is ultimately responsible for his or her own academic progress in completing graduation requirements.

Academic Internships

Internships/Cooperative Education at BYUH provides students with the opportunity to apply educational concepts learned in the classroom through supervised work experiences related to their majors. All courses in this program carry the course number 399R and are offered through various departments. Formal work experiences include part-time work while attending school full-time, and periods of full-time work alternating with periods of full-time school.

Internship includes all formal paid and non-paid work experiences for which credit is granted and can include cooperative education, practicum, and field experiences. The Career Services Office assists departments and students in locating work positions and processing contracts between the University and employers. Each college/school develops its own program to fit its own unique set of needs.

Campus Media Services

JFS Library, (808) 293-3855

<http://byuh.edu/mediacentral>

The campus provides media systems support for all curriculum programs and projects. These are provided to assist both faculty and students in achieving success in their chosen coursework. The Ralph E. Woolley Media Center, within the Joseph F. Smith Library building, provides equipment support for both faculty and student presentations within classrooms. Computing and digital imaging equipment is available for limited checkout, and student project production facilities are provided in both the traditional and digital media forms through the Media Development Lab, the University Copy Center, and Media Services.

Career Services

CAF 180, (808) 293-3533

<http://www.byuh.edu/career>

Career Services assists students in developing, assessing and implementing life-long career planning and management skills that qualify them for productive lives in the economies in which they live. Primary service components include career development, experiential education, graduate school preparation, and employment search and placement assistance. Career Services works closely with academic departments to help students transition from college to the workplace.

Using the resources of Career Services, students can develop self-knowledge related to career choice and work performance, obtain occupational information, select experiential opportunities that optimize future employment options, take responsibility for career decisions and prepare for finding suitable employment. Students have access to a wide variety of resources including an online library of career planning tools. YCAREERS is an electronic job network that connects students to job opportunities, on-campus recruitment and interviews, and special career-related events.

Experienced professionals serve as career advisors and assist students with personal career plan development.

Computer Laboratories

There are several computer labs available to the general student body. The labs consisting of Macintosh and Windows-based computers connected to the campus computer network. Using the network, students, faculty, and administrators can utilize various software and hardware tools. The lab computers can be used to access current word processors, spreadsheets, databases, graphic tools, and other student and discipline-oriented software.

University computers are managed by Information Technology Operations (ITO), (808) 293-3921, <http://ito.byuh.edu>. This group manages the campus network, local and wide area network servers, computer hardware repairs and upgrades, and University Call Center. All students, faculty and administrators have user accounts that provide access to the electronic mail (e-mail) system on campus as well as Internet access. ITO also provides computers for rent, IP telephones, and internet services in the dorms.

Counseling Services

MCK 181, (808) 293-3518

<http://byuh.edu/studentlife/sdc/>

All students admitted to the university have the potential to succeed academically; however, some students have difficulty achieving the level of success required to remain in good academic standing. The counselors in the Student Development Center assist students in maintaining that level of academic success. Counselors are trained to assist students with time management, study skills, career choice, and other academic concerns.

Counseling Services provides individual, couples, and group counseling by licensed mental health professionals. Psychological and psychoeducational testing is also available and administered by a licensed psychologist. Counseling Services houses Services for Students with Special Needs, the Proactive Learning Skills Program with its Learning Center, and provides a variety of special services and programs for Pacific Islanders, women, married students and other student groups in an effort to increase coping capacities and reduce stress and dysfunction. Students who experience academic difficulties are encouraged to contact the Student Development Center.

International Student Services

MCK 181, (808) 293-3516

<http://byuh.edu/studentlife/sdc/iss/>

All students who are not United States citizens, permanent residents, or U.S. nationals are considered to be international students. Students need to be aware of the limitations that immigration regulations place on the flexibility of a foreign student's academic program, employment, training, and plans for the future. International Student Services is located in the Student Development Center and provides the following services to international students:

1. Issues and endorses SEVIS I-20 forms to currently enrolled students for changes, program extensions, and those who travel outside the U.S.
2. Maintains up-to-date records of student passports, visas, and documents required by the U.S. Citizenship and Immigration Services (USCIS).
3. Helps students understand and comply with the USCIS regulations.
4. Provides counseling and assistance to help students in their adjustment to campus living.
5. Works closely with advisors and faculty for the well being of international students.
6. Provides counseling and academic advisement to international interns, transfer students and those wishing to enroll in an Optional Practical Training (OPT) experience.

Joseph F. Smith Library

JFS Library, (808) 293-3850

<http://www.byuh.edu/library/>

The Joseph F. Smith Library is central to the academic enhancement of Brigham Young University–Hawai'i and its pursuit of excellence. While providing an appropriate learning environment for the student body, the Library collects, organizes, and disseminates information that is pertinent to the University's curriculum and to the needs of a culturally diverse university community. Because fields of knowledge change rapidly, the Library strives to keep abreast of current developments and incorporates these as it is feasible.

The Joseph F. Smith Library holdings total approximately one million items, consisting of 300,000 books, as well as

federal government documents, maps, audio visual materials, microforms and periodicals. Special collections include the Pacific Islands Research Room and the Education Curriculum Collection. Library services include reference services, computerized search/research and bibliographic services, a special reserves service, circulation of print and non-print materials, interlibrary loan as well as personalized and customized library instruction.

Language Center

MCK 156

<http://lc.byuh.edu>

The Language Center serves second and foreign language students and faculty in the campus community. Instruction and support services are provided through computer aided instruction (audio and video) and tutors (foreign language and English as a second language tutor informants). Its mission is to improve students' fluency in the listening, speaking, and, to an extent, the reading and writing skills in all second and foreign languages taught at BYUH.

Mathematics Laboratory

GCB 177

The Mathematics Laboratory is a place where students can receive individual attention. Tutors are available many hours of the day and evening to help students with individual problems. There are carrels where students may study with the aid of computers and a variety of printed, audio and visual media. Space, materials and equipment are provided for students to work on individual laboratory and research projects. Teachers may set up projects or displays so the students can come in on their own time for an individual learning experience. The Mathematics Laboratory augments the more structured and group oriented class room and laboratory learning environments with an individualized and personalized approach to learning.

New Student Orientation

<http://byuh.edu/newstudent/>

Prior to the beginning of each semester and term, a special orientation program is held for all new freshmen and transfer students (see University Calendar). Attendance is expected for new students to the university. The orientation sessions are planned to give students specific information and assistance necessary for them to have positive and successful experiences as BYUH students. There are also functions including a circle island tour and visit to the Polynesian Cultural Center.

Pacific Institute

LSB 2nd Floor, (808) 293-3665

<http://byuh.edu/academics/thepacificinstitute/>

BYU–Hawai'i maintains a Pacific Institute in part with funding

from the Polynesian Cultural Center. The Pacific Institute and its Board of Fellows is a community of scholars and cultural experts from the BYU–Hawai'i campus and the Polynesian Cultural Center organized to assist both institutions to accomplish their educational, cultural, and spiritual missions. The Institute oversees publication of the quarterly journal, Pacific Studies, conducts major research programs, and provides research assistance to the Polynesian Cultural Center. Encouraging research and publications that document and portray the history, cultures, arts, and crafts of Polynesia and other Pacific Island cultures, the Institute establishes connections and alliances with other research institutions in Hawai'i and the Pacific.

Reading/Writing Center

MCK 103, (808) 293-3629

<http://byuh.edu/academics/English/rwc/Index.htm>

The Reading/Writing Center is a support service offered by the English Departments to all university students, staff, and faculty. The Center's primary purpose is to support and supplement reading and writing instruction on campus at all levels and in all disciplines. This function is accomplished by providing (1) tutorial assistance for class work and also to help fill writing and reading knowledge gaps; (2) helpful materials—books, software, texts, tests, etc.—emphasizing the areas in which students need help.

The Speech Center

GYM 142, (808) 293-3663

The Speech Center is a support service and provides resources to help students, staff and faculty construct and practice speeches and other forms of public speaking. Trained tutors provide help for individual and group presentations and job interview training and practice. They also assist EIL students in practicing and improving oral English language skills.

These goals are accomplished with tutorial sessions, workshops and with digital video recording which allows the speaker to observe and evaluate his own performance.

The Testing Center

MCK 115, (808) 293-3536

<http://byuh.edu/testing/>

The Testing Center operates modern, state-of-the-art testing facilities for students and provides excellent testing resources for faculty, including scoring and analyzing exams, test question design, item banking, and test generation. The BYUH Testing Center allows students to take course exams outside the classroom at convenient times and provides the student immediate score feedback for objective examinations.

Students may also take interest and personality inventories at the BYUH Testing Center. Data from these instruments can then be used as a basis for receiving counseling in educational, occupational, and personal decisions and goals.

BYUH is an official testing center for several national

exams, including ACT, LSAT, MCAT, PRAXIS, and SAT. BYUH administers the Prometric testing programs on campus as a service to students and the community. In addition, foreign language challenge tests are given in collaboration with the BYU Humanities Research Center in Provo. The Testing Center also administers English and Math placement tests and provides registration information for most national exams.

University Forums

University forums are held on selected Tuesdays at 10 a.m. and are designed to enrich the general education experience. Speakers experienced in the arts, sciences, humanities, business, media, and government are chosen for their contributions to their field and their ability to inspire and communicate. Participation in these assemblies and the associated question-and-answer sessions prompts inquiry into significant intellectual, cultural, and social issues and helps lay the foundation for life-long learning.

Cultural Environment

Students can immerse themselves in the diverse cultural atmosphere of BYU–Hawai‘i, which has one of the most diverse student populations with 45 percent of the student body representing nearly 70 countries.

Faculty and Student Performances, Exhibitions, and Showcases

<http://byuh.edu/academics/divisions/far/cal.html>

Throughout the year the Fine Arts Department features students and faculty members in exhibitions, plays and other productions, and musical performances.

As part of their educational experience, students, both individually and in groups, present concerts, exhibitions, films, plays, recitals, and productions. Plays as well as art and design exhibitions are also a part of the student fare available to the university community.

Museum of Natural History

MCK 125, (808) 293-3816

<http://byuh.edu/academics/nhmuseum/>

BYU–Hawai‘i hosts a collection of vertebrates and invertebrates from the Pacific and elsewhere in the university’s Museum of Natural History.

Performance Series

ACR 171, (808) 293-3577

<http://byuh.edu/studentlife/activities/>

The University annually sponsors a program of world-class performing arts events that include music and dance. These

programs are very popular and are considered essential ingredients to a complete academic experience.

The Polynesian Cultural Center

55-370 Kamehameha Highway, (808) 293-3333

<http://polynesia.com>

BYU–Hawai‘i shares a unique relationship with the adjoining Polynesian Cultural Center – Hawai‘i’s most successful paid visitor attraction. Every year 700 BYU–Hawai‘i students supplement their education through employment at the Center, where they interact daily with visitors from around the world.

Recreational Environment

A Great Outdoors

Students can take advantage of the short walk to the beach to enjoy ocean activities or take advantage of the hiking trails in the nearby Ko‘olau mountains.

Athletic Facilities

BYU’s athletic facilities are among the best in Hawai‘i. The Cannon Activities Center is a multiple-use facility for volleyball, basketball, graduations, and campus devotionals. The University also has facilities for tennis, racquetball, aerobics, dance, bowling, a fitness center, and a newly remodeled pool for swimming.

Intercollegiate Athletics

<http://byuh.edu/sports/>

BYU–Hawai‘i participates in ten intercollegiate sports as a member of the NCAA II and in conjunction with three other Hawaii schools in the Pacific West Conference. The men’s intercollegiate program consists of basketball, cross country, golf, tennis, and water polo. The women’s program consists of cross country, golf, softball, tennis, and volleyball. The "Seasiders" won the NCAA II national championship in women’s tennis in 2004. In all, BYU–Hawai‘i has won 22 national team championships and nine individual or doubles national titles.

Intramural Activities

The campus intramural program, consisting of several events throughout the year, involves many participants in both men’s and women’s activities. Students may participate in individual events and team events, which are coordinated through the campus wards.

CHURCH EDUCATION SYSTEM HONOR CODE

Honor Code Office, ACR 166, (808) 293-3493

<http://byuh.edu/studentlife/honorcode/>

Brigham Young University, Brigham Young University Hawai'i, Brigham Young University–Idaho, and LDS Business College (LDSBC) exist to provide an education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. That atmosphere is created and preserved through commitment to conduct that reflects those ideals and principles. Members of the faculty, administration, staff, and student body at BYU, BYUH, BYUI, and LDSBC are selected and retained from among those who voluntarily live the principles of the gospel of Jesus Christ. Observance of such is a specific condition of employment and admission.

Those individuals who are not members of The Church of Jesus Christ of Latter-day Saints are also expected to maintain the same standards of conduct, except church attendance. All who represent BYU, BYUH, BYUI, and LDSBC are to maintain the highest standards of honor, integrity, morality, and consideration of others in personal behavior. By accepting appointment on the faculty, continuing in employment, or continuing class enrollment, individuals evidence their commitment to observe the Honor Code standards approved by the Board of Trustees “at all times and ... in all places” (Mosiah 18:9).

Honor Code Statement

We believe in being honest, true, chaste, benevolent, virtuous, and in doing good to all men. . . . If there is anything virtuous, lovely, or of good report or praiseworthy, we seek after these things (Thirteenth Article of Faith).

As a matter of personal commitment, faculty, administration, staff, and students of Brigham Young University, Brigham Young University Hawai'i, Brigham Young University Idaho, and LDS Business College seek to demonstrate in daily living on and off campus those moral virtues encompassed in the gospel of Jesus Christ, and will:

- Be honest
- Live a chaste and virtuous life
- Obey the law and all campus policies
- Use clean language
- Respect others
- Abstain from alcoholic beverages, tobacco, tea, coffee, and substance abuse
- Participate regularly in church services
- Observe the Dress and Grooming Standards
- Encourage others in their commitment to comply with the Honor Code

Specific policies embodied in the Honor Code include (1) the BYUH Honor Code, (2) the Dress and Grooming Standards, (3) the Residential Living Standards, and (4) the Continuing Student Ecclesiastical Endorsement.

BYUH Honor Code

The first injunction of the BYUH Honor Code is the call to “be honest.” Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President McKay taught, “Character is the highest aim of education.” It is the purpose of the BYUH Academic Honesty Policy to assist in fulfilling that aim.

BYUH students should seek to be totally honest in their dealing with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. The BYUH Honor Code is included on page 27.

Dress and Grooming Standards

The dress and grooming of both men and women should always be modest, neat, and clean, and consistent with the dignity adherent to representing The Church of Jesus Christ of Latter-day Saints and any of its institutions of higher education.

Modesty and cleanliness are important values that reflect personal dignity and integrity, through which students, staff, and faculty represent the principles and standards of the Church. Members of the BYU, BYUH, BYUI, and LDSBC communities commit themselves to observe these standards, which reflect the direction given by the Board of Trustees and in the Church publication, “For the Strength of Youth.” These guiding principles apply at all CES institutions of higher education. The application of these principles may vary slightly at the various institutions in accordance with local conditions and circumstances. The Dress and Grooming Standards are included on page 28.

Residential Living Standards

<http://byuh.edu/studentlife/honorcode/residentialliving.html>

BYUH is committed to providing a learning atmosphere consistent with the principles of The Church of Jesus Christ of Latter-day Saints. Members of the BYUH community should likewise commit themselves to creating such an atmosphere for students residing in approved student housing on campus and BYUH off-campus contract housing. To achieve this distinctive ambiance, BYUH has established living standards to help students learn some of the high ideals and principles of behavior expected at the university. These standards limit visiting privileges and hours and encourage clean, orderly, respectful, moral and dignified conduct.

Non-academic Discipline

Students who are found guilty of violating University standards, policies, and/or rules and regulations will be subject to non-academic discipline. This may include one or more of the following: fines, community service, loss of privileges, non-academic probation for a specified period of time, being counseled out (voluntary withdrawal), suspension (involuntary withdrawal for a specified period of time), or dismissal (permanent, involuntary withdrawal).

Students who are counseled out, suspended, or leave the University with unresolved non-academic problems will be encumbered and notices of the encumbrances sent to all LDS church schools. They will be required to obtain clearance from the BYUH University Standards Office before they can be considered for readmission. Expelled students will have the expulsion noted on their permanent record files and notices of their expulsion sent to all LDS church schools.

Students placed in one of the above categories have the right for an Honor Code Administrative Review. (For more details go to <http://byuh.edu/studentlife/honorcode/reviewprocess.html>.) Generally, the University will follow procedures outlined in the Administrative Review policy. However, any departure from these procedures will not act to invalidate the decisions made by the University, provided the procedures followed were fundamentally fair, given the facts and circumstances of the case.

The Administrative Review Process is under the direction of the Student Life Vice-President. The Office of General Counsel may advise University personnel involved in the Administrative Review anytime during the process as to matters of university policy and procedure relevant to the deliberations. No review decision contrary to, or as an exception to, University policy will be implemented without the written approval of the Student Life Vice-President.

The student applying for an Honor Code Administrative Review will not be restricted in or excluded from class attendance or participation in any University functions and activities during the review process unless the University determines that such attendance and/or participation is likely to be disruptive or pose a substantial threat to the well-being or personal safety of the student or others. In those cases, the Dean of Students Office will advise the student of any restrictions and/or exclusions, pending the outcome of the review.

A student may, at any time during the review process, request permission to voluntarily withdraw from the university. Generally, such a request can be granted if there has been no violation of the law and such action would not compromise the integrity of the university. If the Dean of Students approves the request, he or she will discontinue the review process and allow the student to withdraw without any official action being taken or noted on the student's official university records.

Requesting a Review

<http://byuh.edu/studentlife/honorcode/reviewprocess.html>

The student may request a review of the Honor Code Office or University decision if the student (1) claims innocence, (2) claims the decision was unreasonable based upon substantiated facts, (3) claims that mitigating facts and circumstances were not fairly considered in making the decision, and/or (4) claims the University did not follow its procedures and as a result reached an unfair decision.

In order for students who have been on academic or non-academic suspension to be readmitted, they must follow the steps listed under admissions for returning students. BYUH complies with and fully supports the federal Drug-Free Schools and Communities Act of 1989.

Continuing Student Ecclesiastical Endorsement

All enrolled, continuing students are required each year to obtain a Continuing Student Ecclesiastical Endorsement from their winter semester ecclesiastical leader of their assigned ward. To assure they are regularly attending meetings and doing their duty in the Church, LDS students must be endorsed by the bishops of their wards of residence during winter semester. (A bishop should not endorse students who do not reside in his ward winter semester.) Non-LDS students obtain their Continuing Student Ecclesiastical Endorsements from their local ecclesiastical leaders or the LDS bishop within whose wards they reside during winter semester. Students wanting to preregister for fall semester must be endorsed by their bishop during winter semester before March 15.

BYU-HAWAII HONOR CODE

The Church of Jesus Christ of Latter-day Saints sponsors Brigham Young University Hawai'i in order to provide a university education in an atmosphere consistent with the ideals and principles of the Church. The maintenance of high standards of personal behavior and appearance is essential to the preservation of that atmosphere and to the development of men and women who personify these ideals and principles. By enrolling or accepting employment at BYUH, a person signifies that he or she has been, is now and will continue living in accordance with the following principles, whether on or off campus.

1. I live and will continue to live the law of chastity. This includes abstaining from inappropriate physical familiarity and abstinence from all sexual relations outside the bonds of marriage.
2. I live and will continue to live the Word of Wisdom. This includes abstinence from alcoholic beverages, tobacco, tea, coffee, and the abuse of kava.
3. I respect and will continue to respect the property rights of others. This includes refraining from stealing, shoplifting, concealment, damage, or misuse of the property of others. I understand that in order to foster a theft-free campus, violators will be suspended from the university.
4. I am not involved nor will I become involved in drug abuse. This includes the possession, use, or distribution of any narcotic or dangerous drug or drug paraphernalia (as defined by applicable law), except as prescribed by a licensed medical practitioner (refer to campus drug policy pamphlet, available from Human Resources).
5. I will comply with all University regulations. This includes compliance with rules relating to campus organizations and to the use of University and off-campus housing and other facilities.
6. I respect the personal rights of others and will continue to do so. This includes:
 - a. Not physically or verbally abusing any person and not engaging in conduct that threatens or endangers the health or safety of others. Violators will be suspended.
 - b. Not obstructing or disrupting the study of others; the performance of official duties by University personnel; the teaching, research, disciplinary, administrative, or other functions of the University; or other authorized activities on University premises.
7. I honor, obey, and sustain the law and will continue to do so.
8. I am honest and will continue to be honest in all my behavior. This includes not cheating, plagiarizing, or knowingly giving false information. Honesty in academic conduct is expected of every student. Violations of academic honesty include but are not limited to the following:
 - a. Giving or receiving unauthorized help during an examination.
 - b. Altering without authorization any grade record, or any test or written work after submission for grading.
 - c. Attempting to gain favorable consideration from a professor or an academic committee by misrepresenting the facts.
 - d. Submitting as one's own any academic assignment that is the work of someone else.
 - e. Claiming as one's own the language, ideas, or structure of another, either by failing to cite the source of quoted or paraphrased passages or by failing to distinguish clearly between one's own language and the language of a cited source through the proper use of quotation marks.
 - f. Submitting the same paper or report in more than one course.
 - g. Condoning violation by other students. When an instructor feels that a student has violated this code by cheating, plagiarizing, or a comparable infraction, the instructor is obliged by University policy to confront the student. If the violation is confirmed, the instructor may fail the student for the course in which the violation occurs and report the student to the University Standards Office. A student who feels that he or she has been unfairly charged may appeal the instructor's decision to the respective Dean.
9. I live and will continue to live the standard of Christian living as taught by The Church of Jesus Christ of Latter-day Saints both on and off campus. This includes Sunday activities consistent with Latter-day Saint ideals, graciousness and consideration for others, and observing high principles of honor, integrity, and morality. For LDS students, this also includes regularly attending Church meetings, fulfilling callings, and supporting Church leaders, and refraining from participation in organized athletic events and any other activities that may detract from the spirit of the Sabbath.
10. I observe high standards of taste and decency and will continue to do so. This includes refraining from disorderly, lewd, indecent, or obscene conduct and expression, and from the viewing of pornographic material.
11. I will help others fulfill their responsibilities under the Honor Code.
12. I will observe University standards of dress and grooming as described in the Dress and Grooming Standards.

BYU–HAWAI‘I DRESS AND GROOMING STANDARDS

General

The attire and grooming of both men and women must always be modest, neat, clean, and becoming of the dignity of a representative of BYUH and The Church of Jesus Christ of Latter-day Saints. Dress and grooming should emphasize appropriateness, good taste, high moral standards, consideration of others, and should be reflective of gender. Extreme styles, unusual apparel or physical alterations (such as color or style of hair, shaved head, male pony tail, tattoos, or multiple earrings) which bring undue attention to one's self should be avoided. Body piercing (e.g. nose, eyebrow, and tongue piercing) not allowed.

The standards apply both on and off campus.

Appropriate for Men

- Slacks and jeans worn to the waist
- Sport or dress shirts and sweaters with sleeves
- Shorts which extend at least to the middle of the knee when standing
- Neat hairstyles, trimmed above the collar and leaving the ears uncovered
- If worn, neat mustaches which do not extend beyond or below the corners of the mouth
- Clean-shaven appearance, modest sideburns
- Footwear worn in all public places

Inappropriate for Men

- Earrings or excessive jewelry
- Beards or noticeable (grubby) facial hair (See Honor Code office for medical exceptions)
- Body Piercing or visible tattoos
- Patched, faded, frayed or torn clothing
- Bandanas

Appropriate for Women

- Dresses, loose-fitting blouses, shirts and sweaters with sleeves (caps are not sleeves)
- Skirts, culottes, modest pantsuits, jeans, slacks and shorts worn to the waist.
- Hemline on dresses, skirts, and shorts extend at least to mid-knee when standing.
- Modest, neat hairstyles
- Footwear worn in all public places

Inappropriate for Women

- Dresses or skirts with slits above the knee
- Tight clothing
- The no-bra look
- Any clothing which exposes the midriff
- Evening or formal wear with low-cut necklines, or gowns that are backless, strapless, or which have spaghetti straps
- Extreme hairstyles or colors
- Excessive ear-piercing (more than one pair)
- Visible tattoos
- Patched, faded, frayed or torn clothing
- Bandanas

Work-Out or Athletic Attire

- Swim suits are modest in fabric, fit and style (no bikini, two-piece or French-cut styles)
- Modest shorts above the knee, sweats, and appropriate gym clothing
- Tank tops are modest so underclothing or sports bras are not exposed (no spaghetti straps)
- Modest t-shirts which cover the back and midriff
- Appropriate shoes, not slipper/flip-flops, worn in all athletic areas

Leisure Attire

(For residence halls and informal outdoor activities – not classroom or dining areas)

- Sweats and jogging attire are modest and cover the midriff
- Shorts extend to the knee
- Work overalls, medical scrubbies, military camouflage or fatigue outfits
- Informal lava lavas
- Messages and pictures on clothing that are appropriate to LDS standards
- Footwear is worn in public campus areas; slipper/flip-flops are permitted
- Men wear shirts at all times in public areas

ADMISSIONS

Admissions Office, LSB 1st Floor, (808) 293-3738
<http://byuh.edu/admissions/>

All Applicants

Admissions Policy

Brigham Young University Hawaii exists to provide an education consistent with the religious and family values taught by the Church of Jesus Christ of latter-day Saints. In admission we prefer members of the Church in good standing but will not unlawfully discriminate against applicants based upon gender, race, creed, religion, national origin, age, or disability who meet the requirements; who agree to abide by the Honor Code and Dress and Grooming Standards; and who are otherwise qualified based upon available space. High standards of honor, integrity, and morality; graciousness in personal behavior; application of Christian ideals in everyday living; and abstinence from tobacco, alcohol, and harmful drugs are required of every student.

An applicant who is currently excommunicated or disfellowshipped from, on probation with, or voluntarily disaffiliated from The Church of Jesus Christ of Latter-day Saints is generally inadmissible until reinstated to full fellowship. Undergraduates who desire to appeal based on extenuating circumstances may obtain an application to be excepted from the implementing policy and procedures from the Dean of Admissions & Records, LSB 119.

Students, who withdrew on Grade Warning or Probation more than five years prior to reapplying, may be admitted at the discretion of the Admissions Appeals Committee. Students on academic status who have been away for five years or less are generally admitted on the same status provided they have received a clear ecclesiastical endorsement.

Important Notice: When admission applications reach the maximum number allowed by the Board of Trustees (even if this occurs before the semester or term deadline date), the Admissions Office will only consider applications for the next possible semester or term.

Enriched Environment Statement

University Statement on Fostering an Enriched Environment

“The Mission of Brigham Young University – founded, supported, and guided by the Church of Jesus Christ of Latter-day Saints – is to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.”

To this end, the University seeks qualified students of various talents and backgrounds, including geographic, educational, cultural, ethnic, and racial, who relate together in such a manner that they are “no more strangers and foreigners, but fellowcitizens with the saints, and of the household of God.” It is the University’s judgment that providing educational opportunities for a mix of students who share values based on the gospel of Jesus Christ and come from a

variety of backgrounds and experiences is an important educational asset to BYU.

Full Disclosure

Failure to disclose and submit all documents required for admission, including transcripts from each institution in which the applicant has or is currently enrolled, or any falsification of information required for admission consideration may result in disallowance of transfer credits, immediate suspension and/or loss of all credit earned at BYUH.

Notification of Admissions Decision

All applicants will receive official written notification from the BYU–Hawai‘i Admissions Office. Any other notification, either verbal or written, will not be considered valid. A letter of acceptance is valid only for the beginning of the semester or term indicated. Applicants wishing to be considered for a later enrollment date must notify the Admissions Office in writing prior to the application deadline for that semester or term.

Application Deadlines

All application materials must be received by the CES Admissions Office on or before the deadline for the semester or term for which the applicant is seeking admission. Applicants who submit any portion of their application after the deadline for the semester/term for which they are applying, may be considered for the next available semester/term.

Semester/Applicant	Application Deadlines
Fall Semester New freshman and all international applicants: transfer and former applicants:	February 15 March 15
Winter Semester All applicants:	October 1
Spring Term New freshman and all international applicants: Transfer and former applicants: Visiting students:	February 15 March 15 No deadline
Summer Term New freshman and all international applicants: Transfer and former applicants: Visiting students:	February 15 March 15 No deadline

Admissions

International students are encouraged to submit application materials at least one month before the deadline dates listed. This will allow sufficient time for the preparation of visa documents.

Note: The University President and the University Admissions Committee reserve the right to make exceptions to admission policy and guidelines as deemed appropriate.

High School Preparation

Students are encouraged to complete high school courses from the following list of college-preparation courses. Of particular importance are English and mathematics. Writing and math skills are basic for critical thinking. Completing courses on the list may assist in preparing students for university study and will be given additional consideration in admission decisions. Students who perform well in Advanced Placement, International Baccalaureate (IB), and college preparatory classes enhance their possibility of admission.

- Four years of English: composition, grammar, and courses that encourage “writing to learn.”
- Three to four years of mathematics (two or three years beyond algebra 1): geometry, intermediate algebra, precalculus, trigonometry, calculus.
- Two years of laboratory science: chemistry, physics, biology, physiology, anatomy, genetics, botany, zoology.
- Two years of history or government: U.S. history, U.S. constitution (for U.S. residents), world history, medieval history, ancient history, government.
- Two or more years of foreign language (advanced skill in one language is preferred).
- Two years of literature or writing: Shakespeare, classics, mythology, literature, creative writing.

Courses such as computer science, the arts (music, drama, painting, etc.), and other worthwhile choices may prove beneficial for students. Students should be careful to take classes with substantial content that challenge them. In today’s world typing and computer skills are valuable assets. These skills should be learned in high school or independently.

LDS Seminary

Students are encouraged to participate in LDS Seminary during each year of high school. Brigham Young University Hawai’i is committed to the concept that thoughtful and consistent study of the scriptures is vital to the preparation of those desiring to enter BYUH. Students who have completed seminary will be given priority in admission process.

International Students

http://w3.byuh.edu/admissions/international_students.htm

International students, both new freshman and transfer, must submit the following from the CES application:

- Part 1 Student Information
- Part 2 School Selection

- Part 3 Student Commitment and Confidential Report
- Part 4 Seminary/Institute Recommendation
- Part 5 High School Information and Courses (including an official transcript)
- Part 6 Extracurricular Activities
- Part 7 Student Essays
- Part 8 International Student Information (including proof of funds)

Other requirements include:

- Official TOEFL or Michigan Test results
- Non-refundable fee of \$30
- University Entrance/Matriculation Exam Results:
- New freshmen: Submit in English, official high school transcripts and university entrance examination results.
- Freshmen: Submit in English, official high school and official college or university transcripts showing all academic course work completed.
- Transfer: Submit in English, official college or university transcripts showing all academic course work completed overseas or in the U.S.
- All IWES students must submit an IWES application with their application for admissions.

BYU–Hawai’i encourages international students to begin the application process well in advance of the deadlines. Transfer students are strongly encouraged to apply. Applicants should submit detailed written descriptions for all course work completed prior to attending BYU–Hawai’i with their application. This information, in addition to official college or university transcripts, will help BYU–Hawai’i staff to determine the number of credits transferred and the length of the course of study at BYU–Hawai’i. Official transcripts not in English should be accompanied by certified English translations. International students may transfer to BYU–Hawai’i from a U.S. college or university if they hold a valid F-1 visa and have maintained their student status during their prior enrollment.

U.S. New Freshmen and Freshmen Applicants

http://byuh.edu/admissions/us_freshmen_students.htm

Application

The biographical/entry selection information (Parts 1 and 2), ecclesiastical endorsement (Part 3), seminary/institute recommendation (Part 4), high school information and official transcripts from each school attended (Part 5), and activities list and essays (Parts 6 and 7), are required of each applicant. Parts 1, 2, 6, and 7 of the application can be completed using the Internet. Parts 3, 4, and 5 can be downloaded off the Internet. The Web address is www.BeSmart.com

Applicants applying to BYU–Hawai’i with less than 30 semester hours of college credit must submit all seven sections of the CES application:

- Part 1 Student Information
- Part 2 School Selection

- Part 3 Student Commitment and Confidential Report
- Part 4 Seminary/Institute Recommendation
- Part 5 High School Information and Courses (including an official transcript)
- Part 6 Extracurricular Activities
- Part 7 Student Essays
- Non-refundable fee of \$30
- American College Test (ACT) scores or Scholastic
- Aptitude Test (SAT) scores
- Official transcript from each college or university attended.

Freshman applicants who apply with less than 30 semester hours of credit must be admissible on the current high school criteria and current transfer criteria. BYU–Hawai‘i prefers the ACT but will accept the SAT. Official test results and transcripts must reach the Admissions Office before the deadline.

Application Fee

A one-time non-refundable fee of \$30 must accompany all applications for admission. Checks or money orders should be made payable to BYU–Hawai‘i (do not send cash through the mail). The fee amount is subject to change.

High School Graduation

Applicants should be graduates of fully accredited high schools. Those who complete their secondary education through the General Education Development Test (GED), home study, home school, or other programs will be reviewed individually by the Admissions Committee to determine admissibility. Additional information (achievement tests, personal interview, etc.) may be required as part of the application process.

American College Test (ACT)

All new freshman applicants and transfer students who have completed fewer than 30 semester (45 quarter) hours of college credit at the time of application are required to take the ACT, a national standardized entrance exam. The ACT is administered nationally five times each year (October, December, February, April, and June). Students are encouraged to take the test during the last semester of their junior year in high school. The test should be taken early enough for the results to be in the Admissions Office before the deadline for the semester in which a student intends to enroll. Test results arrive at the university approximately four weeks after the test is given. Applicants must register for the ACT at least one month in advance of the test date. Registration materials can be obtained from most high school or college counseling offices or from the American College Testing Program, PO Box 414, Iowa City, IA 52243, (319) 337-1270 or on-line at <http://www.act.org/aap/>.

Other Considerations for Admission

The Admissions Committee also considers applicants with special talent, exceptional creativity, or other unusual preparation for university study not otherwise revealed in standard admission data. In evaluating these criteria, the Admissions Committee relies on scholarship recommendations from a BYUH department as a demonstration of the required talent, creativity, or unusual preparation. The Admissions Committee also uses Parts 6 and 7 (activities and essays) and Part 4 (seminary/institute recommendation) of the application in making an evaluation. The committee may also consider such matters as mission, military service, career choices, and personal circumstances.

Early Admission

High school students who would like to be considered for admission to Brigham Young University Hawai‘i before high school graduation must:

1. Have a cumulative high school grade point average of 3.6 (B+) or higher on all work to date.
2. Submit a letter of unconditional recommendation for early admission from their high school counselor or principal. This letter must verify the student can no longer benefit from high school attendance since high school courses do not properly challenge and motivate the student. The counselor or principal must also state that the student is academically prepared and has the emotional and social maturity to benefit from attendance at BYU–Hawai‘i.
3. Submit a letter of unconditional recommendation for early admission from the applicant’s parent or guardian.
4. Complete all application requirements (see application procedures for freshman applicants).

Application deadline dates for early admission are the same as for new freshman applicants.

Home School Applicants

Applicants who have been home schooled in lieu of attending a traditional high school environment must receive a composite ACT score of 24 or higher to be competitive for admission consideration. These individuals must also complete all other application requirements for freshman applicants.

Concurrent Enrollment at BYU–Hawai‘i

High school students who would like to be considered for admission to Brigham Young University Hawai‘i as part-time students while still enrolled in high school must:

1. Have a cumulative high school grade point average of 3.6 or higher on all work to date.

2. Submit a BYUH concurrent enrollment voucher signed by the applicant, the parent, and a high school counselor.
3. Have completed at least the junior year of high school.
4. Complete parts 1, 2, and 3 of the admission application.
5. Pay the non-refundable application fee of \$30.

Concurrent Credit Transfer Policy

Many students are now receiving enriched academic experiences by enrolling concurrently in college courses while completing their high school curricula. BYU–Hawai‘i will consider these students for freshman admission and scholarships provided they complete no more than 29 semester/44 quarter hours of concurrent work before enrollment at BYU–Hawai‘i.

Students admitted to BYU–Hawai‘i who, before enrollment, complete 30 semester/45 quarter hours of concurrent course work or who enroll at a college or university other than BYU–Hawai‘i following high school graduation will be designated as transfer students. Their admission and scholarship status will be evaluated based on BYU–Hawai‘i’s transfer student criteria. Such evaluation may result in the withdrawal of a previously awarded freshman scholarship.

College credit received for successfully completed AP examinations, IB examinations, CLEP examinations, or concurrent work taken at BYU–Hawai‘i is excluded from the 29 semester/44 quarter hours limit.

U.S./International Transfer Students

http://byuh.edu/admissions/transfer_students.htm

Applicants applying to BYU–Hawai‘i with 30 or more semester hours of college credit must submit the following sections of the CES application:

- | | |
|--------|--|
| Part 1 | Student Information |
| Part 2 | School Selection |
| Part 3 | Student Commitment and Confidential Report |
| Part 4 | Seminary/Institute Recommendation |
| Part 8 | *Affidavit of Support) |

The following are also submitted:

- Non-refundable fee of \$30
- Official transcript from each college or university attended
- Proof of English Proficiency (TOEFL or Michigan Exams)
- *Written descriptions or syllabi in English for courses completed at other institutions.

*Note: International only

A maximum of 4 hours of Institute credit will count towards the 30 semester hours transfer students acquired at other institutions provided that the 4 hours are from the following courses: Book of Mormon, Doctrine and Covenants, New Testament, and Sharing the Gospel. An official Institute of Religion transcript must be submitted directly to the CES Admissions Office.

Former Students

http://byuh.edu/admissions/transfer_students.htm

Applicants must submit these three sections of the application:

- | | |
|--------|--|
| Part 1 | Student Information |
| Part 2 | School Selection |
| Part 3 | Student Commitment and Confidential Report |

In addition, an official transcript from each college or university attended since last attending BYU–Hawai‘i should be submitted. Students returning after attending another institution should have earned a competitive grade point average. Submit an official college or university transcript. Former international students must submit Part 8 International Student Information (including proof of funds).

Deferment

BYU–Hawai‘i students can interrupt their studies for one semester (fall or winter) by submitting a Continuing or New Student Enrollment and Scholarship Deferment Application. These forms are available at the Admissions Office. Continuing U.S. students may defer enrollment for one semester only. International students cannot defer admissions.

LDS Missionaries

Students planning to return to campus immediately following release from missionary service should complete the LDS Missionary Admission Deferment application available from the BYU–Hawai‘i Admissions Office, preferably before entering the Missionary Training Center.

International students who served missions in the United States must apply for adjustment of status at least ten months prior to returning to BYU–Hawai‘i in order to be eligible for financial aid and employment.

American College Test (ACT) or Scholastic Aptitude Test (SAT) Scores

Applicants from Canada, American Samoa, Guam, the Federated States of Micronesia and U.S.-patterned international schools must submit either ACT or SAT results.

English

Results from the TOEFL must also reach the Admissions Office before the application deadline. The TOEFL (Test of English as a Foreign Language) is the preferred test of English language proficiency. For more information about the test contact: TOEFL@collegeboard.com. In some cases, the TOEFL may be substituted by the Michigan Exam which is available only in selected countries.

Official University Visa Policy

Brigham Young University Hawai'i does not accept applicants who entered the United States on B (visitor) visas. New students must present a Form I-20, valid passport and valid F-1 (student) visa to Immigration and Naturalization Service officials upon arrival in Honolulu. Evidence of serious pre-existing health conditions may be grounds for denial.

IWES Program

The IWES program is available only for students from selected countries in Asia and the Pacific. An application for IWES is available from the Financial Aid Office or Admissions Office. International students applying to transfer from another institution in the United States will not be eligible for the International Work Experience Scholarship program.

Second Degree (Second Major/Additional Major)

In keeping with its mission to educate as many students as possible, BYU-Hawai'i does not admit students for a second bachelor's degree.

Spring/Summer Visiting Student Program

http://byuh.edu/admissions/visiting_students.htm

Visiting students may attend either the spring and/or summer terms. No financial aid is available to visiting students.

Applicants must submit the following from the CES application:

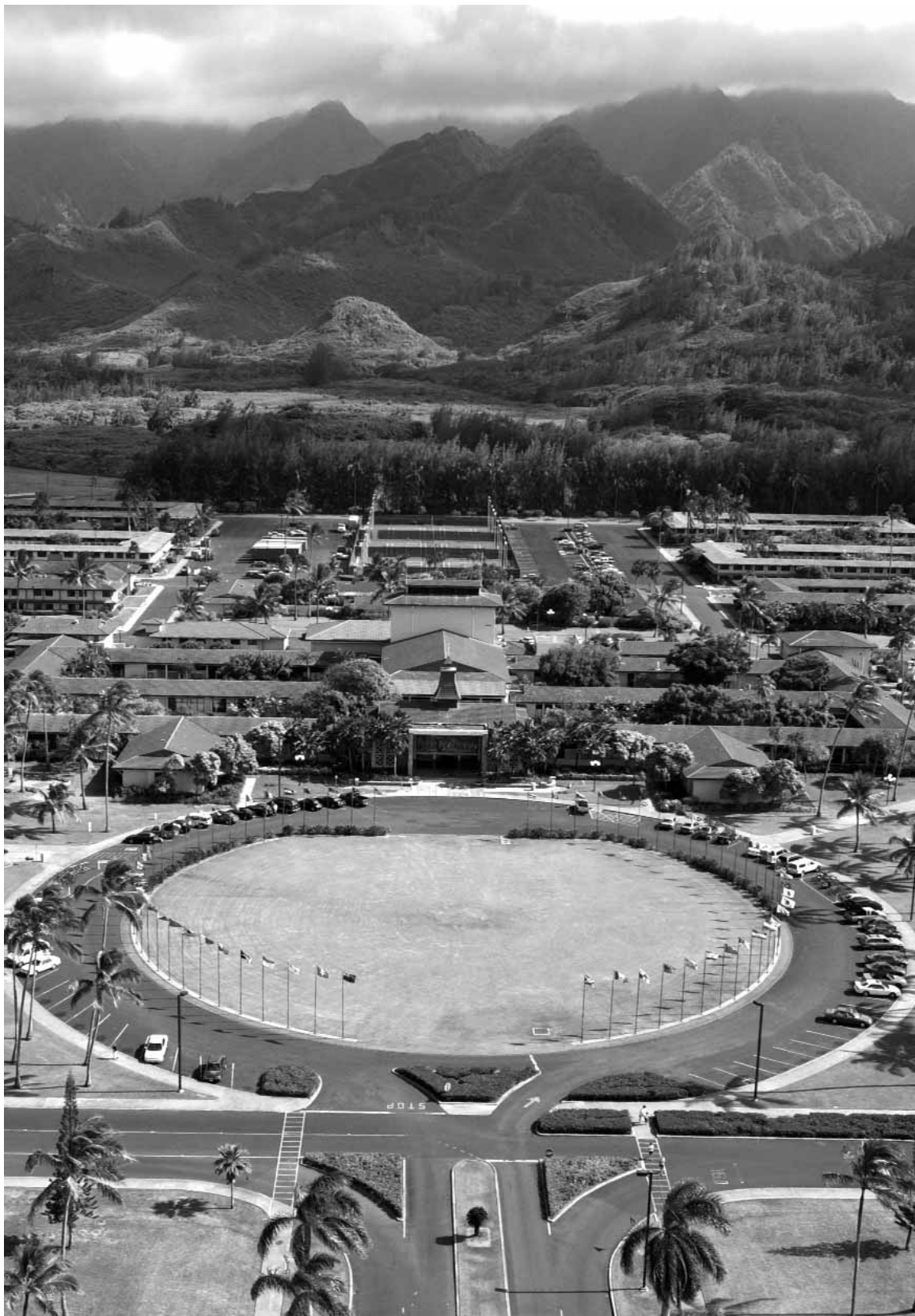
- Part 1 Student Information
- Part 2 School Selection
- Part 3 Confidential Report
- Non-refundable \$30 application fee
- Official College/University transcript

If you have completed less than 30 college or university credits at the time of application, also submit a high school transcript and either the ACT or SAT scores. Please note that Visiting Students may be required to live in On-Campus housing.

AP (Advanced Placement) Credit

Students who completed Advanced Placement courses in high school and scored a composite grade of 3, 4 or 5 on any subject test may receive up to eight semester hours of credit in each subject.





TUITION AND FEES

Cashier's Office, LSB 1st Floor, (808) 293-3718

Tuition and class fees are paid by the first day of classes each semester or term. (See the current Academic Calendar for deadline dates.) Students who fail to pay tuition by this day will be subject to a late fee penalty and will jeopardize their eligibility to enroll for subsequent semesters or terms.

Any prior unpaid student account charges must be cleared before a new registration may be completed. Tuition and fees payment must be tendered in U.S. dollars.

Students who decide not to return should contact the Discontinuance Office (MCK 181, [808] 293-3558) to drop all classes. Discontinuance must be completed prior to the first day of classes to avoid a late tuition payment fee and/or withdrawal fee. Tuition will be charged from the first day of classes to the date the discontinuance office is notified at the percentage rate listed under the Refund Schedule that follows on the next page. Those who do not drop their classes will retain them on their records and will be charged tuition. Once students register for classes, they are officially enrolled and committed to attend.

Students may add or drop classes on the Web through the first week of school. Students cannot drop all their classes on the Web if they decide not to attend. Students who anticipate receiving financial aid will be held responsible to pay tuition charges by the deadline date whether financial aid is available or forfeited. Questions regarding tuition and fee assessment should be addressed to the Business Office (Administration Building). The university reserves the right to change tuition and fees without notice.

The charge for noncredit courses or for auditing courses is the same as for credit courses. Full-time status (for tuition assessment) for all undergraduate students is registration for 12 or more credit hours per semester or for 6 or more credit hours per term.

Part-time status (for tuition assessment) for all undergraduate students is registration for less than 12 credit hours per semester or less than 6 credit hours per term. The tuition paid as a part-time undergraduate student does not entitle the student to health service, student activity privileges, or physical education suit and facility privileges.

Tuition and Fees

<http://byuh.edu/admissions/costs.htm>

Per Semester (fall or winter)		Per term (spring or summer)	
LDS	*Non-LDS	LDS	*Non-LDS
Full-Time			
\$1,380	\$2,070	\$690	\$1,035
**Advanced Standing			
\$1,598	\$2,480	\$815	\$1,240
Part-Time (per credit hour)			
\$187	\$285	\$187	\$285
**Advanced-Standing (per credit hour)			
\$223	\$322	\$223	\$322

*A significant portion of the cost of operating the university is paid from the tithes of The Church of Jesus Christ of Latter-day Saints. Therefore, students and families of students who are tithe-paying members of the Church have already made a contribution to the operation of the university. Because others will not have made this contribution, they are charged a higher tuition, a practice similar in principle to that of state universities charging higher tuition to nonresidents.

** Students will be designated as advanced standing once they accumulate 150 earned semester hours of credit, subtracting all EIL credit. All exceptions to this policy will be made by the Academic Exceptions Committee. Students who apply for post-graduate professional certification programs will be handled on a case-by-case basis.

Late Tuition Payment Fee

Tuition payments are due the first day of class. Payments made after the first day of class will be charged a \$50 late fee.

Dishonored Checks

Any student whose check is dishonored by his or her bank will be charged a handling fee of \$20. If the check is for tuition, there will be an additional charge of the late fee at the time the check is redeemed. Check-cashing privileges may be terminated at the discretion of the Director of Financial Services.

Tuition Adjustments

After the semester begins, a part-time student who increases the number of credit hours must pay for these additional hours on the day they are added. A full-time student dropping to part-time or a part-time student who decreases credit hours may be entitled to a tuition refund. A full refund will be allowed through the first week of classes for the difference between the number of credits the student starts with and the number of credits the students carry. Refunds for courses dropped after the first week will be subject to the refund schedule listed below. Any unpaid charges or encumbrances will be deducted from any refund to a student due to a tuition adjustment.

Discontinuance—Tuition Charge/Refund

In the event of withdrawal by a student, tuition will be refunded on the following basis:

The refund will be calculated based on the day that the withdrawal form is submitted to the Registrar's Office with

Calendar Days after first day of class		
Refund %	Semester	Term
100%	15	15
90%	25	n/a
50%	35	20
25%	50	25

Tuition and Fees

clearance signatures from Discontinuance Office. A withdrawal fee of \$10 will be charged to process all applications for early withdrawal. No refund of scholarships or awards will be granted to a student. Class fees are also refunded on a pro-rata basis using the schedule above unless the fees are for materials provided at the beginning of class in which case no refund will be provided to students who received such materials.

Students financing tuition and fees through University financial aid programs will have aid programs credited according to the refund schedule. If a student discontinues or drops in status from full-time to part-time and has received a Stafford Loan (formerly called a Guaranteed Student Loan) or a Pell Grant, federal regulations may require the school to return a portion of any refund to the appropriate lending institution or Pell Grant Account.

Any unpaid charges or encumbrances will be deducted from the refund amount due any student who withdraws. Any refund due a student because of withdrawal from school will be made only by check through the mail, approximately four weeks from the date on which the withdrawal was reported by the Discontinuance Office.

Class Fees

Art 212	\$25
Art 255, 265, 355, 365, 455, 456, 465	\$50
Art 312	\$40
Art 335	\$30
Art 375	\$30
ASTR	\$10
BIOL 460	\$10
Biology-all labs	\$10
Business Management 302	\$35
Chemistry-all labs	\$10
CHEM 381L	\$10
EIL 129, 219, 229, 329R	\$4
EIL 319, 339, 349	\$8
EXS 112, 230, 777	\$10
EXS 115, 231, 349	\$15
EXS 164	\$15
EXS 167	\$30
EXS 192	\$40
EXS 194	\$60
EXS 265	\$17.50
Geology 105	\$10
HEC 110, 162	\$50
Humanities 301	\$10
ICS 290A	\$10
IS 190L, 240L, 284L, 286L, 290L	\$25
Music 105R (Except GPI-Voice)	\$10
Music 110	\$15
Music 159R	\$160
Music 160R, 360R	\$200
Music 215R	\$20
Music 225R, 235R	\$25
Music 248R	\$20
Music 260, 262	\$50
Oceanography 201	\$10

Physics – all labs	\$10
Theatre 126	\$35

See the previous section regarding the refund policy for class fees.

Miscellaneous General Fees and Fines

Admissions application fee (nonrefundable)	\$30
Athletic locker fee	\$10
Change of grade fee (unless the change is the responsibility of the University).....	\$3
Duplicate ID (activity)	\$5
Examination, special equivalency non-refundable fee to take exam (undergraduate).....	\$10
Per-credit-hour charge upon successful completion of exam	\$5

(The maximum fee in any one subject shall not exceed \$40 in addition to the examination fee. Each examination will be treated independently of any other examination, and the charge will apply accordingly.)

Graduation fee (payable with application for candidacy).....	\$16
Health insurance per registered student.....	TBD
Late tuition payment fee.....	\$50
Return check fee.....	\$20
Student spouse activity card (nonrefundable) per semester.....	\$3
Traffic violation fines variable according to violation	TBD
Transcript fee (per copy).....	\$2
Transcript express fee (same day service).....	\$5

Student Health Insurance Requirement

IWES, Student employment, and Student Insurance, LSB 1st Floor, (808) 293-3512

<http://www.dmba.com/nsc/handbooks/HBmaster.htm>

BYUH requires all full-time students (12 credit hours or more for a semester; 6 credit hours for a term) to carry adequate medical insurance. This applies the entire time a student has continuing status, including students taking a semester or term off. All participants in groups on tour, study abroad, or internships are required to carry adequate medical insurance.

Enrollment in the BYUH Student Health Plan satisfies the university's insurance requirement, as does enrollment in a group medical plan provided by an employer or a spouse's or parent's employer. Any other medical insurance plan must meet the following requirements:

- provide at least 70 percent coverage for all major medical expenses, including physician, hospital, and ancillary services;
- have an individual annual deductible of no more than \$500; and

- have an annual plan limit of no less than \$25,000.

Full-time students must enroll in the BYUH Student Health Plan or provide verification of other adequate insurance coverage when first enrolling at BYUH and prior to the beginning of fall semester each year thereafter. Students who do not return a properly completed waiver form to the BYUH Insurance Office will be automatically enrolled in and assessed the appropriate premium (single or married student rate) for the BYUH Student Health Plan. The insurance fee payment is due by the first day of class each semester and term.

4. In the event students become delinquent in the payment of their financial obligations BYUH may assess (a) a financial charge in the amount of 1% per month against all unpaid debts over thirty days old, (b) all late charges, and (c) all costs of collection incurred by BYUH including reasonable costs, expenses and attorney's fees incurred in collecting the debt.

The above steps may be taken by the Director of Financial Services without further notice if a satisfactory arrangement is not made after the student has once been notified regarding his or her financial responsibility.

Financial Policies

The University has established the following financial policies relating to the collection of tuition, fees, housing and other charges from students.

Financial Statements

Statements will be mailed to each student at their current address. If a student wishes to have this statement mailed to a different address, they should notify the Business Office.

These statements will show the status of the student's account, including charges, payments received, past due amounts, service charges, deposits, and loans. These statements do not relieve the student from making required payments by the deadlines listed in this catalog.

Payment Method

All payments must be paid in U.S. currency and be received by BYUH by the deadline dates listed in the Academic Calendar in this catalog. They may be paid to the BYUH Cashier's Office either in person or by mail but must be received on or before the deadline dates.

If paying by mail, allow enough time for the mail to get to BYUH. Send a check or money order. Do not send cash by mail. Payments can also be made by bank credit card, in person at the Cashiers Office, or over the phone. Credit cards accepted: Visa, Mastercard, and American Express.

Delinquent Accounts

If an unsatisfactory financial relationship occurs because of unpaid fees, fines, loans, housing, returned checks, loss of property or breakage, the following recourse may be taken by the University:

1. The student will not be allowed to advance register for future semesters/terms if he/she has past due balances.
2. Cancellation of registration. This includes (a) the cancellation of registration when debts become past due after the registration has taken place, and (b) requiring students with bad debt history to pay in full for tuition and other charges in advance before being allowed to register.
3. Withholding of academic credit. No transcript of credits, recommendation, registration or readmission to the University will be allowed until the obligation is cleared.



FINANCIAL AID AND SCHOLARSHIP

Financial Aid Office. LSB 1st Floor, (808) 293-3530

<http://byuh.edu/financialaid>

The Financial Aid Office provides the following services.

1. Federal Financial Aid (Pell Grants, Stafford Loans, PLUS loans).
2. Scholarships and Awards
3. BYUH Short-Term Loans
4. Financial Aid Counseling

Over the past decade the cost of obtaining an excellent university education has increased considerably. As a result, many students and their families have found it difficult to obtain the funds to pursue an education. The university is sensitive to this situation and to those students who are hard-pressed to finance their studies. There is a firm commitment to assist those who need additional resources to further their studies.

Financial aid available at BYUH comes from various federal, state, and university programs in the form of loans, scholarships, and grants. The Financial Aid Office staff coordinates these financial aid programs and assists students in identifying financial resources for which they might qualify. Because financial need usually exceeds the amount of financial aid available through university and federal programs, the distribution of financial aid at BYUH is generally based on an assessment of the student's unmet need. There are some exceptions to need-based awarding; e.g., academic scholarships, performance & talent awards, athletic awards, and short-term loans.

The process of determining a student's eligibility for financial aid is called need analysis. During the need analysis process, income and asset information from both the student and parents is examined to determine the family's ability to contribute toward educational costs. This figure, called the expected family contribution (EFC), is subtracted from the cost of attendance, to determine the unmet financial need.

For U.S. citizens and Legal Permanent Residents, BYUH uses the standard government need analysis form called the Free Application for Federal Student Aid (FAFSA), in determining how much the student and family is able to contribute to the cost of the student's education. All students applying for Federal financial aid must complete the FAFSA and a BYUH Financial Aid Data Sheet. The application process is not complete until the results of the FAFSA have been received and processed by the BYUH Financial Aid Office.

Even though a standard formula is used to analyze a student's financial situation, the staff of the Financial Aid Office carefully considers the individual circumstances of each student applying for aid.

Applying for financial aid is complicated and time consuming. Considerable delays and frustrations can arise from filling out forms incorrectly or failing to submit the proper documents in a timely manner.

Students and their parents are encouraged to read instructions carefully and to complete all forms and documents correctly.

More details about these programs are available on the web (www.byuh.edu/financialaid) or by emailing financialaid@byuh.edu.

Federal Financial Aid

Federal Programs, BYUH Financial Aid,
(808) 293-3539

<http://byuh.edu/financialaid>

Federal aid available at BYU -Hawaii includes Pell Grants, Stafford Loans, and PLUS loans). U.S. citizens, permanent residents, and eligible non-citizens may qualify for Federal Student Aid. The Financial Aid website listed above has links to the Free Application for Federal Student Aid (FAFSA) <http://www.fafsa.ed.gov>, as well as a handy step-by-step "Application Checklist" to help students apply for federal aid. Printed versions of the FAFSA are also available at the Financial Aid office.

To insure the availability of Federal funds to meet tuition and housing deadlines, the FAFSA should be submitted annually to the government no later than April 20th. Other required documents need to be received by the BYUH Financial Aid office by May 30th to meet priority processing dates.

Federal student aid recipients are required to maintain satisfactory academic progress (SAP) as outlined on the Financial Aid Office website at www.byuh.edu/financialaid. Recipients must also comply with specific regulations governing each program as outlined by the federal government.

Students who have received federal aid who withdraw from school should contact the Discontinuance Office (808-293-3558) and the Financial Aid Office. When a student withdraws mid-semester, calculations must be made to determine how much of the Pell or Stafford award a student may keep.

Program details, regulations, forms, advisement, and refund requirements for each of the federal student aid programs are available at the BYUH Financial Aid Office and the Financial Aid website.

Scholarships and Awards

Scholarship and Awards, BYUH Financial Aid,
(808) 293-3740.

<http://byuh.edu/studentlife/scholarship/>

Scholarships and awards are processed and administered by the Financial Aid Committee (FAC) and the Scholarships and Awards Board (SAB). Scholarships and awards fall into three broad categories: 1) BYUH Department awards, 2) institutional recruitment-based awards, and 3) donor-based restricted awards.

Scholarships and awards are valid only for the period for which they are awarded and are subject to the availability of funds. Scholarship and award funds are not available to students until they are admitted and registered at the university.

For the most recent information about the availability of scholarships, application forms, and application deadlines, consult the scholarship website.

For information regarding International Work Experience Scholarships for IWES sponsored students, please see information in the IWES & Student Employment section of this catalog.

BYUH Short-Term Loans

BYUH Financial Aid, (808) 293-3530

<http://byuh.edu/financialaid>

In harmony with the LDS Church philosophy of self-reliance, the BYU–Hawaii Short-Term Loan was established to help students pay initial semester or term charges when they are temporarily short of funds, but are anticipating future funding to be available within a few weeks. Students are expected to exhaust personal, family, and granting agencies' resources before requesting a short-term loan. Short-term loans are not a long-term solution to address financial need. The duration of the loan is very short. A fall or winter semester short-term loan must be repaid in approximately seven weeks from the beginning of the semester, and a spring or summer short-term loan must be repaid in approximately five weeks from the beginning of the term.

Full-time students may borrow up to \$1,800 per semester and \$900 per term to assist in paying tuition, BYUH health insurance, on-campus room and board, books and supplies, and class fees. (Some restrictions apply to sponsored IWES students.)

Students who are delinquent in repayment of loans may have restrictions placed on university services and may not be eligible for future loans.

Applicants must:

1. Be full-time students (exceptions can be made for some students enrolled in at least 9 credit hours).
2. Have a co-signer, if borrowing more than \$425. The co-signer must be an individual who is a relative other than a spouse, who is over 21 years of age, and has the financial ability to repay the loan. (The co-signer requirement is waived for BYUH sponsored IWES students.)
3. Meet application deadlines, which are printed on the application/promissory note.

Note: Application information and forms are available from the Financial Aid Office, first floor of the Administration Building, and from the Financial Aid website.

Financial Aid Counseling

Students may meet personally with Financial Aid staff to discuss financial aid options, how to apply for scholarships, budgeting, debt management, and other finance-related topics. To set an appointment, students may use an appointment book available at the Financial Aid service window in the Lorenzo Snow Administration Building, or call 808-293-3530.

Other Financial Assistance

State higher education offices, high school, and college financial aid offices in each state or country often have information regarding special financial assistance programs available to residents of their respective state or country. There are also many free scholarship search engines available on the internet.

IWES & Student Employment Board (ISEB) Appeals

The IWES Board is a body of full-time BYU–Hawai'i staff and student representatives, coming from different parts of campus to hear appeals on issues concerning student employment and the IWES program. The board meets every other Friday. Appeal applications can be picked up at and returned to the IWES/Student Employment Office located on the first floor of the Lorenzo Snow Building (Administration). Appeals should be turned in by Wednesday in order to be reviewed in Friday's meeting.

Student Employment

Student Employment/IWES, Financial Aid,
(808) 293-3749

<http://byuh.edu/services/ses/millennium.cfm>

The Student Employment and IWES Office assists full-time students in finding on-campus employment. Students are limited to 19 hours per week when school is in session. The U.S. Immigration and Naturalization Service (INS) regulations limit international students to on-campus employment, which includes the Polynesian Cultural Center (PCC).

Federal law requires all student employees to complete an I-9 Employment Form with two identification documents proving eligibility for employment in the U.S. A list of appropriate documents can be found on the Student Employment website.

Students must maintain full-time enrollment status of 12 credits to be employed on-campus, including the PCC, in student jobs. Federal regulations limit international students to 20 hours of work each week, but university policy limits all students to 19 hours a week.

STUDENT ACTIVITIES AND LEADERSHIP

BYU-Hawai'i provides an exciting variety of leadership and service opportunities, clubs, dances, concerts, movies, academic forums, and more through the Student Activities and Leadership Office.

Orientation

This is for new, transfer, returning students (those who have been away for awhile). During the new student orientation, students make new friends; meet faculty members, campus administrators, and upper classmen; tour the campus and the island of Oahu; become acquainted with campus resources; and obtain a great introduction to their academic life.

Continuing students can serve their new classmates as Ohana Group Leaders, returning the favor they received when they arrived, and participate in a great leadership experience themselves.

BYUHSA (Student Service Association)

Student leaders provide opportunities for leadership through service, rich social experiences in a gospel centered environment, intercultural appreciation and understanding, and academic excellence.

Students can get involved by participating in, planning and implementing community service programs, social activities, Culture Night, Songfest, Foodfest, or academic contests.

Students expand their leadership and cultural horizons through various clubs and organizations. Clubs focus on culture (from Tahitian and Kiribati to Russian and African to Japanese and Cambodian), on special interests (film making, capoeira, swing dance), and on preprofessional areas (entrepreneur, social work, education).

Student Concerns

An active Student Advisory Council helps students share ideas and recommend improvements in our campus through researching campus issues and recommending change. Students with individual concerns may get help from the Student Advisory Council. They can advise, refer, and help solve problems.

Student Activities and Leadership/ID Office

Students come to the main office to receive their ID cards, learn about leadership and service opportunities, handle club financial business, meet with student leaders (BYUHSA), or consult with the Student Activities staff.

Performance Series

Students arrange for local and international performers to perform on campus—including modern and cultural dance, jazz, classical, or classic pop—helping broaden the cultural and multicultural educational experience.

Game Center

The Game Center is a place for students to relax. Activities include bowling, shooting pool, karaoke, table tennis, air hockey, or a variety of video and arcade games. Tournaments and other special events are scheduled throughout the year.

Aloha Center Desk

The front desk of the Aloha Center is the information source for student activities. Tickets are available for both on and off campus events, as well as bus information and shuttle sign ups.

Clubs and Organizations:

African	Japanese
ACM	Kiribati
African	Kiwi
Aikido	Korean
American	Latino
Association for Computing Machinery	Mandarin
Badminton	Math
Beach Volleyball	Melanesian
Brazilian	Missionary Training Club
Cambodian	Mongolian
Capoeira	Music Performance
Chess	Pacific Island Studies
College Democrats	Pre-Dental
College Republicans	Psychology
Cook Island	Racquetball
Dive	Russian
Education	Samoan
English Circle	Singapore Malaysia & Vietnamese
Fiji	Social Work
Filipino	Swing
Focus Film	Tae Kwon Do
Hawaiian	Tahitian
Hip Hop	TESOL
Hong Kong	Thai
Indian	Tongan



HOUSING

Housing Office, LSB 1st Floor, (808) 293-3541

<http://byuh.edu/housing/>

University Housing includes room and board residence halls for single men and women, and apartments for families. Students who are U.S. citizens and enroll in nine or more semester hours in the fall/winter semesters or four and one-half semester hours in the spring/summer terms are eligible for university housing for a maximum of five years, including single student residence halls (Hales) and married student apartments (Temple View Apartments). International students must enroll in twelve hours in the fall/winter or six hours in the spring/summer to be eligible for University housing.

Residence Halls for Single Men and Women

Student Housing, Administration Building,
(808) 293-3480

<http://byuh.edu/housing/oncampusres.htm>

The residence hall facilities are designed to maximize social interaction between students in a healthy, clean environment, which is conducive to high academic achievement. Board and room services for approximately 1116 men and women are provided in six residence halls. Most rooms are double-occupancy with single beds. We have a limited number of single rooms for Juniors and Seniors.

Hale Nalimanui (Hale One) is a female residence hall that has apartments with cooking facilities. The units are completely furnished (except for bedding, kitchen utensils and dishes) and have a kitchen, living room and bathroom. Eight students share each unit. Because of a limited number of apartments, only senior and junior students may apply. Freshmen are not permitted to apply except in cases of medical necessity. The other five residence halls are without cooking facilities, and residents have their meals in the cafeteria. However, Juniors and Seniors who are not enrolled in sponsorship programs can choose the Room with Club Card program. For more information on this plan, please visit the Food Services website at www.byuh.edu/services/food.

Residence for Students with Families

Student Housing, Administration Building,
(808) 293-3541

<http://byuh.edu/housing/TVA.htm>

Accommodations for 245 families are provided in Temple View Apartments (TVA) consisting of family dwellings surrounded by lawn and play areas for children.

Each apartment is partly furnished with a stove, refrigerator, curtains, dinette set, sofa, beds and sets of dresser drawers. The number of dressers and number and sizes of the beds depends on the number and ages of children in the family and the apartment size. A coin-operated laundry facility is available to TVA residents. Personal washers and dryers are not permitted in individual units.

Because of the limited number of TVA units and community housing that is confined to single family dwelling, there is normally a 6–12 month waiting list for currently enrolled full-time BYUH students. They are given first priority for TVA housing. Students who have been accepted for admission to the University but who are not yet enrolled are placed on a second priority waiting list. Students on the TVA waiting list have the option of deferring moving into TVA when they are offered an apartment and remaining on the waiting list in their current position for a future date when another apartment for which they qualify becomes available. They must give the Housing Office written notification of their intention at the time they are offered an apartment.

Eligibility for On-Campus Married Housing (TVA)

For U.S. citizens, either the husband, wife, or single parent head of the household must be enrolled in nine or more semester hours (four and one-half in a term) during fall and winter semesters and spring term. International students must enroll for 12 hours in fall/winter as well as six hours for either spring or summer. Apartments are assigned according to family size as follows:

- Studio—couples without children or with one child.
- One bedroom—couples without children or with one child.
- Two bedroom—couples with two to four children.

Due to apartment configuration, dimensions and size, families with two to four children will be considered on a case by case basis.

Applications for Residence Halls (Single Students)

Students planning to enroll at Brigham Young University–Hawai'i and live in the residence halls should check the appropriate box on the admissions application. Students will be contacted by the Housing Office within two weeks of their acceptance to the university. The \$125 fee should be paid as soon as the student is accepted.

Students assigned to live in the residence halls must make room and board payments, installment or full, prior to moving in. For details please refer to the Tuition and Fees section of the catalog.

Applications for Temple View Apartments (Married Students)

Students planning to reside in married student housing should check the appropriate box on the admissions application. Upon acceptance they must submit a \$25 non-refundable application fee. When students are assigned to their Temple View Apartment, they must pay the equivalent of two months rent prior to moving in. Half of this amount will be used to pay the first month's rent and the other half will be used as a security deposit. For details please refer to the Tuition and Fees section of the catalog.

Rental Agreements

Individuals planning to live in student housing should be totally familiar with and prepared to live by the terms and conditions of occupancy and must sign a housing contract for the accommodations they will occupy.

Early Arrivals

Non-sponsored single students who arrive early, prior to the scheduled arrival date, are charged a fee of \$15 per day for room and must furnish meals at their own expense. Prior to their early arrival, students are asked to inform the Housing Office in writing.

Off-Campus Residential Housing

BYUH Housing, LSB 1st Floor; (808) 293-3268
<http://byuh.edu/housing/offcampusliving.htm>

University policy requires all BYUH IWES students to reside in on-campus housing. All freshmen full-time students must reside in the campus residence halls until they have completed two semesters as full-time students unless they are living with immediate family (mother, father or legal guardian). Students transferring to the University must transfer a minimum of 30 credits to live off campus.

Students planning to reside off-campus should check the appropriate box on the admissions application. Students under the age of 25 living off campus must live in BYUH contract off-campus housing facilities. The Housing Office will provide a list of contract off-campus housing landlords. Students living in off-campus housing will be under the same honor code policies and regulations as those who live in the residence halls.

Students must live in a residence hall, home or apartment with a Hawai'i address while enrolled at BYUH. All BYUH students must provide the university with a current local address. Vagrant style living on beaches, in tents or vans, etc., is not permitted.

Housing Rental and Board

The tuition and fee schedules listed are in effect for the 2005-2006 academic year only. BYUH reserves the right to increase or modify the tuition and fee schedules.

Residence Halls for Single Students

Room and board for Hale's 2-6

	<i>Fall</i> 2005	<i>Winter</i> 2006	<i>Spring</i> 2006	<i>Summer</i> 2006
Ilima Meal Plan:	\$2,490	\$2,490	\$1,245	\$1,245
Maile Meal Plan:	\$2,390	\$2,390	\$1,195	\$1,195

Ilima Meal Plan includes 19 meals per week + \$60 flex dollars per semester or \$30 flex dollars per term. Meals begin with Saturday breakfast and end with Friday dinner.

Maile Meal Plan includes 14 meals per week + \$70 flex dollars per semester or \$40 flex dollars per term. Meals begin with Saturday breakfast and end with Friday dinner.

Room with a Club Card Meal (juniors and seniors only):

	<i>Fall</i> 2005	<i>Winter</i> 2006	<i>Spring</i> 2006	<i>Summer</i> 2006
Juniors/Seniors only:	*\$1,060	*\$1,060	*\$530	*\$530

*Room with Club Card meal program pays for room only. There is an additional cost of \$269.60 per semester for the purchase of 40 meals + \$20 flex dollars or \$144.80 per term for the purchase of 20 meals + \$20 flex dollars. For more information on meal card portion visit:
<http://byuh.edu/services/food/>

Rental fee for Hale 1 apartments for single females:

	<i>Fall</i> 2005	<i>Winter</i> 2006	<i>Spring</i> 2006	<i>Summer</i> 2006
Hale 1 apartments:	\$1,114	\$1,114	\$557	\$557

Installment Plan

Room and board may be paid in four equal installments of \$622.50 for the Ilima meal plan, \$597.50 for the Maile meal plan, four equal installments of \$278.50 for Hale 1, and four equal installments of \$265.00 for the housing portion of room with Club Card. The Installment Plan Option must be selected in advance on the Residence Hall Contract.

Temple View Apartments for Families

The tuition and fee schedules listed are in effect for the 2005-2006 academic year. BYUH reserves the right to increase or otherwise modify the tuition and fee schedules.

Monthly rates for 2005-2006, payable in advance, are as follows:

- Studio: \$535.00
- One bedroom: \$575.00
- Two bedroom: \$620.00

CHOOSING A MAJOR

1. Identify Areas You Want to Know and Understand

Success in a major depends on the right combination of interests, skills, efforts, and aptitudes. If you choose a major only because of its job possibilities and fail to look at your own interests and aptitudes, you will probably be disappointed. Broaden your horizons, explore what you find interesting—what excites you most.

2. Choose a Major on Criteria Other than Current Job Opportunities

Many college students, unfortunately, see college only as a vehicle for gaining economic security and mobility. Thus, they try to choose majors and a career on the basis of current job opportunities. Become educated, not merely trained.

3. Develop Flexibility and Adaptability

The only things you can really count on in the future are change and a continued knowledge explosion. Some futurists have estimated that today's high school graduates will be in five to seven different careers during their lifetime. Flexibility and adaptability, learning how to learn, and learning to think carefully and critically are the aims of a strong liberal arts education such as that available at BYU–Hawai'i.

For some jobs, employers do not require a degree in a particular major. In these cases, employers respond favorably to applicants who have developed analytical skills, who have the ability to reason abstractly, and who have learned to communicate effectively.

Below are commonly asked questions followed by a list of resources where you can find answers. Unless otherwise noted, you can access all of these resources through the Student Development Center, McKay 181, (808) 293-3516.

3. How Do I Choose a Major?

Review the majors offered at BYU–Hawai'i and their requirements.

- Career Counseling: (808) 293-3519.
- Open Major Academic Advisor: (808) 293-3518.
- Department academic advisor: See listing in each Department section of this catalog
- Directory section of this catalog

Determine what majors best fit your interest.

- Career Counseling
- Counseling Center workshops.
- Student Development (StDev) 101 and 102: See current class schedule.

Identify career opportunities available in the majors.

- Student Development Center: MCK 181, (808) 293-3516.
- Career Services, (808) 293-3533.
- Campus departments.

4. What Do I Do if I'm Having Difficulty Deciding on a Major?

Learn what majors are available at BYUH.

- Career counseling
- Student Development 101 and 102: See current class schedule.
- Talk with an expert in the field: Contact that department.

Learn about the opportunities and requirements for the majors in which I am interested.

- Open Major Academic Advisor: (808) 293-3518.
- Career counseling
- Student Development (StDev) 101 and 102: See current class schedule.
- Department academic advisor: See listing in each department section of this catalog.

5. I Know My Major. Now What?

Find out my major requirements.

- Student Development Center, MCK 181, (808) 293-3516.
- Department academic advisor: See listing in each department section of this catalog.
- Refer to the Major Academic Plan website: <http://byuh.edu/registration/maps.html>

Declare my major.

- Department academic advisor: See listing in each department section of this catalog.

6. How Do I Prepare for Life after Graduation?

Learn about employment opportunities.

- Career counseling
- Career Services, (808) 293-3533.
- Student Development Center, MCK 181, (808) 293-3516.
- Directory section of this catalog.

Learn about further graduate school opportunities and professional training.

- Career counseling
- Career Services, (808) 293-3533.
- Department academic advisor: See listing in each department section of this catalog.
- Directory section of this catalog.



UNDERGRADUATE MAJORS

Accounting (BS)
Art (2-Dimensional and 3-Dimensional emphases) (BA or BFA)
Biochemistry (BS)
Biology (General and Preprofessional) (BS)
Computer Science (BS)
Elementary Education (BA)
English (BA)
Exercise and Sport Science (BS)
Hawaiian Studies (BA)
History (BA)
Hospitality and Tourism Management (BS)
Information Systems (BS)
Interdisciplinary Studies (BA or BS)
International Business Management (BS)
International Cultural Studies (BA)
(Anthropology, Communications, and Humanities)
Mathematics (BS)
Music (Piano Pedagogy and Vocal Studies) (BA)
Pacific Island Studies (BA)
Political Science (BA)
Psychology (BA)
Secondary Education (13 areas)
 Art Education (BA)
 Biology Education (BS)
 Business Teacher Education (BS)
 Chemistry Education (BS)
 English Education (BA)
 History Education (BA)
 Mathematics Education (BS)
 Music Education (BA)
 Physical Education (BS)
 Physical Science Education (BS)
 Physics Education (BS)
 Social Science Education (BA)
 Teaching English to Speakers of Other Languages
 (TESOL) Education (BA)
Social Work (BSW)
Special Education (BS)
Teaching English to Speakers of Other Languages (TESOL)
(BA)



UNDERGRADUATE MINORS

Accounting
Art
Biochemistry
Biological Sciences
Chemistry
Chinese
Computer Science
Creative Writing
Economics
English
English as an International Language
Exercise and Sport Science (Coaching, Recreation and
Exercise and Sport Science)
Hawaiian Studies
History
Hospitality and Tourism Management
Information Systems
Instructional Design and Development
International Cultural Studies (Anthropology,
Communications, and Humanities)
Japanese
Linguistics
Mathematics
Music
Organizational Behavior
Polynesian Studies
Political Science
Sociology
Spanish
Teaching English to Speakers of Other Languages (TESOL)
Theatre
World Languages

REGISTRATION

Registration Office, LSB 1st Floor, (808) 293-3736

<http://byuh.edu/registration/>

Students who were enrolled as regular or part-time students during the previous semester or term have the ability to process their registration on-line on the BYU-Hawai'i website (See academic calendar in this catalog or on the website). Prior to registration, students must be free from any registration restrictions. Students who were enrolled only in the Center for Instructional Technology Outreach (CITO) must apply for admission or readmission to register for regular classes. Applications for admission must be submitted within the published deadlines in order to register.

Careful attention must also be given by all degree-seeking students to general education and major graduation requirements. Though students may receive advice from faculty, academic advisors or the Student Development Center, they are personally and directly responsible for meeting their graduation requirements.

For information regarding religion course registration, please see the Religious Education section of the catalog (pgs. 19, 65, 127).

Attendance in classes without official registration is not permitted and will result in forfeiture of any right or credit in that class by later examination. A student is not considered registered unless all phases of admissions and registration involved have been satisfactorily accomplished.

A \$10 fee is charged for each class dropped after the first five days of classes, unless such change is made necessary by administrative action.

Registration Procedure

Every student attending classes at BYUH must register and pay tuition. Students should refer to the academic calendar and instructions via web to be certain they follow procedures and meet deadlines as needed to be able to use the web registration. Upon registration via web, students may print a listing of their class schedule and tuition charge. Registration is finalized by payment of tuition. New and former students will receive their instructions for web registration and class request forms from the Registrar's Office through the mail. New international non-native English speakers will register on campus after completion of placement testing. Students must finalize all loans, scholarships, awards, etc., at the Financial Aid Office. MMR/Health Restrictions must be cleared prior to registration.

Registering for Courses with P and NP Grades

P is used to indicate the successful completion of a course taken on the pass/not pass option. This option is available to students at the University as a means of encouraging study outside the chosen major and is limited to one course per semester or term. An elective course, a course for which credit is received by examination, and any course specifically designated may utilize the pass/not pass option. Classes in the student's major (with some exceptions), religion, general education, or EIL classes may not be taken with this option. Students electing this option

will be given the P grade if their work in the course is rated as equivalent to C or better. If the work is not rated at this level, NP will appear on the permanent record. The P and NP are not included in the computation of the grade point average.

Students who desire to register for courses with the Pass/Not Pass option may do so by choosing classes not required for their major, minor, religion, general education or EIL. Students will register for classes online, indicating P/NP as the grading option. Some classes do not allow P/NP and will, therefore not accept a P/NP designation. Students may consult with their Academic Advisors for assistance. Pass/Not Pass option is available up to the fifth day of the semester/term.

Courses taken as Pass/Not Pass are not included in the computation of grade point average for Honor Roll distinction.

Late Registration

All students are required to register during scheduled registration dates (See academic calendar in this catalog or on the website). Students who do not complete their registration by the fifth day of the semester must appeal for late registration through the Academic Exceptions Committee.

Changes in Registration (Add/Delete/Drop)

To minimize changes in registration, students should exercise great care in planning their schedules. When a change in registration becomes necessary, students may continue to register for classes that are not closed and drop classes online via the web through the first week of school, (fifth day of classes) without instructor's and academic advisor's signatures. To add a closed class during the first week of school, a student must obtain the instructor's signature on the Add/Delete/Drop Form and submit it to their academic advisor for approval and processing.

Changes in registration may be made without charge for the first five school days in the Fall/Winter Semesters and Spring/Summer Terms. A \$10 fee will be charged for each class dropped after the first five days of school. Complete change-in-registration procedures are described on the BYU-Hawai'i website at <http://byuh.edu/registration/>

Faculty may drop a student from the class roll if the student missed the first two classes of the semester/term; or, the faculty may retain the student on the roll if the student notified the faculty as to the reason for absence and requested that he/she be retained on the roll. Faculty may drop a student from a class if the student has not met all prerequisites for the class. In either case, *the student must process an Add/Delete/Drop form to avoid receiving a UW on his/her academic record.*

Course Numbering System

Courses are numbered according to the following system:

Below 100	Pre-college level courses
100 and 200	Courses primarily for freshmen and sophomores
300 and 400 and seniors	Courses primarily for juniors

500

Courses primarily for advanced seniors and candidates for the professional certificate/diploma. Students will be best served if they closely follow this schedule.

Withdrawal from a Class

Any student withdrawing from individual classes during approved periods (see the academic calendar for deadlines) must clear with the instructor of the class and complete the withdrawal procedure. No withdrawals are permitted after the established deadline. A student who does not withdraw properly will receive a UW grade (unofficial withdrawal). The UW is calculated as a failing grade and may affect a student's academic standing.

Discontinue from the University (Complete Withdrawal)

Students discontinuing their entire registration at the University are required to clear their termination by first reporting to the Discontinuance Officer at the Student Development Center, McKay 181, and processing a Petition for Complete Withdrawal Form.

Repeated Classes

Students may repeat classes in the following ways:

1. With the approval of the appropriate department chair, BYU-Hawai'i, courses currently being offered in which a C- or lower was received may be repeated.
2. Repeat at BYUH, courses taken at another university where there is an equivalent course at BYUH. (A statement of equivalency must be supplied by the appropriate BYUH department head.) Only courses with a grade below C may be repeated.
3. In order for a transfer grade to be replaced, the course must be repeated at the institution where the original course was taken and then transfer the credit to BYU-Hawai'i.

Note: A course repeated at an institution other than the one at which it was taken originally and other than at BYUH will not be counted as a repeat. When a class has been repeated, the most recent grade and credit hours will be used in computing the grade point average.

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considered overload. Students who have completed 15 or more hours of college work and who have a cumulative grade point average of 3.50 (or a GPA of 3.50 in the previous semester) may register for overload with the consent of their dean. Off-campus courses, those audited, and those taken through CITO, constitute a part of the student's total registration.

Classes Taken by Audit

Audit classes must be indicated on the Class Request Form or the Add/ Delete/Drop Form submitted to the academic advisors. These classes will appear as a "V" on the student's transcript and do not affect a student's grade point average. Students must be officially enrolled to be eligible to attend classes. (The charge for auditing classes is the same as for credit classes.) Students who wish to audit a class (take a course without receiving any credit for it) may register or add the class on the first day of the semester or term.

Classification of Students

Regular Students. Regular students are classified for registration in degree-granting programs and for other academic purposes as follows:

Credit hours earned	Classification
0–29	Freshman
30–59	Sophomore
60–89	Junior
90 and over	Senior

Regular students who register for less than 12 semester hours in a semester (6 semester hours in a term) are designated part-time students.

Advanced-Standing Students. Students will be designated as advanced standing once they accumulate 150 earned semester hours of credit, subtracting all EIL credit. All exceptions to this policy will be made by the Academic Exceptions Committee.

There are no housing benefits, University loans, awards, scholarships, or grants-in-aid available for advanced-standing students. Exceptions to this policy will be reviewed on a case by case basis.

BYUH does not sponsor international students on advanced standing. Students' academic standing at BYUH is determined by the grades they have earned (grade standing) and the progress they have made in completing courses for which they have registered (progress standing). Students must satisfy both grade and progress standing in order to be considered in good academic standing.

ACADEMIC STANDARDS

Academic Standing

A student's grade standing is determined by the BYUH cumulative grade point average (CGPA—see Grading in the Index). Students are considered in good academic standing when their BYUH CGPA and most recent semester or term GPA are 2.0 or higher.

Grade Warning: When any student has a term/semester in which their Grade Point Average or their Cumulative Grade Point Average for the first time drops below a 2.0 they will be placed on Grade Warning and receive a letter of notification.

It is the responsibility of the student to maintain a current and accurate mailing address with the University. The student's registration at this time will be blocked and if they are working at PCC or on campus, their employment will be suspended.

These measures remain in place until the student meets with a counselor at the Student Counseling Center. Upon completion of the "Contract of Understanding" in which student, faculty mentor and counselor agree and sign to, the registration will then be released and the employment status restored.

Grade Probation: Once a student has been on Grade Warning any subsequent term/semester in which their Grade Point Average or their Cumulative Grade Point Average drops below 2.0 the student will be placed on Grade Probation and receive a letter of notification.

The student's registration will again be blocked and if working at PCC or on campus their employment will then be suspended. Although it is not the intention of this policy there may also be difficulties obtaining continued Federal loans and financial aid if a student is on Grade Probation.

These measures remain in place until the student meets with a counselor at the Student Counseling Center. Upon completion of the "Contract of Understanding" in which student, faculty mentor and counselor agree and sign to, the registration will then be released and the employment status restored.

Grade Suspension: If the student after having received grade probation status has a successive term or semester in which his Grade Point Average or Cumulative Grade Point Average is below 2.0, the student is then suspended from school. They can no longer attend school as a degree or non-degree seeking student. They cannot continue at the University as a part-time student, a student with a reduced load or attend school through the CITO. They must be absent from the University for at least twelve full months and then they may re-apply for admission. Students may complete in the admissions application process with other applying students.

Note: Students placed on Grade Probation who earn a GPA of 2.5 or higher and complete 12 credit hours (6 per term) in the next enrollment period may continue on Grade Probation if their BYUH cumulative GPA remains below 2.0.

Progress Standing

Students may be placed on Progress Warning, Progress Probation and Progress Suspension. This status is determined by their Academic Deans.

BYU–Hawai'i Final Examination Policy

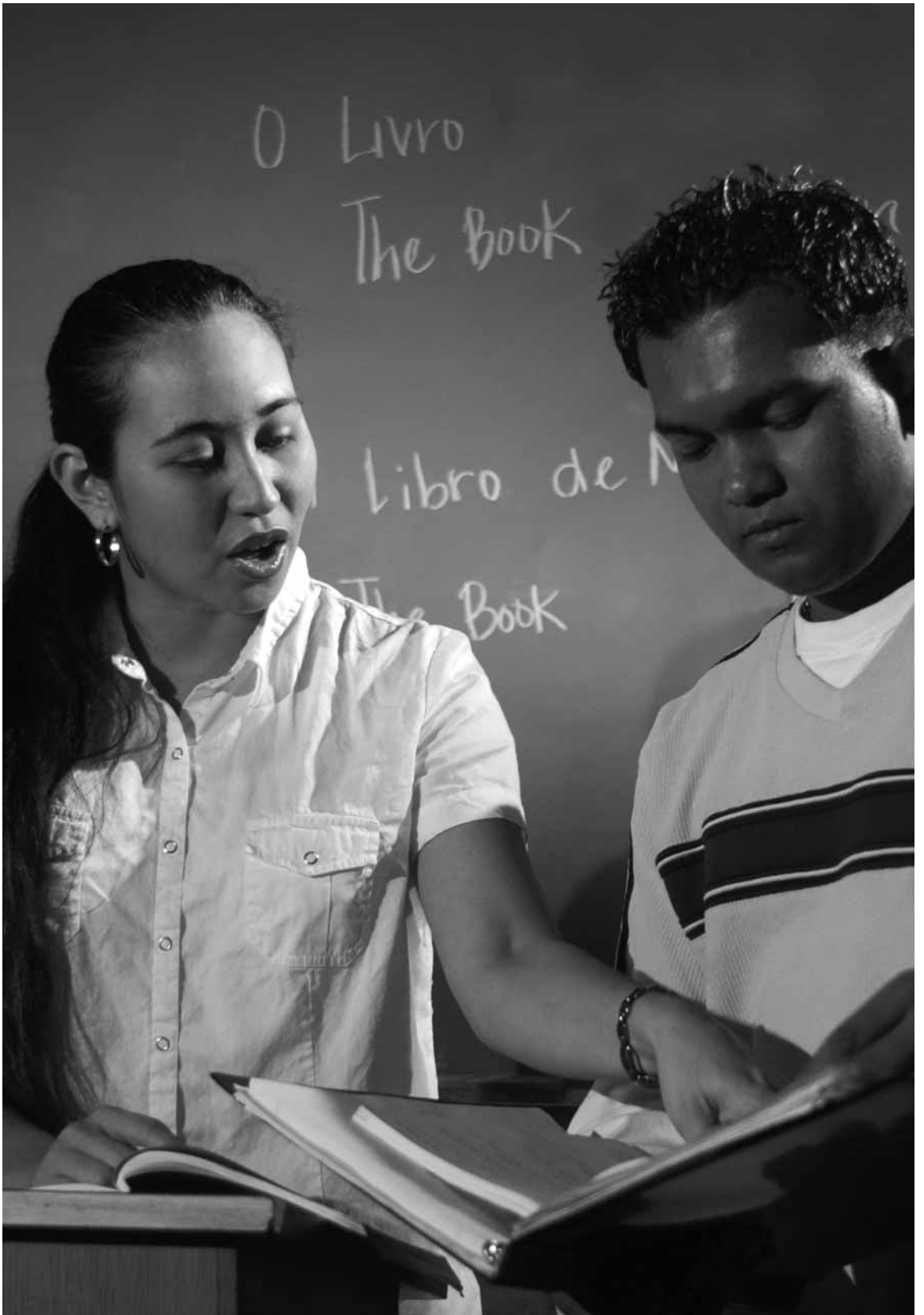
Final exams are to be offered on the specific day and time as determined by the official university exam schedule. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive air fares, more convenient travel arrangements, family events or activities, and any other non-emergency reasons are not considered justification for early or late final exams. Exceptions to this policy are as follows and should be submitted in writing to the Dean of the college or school as soon as possible:

- A BYUH sponsored activity which takes an individual or a team away from the campus at the time an examination is scheduled;
- Emergency situations that are beyond the student's control.

The final exam schedule is accessible at <http://www.byuh.edu/registration/finals.htm>.

Academic Exceptions Committee

The Academic Exceptions Committee has been established for students who encounter circumstances outside the realm of normal university policy and procedure that affect their educational progress. Petitions or appeals may be addressed to the AEC within one year from the semester or term in question. Instructions and forms for a petition may be obtained in the Registrar's Office (LSB 110).



GRADING AND RECORDS

Registrar, LSB 1st Floor, (808) 293-3744
<http://www.byuh.edu/registration/records.html>

The following letter grades are given at the University. The grade point average may be computed by using the numeric values indicated.

AExceptional Achievement.....	4.00
A-	3.70
B+	3.40
BAbove Average Quality.....	3.00
B-	2.70
C+	2.40
CAcceptable Work.....	2.00
C-	1.70
D+	1.40
DNot Fully Satisfactory.....	1.00
D-	0.70
FFailing (no credit).....	0.00
UWUnofficial Withdrawal.....	0.00
WFWithdraw Failing.....	0.00

Other marks are given as follows: I (Incomplete), NS (Grade Not Submitted), P (Passing), NP (Not Passing), T (Course Work in Progress), X (Continued Registration Required for Completion), W (Withdrawn), WF (Withdrawn Failing), UW (Unofficially Withdrawn), and V (Audit).

The I Grade

The letter grade I (Incomplete) is to indicate that the required work for a class has not been completed. **Students do not re-register for a class for which they have an Incomplete.** An I is given only when extenuating circumstances beyond the control of the student make it impossible to complete the required work within the prescribed time. Arrangements must be made between the instructor and the student prior to the end of the semester or term.

An I Grade Form specifying the work to be completed and the deadline for completion (up to a maximum of one year), prepared by the instructor and approved by the appropriate dean of the college/school, must be turned in to the Registrar's Office no later than one week after grades are due. The I is never given when a student is failing or has failed a course.

A Grade Change Authorization form must be processed through the Registrar's Office on completion of the course work. A \$3.00 fee is required for changing an incomplete to a letter grade. The I is not computed in the grade point average until one year has elapsed, at which time it will be computed as a failing grade if the course requirements have not been completed.

The NS Grade

When a final grade is not submitted by the specified deadline, the grade of "NS" will be posted on the student's official record. NS means "grade was not submitted." An NS grade will not affect a student's final grade or the grade point average. However, the student will not earn any credit for the course as

long as the NS grade remains—which may affect scholarships, financial aid, or housing. Faculty members have the responsibility to change the NS designation to the proper final grade. Immediately following the deadline, e-mail notification will be sent to Deans, indicating which faculty members have not submitted grades.

P and NP Grades

P is used to indicate the successful completion of a course taken on the pass/not pass option. This option is available to students at the University as a means of encouraging study outside the chosen major and is limited to one course per semester or term. An elective course, a course for which credit is received by examination, and any course specifically designated may utilize the pass/not pass option. Classes in the student's major (with some exceptions), religion, general education, or ELL classes may not be taken with this option. Students electing this option will be given the P grade if their work in the course is rated as equivalent to C or better. If the work is not rated at this level, NP will appear on the permanent record. The P and NP are not included in the computation of the grade point average.

The T Grade

A grade of T indicates course work in progress and is only used in 399R courses in which work may extend beyond the semester. The T grade may be changed to A, B, C, D, F, or P, depending on the grade rule for the course, when the work is completed. A T grade does not effect a student's GPA.

The X Grade

The X grade is used when a student requires more than one semester or term to achieve the required proficiency of a course, though the quantity of work has been satisfactory. To receive credit and a grade for the class, the student must register in a subsequent semester or term and achieve the proficiency required. The X grade is given only in the following classes and may be given only one time for any course:

- all English as an International Language courses except 201
- English 101.

The X grade will have no effect on the GPA and the student will not receive credit for a course in which it is received.

W, WF, and UW

Students discontinuing a class officially during the add and drop period will have no listing of the class entered on their permanent record. Students withdrawing from a class during the 2nd to 5th week will not have a grade of W appear on their permanent record. From the sixth week through the ninth week (fourth to fifth week for spring term), the instructor is asked to give a report of the grade status (passing or failing) at the time of the withdrawal. A grade of W will be entered on the record of a student who is passing at the time of withdrawal and a WF for those who are failing. The W is not used in

computing the student's grade point average. The WF is counted as 0.00 grade points. The UW is given when a student discontinues attendance in a class without officially withdrawing and is also counted as 0.00 in computing the grade point average.

Change of Grade

Change of grade may occur after the final grades for a semester or term are filed with the Registrar only upon petition through the instructor. Forms for this purpose are available at the Registrar's Office. No grade changes will be effected after one year has elapsed from the time of filing the final grade. Grounds for petitioning for a change of grade are completion of work in a course with T and I grades, clerical or discretionary error on the part of the instructor, computer error, or recording error. No other grounds will be considered.

Grade Reports

Grades are available to students via the Internet at the end of each semester/term (hard copies of the grade report are also available upon request). At the discretion of the university, grade reports may also be sent to the parents of single sponsored international students under the age of 30.

Dean's List

The University Dean's List is composed of the top 5% of full-time students who complete at least 15 credit hours during a semester or six in a term (excluding pre-college level courses). Those students who qualify for the Dean's List receive a certificate in recognition of their achievement from the Vice President for Academics.

Student Records Policy

Student educational records at BYU-Hawai'i are generally accessible to eligible students according to the provisions of The Family Educational Rights and Privacy Act (FERPA). BYU-Hawai'i has adopted an Access to Student Records Policy which explains in detail student rights relating to their educational records. A copy of the policy is available at the Registrar's Office.

A summary notice of student rights to their educational records at BYU-Hawai'i under FERPA as required by law is listed on the next page.



FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) GUIDELINES

Eligible students, admitted and enrolled at BYU–Hawai‘i, generally have the right to:

1. Inspect and review their educational records within a reasonable period of time upon submitting to the appropriate department managing their educational records a written request, with proof of identification, specifying the records to be inspected. The department will notify the student of the time and place that the records may be inspected.
2. Petition BYU–Hawai‘i to amend or correct any part of the education record believed to be inaccurate, misleading, or in violation of their privacy rights. Students may submit a written request to the department holding the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the department decides not to amend the record as requested, the department will notify the student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures as outlined in University policy will be provided to the student when notified of the right to a hearing.
3. Consent to disclosure of personally identifiable information contained in the student’s educational record, except as otherwise authorized by law. Examples of exceptions to consent of disclosure include:
 - a. Access of educational records by University officials and agents having a legitimate educational interest in the records: This category generally includes any BYU–Hawai‘i official or agents who accesses student educational records for the purpose of performing a task or responsibility relating to his or her employment or professional responsibility at the University. These individuals may include faculty, administration, staff and other persons who manage student educational record information including, but not limited to, student education, discipline, and financial aid.
 - b. Parents who establish the student’s dependency for federal income tax purposes.
 - c. Upon request, BYU–Hawai‘i will disclose educational records without consent to officials of another college or university to which the student seeks or intends to enroll.
4. File a complaint with the U.S. Department of Education concerning failures by BYU–Hawai‘i 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 20202-4605.

BYU–Hawai‘i has designated the following student information as directory information that it may disclose to the public without the consent of the student:

- Name
- Address and phone numbers
- Month, date, and place of birth
- Names of parents or spouse
- Major and minor field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Current class schedule
- Pictures
- Dates of attendance (current and past)
- Number of months/semesters enrolled
- Class standing (freshman, sophomore, etc.)
- Total hours earned
- Enrollment status (full-time, part-time, etc.)
- Degrees and awards received
- Previous educational institutions attended
- Anticipated future enrollments
- Course registrations prior to the beginning of a semester or term
- Expected date of graduation
- Deferred registration eligibility
- Religious affiliation to a student’s local church or congregation

Students have the right to restrict disclosure of the above directory information. To request restriction of disclosure, students must file a written request on or before the tenth day of a semester or the sixth day of a term. Forms are available in the Office of the Registrar.

Credit Recognized by BYUH

In addition to enrolling in courses at BYUH, a student may earn credit that will be recognized by the University in the following ways:

- 1. Complete courses by Independent Study or through CITO.** All such courses taken by currently enrolled students must have the approval of the Dean and will be considered part of their current semester load. Credit earned through classes which constitute an unauthorized overload will not be allowed.
- 2. Transfer credit to BYUH for courses completed at an institution accredited by one of the following regional associations or is an institution sponsored by The Church of Jesus Christ of Latter-day Saints.**
 - Middle States Association of Colleges and Schools
 - North Central Association of Colleges and Schools
 - New England Association of Schools and Colleges
 - Northwest Association of Schools and Colleges
 - Southern Association of Colleges and Schools
 - Western Association of Schools and Colleges
 - Credit from other schools must be submitted for evaluation to the Admissions Office upon application for admission to the University.
- 3. Pass a special examination for credit in certain courses offered by the University.** (Religion courses and classes requiring a laboratory or a portfolio are not among those that can be challenged.) Such credit will be given only to currently enrolled students with the joint consent of the dean of the college/school in which the student is registered and the dean college/school in which the class is offered. A fee of \$10.00 is charged prior to taking each special examination, and, if passed, an additional \$5.00 per credit hour. If a student challenges a course and fails the exam, he/she must wait one full semester before he/she can re-challenge that course and receive credit by examination.
- 4. Complete the Advanced Placement (AP) examinations, with satisfactory scores.** AP scores will be evaluated as transfer credit in the Registrar's Office (refer to Advanced Placement in the index).
- 5. Complete the College Level Examination Program (CLEP) in approved courses.** Brigham Young University–Hawai'i will grant credit in some sub areas (specific subject matter courses) in which the student scores sufficiently high and three hours of non-graded credit in those general areas in which sufficiently high scores are received. Credit on a case-by-case basis is approved by the University.
- 6. Serve in the armed forces.** A Guide to the Evaluation of Educational Experiences in the Armed Services, published by the American Council on Education, has been adopted by Brigham Young University–Hawai'i as a basis for evaluating college-level training and experiences

in the armed forces. Students desiring credit should bring their military service DD-214 form to the Registrar's Office.

Transfer Credit

Application of transfer credit will be determined on a course-by-course equivalency basis. All transfer courses with a C-grade or better will be accepted by BYU–Hawai'i as general education credit, major credit or elective credit. Credit for courses of a remedial nature (usually numbered 99 and below) will not be transferable. BYU Hawai'i does not transfer Grade Point Averages (GPA) when transferring credits from other institutions.

A person transferring to BYU–Hawai'i with will generally take additional hours to fulfill the general education requirement for a bachelor's degree. Such a student should meet with the Academic Advisor over his/her major. The Academic Advisor then does an evaluation of the student's transcript and makes a proposal to the General Education Committee of the remaining courses that the student has to complete.

With an Associate Degree from schools with a Transfer Agreement, credits will transfer to BYU–Hawai'i having satisfied all of their General Education requirements with the exception of an Interdisciplinary Studies course. Those transferring with an Associate degree from schools without a Transfer Agreement will need to complete an Advanced Writing and an Interdisciplinary Studies course. However, Hawai'i Community Colleges have additional requirements.

Students will be notified in writing of the general education requirements remaining to be completed. The student's major department/school evaluates courses for the major requirements.

Ordering Transcripts

Registrar's Office, LSB 1st Floor, (808) 293-3732
http://www.byuh.edu/registration/Tr_Order.htm

Transcripts can be ordered by the following:
To obtain a transcript, you must submit the information listed below. Official transcripts will be released only after all financial restrictions have been paid in full. Transcripts requested to be sent to the student or for employment or to any individuals must be a signed request. All other requests may be done as listed above.

- Full name and all names used
- Social Security number or BYUH ID#
- Date of birth
- Last date of attendance at BYU-H
- Current mailing address and daytime telephone number with area code
- Number of transcripts requesting
- The address where each transcript is to be sent
- Full signature (if ordering by fax, mail, or in person)

Costs for transcripts are as follows and due at the time of ordering:

- Transcript is free

- \$5.00 for rush/per transcript
- Express Mail U.S. based upon current prices.

A check or money order (make check payable to Brigham Young University–Hawai‘i) should be sent to Financial Services, BYUH #1955, 55-220 Kulanui St., Laie, HI 96762 (The BYUH ID# or Social Security number should be included with payment). In addition, American Express, Visa or MasterCard may be used when the student is the card holder. The processing time is normally one day. A rush order completed in one hour. Transcripts for students who attended prior to 1980 may take longer.

Transcript Record Holds

No student’s transcript or other record at the University will be released to the student or to any other person or institution until all the student’s outstanding obligations to the University have been paid or until satisfactory arrangements have been made. These obligations include, but are not limited to, fees outstanding, University standards violations, international students who become illegal aliens, etc.





DISCONTINUANCE

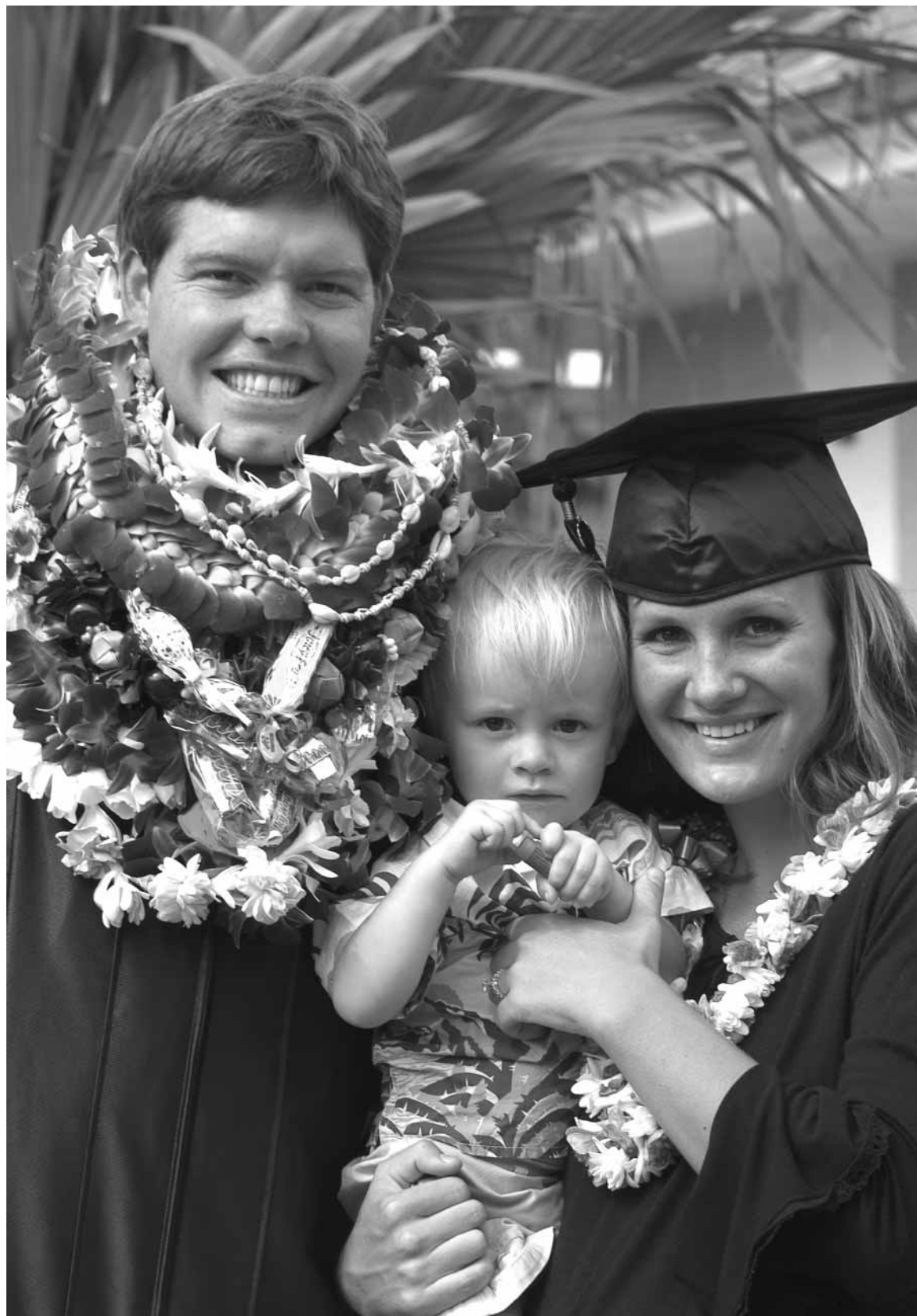
Discontinuance Office, MCK 181F, (808) 293-3558

<http://byuh.edu/registration/discontinuance.html>

Discontinuing from the University consists of dropping ALL classes from a semester or term. Students discontinuing their entire registration at the University are required to clear their termination by first reporting to the Discontinuance Office at the Student Development Center (SDC), McKay 181F, and obtaining a Petition for Complete Withdrawal. When necessary, arrangements for a complete withdrawal will be completed within three days. Students who have received federal financial aid must also report to the Financial Aid Office. For further details, please refer to BYU–Hawai'i web page.

Discontinue from the University (Complete Withdrawal)

Students discontinuing their entire registration at the University are required to clear their termination by first reporting to the Discontinuance Officer at the Student Development Center, McKay 181, and processing a Petition for Complete Withdrawal Form.



GRADUATION

Registrar's Office, LSB 1st Floor, (808) 293-3744
<http://www.byuh.edu/registration/gradinfo.html>

Formal graduation ceremonies are held each December and June at BYU–Hawai'i.

Progress Report

Students can access their graduation progress on the web at:
www.byuh.edu/registration/

Application for Graduation

Students who expect to qualify for a degree must apply for graduation. The University recommends that students apply for candidacy the year before they plan to graduate. The application form is available at the Registrar's Office or on line. The deadlines for the completed application form and the graduation fee (\$16) to be submitted to the Registrar's Office are: Not later than January 30 of the final year for December commencement, and not later than September 30 of the final year for June commencement.

The Registrar's Office will notify students in writing of the requirements to be completed for a degree from BYUH. If the student does not graduate on the date indicated on the application, the evaluation will be held for a future graduation date without charge provided the student submits an extension of graduation form. If a student does not graduate within three years of the applied graduation date (with the exception of the extension of graduation form) and does not communicate in writing with the Academic Advisor or the Registrar's Office, the graduation application will be officially terminated. The student will then need to re-submit a new application and pay the application fee.

Attendance at Commencement

After applying for and being admitted to candidacy, it is expected that candidates will attend commencement unless officially excused by the Registrar. Students who have received official written permission may receive their degrees in absentia.

Diplomas

Diplomas will be mailed to students after all final grades are in, all graduation requirements have been certified complete, and all restrictions have been cleared.

Change in Graduation Requirements

The University reserves the right to change the requirements for graduation at any time, and candidates may be required to comply with all changes pertaining to the incomplete portions of their requirements.

Exceptions to the Graduation Requirements

Waivers of published graduation requirements are granted only in exceptional cases. Application for a general education waiver is made through the Registrar's Office and the Academic Exceptions Committee.

Application for a waiver in the major is made to the Dean over the major. Substitutions in the graduation requirements are granted by the dean over the major program. The Dean of the College of Arts and Sciences reviews the exceptions for general education. For interdisciplinary general education courses, the General Education and Honors Committee assumes the role of a college/school.

Scholastic Recognition

University Honors

Detailed explanations of the Honors Program are available in the Dean's office for the College of Arts and Sciences and in the Honors section of this catalog.

Valedictorians and Salutatorians

Recognition of superior scholarship of graduates is made at the annual commencement exercises. The following is the criteria for selection of valedictorians and salutatorians:

1. The Valedictorian will have the highest earned Cumulative Grade Point Average of the graduating class (CGPA).
2. Eligible graduates must have earned 90 credit hours at BYU Hawai'i.
3. All accredited college grades, including transfer and repeats, will be calculated in the total GPA.

Summa, Magna, Cum Laude Recognition

There are three categories of academic recognition awarded to graduating students at commencement who have earned a minimum of 45 semester hours of credit at BYUH. These are: *summa cum laude* (GPA 3.85–4.00), *magna cum laude* (GPA 3.70–3.84) and *cum laude* (GPA 3.50–3.69).

Graduation Requirements

A student may be awarded the bachelor's degree upon completion of the requirements listed below:

Credits

A candidate for the bachelor's degree must complete a minimum of 120 semester hours of credit.

Grade Point Average

The student's record must show a cumulative grade point average of 2.00 (C or higher) in all work presented in fulfillment of requirements by the beginning of the semester in which he or she plans to graduate. Students may not graduate in a semester in which they are on academic probation. A 2.00 GPA must also be maintained during the last semester of work.

Transfer students must show at least a 2.00 GPA for their residence credit at BYUH. No more than 18 semester hours of D credit may be applied toward completion of the bachelor's degree requirements.

Major Requirement

A student must complete a major program with at least 15 hours of credit in the major program earned at BYUH. A student's graduation date will not be extended for a minor or second major. Due to changes which occur from time to time in major and minor requirements, it is the responsibility of the dean of the college/school offering the major or minor to certify to the Vice President for Academics that requirements are properly fulfilled.

Double Majors and Double Minors

It is expected that students will graduate in four years (120 semester hours of earned credit). The maximum time spent at BYU–Hawai'i should not exceed four years or a total of eight semesters and eight terms. Students with transfer credit should graduate in a shorter time period and will not be allotted the eight semester and eight terms to complete their graduation requirements. Given the generous tuition subsidy paid by the LDS Church, double majors and/or double minors are not approved unless they can be earned within eight semesters and eight terms. Exceptions to this policy must be approved in writing by the student's academic dean. A copy will be kept in the student's permanent record at the Records Office.

General Education Requirements

Specific courses which fill these requirements are listed in the General Education and Honors section (starting on page 67) of this catalog. A student is held responsible for the general education and major student) from the year of first registration to the year of requirements listed in any one catalog (chosen by the graduation, provided the catalog chosen is not more than eight years old.

Baccalaureate Degree Requirements

The Baccalaureate degree at BYU Hawai'i is awarded for the equivalent of four years of dedicated university study. At BYU Hawai'i this includes not just the discipline of a major, but the foundation of religious education and the enlarged perspective of general education. A student may have more than one major, but there is only one baccalaureate degree. The degree granted (BA, BS, etc.) is associated with the primary major.

Other University Course Requirements

The student must complete the religious education and English proficiency requirements.

Residence Requirements

At least 30 semester hours of credit taken in residence at BYUH (15 of which must be in the major) are required for the bachelor's degree. A maximum of 10 semester hours earned through CITO may be applied toward this 30-hour requirement. A student must register on campus for two semesters, not necessarily consecutive, to satisfy the residence requirement. This requirement may be waived for certain programs completed through CITO if approval is given by the dean of the college/school sponsoring the program and the director of CITO. A maximum of 36 semester hours of correspondence credit may be applied toward the total requirement of 120 semester hours. There is a deadline for filing of transfer and correspondence credit and for the removal of incomplete (I) grades from the student's record. All credit transactions must be complete, except for filing of final grades, four weeks prior to the date of commencement.

Students not currently in residence at BYUH who desire to transfer credits to the University and take their degree from BYUH will be able to do so provided they left school in "good standing" and filed their graduation application.

English Proficiency Requirement

Proficiency in English is required of all students earning the Bachelor's degree. Students, who successfully complete English 101, 201, and an advanced-writing course, will be considered to have met the proficiency requirement. Transfer credits in English will not be given automatically to students who take English at a university or college in their home country where English is a second language. If they desire to receive transfer credit, they must take an English proficiency examination administered by the Testing Center at the University and have the results evaluated by the English Department. Advanced placement credit for English 101 is accepted. A currently enrolled student who desires to take English 315 by independent study must obtain permission in writing and in advance from the chair of the English Department.

For those students who take English at an accredited university or college in their country where English is the first language, transfer credit may be given up to English 201 (Critical Composition) without taking an English proficiency examination. Students who plan to graduate from BYUH must take an advanced-writing course at BYUH. However, if a student has taken an equivalent course elsewhere, he/she may request a substitution through his/her academic advisor.

Students are required to register for the appropriate English class: 101 in their first semester; 201 by the first semester of their sophomore year, and an advanced-writing course by the first semester of their junior year. In no case should a student enroll for the first time in the advanced-writing course later than the first semester of the senior year. Students who do not pass 101 or 201 on their first attempt must register for it each semester until they do. Failure to pass English 101 or 201 or the advanced-writing course by the third attempt may be grounds for suspension from the university.

Students should enroll in the advanced-writing course as early as possible in their junior year and in no case later than the first semester of their senior year.

Mathematics Proficiency Requirement

A proficiency in mathematics is required of all students earning a Bachelor's degree. All students desiring to attend BYUH should have successfully completed a minimum of two years of algebra and one year of plane geometry. An additional year of mathematics—such as statistics, trigonometry, or calculus—is recommended. Any student seeking a degree who has not satisfied the mathematics proficiency requirement will be required to register for mathematics every semester/term until successfully completing Math 100 or its equivalent.

If a student desires to register for any mathematics course which has a mathematics prerequisite, the student must either: (1) achieve a grade of "C–" or better in the prerequisite mathematics course within the past calendar year, (2) receive the instructor's written consent, or (3) take the Math Placement Test within the past calendar year resulting in placement in the mathematics course for which the student desires to register. A student may be dropped from a mathematics course if prerequisite requirements are not met.

If a student is unable to complete a mathematics course successfully after two attempts (that is, the student receives a letter grade of UW, D, F, NP, or WF), then the student must demonstrate proficiency in the prerequisite mathematics course, by successfully completing the prerequisite course or passing an examination in the prerequisite course. Upon demonstrating proficiency in the prerequisite course, the student will be allowed to register again for the mathematics course. A third unsuccessful attempt will result in suspension from the university.

Graduate Survey

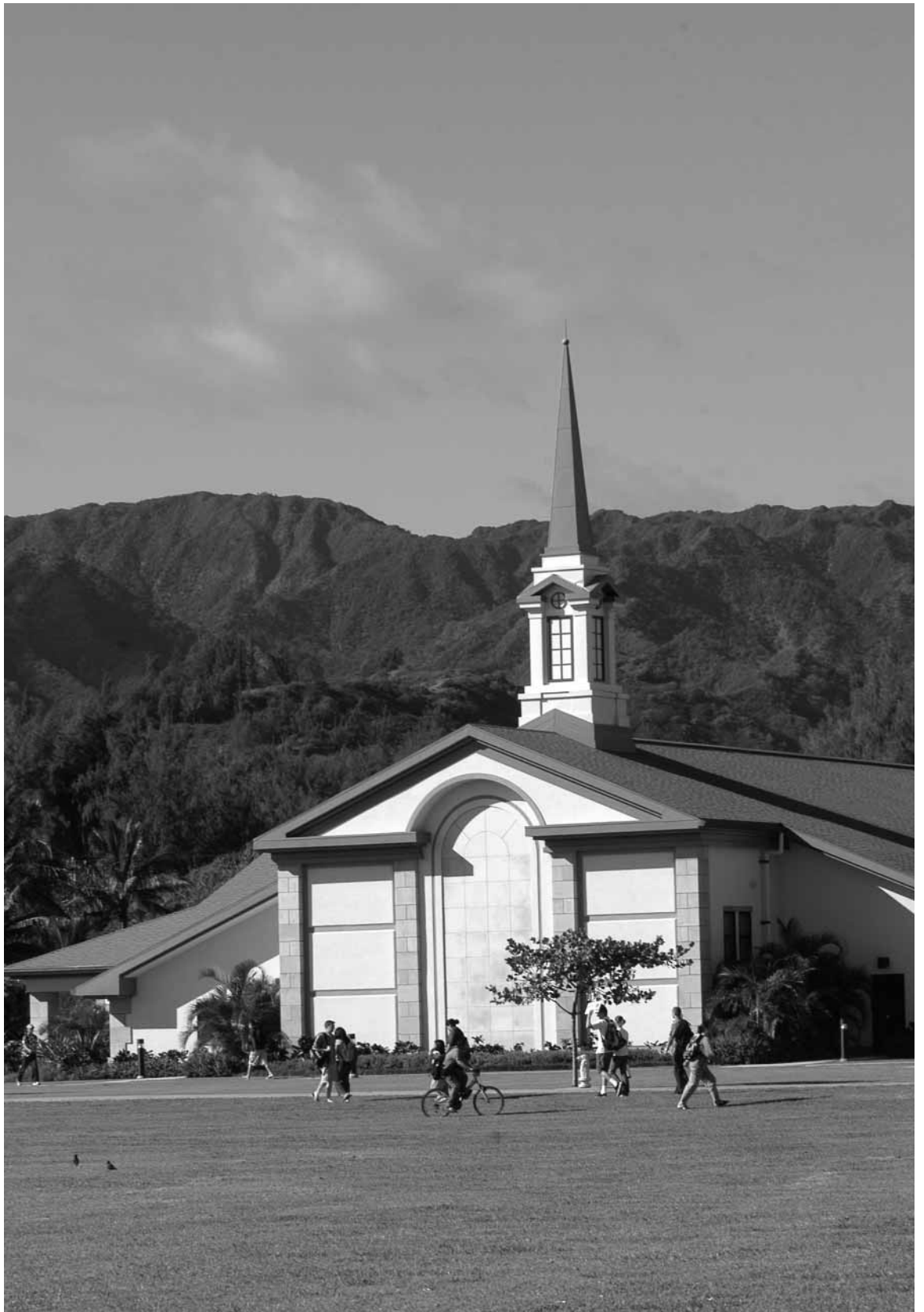
The Graduate Survey is required of all students the semester or term they graduate. The purpose of this survey is to aid the University in evaluating its instructional programs and to provide data for University research.

Adherence to University Standards

A student's graduation may be delayed or denied if he or she is found in violation of the BYUH Honor Code.

Note: Any hold, warning, or probation by the Honor Code Office must be properly cleared well before graduation.





RELIGIOUS EDUCATION

Stake Center 200, (808) 293-3640
<http://byuh.edu/academics/religion/>

Chair: Marcus H. Martins, Associate Professor, Church History and Doctrine (martinsm@byuh.edu)

The Church of Jesus Christ of Latter-day Saints has always maintained that education is not complete without proper integration of secular and religious knowledge and values. All students at BYU–Hawai‘i should include regular gospel study as a continuous part of their university experience. Religion courses are provided so that students may progress in their religious understanding and convictions simultaneously with their educational progress in secular fields.

The Department of Religious Education administers all religion courses sponsored by the university. Courses are available in ancient and modern scriptures, Church history and doctrine, and related subjects. Undergraduate majors are not offered in religion.

Religion Requirements for Full-time Students

Fourteen hours of religion credit are required for all full-time students to graduate.

- All students who graduate from BYUH must complete the entire Book of Mormon sequence (Rel 121 and 122). Book of Mormon courses should be taken preferably in the first year.
- All full-time students must complete one Doctrine and Covenants class (Rel 324 or 325).
- All full-time students must complete one New Testament class (Rel 211 or 212).
- Returned missionaries are encouraged to enroll in Honor sections whenever available.
- No more than 4 hours of religion credit per term, quarter, or semester, whether taken at BYU or elsewhere, may be counted toward the religion requirement. (Spring and summer terms together equal a semester.)
- Part-time students and students enrolled for a term or a block must complete 2 credit hours of religion for every 15 hours of BYUH registration.

Students from Other Faiths

Students who are members of other faiths are strongly encouraged to enroll in Rel 100, Introduction to Mormonism, during their first semester in residence. This course is designed to be informational, introducing students to the culture, scriptures, and distinctive doctrines of The Church of Jesus Christ of Latter-day Saints, thus preparing them for subsequent religion classes.

Religion Requirements for Transfer Students

Transfer students should look at the religion requirement as consisting of two parts: a subject matter requirement plus a residency requirement. The subject matter requirement may be completed either at BYUH, at one of the other Church Educational System schools, or an LDS Institute of Religion. A minimum number of religion credit hours must be completed at BYUH regardless of the number of religion credit hours completed elsewhere to fulfill the residency requirement according to the following schedule:

Total Transfer Credits	Religion Hours To Take at BYUH	Required Subject Matter
0–14.9	14	Book of Mormon (Rel 121 and 122);
15–29.9	12	Doctrine and Covenants (Rel 324 or 325);
30–44.9	10	New Testament (Rel 211 or 212)
45–59.9	8	
60–74.9	6	Book of Mormon (Rel 121 and 122);
75–89.9	4*	Doctrine and Covenants (Rel 324 or 325)
90 or more	2*	Book of Mormon (Rel 121 and 122)

*More credits may be needed if the subject matter requirement has not been completed.

Note: The transfer credits are shown in semester hours. To convert quarter hours to semester hours, multiply the quarter hours by two and divide by three (i.e., 12 quarter hours $\times 2 = 24 \div 3 = 8$ semester hours).

Religion Credit from Non-LDS Colleges and Universities

Religion credit from non-LDS universities and colleges will not satisfy the religion requirement at BYUH. The transfer credit may, however, apply as elective credit toward the total hours required for graduation.



GENERAL EDUCATION AND HONORS

BYU–Hawai‘i offers an undergraduate education founded on the pillars of religious, general, and major education. Each pillar supports and contributes to the others and is integral to the education envisioned in the University’s mission statement. A student’s general education is developed in designated General Education, Major, and Religion courses, as well as co-curricular activities associated with student life at BYU–Hawai‘i. A general education helps a student develop breadth, flexibility, and an understanding of the world’s cultural and intellectual heritage.

General Education Mission Statement

The General Education program helps students develop knowledge, skills, and attitudes that contribute to habits of life-long learning and wellness, and that prepare them to function in a world community as productive, responsible citizens and as faithful members of The Church of Jesus Christ of Latter-day Saints.

Qualities of a Generally Educated Student

The generally educated student will:

Pursue truth. The student will seek to learn truth through a variety of discovery processes, search for knowledge, and be able to synthesize and analyze information.

Communicate effectively. The student will be able to demonstrate throughout the curriculum the abilities to read and listen with understanding and express complex ideas in spoken and written forms.

Solve problems. The student will think innovatively, and apply appropriate strategies for resolution of life’s problems.

Respond aesthetically. The student will be able to respond with sensitivity and discrimination to various creative forms.

Behave ethically. The student will be able to purposefully define personal values, apply ethical and religious principles in making moral judgments, and accept the consequences of decisions.

Integrate socially. The student will develop understanding of various perspectives, elicit the views of others and be able to integrate successfully in collaborative environments.

Be globally responsible. The student will recognize the interdependence of global forces and local contexts, learning to act with an understanding of the social and environmental issues that shape the world.

General Education Philosophy

The three pillars of the university curriculum comprise our students’ university education. The seven qualities built on these pillars provide a powerful starting point for continuous learning and living a full life. BYU- Hawai‘i has a singular commitment to education as a process of creating cross-disciplinary connections. We hold that exemplary learning

occurs among those who are aware of what they are learning and how much more there is to know. The humility inherent among such learners is worthy of our greatest efforts. A BYU–Hawai‘i education exists because of prophetic visions in harmony with scriptural injunctions to study and learn and become acquainted with all good books, with languages, tongues and people, with things both in heaven and in the earth, and with countries and kingdoms (D&C 90: 15, D&C 88: 79).

The general education requirement at BYUH is divided into three areas: Area I—Basic Skills, Area II—Fundamental Knowledge, and Area III—Synthesis. Courses in Area I are designed to provide basic analytical, computational, and communication skills including quantitative methods, critical analysis, and reading and writing skills. These competencies will provide a foundation enabling the student to acquire the broader knowledge in Areas II and III. Area I courses will prepare the student for success in other university courses including those in his or her major, and will provide the skills needed to care for and maintain the body. With these tool skills, the student will be ready for a lifetime of learning.

Courses in Area II present the fundamental knowledge of humankind. These courses introduce students in a general rather than in a technical way to the ideas, orientations, theories, methodologies, contributions and cultural heritage of various disciplines and professions.

Courses in Area III are designed to come later in the college experience after most, if not all, of the Area I and II courses have been completed. They are intended to help students synthesize and evaluate their former learning and see themselves in the stream of history.

General Education Requirements for the Bachelor’s Degree

Area I - Basic Skills

All students must meet the pre-college mathematics requirement by:

1. Achieving a score of at least 22 on the ACT Mathematics Test,
or
2. Achieving a score of at least 500 on the SAT Test
or
3. Achieving a total of at least 26 by combining the subscore for the Pre-Algebra and Elementary Algebra section with the subscore for the Intermediate Algebra and Coordinate Geometry section of the ACT Mathematics Test,
or
4. Passing the BYUH departmental exam,
or
5. Completing Math 106 (4 credit hours) or any higher-level mathematics course.

Please note that if the pre-college requirement (Math 97) must be completed, no general education credit will be given. If the student takes Math 97, it may be applied to elective credit. It is expected that most students will complete the pre-college math requirement before enrollment at BYUH.

General Education and Honors

Quantitative and Logical Reasoning or Second Language Acquisition

A student may elect to take either the mathematics or the language track in sections A and B below:

A. Mathematics Track—Quantitative and Logical Reasoning (3 – 5 credit hours)

The math track can be completed by testing out of or taking one of the following:

1. Statistics: Math 221, Soc 205, or Psyc 205.
2. Calculus: Math 112, Math 113, or Math 119.
3. Discrete Mathematics: Math 201 & 201L.
4. Any upper division math course.

B. Language Track—Second Language Acquisition (0–12 credit hours)

The requirement may be fulfilled in any one of the following ways:

1. Passing a language course at the 201 level.
2. Receiving credit by examination in language courses through the 201 level.
3. Test out of the 201 level without credit.
4. Certify English Competence (for non-native speakers only) by:
 - a. Passing the EIL Program.
 - b. Demonstrating English proficiency above the EIL level.
5. Completing music theory through Music 212 and 212L.

Basic Reading/Writing/Speaking (3 credit hours)

ENGL 101 Communication in Writing, Speaking, and Reading (3)

Exercise and Sport Science (2 credit hours)

EXS 177 Fitness for Living (1)

And any Exercise and Sport Science 100 series activity course (1)

Note: The following courses are designed to help students sharpen their skills for success in college. Although they are not included as General Education requirements, nor can one obtain GE credit for taking them, students would be well advised to consider taking them as elective credits.

STDEV 101 Introduction to University Life I (2)

STDEV 102 Introduction to University Life II (1)

Area II - Fundamental Knowledge

Introduction to the Fundamental Ideas and Philosophical Underpinnings of Civilization (6 credit hours)

A. Literary Expression (3 credit hours)

ENGL 201 Critical Composition, Speech and Literature (3)

or ENGL 250 (3)

B. Artistic Expression (3 credit hours)

Any course from the following list:

ART 220 Experience in Visual Arts (3)

ART 255 Beginning Ceramics (3)

ART 296 Western Art History (3)

HS 101 Introduction to Hawaiian Studies (3)

ICS 261 Oceania (3)

ICS 262 Asia (3)

ICS 265 African America (3)

ICS 266 Latin America (3)

MUSC 101 Introduction to Music Literature (3)

MUSC 102 World Music Cultures (3)

MUSC 103 Music Fundamentals (3)

THEA 115 Introduction to Theatre (3)

WHC 101 Introduction to World Literature (3)

WHC 102 Introduction to Film Art (3)

WHC 201 Western Culture I (3)

WHC 202 Western Culture II (3)

Introduction to the Natural World (6 credit hours)

A. Biological Science (3 credit hours)

Any course from the following list:

BIOL 100 Introduction to Biology (3)

BIOL 201/201L General Botany and Lab (4)

BIOL 206/206L General Zoology and Lab (4)

BIOL 220/220L Microbiology and Lab (4)

B. Physical Science (3 credit hours)

Any course from the following list:

ASTR 104 Principles of Astronomy (3)

CHEM 101 Chemistry (3)

CHEM 105 General College Chemistry (3)

GEO 105 Geology of the Pacific Basin (3)

PHSC 100 Principles of Physical Science (3)

PHYS 100 Conceptual Physics (3)

PHYS 105 Introductory Applied Physics I (3)

PHYS 121 General Physics I (3)

Introduction to the Human Environment (3 credit hours)

Any course from the following list:

ANTH 105 Introduction to Cultural

Anthropology (3)

COMM 110 Intercultural Communication (3)

ECON 110 Society and Economic Choices (3)

ECON 200 Principles of Microeconomics (3)

ECON 201 Principles of Macroeconomics (3)

GEOG 101 Introductory Geography (3)

HIST 120 American History to 1865 (3)

HIST 121 American History from 1865 (3)

PAIS 105 Introduction to Pacific Islands Studies (3)

POSC 110 American Government (3)

POSC 170 International Relations (3)

PSYC 111 General Psychology (3)

SOC 111 Introduction to Sociology (3)

SOCW 160 Social Welfare (3)

Area III - Synthesis

A. History of Civilizations (6 credit hours)

A two-semester sequence:

HIST 201 History of Civilizations to 1500 (3)

HIST 202 History of Civilizations since 1500 (3)

Note: Various sections may be taught from different perspectives (politics, philosophy, literature, economics, etc.) but each will be history-based and address the same fundamental questions.

B. Advanced Writing (3 credit hours)

ENGL 314 Exposition and Analysis in the Humanities (3)

or ENGL 315 Exposition and Report Writing (3)

or ENGL 316 Technical Writing (3)

or Approved Senior Seminar in the major

C. Interdisciplinary Studies (3 credit hours)

Students will choose from a variety of courses that transcend the artificial divisions of scholarly disciplines.

These courses will frequently be team taught, using the expertise and resources of several academic areas.

(Prerequisites are Engl 101, Engl 201, Hist 201 and Hist 202)

Summary of General Education and University Requirements

General Education Requirements

Area I: Basics Skills

Language Track (5–17)

Mathematics Track (5–10)

Area II: Fundamental Knowledge (15)

Area III: Synthesis (12)

Total General Education Requirement

Language Track (32–44)

Mathematics Track (32–37)

Religious Education Requirements: 14 credit hours

Major Requirements and Electives (as needed, varies by major)

Minimum Total Hours for Graduation: 120 credit hours

University Honors Program

The University Honors Program is designed to enrich talented, motivated students through its small and highly interactive classes. Any interested student may enroll in an Honors course; however, Honors faculty members have the prerogative to screen students. Academically strong high school seniors (3.6+ GPA, 26+ ACT) admitted to BYUH are invited to participate in the Honors Program. Continuing students with a GPA of 3.5 or better are also encouraged to participate in Honors.

Students graduating with the University Honors distinction meet the following requirements:

- A BYUH 3.5 cumulative GPA
- Seven honors sections of general education or elective classes (Note: Transfer students have reduced requirements.)
- Four semesters of Honors Colloquia
- An honors service project
- An honors senior academic or creative project

Students are encouraged to contact the Director of the University Honors Program for details of the Program.



COLLEGE OF ARTS AND SCIENCES

McKay 110, (808) 293-3923

Fax: (808) 293-3328

www.cas.byuh.edu

Dean: W. Jeffrey Burroughs, Professor, Psychology
(burroughj@byuh.edu)

Associate Dean: J. Michael Allen, Professor, History
(allenm@byuh.edu)

Associate Dean: Phillip H. McArthur, Associate Professor,
Anthropology/Humanities (mcarthup@byuh.edu)

The departments in the College of Arts and Sciences are:

Biochemistry & Physical Sciences
Biology
English
English Language Teaching and Learning
Exercise and Sport Science
Fine Arts
Hawaiian Studies
History
International Cultural Studies & World Languages
Political Science
Psychology
Religious Education
Social Work

Mission Statement

The College of Arts and Sciences supports the mission of the University by assisting individuals in their quest for perfection and eternal life. The College brings together the core disciplines of the University that address the mind, body, and spirit. These disciplines are presented within the context of a community of scholars at various degrees of development actively engaged in nurturing one another as spiritual and intellectual beings.

To succeed in this mission the College of Arts and Sciences provides an environment where the following goals prevail:

1. All students are taught the truths of the Gospel of Jesus Christ.
2. The arts, letters, and sciences are taught in such a manner as to help students think clearly, communicate effectively, and understand important ideas in their own cultural traditions as well as others and enable them to establish clear standards of intellectual integrity.
3. The academic majors within the College are taught at a standard of excellence that will prepare graduates for professional success.
4. Scholarly research and creative endeavor among both faculty and students are encouraged.

Degree Programs

The College of Art and Sciences offers major and minor areas of Study in Most of the traditional arts and sciences disciplines. Brigham Young University–Hawai'i emphasizes the arts and sciences with a strong general education and carefully selected

career programs in business, computing, and education. The career programs are offered in the School of Business, School of Computing, and the School of Education. The College of Arts and Sciences offers the strong general and religious education core for all programs in the University. In addition, the College of Arts and Sciences offers major and minor areas of study in most of the traditional arts and sciences disciplines.

The College of Arts and Sciences, the largest academic unit on campus, offers degrees in most of the traditional arts and sciences disciplines. In addition, it houses religious education, the university's general education program, and shares in the University of Hawai'i ROTC programs.

Degrees offered by the College of Arts and Sciences include:

- Bachelor of Arts (B.A.) degrees in Art, Art Education, English, English Education, Hawaiian Studies, History, Interdisciplinary Studies, International Cultural Studies, Music, Music Education, Pacific Island Studies, Political Science, Psychology, Social Sciences Teaching, and TESOL (Teaching English to Speakers of Other Languages);
- Bachelor of Science (B.S.) degrees in Biochemistry, Biology, Biology Education, Chemistry Education, Interdisciplinary Studies, Physical Science Education, Physics Education, Exercise and Sport Science, and Physical Education
- Bachelor of Social Work (BSW) degree in Social Work
- Bachelor of Fine Arts (B.F.A.) degree in Art

Admissions Requirements

Admissions to each of the majors in the College of Arts and Sciences are open with the exception of the Music major. Auditions into Music 160R are given at the beginning of each semester to assure that each major has sufficient musical background and potential to complete the degree requirements. Auditions are scheduled by contacting the area coordinator.



SCHOOL OF BUSINESS

School of Business 100, (808) 293-3580
Fax: (808) 293-3582
<http://www.bus.byuh.edu/>

Dean: Brent D. 4, Associate Professor, Finance
(wilsonb@byuh.edu)

The departments in the School of Business are:
Accounting
Hospitality and Tourism Management
International Business Management

Vision Statement

The vision of the School of Business is to be the school of choice within the education system of The Church of Jesus Christ of Latter-day Saints for management education focused on the Asia/Pacific region.

Mission Statement

The mission of the BYU–Hawai‘i School of Business is to prepare the minds and spirits of our students for managerial service within private, public, and nonprofit organizations in a way that contributes to the establishment of peace and prosperity internationally. We seek to:

1. Provide each student with a solid foundation in core business principles with emphasis on economic and enterprise development in Asia and the Pacific.
2. Contribute to the resolution of world problems by cultivating student skills in team building, logical analysis, critical thinking, and cross-cultural cooperation.
3. Foster each student’s lifelong commitment to learning, career development, and service in family, Church, professional, and civic roles.
4. Demonstrate leadership in developing a network of alumni and business, government, and education leaders who have interests in the Asia/Pacific region, who support the mission of BYU–Hawai‘i, and who will assist in the educational and career development of our students.
5. Serve as examples of professionalism through respect for individuals, effective teaching, applied research, and service to the students, the University, and the broader community.

Management and Educational Philosophy

The faculty and staff of the School of Business are committed to maintain an educational environment founded on the principles of the Gospel of Jesus Christ that prepare men and women to be ethical, productive managers, citizens, and members of eternal families who act with consideration of both their own welfare and that of society.

Admission to Majors in the School

Admission to any of the bachelor’s degree programs in the school requires the following:

1. Completion of each Business Core class with a C– or better with a minimum grade point average in the Business Core of 2.00.
2. Business classes, including the core classes, can be repeated only one time. In addition, no more than two different Business Core classes can be repeated.

Degree Programs

Majors are offered in Accounting, Hospitality and Tourism Management, and International Business Management.

Minors are offered in Accounting, Economics, and Hospitality and Tourism Management.

Transfer Students

The transfer credit evaluator in the Admissions Office at BYUH will determine application of transfer credit to General Education requirements. However, the School of Business academic advisor assists in evaluating courses for the business requirements. Since transcripts list only the course number and name, student should bring a copy of the catalog description and a syllabus of those courses taken that they wish to use to fulfill BYUH requirements. Transfer courses number at the freshmen or sophomore levels cannot be transferred for courses at BYUH at the junior or senior level.

To receive a business degree from BYUH, at least 50 percent of the business credit hours must be taken in residence. A student must register on campus for two semesters, not necessarily consecutively, to satisfy the residence requirement.

Transfer students from international institutions should provide some description of the institution from which they wish to transfer credit. If the institution is verified as meeting standards of academic accreditation, the courses, primarily core course, will be reviewed for transfer credit. If the student is unable to verify the quality of the institution or the business school believes that it does not meet an acceptable standard, the school will not be able to transfer business classes.

Major Requirements for All School of Business Students

The School of Business curriculum includes a business core, a management core, and an advanced management core. All students majoring within the School must complete all of these core courses. The business core must be completed prior to enrolling in any 300- or 400-level business courses. The management core should be taken after completion of the business core, but it may be taken during the term in which a student completes the last of the business core classes. Individual upper-level courses may have prerequisites in addition to the business core. BUSM 300 (Leadership Principles) must be taken prior to or concurrently with the integrated core (BUSM 302, 304, and 306).

Business Core Requirements (34 hours)

Business Core (16 hours)

- ACCT 201 Introduction to Financial Accounting (3)
- ACCT 203 Introduction to Managerial Accounting (3)
- *ECON 200 Principles of Microeconomics (3)
- *ECON 201 Principles of Macroeconomics (3)
- MATH 221 Principles of Statistics I (3)
- IS290L Business Problem Solving with Applications II (1)

*Also meets General Education three-hour requirement for "Introduction to the Human Environment"

Management Core (6 hours)

- BUSM 242 Ethics and the Legal Environment of Business (3)
- or* HTM 450 Hospitality and Tourism Law and Ethics (for HTM majors) (3)
- BUSM 300 Leadership Principles (3)

Advanced Management Core (12 hours)

- **BUSM 302 Business Finance/Entrepreneurship (3)
- **BUSM 304 Marketing/Entrepreneurship (3)
- **BUSM 306 Business Communications/Entrepreneurship (3)
- BUSM 499 Strategic Management (3)

**BUSM 302, 304, and 306 are integrated courses and are taken concurrently.

Electives: Students planning on attending graduate school are also encouraged to take MATH 119 Introduction to Calculus.

Additional School of Business Graduation Requirements

1. No more than one D grade (or 3 hours) will be allowed in the School of Business upper-division courses with no more than one repeat for each class.
2. Every student majoring within the School of Business must take at least 60 hours outside the School of Business. Up to nine credits of economics may count toward these 60 hours.

SCHOOL OF COMPUTING

General Classroom Building 119, (808) 293-3470

Fax: (808) 293-3467

<http://www.soc.byuh.edu/>

Dean: Dr. Bret R. Ellis, Associate Professor, Information Systems (ellisb@byuh.edu)

The departments in the School of Computing are:

Computer Science
Information Systems
Mathematics

Vision Statement

Our graduates will fill leadership roles in church, community, and home through stable and productive employment in computing or mathematics. Their complete and well-rounded education will help them succeed in today's world.

Mission Statement

The School of Computing is focused on students and their needs.

- Our curriculum is carefully designed and follows accreditation standards to help students master the knowledge and skills expected by their profession.
- Our teachers are skilled in their subject areas. They skillfully deliver the curriculum to maximize the success of our students. They improve their subject skills and teaching skills through research and participation in educational workshops, conferences, and journals.
- Our tutors are skilled, friendly, service-oriented, and conveniently available to help our students. Our equipment and facilities are up to date, well managed, large enough, and conveniently available to our students.
- Our graduates compare favorably with those from other schools. Where appropriate they have completed in-country internships and earned industry certifications. They take joy in performing career-related service for those in need.
- Our alumni support us by staying in touch, encouraging our students, assisting fellow graduates in job placement, and contributing to scholarship funds for future students.

Admissions Requirements

All matriculated BYUH and transfer students may be admitted into the School of Computing.

Graduation Requirements

Students majoring in Mathematics must complete all lower-division courses with a C- or better. No more than one upper-division course in which a D (D-, D, or D+) is received may be used to meet the major requirements.

Students are allowed no more than one D (D-, D, or D+) grade in any of the requirements for the Computer Science and Information Systems majors.

Transfer Students

The transfer credit evaluator in the Admissions Office at BYUH will determine application of transfer credit to General Education requirements. The School of Computing academic advisor assists in evaluating major requirements. Since transcripts list only the course number and name, students should bring a copy of the catalog description and a syllabus of those courses taken that they wish to use to fulfill BYUH requirements. Transfer courses numbered at the freshmen or sophomore levels cannot be transferred for courses at BYUH at the junior or senior level.

Transfer students from international institutions should provide some description of the institution from which they wish to transfer credit. If the institution is verified as meeting standards of academic accreditation, the 100- and 200-level courses, primarily core course, will be reviewed for transfer credit. If the student is unable to verify the quality of the institution or the Dean of the school believes that it does not meet an acceptable standard, the Dean will not approve the transfer credits.





SCHOOL OF EDUCATION

School of Education 100, (808) 293-3885

Fax: (808) 293-3988

<http://www.soe.byuh.edu/>

Dean: John L. Bailey, Ph.D., Associate Professor, Education
(baileyj@byuh.edu)

The departments in the School of Education are:

- Elementary Education
- Secondary Education
- Special Education

Mission Statement

Recognizing the unique mission of Brigham Young University Hawai'i (BYUH), the School of Education prepares quality local and international teachers with the content knowledge, pedagogical skills, and professional dispositions required to meet the needs of students in today's diverse and changing society who teach and model (1) life-long learning and problem-solving abilities; (2) best current educational practices, balanced with gospel principles; and (3) caring, compassionate, and collaborative service in the home, school, church and community.

Programs

The School of Education offers Bachelor's degrees in Elementary Education, Special Education, and Secondary Education in approved majors (see Secondary Education). The School of Education also offers to in-state teachers a post-baccalaureate Basic Teacher Licensing program, a post-baccalaureate Professional Diploma for licensed public school teachers, and a state-approved Alternative Licensing Program track for selected public school teachers to earn their initial basic license.

In order to teach in a public school in most countries as in the United States, an individual must be issued a license to teach by the government. In each sovereign state, teacher education programs must be approved by a designated agency authorized to issue teacher licenses or approve the hiring of teachers.

In Hawai'i, teaching licenses are issued by the Hawai'i Teacher Standards Board (HTSB). Students receive a recommendation for teacher licensing from the School of Education at BYUH after successful completion of their state approved Teacher Education Program, according to the licensing requirements established by the HTSB. In international areas, teaching licenses generally require the governmental review of the student's transcript which details the completed BYUH School of Education teacher education program and may additionally require, in some cases, the passing of a national teacher examination.

As the university's mission continues to expand internationally and in order to attract more students into teacher education from international locations, the School of Education has developed a "3 + 1" program for international students. Partnerships with education departments internationally, make it possible for graduates in teacher

education from this campus to return to their country to student teach and subsequently obtain employment as a teacher. The "3 + 1" allows students to complete three years of their undergraduate program on campus and the last year in student teaching in their home country.

In addition to institution accreditation review by the Western Association of Schools and Colleges (WASC), the Teacher Education Programs offered by the School of Education are reviewed through a State Approval of Teacher Education (SATE) evaluation that is coordinated and conducted by the HTSB. Prior to 2002, teacher education programs in the state were accredited using standards established by the National Association of State Directors of Teacher Education and Certification (NASDTEC). All state reviews after 2002 are conducted using standards adapted from those prescribed by the National Council on Accreditation for Teacher Education (NCATE). The most recent approval of teacher education programs was received in 1995. SATE approval of the BYUH School of Education teacher education programs enables graduates to apply for teacher licensing through reciprocity agreements held among many U.S. states and countries.

Undergraduate Teacher Education Programs

- Elementary Education (U.S. & International)
- Special Education (U.S. & International)
- Dual Licensing (Elementary and Special Education)
- Secondary Education (U.S. & International)
- Education Minor

Post Baccalaureate Teacher Education Programs

- Basic Teacher Licensing (5th year program – Hawaii)
- Alternative Licensing Program (Hawaii)
- Professional Diploma (Hawaii)

Undergraduate Teacher Education Programs

The purposes of the teacher education programs in elementary, secondary and special education are consistent with the goals of BYUH listed previously in this catalog. The programs strive to present teaching skills in an orderly sequence providing students with opportunities to develop into quality teachers prepared to serve in various international and U.S. educational communities and environments. These education programs have been designed to orient students to today's educational needs.

Processes involved in educational systems across the world and in particular in the U.S. are surveyed. The psychology of teaching and learning is studied and applied to the curricula and methodologies utilized in today's schools. Teaching skills, assessment, classroom management, use of technology and media materials, with other skills necessary for effective teaching, are learned from hands-on experiences in the classroom. Supervision and observation of the student in classroom settings are provided by competent cooperating

teachers in the public schools and university instructors who visit the classrooms on a regular basis.

Mastery of subject area content and teaching skills is measured during the courses taken as well as during the supervision of public school classroom activities. Standards set by the School of Education, must be met before the student will be recommended for graduation and the issuance of a teaching license.

Admission to Programs

Formal admission into a teacher education program is by application. This process may be initiated during or after courses in the “Pre-Professional Area” are completed. Formal admission is required before courses in the “Academic Support” and “Professional Year” sections can be taken. Admission requirements include the following criteria:

1. Cumulative grade point average of 3.0 or higher.
2. Completion of State of Hawaii fingerprinting.
3. A completed graduation plan, or MAP (Major Academic Plan), on file with the Academic Advisor. In addition to the advisement services available from the Academic Advisor, each education major is assigned a Faculty Advisor in the School of Education. The Faculty Advisor is available to answer questions regarding specific courses in the program, course content, career-related questions, or any other major-related issues.
4. Successful completion of all courses in the Pre Professional Area (C- or higher).
5. Passing scores on the PPST: Pre-Professional Skills Test (See the School of Education Academic Advisor for registration information and testing deadlines). Each PPST area may only be repeated once, unless special permission is granted by the Program Chair and Dean of the School of Education.
6. A completed application packet (available from the Academic Advisor).
7. A successful interview with two faculty members from the intended major program.
8. Recommendation, determined by interview, by faculty in the appropriate School of Education department, with final approval by the Dean of the School of Education.

Note 1: Courses in the major (transferred or taken on campus) older than five years by the projected graduation date may not receive credit.

Note 2: Meeting all minimum standards 1 through 6 does not guarantee admittance into a teacher education program.

Program Progress

Besides meeting all university criteria, including the Honor Code, programs in the School of Education are subject to review for accreditation by the HTSB. Therefore, individuals selected for programs in the School of Education must demonstrate the pedagogical skills, content knowledge, and professional dispositions necessary to help all students learn in order to be recommended for graduation and a teaching license. To that end, candidates for graduation and teacher licensing will be carefully assessed throughout their teacher-training program.

If a student's progress becomes questionable as measured against the following standards, the student will be dropped from the program:

1. Maintains an overall grade point average of 2.0 or higher.
2. Maintains standards of ENGL 101 in all written work: grammar, spelling, punctuation, usage, vocabulary, pronunciation, and handwriting.
3. Maintains standards of English oral communication.
4. Maintains a professional disposition throughout all education assignments as evidenced (via the Professional Dispositions Form) by interacting effectively with peers, university instructors, and public school students and personnel.
5. Completes all major courses with a C- grade or higher.
6. Completes all required courses with only one repeat in line with University policy
7. All prior courses must be successfully completed before a student can be admitted to Student Teaching.
8. Student teaching is a fulltime internship experience and students will not be engaged in any other university commitment.

Education Degrees-Non-Licensure

Students planning to complete an education degree without U.S. licensure have several options:

1. **International students returning to their home regions** (e.g. ITEP, 3+1 programs) The School of Education facilitates the programs of international students to meet the needs and requirements of their national or regional governments in regard to teacher hiring. Students will work under the 3 + 1 concept in which they complete their course work and Observation and Practicum in Hawaii, and then return to their home region to an organized partnership arrangement between BYUH and a local school and university to complete their student teaching internship. Under the ITEP program a number of CES teachers in the Pacific are selected and receive scholarships to enable them to attend BYUH to complete their degrees in a one-year time period.
2. **U.S. students planning to remain in the U.S.** U.S. students who plan to remain in the U.S. but not practice as a licensed teacher or who do not complete a licensing track, have flexibility in their course selection, and will not complete a formal student teaching internship experience. Students contemplating this option could be planning to pursue higher education, work as teaching assistants, or be employed in other school or business related occupations that do not require a teacher license. Admission to these programs is arranged through the Academic Advisor and with the permission of the respective faculty.

Teacher Licensure

Issuance of a teaching certificate or license is the responsibility of each state or country, not the School of Education. Finding, understanding and meeting the requirements for licensure are the sole responsibility of each student. Currently, the Hawai'i

Teacher Standards Board (HTSB) requirements that must be met prior to issuance of a Hawaii teaching license to U.S. students include:

1. Recommendation from an accredited School of Education (see “Note” below).
2. A completed application for a teacher license (application form may be obtained online at <http://www.htsb.org/>).
3. Passing scores (which are set by the HTSB) on all required Praxis exams (see Academic Advisor for current information).

Note: In Hawaii, the School of Education notifies the HTSB, in writing, of all students being “recommended” for teacher licensure. This “recommendation” is determined by the respective department chair and faculty of the teacher education program (elementary, secondary, special education), with final approval by the Dean of the School of Education.

The decision to “recommend” is based upon the successful completion of all requirements for graduation from the institution and the successful completion of all performance expectations during the professional field experiences. (Completion of requirements for graduation from the University does not automatically guarantee that a student will be recommended for teaching licensure by the School of Education.)

Upon “recommendation” by the institution and successful completion of the state’s requirements, the individual is issued a teaching license, which is required in order to be employed as a public school teacher. This license is transportable to 39 other U.S. states because of reciprocity agreements between these states. The remaining states have their own unique requirements.

It is the responsibility of each student who plans to teach in another state or country to enquire early in their program about the teacher licensing requirements in that country and arrange to meet these additional requirements.(see Academic Advisor for information).

Education Minor

Any student, who wishes to have some teacher education course background but chooses not to pursue teaching as a major, may select the education minor as an option. It is complementary to many majors on campus, and includes 18 credit hours of education classes which must be chosen with faculty guidance to assist in meeting the career goals of the student.

Post Baccalaureate Teacher Education Programs

The Basic Teacher Licensing (5th year program – Hawaii)

U.S. students with an earned baccalaureate degree from a regionally accredited institution of higher education who desire to teach in the public schools but do not have the initial basic teacher license may apply for admission to the elementary, secondary (see approved teaching majors under “Secondary Education”), or special education program as “licensing only”

students. Once admitted, the individual must complete the requirements as outlined for the designated teacher-licensing program.

The prerequisites for admission are:

1. Bachelor’s Degree from an accredited institution.
2. Grade point average of 2.0 or higher.
3. Passing scores on the PPST: Pre-Professional Skills Test. In addition, secondary education applicants must successfully complete the content area Praxis exam(s), as defined by the Hawai’i Teacher Standards Board (HTSB), for the area in which teacher licensing is being sought.
4. A completed School of Education admissions packet.
5. Application for admission into BYUH on file with the Admissions Office.

Alternative Licensing Program (Hawaii)

Individuals employed with the Hawai’i Department of Education in critical shortage areas (subject and/or geographical) who are teaching without the initial basic license may earn their teaching license through the School of Education’s state approved Alternative Licensing Program (ALP). This program allows the teacher to remain on the job and complete the requirements leading towards the initial basic license. Once accepted, the individual is supervised for one semester as a student teacher. If the individual meets the performance standards as established by the Hawai’i Teacher Standards Board, then the School of Education has an option of prescribing no more than fifteen semester hours of coursework to be completed. This coursework would be prescribed, based on perceived deficiencies in the performance standards required for the initial basic licensing. Once any coursework prescribed is successfully completed, the individual is recommended to the Hawai’i Teacher Standards Board for the initial basic teacher license.

The prerequisites for admission are:

1. Official transcript verifying the Baccalaureate Degree was earned from an accredited institution.
2. Minimum of two semesters of full-time teaching responsibilities in the content area/field in which teacher licensing is being sought.
3. A favorable letter of recommendation from a peer teacher.
4. A favorable letter of recommendation from the applicant’s principal as well as the completed “Principal’s Recommendation for Temporary Teachers” form.
5. A transcript evaluation to determine specific courses needed, with a minimum of 2.0 GPA (on a 4.0 scale) on the baccalaureate degree.
6. Successful completion of the Pre-Professional Skills Test (PPST) for elementary, secondary, and special education applicants. In addition, secondary education applicants must successfully complete the content area Praxis exam(s) for the area in which teacher licensing is being sought.

Adjunct Faculty

Nakamura, Jan (1997) B.S. 1961, Colorado State University

Okimoto, Howard (1997) B.S. 1959, Brigham Young University; M.Ed. 1969, Brigham Young University

Other faculty members in the School are listed according to their affiliation in the departments of Elementary Education, Secondary Education, or Special Education.

The Professional Diploma Program

The Professional Diploma program is a 30-semester hour in-service program for teachers who have already completed an initial basic teacher license and have had at least one-year teaching experience. Students who complete the program will receive a diploma from the university.

The prerequisites for admission are:

1. Initial basic teaching license.
2. Grade point average of 3.00 or higher on the last 45 semester hours of approved undergraduate and graduate coursework.
3. At least one year teaching experience.
4. Three letters of recommendation from individuals familiar with applicant's teaching performance.
5. A completed application for admission into BYUH and the Professional Diploma Program on file with the School of Education.

Program Requirements

The following classes are required classes (21 hours total):

- EDUC 509 Applied Research for Teachers (3)
- EDUC 513 Foundations of Education: History, Sociology, Philosophy and Law (3)
- EDUC 503 Effective Teaching and Classroom Management (3)
- EDUC 523 Principles of Learning (3)
- EDUC 501 Models of Teaching (3)
- EDUC 507 Educational Measurement and Evaluation (3)
- EDUC 519 Teaching for Individual and Cultural Difference (3)

The following courses are elective and may be taken at any time offered (9 hours required):

- EDUC 505 Curriculum Development for Teachers (3)
- EDUC 515 Advanced Technologies and Teaching (3)
- EDUC 517 Supervision in Schools (3)
- EDUC 521 Reading and Writing Across the Curriculum (3)
- EDUC 590 Independent Study (1-3)

Academic Year

To retain active status and to qualify for subsequent registration, professional diploma students must register for at least 6 semester hours each school year and receive acceptable grades (no D, F, UW, NS or I grades re allowed; nor are audits or correspondence courses). Students who do not fulfill this yearly requirement are dropped from their professional diploma program, lose their professional diploma status and must apply for readmission if they wish to continue.

Time Limit

Students must complete the program within five years of the first semester of enrollment.

International Teacher Education Program (ITEP)

In collaboration with the Church Education System (CES), ITEP is a partnership created to provide professional development programs for CES teachers and administrators in the Pacific. These programs are intended to provide the target audience personnel with the knowledge, skills and dispositions needed to be more effective teachers and administrators. The third partner in this program, the church missionary department, provides an essential service in the success of this program. Couples with teacher education expertise are called to serve as ITEP Adjunct Faculty in the target countries. With their backgrounds, they are often able to provide the needed instruction in the designated course work and supervision required in each country. As needed, faculty members from the church university campuses are also utilized to provide essential services.

Currently eight missionary couples are assigned to the ITEP program and serve at the invitation of the Board of Education, the Church Education System and Brigham Young University. Their services are deeply appreciated at all levels especially the teachers in the CES schools.

ACADEMIC DEPARTMENTS AND DEGREES

Accounting

<http://www.bus.byuh.edu/accounting>

Glade Tew, Chair (tewg@byuh.edu)
Business 105, (808) 293-3590, Fax (808) 293-3582

Charonne Alaiasa, Academic Advisor (hoc@byuh.edu)
McKay 139, (808) 293-3596, Fax (808) 293-3582

Faculty

Professor

McBeth, Kevin H. (2003) B.S. 1973, Brigham Young University; M.F. 1977, Utah State University; M.Acc. 1978, Brigham Young University; Ph.D. 1989, University of Utah.

Associate Professor

Kimball, Kevin C. (1997) B.S., M. Acc 1990, Brigham Young University; CPA 1994.

Tew, Glade K. (1996) B.S. 1983, Brigham Young University; M.Acc. 1992, Southern Utah University; Ph.D. 1997, Oklahoma State University; CPA, 1994.

Adjunct Instructor

Heaton, Jennifer W. (2000) B.S. 1992, Southern Utah University; M.Acc. 1993, Southern Utah University; CPA, 1995.

Emeritus Faculty

Munson, Lloyd M. (1976-96)

Admission to Degree Program

The degree programs in this department carry special enrollment requirements. Please see the School of Business section for specific details.

The Discipline

Accounting is known as the language of business. The Accounting degree will prepare students for positions in public accounting, private business, or for graduate study in accounting, administration, or business programs. The program is designed to develop communication skills and to enhance the student's ability to analyze and solve problems using various technologies in a dynamic accounting and business environment.

Career Opportunities

The curriculum provides students with a broad business background and the opportunity to receive training in a wide variety of accounting areas including financial and managerial accounting, auditing, information systems, international accounting, and taxation.

Programs and Degrees

B.S. Accounting
Accounting Minor

Program Outcomes

Upon completing a major in Accounting, students will:

1. Demonstrate competence in core accounting knowledge.
2. Demonstrate competence in general business principles.
3. Communicate proficiently both orally and in writing in the English language in accounting situations.
4. Understand the importance of ethics and standards in accounting careers.
5. Understand international accounting standards.
6. Work effectively with others to solve problems.
7. Use critical thinking skills to solve accounting-related problems.
8. Demonstrate proficiency in using computer software in accounting contexts.
9. Demonstrate understanding of accounting regulation using primary source documents.
10. Learn independently and understand the importance of continuous learning.

Major and Minor Requirements

The accounting major must complete ACCT 201 and 203 with a B- or better. Transfer students must also complete at least four upper-level accounting courses while at BYUH.

B.S. Accounting (58 hours)

Business, Management, and Advanced Management Core Requirements (34 hours)

Business Core (16 hours)

- ACCT 201 Introduction to Financial Accounting (3)
- ACCT 203 Introduction to Managerial Accounting (3)
- *ECON 200 Principles of Microeconomics (3)
- *ECON 201 Principles of Macroeconomics (3)
- MATH 221 Principles of Statistics I(3)
- IS290L Business Problem Solving with Applications II (1)

*Also meets General Education three-hour requirement for "Introduction to the Human Environment"

Management Core (6 hours)

- BUSM 242 Ethics and the Legal Environment of Business (3)
- BUSM 300 Leadership Principles (3)

Advanced Management Core (12 hours)

- **BUSM 302 Business Finance/Entrepreneurship (3)
- **BUSM 304 Marketing/Entrepreneurship (3)
- **BUSM 306 Business Communications/Entrepreneurship (3)
- BUSM 499 Strategic Management (3)

**BUSM 302, 304, and 306 are integrated courses and are taken concurrently.

Major Classes (24)

- ACCT 301 Intermediate Accounting I (3)
- ACCT 302 Intermediate Accounting II (3)
- ACCT 312 Managerial Accounting (3)
- *ACCT 321 Federal Tax—Individuals (3)
- ACCT 356 Accounting Information Systems (3)
- ACCT 440 International Accounting and Accounting Research (3)

Two electives from the following:

- ACCT 365 Auditing and Assurance Services (3)
- ACCT 386 Advanced Financial Computing (3)
- ACCT 400 Intermediate Accounting III (3)
- IS 431 e-Commerce Web Design (3)

*For international students, the ACCT 321 course is not required. They can choose to take an additional accounting elective course in its place.

Accounting Minor (22-23 hours)

To obtain a minor in accounting, a student must receive a B– or better in ACCT 201 and 203. In the upper-division courses a C– or better is required.

The following courses are required for a minor in accounting:

- MATH 106 (4) or 110 College Algebra (3) (or equivalent)
- IS 290L Business Problem Solving with Applications II (1)
- ACCT 201 Introduction to Financial Accounting (3)
- ACCT 203 Introduction to Managerial Accounting (3)
- ACCT 301 Intermediate Accounting I (3)
- ACCT 302 Intermediate Accounting II (3)
- ACCT 312 Managerial Accounting (3)

Choose one from the following: (3)

- ACCT 321 Federal Tax—Individuals (3)
- ACCT 356 Accounting Information Systems (3)
- ACCT 365 Auditing and Assurance Services (3)

ANTHROPOLOGY

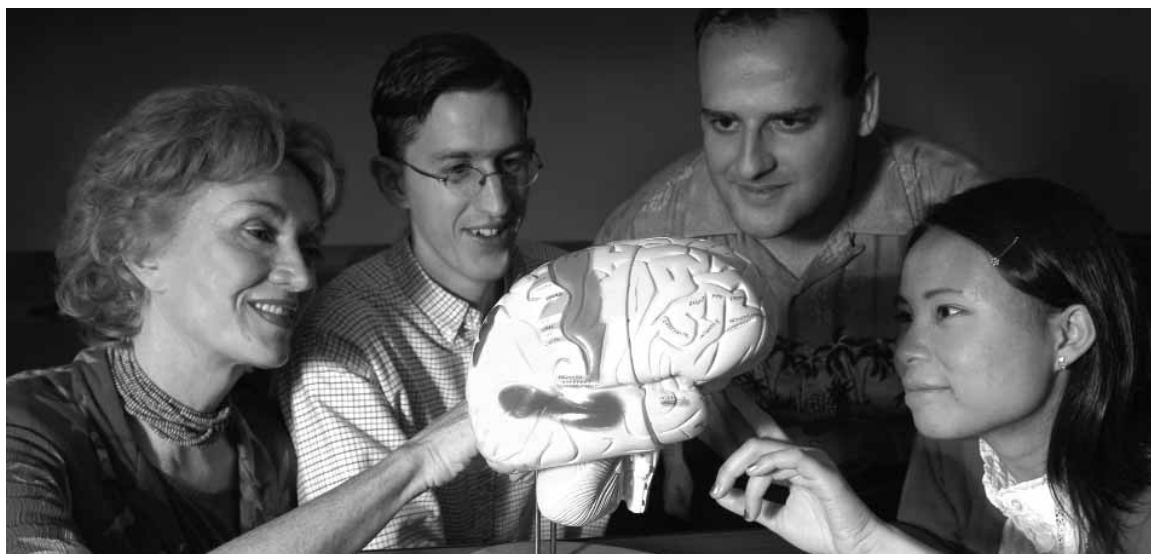
See International Cultural Studies.

ART

See Fine Arts.

ART EDUCATION

See Fine Arts or Secondary Education.



BIOCHEMISTRY AND PHYSICAL SCIENCE

<http://w3.byuh.edu/academics/sciences/>

Gary D. Frederick, Chair (frederig@byuh.edu)
McKay 138, (808) 293-3801, Fax (808) 293-3825

Patrice Winstead, Academic Advisor (winstead@byuh.edu)
McKay 144, (808) 293-3827, Fax (808) 293-3825

Faculty

Professor

Jayme, David W. (2004) B.S. 1974, Brigham Young University; M.S. 1975, Brigham Young University; Ph.D. 1979, University of Michigan.

Associate Professor

Frederick, Gary D. (1988) B.S. 1969, Lebanon Valley College; M.S. 1971, Youngstown State University; Ph.D. 1975, University of Utah.

Heaton, Daren N. (2000) B.S. 1995, Brigham Young University; Ph.D. 2000, University of Utah.

Weber, Michael F. (1999) B.S. 1982, Brigham Young University; M.S. 1984, University of Michigan; Ph.D. 1988, University of Michigan.

Emeritus Faculty

Hammond, Dale A. (1959)

Wrathall, Jay W. (1969)

Admission to All Programs

All programs in the Biochemistry and Physical Sciences Department are open enrollment.

The Discipline

Biochemistry is the study of the chemicals associated with living organisms, including humans. It includes the study of proteins, nucleic acids (DNA & RNA), carbohydrates, various types of lipids, and bio-inorganics. It is a study of the structures, functions, interactions, metabolism, catabolism, transport, interactions, and combinations of biochemicals. Some specialized fields of biochemistry are genome mapping, enzymology, bioenergetics, neurochemistry, immunology, biopharmacy, medicinal chemistry, protein and nucleic acid cloning, forensic science, genetic engineering, nutrition, and food chemistry. All of the living world, including humans, depends on biochemistry.

Career Opportunities

The employment opportunities in biochemistry, biotechnology, and bioinformatics are expected to explode for years to come. Biochemistry and biology are the common basic components of

biotechnology and bioinformatics. Biotechnology is the commercial application of the combination of biological and biochemical knowledge. Bioinformatics is the field of science in which biochemistry, biology, computer science, and information technology merge into a single discipline. Biochemistry majors are well equipped to enter medical, dental, pharmacy and other biochemistry-related professional schools. Students with biochemical-related degrees find opportunities in a wide range of occupations including business.

Programs and Degrees

- B.S. Biochemistry
- B.S. Chemistry Education
- B.S. Physical Science Education
- B.S. Physics Education
- Biochemistry Minor
- Chemistry Minor
- Pre-Professional Program (Administered jointly with the Biology Department)

Program Outcomes

Upon completing a major in Biochemistry, students will:

1. Understand the unifying principles of biochemistry.
2. Recognize and discuss current biochemical issues and their impact on society.
3. Understand how to search, read and understand the biochemical literature.
4. Demonstrate the ability to write research proposals.
5. Understand how to do systematic biochemical research.
6. Understand and practice accepted biochemical safety procedures.
7. Know how to prepare and present research posters at scientific meetings.
8. Know how to prepare scientific seminars to be presented at scientific meetings.
9. Be prepared for graduate or professional school and/or success in the biochemical and biotechnology job market.
10. Obtain the core working knowledge needed by biochemical professionals.
11. Realize their stewardship to help improve society.
12. Understand that commencement marks the beginning of lifelong learning.

Major and Minor Requirements

The Biochemistry Department in close cooperation with the Biology Department provides each student the opportunity to develop a sound foundation in biochemistry. This foundation is solidified as each student participates in a required four-semester group research project. They learn to apply their biochemical knowledge, to be proficient with biochemical laboratory techniques, and to report experimental results using oral and written methods.

B.S. Biochemistry (55 hours)

Core Requirements (47 hours)

- CHEM 105/L General Chemistry I (meets physical science General Education requirement) (4)
 CHEM 106/L General Chemistry II (4)

Choose one of the following three courses with BIOL 220/L as the recommended choice:

- *BIOL 201/L General Botany (4)
 *BIOL 206/L General Zoology (4)
 *BIOL 220/L Microbiology (4)

*BIOL 201, 206, or 220 meets the Biology General Education requirement.

- CHEM 251/L Organic Chemistry I (4)
 CHEM 252/L Organic Chemistry II (4)
 CHEM 295 Organic Spectroscopy (3)
 CHEM 326/L Analytical-Instrumental I (4)
 CHEM 381/L Biochemistry I (4)
 CHEM 382/L Biochemistry II (4)
 BIOL 441/L Molecular Biology (4)
 CHEM 468/L Physical Biochemistry (4)
 CHEM 491 Seminar (1)
 CHEM 492 Seminar (1)
 CHEM 493 Seminar (meets advanced-writing GE requirement) (1)
 CHEM 494 Seminar (meets advanced-writing GE requirement) (1)

Additional Required Biochemistry Electives (a minimum of 8 hours from the following)

- BIOL 376/L Genetics (4)
 BIOL 383/L Cell Biology & Development (4)
 BIOL 445/L Immunology (4)
 BIOL 465/L Principles of Physiology (4)
 CHEM 390R Special Topics (1-4)

Note: Biochemistry majors are strongly encouraged to take math through calculus, two semesters of physics (ideally PHYS 121/L and 122/L), and at least one computer programming course, especially if they are considering going to graduate or professional school.

B.S. Chemistry Education (80 hours)

The Chemistry Education program, a cooperative program administered by the School of Education, is designed to prepare teachers to teach chemistry in high schools.

Subject Content Area (44 hours)

- MATH 110 College Algebra [fulfills GE requirement](3)
 MATH 111 Trigonometry and Analytic Geometry (3)
 CHEM 105/L General Chemistry I/Lab (4)
 CHEM 106/L General Chemistry II/Lab (4)
 CHEM 251/L Organic Chemistry I/Lab (4)
 CHEM 252/L Organic Chemistry II/Lab (4)
 CHEM 181/L Introductory Biochemistry/Lab (4)
 CHEM 496R Student Research (1)
 PHYS 105/L Introductory Applied Physics I and Lab
 or 121/L General Physics I and Lab (4)

- PHYS 106/L Introductory Applied Physics II and Lab
 or 122/L General Physics II and Lab (4)

**Content area electives (9)

**These electives are to be chosen from the content area and must be approved by the faculty advisor assigned to the student. These are not general free electives.

Education Sequence (36 hours)

- HIS 101 [fulfills G.E. requirement] (3)
 PSYC 111 General Psychology [fulfills GE requirement] (3)
 EDUC 212 Foundations of Education (2)
 SPED 200 Education of Exceptional Students (3)
 EDUC 300 Human Growth and Learning (2)
 EDUC 301 A Multicultural Approach to Reading in the Content Area (2)
 EDUC 305 Computer and Technology Assisted Instruction (1)
 EDUC 385 Education Assessment in the Classroom (3)
 EDUC 312 Effective Pedagogy (3)
 EDUC 330 Classroom Management (2)
 SCED 491 Observation and Practicum (3)
 SCED 492 Student Teaching (12)

B. S. Physical Science Education (80 hours)

The Physical Science Education Program, a cooperative program with the School of Education, is designed to teach physical science in intermediate and high schools.

Subject Content Area (44 hours)

- PHSC 100 Principles of Physical Science (3)
 ASTR 104 Principles of Astronomy (3) [Fulfills GE requirement]
 MATH 111 Trigonometry and Analytic Geometry (3)
 MATH 110 College Algebra (3) [partially fulfills GE requirement]
 CHEM 105/L General Chemistry I/Lab (4)
 CHEM 106/L General Chemistry II/Lab (4)
 CHEM 152/L Introductory General Organic Chemistry/Lab (4)
 GEOL 105 Geology of the Pacific Basin (3)
 PHYS 105/L Introduction to Applied Physics I (4)
 or PHYS 121/L General Physics I (4)
 PHYS 106/L Introduction to Applied Physics II (4)
 or PHYS 122/L General Physics II (4)
 *Content Area Electives (9)

*These content area electives must be taken in the area of physical science and approved by the faculty advisor assigned to the student. These are not general free electives.

Education Sequence (36 hours)

- HIS 101 [fulfills G.E. requirement] (3)
 PSYC 111 General Psychology (fulfills GE requirement) (3)
 EDUC 212/Foundations of Education (2)
 SPED 200 Education of Exceptional Students (3)
 EDUC 300 Human Growth and Learning (2)

- EDUC 301 A Multicultural Approach to Reading in the Content Area (2)
- EDUC 305 Computer and Technology Assisted Instruction (1)
- EDUC 385 Education Assessment in the Classroom (3)
- EDUC 312 Effective Pedagogy (3)
- EDUC 330 Classroom Management (2)
- SCED 491 Observation and Practicum (3)
- SCED 492 Student Teaching (12)

Students will be encouraged to do a research project PHSC 495R relative to doing demonstrations and appropriate computer classes.

B.S. Physics Education (80 hours)

The Physics Education program, a cooperative program administered by the School of Education, is designed to prepare teachers to teach physics in high schools.

Subject Content Area (44 hours)

- MATH 110 College Algebra [fulfills GE requirement] (3)
- MATH 111 Trigonometry and Analytic Geometry(3)
- CHEM 105/L General Chemistry I/Lab (4)
- CHEM 106/L General Chemistry II/Lab (4)
- CS 142 Introduction to Computer Programming (3)
- MATH 112 Calculus 1 (5)
- MATH 113 Calculus 2 (5)
- PHYS 121 General Physics I and Lab 121L (4) [fulfills GE requirement]
- PHYS 122 General Physics II and Lab 122L (4)
- PHYS 221 General Physics III (3)
- **Content area electives (6)

**These electives are to be chosen from the content area and must be approved by the faculty advisor assigned to the student. These are not general free electives.

Education Sequence (36 hours)

- PSYC 111 General Psychology [fulfills GE requirement] (3)
- EDUC 212 Foundations of Education (3)
- SPED 200 Education of Exceptional Students (3)
- EDUC 300 Human Growth and Learning (2)
- EDUC 301 Reading in the Content Area (2)
- EDUC 305 Computer and Technology Assisted Instruction (1)
- EDUC 385 Classroom Assessment and Measurement (2)
- EDUC 312 Effective Pedagogy (3)
- EDUC 330 Classroom Management (2)
- SCED 491 Observation and Practicum (3)
- SCED 492 Student Teaching (12)

Biochemistry Minor (20 hours)

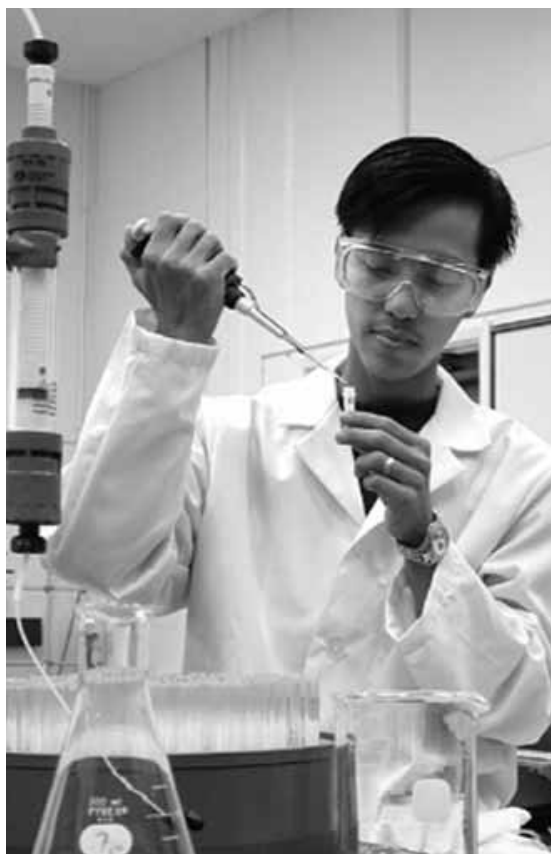
- CHEM 105/L General Chemistry I (4)
- CHEM 106/L General Chemistry II (4)
- CHEM 251/L Organic Chemistry I (4)
- CHEM 252/L Organic Chemistry II (4)
- CHEM 381/L Biochemistry I (4)

Chemistry Minor (20 hours)

- CHEM 105/L General Chemistry I (4)
- CHEM 106/L General Chemistry II (4)
- CHEM 251/L Organic Chemistry I (4)
- CHEM 252/L Organic Chemistry II (4)
- CHEM 326/L Analytical-Instrumental I (4)

Pre-Professional Program

Students interested in continuing their education at professional schools (medicine, dentistry, pharmacy, optometry, etc.) should consult with the pre-professional faculty advisor early in their undergraduate career to prepare a proper course of study.



BIOLOGY

<http://w3.byuh.edu/academics/sciences/biology.htm>

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Patrice Winstead, Academic Advisor (winstep@byuh.edu)
McKay 144, (808) 293-3827, Fax (808) 293-3825

Faculty

Professors

Day, Randy L. (1980) B.S. 1974, Brigham Young University; M.S. 1977, University of the Pacific; Ph.D. 1981, University of South Florida.

Winget, Robert N. (1985) B.S. 1967, University of Utah; M.S. 1968, University of Utah; Ph.D. 1970, University of Utah.

Associate Professors

Goodwill, Roger (1994) B.S. 1966, Brigham Young University; M.S. 1975, Brigham Young University; D.A. 1983, Idaho State University.

Assistant Professors

Bruner, Phillip L. (1978) B.S. 1970, Church College of Hawai'i; M.S. 1974, Louisiana State University.

Gold, R. Shane (2004) B.S. 1992, University of Nebraska – Lincoln; M.S. 1994, University of Nebraska – Lincoln; Ph.D. 2002, Texas A&M University.

Distinguished Professor

Cox, Paul Alan, Ethnobotany (2000) B.S. 1976, Brigham Young University; M.Sc. 1978, University of Wales; A.M. 1978, Harvard University; Ph.D. 1981, Harvard University.

Adjunct Instructor

Henderson, L. Robbin, (1997) D.M.D. 1972, University of Oregon; M.A. 1980, Pepperdine University; B.S. 1984, State University of New York.

Emeritus Faculty

Anderson, Dean M. (1966)

Dalton, Patrick D. (1955)

Nicholes, Henry J. (1975)

Admission to Degree Program

All undergraduate degree programs in the Department of Biology are open enrollment.

The Discipline

Instruction in the biological sciences provides a basic foundation in the life sciences, preparing students for professional careers in teaching, government service, industry, research, and the medical professions. Emphasis is on current developments in physiology, ecology, molecular biology, genetics, ethnology, evolution, anatomy and natural history. No credit of less than a C- in any Biology or Chemistry course in the major or minor will be counted toward graduation. A student may be dropped as a biology major or minor after two unsuccessful attempts at passing a required biology class.

Career Opportunities

With further education, career opportunities as a pre-professional major would include medicine, dentistry, optometry, podiatry, chiropractic, veterinary medicine, pharmacy and physician assistant. Other allied health professionals are careers available upon completion of this degree program.

A general biology degree offers career opportunities in wildlife management, conservation, environmental quality, health inspection, research, food science, fisheries, sales, genetic engineering, forestry, or the park service. Students majoring in biology education are prepared to teach biology at a junior high and high school.

Programs and Degrees

B.S. Biology
B.S. Biology Education
Biological Sciences Minor
Preprofessional Program

Program Outcomes

Upon completing a major in Biology, students will:

1. Understand what makes life unique.
2. Be able to describe the history of life from a biological perspective.
3. Understand the unifying principles of biology.
4. Recognize and discuss current biological issues and their impact on society.
5. Demonstrate content knowledge of the discipline.
6. Read, write, and understand biological literature.
7. Learn how to conduct research through use of the scientific method.
8. Realize appropriate stewardship accountabilities and the need to help improve society.

Major and Minor Requirements

1. A minimum of 41-44 hours in biological sciences (including 15-18 hours of core requirements and 26 hours of elective requirements) plus 16 hours of chemistry is required of all biology majors.
2. Biology majors must take 26 credits of biology electives with a minimum of one 200-level and four courses from the 300 & 400-level electives. Biology 100 and 496R

cannot be counted as elective credits. Only those courses listed below can count for biology electives. In addition, only one credit of 495R can be counted for elective credit and this course cannot count as one of the 400 level electives.

- The Biology Education Program, a cooperative program with the School of Education, is designed to prepare teachers to teach biology in high schools

B.S. Biology (55-60 hours)

General Biology Core Requirements (18 hours)

BIOL 201/L General Botany (4)
 BIOL 206/L General Zoology (4)
 BIOL 265/L Molecular and Cellular Biology (4)
 BIOL 485 Senior Biology (3)
 BIOL 491 Research and Thesis (1)*
 BIOL 492 Research and Thesis (1)*
 BIOL 493 Research and Thesis (1)*

Preprofessional Core Requirements (18 hours)

BIOL 220/L Microbiology (4)
 BIOL 265/L Molecular and Cellular Biology (4)
 BIOL 376/L Genetics (4)
 BIOL 485 Senior Biology (3)
 BIOL 491 Research and Thesis (1)*
 BIOL 492 Research and Thesis (1)*
 BIOL 493 Research and Thesis (1)*

Note: ENG 316 (3 credits) may be substituted for the BIOL 491/492/493 series only by consent of the department chair.

Biology Elective Requirements (16 hours)

BIOL 204/L Pacific Natural History (4)
 BIOL 212/L Marine Biology (4)
 BIOL 248/L Conservation Biology (4)
 BIOL 260/L Elementary Human Anatomy (3)
 BIOL 261/L Elementary Human Physiology (4)
 BIOL 265/L Molecular and Cellular Biology (4)
 BIOL 300/L Animal Behavior (4)
 BIOL 350/L General Ecology (4)
 BIOL 355/L Ethnobotany (4)
 BIOL 374 Evolution and Human Prehistory (3)
 BIOL 376/L Genetics (4)
 BIOL 383/L Histology and Development Biology(4)
 BIOL 390R Special Topics in Biology (1-4)
 BIOL 399R Cooperative Education in Biology (1-3)
 BIOL 412/L Marine Ecology (4)
 BIOL 441/L Molecular Biology (4)
 BIOL 445/L Immunology (4)
 BIOL 460 Advanced Human Anatomy (3)
 BIOL 465/L Principles of Physiology (4)
 BIOL 495R Independent Study (1)

Chemistry Core Requirements (16 hours)

CHEM 105/L General Chemistry (4)
 CHEM 106/L General Chemistry (4)
 CHEM 251/L Organic Chemistry (4)
 CHEM 252/L Organic Chemistry (4)

B.S. Biology Education (84 hours)

Subject Content Area (48 hours)

MATH 110 College Algebra [fulfills GE requirement] (3)
 BIOL 201/L General Botany/Lab [fulfills GE requirement] (4)
 BIOL 206/L General Zoology/Lab (4)
 BIOL 220/L Microbiology/Lab (4)
 BIOL 261/L Elementary Human Physiology/Lab (4)
 BIOL 265/L Molecular and Cellular Biology (4)
 BIOL 350/L General Ecology/Lab (4)
 BIOL 376/L Genetics/Lab (4)
 BIOL 485 Senior Biology (3)
 BIOL 491-3 Seminar series (3)
or ENGL 316 Technical Writing (3) [either 491-3
or 316 fulfills part of GE Writing requirement] (3) *
 CHEM 101 Introductory General Chemistry (3)
 CHEM 152/L Introductory General Organic
 Chemistry/Lab (4)
 CHEM 181/L Introductory Biochemistry/Lab (4)

* Application for this substitution should be made in advance to the Chair of Biology.

Education Sequence (36 hours)

HIS 101 [fulfills G.E. requirement] (3)
 PSYC 111 General Psychology [fulfills GE requirement] (3)
 EDUC 212/Foundations of Education (2)
 SPED 200 Education of Exceptional Students (3)
 EDUC 300 Human Growth and Learning (2)
 EDUC 301 A Multicultural Approach to Reading in the
 Content Area (2)
 EDUC 305 Computer and Technology Assisted
 Instruction (1)
 EDUC 385 Classroom Assessment and Measurement (3)
 EDUC 312 Effective Pedagogy (3)
 EDUC 330 Classroom Management (2)
 SCED 491 Observation and Practicum (3)
 SCED 492 Student Teaching (12)

Biological Sciences Minor (16 Hours)

A minor consists of at least 16 hours in biological sciences, including Biology 201, 201L, 206, 206L, 220, and 220L. The remaining hours are selected with consultation with the biological sciences faculty. Biology 100, 399R, 495R and 496R cannot count toward the minor.

Preprofessional Program

Students interested in continuing their education at professional schools (medicine, dentistry, optometry, etc.) should consult with the pre-professional faculty advisor early in their undergraduate career to prepare a proper course of study.

BUSINESS

See International Business Management.

BUSINESS EDUCATION

See Secondary Education.

CHEMISTRY (MINOR)

See Biochemistry/Physical Science

CHEMISTRY EDUCATION

See Biochemistry/Physical Science or Secondary Education.

CHINESE (MINOR)

See International Cultural Studies.

COACHING (MINOR)

See Exercise and Sport Science.

COMMUNICATIONS

See International Cultural Studies.



COMPUTER SCIENCE

<http://cs.byuh.edu/>

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Faculty

Associate Professor

Colton, Don (1997) B.S. 1976, Brigham Young University; M.B.A. 1978, Brigham Young University; Ph.D. 1997, Oregon Graduate Institute of Science & Technology.

Ellis, Bret, (1986) B.S. 1984, Utah State University; M.S. 1985, Utah State University; Ph.D. 1989 Brigham Young University.

Assistant Professor

Fife, Leslie (2002) B.S. 1988, University of Oklahoma; M.S. 1993, University of Oklahoma; Ph.D. 2003, University of Oklahoma.

Nilson, Jim (2003) B.S. 1972, Utah State University; M.S. 1977, University of Kansas; M.S. 1983, University of Washington.

Stanley, Tim (2003) B.S. 1971, Brigham Young University; M.S. 1975, South Dakota State University; M.S. 1976, Air Force Institute of Technology; Ph.D. 1985, University of New Mexico.

Winters, Randy (2004) M.S.E. 2003, Carnegie Mellon University.

Admission to Degree Program

All undergraduate degree programs in the Department of Computer Science are open enrollment.

The Discipline

The computer science discipline prepares students to be practicing computer scientists able to apply computing to solve problems in business, industry, and the sciences.

Career Opportunities

Career opportunities are found in major software development corporations worldwide. Successful students also find industry-specific career opportunities in business, health care, government, education, and communications. In addition, students are prepared for graduate studies. The program prepares students to be practicing computer scientists able to apply computing to solve problems in business, industry, and the sciences.

Programs and Degrees

B.S. Computer Science
Computer Science Minor

Program Outcomes

Upon completing a major in Computer Science, students will:

1. Students are competent in basic principles and knowledge of computer science.
2. Students are exposed to a variety of programming languages and computer systems and are highly proficient in at least one higher-level object-oriented programming language.
3. Students are prepared to work in teams and complete at least one significant team project.
4. Graduates are prepared professionally for graduate school or employment in computer science through:
 - a. Coverage of algorithms, data structures, software engineering, programming languages, computer organization and architecture.
 - b. An understanding of computational theory, problem identification and analysis and solution design.
 - c. An awareness of the ethical issues and professional responsibilities of the computing discipline.
 - d. Improved written and oral communication skills.
 - e. A mathematically rigorous curriculum.

Major and Minor Requirement

All hours of credit applied toward a major in computer science must be a C- or better, except that one D is allowed. CS majors are required to take the GRE Computer Science Subject Test prior to graduation.

B.S. Computer Science (59 hours)

- CS 101 Beginning Programming (3)
- CS 201 Web Programming (3)
- CS 202 Object Oriented Programming (3)
- CS 210 Computer Organization (3)
- CS 301 Algorithms and Complexity (3)
- CS 320 Computational Theory (3)
- CS 333 Software Engineering I (3)
- CS 410 Computer Architecture (3)
- CS 415 Operating Systems Design (3)
- CS 420 Programming Languages (3)
- CS 433 Software Engineering II (3)
- CS 440 Intelligent Systems (3)
- CS 471 Ethics in Computer Science (2)

Support Courses

- IS 280 Data Communications (3)
- IS 350 Data Files and Databases (3)
- Math 201L Discrete Mathematics I Lab (1)
- Math 202L Discrete Mathematics II Lab (1)

Electives: (Select 4 hours)

- CS 421 Algorithmic Languages & Compilers (2)
- CS 441 Automatic Speech Recognition (2)
- CS 442 Image Processing & Computer Vision (2)
- CS 443 Robotics (2)
- CS 451 Advance Database Topics (2)
- CS 456 Mobile Computing (2)
- CS 461 Computer Graphics (2)
- CS 491 Senior Seminar I (1)*
- CS 492 Senior Seminar II (1)*
- CS 493 Senior Seminar III (1)*
- IS 431 e-Commerce Web Development (3)
- CS 490R Advanced Topics in CS (1-3)
- CS 495R Independent Study in CS (1-3)
- CS 496R Student Research in CS (1-3)

Science Requirement (8 hours)

- Physics 121, 121L, 122, 122L (8)
- or Chemistry 105, 105L, 106, 106L (8)

Mathematics Requirement (20 hours)

A minor in mathematics through completion of

- Math 112 Calculus I (5)
- Math 113 Calculus II (5)
- Math 201 Discrete Math I (2)
- Math 202 Discrete Math II (2)
- Math 221 Principles of Statistics I (3)
- or Math 321 Mathematical Statistics (3)
- Math 343 Elementary Linear Algebra (3)

* Constitutes an approved senior seminar to meet the General Education Area III advanced writing graduation requirement.

Computer Science Minor (14-17 Hours)

Students shall complete a minimum of 14 credits of computer science course work including CS 202 and at least one upper-division CS course. Math 201, Math 201L, Math 202, and Math 202L are accepted as CS credits for meeting the 14-credit hour requirement. Typically a student will take the following:

- CS 101 Beginning Programming (2)
- CS 201 Web Programming (3)
- CS 202 Object Oriented Programming (3)
- CS 301 Algorithms and Complexity (3)
- Math 201 Discrete Mathematics I (2)
- Math 201L Discrete Mathematics I Lab (1)
- Math 202 Discrete Mathematics II (2)
- Math 202L Discrete Mathematics II Lab (1)

CREATIVE WRITING (MINOR)

See English.

ECONOMICS (MINOR)

See International Business Management.

ELEMENTARY EDUCATION

<http://www.soe.byuh.edu/programs/elementary.html>

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Marilee Ching, Academic Advisor (chingm@byuh.edu)
SOE 119, (808) 293-3891, Fax (808) 293-3988

Faculty

Associate Professor

Latham, Karen L. (2004) B.S. 1982, Utah State University, M.Ed. 1987, University of Nevada, Las Vegas, Ed.D. 1998, Utah State University.

Adjunct Instructor

Reismann, Susan (2000) B.M. 1970, Arizona State University

Field Services Faculty

Hirata, Peggy (2000) B.Ed. 1965, University of Hawai'i

Ishihara, Daisy (1998) B.S. 1961, Kansas State Teachers College

Kobayashi, Elsie (2004) B.Ed. 1967, University of Hawaii

Nishioka, Karen (2004) B.Ed. 1969, University of Hawai'i, M.Ed. 1996, University of Hawai'i

Ota, Lynne (2002) B.Ed. 1968, University of Hawai'i

Wilson, Renee (2001) B.S. 1966, Brigham Young University; M.S. 1968, Utah State University

Emeritus Faculty

Hollingsworth, Paul M. (1992)

Puckett, Eldon H. (1984)

McArthur, Janice R. (2005)

Admission to Degree Program

Requirements and procedures for admission to an undergraduate teacher education program in the School of Education are explained page 77.

The Discipline

Elementary education prepares teachers who, having gained their own liberal education, help elementary-school-age children learn by improving on the teaching children receive in the home, school, church, and community. Elementary education provides a preparation program wherein students enhance their thinking abilities, build their confidence in exploring new ideas, and become self-motivated, independent learners.

The program provides the opportunity for prospective teachers to learn about the culture of the elementary school, develop a solid foundation in basic principles of teaching and

learning that originate in educational theory and research, and become proficient in systematically applying those basic principles in practical U.S. and international settings.

Career Opportunities

A degree in elementary education leads to opportunities for teaching in elementary schools, in kindergarten to sixth grade. With a teaching license in elementary education and experience as a classroom teacher, individuals may pursue other career opportunities in public and private school education as counselors, curriculum specialists, and administrators. Experience in any of those areas would also open other career opportunities at the higher education level in teacher education and administration.

Programs and Degrees

- B.S. Elementary Education (licensure track)
- B.S. Elementary Education (non-licensure track)
- B.S. Elementary and Special Education (dual major, licensure track)

Program Outcomes

Upon completing a major in Elementary Education, students will:

1. Demonstrate literacy in basic principles and knowledge of content in the specialty area.
2. Understand and apply basic learning theories and models in the classroom.
3. Use student input and information from diagnosis of student learning needs to develop learning outcomes.
4. Evaluate teaching and curriculum resources for effective use in the instructional process.
5. Plan lessons which use authentic situations, previous learning and integration across subjects.
6. Provide learning experiences which actively engage students as individuals and as members of collaborative groups.
7. Create a communication-rich environment that supports and encourages language development and use.
8. Use a variety of instructional strategies to meet the needs of diverse learners, including students of diverse cultural backgrounds.
9. Use current curriculum standards to construct assessments, identify performance indicators, and create lessons needed to prepare for the assessments.
10. Use effective classroom management techniques that foster positive interpersonal relationships, self-control, self-discipline, and responsibility.
11. Use community and parent resources as an integral part of the teaching process to promote student learning.
12. Demonstrate competency in the use of technologies available in the school setting.
13. Work collaboratively with other professionals.
14. Demonstrate positive dispositions (attitudes, actions, ethics, and good work habits) in line with those required for the profession.

Major Requirements

The Elementary Teacher Education Program is an undergraduate program that leads to initial basic licensing for students who wish to teach in public or private schools. In Hawai'i, an elementary teaching license qualifies the recipient to teach kindergarten through sixth grade. The degree of Bachelor of Science (B.S.) is conferred upon completion of all requirements as outlined.

B.S. Elementary Education (57 hours)

Pre-Professional Area (8 hours)

- EDUC 212 Foundations of Education (2)
- SPED 200 Education of Exceptional Students (3)
- HIS 101 [fulfills G.E. requirement] (3)
- PSYC 111 General Psychology (fulfills GE requirement) (3)

Academic Support Area (23 hours)

- ART 336 Art Methods for Teachers (2)
- EDUC 300 Human Growth and Learning (2)
- EDUC 305 Computer and Technology Assisted Instruction (1)
- EDUC 312 Effective Pedagogy (3)
- EDUC 385 Education Assessment in the Classroom (3)
- ELED 360 Science Methods for the Elementary Teachers (3)
- ELED 378 Music for Elementary Teachers (2)
- ELED 380 Multicultural Education, the Constitution and Social Studies Methods for the Elementary Teacher (3)
- EXS 375 Elementary School Physical Education (2)
- HLTH 361 Health in the Elementary School (2)

*Professional Year (26 hours)

- ELED 320 Language Arts Methods for the Elementary Teacher (2)
- ELED 321 Reading Methods for the Elementary Teacher (3)
- EDUC 330 Classroom Management (2)
- ELED 351 Mathematics Methods for the Elementary Teacher (3)
- ELED 491 Observation and Practicum (4)
- ELED 492 Student Teaching (12)

***Note:** Students must apply for the professional year at the same time they register for spring term preceding the professional year.

B. S. Elementary Education (Non-licensure Track)

Please see the Academic Advisor about this option.

B. S. Elementary and Special Education (Dual Major, Licensure Track)

See “Special Education” section of the catalog to review the requirements for the dual-major option.



ENGLISH

<http://www.byuh.edu/academics/english/>

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Cecilia Day, Academic Advisor (dayc@byuh.edu)
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Faculty

Professors

Han, Hsiao Min (Sherman) (1980) B.A. 1973, Tamkang University; M.A. 1974, Central Missouri State University; Ph.D. 1980, Brigham Young University.

Shumway, Eric B. (1966) B.A. 1964, Brigham Young University; M.A. 1966, Brigham Young University; Ph.D. 1973, University of Virginia.

Williams, Ned B. (1981) B.A. 1972, University of Idaho; M.A. 1976, Brigham Young University; Ph.D. 1982, University of Wisconsin-Milwaukee.

Associate Professors

Allred, Randal (1993) B.A. 1981, Brigham Young University; M.A. 1983, Brigham Young University; Ph.D. 1993 University of California at Los Angeles.

Marler, Michael G. (1978) B.A. 1967, Colorado State University; M.A. 1970, University of Washington; Ph.D. 1990, Indiana University of Pennsylvania.

Marler, Myrna D. (1995) B.A. 1986, Brigham Young University-Hawai'i; M.A. 1994, University of Hawai'i; Ph.D. 2001, University of Hawai'i - Manoa.

Peterson, Keith S. (1987) B.A. 1985, Brigham Young University; M.A. 1987, Brigham Young University; Ph.D. 1995, Texas Christian University.

Ward, Gale L. (1975) B.A. 1964, Brigham Young University; M.A. 1969, Brigham Young University; Ph.D. 1980, University of Wisconsin-Milwaukee.

Assistant Professors

Christiansen, AnnaMarie (2003) B.A. 1992, Brigham Young University Hawaii; M.A. 1996, University of Hawaii; D.A. 2003, Idaho State University.

Goodwill, Sanoma (1994) B.A. 1966, Brigham Young University; M.A. 1991, Morehead State University; Ph.D. 1999, The University of Louisville.

Hancock, Stephen (2003) B.A. 1996, Arizona State University; M.A. 1999, Brigham Young University; Ph.D. 2003, Purdue University.

Instructors

Chen, Laura (2000) B.A. 1996, Brigham Young University; M.A. 2000, Brigham Young University.

Egan, Michael E. (2003) B.A. 1963 Witwatersrand University; B.A. (Hons.) 1965, Cambridge University, M.A., Ph.D. 1968, Cambridge University

Fifita, Kimberly (2000) B.A. 1995 Brigham Young University; M.A. 2000 Brigham Young University.

Pakalani, Leialoha (2000) B.A. 1995, Brigham Young University Hawai'i.

Adjunct Faculty

Frampton, Debbie (1993) B.A. 1993, Brigham Young University–Hawai'i.

Miller, Karen (1984) B.A. 1971, Brigham Young University.

Sonomura, Marion (1994) B.A. 1963, Brigham Young University; M.A. 1969, University of Hawai'i; Ph.D. 1993, University of Hawai'i.

Scholar-in-Residence

Egan, Michael E.

Emeritus Faculty

Baker, Margaret P. (1981)

Elkington, Barbara Jo (1963)

Walker, James R. (1978)

Admission to Degree Program

All undergraduate degree programs in the Department of English are open enrollment.

The Discipline

The English major provides a detailed knowledge of the English language and of literature written in English. English majors approach language and literature as a source of knowledge and aesthetic pleasure, a mode of encountering and evaluating diverse minds and attitudes, a vehicle for art and action, a means of historical understanding, and a source of spiritual insight. English majors use writing as their primary means of knowing, understanding, and evaluating their experience and their reading and of sharing their insight with others. In keeping with the long-standing ideals of a liberal arts education, the English Department aims to cultivate in its students those foundational skills in writing, awareness, and judgment upon which lives of wisdom, service, and an ever-increasing love for learning might be built.

Career Opportunities

English majors are prepared for any career that requires perceptive reading, orderly and clear thinking, intellectual maturity, and effective writing. Many career opportunities for English majors exist in teaching, professional writing and editing, law, business, advertising, communications, human resources, corporate training, or government service. English majors can certify to teach secondary-school English, or they can prepare for graduate study in English and college teaching. When combined with prerequisite courses in other

departments, the English major provides excellent preparation for graduate work in law, business, library science, medicine, humanities, or religion. By selecting areas of concentration, some English majors prepare for careers in technical and professional communication, editing, creative writing, and related fields. By supplementing their English major with computer classes, some find work in information technology. The skills and knowledge acquired by an English major also provide good preparation for government service, especially when combined with the study of foreign languages, economics, political science, and history.

Programs and Degrees

B.A. English

B.A. English Education

English Minor

Creative Writing Minor

Program Outcomes

Upon completing a major in English, students will:

1. Comprehend and reflect upon the value and richness of literary texts for the expansion of the intellect, for the testing of new knowledge, and for affirming the values of literature as literature.
2. Learn about and engage in informed discourse and debate about selected works of literature, criticism, and theory.
3. Find, analyze, evaluate, and assimilate new information related to the field of English studies.
4. Compose, revise, critique, and refine persuasive critical papers in edited English.
5. Work effectively with people from a wide variety of cultural backgrounds.
6. Express themselves in a clear, concise, and convincing manner in public and professional settings.
7. Understand, organize, integrate, and document successfully data from primary and secondary sources.

Major and Minor Requirements

The Department of English offers programs leading to a Bachelor of Arts degree in English and English Education. Minor programs are offered in English, creative writing and communication studies. As part of its creative writing program the department publishes the literary magazine, the *Kūla Manu*.

The English major or minor is a program designed to provide an encounter with the humanizing forces of language and literature. As an important focus in the tradition of the liberal arts, the study of English should produce graduates more conscious of themselves, their nature, their society, their values, their tradition, and their language.

BA English (41 hours)

The following courses are required:

* English 251 is a pre-requisite for all English major courses except the "R" courses and English 420.

English 382 (3 hrs.)
English 490 (2 hrs.)

Choose one (3 hrs. each) English 321, 421

Choose one (3 hrs.) English 341, 342, 343

Choose seven (21 hrs.) English 361, 362, 363, 364, 371, 372, 373, 374, 375, 376

Choose two (6 hrs.) English 318R, 341, 342, 343, 351, 345R, 358R, 390R, 418R, 420

Foreign language requirement: English majors are required to complete the Second Language Track for GE., which means successful completion of a 201-level foreign language course.

English majors must earn the grade of C- or above for all classes chosen to fill requirements for the major.

B.A. English Education (44 hours)

Courses as required by the State Department of Education in the major and in major-related fields for Education Certification (These are to be taken in addition to those required by the Education Department for a secondary teaching certificate in English).

English 321 Grammar Theory (4)*

or English 421 History of the English Language (3)

English 420 Literature for Young Adults (3)

Four of the six British Literature period courses (English 371-376) (3 each).

One of the four American Literature period courses. (English 361-364) (3 each)

One of the three world literature courses (English 341-343) (3 each)

One Creative Writing Course: English 218R or English 318R (3 each)

One Communications Course: Communications 110 or Communications (151) (3 each)

*numbers in parentheses represent individual class credit hours

Education Sequence (36 hours)

PSYC 111 General Psychology [fulfills GE requirement] (3)

EDUC 212/Foundations of Education (2)

SPED 200 Education of Exceptional Students (3)

EDUC 300 Human Growth and Learning (2)

EDUC 301 A Multicultural Approach to Reading in the Content Area (2)

EDUC 305 Computer and Technology Assisted Instruction (1)

EDUC 385 Education Assessment and Measurement (3)

EDUC 312 Effective Pedagogy (3)

EDUC 330 Classroom Management (2)

SCED 491 Observation and Practicum (3)

SCED 492 Student Teaching (12)

English Minor (21 hours minimum)

ENGL 251*

One of the following two courses:

ENGL 321, 421

Plus five other courses from this list:

ENGL 362, 363, 364, 318R, 345R, 358R, 351, 371 through 376, 382, 420

*Prerequisite to upper-division literature courses except ENGL 345R and ENGL 358R.

Students must earn the grade of C- and above for all classes taken in the program required of English minors.

Creative Writing Minor (20 hours minimum)

English 251 Fundamentals of Literature (3)***

English 218R Introduction to Creative Writing (3)

English 318R Advanced Creative Writing (taken twice) (3 each)

English 418R Writing for Publication (3)

**One or two of the following courses:

English 341 World Literatures in English (3)

English 342 Pacific Literature (3)

English 343 Asian Literature insert course title (3)

English 345R Ethnic Literature (content varies) (3)

English 358R Genre Literature (content varies) (3)

English 420 Literature for Young Adults (3)

**One or two of the following courses:

English 351 Introduction to Literary Criticism (3)

Art 306 Western Art History (3)

Art 442 Reading in Aesthetics (2)

Theater 123 Acting (3)

Psychology 440 Abnormal Psychology (3)

History 308 The Ancient World (3)

History 309 Medieval Europe (3)

History 324 Modern Europe (3)

History 379 U.S. Since 1945 (3)

**With the exception of English 251, English content classes may not be used to fulfill both major and minor requirements.

***Numbers in parentheses represent individual class credit hours.

Students must earn the grade of C- or better for all classes taken in the program required of creative writing minors.

ENGLISH AS AN INTERNATIONAL LANGUAGE (MINOR)

See English Language Teaching and Learning.

ENGLISH LANGUAGE TEACHING & LEARNING

<http://w3.byuh.edu/academics/lang/>

Norman Evans, Chair (evansn@byuh.edu)
McKay Faculty Building 209, (808) 293-3628

Marge Stanton, Academic Advisor (stantomb@byuh.edu)
McKay Faculty Building 105, (808) 293-3610

Faculty

Professors

Hansen, Lynne (1978) B.A. 1965, Brigham Young University; M.Ed. 1967, Brigham Young University; M.A. 1974, University of Utah; Ph.D. 1980, University of California, Berkeley.

Associate Professors

James, Mark O. (1981) B.A. 1979, Brigham Young University–Hawaii; M.A. 1981, Brigham Young University; 1996 Ph.D., University of Hawaii at Manoa.

Assistant Professors

Andrade, Maureen (1988) B.A. 1983, Brigham Young University; M.A. 1987, University of Utah; Ed.D. 2003, University of Southern California.

Evans, Norman W. (1981) B.A. 1979, Brigham Young University; M.A. 1981, Brigham Young University; Ed.D. 2000, University of Southern California.

Green, Brent. (2003) B.A. 1990, Brigham Young University–Hawaii; M.A. 1993, Brigham Young University.

Wyman, Earl D. (1982) B.Ed. 1969, University of Alberta; M.A. 1974, Brigham Young University.

Senior Lecturers (EIL)

Christensen, Perry (1991) B.A. 1989, University of Utah; M.B.A. 1994, Hawaii Pacific University.

Fader, Elise (1992) B.A. 1980, Brigham Young University; M.A. 1991, Eastern Michigan University.

Nelson, Rick (1994) B.A. 1976, Utah State University; M.A. 1978, University of Hawaii.

Lecturers (EIL)

Bergendorf, Karen (2003) B.A. 1983, Brigham Young University; M.A. 1998, Brigham Young University.

Hartford, Patricia Dyck (2001) B.A. 1972, Brigham Young University; M.A. 1979 Brigham Young University.

Peeni, Amanda (2004) B.A. 1988, Brigham Young University–Hawaii; M.A. 2004, Hawaii Pacific University.

Wilson, Russell (2004) B.A. 1997, Brigham Young University; M.A. 2001, Brigham Young University.

Adjunct Faculty

Olivas, George (1999) B.A. 1999, Brigham Young University–Hawaii; M.A. 2002, Hawaii Pacific University.

Williams, Robyn (1981) B.A. 1978, Brigham Young University; M.A. 1994, Brigham Young University.

Admission to Degree Program

All undergraduate degree programs in the Department of English Language Teaching & Learning are open enrollment.

The Discipline

The discipline or profession of teaching English as a second language is a fairly new one, dating back no more than 50 years. Historically, the discipline has been seen as either a part of linguistics (applied), English, or foreign language education. Taking insights from these disciplines and others, teaching English to speakers of other languages (TESOL) is now recognized as a distinct discipline with its own professional organizations, journals, conferences, publishers, and bodies of literature. Given the global influence of English-speaking countries and peoples in the areas of entertainment, politics, and technology, the demand for English is ever-increasing, thus creating a fast-growing industry.

Career Opportunities

With the high demand for English instruction around the world, there are many career opportunities for those who are qualified in TESOL. Public school systems in the U.S. and other English-speaking countries find themselves with an increasing number of second language speakers, due to high immigration patterns in Western industrialized nations. Thus, there are many jobs available to those who are trained and certified (See TESOL Education major).

In addition to opportunities to teach in the public school systems of English speaking countries, there are many jobs in other nations, both in the public and private sectors. Many graduates in TESOL go on to work for multinational corporations (English for Business Purposes), or set up their own private language institutes.

Those who may not be interested in teaching may find that their interests lie in materials development or computer software development. Others find that their interests lie in pursuing further education in various applied fields of linguistics, multicultural education, speech pathology, educational psychology, testing and assessment, counseling, instructional technology, or social work.

Programs and Degrees

BA TESOL (Teaching English to Speakers of Other Languages)

TESOL Minor

Linguistics Minor

EIL Minor

Major and Minor Requirements

EIL Program

The English as an International Language (EIL) program provides non-native speakers of English with a variety of courses from intermediate to advanced levels. Language instruction in these courses focuses on the academic English students will need to succeed in their university courses.

Non-native English speaking students take a series of English proficiency exams upon their arrival at BYUH. The results of these tests determine if students will need to enroll full-time or part-time in EIL courses or if they will be exempt from EIL courses. Students taking advanced level EIL courses may enroll in other university courses as credit load allows under the guidance of the EIL academic advisor. Students receive full credit towards graduation for all EIL courses and may also apply for a minor in EIL (see page 101).

EIL Program Outcomes

Upon completing the EIL program, students will:

1. Demonstrate understanding of the essential points and most details in an academic reading passage.
2. Demonstrate the appropriate level of competence in academic writing on both the rhetorical and syntactic levels.
3. Successfully handle most communicative tasks in academic situations.
4. Comprehend the main ideas and most details of extended academic oral discourse.
5. Recognize the value of the EIL program in assisting them with the English language proficiencies necessary for success at the University.
6. Compare favorably with those entering full-time undergraduate studies across the nation.

TESOL Program

David O. McKay made a prophetic statement when he referred to the graduates of this school as international peace-makers. English is the language of international communication in business, higher education, science, technology, travel, as well as in the Church, and hundreds of millions of people are in need of prepared English language teachers.

The TESOL program at BYU–Hawaii is an established and much-respected program that offers a major and a minor. Coursework and training are greatly enhanced by the campus environment (half the student population claims some language besides English as their mother tongue). Our graduates successfully secure admission into graduate programs and teaching positions in places as diverse as North and South America, Europe, the Middle East, Asia, and the Pacific. They work with a variety of students of varying ages and proficiency in both public and private schools and in the work place. They teach immigrants, refugees, prospective university students, business executives, as well as secondary, elementary and pre-school children

At BYUH the TESOL program emphasizes practical preparation for teaching and provides students with a variety of

experiences leading toward this goal. TESOL majors can strengthen their professional preparation by choosing a minor in Linguistics, Instructional Design & Development, Education, International Cultural Studies, English, or a foreign language. Certifying to teach in American public schools is another highly-recommended option (TESOL Education major). Undergraduate experiences in the TESOL Society and employment at the Language Center, the Reading/Writing Center, or in the English as an International Language program complement coursework.

TESOL Program Outcomes

Upon completing a major in TESOL, students will:

1. Understand the history of second language learning methodology.
2. Understand the major systems of human language (phonology, semantics, morphology, syntax).
3. Understand the major theories of second language learning and how they inform practice.
4. Demonstrate professionalism and a familiarity with professional resources and organizations.
5. Have a personal philosophy of second-language education.
6. Be familiar with and apply language learning technology.
7. Have a high level of English language proficiency (oral and written) and a commitment to continual improvement.
8. Assess learners for placement and instruction.
9. Demonstrate effective tutoring techniques with ESL learners (one-on-one).
10. Demonstrate a knowledge of the qualities and strategies of effective language learners.
11. Demonstrate a knowledge of the socio-cultural variables which affect language learning and use.
12. Demonstrate a knowledge of the role of culture and cross-cultural awareness in language teaching.
13. Recognize appropriate methods and statistical procedures in second-language research.

Teaching English to Speakers of Other Languages (39 hours)

The TESOL major consists of 39 credit hours; the TESOL minor consists of 23 credit hours. After successfully completing TESOL 240 and LING 210 (both offered in Fall and Winter semesters) with a C+ grade or higher in each, a student may apply to the TESOL department for acceptance into the major/minor. Formal acceptance is a prerequisite to 300- and 400-level TESOL courses. A minimum grade point average of 2.50 (no Ds are allowed) for all classes taken in the program is required of TESOL majors/minors.

- LING 210 Introduction to Linguistics (3)
- LING 260 Phonology (3)
- LING 321 English Grammars (4)
- LING 423 Language Acquisition (3)

- TESOL 240 Introduction to TESOL (3)
- TESOL 377 TESOL Methods and Materials (3)
- TESOL 400 Second Language Testing and Research Methods (3)
- TESOL 427 Teaching Listening and Speaking (3)
- TESOL 428 Teaching Reading (2)
- TESOL 429 Teaching Writing (2)
- TESOL 480 TESOL Practicum (3)
- TESOL 490 Senior TESOL Seminar (1)
- TESOL 491 Senior TESOL Presentation (1)
- ENGL 421 History of the English Language (3)
- IIS 302 Educational Media (2)

TESOL majors must complete three college semesters of a second language and non-native speakers may use English to fulfill this requirement.

TESOL Education (69 hours)

TESOL majors wanting to certify for U.S. public school teaching must complete 34 credits hours in TESOL and 35 credit hours in secondary education. (See School of Education for details)

TESOL Minor (20 credit hours)

- LING 210 Introduction to Linguistics (3)
- LING 321 English Grammars (4)
- IIS 302 Educational Media (2)
- TESOL 240 Introduction to TESOL (3)
- TESOL 377 TESOL Methods and Materials (3)
- TESOL 427 Teaching Listening and Speaking (3)
- TESOL 428 Teaching Reading (2)
- or** 429 Teaching Writing (2)

The foreign language requirement is two semesters or equivalent proficiency, and non-native speakers of English may use English to fulfill this requirement.

Linguistics Minor (18 hours minimum)

- LING 210 Introduction to Linguistics (3)
- Plus at least five courses from the following list:
- LING 260 Phonology (3)
- LING 331 Sociolinguistics (3)
- LING 321 English Grammars (4)
- PSYC 305 Social Research Methods (4)
- PSYC 375 Cognition (3)
- ENGL 326 Semantics (3)
- LING 423 Language Acquisition (3)
- ENGL 421 History of the English Language (3)
- IDS 302 Language, Society, and the Individual (3)
- SOC/PSYC 205 Applied Social Statistics (3)

TESOL majors are allowed six hours of overlap between linguistics courses required in the major and those selected for the linguistics minor.

EIL Minor (18 hours)

Students for whom English is an additional language beyond their native language may receive a minor in English as an International Language. This minor provides academic experience in written and spoken English and prepares students who plan to use English in addition to their first language once they leave the University.

Students applying for this minor must complete the following courses with a grade of C- or higher:

- *Advanced EIL courses 9 credit hours
- ENGL 101, 201, 301 9 credit hours

*These hours may be completed by either enrolling in EIL courses or by applying for credit by examination.



EXERCISE AND SPORT SCIENCE

<http://www.byuh.edu/academics/exerciseandss/>

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Patrice Winstead, Academic Advisor (winstead@byuh.edu)
McKay 144, (808) 293-3827, Fax (808) 293-3754

Faculty Professors

Kaluhiokalani, Norman A. (1973) B.S. 1969, The Church College of Hawai'i; M.S. 1970, Brigham Young University; Ed.D. 1975, Brigham Young University.

Kokkonen, Joke J. (1986–88, 1989) B.S. 1977, Brigham Young University; M.A. 1979, Brigham Young University; Ph.D. 1985, Brigham Young University.

Navalta, S. Wilfred (1982) B.S. 1967, Brigham Young University; M.S. 1969, Brigham Young University; Ed.D. 1978, Brigham Young University.

Porter, David T. (1982) B.S. 1975, Brigham Young University; M.S. 1977, Brigham Young University; Ed.D. 1993, University of Hawai'i.

Associate Professor

Chun, Donna May L. (1976) B.S. 1967, Brigham Young University; M.S. 1969, Washington State University; Ed.D. 1994, Arizona State University.

Assistant Professor

Kurihara, C. Dawn (1994) B.S. 1982, Brigham Young University–Hawai'i; M.A. 1985, Brigham Young University.

Instructors

Akana, Brandyn (2001) B.S. 1999, Brigham Young University Hawai'i; M.A. 2001, University of Hawai'i-Manoa

Wagner, A. Kenyon (1984–85, 1990) B.S. 1979, Brigham Young University; M.S. 1982, University of Utah.

Adjunct Instructors

Apo, Michael (1991) B.S. 1981, Church College of Hawai'i; M.S. 1988, Brigham Young University.

Fonoimoana, Kapua (1963) B.S. 1964, The Church College of Hawai'i.

Lum, Charlene, Polynesian Dance (1982).

Takata, Kiyoshi, Martial Arts (1973).

Emeritus Faculty

Carver, Julia (1962–67, 1973)

Overstreet, E. LeRoy (1986)

Admission to Degree Program

All undergraduate degree programs in the Department of Exercise and Sport Science are open enrollment.

Programs and Degrees

B.S. Exercise and Sport Science
Exercise and Sport Science Minor
Coaching Minor
Recreation Minor

Program Outcomes

Upon completing the Exercise and Sport Science program, students will:

1. Demonstrate skills and values necessary to implement professional knowledge in a variety of career settings.
2. Demonstrate mastery of physical fitness components.
3. Demonstrate competency in a minimum of four motor skills.
4. Demonstrate mastery of evaluation and prescription of exercise programs in selected age and/or health categories.
5. Complete an approved project demonstrating research, teaching, and/or administering in a selected area of interest.
6. Be admitted to graduate and professional programs and prepared for exams, applications, and the interview process.
7. Demonstrate group motor skill teaching (Physical Education emphasis).

Major and Minor Requirements

The department's overall objective is to develop men and women of sound mind, body, and spirit who will have an influence upon society in developing healthy lifestyles of mental, emotional, spiritual, and physical wellness and being. In order to succeed in our mission, the Department of Exercise and Sport Science is committed to the following three major goals:

1. Instill in each university student habits and attitudes that will promote a healthy lifestyle and positive self-image.
2. Prepare Exercise and Sport Science majors who will:
 - Have a working knowledge of the vital importance of fitness and wellness and its impact upon society.
 - Be able to teach motor skills and their application within our culturally diverse environment.
 - Develop skills and values necessary for success professionally and personally.

3. Assist faculty and staff on campus in developing and incorporating a lifestyle of personal health and wellness.

The requirements for exercise and sport science majors are as follows:

1. Maintain a 2.5 cumulative GPA for department core courses.
2. A major unable to achieve a grade of C- or better for 200-level or higher courses will be required to retake the class.
3. A prerequisite must be passed with a grade of C- or better prior to enrolling in the course requiring the specified designated prerequisite.
4. All majors, except students in teacher certification, must complete the Seminar by enrolling in and satisfying all requirements for EXS 493 and EXS 494.
5. All majors, with the exception of those completing their student teaching, must enroll in EXS 399R Internship in Exercise and Sport Science.
6. All majors must be certified in first aid and adult/infant CPR or have successfully completed Health 220 First Aid, EXS 265 Water Safety Instruction, or EXS 164 Life Saving.
7. A major is not required to take the EXS 100-series activity course for General Education.
8. ENGL 101 is a prerequisite for all 300-level or higher Exercise and Sport Science courses.
9. All majors in either their junior or senior year must take EXS 177. Majors will assist the instructor in the course (Prerequisite: EXS 344).

B.S. Exercise and Sport Science (40 hours)

Students are required to take the courses in the core program that provide a fundamental basis for all Exercise and Sport Science majors. The core must be completed with a minimum 2.5 GPA and no grade lower than a C-.

Exercise and Sport Science Core Requirements (30 hours)

- EXS 230-47 Four of the Sports Fundamentals Courses (4)
- EXS 230 Sports Fundamentals—Golf (1)
- EXS 231 Sports Fundamentals—Bowling (1)
- EXS 234 Sports Fundamentals—Archery (1)
- EXS 235 Sports Fundamentals—Tennis (1)
- EXS 236 Sports Fundamentals—Badminton (1)
- EXS 237 Sports Fundamentals—Basketball (1)
- EXS 238 Sports Fundamentals—Volleyball (1)
- EXS 239 Sports Fundamentals—Soccer (1)
- EXS 240 Sports Fundamentals—Rugby (1)
- EXS 241 Sports Fundamentals—Self-Defense (1)
- EXS 242 Sports Fundamentals—Aquatics (1)
- EXS 243 Sports Fundamentals—Weight Training (1)
- EXS 244 Sports Fundamentals—Aerobics (1)
- EXS 245 Sports Fundamentals—Track and Field (1)
- EXS 246 Sports Fundamentals—Football (1)
- EXS 247 Sports Fundamentals—Softball (1)
- EXS 260/L Elementary Human Anatomy (3)

- EXS 330 Principles of Physical Education (3)
- EXS 339 Measurement & Evaluation (3)
- EXS 340 Introduction to Motor Learning (3)
- EXS 341 Kinesiology (3)
- EXS 344 Physiology of Exercise (3)
- EXS 399R Internship in Exercise & Sport Science (3)
or Teacher Certification
- EXS 414 Administration of Physical Education, Athletics, and Intramural Programs (3)
- EXS 493/494 Seminar (2)
or Teacher Certification

Exercise and Sport Science Electives (10 to 18 credits)

The curriculum in Exercise and Sport Science is organized so that students can build upon 30 hours of core requirements to design a major program that suits their needs. Each student, in consultation with a faculty advisor, selects 10 hours of electives that meet her/his educational goals and interests. When the faculty and the student have agreed upon a proposed plan of study, it is presented to the Chair of the Department for approval. By this individualized approach, a student can design a major program of study that is either quite broad or one that is directed toward more specialized emphasis, e.g., exercise physiology, health and wellness, exercise sport science, or teacher preparation in physical education. See School of Education for a complete listing of teacher licensing requirements.

- BIOL 261/L Elementary Human Physiology (4)
- BIOL 220/L Microbiology (4)
- CHEM 181/L Introductory Biochemistry (4)
- EXS 265 Water Safety Instruction (2)
- EXS 270 Sports Nutrition (3)
- EXS 344L Physiology of Exercise Lab (1)
- EXS 349 Prevention & Care of Athletic Injuries (3)
- EXS 360 Multicultural Sports & Games (2)
- EXS 365 Athletic Conditioning (3)
- EXS 369R Coaching Fundamentals in Selected Sports (2)
- EXS 375 Elementary School Physical Education (2)
- EXS 377 Teaching Methods of Physical Education (3)
- EXS 399R Internship in Exercise & Sport Science (3)
- EXS 406 Sports Officiating (2)
- EXS 441 Adapted Physical Education (2)
- EXS 450 Evaluation/Rehabilitation of Athletic Injuries(3)
- HLTH 135 Health in Marriage and Pregnancy (2)
- HLTH 220 First Aid (2)
- HLTH 221 Substance Use & Abuse (3)
- HLTH 230 Health Issues & Problems (2)
- HLTH 361 Health in the Elementary School (2)
- HLTH 369 Community Health (3)
- HLTH 441 Health in Secondary Schools (2)

Coaching Minor (18 hours)

- EXS 330 Principles of Physical Education (3)
- EXS 270 Sports Nutrition (3)
- EXS 340 Introduction to Motor Learning (3)
- EXS 365 Athletic Conditioning (3)
- EXS 369R Coaching Fundamentals (4), consisting of one team sport or individual sport, one PACE program
- EXS 406 Sports Officiating (2)

Recreation Minor (19 hours)

- IIS 302 Educational Media (2)
- EXS 192 Outing Activities (1)
- EXS 330 Principles of Physical Education (3)
- EXS 265 Water Safety Instruction (2)
- EXS 360 Multicultural Sports & Games (2)
- EXS 375 Elementary School Physical Education (2)
- EXS 399R Internship in Exercise & Sport Science (3)
- EXS 406 Sports Officiating (2)
- EXS 230–247 Sports Fundamentals (2)



FINE ARTS

<http://www.byuh.edu/academics/divisions/far/>

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Auditorium 164, (808) 293-3918, Fax (808) 293-3900

Cecilia Day, Academic Advisor (dayc@byuh.edu)
McKay 191A, (808) 293-3249, Fax (808) 293-3900

Faculty

Professors

Belnap, Michael, Music (2003) B.M. 1984, Brigham Young University; M.M. 1990, Brigham Young University.

Ferre, Craig, Theatre and Speech (1980) B.A. 1972, University of Utah; M.F.A. 1975, University of Utah; Ph.D. 1988, Brigham Young University.

Associate Professors

Alisa, Mata'umu, Art (1997) B.F.A. 1987, Brigham Young University–Hawai'i; M.F.A. 1993, Brigham Young University.

Bradford, Barlow, Music (2004) B.M. 1985, University of Utah; M.M. 1988, University of Southern California; D.M.A. 1997, University of Southern California.

Duerden, Darren W., Music (2000) B.M. 1989, Brigham Young University; M.M. 1994, Florida State University; D.M. 1997, Florida State University.

Miller, Dwight Errol, Instructional and Information Science (1978) B.S. 1970, Brigham Young University; M.Ed. 1977, Utah State University; Ed.D. 1993, Oregon State University.

Toluta'u Viliami H., Art (1991) B.A. 1980, Brigham Young University–Hawai'i; M.F.A. 1983, Brigham Young University.

Wells, Richard D., Art (1988) B.A. 1974, Brigham Young University; M.A. 1982, St. Louis University; Ph.D. 1985, St. Louis University.

Assistant Professors

Kammerer, David, Music (1993) B.A. 1976, Susquehanna University; M.M. 1984, Ithaca College.

McCarrey, Scott, Music (1996) B.M. 1991, Brigham Young University; M.M. 1995, Indiana University.

Adjunct Instructors

Bacon, Betty Lou, Home Economics (1994) B.S. 1992, Southern Utah University; M.S. 1995, Brigham Young University.

Christy, Olivia, Art (1985) B.A. 1981, Brigham Young University.

Duerden, Jennifer, Music (2000) B.M. 1991, Brigham Young University; M.M. 1995, Florida State University.
Goldsmith, Robert, Music

Gorman, Vicki, Music (1994) B.M. 1984, The Ohio University; M.M. 1986, New England Conservatory.

McCarrey, Stacy, Music (1996) B.M. 1991, Brigham Young University; M.M. 1993, Brigham Young University

Emeritus Faculty

Garside, A. LaMoyné (1964)

Larson, Preston K. (1973)

Smith, James A. (1976)

Swapp, Wylie W. (1955)

General Information

The Department of Fine Arts offers a Bachelor of Fine Arts degree (art) as well as bachelor's degrees in art, art education, music and music education. Students may minor in art, music or theatre. A two-year associate degree in theatre is also offered. Students are required to meet with their faculty adviser and academic adviser to plan an academic schedule.

The Discipline of Art

The visual arts area serves five main purposes: (1) to prepare competent professionals in various fields of two- and three-dimensional visual arts; (2) to qualify designers to solve problems inherent in two- and three-dimensional visual arts; (3) to train art students to critically assess and discuss works of art; (4) to prepare art educators for teaching the visual arts at the secondary level; and (5) to generally develop individuals' aesthetic sense by helping them experience art.

Career Opportunities in Art

A degree in art education certifies a student to teach in elementary and secondary levels. It prepares students for many art and humanity-related careers and provides a solid foundation for art graduate programs. Studio art majors are trained to work as self-employed, free-lance artists, specializing in a specific area of the field. A student is also trained with skills to do gallery exhibitions and museum work inclusive of picture framing, museum research, and curatorial work. The BFA program also prepares the student for other commercial art careers as illustrators or graphic designers. With skills in photography and computer work, students are trained to do illustration, advertising, fine art, fieldwork and finishing.

Programs and Degrees

B.A. Art

B.A. Art Education

Bachelor of Fine Arts—Two-Dimensional Emphasis

Bachelor of Fine Arts—Three-Dimensional Emphasis

Art Minor

Program Outcomes

Upon completing a major in Art, students will:

1. Demonstrate control over art techniques and visual design.
2. Demonstrate familiarity with technological tools while working with emerging digital art technologies.
3. Develop communication skills needed to articulate their conscious artistic intentions and express coherent aesthetics.
4. Demonstrate methods of critical thinking through the analysis, interpretation, and evaluation of works of art.
5. Demonstrate informed understanding and appreciation of the role of art in contemporary society as well as throughout history.
6. Analyze a diverse range of career opportunities in their selected artistic disciplines.
7. Demonstrate proficiency of the above outcomes by mounting a solo art show (for students completing a Bachelor of Fine Arts)

Major and Minor Requirements in Art

B.A. Art (39 hours)

A major in art consists of 39 hours that includes 18 hours of design and media core classes, 12 hours of art history and theory, and 9 hours of media classes. Freshman students should take the design and media courses during the first two years. Transfer students may substitute equivalent design and media core classes if competence is reflected in their portfolio review.

1. Design and Media Core (18 hours)

- ART 112 Drawing Concepts (3)
- ART 122 Beginning Visual Design (3)
- ART 211 Intermediate Visual Design (3)
- ART 212 Beginning Photography (3)
- ART 255 Beginning Ceramics (3)
- ART 265 Beginning Sculpture (3)

2. Art History and Theory (12 hours)

Two of the following three courses:

- HUM 201 Western Culture I (3)
- HUM 202 Western Culture II (3)
- ART 296 Western Art History (3)

Two of the following three courses:

- ART 306 Contemporary Art (3)
- ART 401R Special Topics in World Art (3)
- ART 442 Readings in Aesthetics (3)

3. Media (2- and 3-D emphasis) (9 hours)

2-D Emphasis—Select three of the following:

- ART 221 Figure Drawing (3)
- ART 225 Beginning Painting (3)
- ART 325 Intermediate Painting (3)
- ART 335 Watercolor Painting (3)
- ART 375 Printmaking (3)

3-D Emphasis—Select three of the following:

- ART 355 Intermediate Ceramics (3)
- ART 365 Intermediate Sculpture (3)
- ART 455 Advanced Ceramics (3)
- ART 456 Special Studies in Ceramics (3)
- ART 465 Advanced Sculpture (3)

B.A. Art Education (77 hours)

An art education major requires 41 hours that include 18 hours of design and media core classes, 9 hours of art history and theory, 12 hours of media classes and 2 hours of art education. The art education major should begin the professional education sequence (see School of Education—Basic Certification Requirements) during the sophomore year. Freshman students should begin their studio art training by taking the foundation courses the first year. Transfer students may substitute equivalent foundation courses if competence is reflected in their entering portfolio review. D credits will not be accepted in fulfilling major requirements.

Subject Content Area (41 hours)

1. Design and Media Core

- ART 112 Drawing Concepts (3)
- ART 122 Beginning Visual Design (3)
- ART 211 Intermediate Visual Design (3)
- ART 212 Beginning Photography (3)
- ART 255 Beginning Ceramics (3)
- ART 265 Beginning Sculpture (3)

2. Art History and Theory

- ART 296 Western Art History (3)
- ART 306 Contemporary Art (3)
- ART 442 Readings in Aesthetics (3)

3. Media

- ART 221 Figure Drawing (3)
- ART 225 Beginning Painting (3)
- ART 355 Intermediate Ceramics (3)
- ART 375 Printmaking (3)

4. Art Education

- ART 337 Art Methods for Secondary Teachers (2)

Education Sequence (36 hours)

- HIS 101 [fulfills G.E. requirement] (3)
- PSYC 111 General Psychology [fulfills GE requirement] (3)
- EDUC 212/Foundations of Education (2)
- SPED 200 Education of Exceptional Students (3)
- EDUC 300 Human Growth and Learning (2)
- EDUC 301 A Multicultural Approach to Reading in the Content Area (2)
- EDUC 305 Computer and Technology Assisted Instruction (1)
- EDUC 385 Education Assessment in the Classroom (3)
- EDUC 312 Effective Pedagogy (3)
- EDUC 330 Classroom Management (2)
- SCED 491 Observation and Practicum (3)
- SCED 492 Student Teaching (12)

Note: As time permits, Art Education Majors are recommended to select from the following art classes to round out their experience and expertise: ART 325 and 425 (painting), ART 335 (water color painting), and ART 365 and 465 (sculpture).

B.A. Fine Arts—Two-Dimensional Emphasis (51 hours)

A Bachelor of Fine Arts major is a studio performance degree. Upon completion of the sophomore year, a student may apply for admission into the BFA program. Admission is determined by the acceptance of a portfolio, a 3.5 GPA within the art major, and the recommendation of the faculty. Upon approval, the student will be given BEA candidate status and will maintain that status on a semester basis as determined by a portfolio review and a 3.5 GPA within the major. Only grades of B– or above will be acceptable for graduation in the program. In the Readings in Aesthetics course, Art 442, BFA students must begin planning to participate in the combined BFA art exhibition. Participation in this exhibition, as well as the student's performance itself, must reflect the highest level of professionalism. Once accepted into the program, only grades of B– or higher (this applies to courses within the major) will count towards the B.F.A. degree. Students in the BFA program must meet the following requirements:

1. Design and Media Core (18 hours)

- ART 112 Drawing Concepts (3)
- ART 122 Beginning Visual Design (3)
- ART 211 Intermediate Visual Design (3)
- ART 212 Beginning Photography (3)
- ART 255 Beginning Ceramics (3)
- ART 265 Beginning Sculpture (3)

2. Art History and Theory (15 hours)

Two of the following three courses:

- HUM 201 Western Culture I (3)
- HUM 202 Western Culture II (3)
- ART 296 Western Art History (3)

All of the following:

- ART 306 Contemporary Art (3)
- ART 401R Special Topics in World Art (3)
- ART 442 Readings in Aesthetics (3)

3. Media (18 hours)

- ART 221 Figure Drawing (3)
- ART 225 Beginning Painting (3)
- ART 325 Intermediate Painting (3)
- ART 390R Special Topics in 2-Dimensional Art (3)

Two of the following four courses:

- ART 312 Intermediate Photography (3)
- ART 335 Watercolor Painting (3)
- ART 375 Printmaking (3)
- ART 425 Advanced Painting (3)

B.A. Fine Arts—Three-Dimensional Emphasis (51 hours)

A Bachelor of Fine Arts major is a studio performance degree. Upon completion of the sophomore year, a student may apply for admission into the BFA program. Admission is determined by the acceptance of a portfolio; a 3.5 GPA within the art

major; and the recommendation of the faculty. Upon approval, the student will be given BFA candidate status and will maintain that status on a semester basis as determined by a portfolio review and a 3.5 GPA within the major.

Only grades of B- or above will be acceptable for graduation in the program. In the Readings in Aesthetics course, Art 442, BFA students must begin planning participation in this exhibition, as well as the student's performance itself, must reflect the highest level of professionalism.

1. Design and Media Core (18 hours)

- ART 112 Drawing Concepts (3)
- ART 122 Beginning Visual Design (3)
- ART 211 Intermediate Visual Design (3)
- ART 212 Beginning Photography (3)
- ART 255 Beginning Ceramics (3)
- ART 265 Beginning Sculpture (3)

2. Art History and Theory (15 hours)

- Two of the following three courses:
- HUM 201 Western Culture I (3)
 - HUM 202 Western Culture II (3)
 - ART 296 Western Art History (3)
- All of the following:
- ART 306 Contemporary Art (3)
 - ART 401R Special Topics in World Art (3)
 - ART 442 Readings in Aesthetics (3)

3. Media (18 hours)

- ART 355 Intermediate Ceramics (3)
- ART 365 Intermediate Sculpture (3)
- ART 390R Special Topics in 3-Dimensional Art (3)
- ART 455 Advanced Ceramics (3)
- ART 456 Special Studies in Ceramics (3)
- ART 465 Advanced Sculpture (3)

Art Minor (21 hours)

1. Design and Media Core (12 hours)

- ART 112 Drawing Concepts (3)
- ART 122 Beginning Visual Design (3)
- ART 255 Beginning Ceramics (3)
- ART 265 Beginning Sculpture (3)

2. Art History and Theory (3 hours)

- One of the following three courses:
- HUM 201 Western Culture I (3)
 - HUM 202 Western Culture II (3)
 - ART 296 Western Art History (3)

3. Media (6 hours)

- ART 225 Beginning Painting (3)
- ART 375 Printmaking (3)

The Discipline of Music

The study of music at Brigham Young University Hawai'i involves two components: practical performance (both solo and ensemble) and academic studies (theory and history). Therefore, academic coursework and practical performance are seen as interlocking and vital to the developing musician. Through rigorous training, students are equipped to perform artistically,

to teach effectively, and to provide music leadership in the Church and in the community. In addition to the Western tradition in music, students also learn cultural sensitivity through contact with diverse world music cultures. The Department provides service to the University by creating a rich artistic environment of concerts, recitals, and music for devotionals, graduations, convocations and other campus events.

Career Opportunities in Music

The music program mentors its students towards careers in performance, studio teaching, music education and other music-related professions. Additionally, students may view the music major as a pre-professional degree (e.g. for careers such as law and medicine).

Program Outcomes

Upon completing a major in Music, students will:

1. Understand musical processes and structures.
2. Demonstrate the facility to notate harmonic, rhythmic and melodic structures of tonal music.
3. Demonstrate basic competency in sight-singing and foundational keyboard skills.
4. Demonstrate an increased sensitivity to a diversity of musical styles, ranging from Western-Art Music to World Music(s).
5. Have a basic understanding of music technology in order to supplement studio teaching, research or compositionally-based creative projects.
6. Perform collaboratively in ensemble settings.
7. Demonstrate accomplishment in solo performance, including technical expertise in the principal area of study (vocal or instrumental) and the ability to communicate musical ideas to an audience.

Programs and Degrees

- B.A. Music (Piano Pedagogy)
- B.A. Music (Vocal Studies)
- B.A. Music Education
- Music Minor
- Theatre Minor

Major and Minor Requirements in Music

B.A. Music (50-54 hours)

All music majors must complete 41 hours of core classes that include 16 hours of music theory, 9 hours of music history, 4 hours of conducting and computer technology, 6 hours of ensemble participation, and 6 hours of applied music. In addition to these requirements, each student chooses one area of emphasis: piano pedagogy (13 hours), vocal studies (12-13 hours) or music education (10 hours). Music Education majors must choose a vocal or instrument specialty.

Acceptance into music program as a music major: All majors are on a provisional basis until Music 111, 111L, 112, 112L, and two semesters of 160R have been completed with a grade no lower than C-. D credit will not be accepted in fulfilling major requirements.

Each student intending to enroll as a music major must have sufficient musical background and potential to complete the degree requirements. Auditions into Music 160R are given at the beginning of each semester.

All Bachelor of Arts degree candidates are expected to achieve a useful ability to play the piano. This is measured by a preliminary proficiency exam upon entering the program. Students taking or preparing to take Music Theory 111 who have no piano skill should also enroll in Music 159R (Individual Instruction, Piano).

In addition to basic piano proficiency, all candidates are required to improve their performance skills in their major performance area (voice, piano, and instrumental) through private study and must participate in public recitals during fall and winter semesters.

A senior project in music is required: either a scholarly work, a performance, or a composition. The proposed project must be submitted in writing and approved the semester before the project begins. This project is part of the final Music 360R course.

Ensemble participation is expected every semester even if the hour requirement is reached before the completion of the major. Students may not be enrolled in more than one ensemble per semester without permission of the Performance Area Coordinator.

Music majors must attend at least seven concerts or recitals per semester or term for six semesters/terms. Students submit programs to the music department office to verify completion of this requirement (Programs will only be accepted in the semester in which the event is offered).

CORE REQUIREMENTS (38-41 HOURS)

(Required of All Music Majors)

Music Theory (16 hours)

- MUSC 111 Music Theory I (3)
- MUSC 111L Elementary Musicianship I (1)
- MUSC 112 Music Theory II (3)
- MUSC 112L Elementary Musicianship II (1)
- MUSC 211 Music Theory III (3)
- MUSC 211L Elementary Musicianship III (1)
- MUSC 212 Music Theory IV (fulfills GE language requirement) (3)
- MUSC 212L Elementary Musicianship IV (fulfills GE language requirement) (1)

Music History (9 hours)

- MUSC 101 Introduction to Music Literature (fulfills GE requirement) (3)
- MUSC 284 Music History I (3)
- MUSC 285 Music History II (3)
- MUSC 202 Conducting (2); (Vocal Studies majors take MUSC 305)
- MUSC 430 Computer Music Technology (2)

Applied Instruction (6 hours)

- MUSC 160R Individual Instruction (4)
- MUSC 360R Individual Instruction (2)

Ensemble Participation (3-6 hours) Music Education 3 credits; Vocal/Piano 6 credits.

Instrumental: Polynesian Drum Ensemble, Steel Drum Ensemble, Brass Band, Jazz Ensemble, Chamber Ensemble

Vocal: Concert Choir, University Chorale, Men's and Women's Choir

Piano: Accompanists for individual instruction and ensembles

PIANO PEDAGOGY REQUIREMENTS (13 HOURS)

Keyboard Harmony (4 hours)

- MUSC 191 Keyboard I (1)
- MUSC 192 Keyboard II (1)
- MUSC 291 Keyboard III (1)
- MUSC 292 Keyboard IV (1)

Applied Instruction (1 hour)

- MUSC 160R Organ (1)

Piano Pedagogy (4 hours)

- MUSC 333 Piano Pedagogy I (2)
- MUSC 334 Piano Pedagogy II (2)

Keyboard in Ensemble (2 hours)

- MUSC 344R Keyboard Ensemble (2) (hours count toward completion of ensemble requirement in core)

Keyboard Literature (4 hours)

- MUSC 464 Keyboard Literature I (2)
- MUSC 465 Keyboard Literature II (2)

VOCAL STUDIES REQUIREMENTS (12-13 HOURS)

- MUSC 363 Vocal Pedagogy (2)
- MUSC 364 Contemporary Vocal Methods (2)
- MUSC 401 Careers in Music (2)
- MUSC 466 History of Art Song (2)
- MUSC 467 Opera, Oratorio, Musical Theater (2)

Diction Labs (2 hours)

- MUSC 270 Latin, Spanish, Italian (.5)
- MUSC 271 German (.5)
- MUSC 272 English (.5)
- MUSC 273 French (.5)

Private Instruction: 1 additional hour of 160R beyond core requirements (MUSC 158R, Introduction to Voice Technique, if offered, can satisfy first section of MUSC 160R).

All vocal studies students are encouraged to be enrolled in a performing ensemble during each semester of residence at the university since the heart of a student's musical training is in live musical performance.

B.A. Music Education (81 Hours)

Subject Content Area (10 hours)

- MUSIC 350 Learning and Teaching Concepts of Music (2)

MUSIC 352 Teaching Secondary School Music (2)
Recital (0)

Three choices from the following four. (These choices must be from the non-emphasis area of expertise) (6)

MUSIC 260 Percussion Methods and Materials (2)
MUSIC 261 Woodwind Methods and Materials (2)
MUSIC 262 Brass Methods and Materials (2)
MUSIC 263 Vocal Methods and Materials (2)

Education Sequence (33 hours)

PSYC 111 General Psychology [fulfills GE requirement] (3)
EDUC 212/L Foundations of Education/Lab (3)
SPED 200 Education of Exceptional Students (3)
EDUC 300 Human Growth and Learning (2)
EDUC 312 Effective Pedagogy (3)
EDUC 330 Classroom Management (2)
EDUC 385 Education Assessment in the Classroom(2)
SCED 491 Observation and Practicum (3)
SCED 492 Student Teaching (12)

As schedules permit, students in music education are strongly recommended to continue their participation in music ensembles. This experience continues the development of the student as a performing musician and builds overall depth and experience related to the teaching of music.

Music Minor (17 hours)

A music minor includes 8 hours of music theory, one hour of applied music, three hours of music history, two hours of conducting, and three hours of ensemble participation. Students in the music minor program will fulfill the following requirements:

MUSC 101 Introduction to Music Literature (3)
MUSC 111 Music Theory I (3)
MUSC 111L Elementary Musicianship I (1)
MUSC 112 Music Theory II (3)
MUSC 112L Elementary Musicianship II (1)
MUSC 202 Conducting (2)
MUSC 159R Individual Instruction (1)

Ensembles: Polynesian Drum Ensemble, Steel Drum Ensemble, Brass Band, Jazz Ensemble, Chamber Ensemble, Concert Choir, University Chorale, Men's and Women's Choir, 344R or 250R (3)

Theatre Minor (20 hours)

THEA 115 Introduction to Theatre (3)
THEA 123 Acting I (3)
THEA 124 Acting II (3)
THEA 126 Makeup (1)
THEA 220 Technical Theatre (3)
THEA 260R Theatre Workshop (2)
THEA 285R Repertory Theatre (2)
THEA 221 Voice and Diction (3)



HAWAIIAN STUDIES

<http://w3.byuh.edu/academics/hwnstudies/>

William Kauaiwiulaokalani Wallace III, Chair

(wallaceb@byuh.edu)

McKay 170, (808) 293-3834

Karen Miller, Academic Advisor (millerk@byuh.edu)

BSS 120, (808) 293-3888

Faculty

Associate Professor

Wallace III, William Kauaiwiulaokalani (1991) B.A.

1972, Church College of Hawai'i; J.D. (1984) Brigham Young University.

Assistant Professor

Walk, Richard K. Kamoā'elehua (1996) B.S., 1987,

Brigham Young University Hawai'i; M.A. (2001), University of Hawai'i-Manoa.

Adjunct Instructors

Walk, H. Ka'umealani K., Hawaiian (2000) B.S. 1984, Brigham Young University Hawai'i; M.A. 1996, University of Hawai'i at Manoa.

'Aina, Salina Hawaiian Weaving

Hanohano, Peter Hawaiian Culture

Manoa, Kaipo Hawaiian Slack Key

Panee, Terry Na'auao L. (1989) B.S. 1988, Brigham Young University Hawai'i.

Special Projects Coordinator

Eskaran, David Kawika (2001) B.S. 1984, Brigham Young University Hawai'i.

Admission to Degree Program

All undergraduate degree programs in the Department of Hawaiian Studies are open enrollment.

Programs and Degrees

- B.A. Hawaiian Studies
- Hawaiian Studies Minor
- Oral History Program

Program Outcomes

Upon completing a major in Hawaiian or Pacific Island Studies, students will:

1. Demonstrate greater awareness, understanding, and appreciation of Hawai'i and the Pacific Islands in relationship to the wider and sometimes more complicated global community.
2. Learn skills in research, writing, critical thinking, listening and retention to assist in problem solving.

3. Work towards full competency in speaking, reading, writing, and doing research in the Hawaiian Language plus service to the community.
4. Enter graduate school or find employment within one year of graduation.
5. Complete a successful, integrative internship and under supervision, function within the structure of organizations and service delivery systems, and seek necessary organizational change (for students completing a major in Pacific Island Studies).

Major and Minor Requirements

The mission of the Center for Hawaiian Language and Cultural Studies is to provide all of our students who choose to attend BYU—Hawai'i the opportunity to study the Hawaiian language, the Hawaiian culture, the history, and all the positive aspects of the Hawaiian people within the context of the Church of Jesus Christ of Latter-day Saints and to foster the principles of service, leadership, hospitality, respect, perseverance, humility, and aloha that we believe is nothing less than the pure love of our Savior, Jesus Christ. Within these parameters the Center for Hawaiian Language and Cultural Studies teaches the following curriculum. Two tracks of study are available: a Hawaiian language track and a Hawaiian culture track. It is recommended that students majoring in Hawaiian studies minor in another area.

B.A. Hawaiian Studies (40 hours)

Hawaiian Language (7 hours)

All students must complete the Hawaiian 202 and 301 courses (or 6 hours of Hawaiian at a higher level)

Hawaiian Culture (9 hours)

- HS 301 'O Hawai'i- A Study of Hawai'i (3)
- HS 312 Mālama 'Āina-Land Responsibility (2)
- HS 312L Mālama 'Āina Lab-Land Responsibility Lab (1)
- HS 380 Mālama Kai-Sea Responsibility (2)
- HS 380L Mālama Kai Lab-Sea Responsibility Lab (1)

Senior Seminar (3 hours)

- HS 490 Senior Seminar (3)

Each HS major will select an emphasis track—either Hawaiian Language or Hawaiian Cultural Studies.

1. Hawaiian Language Emphasis

Hawaiian Language Courses (9 hours)

- HAWN 302 Ho'okūkulu 'Ōlelo-Kau Hope (3)
- HAWN 401 Ho'opa'a Kauhuhu-Kau Mua (3)
- HAWN 402 Ho'opa'a Kauhuhu-Kau Hope (3)

Electives (12 hours)

Electives will be selected from the listing below in consultation with a faculty advisor. Required courses for the Hawaiian Cultural Studies track may be taken as electives.

2. Hawaiian Cultural Studies Emphasis

Hawaiian History (9 hours)

- HIST 365 Hawaiian History I-Pre-Haole Contact to Kamehameha V (3)
- HIST 366 Hawaiian History II-Elected Monarchs Overthrow to Restoration (3)
- HIST 492 Hawaiian Public History (3)

Electives (12 hours)

Electives will be selected from the listing below in consultation with the student's faculty advisor. Required courses for the Hawaiian Language track may be taken as electives.

Hawaiian Studies Electives

All students majoring in Hawaiian Studies are required to complete 12 hours from the following list. It is important that students in Hawaiian Studies are also aware of their relationship with other Pacific Islands People and realize that many Pacific Island nations face similar problems as Native Hawaiians. Students are encouraged to select courses in which they have a special interest or which may allow them to develop comparative perspectives across societies.

- ANTH 210 Contemporary Pacific Societies (3)
- ANTH 290A Oceanic Cultures (3)
- BIOL 204/L Pacific Natural History (4)
- ENGL 345R Literature of Polynesia (3)
- GEOG 471 Geography of the Pacific (3)
- HAWN 225 Ho'oiikaika Kama'ilio (3)
- HAWN 335 Ho'oiikaika Kakau (3)
- HS 385R Hawaiian Material & Literary Topics (3)
 - A. Hawaiian Weaving (3)
 - B. Hawaiian Hula & Mele (3)
 - C. Hawaiian La'au Lapa'au & Lomi Lomi (3)
 - D. Hawaiian Implements & Instruments (3)
 - E. Hawaiian Music; Kī ho'alu & other styles (3)
 - F. Hawaiian Sports, Games, pa'ani ho'oiikaika (3)
 - G. Hawaiian Music Appreciation (3)
- HIST 250 History of Eastern Oceania (3)
- HIST 252 History of Western Oceania (3)
- HIST 362 History of the Pacific (3)
- EXS 183 Beginning Hula (1)
- EXS 185 Folk Dance of the Pacific (1)
- EXS 583R Hula (1)
- EXS 585R Polynesian Dance (1)
- EXS 167 Beginning Surfing (1)
- EXS 360 Multi-Cultural Sports & Games (2)
- POSC 222 Oceanic Governments (3)

Hawaiian Studies Minor (21 Hours)

- Hawaiian Language: HAWN 101, HAWN 102, HAWN 201 (12 hours)
- HS 301 'O Hawai'i- A Study of Hawai'i (3)
- HIST 365 Hawaiian History I-Pre-Haole Contact to Kamehameha V (3)
- HIST 366 Hawaiian History II-Elected Monarchs Overthrow to Restoration (3)

Oral History Program

The concept of oral tradition can be traced back into antiquity, but the systematized taping of the memories of participants in historical events began on a regular basis just three decades ago. Oral history combines characteristics of history, journalism, speech, sociology, and electronics into an interesting and valuable resource.

Emphasis is placed upon the pursuance of existing projects: the history of the LDS Church in Hawai'i, various lands of the Pacific, and eastern Asia. Other projects include the history of Laie, Church College of Hawai'i, Kahana Valley, and the neighboring community of Kahuku. Over 280 narrators have been taped so far. While interviewing interesting people, students learn oral history techniques and contribute to the University oral history program collection.

The skills of oral history are becoming more marketable as archives, corporations, communities, and libraries are becoming more interested in the process. Students involved in journalism, sociology, political science, psychology, library science, and social work can also benefit from the program. Students interested in oral history may enroll in History 492 or contact William K. Wallace III, Program Director.



HISTORY

<http://w3.byuh.edu/academics/history/indexHD.htm>

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Fax (808) 293-3888

Faculty Professor

Allen, J. Michael (2000) B.A. 1981, Brigham Young University; M.A. 1985, University of California, Berkeley; Ph.D. 1999, University of Washington.

Associate Professors

Ludlow, Jared W. (2000) B.S. 1992, Brigham Young University; M.A. 1994, University of California, Berkeley; Ph.D. 2000, University of California, Berkeley and The Graduate Theological Union.

Tueller, James B. (1997) B.A. 1989, Brigham Young University; M.A. 1991, Columbia University; M.Phil. 1993, Columbia University; Ph.D. 1997, Columbia University.

Assistant Professor

Muhlestein, Kerry (2003) B.S. 1993, Brigham Young University; M.A. 1997, Brigham Young University; Ph.D. 2003, University of California-Los Angeles.

Lane, Jennifer C. (2002) B.A. 1992, Brigham Young University; M.A. 1993, Brigham Young University; Ph.D. 2003, Claremont Graduate University.

Adjunct Instructors

Compton, Cynthia (1992) B.A. 1988, Brigham Young University; M.A. 1990, University of Missouri-Columbia.

Inglis, Kerri (1999) B.A. 1993, Brigham Young University-Hawaii; M.A. 1995, University of Toronto; Ph.D. 2004, University of Hawaii-Manoa.

Emeritus Faculty

Baldrige, Kenneth W. (1968)

Gubler, Greg (1982)

Admission to Degree Program

All undergraduate degree programs in the Department of History are open enrollment.

The Discipline

The History major lies at the center of the liberal arts curriculum and supports the University goal of obtaining a broad university education based on the world's arts, letters, and sciences. It offers students the opportunity to expand their horizons around the globe and across time from the earliest human era to the present. History students work in positions of challenge and responsibility in nearly every field, from business to teaching to law to government service. Many go on to earn graduate and professional degrees. They learn skills in research, writing, critical thinking, synthesis and interdisciplinarity that offer the best preparation for the varying challenges of work and service in the rapidly changing world.

Finally, it takes as a central goal the development of a student's ability to think clearly, communicate effectively, learn independently and solve problems successfully.

Career Opportunities

A student of history acquires skills and attitudes that are valuable assets in the professional world. With excellent writing, analytical and research skills, history majors are desirable in fields of education, government, publishing, information, advocacy and business. A wealth of opportunities awaits the history graduate, including careers as teachers, writers, lawyers, archivists, politicians and entrepreneurs. A student of history has every opportunity that thinking about the past and the present in a multitude of ways can open up to them. The values of curiosity and inquisitiveness make history majors people who desire to learn more and live life as a continual education.

Programs and Degrees

B.A. History
B.A. History Education
History Minor

Program Outcomes

Upon completing a major in History, students will:

1. Develop information literacy skills for evaluating historical and library sources.
2. Communicate effectively about the past through written and oral presentations.
3. Analyze arguments and perspectives of others and critically respond to them.
4. Develop problem-solving skills through carrying out independent projects.
5. Learn context and narratives from at least three of five major geographical areas (Americas, Asia, Europe, Middle East, and the Pacific Islands).
6. Be introduced to the related disciplines of political science and geography.
7. Discover values of global citizenship through the understanding of world history and apply those values in their own lives and careers.

Major and Minor Requirements

The department offers the Bachelor of Arts degree in History and History Education and a minor in History. The History Department also requires its majors to obtain knowledge and experience in other social science areas, including anthropology, geography and political science. D credits may not be counted toward completion of any major or minor in the department.

Some majors in the department have an opportunity to extend their academic work into practical work experiences while earning credit through internships. Students wishing information on these programs may consult with the coordinators of the major programs or with the Department Chair.

B.A. History (39 Hours)

Required Courses (21 hours)

- HIST 120 U.S. to 1877 (3)
- HIST 121 U.S. since 1877 (3)
- HIST 200 The Historian's Craft (3)
- GEOG 101 Introduction to Geography (3)
- POSC 110 U.S. Political System (3)
- or POSC 150 Comparative Government and Politics (3)
- HIST 485 Junior Tutorial (3)
- HIST 490 Historical Research and Writing (3)

Electives (18 hours)

Any six upper-division history courses (numbered 250 and above).

To broaden their understanding of the major world cultures, history majors are required to complete at least one upper-division course from three of the following five major geographic areas: America, Asia, Europe, Middle East, and the Pacific Islands. It is strongly recommended that all history majors take at least two years of a foreign language.

B.A. History Education (74 Hours)

Students intending to teach history in the secondary schools should consult with the Chair of the History Department as soon as possible. An emphasis within the Secondary Education major will be developed by the student in consultation with faculty from the School of Education and the History Department.

Subject Content Area (38 hours)

- HIST 120 American History to 1865 (3)
- HIST 121 American History since 1865 (3)
- HIST 200 The Historian's Craft (3)
- POSC 110 U.S. Political Systems (3)
- GEOG 101 Introduction to Geography (3)
- ANTH 105 Introduction to Cultural Anthropology (3)
- ECON 200 Principles of Micro Economics (3)
- ECON 201 Principles of Macro Economics (3)
- SOC 111 Introduction to Sociology (3)
- SOC 112 Social Problems (3)
- *Content elective credit in History (8)

* These elective credits must be selected from the 250-400 series offered in History. The electives must be approved with the history faculty advisor.

Education Sequence (36 hours)

- PSYC 111 General Psychology (fulfills GE requirement) (3)
- EDUC 212/212L Foundations of Education/Lab(3)
- SPED 200 Education of Exceptional Students (3)
- EDUC 300 Human Growth and Learning (2)
- EDUC 301 A Multicultural Approach to Reading in the Content Area (2)
- EDUC 305 Computer and Technology Assisted Instruction (1)
- EDUC 385 Education Assessment in the Classroom(2)
- EDUC 312 Effective Pedagogy (3)
- EDUC 330 Classroom Management (2)
- SCED 491 Observation and Practicum (3)
- SCED 492 Student Teaching (12)

History Minor (18 hours)

A minor requires the completion of 18 hours in History, including History 200 and 485, excluding History 201, 202.

HOSPITALITY AND TOURISM MANAGEMENT

http://www.bus.byuh.edu/hospitality_tourism/

Jeffery Caneen, Chair (caneenj@byuh.edu)
Business 113, (808) 293-3449, Fax (808) 293-3582

Charonne Alaiasa, Academic Advisor (hoc@byuh.edu)
Business 139, (808) 293-3596, Fax (808) 293-3582

Faculty

Associate Professors

Caneen, Jeffery M. (1997) B.A. 1995, Brigham Young University; M.S. University of Nevada Las Vegas 1997; CHE 1998; CHA, 2000.

Hsu, Shiu-Foo (Bill) (2002) B.A. 1975, BYU-Hawaii; M.P.S. 1983, Cornell University; DBA 2004, University of Western Sydney, Australia; CHA 1984 CHE 1995, Educational Institute, AHMA.

Taylor, John E. (1993) B.S. 1972, Weber State University; M.P.S. 1974, Cornell University; C.C.M. 1987, Club Managers Association of America; CHE, Educational Institute, AHMA, 1997.

Emeritus Faculty

Hansen, William Arthur (1987-93)

Smith, Gary R. (1984-97)

The Discipline

Collectively, the hospitality and tourism industries are the largest industry in the world economy and the primary industry in most of the Pacific basin. There is a continuing and growing demand in this industry for persons with a broad range of academic and professional skills.

Career Opportunities

The Hospitality and Tourism Management program is designed to prepare students for positions of responsibility in hotels, resorts, food service operations, cruise ships, clubs, cultural and recreational attractions, convention and visitor bureaus, and tourism development agencies.

Programs and Degrees

B.S. Hospitality and Tourism Management
Hospitality and Tourism Management Minor

Program outcomes

Upon completing a major in Hospitality and Tourism Management, students will:

1. Prepare students to successfully compete for hospitality and tourism industry jobs upon graduation.

2. Produce graduates that will make valuable contributions to the success and well-being of the organizations that will employ them.
3. Become moral, ethical and effective leaders in their families, in the Church, in their careers, and in society.
4. Understand the importance of ethics and standards in HTM careers.

Major and Minor Requirements

The program applies the general principles of the business, management, and advanced management cores to a specific industry. Close ties with the Polynesian Cultural Center provide students in this program with a unique opportunity to study and analyze one of the most successful tourist destinations in the world. To earn a bachelors degree, students complete a departmental mini-core, then pursue a program track in either Hospitality Management or Tourism Management.

The department also offers a minor designed to allow students in other School of Business majors and in other disciplines across campus to explore an industry where their skills and interests might be well utilized.

All Hospitality and Tourism majors are required to complete an internship or other practicum of 1-12 credit hours. An internship will provide "real world" experience that will augment the student's major course studies and will enhance the student's career opportunities.

B.S. Hospitality and Tourism Management (57 hours)

Business Core (18 hours)

- ACCT 201 Introduction to Financial Accounting (3)
- ACCT 203 Introduction to Managerial Accounting (3)
- ECON 200 Principles of Microeconomics (3)
- ECON 201 Principles of Macroeconomics (3)
- MATH 221 Principles of Statistics I (3)
- BUSM 300 Leadership Principles (3)

Advanced Management Core (9 hours)

- BUSM 302 Business Finance/Entrepreneurship (3)
- BUSM 304 Marketing/Entrepreneurship (3)
- BUSM 306 Business Communications/Entrepreneurship (3)

Major Classes (21 hours)

- HTM 133 Introduction to Hospitality and Tourism Management (3)
- HTM 327 Human Resources Management (3)
- HTM 399R Hospitality and Tourism Internship(3)
- HTM 404 Hospitality Financial Management (3)
- HTM 440 Hospitality and Tourism Marketing (3)
- HTM 450 Hospitality and Tourism Law and Ethics (3)
- HTM 485 Hospitality and Tourism Operations (3)

Select one emphasis:

1. Hospitality Emphasis (9 hours)

- HTM 255 Properties Management (3)
- HTM 275 Rooms Division Management (3)
- HTM 351 Food and beverage Management (3)

Or-

2. Tourism Emphasis (9 hours)

- HTM 230 Tourism Geography (3)
- HTM 270 Meeting and Convention Management(3)
- HTM 380 International Tourism (3)

Hospitality and Tourism Management Minor (15 Hours)

HTM 133 Introduction to Hospitality and Tourism
Management (3)

Elective Classes—Choose any four of the following:

- HTM 230 Geography of Tourism (3)
- HTM 275 Rooms Division Operations (3)
- HTM 351 Food and Beverage Management (3)
- HTM 380 International Tourism (3)
- HTM 440 Hospitality and Tourism Marketing (3)
- HTM 450 Hospitality and Tourism Law and
Ethics (3)
- HTM 399R Hospitality and Tourism
Internship (3)

HUMANITIES

See International Cultural Studies.

INFORMATION SYSTEMS

<http://www.soc.byuh.edu/is/>

Don Colton, Chair (don@colton.byuh.edu)
GCB 130 B, (808) 293-3478, Fax (808) 293-3467

Ann Alisa, Academic Advisor (alissaa@byuh.edu)
GCB 130 E, (808) 293-3597, Fax (808) 293-3467

Faculty

Associate Professor

Colton, Don (1997) B.S. 1975, M.B.A. 1978, Brigham Young University (Provo); Ph.D., 1997, Oregon Graduate Institute of Science and Technology.

Ellis, Bret R. (1986) B.S. 1984, M.S. 1985, Utah State University; Ph.D., 1989, Brigham Young University (Provo).

Assistant Professor

Hayden, Robert L. (1991-93, 1997) B.S. 1986, Brigham Young University Hawai'i; M.S. 1991, Ph.D., 2004, Utah State University.

Stanley, Timothy D. (2003) B.S. 1971, Brigham Young University; M.S. 1975, South Dakota State University; M.S. 1976, Air Force Institute of Technology; Ph.D. 1985, University of New Mexico.

Instructor

Miller, Jonathan B. (2001) B.S. 1996, Brigham Young University Hawai'i; M.S. 2000, Utah State University.

Lecturer

Owan, Edna J. L. K. (1999) B.S. 1970, B.S. 1996, Brigham Young University Hawai'i.

Special Instructor

Colton, Joseph W. (2004) B.S. 2002, Brigham Young University Hawai'i.

Keawe, Ivy (1994) B.S. 1987, Brigham Young University Hawai'i.

Su, Wei-Yu (2003) B.S. 2000, Brigham Young University Hawai'i; M.S.I.S. 2003, Hawai'i Pacific University.

Admission to Degree Program

The degree programs in the Department of Information Systems are open to all students.

The Discipline

Information Systems professionals help organizations use computers and information technology to achieve their strategic objectives.

Career Opportunities

Career opportunities are found in all major corporations worldwide, and in virtually every industry. Most careers involve helping people and organizations achieve their goals. Careers include network administration, system administration, program development, database design, systems analysis, and helpdesk operation.

Programs and Degrees

B.S. Information Systems
Information Systems Minor

Program Outcomes

Upon completing a major in Information Systems, students will:

1. Demonstrate a broad background in all facets of information systems.
2. Demonstrate proficiency with modern personal computer hardware and operating systems.
3. Demonstrate proficiency with personal productivity software.
4. Set up and operate local area networks and network services.
5. Demonstrate proficiency in at least one modern, computer programming language.
6. Design normalized database structures to match organizational data realities.
7. Understand the fundamentals of business or another target environment.
8. Work effectively with others to solve problems.
9. Demonstrate professionalism in the knowledge and treatment of legal and ethical issues.
10. Communicate proficiently both orally and in writing.
11. Obtain appropriate industry certifications such as A+, MSCE, CCNA, and RHCT.

Major and Minor Requirements

The mission of the Information Systems Department is to prepare students for computer-related work in the field of Information Technology (IT). Students receive a wide variety of practical, hands-on experiences in both individual and group work settings, where problem-solving skills are developed and refined.

The Information Systems curriculum is patterned after the IS 2002 model curriculum (<http://is2002.org/>) and aims to satisfy ABET accreditation requirements (<http://www.abet.org/>).

Paid work experiences are frequently available, both on campus and off.

B.S. Information Systems (55 hours)

Requirements I -- Problem Solving Skills (11 hours)

IS 100 Personal Productivity with Information Systems Technology (3)
IS 110 Fundamentals of Information Systems (3)
CS 101 Beginning Programming (2)

Math 221 Principles of Statistics I (3)

Requirements II -- Foundation (29 hours)

CS 201 Web Programming (3)
IS 220 UNIX System Administration (3)
IS 240L Web, HTML, and DHTML (3)
IS 250L Hardware Repair and Diagnostics (3)
IS 280 Data Communications Systems and Networks(2)
IS 307 Systems Analysis and Design (3)
IS 330 Management Information Systems (3)
IS 350 Data Files and Data Bases (3)
IS 409 Phys Design and Implementation in Emerging Environments (3)
IS 410 Project Management and Practice (3)

Fundamental Skill in an Environment where IS can be applied (15 hours)*

Acct 201 Introduction to Financial Accounting (3)
Acct 203 Introduction to Managerial Accounting (3)
Econ 200 Principles of Microeconomics (3)
Econ 201 Principles of Macroeconomics (3)
Busm 242 Ethics and Legal Environment of Business(3)

*With approval of the IS department, the student may substitute 15 cohesive hours in any environment where IS can be applied.

All hours of credit applied toward a major in information systems must be a C- or better, except that one D is allowed. IS majors are required to take an assessment test during the last full semester of enrollment at BYUH.

Information Systems Minor (17 hours)

Complete a minimum of 17 hours from the following courses.

IS 100 Personal Productivity with Information Systems Technology (3)
IS 110 Fundamentals of Information Systems (3)
CS 101 Beginning Programming (2)
CS 201 Web Programming (3)
IS 220 UNIX System Administration (3)
IS 240L Web, HTML, and DHTML (3)
IS 250L Hardware Repair and Diagnostics (3)
IS 280 Data Communications Systems and Networks (2)
IS 307 Systems Analysis and Design (3)
IS 330 Management Information Systems (3)
IS 350 Data Files and Data Bases (3)
IS 409 Phys Design and Implementation in Emerging Environments (3)
IS 410 Project Management and Practice (3)

All hours of credit applied toward a minor in information systems must be a C- or better.

INTERDISCIPLINARY STUDIES

Information Systems/Communications
Organizational Behavior/Communications
Practical Linguistics
Psychology/Social Problems
Social Work/Special Education
Spanish Education
Sports Psychology

The Interdisciplinary Studies major at BYU–Hawai‘i is a personalized, structured program that meets the needs of a limited number of students. The purpose of this major is to increase the flexibility of existing programs, allowing students to construct programs that help them achieve their career objectives.

The following types of students could benefit from such a structured program:

- Highly motivated students with clearly defined career goals that do not fit into any regular major program.
- Transfer students with subject matter background in an area or major BYU–Hawai‘i does not offer. Interdisciplinary Studies would allow this student to finish a degree much faster than if a new major area were required.
- Students who may be able to complete a part of their major program at another educational institution offering course work not available at BYU–Hawai‘i.
- Students who declare a major on campus and then discover a changing interest. Rather than starting over in a new field, they could use class work already taken to meet most of the Interdisciplinary Studies requirement, and graduate faster than if a new major were required.

The requirements for the major are:

1. Students must complete a minimum of 40 hours in the major with at least two concentrations in separate academic areas, with 15 or more upper-division credits in at least one of the concentrations. A concentration would be classes within one subject area such as Accounting, Biology, English or History. Students must achieve a grade point average of 2.5 or higher in the major classes.
2. Students are required to have some type of rigorous culminating experience, to be determined by the advisor. Examples of such an experience could be a Senior Seminar, an Internship, or a Senior project. This experience must be the equivalent a 3-credit senior level course.
3. All University graduation requirements must be satisfied (residency, D grades, credit hours, etc.).
4. Interested students should see any Academic Advisor on campus.

Recent interdisciplinary majors that have been approved include:

Art/Communications
Business/Communications
Business/Technical Writing
Communication/Tourism
Education/Information Systems
English/International Business Management
English/Theatre
Exercise and Sport Science/Business
Hawaiian Studies/International Cultural Studies
Health Psychology

INTERNATIONAL BUSINESS MANAGEMENT

http://www.bus.byuh.edu/international_business/

C. Beth Haynes, Chair (haynesb@byuh.edu)
Business 129, (808) 293-3587, Fax (808) 293-3582

Charonne Alaiasa, Academic Advisor (hoc@byuh.edu)
McKay 139, (808) 293-3596, Fax (808) 293-3582

Faculty

Professors

Allen, Craig M. International Business (2004) B.S. 1977, Brigham Young University; M.S. 1980, Arizona State University; M.A. 1981, Arizona State University; Ph.D. 1982, Arizona State University.

Bradshaw, James R., International Business (1969) B.S. 1968, College of Southern Utah; M.S. 1969, Utah State University; Ed.D. 1974, Brigham Young University.

Haynes, C. Beth, Economics (1994) B.S. 1975, Brigham Young University, Provo; Ph.D. 1981, Purdue University.

Kimzey, Bruce W., Economics (1989) B.S. 1964, Brigham Young University, Provo; Ph.D. 1970, Washington State University.

Neal, William G., International Business (1984) B.A. 1971, University of Northern Iowa; M.A. 1974, University of Northern Iowa; Ed.D. 1977, Virginia Polytechnic Institute and State University.

Associate Professors

Huff, Lenard C., Marketing (2000) B.S. 1976, Brigham Young University, Provo; MBA 1978, Harvard University; Ph.D. 1994, University of Michigan.

Wilson, Brent, International Business (2001) B.A. 1969, Weber State University; M.B.A. 1971 Northwestern University; D.B.A., 1979, Harvard Business School.

Wright, Norman S., International Business (1995) B.S. 1990, M.S. 1992, Brigham Young University, Provo; M.A. 1995, University of Pennsylvania; Ph.D. 1997, University of Pennsylvania.

Adjunct Faculty

Gibson, Greg, Director, Center for International Entrepreneurship (2001) B.A. Brigham Young University, Provo; Juris Doctorate, Pepperdine University

Emeritus Faculty

Davis, Robert (1973–1981)

DeLong, Charles E. “Chase” (1977–94)

Keliiliki, Dale K. (1972–96)

McKenzie, Roger I. (1982–95)

Admission to Degree Program

The degree programs in this department carry special enrollment requirements. Please see the School of Business section for specific details.

The Discipline

The International Business Management degree provides students with a broad understanding of the relationships between cultures, business firms, governments, and societies. The program prepares students to be contributing and successful members of the international business community.

Career Opportunities

Graduates are prepared for administrative careers in both domestic and international organizations. Students typically find jobs in the private and not-for-profit sector. Specific job descriptions are many and varied. Some examples are: banker, consultant, financial analyst, credit analyst, real estate broker, financial planner, business systems consultant/analyst, sales representative, account executive, research specialist, marketing analyst, management trainee, buyer, merchandiser, production manager, technical sales person, inventory manager, logistics manager, materials supervisor and so on.

Programs and Degrees

B.S. International Business Management
Economics Minor

Program Outcomes

Upon completing a major in International Business Management, students will:

1. Demonstrate a basic understanding of the international aspects of business and the international business environment.
2. Work comfortably and effectively in diverse groups, such as may be found in international business settings.
3. Be well prepared for employment in the BYU-Hawai'i target area.

Major and Minor Requirements

B.S. International Business Management (55 hours)

Business, Management, and Advanced Management Core Requirements (34 hours)

Business Core (16 hours)

- ACCT 201 Introduction to Financial Accounting(3)
- ACCT 203 Introduction to Managerial Accounting (3)
- *ECON 200 Principles of Microeconomics (3)
- *ECON 201 Principles of Macroeconomics (3)
- MATH 221 Principles of Statistics I(3)
- IS290L Business Problem Solving with Applications II (1)

*Also meets General Education three-hour requirement for "Introduction to the Human Environment"

Management Core (6 hours)

- BUSM 242 Ethics and the Legal Environment of Business (3)
- BUSM 300 Leadership Principles (3)

Advanced Management Core (12 hours)

- **BUSM 302 Business Finance/Entrepreneurship (3)
- **BUSM 304 Marketing/Entrepreneurship (3)
- **BUSM 306 Business Communications/Entrepreneurship (3)
- BUSM 499 Strategic Management (3)

**BUSM 302, 304, and 306 are integrated courses and are taken concurrently.

Major Classes (21 hours)

- BUSM 361 Operations Management (3)
- IBM 400 International Organizational Behavior(3)
- IBM 431 International Marketing (3)
- IBM 432 International Finance (3)
- IS 330 Management Information Systems (3)
- POSC 170 International Relations (3)
 - or POSC 150 Comparative Government and Politics (3)
- ECON 350 Economic Development (3)
 - or ECON 358 International Economic Analysis (3)

Economics Minor (15 hours)

Economics is concerned with the way society employs its limited resources to produce goods and services for present and future consumption. An economics minor gives interested business students stronger analytical skills and a broader background in economics than currently required in the School of Business or in other major programs on campus. A minor in economics includes a total of 15 semester hours, including at least one of ECON 300 or 301, with no grade lower than a C-. (ECON 110—Introduction to Economics will not be accepted as part of the minor program.) Courses are to be taken from the following:

- ECON 200 Principles of Microeconomics (3)
 - ECON 201 Principles of Macroeconomics (3)
- Nine hours from the following (including at least one of ECON 300 or 301):
- ECON 300 Microeconomics for Business Decisions (3)
 - ECON 301 Macroeconomics for Business Decisions (3)
 - ECON 350 Economic Development (3)
 - ECON 353 Money, Banking, and Business (3)
 - ECON 358 International Economic Analysis (3)
 - ECON 390R Special Topics (1-3)
 - ECON 495R Independent Study (with Economics Faculty approval) (1-3)
 - ECON 496R Student Research (with Economics Faculty approval) (1-3)

INTERNATIONAL CULTURAL STUDIES AND WORLD LANGUAGES

<http://www.byuh.edu/academics/ICS/>

D. Chad Compton, Chair (comptonc@byuh.edu)
MFB 211, (808) 293-3627

Cecilia Day, Academic Advisor (dayc@byuh.edu)
McKay 191A, (808) 293-3429

Faculty Professors

Han, Hsiao Ming (Sherman), Chinese/English (1980) B.A. 1973, Tamkang University; M.A. 1974, Central Missouri State University; Ph.D. 1980, Brigham Young University.

Stanton, Max E., Anthropology (1971) B.S. 1966, Brigham Young University; M.S. 1969, Brigham Young University; M.A. 1971, Louisiana State University; Ph.D. 1973, University of Oregon.

Ward, Kathleen L., Humanities/Communications (1984) B.A. 1964, Brigham Young University; M.A. 1984, University of Hawai'i; Ph.D. 1993, University of Hawai'i.

Associate Professors

Beus, Yifen, Humanities (2000) B.A. 1987, National Chengchi University; M.A. 1989, Brigham Young University; Ph.D. 2000, Indiana University.

Compton, D. Chad, Communications (1992) B.A. 1979, Brigham Young University; M.A. 1982, Brigham Young University; Ph.D. 1987, Ohio University.

McArthur, Phillip H., Anthropology/Humanities (1995) B.A. 1987, Brigham Young University; M.A. 1989, Indiana University; Ph.D. 1995, Indiana University.

Assistant Professors

Chen, Chiung Hwang, Communications (2001) B.A. 1985, World College of Journalism, Taipei; B.A. 1991, Brigham Young University Hawai'i; M.A. 1994 University of Iowa; Ph.D. 2000, University of Iowa.

Kajiyama, Katsuhiko, Japanese (1969) B.A. 1967, Brigham Young University; M.A. 1969, Brigham Young University.

Richardson, Timothy W., Chinese/Spanish (2001) B.A. 1975, Brigham Young University; M.P.A. 1977, Brigham Young University; M.A. 1987, Brigham Young University; Ph.D. 1998, The University of Texas at Austin.

Adjunct Assistant Professors

Beus, David, Humanities (2000) B.A. 1989, Brigham Young University; M.A. 1994, University of North Carolina; Ph.D. 2002, University of North Carolina.

Yorgason, Ethan, Geography (2001) B.A. 1989, Weber State University; M.A. 1995, University of California Los Angeles; Ph.D. 1999, University of Iowa.

Adjunct Instructors

Crowell, Tracy, Communications (1999) B.A. 1993, Brigham Young University Hawai'i.

McArthur, Elaine, Spanish (1995) B.A. 1987, Brigham Young University; Post Graduate Certificate, Applied Linguistics, 1991, Indiana University.

Ongongotau, Mele, Tongan (1986) B.A. 1983, Brigham Young University–Hawai'i.

Reid, Rowena, Samoan (1997) B.S. 1976, Brigham Young University Hawai'i; M.S. 1981 Oregon State University.

Spring, Colleen, Humanities (1993) B.A. 1982, Brigham Young University.

Stanton, Marge, Sociology (1984) B.S. 1967, Brigham Young University; M.S. 1997, Brigham Young University.

Wakefield, Robert, Communications (2001) B.A. 1980, Brigham Young University; M.A. 1990, Brigham Young University; Ph.D. 1997, University of Maryland.

Wallace, Nihipora, Maori (1994).

Admission to Degree Program

All undergraduate degree programs in the Department of International Cultural Studies are open enrollment.

The Discipline

The International Cultural Studies major represents an authentically interdisciplinary program that brings together the fields of anthropology, communications, and humanities. In addition to stressing a variety of contemporary cultural systems, cultural theories, and effective cross cultural communication, the major will also include a range of historical considerations concerning cultural forms and global social forces. The major draws upon the expertise of faculty whose primary interests lie in the study of culture in an international environment.

Career Opportunities

The major will provide a rigorous pre-professional degree to prepare students for graduate school in law, business and public administration, diplomacy, public relations, development, as well as academic programs. As a terminal degree the program will prepare highly desirable and competent professional consultants, business and government administration, teachers, writers in fields and professions where cultural interaction and differences are significant.

Programs and Degrees

B.A. International Cultural Studies: Anthropology, Communications, and Humanities

International Cultural Studies Minors:

Anthropology, Communications, and Humanities Sociology Minor

World Language Minors: Chinese, Japanese, and Spanish Certification of Language Proficiency by Examination

Program Outcomes

Upon completing a major in International Cultural Studies, students will:

1. Effectively manage cultural difference and conflicts and develop solutions to real world problems.
2. Articulate and sustain their views through verbal and written discourse.
3. Learn foundational cultural and critical theory and make applications to historical and contemporary social processes.
4. Enter graduate school or find employment within one year of graduation.

Major and Minor Requirements

In addition to completing a set of cultural studies core requirements, each student will select one of three possible emphases: cultural anthropology, communication and culture, or world humanities and cultures.

B.A. International Cultural Studies (42 hours)

All ICS majors complete a set of core requirements in Area Studies, Theory, a Language Study, and Senior Seminar.

CORE REQUIREMENTS

Area Studies (two of the following) (6 hours)

ICS 261 Cultures and Communications of Oceania (3)

ICS 262 Cultures and Communications of Asia (3)

ICS 263 Cultures and Communications of Asian America (3)

ICS 264 Cultures and Communications of Native America (3)

ICS 265 Cultures and Communications of African America (3)

ICS 266 Cultures and Communications of Latin America (3)

WHC 201 Western Culture I (3)

WHC 202 Western Culture II (3)

ANTH 210 Contemporary Pacific (3)

Theory (3 hours)

ICS 251 Introduction to Cultural Studies Theory(3)

Language Study (3 hours)

All students must complete a course in a foreign language equivalent to the fourth college semester. International students who complete the EIL program fulfill this requirement.

Senior Seminar (3 hours)

ICS 490 Senior Seminar (3)

ICS Emphases

Each ICS major selects an emphasis from Cultural Anthropology, Communication and Culture, or World Humanities and Cultures.

CULTURAL ANTHROPOLOGY

Complete the following two courses (6 hours)

ANTH 105 Introduction to Cultural Anthropology (3)
COMM 110 Intercultural Communication (3)

Complete the following four courses (12 hours)

ANTH 310 Anthropology Theory (3)
ANTH 322 Ethnographic Skills (3)
ANTH 447 Applied and Developmental Anthropology (3)

One of the following:

ANTH 445 Issues in Current Anthropology (3)

Or

ANTH 385 Oceanic Prehistory (3)

Complete one of the following (3 hours)

ANTH/HIST 280 World Prehistory (3)
HIST 322 Early Modern Age (3)
HIST 423 Modern Nationalism and Globalization (3)

Complete one of the following (3 hours)

COMM 252 Group Dynamics (3)
COMM 280 Communication, Culture, and Gender (3)
COMM 326 International Communication (3)
COMM 353 Organizational Communication (3)
COMM 420 Communication, Culture, and Media (3)
COMM 454 Communication, Culture, and Conflict (3)

Complete one of the following (3 hours)

WHC 365 Women's Literature and Film (3)
WHC 391 Folklore and Oral Culture (3)
WHC 425 Performance Studies (3)
WHC 440 Post-Colonial Literature and Film (3)

COMMUNICATION AND CULTURE

Complete the following two courses (6 hours)

ANTH 105 Introduction to Cultural Anthropology (3)
COMM 110 Intercultural Communications (3)

Complete three of the following five courses (9 hours)

COMM 252 Group Dynamics (3)
COMM 280 Communication, Culture, and Gender (3)
COMM 326 International Communication (3)
COMM 353 Organizational Communication (3)
COMM 420 Communication, Media, and Culture (3)

Complete the following (6 hours)

COMM 360 Communication Theory (3)
COMM 454 Communication, Culture, and Conflict (3)

Complete one of the following (3 hours)

ANTH 322 Ethnographic Skills (3)
ANTH 445 Issues in Current Anthropology (3)
ANTH 447 Applied and Developmental Anthropology (3)

Complete one of the following (3 hours)

WHC 365 Women's Literature and Film (3)

WHC 391 Folklore and Oral Culture (3)

WHC 425 Performance Studies (3)

WHC 440 Post-Colonial Literature and Film (3)

WORLD HUMANITIES AND CULTURES

Complete the following (3 hours)

WHC 101 Introduction to World Literatures (3)

Complete one of the following (3 hours)

WHC 102 Introduction to Film (3)
MUSC 102 World Music Cultures (3)

Complete one of the following (3 hours)

COMM 110 Intercultural Communication (3)
ANTH 105 Introduction to Cultural Anthropology (3)

Complete one of the following (3 hours)

WHC 201 Western Culture I (3)
WHC 202 Western Culture II (3)

Complete one of the following (3 hours)

HIST 322 Early Modern Age (3)
HIST 423 Modern Nationalism and Globalization (3)

Complete four of the following (12 hours)

ENGL 351 Literary Criticism and Theory (3)
And

Three of the following six (at least two of which must be WHC courses)

WHC 365 Women's Literature and Film (3)

WHC 391 Folklore and Oral Culture (3)

WHC 425 Performance Studies (3)

WHC 440 Post-Colonial Literature and Film (3)

ENGL 341 World Literatures in English (3)

ENGL 342 Pacific Literatures (3)

ENGL 343 Asian Literature (3)

ENGL 345R Ethnic Literature (3)

ART 401R Special Topics in World Art (3)

**International Cultural Studies Minor
(18 hours)**

The student will select one of the ICS emphases: Cultural Anthropology, Communication and Culture, or World Humanities and Cultures.

Area Studies (3 hours)

Select one course from the following:

ICS 261 Cultures and Communications of Oceania (3)

ICS 262 Cultures and Communications of Asia (3)

ICS 263 Cultures and Communications of Asian America (3)

ICS 264 Cultures and Communications of Native America (3)

ICS 265 Cultures and Communications of African America (3)

ICS 266 Cultures and Communications of Latin America (3)

WHC 201 Western Culture I (3)

WHC 202 Western Culture II (3)

ANTH 210 Contemporary Pacific (3)

Theory (6 hours)

ICS 251 Introduction to Cultural Studies Theory (3)
Select the theory course appropriate to the emphasis chosen:

- ANTH 310 Anthropology Theory (3)
- COMM 360 Communication Theory (3)
- ENGL 351 Literary Criticism and Theory (3)

Electives (9 hours)

Select three courses corresponding to the appropriate emphasis chosen, one must be selected from the 400 level (options may also include a second Area Studies course from above).

CULTURAL ANTHROPOLOGY

- ANTH 105 Introduction to Cultural Anthropology(3)
- ANTH 210 Contemporary Pacific Societies (3)
- ANTH 280 World Prehistory (3)
- ANTH 322 Ethnographic Skills (3)
- ANTH 385 Oceanic Prehistory (3)
- ANTH 445 Issues in Current Anthropology (3)
- ANTH 447 Applied and Developmental Anthropology (3)

COMMUNICATION AND CULTURE

- COMM 110 Intercultural Communities (3)
- COMM 280 Communication, Culture, and Gender(3)
- COMM 252 Group Dynamics (3)
- COMM 326 International Communication (3)
- COMM 353 Organizational Communication (3)
- COMM 360 Communication Theory (3)
- COMM 420 Communication, Media, and Culture (3)
- COMM 454 Communication, Culture, and Conflict (3)

WORLD HUMANITIES AND CULTURES

- WHC 101 Introduction to World Literatures (3)
- WHC 102 Introduction to Film (3)
- WHC 201 Western Culture I (3)
- WHC 202 Western Culture II (3)
- WHC 365 Women's Literature and Film (3)
- WHC 391 Folklore and Oral Culture (3)
- WHC 425 Performance Studies (3)
- WHC 440 Post-Colonial Literature and Film (3)
- ART 401R Special Topics in World Art (3)

Sociology Minor (19 hours)

A sociological background helps individuals to develop skills to be more effective in working in sales, personnel, management, social services, tourism, and other group related activities. A minor will provide basic competence in the field of sociology for students who desire to enter an advanced degree program or for students who will terminate their education at the bachelor's degree level. In order to complete the sociology minor, the students must complete nineteen semester hours of study as follows:

Required Courses (10 hours)

- SOC 111 Introduction to Sociology (3)
- SOC 112 Social Problems (3)
- POSC 200 Political Inquiry
- or** PSYC 305 Research Methods (4)

Elective Courses (9 hours)

- SOC 223 Minority Relations (3)
 - SOC 320 Social Change and Modernization (3)
 - SOC 350 Social Psychology (3)
 - SOC 390R Special Topics (3)
 - ANTH 105 Introduction to Cultural Anthropology(3)
 - ANTH 430 Social Systems (3)
- Students must earn a C- and above for all major and minor requirement for International Cultural Studies.

World Language Minor (16 hours)

Japanese Minor Requirements: JAPN 201, 301, 311, 321 and 445R for a total of 16 hours.

Chinese Minor Requirements: CHIN 201, 301, 311, 441, and 445R or 495R for a total of 16 hours.

Spanish Minor Requirements:

Track A (Students with international and/or mission experience): SPAN 201*, 321, three electives from SPAN 393, 441, 445R, 451, 495R. One elective must be either SPAN 441 or 451.

Track B (Students without international and/or mission experience) SPAN 201, 301, 321, two electives from SPAN 393, 441,445R, 451, 495R. One elective must be either SPAN 441 or 451.

*May be completed through examination.

World Languages

The study of a world language is a unique educational experience. Since every human being uses language to communicate, and since language is a fundamental means of expression and inter-cultural communication, it is by means of this basic skill that students can participate in the life of another people and share their culture, their traditions, and their literature, oral or written. Through the study of a world language, students also come to learn their own language better.

The ICS and World Languages Department offers instruction in the following languages: Chinese, French, Japanese, Maori, Samoan, Spanish, and Tongan. Study of a Pacific language may lead to a major in Pacific Islands Studies. Note: The Hawaiian language is offered under the Hawaiian Studies program.

Certification of Language Proficiency by Examination

Students speaking a second or third-world language may receive credit by special examination for that language in which he or she has achieved the equivalent proficiency, either through missionary service, residence abroad, individual study, or courses for which no university credit was granted. Students meeting the latter criteria and wishing to receive proficiency credit for a second language to fulfill the GE requirement may see the World Languages Coordinator in MFB 213.

JAPANESE (Minor)

See International Cultural Studies.

MATHEMATICS

<http://www.soc.byuh.edu/math/>

Merrill, Elaine Spendlove, Chair (merrille@byuh.edu)
GCB 160E, (808) 293-3806, Fax (808) 293-3467

Ann Alisa, Academic Advisor (alissaa@byuh.edu)
GCB 130E, (808) 293-3597, Fax (808) 293-3467

Faculty

Professors

Barton, Susan D. (1986) B.S. 1980, Utah State University; M.S. 1984, Utah State University; Ph.D. 1995, Oregon State University.

Furuto, David M. (1970-72, 1985-86, 1987) B.S. 1967, Church College of Hawai'i; M.S. 1969, University of Illinois; M.Ed. 1977, University of Hawai'i; Ed.D. 1981, Brigham Young University.

Roberts, Keith J. (1991) B.S. 1964, University of Wisconsin – Oshkosh; M.Ed. 1974, Marquette University; Ph.D. 1979, Marquette University.

Associate Professors

Hurst, Paul R. (1995) B.A. 1988, University of Utah; Ph.D. 1995, Purdue University.

Fife, Leslie (2002) B.S. 1988, University of Oklahoma; M.S. 1993, University of Oklahoma; Ph.D. 2003, University of Oklahoma.

Assistant Professors

Merrill, Elaine Spendlove (1983) B.S. 1975, Weber State College; M.Mt. 1978, Utah State University.

Hyde, Scott K. (2004) A.S. 1996, Brigham Young University Hawai'i; B.S. 1996, Brigham Young University Hawai'i; M.S. 1999, Montana State University – Bozeman; Ph.D. 2004, Montana State University – Bozeman.

Adjunct Instructors

Johnson, Cassandra K. (1978) B.S. 1970, Church College of Hawai'i.

Oleole, Elissa (1973) B.S. 1968, Church College of Hawai'i; M.Mt. 1971, Utah State University.

Robertson, Linda (1983) B.S. 1967, Brigham Young University.

Yamagata, Carl T. (1991) B.S. 1970, Church College of Hawai'i; MBA 1989, Chaminade University of Honolulu.

Emeritus Faculty

Johnson, Jack V. (1966) B.S. 1964, Idaho State University; M.S. 1966, Idaho State University; D.A. 1980, Idaho State University.

Admission to Degree Program

All undergraduate degree programs in the Department of Mathematics are open enrollment.

Career Opportunities

The mathematics major prepares students for careers in teaching, government service, industry, and research, or graduate study in mathematics. The student has two options: mathematics major and the mathematics education major.

Programs and Degrees

- B.S. Mathematics
- B.S. Mathematics Education
- Mathematics Minor

Program Outcomes

Upon completing a major in Mathematics, students will:

1. Demonstrate proficiency in Algebra and Trigonometry, as well as Integral, Differential and Multivariable Calculus necessary for success in advanced mathematical studies.
2. Demonstrate content knowledge of both abstract and applied mathematical disciplines by stating definitions, salient theorems, and proofs of major theorems and concepts that are core content in upper division courses.
3. Organize and explain their knowledge of logic and mathematical content in the structure of original valid proofs.
4. Communicate mathematical ideas effectively in both written and oral context.
5. Apply major definitions, theorems and algorithms in problem solving.
6. Use appropriate technological tools while solving mathematical problems.
7. Prepare professionally for graduate school or employment in mathematics or related fields.

Major and Minor Requirements

All entering freshman and transfer students must take the Mathematics Placement Test at the Testing Center or an equivalent mathematics placement test (such as the ACT) before registration. The mathematics course for which a student may register will depend upon the student's performance on the mathematics placement test.

Students who have received credit for a mathematics course numbered 111 or above may not enroll in or receive credit by examination for a mathematics course numbered below 106. No credit can be received for mathematics courses numbered below 106 through credit by examination. All mathematics courses for which credit is received by examination will use Pass/Not Pass. Students may demonstrate proficiency in, or satisfy prerequisites for, a course through the appropriate mathematics placement test(s). To register for any mathematics course which has a mathematics prerequisite, the student must achieve a grade of C- or better in the prerequisite mathematics course within the past year, have the instructor's consent, or have taken the Math Placement Test within the past year and been placed into the mathematics course requested by the student.

Every student should register for a mathematics course each semester until the student has satisfied the mathematics requirements for general education.

B.S. Mathematics (48 hours)

- MATH 112 Calculus I (5)
- MATH 113 Calculus II (5)
- MATH 214 Multivariable Calculus (5)
- MATH 301 Foundations of Mathematics (3)
- MATH 321 Mathematical Statistics (3)
- MATH 332 Introduction to Complex Variables (3)
- MATH 343 Elementary Linear Algebra (3)
- MATH 371 Abstract Algebra I (3)
- MATH 372 Abstract Algebra II (3)
- MATH 434 Differential Equations (3)
- MATH 441 Advanced Calculus (3)
- MATH 442 Advanced Calculus (3)
- CS 201 Computer Programming II (3)
- PHYS 121 General Physics I (3)

MATH 490 and additional year-long courses in computer science, physics, and/or chemistry are strongly recommended. Students must complete all lower-division courses with a C- or better. No more than one upper-division course in which a D (D-, D or D+) is received may be used to meet the major requirements. The student must have a 2.0 average in these required courses.

B.S. Mathematics Education (78 hours)

Subject Content Area (37 hours)

- MATH 112 Calculus I (5)
- MATH 113 Calculus II (5)
- MATH 214 Multivariable Calculus (5)
- MATH 221 Principles of Statistics or MATH 321 Mathematical Statistics (3)
- MATH 301 Foundations of Mathematics (3)
- MATH 302 Foundations of Geometry (3)
- MATH 308 Mathematics Using Technologies (3)
- MATH 343 Elementary Linear Algebra (3)
- MATH 371 Abstract Algebra I or Math 370 Foundations of Algebraic Systems (3)
- MATH 377 Secondary Mathematics Teaching Methods (2)
- MATH 490 Mathematics Seminar (2)
- PHYS 121 General Physics I (3)
- CS 101 Introduction to Computer Programming(2)

Education Sequence (36 hours)

- HIS 101 [fulfills G.E. requirement] (3)
- PSYC 111 General Psychology (3) [fulfills GE requirement]
- EDUC 212 Foundations of Education (2)
- SPED 200 Education of Exceptional Students (3)
- EDUC 300 Human Growth and Learning (2)
- EDUC 301 A Multicultural Approach to Reading in the Content Area (2)
- EDUC 305 Computer and Technology Assisted Instruction (1)

EDUC 385 Education Assessment in the Classroom (3)
 EDUC 312 Effective Pedagogy (3)
 EDUC 330 Classroom Management (2)
 SCED 491 Observation and Practicum (3)
 SCED 492 Student Teaching (12)

Mathematics Minor (19-21 hours)

A minor in mathematics consists of the following:

MATH 112 Calculus I (5)
 MATH 113 Calculus II (5)

Three additional courses from the following; at least one must be 321 level or above:

Math 201/L Discrete Mathematics I and Lab (3)
 Math 202/L Discrete Mathematics II and Lab (3)
 MATH 214 Multivariable Calculus (5)
 MATH 221 Principles of Statistics (3)
 MATH 301 Foundations of Mathematics (3)
 MATH 302 Foundations of Geometry (3)
 MATH 321 Mathematical Statistics (3)
 MATH 332 Introduction to Complex Variables (3)
 MATH 343 Elementary Linear Algebra (3)
 MATH 371 Abstract Algebra I (3)
 MATH 372 Abstract Algebra II (3)
 MATH 434 Differential Equations (3)
 MATH 441 Advanced Calculus I (3)
 MATH 442 Advanced Calculus II (3)

MUSIC EDUCATION

See Fine Arts or Secondary Education.

ORGANIZATIONAL BEHAVIOR (MINOR)

See Psychology

PHYSICAL EDUCATION

See Secondary Education.

PACIFIC ISLAND STUDIES

See Political Science

PHYSICAL SCIENCE EDUCATION

See Biochemistry, Physical Science or Secondary Education.

PHYSICS EDUCATION

See Biochemistry, Physical Science or Secondary Education.

POLITICAL SCIENCE

Dale Robertson, Chair (robertsd@byuh.edu)
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Karen Miller, Academic Advisor (millerk@byuh.edu)
 SSC Building 120, (808) 293-3843, Fax (808) 293-3888

Faculty Professor

Jonassen, Jon Tikivanotau M. (1993) B.S. 1981, B.A. 1980, Brigham Young University-Hawai'i; M.A. 1982, University of Hawai'i; Ph.D. 1996, University of Hawai'i.

Robertson, Dale B. (1977) B.A. 1970, Brigham Young University; M.A. 1974, American University; Ph.D 1978, American University.

Admission to Degree Program

All undergraduate degree programs in the Department of Political Science are open enrollment.

The Discipline

Political Science is the study of power and the ways human beings organize their public life. Students of Political Science go on to graduate and professional study, such as law. They work in every sort of business. Preeminently, they serve the people of their nations and the world in the halls of government. They learn skills in research, writing, oral presentation, and critical thinking that offer the best preparation for the varying challenges of work and service in the rapidly changing world of the coming decades.

Politics extends far beyond the immediate concerns of politicians or pollsters; it is essential to the human condition. It involves fundamental choices concerning our life in communities— whether locally, nationally, or globally. Without politics there could be only chaos and conflict. With politics there is the chance for order and thus the opportunity to seek prosperity and fulfillment. Often conflictual but just as often cooperative, politics reflects our basic needs and interests, our highest aspirations, and the often harsh requirements of power.

Political science involves this full range of inquiry, including questions of “who gets what,” questions of the best or most just political order, and questions of the nature, uses, and abuses of power. It uses methods ranging from statistically analyzing quantifiable data to comparing institutions or systems historically to reflecting on influential texts. Political scientists ask such questions as “Why is campaign finance reform so difficult?” “Why did the Berlin Wall fall?” “Were the Athenians justified in condemning Socrates to death?”

Since we are all significantly shaped by the assumptions and practices of the institutions we inhabit, political science helps us to understand not only our world but also ourselves. If we choose to ignore politics, it doesn't go away; we just lose our ability to influence our communities for the better.

Career Opportunities

The Political Science Department offers an undergraduate degree in political science for students who are preparing for graduate studies in related fields, professional degrees (law or business), or a wide variety of public service occupations, or for liberal art students who are interested in an undergraduate major that focuses on challenging questions facing modern society.

Students may emphasize the subfields of American government, comparative government, international politics, political philosophy, and public policy.

Programs and Degrees

- B.A. Political Science
- Political Science Minor
- B.A. Pacific Island Studies
- Polynesian Studies Minor
- B.A. Social Science Education
- Prelaw Advisement

Program Outcomes

Upon completing a major in Political Science, students will:

1. Write effectively in various formats (essays, reports, and research papers).
2. Demonstrate a comprehensive mastery of knowledge of the political science discipline (American Studies, International Politics/Comparative Governments, Normative and Empirical Theory, and Public Administration).
3. Complete a successful, integrative internship and under supervision, function within the structure of organizations and service delivery systems, and seek necessary organizational change.
4. Enter graduate school or find employment within one year of graduation

Major and Minor Requirements

The Political Science Program prepares students to understand, analyze, and influence public policy in venues from local to international.

The Political Science Department offers an undergraduate degree in political science for students who are preparing for graduate studies in related fields or in professional programs like law or business. The degree also serves the student that desires to work in the public sector--local, state, or federal offices or in foreign service -- or in organizations seeking to influence public policy. The major also is useful to the person that wants to be an effective citizen through (for example) community activism, intelligent consumption of news and information, and responsible voting.

Students may emphasize the subfields of American government, comparative government, international politics, political philosophy, and public policy.

The internship experience is an integral part of the Political Science Program. An internship may be scheduled after the Junior year when sufficient class work has been completed that will provide the student with information and maturity that will make them a substantial contributor to the office assigned. The student will register for POSC 499 (3 credits) and work 140 hours. It is the responsibility of the student to arrange for the internship with the assistance of the program director.

Occasionally a student will want to extend the internship experience or seek additional experience elsewhere. That student must keep in mind the following: 1) Only three credits of internship credit may count for Political Science credit. Any other credits will count towards graduation but not as POSC credit, 2) Only three credits will be graded. The rest must be pass/no pass, 3) No internship credit will be given beyond the 140 hours required for graduation.

The department offers the Bachelor of Arts degree in Political Science and Social Science Education. A minor is offered in Political Science. D credit may not be counted toward completion of any major or minor in the department.

B.A. Political Science (37 hours)

1. Research and Practice (7 hours)

- POSC 200 Political Inquiry (4)
- POSC 499 Internship (3)

2. Area Courses (18 hours)

The department offers courses in five areas of Political Science: American Government, International Relations, Comparative Politics, Political Theory, and Public Administration. Each student is required to take the foundation course in each area (starred in each section below). In addition, each student must take Oceanic Governments or Pacific National Politics (**).

AMERICAN GOVERNMENT

- *POSC 110 U.S. Political System (3)
- POSC 310R Topics in American Government (3)
- POSC 360 The Constitution of the U.S. (3)

INTERNATIONAL RELATIONS

- *POSC 170 International Relations (3)
- POSC 470 International Relations Theory (3)
- POSC 480R Pacific Regionalism (3)
- POSC 325 International Relations of Asia (3)
- ECON 350 Economic Development (3)

COMPARATIVE POLITICS

- *POSC 150 Comparative Government and Politics (3)
- **POSC 220 Asian Governments (3)
- **POSC 222 Oceanic Governments (3)
- POSC 385 Pacific National Politics (3)

POLITICAL THEORY

- *POSC 202 Political Philosophy (3)
- POSC 475 Political Futures Studies (3)

PUBLIC ADMINISTRATION

- *POSC 130 Public Administration (3)
- POSC 263 Public Personnel Management and Administration (3)

3. Elective Courses (12 hours)

Any other Political Science classes totaling 12 hours. It is strongly recommended that all Political Science majors consider taking as part of University electives: MATH 221, GEOG 101, History (any), ECON 110, COMM 110, and PSYC 350.

Political Science Minor (15 hours)

Students may earn a political science minor by completing 15 hours from the political science offerings including at least two upper-division (300- and 400-level) classes. Other courses are to be selected in consultation with a member of the political science faculty.

B. A. Pacific Island Studies (39 hours)

Pacific Islands Studies is an interdisciplinary major. It focuses on current issues of the lands and peoples of the Pacific Islands region. It offers students the opportunity to learn skills in critical thinking, oral presentation and research writing while understanding the Pacific Islands in both a regional and global setting. Students of Pacific Islands Studies are able to continue graduate study or enter the work force in a variety of areas, where an intimate knowledge of Pacific issues can be an advantage. This is especially enhanced when the student takes a minor in another discipline.

Core Courses (24 hours)

- ANTH 210 Contemporary Pacific Societies (3)
- ICS 261 Studies in Culture and Communications of Oceania (3)
 - or PAIS 390R Special Topics in Pacific Island Studies (3)
- GEOG 471 Geography of the Pacific (3)
- HIST 252 History of Western Oceania (3)
 - or HIST 250 History of Eastern Oceania (3)
- POSC 222 Oceanic Governments (3)
- PAIS 105 Introduction to Pacific Islands Studies(3)
- PAIS 495R Independent Study/Senior Tutorial (3)
- PAIS 399R Internship (3)
 - or PAIS 496R Student Research (1-3)

Elective Courses (minimum requirement 12 hours)

- ANTH 385 Oceanic Prehistory (3)
- BIOL 204/L Pacific Natural History/Lab (3)
- ENG 342 Pacific Literature (3)
- EXS 183 Beginning Hula (1)
 - or EXS 583R Hula (1)
- EXS 185 Folk Dance of the Pacific (1)
 - or EX 585R Polynesian Dance (1)EXS 360 Multi-Cultural Sports & Games (1)
- HIST 362 History of the Pacific (3)
- HIST 250 History of Eastern Oceania (3)
 - or HIST 252 History of Western Oceania (3)
- HS 301 'O Hawai'i-Of Hawai'i (3)
 - or HS 312/L Ma'ama 'A'ina-Land Responsibility/Lab (3)

or HS 380/L Ma'ama Kai-Sea

Responsibility/Lab(3)

- POSC 385R Pacific National Politics (3)
- POSC 475 Political Futures Studies (3)
- POSC 480R Pacific Regionalism (3)
- REL 345 Church History in the Pacific (2)
 - or REL 261/262 Family History (Genealogy)/Lab (3)
- OCEAN 201 Science of the Sea (2)

Language Requirement

Each student must master one Pacific Island language to the 301 level or higher. Language courses currently offered include:

- HAWN 101, 102, 201, 301 (202)
- MAOR 101, 102, 201, 301 (202)
- SAMN 101, 102, 201, 301 (202)
- TOGN 101, 102, 201, 301 (202)

A student can substitute other Pacific Island languages if fluency is established after which that student must complete an additional three-hour PAIS course to reinforce fluency.

Polynesian Studies Minor (20-21 hours)

Students from any discipline may earn a minor in Polynesian studies by completing the following:

- HIST 250 History of Eastern Oceania (3)
- HIST 362 History of the Pacific (3)
- GEOG 471 Geography of the Pacific (3)
- ANTH 210 Polynesian Societies (3)
- PAIS 495R Individual Study (1-2)
- ENGL 345R Literature of Polynesia (3)
 - or POSC 222 Oceanic Governments (3)
 - HAWN 102 The Source-Part 2 (4)
 - or MAOR 102 Elementary Maori Conversation and Grammar II (4)
 - or TOGN 102 Elementary Tongan Conversation and Grammar II (4)
 - or SAMN 102 Elementary Samoan Conversation and Grammar II (4)

B. A. Social Sciences Education (74 hours)

Students intending to teach social studies in the secondary schools should consult with the Chair of the Department of Secondary Education as soon as possible. A teaching major program will be developed by the student in consultation with the School of Education and members of the department.

Subject Content Area (38 hours)

- HIST 120 American History to 1877 (3)
- HIST 121 American History since 1877 (3)
- HIST 200 The Historians Craft (3)
- POSC 110 U.S. Political Systems (3)
- GEOG 101 Introduction to Geography (3)
- ANTH 105 Introduction to Cultural Anthropology(3)
- ECON 200 Principles of Micro Economics (3)
- ECON 201 Principles of Macro Economics (3)
- SOC 111 Introduction to Sociology (3)
- SOC 112 Social Problems (3)

*Content elective credit in Social Sciences (8)

* These elective credits must be selected from the 300/400 series offered in Social Sciences. The electives must be approved by the Social Sciences faculty advisor.

Education Sequence (36 hours)

- PSYC 111 General Psychology (fulfills GE requirement) (3)
- EDUC 212/2L Foundations of Education/Lab (3)
- SPEL 200 Education of Exceptional Students (3)
- EDUC 300 Human Growth and Learning (2)
- EDUC 301 A Multicultural Approach to Reading in the Content Area (2)
- EDUC 305 Computer and Technology Assisted Instruction (1)
- EDUC 385 Education Assessment in the Classroom (2)
- EDUC 312 Effective Pedagogy (3)
- EDUC 330 Classroom Management (2)
- SCED 491 Observation and Practicum (3)
- SCED 492 Student Teaching (12)

Prelaw Advisement

There is no one special academic program undergraduate students should take to prepare them for admission to a law school. Most law schools prefer students who have developed good writing and other communication skills and who have a solid general education background. Courses in the social sciences are a good preparation for training in the law, and many lawyers find training in accounting and English to be a very useful adjunct to their legal training.

For specific information regarding particular law schools and law school admission tests and requirements, students may consult Dr. Dale B. Robertson of the Department of Political Science.

POLYNESIAN STUDIES (MINOR)

See Political Science.



PSYCHOLOGY

<http://w3.byuh.edu/academics/psychology/>

Diana Mahony, Chair (mahonyd@byuh.edu)
Social Science Building 105, (808) 293-3844

Karen Miller, Academic Advisor (millerk@byuh.edu)
Social Science Building 129, (808) 293-3843

Faculty

Professors

Burroughs, W. Jeffrey (1993) B.S. 1975, University of Washington; M.A. 1979, Arizona State University; Ph.D. 1981, Arizona State University.

Mahony, Diana L. (1994) B.A. 1984, California State University, Long Beach; M.A. 1987, California State University, Long Beach; Ph.D. 1993, University of California, Irvine.

Associate Professors

Funaki, Inoke F. (1975) B.S. 1968, The Church College of Hawaii; M.A. 1970, Brigham Young University; Ph.D. 1975, Brigham Young University.

Assistant Professors

Miller, Ronald M. (2003) B.S. 1997, Brigham Young University; M.S. 1999, Purdue University, West Lafayette; Ph.D. 2003, Purdue University, West Lafayette.

Adjunct Faculty

Graham, Morris A. (1968) B.S. 1963, Brigham Young University; M.A. 1968, Brigham Young University; Ph.D. 1974, University of Arizona.

Jackson, Letty (1970) B.A. 1965, Brigham Young University; B.S. 1987, Brigham Young University–Hawaii.

Admission to Degree Program

All undergraduate degree programs in the Department of Psychology are open enrollment.

The Discipline

Psychology is the study of the human mind, emotions, and behavior. Psychologists observe and record the way humans and animals communicate and relate to each other and to their environments. They observe behavior, make predictions, and test hypotheses scientifically. Psychology seeks to answer important questions concerning human identity, feelings, and the reasons for behavior.

Career Opportunities

Many psychology majors go on to do graduate work in psychology and other fields. Others work in business, particularly in personnel work. Others engage in varieties of social service, teaching, and administration. Psychologists

engage in a variety of academic roles as teachers, researchers, and administrators and also provide counseling, clinical, and consulting services to individuals and organizations.

Psychologists are employed by colleges and universities, public and private schools, clinics, and hospitals. They work in private practice and for corporations and government entities. The study of psychology has particular value for family life and for civic and cultural roles generally. The psychology major provides a well-informed perspective on human and organizational behavior in preparation for occupations in law enforcement, law, or business.

Most professional positions require a master's or doctoral degree, although a bachelor's degree may be sufficient to gain employment in high school teaching, mental health care, detention and probation services, auxiliary social work, personnel, or human resources. Further, the psychology major gives students a particularly strong background leading to graduate study in business, law, or medicine.

Programs and Degrees

Psychology

Minor in Psychology

Minor in Organizational Behavior

Major and Minor Requirements

The department offers the Bachelor of Arts degree in Psychology and minors are offered in Psychology and Organizational Behavior. No class in Psychology with a grade of less than C– will be accepted toward completion of the major. If a student receives a grade of less than C– they may repeat the course. A second failure to achieve a C– or higher grade automatically leads to a department review to determine if the student should be allowed to continue in the major.

Some majors in the department have an opportunity to extend their academic work into practical work experiences while earning credit through field work experience.

Students wishing information on these programs may consult with the Department Chair.

Program Outcomes

Upon completing a major in Psychology, students will:

1. Write effectively using the American Psychological Association Style.
2. Communicate effectively in professional presentation situations.
3. Demonstrate an understanding and awareness of differences among peoples.
4. Use technology effectively.
5. Design and conduct empirical research projects.
6. Demonstrate a knowledge and understanding of psychological theories and principles.
7. Understand and apply ethical principles, particularly those stressed by the “Ethical Principles of Psychologists.”
8. Understand the process of moving from undergraduate to graduate programs and/or the marketplace.

B.A. Psychology (40 hours)

All students majoring in Psychology will take a common core of eight courses for a total of 25 credits. Beyond that core they will choose at least five elective Psychology courses, for an additional 15 credits. The five elective Psychology courses should be selected in consultation with the academic advisor and/ or faculty advisor to best prepare you for your intended educational and career goals.

Psychology Core (25 credit hours)

All Majors will take the psychology core:

- PSYC 111 General Psychology (3)
- PSYC 205 Applied Social Statistics (cross-listed as Sociology 205) (3)
- PSYC 210 Developmental Psychology (3)
- PSYC 305 Research Methods (4)
- PSYC 350 Social Psychology (cross listed as Sociology 350) (3)
- PSYC 375 Cognition (3)
- PSYC 385 Biopsychology (3)
- PSYC 490 Senior Seminar (3)

Elective Courses

Each student will take five elective courses from the following list:

- PSYC 300 Leadership (3)
- PSYC 310 Measurement and Evaluation (3)
- PSYC 321 Organizational Behavior (cross-listed as Organizational Behavior 321) (3)
- PSYC 341 Personality (3)
- PSYC 357 Cultural Psychology (3)
- PSYC 365 Motivation (3)
- PSYC 370 Behavioral Psychology (3)
- PSYC 390r Special Studies (3)
- PSYC 402 Educational Psychology (3)
- PSYC 440 Abnormal Psychology (3)
- PSYC 450 Psychotherapy (3)
- PSYC 495R Independent Study (3)
- PSYC 496R Student Research (3)
- PSYC 499R Internship (3)
- BIOL 300 Animal Behavior (3)
- COMM 252 Group Dynamics (3)
- COMM 353 Organizational Communication (3)
- SPED 200 Education of Exceptional Students (3)

Organizational Behavior Minor (15 hours)

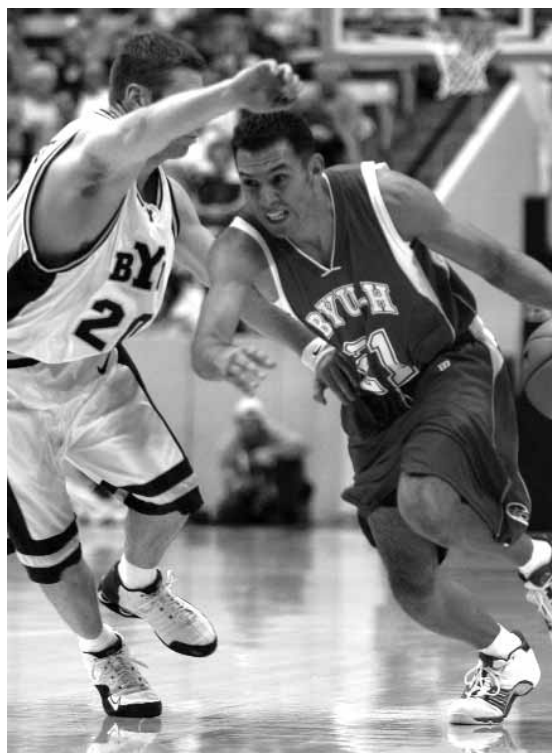
A minor in Organization Behavior is intended to complement a student's major in another field, such as business or English or political science. Organizational Behavior stresses the analysis of human interrelationships in organizations—from businesses to governments to schools. It is a suitable addition to one's preparation for graduate school in organizational development, law, business, and many other fields, as well as for careers in human resources, corporate education, employee and industrial

relations, and general management. Students wishing to take a minor in Organizational Behavior will take the six courses listed below.

- BUSM 300 Leadership (3)
- PSYC 321 Organizational Behavior (3)
- ORGB 337 Analysis of Human Resources and Organizational Development (3)
- PSYC 365 Motivation (3)
- COMM 353 Organizational Communication and Human Resource Development (3)

RECREATION (MINOR)

See Exercise and Sport Science.



RELIGIOUS EDUCATION

<http://www.byuh.edu/academics/religion/>

Marcus Martins, Chair (martinsm@byuh.edu)
Stake Center 200, (808) 293-3642, Fax (808) 293-3642

Faculty

Associate Professors

Jefferies, William M. (1994) B.S. 1967, Brigham Young University; M.Ed. 1970, Oregon State University; Ed.D. 1988, Brigham Young University.

Martins, Marcus H. (2000) B.S., Brigham Young University; M.O.B. 1994, Brigham Young University; Ph.D. 1996, Brigham Young University.

Assistant Professors

Lane, Keith H. (2002) B.A. 1985, Brigham Young University; M.A. 1990, Brigham Young University; A.B.D. 2002, Claremont Graduate University.

Ludlow, Jared W. (2000) B.S. 1992, Brigham Young University; M.A. 1994, University of California-Berkeley; Ph.D. 2000, University of California-Berkeley.

Muhlestein, Kerry M. (2003) B.S. 1993, Brigham Young University; M.A. 1997, Brigham Young University; Ph.D. 2003, University of California-Los Angeles.

Lane, Jennifer C. (2002) B.S. 1992, Brigham Young University; M.A. 1993, Brigham Young University; Ph.D. 2003, Claremont Graduate University.

Adjunct Instructor

Glenn, Jerry L. (2003) B.A. 1969, Idaho State University; M.L.S. 1972, Brigham Young University.

Special Instructors

Bradshaw, James R., International Business (1969) B.S. 1968, College of Southern Utah; M.S. 1969, Utah State University; Ed.D. 1974, Brigham Young University.

Buckingham, Paul E. (1998) B.S. 1972, Brigham Young University; M.S.W. 1974, University of Utah; Ph.D. 1994, University of Utah.

Kaanga, Raymond P. (1976) B.A. 1972, The Church College of Hawai'i.

Neal, Dianna (2000) B.A. 1972, University of Northern Iowa; M.Ed. 1981, Utah State University.

Rama, Ula (1998) B.S. 1987, Brigham Young University-Hawai'i; M.A. 1997, University of Phoenix.

Emeritus Faculty

Sorensen, Donald (1980)

Thornock, A. LaVar (1983)

Waite, Merlin D. (1968)

General Information

The Church of Jesus Christ of Latter-day Saints has always maintained the philosophy that there must be proper integration of secular and religious education. The Church is organized in such a manner that members constantly teach one another in the auxiliaries and priesthood organizations. Further need of instruction is recognized in the establishment of schools and colleges by the Church.

Brigham Young University-Hawai'i has, since its inception, sought to provide opportunity for students to grow and progress spiritually through classroom religious instruction. Several courses in religion are available to undergraduate students. However, no degree is offered. The intent of religious education at the University is to permit the student to study religion simultaneously with the study of other academic disciplines. One religion class must be taken during each semester of full-time registration in residence until the total requirement of 14 hours is completed.

Religion Requirements

Religion courses required of all students are REL 121 and 122 (or, in the case of returned missionaries, REL 121H and 122H), 211 or 212, and 324 or 325.

In order that a religious and spiritual influence permeates the student's entire educational experience, students should spread their religion credits so that they have one religion class each semester. No more than four hours of religion credit at BYUH or elsewhere will be counted from any one quarter or semester.

Program Outcomes

Students completing courses in Religious Education will:

1. Learn truths of the Gospel of Jesus Christ obtained through the scriptures and living prophets and apply them to life's situations.
2. Develop a testimony of Jesus Christ, His Church, and His leaders on earth.
3. Commit to a life of righteousness, virtue and service.
4. Have a healthy balance of spiritual, intellectual, physical and social activities.

SECONDARY EDUCATION

<http://www.soe.byuh.edu/programs/secondary.html>

Barry Mitchell, Chair (mitchelb@byuh.edu)
SOE Building 102, (808) 293-3887,
Fax (808) 293-3988

Marilee Ching, Academic Advisor (chingm@byuh.edu)
SOE 119, (808) 293-3891, Fax (808) 293-3988

Faculty

Professor

Winstead, Roy (1987) B.S. 1972, East Carolina University;
M.A. Ed. 1978, East Carolina University; Ed.D. 1985, Brigham
Young University.

Associate Professors

Bailey, John L. (1997) B.S. 1974, Church College of Hawai'i;
M.S., 1983, Brigham Young University; Ph.D. 1985, Brigham
Young University.

Mitchell, Barry (1996) B.S. 1973, Church College of
Hawai'i; M.S. 1987, Brigham Young University; Ph.D. 1988,
Brigham Young University.

Instructors

Bacon, Betty Lou, Home Economics (1994) B.S. 1992,
Southern Utah University; M.S. 1995, Brigham Young
University

Henderson, Nancy, Home Economics (1992) B.S. 1967,
Brigham Young University; M.S. 1971, Portland State
University

Field Services Faculty

Chang, Eric (2003) B.S. 1967, Church College of Hawaii,
M.Ed. 1988, University of Hawaii

Ellwin, Kathy (2994) B.Ed. 1968, University of Hawaii

Hirai, Ruth (1999) B.Ed. 1966, University of Hawai'i

Hirata, Peggy (2000) B.Ed. 1965, University of Hawai'i

Jacques, Kathryn (2004) B.A. University of California –
Berkeley

Jacques, John (2005) B.S. 1967, State University of New York
- Plattsburg

Emeritus Faculty

Burnett, Keith R. (1990)

Goodwin, Robert D. (1971)

Admission to Degree Program

Requirements and procedures for admission to an
undergraduate teacher education program in the School of
Education are explained on page 77.

The Discipline

All courses offered in the secondary education teacher
education program are designed to meet the performance
standards established by the Hawai'i Teacher Standards Board
(HTSB) and to provide a classroom oriented knowledge base in
a subject content area. Field experiences are attached to most
academic professional classes in the School of Education, with
the culminating capstone experience being student teaching for
licensure seeking students.

Career Opportunities

Students who complete the secondary education licensing
program are eligible to teach in the United States as well as
many other countries. Those who complete of the non-
licensing program also may teach in some countries
(international students), teach in private schools, or work in
support roles in public schools (U.S. students). With a secondary
education degree and experience as a classroom teacher,
individuals may also pursue other career opportunities in
education as counselors, curriculum specialists and
administrators. Experience in any of those areas could then
open other career opportunities at the higher education level in
teacher education and administration. In addition, with a
subject area content background, individuals are also prepared
to pursue graduate school in their chosen field.

Programs and Degrees

Bachelor of Science or Arts degrees in education are available
only in the following content areas for U.S. bound graduates,
but also in other BYUH majors areas for international
graduates depending upon the requirements of their country:

- Art Education
- Biology Education
- Business Education
- Chemistry Education
- English Education
- History Education
- Mathematics Education
- Music Education
- Physical Education
- Physical Science Education
- Physics Education
- Social Sciences Education
- Spanish Education (by application/approval)
- TESOL Education

Program Outcomes

Upon completing a major in Secondary Education, students
will:

1. Demonstrate literacy in basic principles and knowledge of
content in the specialty area.
2. Understand and apply basic learning theories and models
in the classroom.
3. Use student input and information from diagnosis of
student learning needs to develop learning outcomes.

4. Evaluate teaching and curriculum resources for effective use in the instructional process.
5. Plan lessons which use authentic situations, previous learning and integration across subjects.
6. Provide learning experiences which actively engage students as individuals and as members of collaborative groups.
7. Create a communication-rich environment that supports and encourages language development and use.
8. Use a variety of instructional strategies to meet the needs of diverse learners, including students of diverse cultural backgrounds.
9. Use current curriculum standards to construct assessments, identify performance indicators, and create lessons needed to prepare for the assessments.
10. Use effective classroom management techniques that foster positive interpersonal relationships, self-control, self-discipline, and responsibility.
11. Use community and parent resources as an integral part of the teaching process to promote student learning.
12. Demonstrate competency in the use of technologies available in the school setting.
13. Work collaboratively with other professionals.
14. Demonstrate positive dispositions (attitudes, actions, ethics, and good work habits) in line with those required for the profession.

Major Requirements

The Secondary Teacher Education Program is an undergraduate program that leads to initial basic licensing for students who wish to teach in public and private, U.S. and international schools. In Hawai'i, a secondary teaching license qualifies the recipient to teach grades 7 through 12. Non-licensing students can substitute other courses for these requirements with the permission of the Chair of Secondary Education and the Chair of the related program department. All course requirements must be completed before the student teaching internship begins. No other university commitments can be entered during the student teaching semester because of the demands of the experience.

B.A. Art Education (77 hours)

Subject Content Area (41 hours)

1. Design and Media Core

- ART 112 Drawing Concepts (3)
- ART 122 Beginning Visual Design (3)
- ART 211 Intermediate Visual Design (3)
- ART 212 Beginning Photography (3)
- ART 255 Beginning Ceramics (3)
- ART 265 Beginning Sculpture (3)

2. Art History and Theory

- ART 296 Western Art History (3)
- ART 306 Contemporary Art (3)
- ART 442 Readings in Aesthetics (3)

3. Media

- ART 221 Figure Drawing (3)
- ART 225 Beginning Painting (3)
- ART 355 Intermediate Ceramics (3)
- ART 375 Printmaking (3)

4. Art Education

- ART 337 Art Methods for Secondary Teachers (2)

Education Sequence (36 hours)

- HIS 101 [fulfills G.E. requirement] (3)
- PSYC 111 General Psychology [fulfills GE requirement] (3)
- EDUC 212 Foundations of Education (2)
- SPED 200 Education of Exceptional Students (3)
- EDUC 300 Human Growth and Learning (2)
- EDUC 301 A Multicultural Approach to Reading in the Content Area (2)
- EDUC 305 Computer and Technology Assisted Instruction (1)
- EDUC 385 Education Assessment in the Classroom (3)
- EDUC 312 Effective Pedagogy (3)
- EDUC 330 Classroom Management (2)
- SCED 491 Observation and Practicum (3)
- SCED 492 Student Teaching (12)

Note: As time permits, Art Education Majors are recommended to select from the following art classes to round out their experience and expertise: ART 325 and 425 (painting), ART 335 (water color painting), and ART 365 and 465 (sculpture).

B.S. Biology Education (84 hours)

Subject Content Area (48 hours)

- MATH 110 College Algebra [fulfills GE requirement] (3)
- BIOL 201/L General Botany/Lab [fulfills GE requirement] (4)
- BIOL 206/L General Zoology/Lab (4)
- BIOL 261/L Elementary Human Physiology/Lab (4)
- BIOL 220/L Microbiology/Lab (4)
- BIOL 350/L General Ecology/Lab (4)
- BIOL 376/L Genetics/Lab (4)
- BIOL 441/L Molecular Biology/Lab (4)
- BIOL 485 Senior Biology (3)
- BIOL 491-3 Seminar series (3)

or ENGL 316 Technical Writing (3) [either 491-3 or 316 fulfills part of GE Writing requirement] (3)*

- CHEM 101 Introductory General Chemistry (3)
- CHEM 152/L Introductory General Organic Chemistry/Lab (4)
- CHEM 181/L Introductory Biochemistry/Lab (4)

* Application for this substitution should be made in advance to the Chair of Biology.

Education Sequence (36 hours)

- HIS 101 [fulfills G.E. requirement] (3)
- PSYC 111 General Psychology [fulfills GE requirement] (3)
- EDUC 212 Foundations of Education (2)
- SPED 200 Education of Exceptional Students (3)
- EDUC 300 Human Growth and Learning (2)

EDUC 301 A Multicultural Approach to Reading in the Content Area (2)
SCED 492 Student Teaching (12)
EDUC 305 Computer and Technology Assisted Instruction (1)
EDUC 385 Classroom Assessment and Measurement (3)
EDUC 312 Effective Pedagogy (3)
EDUC 330 Classroom Management (2)
SCED 491 Observation and Practicum (3)

B.S. Business Education (77 hours)

Subject Content Area (40 hours)

MATH 106 Math Reasoning and Problem Solving (4)
MATH 221 Principles of Statistics I [fulfills GE requirement] (3)
IS 101L Keyboarding Lab (1)
IS 178 Internet Design and Publishing (1)
IS 190L Business Problem Solving with Applications I (1)
IS 290L Business Problem Solving with Applications II (1)
ACCT 201 Introduction to Financial Accounting (3)
ACCT 203 Introduction to Managerial Accounting (3)
ECON 200 Principles of Microeconomics [fulfills GE requirement] (3)
ECON 201 Principles of Macroeconomics [fulfills GE requirement] (3)
BUSM 242 Ethics and the Legal Environment of Business (3)
BUSM 300 Leadership Principles (3)
BUSM 302 Business Finance/Entrepreneurship (3)
BUSM 304 Marketing/Entrepreneurship (3)
BUSM 306 Business Communication/Entrepreneurship (3)
BE 315 Methods of Instruction in Business Education (2)

Note: BUSM 308 (Entrepreneurship Practicum) is a recommended elective in conjunction with the 302/304/306 series.

Education Sequence (35 hours)

HIS 101 [fulfills G.E. requirement] (3)
PSYC 111 General Psychology [fulfills GE requirement] (3)
EDUC 212 Foundations of Education/Lab (2)
SPED 200 Education of Exceptional Students (3)
EDUC 300 Human Growth and Learning (2)
EDUC 301 Reading in the Content Area (2)
EDUC 385 Education Assessment in the Classroom (3)
EDUC 312 Effective Pedagogy (3)
EDUC 330 Classroom Management (2)
SCED 491 Observation and Practicum (3)
SCED 492 Student Teaching (12)

B.S. Chemistry Education (80 hours)

Subject Content Area (44 hours)

MATH 110 College Algebra [fulfills GE requirement] (3)
MATH 111 Trigonometry and Analytic Geometry (3)
CHEM 105/L General Chemistry I/Lab (4)

CHEM 106/L General Chemistry II/Lab (4)
CHEM 251/L Organic Chemistry I/Lab(4)
CHEM 252/L Organic Chemistry II/Lab (4)
CHEM 181/L Introductory Biochemistry/Lab (4)
CHEM 496R Student Research (1)
PHYS 105/L Introductory Applied Physics I and Lab **or** 121/L General Physics I and Lab (4)
PHYS 106/L Introductory Applied Physics II and Lab **or** 122/L General Physics II and Lab (4)
**Content area electives (9)

**These electives are to be chosen from the content area and must be approved by the faculty advisor assigned to the student. These are not general free electives.

Education Sequence (36 hours)

HIS 101 [fulfills G.E. requirement] (3)
PSYC 111 General Psychology [fulfills GE requirement] (3)
EDUC 212 Foundations of Education/Lab (2)
SPED 200 Education of Exceptional Students (3)
EDUC 300 Human Growth and Learning (2)
EDUC 301 A Multicultural Approach to Reading in the Content Area (2)
EDUC 305 Computer and Technology Assisted Instruction (1)
EDUC 385 Education Assessment in the Classroom (3)
EDUC 312 Effective Pedagogy (3)
EDUC 330 Classroom Management (2)
SCED 491 Observation and Practicum (3)
SCED 492 Student Teaching (12)

B.A. English Education (80 hours)

Subject Content Area (44 hours)

ENGL 101 [fulfills GE requirement] (3)
ENGL 201 [fulfills GE requirement] (3)
ENGL 218R Introduction to Creative Writing (3)
or ENGL 318R Advanced Creative Writing(3)
ENGL 251 Fundamentals of Literature (3)
ENGL 321 Grammar Theory (3)
ENGL 382 Shakespeare (3)
ENGL 420 Literature for Young Adults (3)
ENGL 421 History of the English Language (3)
ENGL 490 Senior Seminar (2)

One choice from: (3)

COMM 110 Intercultural Writing (3)
COMM 151 Interpersonal Communication (3)

One choice from: (3)

ENGL 361 Colonial American Literature (3)
ENGL 362 American Literature (Mid 19th Century to WWI) (3)
ENGL 363 American Literature (WWI–1965) (3)
ENGL 364 American Literature (1965–Present) (3)

Four choices from: (12)

ENGL 371 English Literature (Medieval Lit.) (3)
or ENGL 374 English Literature (Romantic Period) (3)

- ENGL 372 English Literature
(Renaissance Period) (3)
or ENGL 375 English Literature (Victorian
Period) (3)
ENGL 373 English Literature (Restoration & 18th
Century) (3)
ENGL 376 English Literature (1890 to Present)(3)

Foreign Language requirement at 201 level (fulfills GE
requirement) (1-12)

Education Sequence (36 hours)

- HIS 101 [fulfills G.E. requirement] (3)
PSYC 111 General Psychology (fulfills GE
requirement) (3)
EDUC 212 Foundations of Education (2)
SPED 200 Education of Exceptional Students (3)
EDUC 300 Human Growth and Learning (2)
EDUC 301 A Multicultural Approach to Reading
in the Content Area (2)
EDUC 305 Computer and Technology Assisted
Instruction (1)
EDUC 385 Education Assessment in the Classroom (3)
EDUC 312 Effective Pedagogy (3)
EDUC 330 Classroom Management (2)
SCED 491 Observation and Practicum (3)
SCED 492 Student Teaching (12)

B.A. History Education (74 Hours)

Subject Content Area (38 hours)

- HIST 120 American History to 1877 (3)
HIST 121 American History since 1877 (3)
HIST 200 The Historians Craft (3)
POSC 110 U.S. Political Systems (3)
GEOG 101 Introduction to Geography (3)
ANTH 105 Introduction to Cultural Anthropology (3)
ECON 200 Principles of Micro Economics (3)
ECON 201 Principles of Macro Economics (3)
SOC 111 Introduction to Sociology (3)
SOC 112 Social Problems (3)
*Content elective credit in Social Science (8)

* These elective credits must be selected from the 250/400 series offered in
History. The electives must be approved with the history faculty advisor.

Education Sequence (36 hours)

- HIS 101 [fulfills G.E. requirement] (3)
PSYC 111 General Psychology (fulfills GE
requirement) (3)
EDUC 212 Foundations of Education (2)
SPED 200 Education of Exceptional Students (3)
EDUC 300 Human Growth and Learning (2)
EDUC 301 A Multicultural Approach to Reading in the
Content Area (2)
EDUC 305 Computer and Technology Assisted
Instruction (1)
EDUC 385 Education Assessment in the
Classroom (3)
EDUC 312 Effective Pedagogy (3)
EDUC 330 Classroom Management (2)

- SCED 491 Observation and Practicum (3)
SCED 492 Student Teaching (12)

B.S. Mathematics Education (73 hours)

Subject Content Area (37 hours)

- MATH 112 Calculus I (fulfills GE requirement) (5)
MATH 113 Calculus II (5)
MATH 214 Multivariable Calculus (5)
MATH 221 Principles of Statistics or MATH 321
Mathematical Statistics (3)
MATH 301 Foundations of Mathematics (3)
MATH 302 Foundations of Geometry (3)
MATH 308 Mathematics Using Technology (3)
MATH 343 Elementary Linear Algebra (3)
MATH 371 Abstract Algebra I or Math 370
Foundations of Algebraic Systems (3)
MATH 377 Secondary Mathematics Teaching
Methods (2)
MATH 490 Mathematics Seminar (2)
PHYS 121 General Physics I (fulfills GE requirement) (3)
CS 101 Introduction to Computer Programming (2)

Education Sequence (36 hours)

- HIS 101 [fulfills G.E. requirement] (3)
PSYC 111 General Psychology (3) [fulfills GE
requirement]
EDUC 212 Foundations of Education (2)
SPED 200 Education of Exceptional Students (3)
EDUC 300 Human Growth and Learning (2)
EDUC 301 A Multicultural Approach to Reading
in the Content Area (2)
EDUC 305 Computer and Technology Assisted
Instruction (1)
EDUC 385 Education Assessment in the Classroom (3)
EDUC 312 Effective Pedagogy (3)
EDUC 312 Effective Pedagogy (3)
EDUC 330 Classroom Management (2)
SCED 491 Observation and Practicum (3)
SCED 492 Student Teaching (12)

B.A. Music Education (81 Hours)

Subject Content Area (48 hours)

- MUSIC 101 Introduction to Music (3) [Fulfills
GE requirement]
MUSIC 284 Music History (3)
MUSIC 285 Music History (3)
MUSIC 111/L Music Theory (4) [Fulfills GE
requirement]
MUSIC 112/L Music Theory (4)
MUSIC 211/L Music Theory (4)
MUSIC 212/L Music Theory (4)
MUSIC Ensemble (3)
MUSIC 160R/360R Private Instruction (6)
MUSIC 202 Conducting (2)

- MUSIC 430 Computer Music Technology (2)
- MUSIC 350 Learning and Teaching Concepts of Music (2)
- MUSIC 352 Teaching Secondary School Music (2)

Three choices from the following four. (These choices must be from the non-emphasis area of expertise) (6)

- MUSIC 260 Percussion Methods and Materials(2)
- MUSIC 261 Woodwind Methods and Materials(2)
- MUSIC 262 Brass Methods and Materials (2)
- MUSIC 263 Vocal Methods and Materials (2)

Education Sequence (33 hours)

- HIS 101 [fulfills G.E. requirement] (3)
- PSYC 111 General Psychology [fulfills GE requirement] (3)
- EDUC 212 Foundations of Education/Lab (2)
- SPED 200 Education of Exceptional Students (3)
- EDUC 300 Human Growth and Learning (2)
- EDUC 312 Effective Pedagogy (3)
- EDUC 330 Classroom Management (2)
- EDUC 385 Education Assessment in the Classroom (3)
- SCED 491 Observation and Practicum (3)
- SCED 492 Student Teaching (12)

B.S. Physical Education (76 hours)

Subject Content Area (40 hours)

- EXS 260/L Elementary Human Anatomy/Lab (3)
- EXS 265 Water Safety Instruction (2)
- EXS 330 Principles of Physical Education (3)
- EXS 339 Measurement and Evaluation (3)
- EXS 340 Introduction to Motor Learning (3)
- EXS 341 Kinesiology (3)
- EXS 344 Physiology of Exercise (3)
- EXS 369R Coaching Fundamentals in Selected Sports(2)
- EXS 377 Teaching Methods of Physical Education (3)
- EXS 414 Administration of Physical Education, Athletics and Intramural Programs (3)
- EXS 441 Adaptive Physical Education (2)
- HLTH 441 Health in Secondary Schools (2)
- *EXS 230-47 Sports Fundamentals (4)
- EXS 230-47 Sports Fundamentals (two more selections)
or an additional 369R Coaching Fundamentals in Selected Sports (2)
- **Content Area Electives (2)

*These courses have a required basic skill level. Entrance to the course requires instructor approval.

**Two elective credit hours in EXS. These must be selected with advisement from the faculty assigned to the student and must fulfill GE requirements. All electives should be in areas that student has little, if any, expertise.

Education Sequence (36 hours)

- HIS 101 [fulfills G.E. requirement] (3)
- PSYC 111 General Psychology (fulfills GE requirement) (3)
- EDUC 212 Foundations of Education (2)
- SPED 200 Education of Exceptional Students (3)
- EDUC 300 Human Growth and Learning (2)

- EDUC 301 A Multicultural Approach to Reading in the Content Area (2)
- EDUC 305 Computer and Technology Assisted Instruction (1)
- EDUC 312 Effective Pedagogy (3)
- EDUC 330 Classroom Management (2)
- EDUC 385 Education Assessment in the Classroom (3)
- SCED 491 Observation and Practicum (3)
- SCED 492 Student Teaching (12)

B.S. Physical Science Education (80 hours)

Subject Content Area (44 hours)

- PHSC 100 Principles of Physical Science (3)
- ASTR 104 Principles of Astronomy (3) [Fulfills GE requirement]
- MATH 111 Trigonometry and Analytic Geometry (3)
- MATH 110 College Algebra (3) [partially fulfills GE requirement]
- CHEM 105/L General Chemistry I/Lab (4)
- CHEM 106/L General Chemistry II/Lab (4)
- CHEM 152/L Introductory General Organic Chemistry/Lab (4)
- GEOL 105 Geology of the Pacific Basin (3)
- PHYS 105/L Introduction to Applied Physics (4)
or PHYS 121/L General Physics I (4)
- PHYS 106/L Introduction to Applied Physics (4)
or PHYS 122/L General Physics II (4)
- *Content Area Electives (9)

*These content area electives must be taken in the area of physical science and approved by the faculty advisor assigned to the student. These are not general free electives.

Education Sequence (36 hours)

- HIS 101 [fulfills G.E. requirement] (3)
- PSYC 111 General Psychology (fulfills GE requirement) (3)
- EDUC 212 Foundations of Education (2)
- SPED 200 Education of Exceptional Students (3)
- EDUC 300 Human Growth and Learning (2)
- EDUC 301 A Multicultural Approach to Reading in the Content Area (2)
- EDUC 305 Computer and Technology Assisted Instruction (1)
- EDUC 385 Education Assessment in the Classroom (3)
- EDUC 312 Effective Pedagogy (3)
- EDUC 330 Classroom Management (2)
- SCED 491 Observation and Practicum (3)
- SCED 492 Student Teaching (12)

B.S. Physics Education (80 hours)

The Physics Education program, a cooperative program administered by the School of Education, is designed to prepare teachers to teach physics in high schools.

Subject Content Area (44 hours)

- MATH 110 College Algebra [fulfills GE requirement](3)
- MATH 111 Trigonometry and Analytic Geometry (3)
- CHEM 105/L General Chemistry I/Lab (4)
- CHEM 106/L General Chemistry II/Lab (4)
- CS 101 Computer Programming I (2)
- MATH 112 Calculus 1 (5)
- MATH 113 Calculus 2 (5)
- PHYS 121 General Physics I and Lab 121L (4) [fulfills GE requirement]
- PHYS 122 General Physics II and Lab 122L (4)
- PHYS 221 General Physics III (3)
- **Content area electives (7)

**These electives are to be chosen from the content area and must be approved by the faculty advisor assigned to the student. These are not general free electives.

Education Sequence (36 hours)

- HIS 101 [fulfills G.E. requirement] (3)
- PSYC 111 General Psychology [fulfills GE requirement] (3)
- EDUC 212 Foundations of Education (2)
- SPED 200 Education of Exceptional Students (3)
- EDUC 300 Human Growth and Learning (2)
- EDUC 301 Reading in the Content Area (2)
- EDUC 305 Computer and Technology Assisted Instruction (1)
- EDUC 385 Classroom Assessment and Measurement (3)
- EDUC 312 Effective Pedagogy (3)
- EDUC 330 Classroom Management (2)
- SCED 491 Observation and Practicum (3)
- SCED 492 Student Teaching (12)

B.A. Social Science Education (74 hours)

Subject Content Area (38 hours)

- HIST 120 American History to 1877 (3)
- HIST 121 American History since 1877 (3)
- HIST 200 The Historians Craft (3)
- POSC 110 U.S. Political Systems (3)
- GEOG 101 Introduction to Geography (3)
- ANTH 105 Introduction to Cultural Anthropology(3)
- ECON 200 Principles of Micro Economics (3)
- ECON 201 Principles of Macro Economics (3)
- SOC 111 Introduction to Sociology (3)
- SOC 112 Social Problems (3)
- *Content elective credit in Social Sciences (8)

* These elective credits must be selected from the 300/400 series offered in Social Sciences. The electives must be approved by the Social Sciences faculty advisor.

Education Sequence (36 hours)

- HIS 101 [fulfills G.E. requirement] (3)
- PSYC 111 General Psychology (fulfills GE requirement) (3)

- EDUC 212 Foundations of Education/Lab (2)
- SPED 200 Education of Exceptional Students (3)
- EDUC 300 Human Growth and Learning (2)
- EDUC 301 A Multicultural Approach to Reading in the Content Area (2)
- EDUC 305 Computer and Technology Assisted Instruction (1)
- EDUC 385 Education Assessment in the Classroom (3)
- EDUC 312 Effective Pedagogy (3)
- EDUC 330 Classroom Management (2)
- SCED 491 Observation and Practicum (3)
- SCED 492 Student Teaching (12)

B.A. Teaching English to Speakers of Other Languages (TESOL) Education (68/69 hours)

Subject Content Area (33/34 hours)

- IDD 302 Instructional Multimedia Development (2) **or** EDUC 305 Computer and Technology Assisted Instruction (1)
- LING 210 Introduction to Linguistics (3)
- LING 260 Phonology (3)
- LING 321 English Grammar (4)
- LING 423 Language Acquisition (3)
- TESOL 240 Introduction to TESOL (3)
- TESOL 377 TESOL Methods and Materials (3)
- TESOL 400 Second Language Testing and Research Methods (3)
- TESOL 427 Teaching Listening and Speaking (3)
- TESOL 428 Teaching Reading (2)
- TESOL 429 Teaching Writing (2)
- ENGL 421 History of the English Language (3)

Foreign Language requirement at 201 level (fulfills GE requirement) (1-12)

Education Sequence (35 hours)

- HIS 101 [fulfills G.E. requirement] (3)
- PSYC 111 General Psychology (fulfills GE requirement) (3)
- EDUC 212 Foundations of Education (2)
- SPED 200 Education of Exceptional Students (3)
- EDUC 300 Human Growth and Learning (2)
- EDUC 301 A Multicultural Approach to Reading in the Content Area (2)
- EDUC 385 Education Assessment in the Classroom (3)
- EDUC 312 Effective Pedagogy (3)
- EDUC 330 Classroom Management (2)
- SCED 491 Observation and Practicum (3)
- SCED 492 Student Teaching (12)

SOCIAL WORK

<http://byuh.edu/academics/sw/>

Sharlene Furuto, Department Chair (furutos@byuh.edu)
Social Work Building (SWB/MPC) 207,
(808) 293-3838

Karen Miller, Academic Advisor (millerk@byuh.edu)
Social Sciences Building 120, (808) 293-3843

Faculty

Professors

Furuto, Sharlene B.C.L. (1975) B.A. 1969, Brigham Young University; M.S.W. 1972, University of Hawai'i; Ed.D. 1981, Brigham Young University.

Hippolite Wright, Debbie (1990) B.S.W. 1979, Brigham Young University-Hawai'i; M.S.W. 1984, Brigham Young University; Ph.D. 1999, The University of Waikato.

Associate Professor

Middleton, Susan G. (2004) B.S. 1976, Brigham Young University; M.F.T. 1978, Azusa Pacific Christian University; Ph.D. 1987, Brigham Young University; M.S.W. 1990, Brigham Young University.

Assistant Professor

Reeves, Brice John (2002) B.A. 1974, The Church College of Hawai'i; M.S./M.S.W. 1985, Brigham Young University.

Admission to Degree Program

The requirements for admission into the Social Work major are:

1. Second-semester sophomore standing
2. Completion of Biology 100
3. Cumulative grade point average of 2.5
4. Completion of Social Welfare SOCW 160 with a grade of C+ or better
5. Submission and acceptance of Application to Major Course

The Discipline

Social Work is the professional activity of helping individuals, groups, and communities to enhance or restore their capacity for social functioning and to create societal conditions favorable to their goals, according to the National Association of Social Workers.

Social workers apply social work values, principles, and techniques to: help people obtain services; provide counseling for individuals, families, and groups; help communities or groups provide or help social and health services; and participate in relevant legislative processes.

The social work profession requires knowledge of human development and behavior; of social, economic and cultural institutions; and of the interaction of all these factors.

The Social Work Department offers a generalist social work curriculum that prepares students for competent, effective, and ethical social work practice with the poor and oppressed.

Students learn how to promote social justice and facilitate peaceful resolutions to the problems of individuals, families, communities, and nations. The BYUH Social Work Department was the first undergraduate program in the State of Hawai'i to be accredited by the Council on Social Work Education (CSWE). CSWE is the national organization that provides the leadership for social work education and monitors the quality of Baccalaureate of Social Work Degree (BSW) and Master of Social Work Degree (MSW) programs in the United States.

Social work majors have the opportunity to be members of the Social Work Student Association (SWSA). The SWSA provides social work majors with the opportunity for input in department activities that affect students, the faculty, and the curriculum. The SWSA president is an active participant in the Social Work Advisory Council, Social Work Department meetings, and social work search committees for new faculty members. In addition, the SWSA helps to meet the bio-psycho-social-spiritual well being of social work majors. The Phi Alpha Honorary Society and Ho'okele, the mentoring program, function under the auspices of the SWSA. SWSA co-sponsors the annual Social Work Conference with the Social Work Department. Students are also encouraged to join a professional organization such as the National Association of Social Workers, the International Federation of Social Workers, or a professional social work organization of their home country.

Career Opportunities

The Department of Social Work prepares students for generalist social work practice with multi-systems by helping students develop competency in generalist social work theoretical frameworks, fundamental skills development, and professional values and ethics for a diverse, at-risk population. Focus is on promoting social and economic justice for clients through understanding human behavior and the social environment, social welfare policy and services, social work practice, research, and field education.

Students who graduate with a social work major receive the BSW degree. The social work curriculum prepares the graduate for generalist social work practice on the BSW level in a variety of human service settings including: public and not-for-profit social service agencies, hospitals, clinics, schools, nursing homes, police departments, juvenile and adult correctional systems, etc.

A social worker's target population or clientele may include: children, women, elderly, and families; individuals with developmental and physical challenges, gay, lesbian, bisexual, and transgendered individuals; teen-agers with delinquent or criminal, those without homes or sufficient income and those with substance addictions. The social work practitioner is particularly committed to empowering those members of society who are vulnerable, at-risk, and marginalized and/or living in poverty.

The social work program also prepares students for graduate study in social work as well as service within their family, church, and community.

Program Outcomes

Upon completing a major in Social Work, students will:

1. Apply critical thinking skills within the context of professional social work practice.
2. Practice within the values and ethics of the social work profession with an understanding of and respect for the positive value of diversity.
3. Demonstrate the professional use of self.
4. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
5. Understand the history of the social work profession and its current structures and issues.
6. Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
7. Apply the knowledge of bio-psycho-social-spiritual variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems such as families, groups, organizations, and communities.
8. Analyze the impact of social policies on client systems, workers, and agencies.
9. Evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice interventions and those of other relevant systems.
10. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.
11. Use supervision appropriate to generalist practice.
12. Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

BSW Degree

Students who complete the requirements for the social work major receive the Baccalaureate of Social Work Degree.

Requirements for the BSW Degree (49 hours)

Students who have completed the above prerequisites are required to take 49 semester hours within the following areas. Only a C- or higher grade in Social Work classes may be applied toward completion of the major requirements.

1. Human Behavior and the Social Environment (6 hours)
 - SOCW 457 Human Behavior in the Social Environment I (3)
 - SOCW 459 Human Behavior in the Social Environment II (3)
2. Intervention Methods (12 hours)
 - SOCW 362 Social Work Practice with Individuals (4)
 - SOCW 364 Social Work Practice with Families and Groups (4)
 - SOCW 462 Social Work Practice with Organizations, Communities and Society (4)

3. Social Welfare Policy and Institutions (6 hours)
 - SOCW 366 Social Welfare Policy (3)
 - SOCW 368 Social Welfare in Asia and the Pacific (3)
4. Social Work Research (8 hours)
 - SOCW 487 Applied Social Statistics (4)
 - SOCW 485 Social Research Methods (includes computer lab) (4)
5. Field Practicum (11 hours)
 - SOCW 491R Field Practicum (8)
 - SOCW 491L Field Practicum Seminar (3)
 - or** SOCW 492R Block Field Practicum (8)
 - SOCW 492L Block Field Practicum Seminar (3)

Field Practicum is reserved for seniors majoring in social work. Students are required to enroll for a total of 11 hours in either:

1) The block field practicum during the Spring and Summer terms by enrolling in: a) SOCW 492R Block Field Practicum (8 hours) and b) SOCW 492L Block Field Seminar (3 hours). Students are in the field all day from Mondays through Fridays.

or

2) The field practicum during the Fall, Winter, and Spring by enrolling in: a) SOCW 491R Field Practicum (8 hours) and b) SOCW 491L Field Seminar (3 hours). Students must clear 2 full days Monday-Thursday (8 hours per day—at least 16 hours a week) preferably all day on Tuesdays and Thursdays.

Students are to spend 450 clock hours at a social agency.

6. Social Work Electives (6 hours)

Students are required to select six hours from the following courses:

- SOCW 390R Special Topics in Social Work (3)
- SOCW 463 Social Services for Children (3)
- SOCW 464 Small Groups (3)
- SOCW 465 Social Services for Women (3)
- SOCW 466 Case Management (3)
- SOCW 467 Family Systems (3)
- SOCW 468 Community Mental Health (3)
- SOCW 490 Service Learning in the Community(3) (SP)
- SOCW 495R Independent Study (1-3)

Students may also choose from the following courses to enhance their social work education depending on career choice and individual preference:

- **Psychology**
 - PSYC 310 Measurement and Evaluation (3)
 - PSYC 321 Organizational Behavior (3)
 - PSYC 350 Social Psychology (3)
 - PSYC 357 Cultural Psychology (3)
 - PSYC 440 Abnormal Psychology (3)
- **Sociology**
 - SOC 112 Social Problems (3)
 - SOC 223 Minority Relations (3)
 - SOC 320 Social Change and Modernization (3)
- **Anthropology**
 - ANTH 210 Contemporary Pacific Societies (3)
- **Economics**
 - ECON 110 Society and Economic Choice (3)

• **Political Science**

- POSC 130 Introduction to Public Administration (3)
- POSC 170 International Relations (3)
- POSC 222 Oceanic Governments (3)
- POSC 263 Public Personnel Management (3)
- POSC 480R Pacific Regionalism (3)

SOCIOLOGY (MINOR)

See International Cultural Studies.

SPANISH (MINOR)

See International Cultural Studies.



SPECIAL EDUCATION

<http://www.soc.byuh.edu/programs/special.html>

Kari Gali, Chair (galik@byuh.edu)
SOE Building 124, (808) 293-3680, Fax (808)
293-3988

Marilee Ching, Academic Advisor (chingm@byuh.edu)
SOE 119, (808) 293-3891

Faculty

Professor

Barnes, Donald (2001) B.A. 1963, Los Angeles State College;
M.A. 1970, San Fernando Valley State College; Ed.D. 1977,
Brigham Young University.

Associate Professor

Gali, Kari A. (1994) B.S. 1985, University of Hawai'i at Hilo;
M.Ed. 1992, Brigham Young University; Ed.D. 1995, Brigham
Young University.

Field Services Faculty

Hirata, Peggy (2000) B.Ed. 1965, University of Hawai'i

Hu, Grace (2000) B.Ed. 1972, University of Hawai'i; M.Ed.
1981, University of Hawai'i

Urban, Christine (2000) B.Ed. 1972, University of Hawai'i;
M.Ed. 1974, University of Hawai'i; M.Ed. 1990, University of
Hawai'i

Admission to Degree Program

Requirements and procedures for admission to an undergraduate teacher education program in the School of Education are explained on page 77.

The Discipline

The special education program is designed to help students understand the variety of disabilities that exist, the laws that govern education in the United States, and the current educational methodologies for working effectively with individuals with disabilities. All courses are aligned with the performance standards established by the Hawai'i Teacher Standards Board (HTSB). Many of the courses in the major are taken with other education majors to create a broader understanding of the full scope of education and provide opportunities to learn collaborative skills since so much of special education includes collaboration with regular education. Field experiences are attached to most of the courses and students complete their degree with over 900 hours in the classroom.

Career Opportunities

A degree in special education and a license to teach qualifies the individual to teach individuals with mild and moderate disabilities of all types, with the exception of visual and hearing

impairments, in both elementary and secondary school settings. With this degree and experience, pathways to other career opportunities are opened. These include speech therapy, music therapy, special education law, and a number of special education administrative and specialist positions at the school, district, and state level. With experience and additional training, individuals may also pursue careers at the higher education level.

Programs and Degrees

- B.S. Special Education (licensure track)
- B.S. Special Education (non-licensure track)
- B.S. Elementary and Special Education (licensure track only)

Program Outcomes

Upon completing a major in Special Education, students will:

1. Demonstrate literacy in basic principles and knowledge of content in the specialty area.
2. Understand and apply basic learning theories and models in the classroom.
3. Use student input and information from diagnosis of student learning needs to develop learning outcomes.
4. Evaluate teaching and curriculum resources for effective use in the instructional process.
5. Plan lessons which use authentic situations, previous learning and integration across subjects.
6. Provide learning experiences which actively engage students as individuals and as members of collaborative groups.
7. Create a communication-rich environment that supports and encourages language development and use.
8. Use a variety of instructional strategies to meet the needs of diverse learners, including students of diverse cultural backgrounds.
9. Use current curriculum standards to construct assessments, identify performance indicators, and create lessons needed to prepare for the assessments.
10. Use effective classroom management techniques that foster positive interpersonal relationships, self-control, self-discipline, and responsibility.
11. Use community and parent resources as an integral part of the teaching process to promote student learning.
12. Demonstrate competency in the use of technologies available in the school setting.
13. Work collaboratively with other professionals.
14. Demonstrate positive dispositions (attitudes, actions, ethics, and good work habits) in line with those required for the profession.

Major Requirements

The Special Education Program is an undergraduate program that leads to initial basic licensing for students who wish to teach students who have either mild or moderate disabilities. In Hawai'i, the special education license qualifies the recipient to teach kindergarten through twelfth grade. The Dual Licensing program is an undergraduate program that leads to initial basic licensing in Elementary Education and Special Education. The

degree of Bachelor of Science (B.S.) is conferred upon completion of all requirements as outlined in the student's catalog.

B.S. Special Education (56 hours)

Pre-Professional Area (12 hours)

- EDUC 212 Foundations of Education/Lab (2)
- SPED 200 Education of Exceptional Students (3)
- SPED 201 Field Experience with Exceptional Students(2)
- HIS 101 [fulfills G.E. requirement] (3)
- PSYC 111 General Psychology (fulfills GE requirement) (3)
- SPED 325 Legal Foundations of Special Education(2)

Academic Support Area (14 hours)

- EDUC 300 Human Growth and Learning (2)
- EDUC 305 Computer and Technology Assisted Instruction (1)
- EDUC 306 Assistive Technology in Special Education(1)
- EDUC 312 Effective Pedagogy (3)
- EDUC 386 Education Assessment in the Special Education Classroom (3)
- ELED 320 Language Arts Methods for the Elementary Teacher (2)
- SPED 370 Teaching Life Management Skills to Students with Mild and Moderate Disabilities (2)

Professional Year (27 hours)

- ELED 321 Reading Methods for the Elementary Teacher (3)
- EDUC 330 Classroom Management (2)
- ELED 351 Mathematics Methods for the Elementary Teacher (3)
- SPED 300 Theory and Practice with Students with Mild/Moderate Disabilities (3)
- SPED 491 Observation and Practicum (4)
- SPED 492 Student Teaching (12)

***Note:** Students must apply for the professional year at the same time they register for winter semester preceding the professional year.

B.S. Special Education (non-licensure track)

Please see the Academic Advisor about this option.

B.S. Elementary Education and Special Education (Dual Licensing) (76 hours)

Cumulative GPA requirement 3.0 or above.

Pre-Professional Area (12 hours)

- EDUC 212 Foundations of Education (2)
- SPED 200 Education of Exceptional Students (3)
- SPED 201 Field Experience with Exceptional Students (2)
- HIS 101 [fulfills G.E. requirement] (3)
- PSYC 111 General Psychology (fulfills GE requirement) (3)

SPED325 Legal Foundations of Special Education (2)

Academic Support Area (30 hours)

- ART 336 Art Methods for Elementary Teachers (2)
- EDUC 300 Human Growth and Learning (2)
- EDUC 305 Computer and Technology Assisted Instruction (1)
- EDUC 306 Assistive Technology in Special Education (1)
- EDUC 312 Effective Pedagogy (3)
- EDUC 386 Education Assessment in the Special Education Classroom (2)
- ELED 320 Language Arts Methods for the Elementary Teacher (3)
- ELED 360 Science Methods for the Elementary Teacher (3)
- ELED 380 Multicultural Education, the Constitution and Social Studies Methods for the Elementary Teacher (3)
- ELED 378 Music for Elementary Teachers (2)
- HLTH 361 Health for the Elementary Teacher (2)
- EXS 375 Elementary School Physical Education (2)
- SPED 370 Teaching Life Management Skills to Students with Mild and Moderate Disabilities(2)
- EDUC 491A Observation and Practicum (2)

***Professional Year (33 hours)**

- EDUC 330 Classroom Management (2)
- ELED 321 Reading Methods for the Elementary Teacher (3)
- ELED 351 Mathematics Methods for the Elementary Teacher (3)
- SPED 300 Theory and Practice with Students with Mild/Moderate Disabilities (3)
- EDUC 491B Observation and Practicum (4)
- EDUC 492 Student Teaching (12)
- EDUC 493 Student Teaching (6)

***Note:** Students must apply for the professional year at the same time they register for winter semester preceding the professional year.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

See English Language Teaching and Learning.

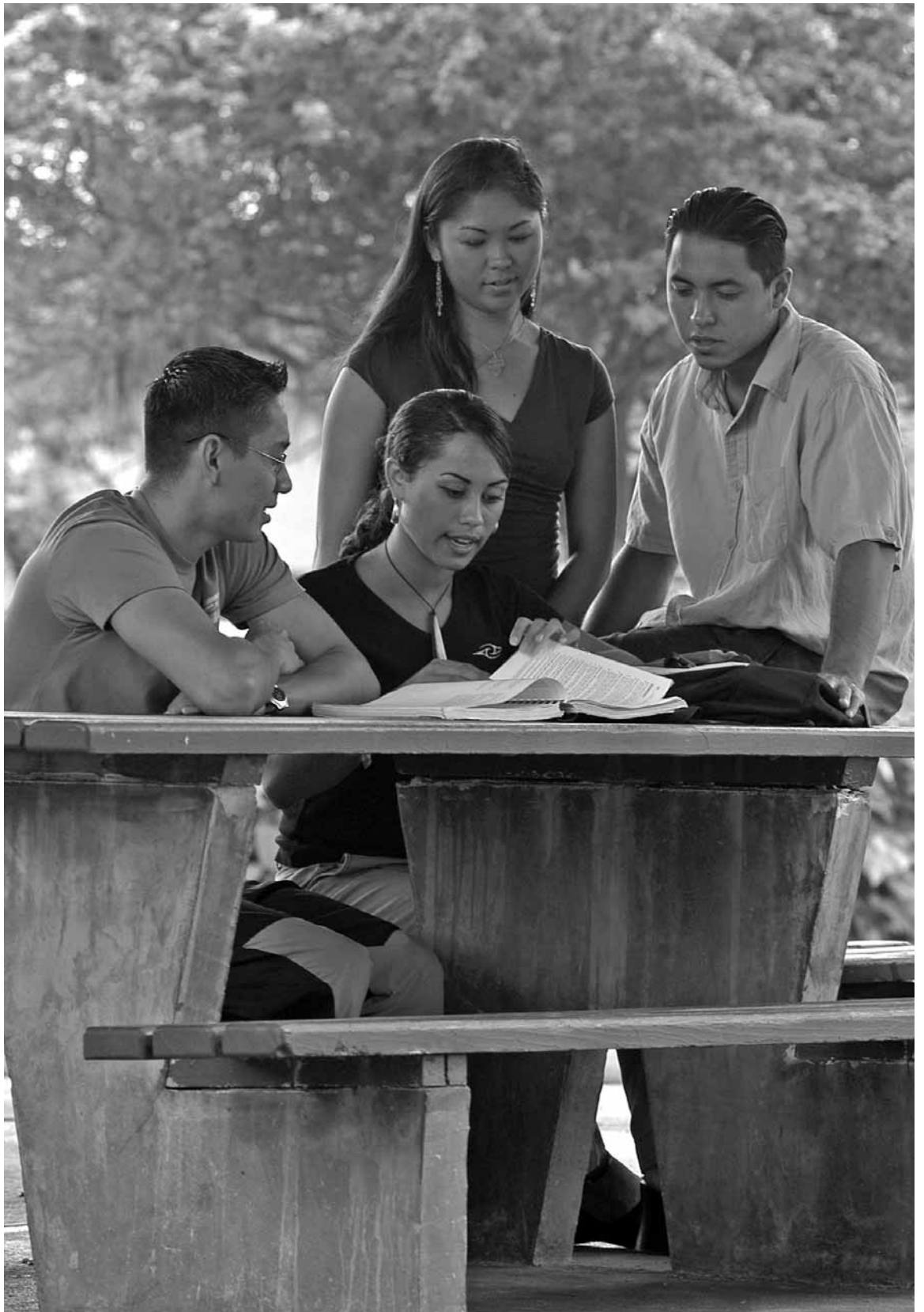
THEATRE (MINOR)

See Fine Arts.

TOURISM

See Hospitality and Tourism Management.





RESERVE OFFICERS TRAINING CORPS (ROTC)

MCK 148E (808) 293-3501
<http://www.hawaii.edu/aerospace/>

Hans Ta'ala, Coordinator

Army ROTC

The Army Reserves Officers Training Corps (ROTC) Program is available to qualified students at BYU–Hawai'i through joint registration with the University of Hawai'i. It provides college-trained officers with commissions as lieutenants in the U.S. Army, Hawai'i Army National Guard, or U.S. Army Reserve. Officers may be commissioned in a reserve component and pursue their civilian careers, be commissioned on active duty, or receive an educational delay and earn a graduate or professional degree. Four-year, three-year, and two-year programs are available.

The four-year program is divided into a two-year basic and two-year advanced course. The basic course is for students who enter ROTC in their freshman year. With approval, students may enter ROTC in their sophomore year and compress the basic course requirements. This traditional program offers a moderately paced course of military and academic training resulting in completion of ROTC and eligibility for a commission on graduation day. All basic courses are electives, and no obligations are incurred. The advanced course includes six-week summer camp between the junior and senior years at a Mainland military installation. Pay for the advanced course is \$200 per month during the school year and approximately \$650 plus room and board for the six weeks at advanced camp. To be eligible for the advanced course, a student must (a) be a U.S. citizen, (b) successfully complete the basic course or its equivalent, and (c) meet other statutory and regulatory requirements.

The two-year advanced program can be taken without the basic course by students who attend and complete a six-week summer camp at Fort Knox, Kentucky, for which the student receives approximately \$600. Likewise, veterans of all services, three-year JROTC graduates, and national guardsmen and reservists may be exempt from the basic course. Should an individual qualify, select, and complete this option, he/she is eligible to receive a commission upon graduation. Students must have four semesters of college work remaining after finishing the basic summer camp (or qualifying for the exemptions). Advanced course students must have completed 54 hours and be full-time students.

In addition to the courses summarized in the course descriptions, cadets will be required to meet professional military education requirements prior to graduation and commissioning. These requirements consist of courses in written communication skills, human behavior, military history, computer literacy, and math reasoning. Courses on management and national security studies also are recommended.

The simultaneous membership program (SMP) allows cadets to participate with, and receive drill pay from, Army Reserve or Hawai'i National Guard units as an officer trainee while they complete the Army ROTC advanced course. The pay such cadets receive is in addition to the monthly ROTC

living allowance and any GI Bill educational benefits to which they are entitled.

Scholarships are available for 2, 3, and 4 years. They provide for tuition, fees, books, laboratory expenses, travel, and \$200 per month for the period of the scholarship. All students have the opportunity to attend airborne, air assault, and northern warfare schools. Women are encouraged to participate in the program and comprise 25 percent of the ROTC.

Air Force ROTC

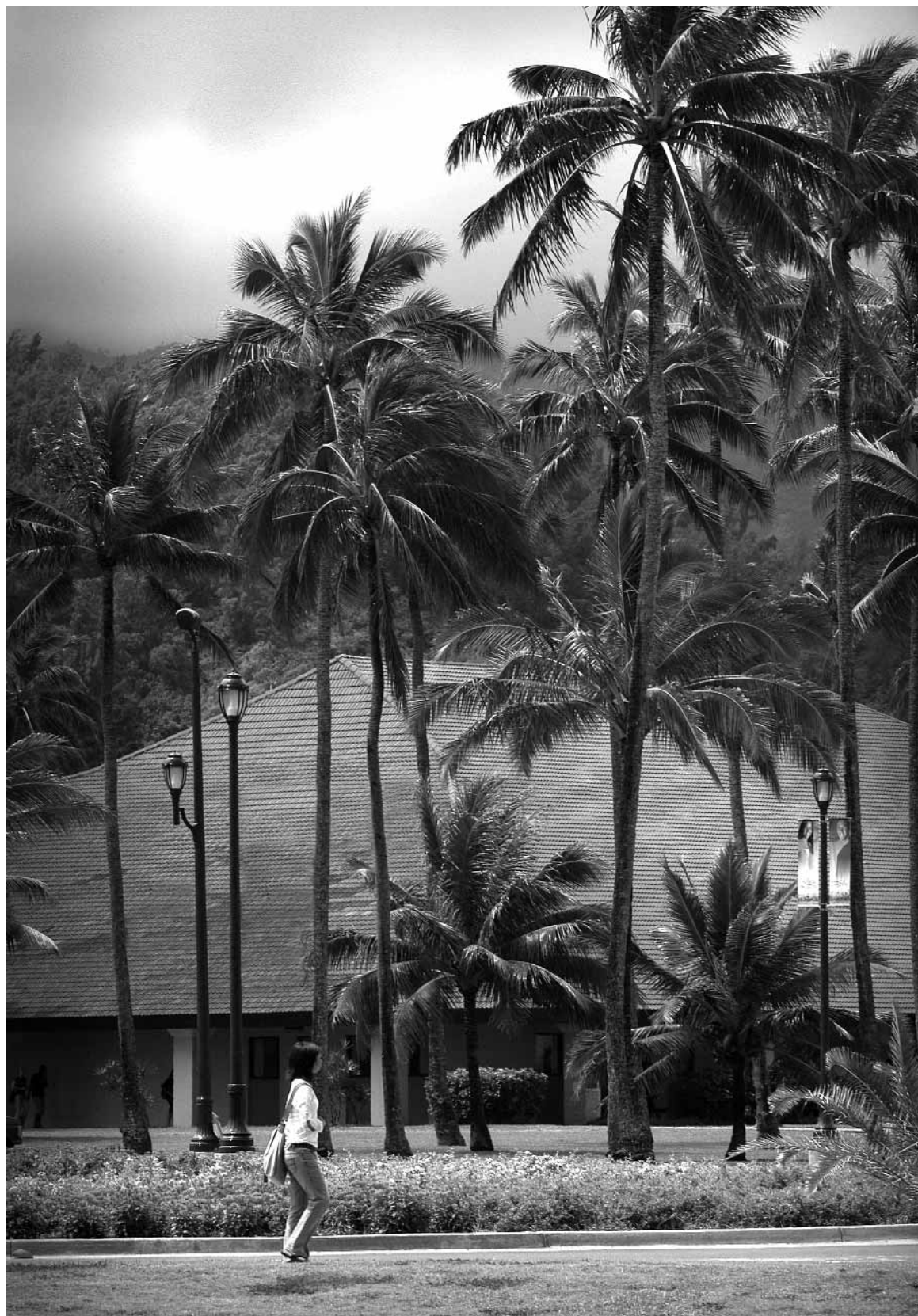
Aerospace studies (AS) is part of the Air Force Reserve Officers Training Corps (AFROTC) Program and is available to qualified students through joint registration with the University of Hawai'i. Men and women who successfully complete all requirements are commissioned as second lieutenants in the U.S. Air Force. They then serve on active duty or may, in some cases, obtain educational delay for graduate studies. Academics courses are open to any student without obligation to the Air Force. Two-, three-, and four-year program options are available.

The four-year program is divided into two phases, the general military course (GMC—freshman and sophomore years) and the professional officer course (POC—junior and senior years). Students who have participated in JROTC or have had more than two months of active duty may have a portion or all of the GMC waived. Students are under no obligation to the Air Force until they enter the POC at the beginning of their junior year. Between their sophomore and junior years, students will attend an expense-paid, four-week field training at a Mainland Air Force base and receive field training pay of approximately \$500. Students receive a \$150 tax free monthly allowance while in the POC.

The two-year program consists of the POC plus a five-week, expense paid field training on the Mainland before students can enter their junior year. No obligation is incurred as a result of attending field training, and the candidate is paid approximately \$800 while on the Mainland. Usually juniors and seniors are enrolled, but sophomores and graduate students may also qualify for the POC.

The three-year program is the same as the two-year program, except a student has an extra year to prepare for field training and to “try out” ROTC with no obligations. Expense-paid Air Force incentive programs and specialized airmanship training programs are offered to qualified candidates during the summer terms. All interested candidates may receive free flight indoctrination through a local Civil Air Patrol/ AFOTC sponsored program. A POC incentive scholarship is available to all students who complete field training, will be under age 27 as of June 30 of their commissioning year, and meet GPA requirements.

In addition, various four-, three-, and two-year scholarships covering tuition, fees, and books are available on a competitive national basis to candidates in academic majors the Air Force aligns to “critical” career fields. Current examples are computer science, mathematics, engineering, meteorology, and nursing.



JOSEPH F. SMITH LIBRARY

(808) 293-3850

<http://www.byuh.edu/library/>

Douglas Bates, University Librarian

Faculty

Ieli, Angela Assistant Librarian (2002); B.A. 1999, Brigham Young University Hawai'i; MLIS 2001, University of Hawai'i Manoa

Bates, Douglas Associate Librarian (2002); B.S. 1982, Brigham Young University; M.L.S. 1988, Brigham Young University; Ed.D. 2002, Kansas State University.

Buck, Valerie Assistant Librarian (2004) B.A. 1994 Brigham Young University; M.A. 2001 Brigham Young University

Chew, Marynelle Assistant Librarian (1982); B.A. 1981, Brigham Young University; M.L.S. 1982, Brigham Young University.

Kester, J. Matthew University Archivist (2004); B.A. 1999 Brigham Young University-Hawaii; M.A. 2003 University of California Santa Barbara

Miller, Dwight Errol Associate Professor, Instructional and Information Science (1978) B.S. 1970, Brigham Young University; M.Ed. 1977, Utah State University; Ed.D. 1993, Oregon State University.

Moffat, Riley M. Senior Librarian (1987); B.S. 1972, The Church College of Hawai'i; M.L.S. 1973, University of Hawai'i; M.S. 1980, Brigham Young University.

Ram, Rosalind Meno Assistant Librarian (1994); B.A. 1989, Brigham Young University-Hawai'i; M.L.S. 1993, University of Hawai'i at Manoa.

Emeritus Faculty

Smith, Phillip C. Professor, Sociology (1972); B.S. 1961, Utah State University; M.A. 1963, University of Utah; Ph.D. 1967, Stanford University.

The Joseph F. Smith Library is a key resource for students and faculty at Brigham Young University Hawai'i. There are three important ways that the library contributes to the mission of the university. By providing an environment that fosters study and scholarship. By providing a collection of current and accessible information resources. And, by providing excellent services that support instruction, scholarship and learning.

At the library students and faculty will find both individual and group study areas. Many of the study areas are equipped with the technology tools to support research and other scholarly pursuits. Having the technology in the library gives students the ability to use all of the information resources of the library including books, journals, and digital resources.

An excellent collection of information resources is available through the library. This collection of resources includes over 300,000 books. In addition to the books is a strong collection of journals in both print and digital formats. Supplementing the books and journals are collections of government documents, maps, audio-visual materials and microforms. Special collections include the Pacific Islands Research Room, the Curriculum Library, and the University Archives.

To access these collections Joseph F. Smith Library offers up-to-date electronic data information retrieval systems for the catalog and databases that support BYU-Hawai'i academic areas. The library's website provides information about its collections and services. An extensive section is devoted to electronic information available at BYU-Hawai'i and around the world. Remote access to the libraries' electronic resources is available to BYU-Hawai'i students and faculty.

Library services are another important resource for students and faculty. Services include reference services, computerized search/research and bibliographic services, a special reserves service, circulation of print and non-print materials, interlibrary loan as well as personalized and customized library instruction.



CENTER FOR INSTRUCTIONAL TECHNOLOGY AND OUTREACH

Lorenzo Snow Building 130

(808)293-3780; (808)293-3789 Fax

Office Hours: Monday – Friday, 8am-5pm

Email: cito@byuh.edu

<http://cito.byuh.edu>

Dean: Robert L. Hayden (haydenr@byuh.edu)

Associate Dean: David Wade (waded@byuh.edu)

Mission

The mission of the Center for Instructional Technology and Outreach (CITO) is to develop and deliver programs, products and services that enhance teaching and learning at Brigham Young University Hawaii. We strive to be innovative and professional in our approach, excellent in our quality, and extensive in our outreach to target areas in Asia and the Pacific. We seek to accomplish this by:

1. Providing lifelong educational opportunities to the community;
2. Identifying, adapting, and developing technology enhanced instructional programs and products;
3. Delivering these programs and products to students on campus and at a distance prior to enrollment and following graduation from BYU Hawaii;
4. Assisting faculty in the effective use of instructional technology; and
5. Providing an Instructional Design and Development minor.

Organization

The Center for Instructional Technology & Outreach consists of seven main program groups:

- Community Outreach
- Off-Campus Outreach and Distance Learning
- Executive and Professional Outreach
- English as a Second Language (ESL) Outreach
- Instructional Development
- Faculty Support
- Academic Programs

Faculty and Administrative Personnel

Robert L. Hayden, Dean (1991-93, 1997);

Ph.D. Utah State University (2004); M.S. Utah State University (1991); B.S. Brigham Young University Hawaii (1986)

David Wade., Associate Dean (2001); M.B.A. Brigham Young University (1999); B.S. Brigham Young University Hawaii (1993)

M. David Merrill, Professor in Residence (2004); Ph.D. University of Illinois (1964); M.A. University of Illinois (1964); B.A. Brigham Young University (1961)

Peter Chan, Assistant Professor (2002); Ph.D. Brigham Young University (2002); M.S. Brigham Young University (2000); B.S. Brigham Young University Hawaii (1995)

Gael Weberg, Instructional Designer (1978-89, 1994); M.S. University of Queensland (2001); B.S. Church College of Hawaii (1970)

Anne Mendenhall, Instructional Designer (2004); M.S. Utah State University (2003); B.S. Utah State University (1997)

Lei Cummings, Marketing Director & Executive Programs (1994); M.B.A. Hawaii Pacific University (2005); B.S. Brigham Young University Hawaii (1986)

Ivy Keawe, Distance Learning Coordinator (1994); BS 1987 Business (Brigham Young University-Hawaii)

Sherrie Bangertner, Outreach Coordinator (2001-2003, 2004)

Programs

Community Outreach

The role of community outreach is to encourage lifelong learning by providing educational opportunities for the individual and the community. Non-credit classes, workshops, and presentations are available to campus and community members of all ages who desire to explore their abilities, expand their skills, discover their talents, and improve their quality of life. From cooking and cultural dance to fitness and creative art, Outreach provides a chance to do what you know and love or to learn something new.

Community outreach functions as the vehicle responsible to originate, facilitate, support, and nurture the learning process.

Distance Learning

Outreach and Distance Learning are responsible for non-traditional courses and for the coordination of distance education programs.

These programs provide academic courses and University services and support for those individuals who qualify as students but who are unable to attend regularly scheduled classes due to time, geographical, and other limitations.

The academic divisions retain the responsibility of assuring the academic credibility of all credit courses which are sponsored by them. CITO provides the administrative services necessary to offer these courses to an extended audience.

The charge of the Outreach and Distance Learning team is to work conjointly with the other academic divisions to extend the strengths of the University to all qualified students.

- Credit/no-Credit non-degree programs
- Bachelor in General Studies (BGS)
- International Teacher Education Program (ITEP)
- Professional Development
- Independent Study

Evening Courses

Classes are available to assist currently enrolled students as well as those interested in taking courses during the evenings, including:

- Credit/no-credit
- Training
- Professional Development

Executive and Professional Outreach

Executive and Professional Outreach offers programs, conferences and workshops to help professionals keep current in their field of expertise while refreshing or acquiring new skills to achieve success. Classes are held on the BYU-Hawaii campus and can even be taught at your workplace. Class sizes vary from 10-30 students and programs can be customized to meet specific needs.

- Executive & Professional Programs
- Business Training
- Hotel & Tourism Training
- Vocational Training
- Team Building Workshops
- Teaching Professional English to Legal, Business and Medical professionals
- Customized Training

To learn more about this program, go to:

<http://cito.byuh.edu/executive>.

English as a Second Language (ESL) Outreach

English as a Second Language (ESL) Outreach is responsible for the development, coordination, and administration of short term, and eventually longer term intensive English language programs.

The ESL Program is a selection of short term intensive ESL programs.

The role of ESL Outreach is to provide foreign high school students and graduates with a short-term English language experience in a multicultural setting. Further functions include development of longer ESL programs for specific purposes.

Instructional Development

The role of the instructional development group is to work with faculty to identify, adopt and develop technology enhanced courses to be delivered at a distance to students throughout the Asia Pacific region. These courses include: (1) English language and high school subjects for potential BYU Hawaii students who are deficient in these prerequisite skills. (2) BYU Hawaii courses that will allow students to complete part of their academic program prior to coming or after leaving campus. (3) Lifelong learning and leadership courses.

The instructional development group at CITO is a unique community of learners. Graduate students, who are pursuing advanced degrees in technology-based distance learning, pursue their academic course work from a sponsoring university at a distance while they work with their colleagues to develop instructional products for diverse cultures in one of the most rapidly developing areas of the world.

Faculty Support

The faculty support group is responsible to assist faculty in technology use in the classroom, on-line, and distance education classes; and train faculty in instructional methods and theories as well as hardware and software programs.

The role of Faculty Support is to enhance the learning experience for BYUH students by assisting faculty and staff with instructional design concepts and technological assistance.

Our division provides technological assistance, training, and instructional support to faculty for classroom instruction, on-line courses, and distance education while providing opportunities for student employees to gain valuable work experience and accomplish their academic goals.

The Faculty Support division has been commissioned to provide affordable services to faculty and staff. The services are provided by professionals in the field of instructional technology and multimedia development. These professionals teach workshops in a variety of disciplines including but not limited to teaching strategies, multimedia software applications, digital cameras and imaging, etc. One-on-one consultations and walk-in services are available to faculty and staff as well.

Other staff members include top notch BYU Hawaii students studying in many disciplines including information systems, art, instructional design and development, and computer science. Graduate student interns also assist in training in their areas of study and expertise.

Academic Program (Instructional Design and Development Minor)

Academic Programs is responsible to develop and administer the instructional design and development academic program.

The Center for Instructional Technology and Outreach offers a minor in Instructional Design and Development (IDD) which provides students with technical skills and theoretical foundations in designing and developing technology-based instructions. In this information age, expertise in this area is increasingly sought after in various industries including business, communications, education, information technology, and others that involve using technology to enhance human performance. IDD at BYU-Hawaii emphasizes practical experience with hands-on projects for clients with specific instructional needs. For more information and current job listing, please visit: <http://cito.byuh.edu/idd>

Instructional Design and Development Minor (18 HOURS)

Grades: No "D" grades will be counted toward minor.
Prior to taking courses: Students must pass a basic computer competency test which can be taken in the Multimedia Computer Lab.

Required Courses (15 hours):

- IDD 302 Instructional Multimedia Developments (2)
- ED 315 Principles of Instructional Design (3)
- IDD 347 E-Learning Development Techniques (3)
- IDD 399R Internship (1-3, required a total of 3)
- ED 415 Advanced E-Learning Developments (3)
- IDD 490 Electronic Portfolio Seminars (1)

Electives (3 hours):

- COMM390R Video Production Story-Telling (3)
- ART211 Intermediate Visual Design (3)





PLANNING, INSTITUTIONAL RESEARCH, ASSESSMENT & TESTING

(808) 293-3457

Assistant to the President: William G. Neal

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Director of Assessment & Testing: Paul Freebairn

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The purpose of the Office of Planning, Institutional Research, Assessment and Testing (PIRAT) is to further the mission and goals of the University and to support administrative decision-making and institutional effectiveness. We accomplish this mission by: collecting, interpreting, preserving, and disseminating information to the University's internal and external constituencies; contributing to the development and implementation of the University's strategic plan; coordinating annual assessment plans for the academic, administrative and educational support units; supporting campus-wide testing and research activities; and assisting in the development of the University's web portfolio and other institutional reports to meet accreditation requirements.

Assessment

BYUH participates in a systematic collection, review, and use of information about educational programs, and academic, service and administrative departments in order to continually improve and to better support student learning and teaching. Each department on campus completes an annual assessment plan which is reviewed by the University Assessment Committee (UAC) to support student learning and institutional effectiveness. Academic departments also complete an in-depth self study or department review every six years in which both internal and external reviewers participate.

The University participates in several national surveys, such as the National Survey of Student Engagement (NSSE), and routinely surveys students, graduates and alumni to obtain feedback needed for continuous improvement. Several campus-wide studies/surveys are supported each year in order to obtain specific feedback for key administrative and service areas on campus. The University also maintains a library of assessment resources (books, articles, sample surveys, assessment methods, etc.) to support individual department and campus-wide assessment efforts and activities. For further information, please see <http://w3.byuh.edu/about/pair/accreditation/assessment.htm>

Planning

The Strategic Planning Committee (SPC) interprets the mission, values, and objectives of Brigham Young University-Hawaii and incorporates it into a strategic plan. External constituencies such as community, church, global and domestic changes, and competitive schools are taken into consideration in the strategic plan. Faculty and student opinions are taken into consideration using the HERI (Higher Education Research Institution) and NSSE (National Survey of Student Engagement). The committee is made up of 20 members including administrators, deans, full-time faculty, and students. SPC is chaired by Dr. Bill Neal and Dr. Clayton Hubner.

Research

The Institutional Research office is responsible for collecting, interpreting, and disseminating university information to both internal and external constituencies through routine and ad hoc reports. This information supports institutional management, planning, and decision making and serves as a basis for reports and surveys requested from governmental and commercial agencies (e.g., U.S. Department of Education IPEDS reports and college guidebook surveys). IR is dedicated to making information easily accessible to users on campus. In a joint effort with MIS, IR maintains a data warehouse to preserve BYUH data history and supports the Business Objects reporting tool that is used to access that data at the user's convenience.

IR also supports research conducted on campus by providing information and reports to faculty and students as requested. In addition, IR sponsors Student Research Associateships to give students valuable research and/or development experience in their chosen fields of study. For more information on Student Research Associateships, please see http://w3.byuh.edu/about/pair/student_research/

Testing

Located in McKay Room 115, the BYUH Testing Center operates modern, state-of-the-art testing facilities for students and provides excellent assessment and testing resources for faculty, including scoring and analyzing exams, test question design, item banking, and test generation. The Testing Center allows students to take course exams outside the classroom at convenient times and provides students with immediate score feedback on objective tests. Students may also take interest and personality inventories. Data from these instruments can then be used as a basis for receiving counseling in educational, occupational, and personal decisions and goals.

BYUH is a member of the National College Testing Association (NCTA) and is an official testing center for several national tests, including ACT, LSAT, MCAT, Praxis, Prometric and SAT. BYUH also participates in the Consortium of College Testing Centers (CCTC) and administers placement and computer exams on campus as a service to students and the community. In addition, foreign language challenge tests are given in collaboration with the BYU Humanities Research Center in Provo. The Testing Center also administers English and Math placement tests for new students and provides registration and test information for most national exams. For further information, please call (808) 293-3536 or see <http://www.byuh.edu/testing>



COURSE LISTINGS

Accounting
Aerospace Studies
Anthropology
Art
Astronomy
Biology
Business Education
Business Management
Chemistry
Chinese
Communication Studies
Computer Science
Economics
Education
Elementary Education
English
English as an International Language
Exercise and Sport Science
French
Geography
Geology
Hawaiian
Hawaiian Studies
Health
History
Home Economics
Honors
Hospitality and Tourism Management
Humanities
Information Systems
Instructional Design and Development
Interdisciplinary Studies
International Business Management
International Cultural Studies
International Teacher Education
Japanese
Linguistics
Mathematics
Military Science
Music
Oceanography
Organizational Behavior
Pacific Island Studies
Philosophy
Physical Science
Physics
Political Science
Psychology
Religion
Samoan
Secondary Education
Social Work
Sociology
Spanish
Special Education
Teaching English to Speakers of Other Languages
Theatre
Tongan
World Humanities and Culture
World Languages

Accounting (ACCT)

199R. Service Leadership Internship in Accounting (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary, a program coordinated by a faculty member and an on-site supervisor.

201. Introduction to Financial Accounting (3)

(F,W,SP,SU) Includes business transactions, financial statements, uses of financial information, and international coverage. Corporations are emphasized, but partnerships and proprietorships are also covered. (Prerequisite: MATH 100 or equivalent, with a C- or better.)

203. Introduction to Managerial Accounting (3)

(F,W,SP,SU) Topics include product costing, fixed and variable costs, cost-volume-profit, budgeting, evaluation, international issues, and other information for decision making. (Prerequisite: MATH 110, MATH 106, or equivalent and ACCT 201 with a C- or better.)

Note: All upper school courses in accounting except ACCT 321 are restricted.

301. Intermediate Accounting I (3) (F) Review of ACCT

201 and an in-depth study of applied accounting theory. Includes basic financial statements and international issues. (Prerequisites: ACCT 201 and 203 with a B- or better.)

302. Intermediate Accounting II (3) (W) A continuation of

ACCT 301 with an emphasis on working capital items, plant assets, equity securities, and stockholders' equity, and related international issues. (Prerequisite: ACCT 301.)

312. Managerial Accounting (3) (F) Review of ACCT 203

and an in-depth study of managerial information used for decision making. Includes international dimensions of managerial accounting. (Prerequisites: ACCT 201 and 203 with a B- or better and MATH 221.)

321. Federal Tax—Individuals (3) (W) Study of federal

income tax laws through the preparation of tax returns for U.S. citizens, residents and nonresident aliens. Introduction to international tax treaties. (Prerequisite: ACCT 203 or permission of the instructor.)

356. Accounting Information Systems (3) (F) An introduction to contemporary accounting systems with an emphasis on accounting cycles and internal controls. (Prerequisite: ACCT 302.)

365. Auditing (3) (SP) Introduction to U.S. and international generally accepted auditing standards with a focus on financial auditing technology. Auditor's Code of Professional Conduct is emphasized. (Prerequisite: ACCT 302.)

386. Advanced Financial Computing (3) (W)

Development and enhancement of advanced financial computing skills utilizing spreadsheet applications and other accounting-specific software programs. (Prerequisite: ACCT 301.)

390R. Special Topics in Accounting (1-3) (Variable).

399R. Internship in Accounting (1-12) Maximum 12 (F, W, Sp, Su) Students may receive credit for applied experience in accounting. Prior approval must be obtained and a program coordinated by a faculty member and the on-site supervisor.

400. Intermediate Accounting III (3) (SP) A continuation of Accounting 302 with an emphasis on debt securities, income tax effects, leases, pensions, accounting changes, disclosures, and related international issues. (Prerequisites: ACCT 302 and BUSM 301 or BUSM 302.)

440. International Accounting and Accounting

Research (3) (F,W) Study of international accounting issues, accounting harmonization, and international standards; research skills in accounting regulations and financial reporting. (Prerequisite: ACCT 302.)

495R. Independent Study (1-3)

496R. Student Research (1-3) (F,W,SP) Supervised individual research for students who have been granted a student research and development associateship. (Required for all student research associates.)

Aerospace Studies (AS)

The leadership laboratory is required for all courses except AS 304 and 306. Conducted within the framework of organized cadet corps with progression of experiences designed to develop leadership potential. Involves Air Force customs and courtesies, drills, and career progression.

101. U.S. Air Force (1) (F) Study of the total force structure, strategic offensive and defensive, general purpose, and aerospace support forces of the Air Force in the contemporary world.

102. U.S. Air Force (1) (SP) Continuation of 101. 201. The Air Force Way (2) (F) Study of Air Force heritage, quality Air Force principles, ethics, and an introduction to leadership and group leadership problems. Application of written and verbal communication skills is included.

202. The Air Force Way (2) (SP) Continuation of 201.

304. AFROTC Four-Week Field Training (4) (S) Four-week field experience and training at selected Air Force bases on the Mainland. Required of AFROTC students for Air Force commission. (Prerequisites: 101, 102, 201, 202, enrolled in AFROTC program and consent.)

306. AFROTC Six-Week Field Training (S) Six-week field experience and training at selected Air Force bases on the Mainland. Required of AFROTC students for Air Force commission. (Prerequisites: enrolled in AFROTC program and consent.)

351. Air Force Leadership & Management (3) (F) Integrated management course emphasizing the military officer as manager in Air Force milieu, including individual motivational and behavioral processes, leadership, communication and group dynamics.

352. Air Force Leadership & Management (3) (SP) Continuation of 351.

401. Preparation for Active Duty (3) (F) Study of the national security process, regional studies, advanced leadership, ethics, and Air Force doctrine. Special focus placed on preparation for active duty and current issues affecting professionalism.

402. Preparation for Active Duty (3) (SP) Continuation of 401.

Anthropology (ANTH)

105. Introduction to Cultural Anthropology (3) (F,W,SP) Designed to acquaint the student with social anthropology, ethnology, archaeology, and linguistics, with special emphasis on the contemporary applications of cultural anthropology.

210. Contemporary Pacific Societies (3) (W) Study of contemporary issues of nation-building and modernity in Pacific Island societies (Polynesia, Micronesia, Melanesia) (Prerequisite: ANTH 105).

280. World Prehistory (3) (W) Explores the cultural developments of humanity preceding the advent of recorded history. Includes the development of technology, social systems, symbolic representations, and environmental adaptations.

310. Anthropology Theory (3) (SP) A thorough review of the social and cultural theories that have informed anthropological inquiry, especially as they relate to problems in cultural studies (Prerequisite: ANTH 105 and ICS 251).

322. Ethnographic Skills (3) (F) Ethnographic methodologies including entrée, observations, interviewing, note taking, systematic organization of filed data, transcription, translation, interpreting, analysis, critical reflexivity and professional report writing (Prerequisite: ANTH 105).

385. Oceanic Prehistory (3) (F, odd years) The prehistory of Polynesia, Melanesia, and Micronesia describing the development of oceanic culture and society from its ancient past to the seventeenth and eighteenth centuries. (Prerequisite: ANTH 105)

445. Issues in Current Anthropology (3) (W) Exploration of the critical issues that current anthropologists engage through attention to contemporary ethnographic case studies and theoretical perspectives (Prerequisite: ANTH 105 and ICS 251).

447. Applied and Developmental Anthropology (3) (F) Detailed consideration of applied anthropology within the context of medicine, international development, business and industry, education, law/criminal justice, environmental issues and advocacy (Prerequisite: ANTH 105).

Art (ART)

112. Drawing Concepts (3) (F,SP) This course introduces students to the fundamental skills of visual perception and representation, emphasizing a range of techniques and media. Permission of instructor required.

122. Beginning Visual Design (3) (F,W) This course focuses on the fundamental skills of design. Particular stress is placed on the composition principles that are the foundation of a work of art. (Prerequisite: ART 112.)

199R. Service Leadership Internship in Art (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary, a program coordinated by a faculty member and an on-site supervisor.

211. Intermediate Visual Design (3) (W) Exploration of the elements and principles of design covered in Beginning Visual Design. Projects will include a variety of design problems including computer graphics. (Prerequisites: ART 112 and 122, permission of instructor.)

212. Beginning Photography (3) (F) Techniques of camera use and personal imagery. Emphasizes camera controls, photographic design, composition, developing, printing, scenic and people pictures. Students provide their own 35mm equipment. Permission of instructor required. Lab fee required.

220. Experience in Visual Arts (3) (F,W) An exploration of the media and techniques of the visual arts, including introductory experiences in each of the major two and three-dimensional media. Not opened to Art Majors, except for those majoring in Art Education.

221. Figure Drawing (3) (W) An introductory course in artistic anatomy and figure composition. (Prerequisite: ART 112 and 122. Permission of instructor required.)

225. Beginning Painting (3) (F) Introduction to painting media (oil and acrylic). Still life, landscape, figure composition, and interpretive painting will be considered. The level of instruction will be adjusted to the level of skill development and individual needs of the student. (Prerequisites: ART 112 and 122, permission of instructor.)

255. Beginning Ceramics (3) (F, W, SP) Basics in ceramics are introduced: preparation of clay, forming, trimming, decorating, glazing, and firing of pottery. Fee required.

265. Beginning Sculpture (3) (F,W) To explore the language and various definitions of forms through a myriad of materials utilized in the visual arts. Fee required.

296. Western Art History (3) (F) A study of major developments in architecture, sculpture, and painting from prehistoric to modern art in the Western tradition. Open to all students.

306. Contemporary Art History (3) (W) An introduction to the major art movements of the 20th century, Fauvism to Postmodernism. Philosophical and cultural perspectives that inspired the art forms will be considered.

312. Intermediate Photography (3) (W) Camera, darkroom and digital tools applied in producing photographic imagery. Emphasizes design and production of imagery using photographic tools as an artistic medium in studio and environmental situations. Digital and traditional darkroom image production. Students provide their own 35mm equipment. Portfolios required for admission. Lab fee required. Permission of instructor required.

325. Intermediate Painting (3) (W) Introduction to intermediate skills of oil painting techniques and composition. (Prerequisites: ART 112 and 122, permission of instructor.)

335. Watercolor Painting (3) (SP) An introduction to watercolor methods as painting media. Still life, landscape, seascape, and interpretive painting will be studied. Instruction adjusted to level of skill development and individual needs of students. Open to all students. Fee required.

336. Art Methods for Elementary Teachers (2) (SP) Materials and procedures for stimulating and guiding students through the various art experiences. Emphasis will be placed on theory of art education, creative projects, effective teaching methods, and art curriculum.

337. Art Methods for Secondary Teachers (2) (W) Methods, materials, and special techniques of teaching art in secondary schools. Curriculum planning, classroom management, and directions in art education will be considered.

355. Intermediate Ceramics (3) (W) This course focuses on mass production of pottery with assistance of simple mechanical tools and other studio equipment. Fee required. (Prerequisite: ART 255.)

365. Intermediate Sculpture (3) (F,W) Problems designed to encourage individual development in sculpture. Fee required. (Prerequisite: ART 265.)

375. Printmaking (3) (SP) Introductory studio course with emphasis placed on understanding printmaking skills for practical and individual expression. Open to all students. Permission of instructor required. Fee required.

390R. Special Topics in Art (1-3) (Variable).

399R. Internship in Art (1-12) Maximum 12 (F, W, Sp, Su) Credit for applied experience in art. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor.

401R. Special Topics in World Art (3) (F) In depth study of a special topic in non-European visual traditions with particular emphasis on advanced writing, research, and interpretive skills.

425. Advanced Painting (3) (F) Continuation of the development of painting with an emphasis on the development of individual style and experimental procedures.

442. Readings in Aesthetics (3) (W) Problems and methods in aesthetic valuation, appreciation, and criticism.

455. Advanced Ceramics (3) (F) An advanced ceramics studio course exploring various methods and techniques of hand building clay projects. Slides of the work will be integrated into senior portfolios. Fee required. (Prerequisite: ART 355.)

456. Special Studies in Ceramics (3) (SP) Special studies in ceramics, concentrating on specific subject matter or media. Fee required.

465. Advanced Sculpture (3) (SP) An advanced sculpture studio course exploring various methods and techniques of modeling in wax and mold-making. Slides of the work will be integrated into senior portfolios. (Prerequisite: ART 365.)

495R. Independent Study (1-2) Additional studio experience, special readings, museum and library research, and creative problems related to research. This course is for degree seeking students only. Faculty permission required.

496R. Student Research (1-3) (F,W,SP) Supervised individual research for students who have been granted a student research and development associateship. (Required for all associates.)

Astronomy (ASTR)

104. Principles of Astronomy (3) (W) An introduction to astronomy.

390R. Special Topics in Astronomy (1-3) (variable) Selected topics in astronomy.

495R. Independent Study (1-4) (variable)

Biology (BIOL)

100. Introduction to Biology (3) (F,W,SP) A study of fundamental life process and the development of biological concepts. Course includes molecular, organismal, and population biology. This course is required of all non-majors for general education, however, it will not count towards the 41-44 hours of core and elective credits required of majors or minors.

199R. Service Leadership Internship in Biology (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary, a program coordinated by a faculty member and an on-site supervisor.

201. General Botany (3) (W) A study of plant biology including natural history, adaptations, and evolution of the plant kingdom. Lab required – to be taken concurrently with BIOL 201L. (Prerequisite: BIOL 100 for non-majors.)

201L. General Botany Laboratory (1) (W) Laboratory for General Botany. To be taken concurrently with BIOL 201.

204. Pacific Natural History (2) (SP) A lecture and field experience course which covers the geology, climate, flora and fauna of Pacific Islands. Dispersal, speciation, adaptation and conservation are topics that will be stressed both in lecture and in the field labs. The lecture portion may be taken without the lab, however, the lab cannot be taken without the lecture. (Prerequisite: BIOL 100 for non-majors.)

204L. Pacific Natural History Laboratory (2) (SP) Laboratory (field experience) for Pacific Natural History. Field trips on Oahu and the neighbor islands. Must be taken concurrently with BIOL 204.

206. General Zoology (3) (F) A study of the classification, evolution, natural history, morphology, anatomy, and physiology of invertebrates and vertebrates. Lab required – to be taken concurrently with BIOL 206L. (Prerequisite: BIOL 100 for non-majors.)

206L. General Zoology Laboratory (1) (F) Laboratory for General Zoology. To be taken concurrently with BIOL 206.

212. Marine Biology (3) (SP) A study of the biology of marine plants and animals with emphasis on the biota of the Central Pacific. Lab required – to be taken concurrently with BIOL 212L. Fee (\$10) required. (Prerequisite: BIOL 100 for non-majors.)

212L. Marine Biology Laboratory (1) (SP) Laboratory for Marine Biology. To be taken concurrently with BIOL 212.

220. Microbiology (3) (W) A study of general characteristics of microorganisms and their relationship to man. Lab required – to be taken concurrently with BIOL 220L. (Prerequisite: BIOL 100 for non-majors.)

220L. Microbiology Laboratory (1) (W) Laboratory for Microbiology. To be taken concurrently with BIOL 220.

248. Conservation Biology (3) (SP) Human impacts on biological diversity and measures to prevent extinction of species. Synergism of species will be stressed. Lecture and field experience. Lab required – to be taken concurrently with BIOL 248L. (Prerequisite: BIOL 201/L or 206/L for majors and BIOL 100 for non-majors.)

248L. Conservation Biology Laboratory (1) (SP) To be taken concurrently with BIOL 248.

260. Elementary Human Anatomy (2) (W) The structure and organization of the human body from cells through organ systems. Lab required – to be taken concurrently with BIOL 260L. (Prerequisite: BIOL 100 for non-majors.)

260L. Elementary Human Anatomy Laboratory (1) (W) Laboratory for Elementary Human Anatomy. To be taken concurrently with BIOL 260.

261. Elementary Human Physiology (3) (F) The function of the human body from cells through organ systems. Primarily for students of nursing, physical education, and physical therapy. Lab required – to be taken concurrently with BIOL 261L. (Prerequisite: BIOL 100 for non-majors.)

261L. Elementary Human Physiology Laboratory (1) (F) Laboratory for Elementary Human Physiology. To be taken concurrently with BIOL 261.

265. Molecular and Cellular Biology (3) (F, Sp) A course in the molecular activities of living cells, including protein structure and function, DNA replication and repair, gene expression, cell division, membrane physiology, metabolism and molecular genetics. Lab required – to be taken concurrently with BIOL 265L. (Prerequisite: successful completion, C- or better, of CHEM 105.)

265. Molecular and Cellular Biology Laboratory (1) (F, Sp) Laboratory for Molecular and Cellular Biology. To be taken concurrently with BIOL 265.

300. Animal Behavior (3) (W) The study of behavior from an evolutionary perspective. Emphasis on social patterns of behavior including: altruism, optimality, reproduction, parental investment, aggression, and spatial relationships. Lab required – to be taken concurrently with BIOL 300L. (Prerequisite: BIOL 100 for non-majors.)

350. General Ecology (3) (F) A study of plant and animal interactions that determine the distribution and abundance of organisms. Lab required – to be taken concurrently with BIOL 350L. Fee (\$10) required. (Prerequisite: BIOL 201/L or BIOL 206/L.)

350L. General Ecology Laboratory (1) (F) Laboratory for General Ecology. To be taken concurrently with BIOL 350.

374. Evolution and Human Prehistory (3) (F) This course explores the biological process of evolution as well as the field of human paleontology and the co-evolution of human culture and the physical type. Course is cross listed (see ANTH 374). (Prerequisite: BIOL 100 for non-majors.)

376. Genetics (3) (F) A general course in the principles of Mendelian and evolutionary genetics. Lab required – to be taken concurrently with BIOL 376L. (Prerequisite: BIOL 265/L.)

376L. Genetics Laboratory (1) (F) Laboratory for Genetics. To be taken concurrently with BIOL 376.

383. Histology and Developmental Biology (3) (W) This course emphasizes cell anatomy, histology and embryology. Lab required – to be taken concurrently with BIOL 383L. (Prerequisite: BIOL 265/L.)

383L. Histology and Developmental Biology (1) (W) Laboratory for Cell Biology and Development. To be taken concurrently with BIOL 383.

390R. Special Topics in Biology (1–3) (Variable).

399R. Internship in Biology (1–12) Maximum 12 (F, W, Sp, Su) Credit for applied experience in biology. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor.

412. Marine Ecology (3) (F) Physical and biological characteristics of the marine environment. Current literature and original research projects will be emphasized. Lab required – to be taken concurrently with BIOL 412L. (Prerequisites: BIOL 206/L and BIOL 212/L.)

412L. Marine Ecology Laboratory (1) (F) Laboratory for Marine Ecology. To be taken concurrently with BIOL 412.

441. Molecular Biology (3) (W) Molecular biology of gene structure and expression. Practical and ethical implication of biotechnology. Lab required – to be taken concurrently with BIOL 441L. (Prerequisites: BIOL 265/L.)

441L. Molecular Biology Laboratory (1) (W) Laboratory for Molecular Biology. Lab includes recombinant DNA techniques and expression of gene products. To be taken concurrently with BIOL 441.)

445. Immunology (3) (F) A study of the basic principles and theories of immune mechanisms. Lab required – to be taken concurrently with BIOL 445L. (Prerequisites: BIOL 220/L and BIOL 265/L.)

445L. Immunology Laboratory (1) (F) Laboratory for Immunology. Lab includes traditional assays for antibody/antigen interactions as well as newer methods of immune diagnostics. To be taken concurrently with BIOL 445.

460. Advanced Human Anatomy (3) (F) A course in the dissection of the human cadaver. Biology majors only. (Prerequisites: BIOL 260/260L or equivalent.)

465. Principles of Physiology (3) (W) General principles of chemical and physical processes of living organisms. Lab required – to be taken concurrently with BIOL 465L. (Prerequisites: CHEM 105/105L and CHEM 106/106L.)

465L. Principles of Physiology Laboratory (1) (W) Laboratory for Principles of Physiology. To be taken concurrently with BIOL 465.

485. Senior Biology (3) (F,W) A lecture course which involves all of the biology faculty and provides a capstone experience for biology majors. The focus of the lectures in each unit will be to discuss principles which unify the life sciences. (Prerequisite: Restricted to senior biology students in their final two semesters.)

491–492–493. Research and Thesis (1–1–1) (F,W) (P/NP) After a review of the literature, the student will conduct original research and report it in a scientific format. To be taken consecutively in junior and senior years.

495R. Independent Study (1–4) (F,W,SP) Supervised individual study, work experience, and/or research in biology. Permission of instructor required before registration. Only one credit can count toward the 44 hours of Biology Major credit.

496R. Student Research (1–3) (F,W,SP) Supervised individual research for students who have been granted a student research and development associateship. (Required for all associates.) This course cannot count toward the 411–44 hours of biology major credit.

Business Education (BE)

315. Methods of Instruction in Business Education (2) (F) Analysis of classroom methods, psychology of learning, and research findings pertaining to improved instruction in typewriting/keyboarding, shorthand, distributive and cooperative education, and business subjects.

Business Management (BUSM)

199R. Service Leadership Internship in Business Management (1–3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary, a program coordinated by a faculty member and an on-site supervisor.

200. Personal Finance (3) (as needed) Financial alternatives to individuals and families through the life cycle. Guidelines for money management, consumer credit, home financing, insurance, retirement, taxes, and estate planning.

201R. Leadership Practicum (1–2) (F,W,SP) Learn and apply leadership principles, guided by a faculty member, and evaluate leadership experience.

242. Ethics and the Legal Environment of Business (3) (F,W,SP) Ethical foundation and the legal environment of business; contracts; uniform commercial code related to sales, commercial paper and secured transactions; business organization; government regulations; property; bankruptcy, trusts, estates, insurance. (Prerequisite: Business Core.)

Note: In order to enroll in upper-division courses, students must have completed the Business Core.

300. Leadership Principles (3) (F,W,SP or SU) Fundamentals of management with an emphasis on issues of organizational leadership and teamwork. Covers basic organizational behavior topics including motivation, leadership, organizational change, and so forth. (Prerequisite: Business Core.)

301. Business Finance (3) (as needed) The study of corporate financial decision making. Emphasis on cash flow, risk and return, ethics, agency, dividend policy, capital budgeting, working capital, and financial statement analysis.

302. Business Finance/Entrepreneurship (3) (F,W) Part of integrated School of Business core and entrepreneurship practicum. To acquaint students with the basics of finance in

the entrepreneurial setting, to include the basic tools of financial analysis, capital budgeting, and long-term financing. (Prerequisite: Business Core; BUSM 300; must be taken concurrently with BUSM 304 and 306.) Fee required.

304. Marketing/Entrepreneurship (3) (F,W) Part of integrated School of Business core and entrepreneurship practicum. The principles of marketing and the application of the marketing mix for the smaller entrepreneurial enterprise. (Prerequisite: Business Core; BUSM 300; must be taken concurrently with BUSM 302 and 306.)

306. Business Communication/Entrepreneurship (3) (F,W) Part of integrated School of Business core and entrepreneurship practicum. To provide students with the skills needed to communicate effectively in the entrepreneurial setting. (Prerequisite: Business Core; BUSM 300; must be taken concurrently with BUSM 302 and 304.)

308. Entrepreneurship Practicum (1-3) (F,W) A practicum oriented course requiring the establishment of student teams to plan research, organize, start-up, run, and close an actual non-profit business. (Prerequisite: Business Core; BUSM 300; can only be taken concurrently with BUSM 302, 304, and 306.)

320. Business Communication (3) (as needed) Written and oral business communication, including case analysis and problem solving. (Prerequisite: Business Core, ENGL 112.)

327. Human Resource Management (3) (F,W,SP or SU) The treatment of human resources as an organizational asset contributing to organizational objectives. Topics include planning, development, compensation and security, work-place environment, employee-management relations, auditing multicultural issues.

341. Marketing Management (3) (As needed) A study of the distribution of goods to the ultimate consumer, including product planning, pricing, distribution channels, and promotion.

361. Operations Management (3) (F,W) Principles and techniques of project management, forecasting, product research, fabrication, inventory planning and control, quality control and operations planning, control and management.

390R. Special Topics in Business Management (1-3) (Variable)

399R. Internship in Business Management (1-12) Maximum 12 (F, W, Sp, Su) Credit for applied experience in business management. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor.

401R. Leadership Practicum (1-2) (F,W,SP) Learn and apply leadership principles, guided by a faculty member, and evaluate leadership experience. (Prerequisite: BUSM 300)

410. Investments (3) (as needed) Introduction to security markets including an analysis of all major investments. Stocks, bonds, mutual funds, options, futures, real estate, and tangible assets are studied. The analysis will be directed towards determining which investments are most appropriate to meet an

individual's goals. (Prerequisite: BUSM 301.)

483. Entrepreneurship (3) (as needed) Emphasizes assistance to potential entrepreneurs in starting a small business. An integrative course, applying all the functional concepts to small business situations for both business and nonbusiness majors who intend to open their own business enterprise. (Prerequisite: ACCT 201; Recommended: BUSM 304.)

499. Strategic Management (3) (F,W) An integration of all the functional areas of business management with emphasis on analysis, decision making, and implementation. (Prerequisites: BUSM 242, 300, 302, 304, and 306.) (Writing and speaking intensive.)

Chemistry (CHEM)

100. The World of Chemistry (3) (F, W, SP) A course designed to give non-science students an appreciation of our chemical world. Very basic concepts are presented which are then related to the chemistry all around us. The topics vary with instructor.

101. Introductory General Chemistry (3) (F,W) Introductory chemistry in preparation for General College Chemistry, General Biology, Exercise Science and other health related programs. (Prerequisite: MATH 100 or equivalent.)

105. General Chemistry I (3) (F,W) The principles of chemistry for students of the physical, biochemical, and pre-professional sciences. (Prerequisite: Completion of or concurrent registration in MATH 110. High school chemistry, CHEM 101 or equivalent strongly suggested.) Concurrent registration in CHEM 105L required.

105L. General Chemistry I Laboratory & Recitation (1) (F,W) Alternating three-hour lab and one-hour recitation throughout the semester. Concurrent registration in CHEM 105 required. Fee required.

106. General Chemistry II (3) (W,SP) A continuation of the principles of chemistry for students of physical, biochemical, and pre-professional sciences. (Prerequisite: Completion of CHEM 105 or equivalent.) Concurrent registration in CHEM 106L required.

106L. General Chemistry II Laboratory & Recitation (1) (W,SP) Alternating three-hour lab and one-hour recitation throughout the semester. Concurrent registration in CHEM 106 is required.) Fee required.

152. Introductory Organic Chemistry (3) (W) Broad introduction to organic chemistry, emphasis is on organic nomenclature, the relationship between structure and properties, including stereochemistry, and an awareness of the nature of selected familiar and/or important organic chemicals. (Prerequisite: CHEM 101 or equivalent, or consent of the instructor.) Prepares students for Chem 181. Concurrent registration in CHEM 152L required.

152L. Introductory General-Organic Chemistry

Laboratory (1) (W) Fundamental techniques used in general and organic chemistry laboratories. Concurrent registration in CHEM 152 is required. Fee required.

181. Introductory Biochemistry (3) (SP) Relationships between chemical structure and physiological function, overall correlation of metabolism. Students who desire a more extensive biochemistry preparation should register for CHEM 381 and Chem 382 instead of CHEM 181. (Prerequisite: CHEM 152 or equivalent, or consent of the instructor.)

181L. Introductory Biochemistry Laboratory (1) (SP)

Three-hour laboratory. Physical, chemical and biological properties of the various biochemicals are explored. Not required unless students major requires a laboratory course. (Prerequisite: Completion of or concurrent registration in CHEM 181 or equivalent.) Fee required.

199R. Service Leadership Internship in Chemistry (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary, a program coordinated by a faculty member and an on-site supervisor.

251. Organic Chemistry I (3) (F) Study of the structure, stereochemistry, reactions, reaction mechanisms, preparations, and properties of the principle classes of carbon compounds. (Prerequisite: CHEM 106 and 106L or equivalent.) Concurrent registration in CHEM 251L required.

251L. Organic Chemistry I Laboratory (1) (F) Laboratory techniques used for isolation, purification, synthesis, and identification of organic compounds including such instrumentation as IR, NMR, UV-VIS, and mass spectroscopy. Three-hour laboratory. (Prerequisite: Completion of or concurrent registration in CHEM 251 required.) Fee required.

252. Organic Chemistry II (3) (W) A continuation of the study of the properties and reactions of the principle classes of carbon compounds. (Prerequisites: CHEM 251 and 251L or equivalent.) Concurrent registration in CHEM 252L required.

252L. Organic Chemistry II Laboratory (1) (W)

Synthesis, analysis and identification of organic compounds using the techniques from CHEM 251L. Concurrent registration in 252 required. Three-hour laboratory. (Prerequisite: 251L or equivalent.) Fee required.

295. Organic Spectroscopy (3) (SP) Structure determination of organic and bio-organic chemicals using infrared (IR), proton and carbon-13 nuclear magnetic resonance (NMR), ultraviolet-visible (UV-VIS), and mass spectroscopies (MS). (Prerequisites: CHEM 252, 252L.)

326. Analytical Chemistry (2) (F) Principles of chemical and modern chemical analysis. (Prerequisites: CHEM 106 and 106L or equivalents and concurrent registration in CHEM 326L required.)

326L. Analytical Chemistry Lab I (2) (F) The laboratory methods for studying chemical equilibrium and doing modern

chemical analysis. (Prerequisites: Completion of CHEM 106 and CHEM 106L or equivalents and concurrent registration of CHEM 326 required.) One five-hour laboratory. Fee required.

381. Biochemistry I (3) (F) Chemistry of Proteins, lipids, carbohydrates, and nucleic acids. Structures, function and metabolism of these compounds is studied. Enzymes, enzyme kinetics, DNA structure, and genetic metabolic process are included. (Prerequisites: CHEM 252 and 252L.)

382. Biochemistry II (3) (W) A continuation of the topics outlined for CHEM 381. (Prerequisites: CHEM 381.) Concurrent registration in CHEM 382L required.

381L. Biochemistry Laboratory I (1) (F) Physical methods in biochemistry, including spectrophotometry, centrifugation, electrophoresis, and various chromatographic techniques. Enzyme kinetics plus methods of isolation, purification and analysis of proteins, nucleic acids, carbohydrates, lipids, and other biological molecules. (Prerequisites: CHEM 252L or equivalent and concurrent registration in or completion of CHEM 381.)

382L. Biochemistry Laboratory II (1) (W) Continuation of the methods described in Chem 381L (Prerequisites: Concurrent registration in or completion of CHEM 382.)

390R. Special Topics in Chemistry (1-3) (Variable).

399R. Internship in Chemistry (1-12) Maximum 12 (F, W, Sp, Su) Credit for applied experience in chemistry. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor.

468. Physical Biochemistry (3) (SP) Application of physical chemistry to biological systems. Thermodynamics, statistical mechanics, quantum mechanics, and biophysical experimental techniques. Concurrent registration in CHEM 468L required. (Prerequisites: CHEM 382, 382L.) Fee required.

468L. Physical Biochemistry Laboratory (3) (SP)

Application of the biophysical experimental techniques to the topics listed in CHEM 468. Concurrent registration in CHEM 468 required. (Prerequisites: CHEM 382, 382L.) Fee required.

491–492–493–494 Undergraduate Research (1-1-1-1) 491

(F), 492 (W), 493(F), 494 (W) In this four-semester the student learns the process of conducting and reporting biochemical research. In CHEM 491 the student learns how to use the chemical literature, begins participation in a common biochemical project, and begins to learn how to write scientifically. In CHEM 492 & CHEM 493 students continue to participate in a group biochemical research project. In CHEM 493, in addition to continuing to participate in the group biochemical research project, each student develops and presents a scientific poster based on obtained results. In CHEM 494 each student writes a senior thesis and prepares and presents a final seminar open to the entire university.

495R. Independent Study (varies) (F,W,SP,SU) This is a course taken primarily by students who are research assistants in chemistry, although this course would apply to students doing other supervised individual study.

496R. Student Research (1-3) (F,W,SP,SU) Course taken by a student who is granted a student research and development associateship. (Required of all research associates.)

Chinese (CHIN)

***101. Elementary Chinese Conversation & Grammar-I** (4) (F,SP) Emphasis on conversation. Romanization, character reading, and basic grammar also included. Language laboratory required.

***102. Elementary Chinese Conversation & Grammar-II** (4) (W) Continued emphasis on conversation. Character reading and grammar also included. Language laboratory required. (Prerequisite: CHIN 101 or consent of instructor.) May be taken during summer term study abroad in China.

***201. Intermediate Chinese** (4) (F) Continued emphasis on conversation. Vocabulary building, advanced grammar review, reading, and writing also included. (Prerequisite: CHIN 102.)

311. Advanced Chinese Conversation (3) (W) Intensive collaborative approach to conversational Chinese based on selected dialogue patterns and situations.

***301. Introduction to Chinese Literature** (3) (F) Extensive readings from modern Chinese authors. (Prerequisite: CHIN 201 or consent of instructor.)

390R. Special Topics in Chinese (1-3) (Variable).

441. Classical Chinese Literature (3) (W) Intensive reading in the classical novel. (Prerequisite: CHIN 301 or consent of instructor.)

445R. Special Studies in Chinese (3) (SP) (Alternative Years) A variable content course designed to meet specific needs and fill specific requests of advanced students.

495R. Directed Readings in Chinese (1-3) (variable) May be repeated for credit. Assignments are made to fit the needs of the individual student.

Footnotes

*Cantonese speakers will have different emphasis depending on individual needs.

Communication Studies (COMM)

110. Intercultural Communication (3) (F,W,SP) Designed to give students a broad introduction to the field of communication in a global information society. Explores the central role of intercultural communication for individuals and societies.

211. Media Writing (3) (F,SP) Introduction to basic writing for mass media audiences through newspaper, broadcasting, Internet, and public relations (Prerequisite: ENGL 101).

252. Group Dynamics (3) (variable) Explores the role of communication processes in creating group structure and dynamics. Includes the nature and function of group leadership, participation, problem solving, and decision making in multicultural groups.

280. Communication, Culture and Gender (3) (F) Examines the relationship between culture and gender. Explores how culturally gendered systems are communicated in daily life and influence interaction and views of masculinity and femininity.

313. Advanced Media Writing (3) (W) Information gathering and advanced writing for print media, broadcasting, and public relations (Prerequisite: COMM 211).

323. Multimedia Production (3) (F) Principles and practice of basic skills in multimedia production. Emphasizes online (print and broadcasting) journalism and video production (Prerequisite: COMM 211).

326. International Communication (3) (F) The study of international and mass communication systems in modernity including the complexities and problems of mediated communication between cultures and across various boundaries (Prerequisite: ICS 251 and COMM 110)

353. Organizational Communication (3) (variable) Analysis of communication processes in international organizations. Focuses on the role of communication in creating and maintaining organizational structures and functions in culturally-diverse environments (Prerequisite: COMM 110).

360. Communication Theory (3) (W, SP) Contrasts and compares Eastern and Western perspectives communication theory. Focuses on the genres of communication theory, the process of communication inquiry, and the body of contextual theories composing the field of communication (Prerequisite: ICS 251 and COMM 110).

420. Communication, Media, and Culture (3) (W) The study of mass communication's role in the creation and maintenance of culture within global, social, political, and economic contexts (Prerequisite: ICS 251 and COMM 110).

454. Communication, Culture and Conflict (3) (F) Explores theories and issues of conflict within and between diverse cultural systems. Particular attention is given to the role of national culture, ethnicity and race (Prerequisite: ICS 251 and COMM 110).

495R. Independent Study (1-3) (F,W,SP) Approval of the division chairman and faculty is required prior to registration.

Computer Science (CS)

101. Beginning Programming (3) (F,W,SP) Structured programming fundamentals: control (sequence, selection, iteration and subroutine), data type (int, float, array), and output formatting. Extensive program development and testing. (Prerequisite: Math 100)

199R. Service Leadership Internship in Computer Science (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary; a program coordinated by a faculty member and an on-site supervisor.

201. Web Programming (3) (F,W,SP) Review of CS 101. Problem solving, stacks, queues, hash tables, mathematical analysis of algorithms, and regular expressions. Web programming including CGI and database. (Prerequisite: CS 101 and Math 110 or equivalent.)

202. Object Oriented Programming (3) (F,W) Advanced software development with an object-oriented focus. Development and testing of several 1500- to 2000-line modules from formal specifications. (Prerequisite: CS 101 and Math 110 or equivalent.)

210. Computer Organization (3) (F,W) Digital logic, digital systems, machine-level representation of data, assembly-level machine organization. (Prerequisites: CS 101 or above, Math 110 or above.)

301. Algorithm and Complexity (3) (F,W) Algorithmic analysis, strategies, fundamental algorithms, distributed algorithms, basic computability. (Prerequisites: CS 202, Math 202/202L)

320. Introduction to Computational Theory (3) (W) Finite state automata and regular expressions, context-free grammars and pushdown automata, Turing machines, computability and undecidability. (Prerequisite: CS 201, Math 201.)

333. Software Engineering I (3) (F) Social context of computing, methods and tools of analysis, software design, using APIs, software tools and environments, software processes. (Prerequisite: CS 202.)

390R. Special Topics in Computer Science (1-3) (Variable).

399R. Internship in Computer Science (1-12) Maximum 12 (F, W, Sp, Su) Credit for applied experience in computer science. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor.

410. Computer Architecture (3) (W) Memory system organization and architecture, interfacing and communication, functional organization, multiprocessing and alternative architecture. (Prerequisites: CS 210, CS 301)

415. Operating Systems Design (3) (W) Operating system principles. concurrency, scheduling, dispatch, memory management. (Prerequisite: CS 210, CS 301.)

420. Programming Languages (3) (F) Virtual machines, language translation, declarations and types, abstraction mechanisms, object-oriented programming. (Prerequisites: CS 202, CS 320.)

421. Algorithmic Languages and Compilers (2) (variable) Formal description of algorithmic languages and techniques used in their compilation: semantics, ambiguities, procedures, replication, iteration, recursion. Design and implementation of a simple compiler. (Prerequisite: CS 420.)

433. Software Engineering II (3) (W) Software requirements and specifications, validation, evolution, project management, foundations of human-computer interaction, building a simple graphical user interface, fundamental techniques in graphics, graphic systems. (Prerequisite: CS 333.)

440. Intelligent Systems (3) (F) Fundamental issues in intelligent systems, search and constraint satisfaction, knowledge representation and reasoning. (Prerequisite: CS 301.)

441. Automatic Speech Recognition (2) (variable) Introduction to automatic speech recognition by computers, including digital sampling, Fourier transformation, phonemic classification by neural network, and Viterbi search. (Prerequisite: CS 440.)

442. Image Processing and Computer Vision (2) (variable) Techniques for the processing and automatic recognition of objects and groups of objects in digital images. (Prerequisite: CS 440.)

443. Robotics (2) (variable) Build, program and demonstrate robots in accomplishing useful tasks. Understand what would be required to build an intelligent robot. Tasks include maze solving, and foraging. (Prerequisite: CS 440)

451. Advanced Database Topics (2) (variable) Specialized topics in database such as data mining, data warehousing, intelligent database systems, object-oriented database systems, and emerging topics in database research. (Prerequisite: CS 301, IS 350.)

456. Mobile Computing (2) (variable) Techniques for the routing, broadcasting, and communication needs in a mobile environment, including issues of database concurrency control, transaction processing, and data consistency. (Prerequisite: CS 301, IS 350.)

461. Computer Graphics (2) (variable) Interactive computer graphics systems programming and architecture. (Prerequisite: CS 301, Math 343.)

471. Ethics in Computer Science (2) (F) Explores foundations of ethical behavior in the world of internet and computer technology including property protection, crime, viruses, privacy, reliability, and work environments. (Prerequisite: CS 301.)

491–492–493. Seminar (1-1-1) (F,W) Reading in the Computer Science literature, writing of a review article, research proposal writing and presentation, conducting research, poster presentation, writing and presentation of the senior thesis. (Prerequisites: instructor's consent.)

495R. Independent Study in Computer Science (1–3) (variable) Topic and credit to be arranged between the student and the instructor. (Prerequisite: instructor's consent.)

496R. Student Research in Computer Science (1–3) (variable) Supervised individual research for students who have been granted a student research and development assistantship. (Required for all research associates.)

Economics (ECON)

110. Society and Economic Choice (3) (as needed) Introduction to economic concepts and analysis applied to current issues.

200. Principles of Microeconomics (3) (F,W,SP or SU) Introduction to microeconomic principles with focus on product and resource markets, profit maximization under various market structures, and international trade. (Prerequisite: MATH 100.)

201. Principles of Macroeconomics (3) (F,W,SP or SU) Introduction to macroeconomic principles with focus on market-based economic systems, determinants of output, employment and inflation, monetary and fiscal policy tools, and international finance. (Prerequisite: MATH 100.)

300. Microeconomics for Business Decisions (3) (F) Intermediate microeconomic analysis focusing on consumer choice and demand, production, cost, and pricing decisions of firm, product market structures, labor and other resource markets, and current issues. (Prerequisites: ECON 200, 201, and MATH 221.)

301. Macroeconomics for Business Decisions (3) (W) Intermediate macroeconomic analysis of the aggregate business environment and the role of economic policy in achieving growth, price stability and full-employment in open economics. (Prerequisites: ECON 200, 201, and MATH 221.)

350. Economic Development (3) (W) A study of economic growth and development issues, factors which impact economic development including technology, resources, economic structure, and government policy. (Prerequisites: ECON 200, 201, and MATH 221.)

353. Money, Banking, and Business (3) (SP or SU) An introduction to monetary and banking systems with emphasis on the role of money and financial institutions, the determinants of money supply, and the relationship of money to economic activity. (Prerequisites: ECON 200, 201, and MATH 221.)

358. International Economic Analysis (3) (F) An introduction to international trade theory, trade policy tools, international finance, and current issues in international trade. (Prerequisites: ECON 200, 201, and MATH 221.)

390R. Special Topics in Economics (1–3) (Variable).

495R. Independent Study (1-3) (F,W,SP) An opportunity to pursue subjects otherwise not offered by the department. Instructor's permission required.

496R. Student Research (1-3) (F,W,SP) Supervised individual research for students who have been granted a student research and development associateship. (Required for all associates.)

Education (EDUC)

100. Marriage and Family Proclamation Principles and Scholarship (3) (F,SP) This course focuses on the doctrines and principles of marriage and family life as presented in the Proclamation and other resources that support Proclamation principles.

101. Fundamentals of Signing (2) (on demand) This course is designed to introduce students to sign language, and give students a brief background on deaf culture and deaf education.

199R. Service Leadership Internship in Education (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary; a program coordinated by a faculty member and an on-site supervisor.

212. Foundations of Education (2) (F,W,SP) Basic foundations of education as related to law, philosophy, teaching models and trends. Selected international comparisons are included. Observation in both elementary and secondary schools is included.

300. Human Growth and Learning (2) (F,W,SP) Full life span coverage of facts, principles and concepts related to the sequential development of human learning; types and principles of learning; and instructional design. (Prerequisites: PSYC 111, Formal admission to the School of Education.)

301. A Multicultural Approach to Reading in the Content Area (2) (F,W) Techniques and skills related to the selection and use of written materials in the classroom. Cultural aspects are covered as related to text selection, study skills, comprehension strategies, writing reinforcement, and vocabulary acquisition. (Prerequisite: Formal admission into the School of Education.)

305. Computer and Technology Assisted Instruction (1) (F,W,SP) A study of how computers and related technologies are currently being used to enhance instruction in education and training. Emphasis is given to instructional and production software, teleconferencing techniques and instructional delivery systems for use in distance education. (Prerequisite: Formal admission into the School of Education.)

306. Assistive Technology in Special Education (1) (W) Information about, exposure to, and experiences with assistive technology that may be used to improve the education and lives of students with disabilities.

312. Effective Pedagogy (3) (F,W,SP) An in-depth study of research-based effective teaching practices in the public school classroom. Emphasis will be placed on specific applications to effective teaching models, lesson planning models, and other practices involved in classroom responsibilities for the master teacher. (Prerequisite: Formal admission into the School of Education.)

330. Classroom Management (2) (F,W) An in-depth study of effective classroom management practices in the public school classroom. Emphasis will be placed on specific applications in the classroom for the master teacher. (Prerequisite: Formal admission to the School of Education.)

385. Education Assessment in the Classroom (3) (F,W,SP) This course is intended to expose students to a range of assessment methods used by teachers in the public schools. Both traditional and modern assessment methods (such as portfolios) are covered, each being matched to Hawai'i State content standards and educational outcomes. At the end of the course students should be able to design and administer assessments which will reasonably assess student learning suitable for school purposes and parental information. (Prerequisite: Formal admission to the School of Education.)

386. Education Assessment in the Special Education Classroom (3) (W) This course focuses on Special Education testing and interpretation as well as performance and portfolio evaluation. Traditional testing such as multiple choice is also covered. All forms focus on adaptation to Special Education needs.

390R. Special Topics in Education (1-3) (Variable).

491A. Observation and Practicum for Dual Majors in Elementary and Special Education (2) (W) Students pursuing a dual major work under the tutelage of university supervisors and a cooperating teacher in the public schools in either elementary or special education for 491A. The other area will be completed during 491B. (Prerequisite: Educ 312 and formal admission to the School of Education.)

491B. Observation and Practicum for Dual Majors in Elementary and Special Education (4) (F) Students pursuing a dual major work under the tutelage of university supervisors and a cooperating teacher in the public schools in either elementary or special education for 491B. The other area will be completed during 491A. (Prerequisite: Formal admission to the School of Education.)

492. Student Teaching (12) (W) Supervised teaching in the public schools in both elementary and special education settings. Final semester before graduation. Seminar attendance required. Successful completion of PRAXIS series required for U.S. licensees. (Prerequisites: Completion of all preliminary courses including Educ 491.)

493. Student Teaching (6) (SP) Continuation of supervised teaching in the public schools in either elementary or special education settings. Seminar attendance required. (Prerequisites: Educ 492.)

496R. Research Education (3) (on demand) Research course credit for students approved for the student associateship program.

501. Models of Teaching (3) (on demand) Selected models or approaches to teaching are described, demonstrated, and practiced. Emphasis is placed on expanding the repertoire of teaching skills.

503. Effective Teaching and Classroom Management (3) (on demand) Classroom management principles and techniques will be learned in an eclectic approach that combines theory and practice. Research-based effective teaching practices will be presented.

505. Curriculum Development for Teachers (3) (on demand) An examination of the scope and sequence of courses taught in the public schools K-12 and historical and political reasons for their inclusion.

507. Educational Measurement and Evaluation (3) (on demand) Statistical measurements in education, graphs, charts, frequency distributions, central tendencies, dispersion, correlation, and sampling errors.

509. Applied Research for Teachers (3) (on demand) An introductory course in research design, methods, and analysis, and dissemination of findings for classroom teachers.

513. Foundations of Education: History, Sociology, Philosophy and Law (3) (on demand) Teacher and student rights and responsibilities, how they are supported by the Constitution, an overview of the United States legal system and how to conduct legal research will be the focus of this course.

515. Advanced Technologies and Teaching (3) (on demand) Hands-on applications for teachers using computers and distance learning technologies in Hawai'i public schools.

517. Supervision in Schools (3) (on demand) A practical approach to supervising and evaluating teachers. Emphasis will be placed on how to plan, observe, and give feedback to teachers on improving their classroom performance.

519. Teaching for Individual and Cultural Differences (3) (on demand) Designing instruction for the full range of students in the public schools.

521. Reading and Writing Across the Curriculum (3) (on demand) This course is based on holistic model and is designed to make the imperative integration of reading and writing a reality in the schools by teaching strategies that reflect the most recent classroom-based research.

523. Principles of Learning (3) (on demand) Aims to provide the student with a comprehensive understanding of current theories of learning, with emphasis on the scientific approach to behavioral analysis and the empirical foundations of contemporary learning theory. Applied aspects of classroom skills and concept formation are stressed.

590. Independent Study (1–3) (on demand) Intended for the student who has special needs and who would benefit from an individual study program. Repeatable for credit. Generally a student may count up to three semester hours of Independent Study credit.

Elementary Education (ELED)

320. Language Arts Methods for the Elementary Teacher (2) (F,W) Theory and methods of teaching handwriting, spelling, listening, oral and written communication, and grammar are emphasized in this course. (Prerequisite: Formal admission to the School of Education and the Professional Year.)

321. Reading Methods for the Elementary Teacher (3) (F) Theory of the nature of reading, methods and approaches to teaching reading, reading readiness, phonics, word recognition, comprehension, assessment, and recreational reading are emphasized in this course. (Prerequisite: Formal admission to the School of Education and the Professional Year.)

351. Mathematics Methods for the Elementary Teacher (3) (F) Students examine elementary mathematics from a theoretical and practical background. Use of manipulative aids and games is emphasized. Other topics include computational error pattern analysis of students work. (Prerequisite: Formal admission to the School of Education.)

360. Science Methods for the Elementary Teacher (2) (F,W,SP) Students examine the teaching of elementary science from a theoretical and practical background including the use of state guidelines. Emphasis is placed on the discovery approach using hands-on experiences. (Prerequisite: Formal admission to the School of Education.)

378. Music for Elementary Teachers (3) (SP) Introduction to fundamentals of music theory, developing the child's voice, establishing a classroom environment for musical development with emphasis on appropriate musical experiences, resources, and teaching strategies. (Prerequisite: Formal admission into School of Education.)

380. Multicultural Education, the Constitution and Social Studies Methods for the Elementary Teacher (3) (W) Theoretical and practical background for teaching social studies in the elementary school. Emphasis is placed on the multicultural component in the public schools. Basic principles of democracy embedded in the United States Constitution are studied with application for the elementary school population. (Prerequisite: Formal admission to the School of Education.)

390R. Special Topics in Elementary Education (1-3) (Variable).

491. Observation and Practicum (4) (F) Students work under the tutelage of a University Supervisor and a Cooperating Teacher in elementary schools demonstrating pedagogy learned in methods courses. Seminar attendance required. (Prerequisite: EDUC 312 and formal admission to the School of Education and the Professional Year.)

492. Student Teaching (12) (W) Supervised teaching in the elementary schools. Seminar attendance required. Successful completion of PRAXIS series required for U.S. licensees. (Prerequisites: Successful completion of all preliminary courses including ELED 491.)

493. Student Teaching (6) (SP) Continuation of student teaching designed to provide additional grade experiences in elementary education. Seminar attendance required. (Prerequisite: ELED 492.)

English (ENGL)

101. Communicating in Writing, Speaking, and Reading (3) (F,W,SP,SU) Strengthening critical awareness through the development of effective writing, speaking, and literary reading skills. Focus on composition, speech, and literature. Beginning research.

Special Note: Completion of English 101 is required for registration in any English course with a higher catalog number.

199R. Service Leadership Internship in English (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary; a program coordinated by a faculty member and an on-site supervisor.

201. Critical Composition, Speech and Literature (3) (F,W,SP,SU) In-depth experience in composition, and literature and speech to strengthen students' abilities to think critically. Requires variety of oral and written responses to literature, including a research paper. (Prerequisite: English 101.)

218R. Introduction to Creative Writing (3) (F) An introductory course in creative writing. Students will learn principles of creative writing and will be assigned to write in several genres, including such forms as poetry, fiction, and drama, etc. (Prerequisite: English 101 or permission of the instructor.)

251. Fundamentals of Literature (3) (F,W) English 251 is prerequisite to upper-division literature courses. Basic course in literary appreciation and criticism, literary terminology, and interpretive writing. Long library paper. Required of all English majors and minors. (Prerequisite: English 201.)

- 314. Exposition and Analysis in the Humanities** (3) (As Needed) Designed to improve analytical skills of interpretation, evaluation, and application, as well as writing skills, through an intensive focus on a limited number of humanistic works and published essays about them. Primarily for majors in the humanities and education. (Prerequisite: English 201.)
- 315. Exposition and Report Writing** (3) (F,W,SP,SU) Intensive course in critical thinking, expository prose, as actually used in office, industry, and school. (Prerequisite: English 201.)
- 316. Technical Writing** (3) (on demand) Intensive course in composition and rhetorical techniques used particularly by the scientist, such as technical reports, probability studies, and smooth handling of large amounts of data. Research techniques in the scientific disciplines are stressed. Primarily for science majors. (Prerequisite: English 201.)
- 318R. Advanced Creative Writing** (3) (W,SP) Offers advanced students an opportunity to refine their skills and expand their knowledge of editing and publication. In addition to creative work and assigned reading, students will serve as Editorial Staff for the Kula Manu, the literary journal of BYUH. Students in spring will focus in the writing of poetry.
- 321. English Grammars** (3) (W,SP) Historical survey of major theories of English grammar, including traditional, structural, and generative grammars, with focus on the morphological and syntactic structure of English and its description for teaching and writing.
- 341. World Literatures in English** (3) (F) Includes literatures in English not written by American or British Authors, including works from Africa, Canada, the Caribbean, India, and the Middle East (Prerequisite: English 251)
- 342 Pacific Literatures** (3) (SP) Offers views of Polynesia, Melanesia and Micronesia as we read a cross-section of literary works (novels, poetry, short stories) from the region. (Prerequisite: English 251)
- 343. Asian Literature** (3) () Studies in English original literature and translations of the major classics and modern Asian literatures such as Chinese, Japanese, Hindi, and Near Eastern languages. Emphasize fiction and drama, but also include poetry and other genres.
- 345R. Ethnic Literature** (3) (Variable) A content course emphasizing ethnic literature from varying venues; considers the culture of these areas as reflected in imaginative literature (Class may be repeated for credit if content is different)
- 351. Literary Criticism and Theory** (3) (SP) Surveys literary criticism and theory from classical to post-modern schools. (Prerequisite: English 251.)
- 358R. Special Studies: Major Authors or Genres** (3) Intensive study of a different author, combination of authors, or genre each time the course is offered. May be repeated for credit.
- 361. American Literature From the Beginnings to Mid-nineteenth Century** (3) (F) Selected works from colonial literature through the American Renaissance, including Hawthorne, Melville, Emerson, and Thoreau. (Prerequisite: English 251.)
- 362. American Literature From Mid-nineteenth Century to World War I** (3) (W) Selected works representative of realism and naturalism, including Dickinson, Twain, Howells, James, Chopin, Wharton, Crane, Norris, and Dreiser. (Prerequisite: English 251.)
- 363. American Literature From 1914–1965** (3) (W) Includes drama, poetry, and prose of the period and gives attention to selected literary trends and theories of criticism. (Prerequisite: English 251.)
- 364. American Literature from 1965–Present** (3) (F) Surveys selected works of contemporary American drama, poetry, fiction, and criticism, including works by women and minority writers. (Prerequisite: English 251.)
- 371. English Literature to 1500: The Medieval Period** (3) (SP) Selected Works from Old and Middle English literature, including the Beowulf poet, the Gawain poet, Chaucer and Langland. (Prerequisite: English 251.)
- 372. English Literature From 1500 To 1660: The Renaissance Period** (3) (F) English drama, poetry, and prose of the Renaissance period, including Milton but excluding Shakespeare. (Prerequisite: English 251.)
- 373. English Literature From 1660 To 1780: The Restoration and Eighteenth Century** (3) (W) English literature from the Restoration through the Age of Reason to the beginnings of romanticism, including Defoe, Swift, Fielding, Dryden, Pope, and Johnson. (Prerequisite: English 251.)
- 374. English Literature From 1780 To 1832: The Romantic Period** (3) (SP) Includes the works of Burns, Blake, Wordsworth, Coleridge, Scott, Lamb, Byron, Shelley, and Keats. (Prerequisite: English 251.)
- 375. English Literature From 1832 To 1890: The Victorian Period** (3) (F) The middle and late-nineteenth century, including works of Carlyle, Ruskin, the Brontës, Tennyson, Browning, Arnold, Dickens, Thackeray, George Eliot, the Rossettis, Hardy, Swinburne, and Meredith. (Prerequisite: English 251.)
- 376. English Literature From 1890 To the Present** (3) (W) English literature from the aesthetic movement to the present, emphasizing major authors up to 1950. (Prerequisite: English 251.)
- 382. Shakespeare** (3) (F,W,SU) From eight to ten major plays studied intensively. (Prerequisite: English 201.)
- 390R. Special Topics in English** (1–3) (Variable).

399R. Internship in English (1-12) Maximum 12 (F, W, Sp, Su) Credit for applied experience in English. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor.

395R. Tutoring Composition (1) (F,W) Designed to give students who are likely to teach writing or other related language skills the practical and theoretical background necessary to tutor English composition.

418R. Writing for Publication (3) (F) Advanced creative writers will develop and polish manuscripts for publication. Students will also learn professional skills such as writing query letters and finding a publisher.

420. Literature for Young Adults (3) (W) Examination of literature written for adolescents; consideration of the role of young adult literature in secondary curriculum, and debates surrounding its audience, purpose, publishing, and content. Required of English majors planning to obtain teacher certification.

421. History of the English Language (3) (Variable) Descriptive study of the language in stages of development, related to historical events. (It is recommended that LING 210 be taken first.)

490. Senior Seminar (1) (F,W) Review of English and American literature and other required course work for the English Major. Students will be examined on the major curriculum and will also compose and present a quality senior thesis to an audience of students and faculty.

495R. Independent Study (1-2)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research and development associateship. (Required for all English research associates.)

English as an International Language (EIL)

NOTE: Unlike other University courses, EIL courses do not meet for double sessions during Spring and Summer terms; therefore, course credit is reduced by one half for Spring and Summer terms.

113. Foundations I Listening/Speaking (as needed)(F,W=4; SP,SU=2) Builds basic listening and speaking skills necessary to function in an English speaking environment. Focuses on the word, phrase, and simple sentence level.

117. Foundations I Writing (as needed)(F,W=4; SP,SU=2) Introduces students to the basic elements of the writing process including how words, phrases, sentences, and short paragraphs are formed to express ideas.

118. Foundations I Grammar (as needed)(F,W=4; SP,SU=2) Introduces students to the basic elements of English grammar. Emphasizes level-appropriate uses of grammar in spoken and written contexts.

119. Foundations I Reading (as needed)(F,W=4; SP,SU=2) Focuses on recognizing the symbols of the English writing system in order to interpret the written language needed to function in an English-speaking environment.

123. Foundations II Listening/Speaking (F,W=4; SP,SU=2) Builds listening and speaking skills necessary for academic and social situations. Develops the ability to understand spoken English and participate in conversations and class discussions. (Replaces EIL 102/103)

127. Foundations II Writing (F,W=4; SP,SU=2) Introduces students to the writing process including exploring, organizing, and connecting ideas, and using feedback to improve their ability to communicate at the sentence level in writing.

128. Foundations II Grammar (F,W=4; SP,SU=2) Provides students with a foundation of English grammar structures. Emphasizes level appropriate uses of grammar in spoken and written contexts.

129. Foundations II Reading (F,W=4; SP,SU=2) Introduces students to reading strategies and skills for comprehension of simple connected texts that are linguistically noncomplex. Fee required.

201. The International Student in the University (F,W=2; SP,SU=1) Focuses on the cultural and language needs of international students at BYUH. Addresses university policies, academic skills, and social and cultural adjustment.

213. Intermediate I Listening/Speaking (F,W=4; SP,SU=2) Develops the ability to comprehend and participate in conversations and small group discussions with native and non-native speakers.

215. Intermediate I Church Language (F,W=2; SP,SU=1) Provides reinforcement and further practice in writing, reading and listening/speaking skills through the study of the principles of the gospel.

217. Intermediate I Writing (F,W=5; SP,SU=2.5) Focuses on paragraph writing; develops the fundamentals of English grammar including the major verb tenses and sentence structure patterns and their components.

219. Intermediate I Reading (F,W=4; SP,SU=2) Concentrates on building reading comprehension of noncomplex connected texts through the use of various reading and vocabulary strategies. Fee required.

223. Intermediate II Listening/Speaking (F,W=4; SP,SU=2) Builds listening and speaking skills with the goal of improved comprehension and communication in English in both general and academic situations.

225. Intermediate II Church Language (F,W=2; SP,SU=1) Provides reinforcement and further practice in writing, reading, and listening/speaking skills through the study of the teachings and examples of latter-day Church members and leaders.

227. Intermediate II Writing (F,W=5; SP,SU=2.5)

Develops paragraph writing skills and introduces essay writing; stresses the ability to use more complex sentence structures and grammatical forms in writing.

229. Intermediate II Reading (F,W=4; SP,SU=2)

Emphasizes full comprehension of simple connected texts on familiar topics, and developing comprehension of academic readings written for a general audience. Fee required.

313. Advanced I Listening/Speaking (F,W=4; SP,SU=2)

Develops students' ability to comprehend and effectively respond to communicative tasks in academic settings.

317. Advanced I Writing (F, W=4; SP,SU=2) Develops complex sentence structure, reviews and refines previously introduced grammatical forms, expands essay writing skills and introduces rhetorical patterns for essay writing.

319. Advanced I Reading (F,W=4; SP,SU=2) Develops the ability to comprehend academic texts of increasing length and difficulty. Fee required.

323. Advanced II Listening/Speaking (F,W=3; SP,SU=1.5) Focuses on the comprehension and verbal production skills students need to be successful in formal and informal academic situations.

327. Advanced II Writing (F,W=4; SP,SU=2) Emphasizes academic writing tasks, particularly the use of rhetorical patterns, summary writing, responding to sources, and the revision process.

329R. Advanced II Adjunct (F,W=3; SP,SU=1.5) Integrates all language skills needed for academic success with primary concentration on reading. Requires concurrent enrollment in the adjunct section of the coordinating G.E. class. Fee required.

337. Applied Grammar (F,W=4; SP,SU=2) Focuses on applying grammar rules to writing. Concentrates on editing and revising academic writing. (Prerequisite: EIL 317 or 327.)

339. Advanced Reading Skills (F,W=4; SP,SU=2) Focuses on improving comprehension of academic readings through an intensive review and practice of reading skills. (Prerequisite: EIL 319 or 329R) Fee required.

347. Writing Accuracy (F,W=4; SP,SU=2) Emphasis is on studying good models of writing and responding to academic writing tasks clearly and appropriately on both the rhetorical and syntactic levels. (Prerequisite: EIL 317 or 327).

349. Advanced Extensive Reading (F,W=4; SP,SU=2) Emphasizes improvement in reading comprehension through reading large quantities of materials at an accessible level. (Prerequisite: EIL 319 or 329R) Fee required.

357. Writing Workshop (F,W=4; SP,SU=2) Provides writing instruction for students who need individualized assistance. Uses teacher-student conferences and limited class size to help students focus on their writing needs.

(Prerequisites: EIL 327, 337 and 347 or permission of EIL Director.)

Exercise and Sport Science (EXS)

103. Movement Fundamentals (1) (variable) Designed to develop basic loco motor movements essential to motor skill acquisition.

112. Beginning Golf (1) (variable) Fee required. Designed for those students wanting to learn the basic game of golf. Not for those with advanced skills.

199R. Service Leadership Internship in Exercise & Sport Science (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary, a program coordinated by a faculty member and an on-site supervisor.

113. Intermediate Golf (1) (F,W) This course is for students with good understanding of USGA rules and good basic skills.

115. Beginning Bowling (1) (variable) Fee required. Designed for those students wanting to learn the basic skills of bowling.

120. Beginning Gymnastics (1) (variable) Designed for those students wanting to learn the basic skills of gymnastics.

123. Beginning Wrestling (1) (variable) Designed for those students wanting to learn the basic skills of wrestling.

126. Archery (1) (variable) A beginning level course where students learn the basic fundamentals of archery.

129. Fitness and Lifestyle Management (2) (F,W) An on-line course designed to teach principles and practices of a healthy lifestyle of wellness and being.

130. Beginning Racquetball (1) (variable) Designed for students with no formal background in racquetball.

133. Beginning Tennis (1) (variable) Designed for those students wanting to learn the basic skills of tennis.

134. Intermediate Tennis (1) (variable) This course is designed for those that completed a beginning level course or higher.

136. Badminton (1) (variable) Designed for those students that have had no previous experience in badminton.

140. Beginning Basketball (1) (variable) Designed for those students wanting to learn the basic skills for participating in the game of basketball.

141. Intermediate Basketball (1) (variable) Designed for those students that have completed a beginning level and wishing to participate on a more active level.

142. Flag Football (1) (variable) Designed for those wanting to learn the basic skills of flag football.

144. Beginning Volleyball (1) (variable) Designed for those wanting to gain skills in playing the game of volleyball. Course is designed for more skill level development than game playing.

146. Beginning Soccer (1) (variable) Designed for those students wanting to gain skills to be able to participate in soccer.

150. Touch Rugby (1) (variable) A course designed to integrate the basic skills utilized in regulation rugby and touch football in a non-contact fashion. The course will provide physical and intellectual challenges of physical fitness, teamwork, and sportsmanship in a multi-cultural context.

152. Self-Defense (1) (F,W) A course developed based on the principles of Aikido.

159. Softball (1) (variable) Beginning level course designed for those students wanting to learn the game of softball.

160. Beginning Swimming (1) (F,W,SP) Course designed for the non-swimmer , and those wanting to develop their swimming and survival skills in the water.

161. Intermediate Swimming (1) (F,W,SP) Course designed to raise the level of swimming skills to where the student can perform all the various swimming strokes and swim up to one mile .

164. Life Saving (2) (F,SP) Students will receive lifeguard training along with first aid and CPR certification. Intermediate swimming skills required. Fee required.

166. Skin Diving (1) (variable) Intermediate swimming skills or better required. No non-swimmers. Fee required.

167. Beginning Surfing (1) (F) Intermediate swimming skills or better required. No non-swimmers. Fee required.

172. Body Conditioning (1) (variable) A general course designed for working in various areas of physical development. Aerobic and anaerobic training.

174R. Aerobic Development (1) (F,W) A course designed for those wanting to maintain an aerobic-based program using jogging, swimming, and aerobic dance as the basis for maintaining aerobic fitness.

177. Fitness for Living (1) (F, W, SP) A course designed to teach people how to take control of their personal health habits by practicing positive lifestyle activities that will decrease the risk of illness and help achieve total well-being.

178. Beginning Weight Training (1) (F,W,SP) Course designed for those wanting to gain skill in using the weight room properly. Basic skills and knowledge on the use of weights will be taught.

180. Social Dance (1) (F,W) Course designed for students wanting to learn the basic skill of dancing in waltz, cha-cha, and other ball room dancing skills..

181. Folk Dance (1) (variable) Course designed to introduce students to dances of various cultures basically the European culture .

183. Beginning Hula (1) (F,W,SP) Course designed for those students wanting to learn the basic skills of Hawaiian hula.

185. Folk Dance of the Pacific (1) (SP) Course designed for those students wanting to learn the basic dance skills of Tonga, Samoa, Tahiti, and Fiji.

186. Modern Dance (1) (F,W) Beginning and intermediate skills required to participate in this course

192. Outing Activities (1) (F) Fee required. Course designed for students wanting to do outdoor activities such as hiking , snorkeling, surfing etc.

194. Horsemanship (1) (F,W) The student will gain a basic knowledge of horses, including basic equine anatomy and physiology, proper care for and feeding of the horse, and the fundamentals of riding. Fee required.

199R. Service Leadership Internship in Exercise & Sport Science (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary, a program coordinated by a faculty member and an on-site supervisor.

200R. Extramural Sports (1) (F,W,SP) Designed for cheerleaders only.

201R. Intercollegiate Athletics (1) (F,W,SP) Course designed for those participating in varsity competition such as water polo, men's and women's cross country , women volleyball, men's basketball, softball, men and women tennis. By permission of the coach involved in the sport.

225. Foundations of Physical Education (2) (variable) Historical, philosophical and sociological foundations of Physical Education.

All sports fundamentals courses 230-247 are for those majoring in the EXS program.

230. Sports Fundamentals-Golf (1) (variable) (Prerequisite: EXS 112 or equivalent.) Fee required.

231. Sports Fundamentals-Bowling (1) (variable) (Prerequisite: EXS 115 or equivalent.) Fee required.

232. Sports Fundamentals-Gymnastics (1) (variable) (Prerequisite: EXS 120 or equivalent.)

233. Sports Fundamentals-Wrestling (1) (variable) (Prerequisite: EXS 123 or equivalent.)

234. Sports Fundamentals-Archery (1) (variable) (Prerequisite: EXS 126 or equivalent.)

235. Sports Fundamentals-Tennis (1) (variable) (Prerequisite: EXS 133 or equivalent.)

236. Sports Fundamentals-Badminton (1) (variable) (Prerequisite: EXS 136 or equivalent.)

237. Sports Fundamentals-Basketball (1) (variable) (Prerequisite: EXS 140 or equivalent.)

238. Sports Fundamentals-Volleyball (1) (variable) (Prerequisite: EXS 144 or equivalent.)

239. Sports Fundamentals-Soccer (1) (variable) (Prerequisite: EXS 146 or equivalent.)

240. Sports Fundamentals-Rugby (1) (variable) (Prerequisite: EXS 150 or equivalent.)

241. Sports Fundamentals-Self-Defense (1) (variable)
(Prerequisite: EXS 152 or equivalent.)

242. Sports Fundamentals-Aquatics (1) (variable)
(Prerequisite: EXS 161 or equivalent.)

243. Sports Fundamentals-Weight Training (1) (variable)
(Prerequisite: EXS 178 or equivalent.)

244. Sports Fundamentals-Dance Aerobics (1) (variable)
(Prerequisites: EXS 174R or equivalent.)

245. Sports Fundamentals-Track and Field (1) (variable)

246. Sports Fundamentals-Flag Football (1) (variable)
(Prerequisite: EXS 142 or equivalent.)

247. Sports Fundamentals-Softball (1) (variable)
(Prerequisite: EXS 159 or equivalent.)

260. Elementary Human Anatomy (2) (W) A study of information re: human body structure. For students pursuing careers in allied health/physical education fields and who have minimal backgrounds in physical/biological sciences. (Does not meet BIOL 260 requirements but students may opt to take BIOL 260 in lieu of EXS 260.) Lab required.

260L. Elementary Human Anatomy Laboratory (1) (W)
Required lab to be taken concurrently with EXS 260.

261. Elementary Human Physiology (4) (variable) A course designed to provide scientific information about the function of the human body. Designed for students who are pursuing a career in allied health and physical education fields and have minimal backgrounds in physical and biological sciences. (Does not meet BIOL 261 requirement but students may opt to take BIOL 261 to meet the EXS 261 requirement.) Lab required.

265. Water Safety Instruction (2) (W) Certification will include Community Water Safety, First Aid and CPR. Students will experience working with different levels of abilities including the disabled, beginner, advanced beginner and intermediate. (Prerequisite: EXS 161 or 242.) Fee required.

270. Sports Nutrition (3) (W) Sports Nutrition is a course which emphasizes the physiological and biochemical effects of nutrition on athletes during training and competition for various sport activities.

288. Intermediate Dance for Theater (1) (F) A course designed for those interested in theatrical dance in areas such as refinement of gesture, mannerisms, and general movement skills relative to character portrayal.

289R. Advanced Dance (1) (W) Advanced dance techniques including factors of composition, music, costumes, etc.

330. Principles of Physical Education (3) (F) Principle objectives and philosophies influencing physical education.

339. Measurement and Evaluation (3) (W) The study of measurement and evaluation in physical education by learning to statistically organize, describe, and interpret data. The course

will also include techniques of test construction to measure mental, social, and physical performance objectives from planning to analysis. (Prerequisite: MATH 100.)

340. Introduction to Motor Learning (3) (W) An introduction to perceptual-motor learning with an emphasis on learning process, the individual learner, and the task and/or instructional procedures that may be utilized by the coach and/or teacher in the area of skill development.

341. Kinesiology (3) (F) Anatomical and mechanical analysis of motion in relation to human performance. (Prerequisite: BIOL 260 or EXS 260.)

344. Physiology of Exercise (3) (W) Emphasis on the physiological effects of muscular exercise and physical conditioning. (Prerequisites: BIOL 100.)

344L. Physiology of Exercise Lab (1) (W odd years) To be taken concurrently with EXS 344.

349. Prevention and Care of Athletic Injuries (3) (F) Treatment and care of common athletic injuries. Instructor's permission needed. (Prerequisites: BIOL 260 or EXS 260, EXS 344, and Health 220.) Lab fee required.

360. Multi-Cultural Sports and Games (2) (F odd years) This course examines sports and games from various cultural heritages while enhancing the contemporary objectives of physical education.

365. Athletic Conditioning (3) (F) Athletic Conditioning is a course which will teach the student to prescribe detailed and comprehensive training and conditioning programs for a variety of sports settings and activities.

369R. Coaching Fundamentals in Selected Sports (2) (F,W,SP) Section 1 focuses on the qualities of a coach, role of a coach, coaching philosophy, sports psychology and recruiting. Section 2 offers selected sports.

375. Elementary School Physical Education (2) (F,W) This class is designed for the development of skills and to learn fundamentals for teaching movement concepts, games, rhythms, gymnastics and basic sport skills for the elementary grades and curriculum planning.

377. Teaching Methods of Physical Education (3) (W odd years) Objectives, materials, and special techniques of teaching in physical education.

390R. Special Topics in Exercise & Sport Science (1-3) (Variable)

399R. Internship in Exercise & Sport Science (1-12) Maximum 12 (F, W, Sp, Su) Credit for applied experience in physical education. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor.

406. Sports Officiating (2) (W odd years) Rules, techniques, problems, and procedures in officiating in various sports.

409. Sports Psychology (3) (variable) Focuses on the dimensions of Sports Psychology by reviewing and studying the scientific literature of the principles derived from this literature and their practical application.

414. Administration of Physical Education, Athletics, and Intramural Programs (3) (F)

441. Adaptive Physical Education (2) (W even years)
Corrective physical education. (Prerequisites: EXS 341 and 344.)

450. Evaluation/Rehabilitation of Athlete Injuries (3) (W) Advance course in Athletic Injuries. (Prerequisites: EXS 341, 349.)

458. Sport and Law (2) (variable) An in-depth study of the legal liability, risk, and insurance management responsibilities of professionals in physical education and its related fields. Emphasis will be placed on basic understanding of legal terminology, case research, and experiential learning through most situational encounters.

493. Seminar (1) (F,W) The Seminar is designed for junior and senior students (with respect to graduation). Students will design, write a proposal, and have approved the senior project. (Prerequisite: EXS 339.)

494. Seminar (1) (F,W) The Seminar is designed for senior students (with respect to graduation). Students will conduct, write up, and defend the senior project. (Prerequisite: EXS 493.)

495R. Independent Study (1-3) (F,W,SP) Designed for the advanced undergraduate who desires to pursue a particular area of study. By permission of department chair. All 500-level Physical Education courses are post graduate certification courses.

496R. Student Research (1-3) (F,W,S) Supervised individual research for students who have been granted a student research and development associateship. (Required for all associates.)

514R. Seminar in Sports Psychology (1)

520R. Coaching Methods (1)

543R. P E Workshop (1)

547R. Adaptive Physical Education (1)

550R. Elementary Physical Education (1)

561R. Health Trends (1)

575R. Teaching Methods (1)

583R. Hula (1)

585R. Polynesian Dance (1)

French (FREN)

101. Elementary French Conversation & Grammar-I (4) (F) Emphasis on conversation. Study of basic grammar and vocabulary, reading included; Language laboratory required.

102. Elementary French Conversation & Grammar-II (4) (W) Continued emphasis on conversation. Study of basic grammar and vocabulary, and reading included; Language laboratory required. (Prerequisite: French 101 or permission of instructor.)

201. Intermediate French Conversation & Grammar (4) (F) Continuation of Conversational French. Advanced structures, expressions, and patterns. Conducted in French. Language laboratory required. (Prerequisite: French 102 or permission of instructor.)

301. Introduction to French Literature (3) (W) Extensive readings from French authors, covering the period from 1100 to the present (La Chanson de Roland to existentialism), intermediate and advanced edited texts. (Prerequisite: French 201 or permission of instructor.)

Geography (GEOG)

101. Introductory Geography (3) (W) Physical features and natural resources of the world; the interrelationship between man and his natural environment; the influence of industry, climate, agriculture, and commerce; the interrelationship between the areas of geography and history.

390R. Special Topics in Geography (1-3) (Variable).

470. Geography of Asia (3) (variable) Study of the Asian land mass. Will investigate the determining characteristics for two-thirds of the world's peoples.

471. Geography of the Pacific (3) (F) A study of its lands, peoples, resources, and physical characteristics. (Prerequisite: Geography 101)

Geology (GEOL)

105. Geology of the Pacific Basin (3) (Alternate years) Geological principles of the Pacific Basin area with emphasis on the origin, composition, structure, and weathering of Pacific Island systems. Two all-day field trips. Fee required.

390R. Special Topics in Geology (2-4) (Variable).

495R. Independent Study (1-4) (variable) Supervised individual study, work experience, and/or research in geology.

Hawaiian (HAWN)

101. Ke Kumu o ka 'Ölelo-Kau Mua-The Source Part 1 (4) (F) He papa kumu mua e ho'omaka ai ke kamā'aina 'ana i ka 'ōlelo Hawai'i me nā lolina. E ho'oma'ama'a ana ma ka ho'olohe, 'ōlelo, heluhelu, me ke kākau. Kālele 'ia ka 'ōlelo. Part one of an introductory course designed to initiate and develop understanding, comprehension and fluency in the communicative skills of the Hawaiian language and culture.

102. Ke Kumu o ka 'Ölelo-Kau Hope-The Source Part 2 (4) (W) 'O ka ho'omau 'ana o Ke Kumu o ka 'Ölelo-Kau Mua. (Koi mua 'ia ka papa Hawaiian 101) Part two of an introductory course designed to initiate and develop understanding, comprehension and fluency in the communicative skills of the Hawaiian language and culture. (Prerequisite: HAWN 101.)

201. Ke Kahua o ka 'Ölelo-Kau Mua-The Foundation Part 1 (4) (F) 'O ka ho'omau 'ana o Ke Kumu o ka 'Ölelo. 'O ia mau nō ke kālele ma ke kama'ilio 'ana ma ka 'ōlelo. Ho'ohana 'ia nā palapala maoli a me nā lola ho'opaaleo. (Koi mua 'ia ka papa Hawaiian 102) Part one of a foundational course expanding the introductory development, understanding, comprehension and fluency in the communicative skills of the Hawaiian language and culture. (Prerequisite: HAWN 102.)

202. Ke Kahua o ka 'Ölelo-Kau Hope-The Foundation Part 2 (4) (W) 'O ka ho'omau 'ana o Ke Kumu o ka 'Ölelo-Kau Mua. (Koi mua 'ia ka papa Hawaiian 201) Part two of a foundational course further expanding the introductory development, understanding, comprehension and fluency in the communicative skills of the Hawaiian language and culture. (Prerequisite: HAWN 201.)

225. Ho'oikaika Kama'ilio-Traditional Oratorical Styles (3) (SP) Ho'oikaika a kālele nui 'ia ka 'ōlelo waha 'ana. E ho'oma'ama'a ana ma nā 'ano like 'ole o ka 'ōlelo 'ana. E la'a: ha'i'ōlelo, ha'imo'olelo, kākā'ōlelo a pelā aku. (Koi mua 'ia ka papa Hawaiian 202) Reinforces and expands communication skills using the many forms of traditional informal and formal oratorical forms and styles of the Hawaiian language. (Prerequisite: Hawaiian 202)

301. Ho'okūkū o lelelo-Kau Mua-The Building Part 1 (3) (F) 'O ka ho'omau 'ana mai ka papa Ho'okahua 'Ölelo. Mālama 'ia ma ka 'ōlelo Hawai'i wale nō. Heluhelu ma nā mo'olelo Hawai'i kahiko. Nā pilina 'ōlelo me nā 'ōlelo ki'eki'e. Nā 'ōlelo no'eau. (Koi mua 'ia ka papa Hawaiian 202 or Hawaiian 225) Continuation from Ke Kahua o ka 'ōlelo (Second year Hawaiian language). Class conducted in Hawaiian. Introduction to traditional Hawaiian literature. Introduction and work with higher level lexicon and grammar structures. Cultural learning through Hawaiian proverbs. (Prerequisites: HAWN 202 or 225.)

302. Ho'oku kulu o lelo-Kau Hope-The Building Part II (3) (W) 'O ka mau 'ana o ka papa Ho'okūkū-Kau Mua. (Koi mua 'ia ka papa Hawaiian 301) Reinforces the communication skills taught in Hawaiian 301. (Prerequisite: HAWN 301)

335. Ho'oikaika Kākau-Strength in the Language (3) (SP) E kākau ma nā 'ano like 'ole. E la'a: Mo'olelo Hawai'i, mo'olelo haku wale, kolamu nūpepa, pepa noi'i a me nā mea o ia 'ano. (Koi mua 'ia ka papa Hawaiian 302) Reinforces and expands communicative writing skills in the Hawaiian Language. For example: traditional historical forms, creative writing, news paper articles, and research papers on various topics. (Prerequisite: HAWN 302.)

401. Ho'opa'a Kauhuhu-Kau Mua-The Ridge Pole Part 1 (3) (F) Kūlana 'ehā o ke a'o 'ōlelo. E heluhelu 'ia nā mo'olelo kahiko o nā kūpuna o ka 'āina. Ho'oma'ama'a ma nā analula ki'eki'e. Ho'ohana i ka 'ōlelo ma nā kūlana ki'eki'e. Nānā 'ia nā mele me nā oli. Nā 'ōlelo o ke au hou a kākou e komo nei. (Koi mua 'ia ka papa Hawaiian 302 or 335) Fourth-level Hawaiian language. Primary focus on traditional literature. Work with complex grammar structures, Hawaiian poetical and religious literature.

Contemporary language usage by native and non-native speakers. (Prerequisite: HAWN 302 or 335.)

402. Ho'opa'a Kauhuhu-Kau Hope-The Ridge Pole Part 2 (3) (W) 'O ka mau 'ana o ka papa Ho'opa'a Kauhuhu-Kau Mua. (Koi mua 'ia ka papa Hawaiian 401) This course is designed to reinforce the communication skills taught in Hawaiian 401. (Prerequisite: HAWN 401.)

Hawaiian Studies (HS)

199R. Service Leadership Internship in Hawaiian Studies (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary, a program coordinated by a faculty member and an on-site supervisor.

301. 'O Hawai'i-Of Hawai'i (3) (F) Hawaiian Studies introduction focusing on Kanaka-man; 'ohana-family; lāhui-extended groups; kōkua-assistance; laulima-group effort; ho'oponopono-dispute resolution and other cultural practices.

312. Mālama 'Āina-Land Responsibility (2) (F) Focuses on the geographical, cosmological, philosophical, and historical relationships of the land to the people and the uniqueness of Lā'ie as a pu'uhonua or gathering place.

312L. Mālama 'Āina Lab-Land Responsibility (1) (F) Taken simultaneously with HS 312. Provides field work experience to implement topics covered in the classroom.

380. Mālama Kai-Sea Responsibility (2) (SP) Focuses on oceanographic studies of marine life inside and outside reefs, fishponds; building, navigating, caring of a double-hull canoe, the study of celestial navigation and pathfinding.

380L. Mālama Kai Lab–Sea Responsibility Lab (1) (SP)

Taken simultaneously with HS 380; provides field work experience to implement topics covered in the classroom.

385R. Hawaiian Material and Literary Topics (3) (F,W)

Six major areas of Hawaiian Studies on a rotation basis:

- A. Hawaiian Weaving (alternate Fall)
- B. Hawaiian Hula & Mele (alternate Winter)
- C. Hawaiian Lā'au Lapa'au (alternate Spring/Summer)
- D. Hawaiian Implements & Instruments (alternate Fall)
- E. Hawaiian Music: Kī hō'alu (Fall/Winter)
- F. Hawaiian Sports, Games: Pā'ani ho'ōikaika (alternate Spring/Summer)
- G. Hawaiian Music: History (alternate Winters)

390R. Special Topics in Hawaiian Studies (1-3)

(Variable).

399R. Internship in Hawaiian Studies (1-12) Maximum

12 (F, W, Sp, Su) Students may receive credit for applied experience in Hawaiian Language. Prior approval must be obtained and a program coordinated by a faculty member and the on-site supervisor.

490. Senior Seminar (3) (F,W,SP) While under the supervision of a faculty, a senior research project incorporating Hawaiian language, culture, values, history, and practices of the Hawaiian people. Demonstrate cumulative knowledge and mastery of Hawaiian language and culture.

492. Hawaiian Public History (3) (W) Applied history in Hawai'i: visits to museums, government, business, archives, oral history, etc. (same as History 492).

495R. Independent Study (1-3) (F,W,SP) A student may take up to a maximum of three credit hours of directed research. Supervised by a faculty in the major and must be in the area of Hawaiian language, culture, values, history, and practices of the Hawaiian people.

Health (HLTH)

115. Essentials of Nutrition (3) (variable) Basic concepts of human nutrition and their relationships to achieving and maintaining health. Emphasis on nutritive value of foods available in Hawaii. Open to all students.

130. Personal Health (2) (variable) Designed to provide an opportunity for exposure to and exploration of health facts, concepts, and principles aimed at improving behavioral responses.

135. Health in Marriage and Pregnancy (2) (F odd years) Essentials for health in marriage, pregnancy, and childbirth.

220. First Aid (2) (W) Principles and practices in emergency care and first aid procedures for injuries. Advanced First Aid American Red Cross Certificate given upon successful completion of course.

221. Substance Use and Abuse (3) (W odd years)

Psychological, physiological, sociological, cultural, and legal implications of substance use and abuse. Cause, treatment and prevention will be emphasized.

230. Health Issues and Problems (2) (F) Current health issues and problems with emphasis on national and international conditions and projects regarding cultural and governmental influences.

361. Health in the Elementary School (2) (W)

Introduction to the school health program, emphasizing health instruction. (Prerequisite: ELED 310, EDUC 312)

369. Community Health (3) (W) Investigation and discussion of community organizations, major health problems, and the role and function of various community agencies, programs, and services related to problem resolution.

390R. Special Topics in Health (1-3) (Variable).**441. Health in Secondary Schools** (2) (W even years)

Objectives, materials, and teaching strategies of health education in secondary schools. A course designed to prepare secondary education students to teach health.

History (HIST)

120. American History to 1865 (3) (F) A study of the discovery and colonization of America, the Revolution, the forming of the government, and internal and foreign affairs down through the Civil War.

121. American History Since 1865 (3) (W) The Civil War and its aftermath, industrialization, external expansion, two world wars, and domestic affairs from 1865 to the present.

199R. Service Leadership Internship in History (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary, a program coordinated by a faculty member and an on-site supervisor.

200. The Historian's Craft (3) (W) History within the broader framework of liberal education; nature of history; questions historians ask; skills and resources needed to study, understand and write history.

201. History of Civilization to 1500 (3) (F,W,SP,SU) Major world civilizations from antiquity to 1500; emphasizes information literacy.

202. History of Civilization Since 1500 (3) (F,W,SP,SU) Civilization in the modern world; explores dilemmas between world communities, examines events in world history, and seeks to teach methods of textual analysis.

Note: Various sections of HIST 201 and 202 may be taught from different perspectives (politics, philosophy, literature, economics, etc.) but each will be history-based and address the same fundamental questions.

Course Listings-History

250. History of Eastern Oceania (3) (variable) Survey of the social, political, and cultural history of the major island groups from both Eastern and Western Polynesia.

252. History of Western Oceania (3) (variable) Survey of the social, political, and cultural history of the major island groups from both Micronesia and Melanesia.

280. World Prehistory (3) (variable) (Same as Anthropology 280)

302. Middle East (3) (variable) An examination of the history and culture of the Middle East countries from pre-Islamic times to the present.

202. History of Civilization Since 1500 (3) (F,W,SP,SU) Civilization in the modern world; explores dilemmas between world communities, examines events in world history, and seeks to teach methods of textual analysis.

Note: Various sections of HIST 201 and 202 may be taught from different perspectives (politics, philosophy, literature, economics, etc.) but each will be history-based and address the same fundamental questions.

250. History of Eastern Oceania (3) (variable) Survey of the social, political, and cultural history of the major island groups from both Eastern and Western Polynesia.

252. History of Western Oceania (3) (variable) Survey of the social, political, and cultural history of the major island groups from both Micronesia and Melanesia.

280. World Prehistory (3) (variable) (Same as Anthropology 280)

302. Middle East (3) (variable) An examination of the history and culture of the Middle East countries from pre-Islamic times to the present.

308. The Ancient Mediterranean (3) (variable) A political, social, cultural and intellectual history of the ancient Mediterranean world, including the civilizations of ancient Egypt, Greece, and Rome.

309. Medieval Europe (3) (variable) European history from the end of the Roman world to the beginning of the Renaissance, emphasizing the political, religious, and cultural history of the nations of Europe.

322. History of the Early Modern Age (3) (W) The Early Modern period from the fifteenth-century European explorations to the French Revolution, within a global frame. (Same as ICS 322)

324. Modern Europe (3) (variable) Europe in the nineteenth and twentieth centuries.

335. British Isles (3) (variable) A political, social, and cultural history of the British isles. Foundations of government, legal system, language, and the problems of the present will all be discussed. A suggested course for English majors.

342. Traditional Asia (3) (variable) The peoples and cultures of East Asia, South Asia and Southeast Asia from earliest times to the dawn of the modern era.

344. Modern China (3) (variable) Modern Chinese history from the earliest Western influence to the present time, including social, political, intellectual, and cultural developments.

346. Modern Japan (3) (variable) History of Japan since its emergence from isolation.

348. Southeast Asia (3) (variable) Survey of development of civilizations and growth of nations in Southeast Asia, especially the impact of European colonialism and the Vietnam War.

362. History of the Pacific (3) (variable) Historical survey of the new Pacific region from post World War II to the present with emphasis of social, political and cultural history.

365. Hawaiian History I—Pre-Western contact to Kamehameha V (3) (F) The Hawaiian islands and people from the time of first settlement to the rise and end of the Kamehameha dynasty.

366. Hawaiian History II—Elected Monarchs, Overthrow, Restoration (3) (W) The Hawaiian islands and people from its first elected king to the overthrow of Lili'uokalani and the present issues of restoration and Hawaiian sovereignty.

379. U.S. Since 1945 (3) (variable) Ideas and movements shaping American Society—its mentality as well as its politics, diplomacy, and economy.

383. History of Asian and Pacific Americans (3) (variable) Surveys various waves of Asian and Pacific immigration to the United States, adjustment faced by succeeding generations, and their place in American racial and ethnic relations.

390R. Special Topics in History (1–3) (Variable).

392R. Survey of US Military History (3) (variable) Growth and funding of the military establishment, exercise of the military arts, personal experience of war, and military policies treated in connection with relevant political, social, technological, and economic factors of the period. Offerings of different semesters reflect different wars. Each offering may be taken for credit. Offerings include: American Revolution, U.S. Civil War, World War II, Vietnam Conflict.

399R. Internship in History (1-12) Maximum 12 (F, W, Sp, Su) Credit for applied experience in history. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor.

400. History Workshop: Methodologies and Fields (3) (variable) Expertise in a historical field will emerge from the interpretation of sources. Examination of the story of the story, i.e., the methods that we learn about the past.

423. Modern Nationalism and Globalization (3) (Sp) Development of the modern nation-state and national identities within a global context and the impact of globalization in multiple historical periods.

485. Junior Tutorial in History (3) (F) Intensive reading, discussion, and writing in selected historical issues. In-depth experience with historiographical debates and methodological analysis. (Prerequisite: History 200)

490. Historical Research and Writing (3) (W) Individual research project culminating in a final paper written as a senior thesis. (Prerequisite: History 485.)

492. Hawaiian Public History (3) (W) Applied history in Hawai'i: visits to museums, government, business, archives, oral history, etc. (same as Hawaiian Studies 492.)

495R. Independent Study (1-3) (as needed)

496R. Student Research (1-3) (as needed) Supervised individual research for students who have been granted a student research and development associateship. (Required for all associates.)

Home Economics (HEC)

110. Principles of Food Preparation (3) (W) Techniques of food purchases and preparation; and the analysis of the nutritional value of food taught through weekly labs and lectures. Open to all students. Fee required.

390R. Special Topics in Home Economics (1-3) (Variable)

162. Principles of Clothing Construction (4) (F) Application of construction, alteration, and fitting principles using commercial patterns; selection, use, and care of equipment; and selection and care of textiles. Construction of garments and mini projects reflecting a wide range of sewing techniques. Open to all students. Fee required.

220. Management for Individuals and Families (3) (ESP) Values, decision making, and factors involved in the effective use of resources and home management. Open to all students.

221. Housing and Interiors (3) (W) This course focuses on social, cultural, and economic influences that impact housing decisions with instruction that includes drafting floor plans, furniture layout, and color schemes.

390R. Special Topics in Home Economics (1-3) (Variable).

Honors (HON)

100. Introduction to University Education and Honors Program (1) (F, W) Introduction to Honors Education, the life of the mind, and the intellectual process. Discussion-based exploration of university learning, critical thinking, and the university's resources.

101. Honors Colloquium (First Semester) (0) (F, W) Weekly series of guest speakers and scholars presenting on compelling scholarly topics and cultural issues, emphasizing student participation and discussion. Required service component.

102. Honors Colloquium (Second Semester) (0) (F, W) Weekly series of guest speakers and scholars presenting on compelling scholarly topics and cultural issues, emphasizing student participation and discussion. Required service component.

201. Honors Colloquium (Third Semester) (0) (F, W) Weekly series of guest speakers and scholars presenting on compelling scholarly topics and cultural issues, emphasizing student participation and discussion. Required service component.

202. Honors Colloquium (Fourth Semester) (0) (F, W) Weekly series of guest speakers and scholars presenting on compelling scholarly topics and cultural issues, emphasizing student participation and discussion. Required service component.

Hospitality and Tourism Management (HTM)

133. Introduction to Hospitality and Tourism Management (3) (F,W) An introduction to the profession of hospitality and tourism management. A study of historical developmental patterns, current business trends, and future international expectations. A survey of the current job market, working environments, personal risks and rewards.

199R. Service Leadership Internship in Hospitality and Tourism (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary; a program coordinated by a faculty member and an on-site supervisor.

230. Geography of Tourism (3) (Sp) Tourism geography of the World. A study of destinations, culture, attractions, impacts, and people. (Prerequisites: HTM 133.)

255. Properties Management (3) (W) Provides a basic understanding of electrical, gas, and mechanical equipment used in the hotel and restaurant industry. Stresses the utilization of maintenance personnel for efficient operation. Sanitation and security systems analyzed. (Prerequisite: HTM 133.)

270. Conventions/Meeting Planning (3) (F,W) Students learn how to handle all aspects of meeting planning, including site selection, timetables, negotiations with suppliers, budgeting, travel arrangements, etc. through exercises and activities. (Prerequisite: HTM 133.)

275. Rooms Division Operations (3) (F,W) Organizational structure and front office positions. Reservation, registration and rooming process; management, financial, and policy control procedures; simulated training using computers. Also organization, staffing, functions of housekeeping departments. (Prerequisite: HTM 133.)

350. Quantity Food Production (3) (variable) Menu planning, costing, quality control, catering, sanitation, sales and accounting controls, and various types of services. Focus on management of full-service food operations. (Lab fee) (Prerequisite: HTM 133.)

351. Food and Beverage Management (3) (W) Food service system precost control, budgeting, precontrol methods, production controls, purchasing, distribution systems, receiving, inventory control, and profit. (Prerequisites: HTM 133 and ACCT 203.)

370. Tourism Planning and Development (3) (variable) Application of economic theory and principles to tourism development. An analysis of the roles of government and private sector destination organizations. (Prerequisites: HTM 133.)

380. International Tourism (3) (F) Concepts of International Trade and Marketing applied to tourism. Economic impacts of tourism considered. Obstacles to international tourism development analyzed. (Prerequisites: HTM 133, 230.)

390R. Special Studies in Hospitality and Tourism Management (1-3) (Variable).

399R. Internship in Hospitality and Tourism (1-12) Maximum 12 (F, W, Sp, Su) Credit for applied experience in hospitality and tourism. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor.

404. Hospitality Financial Management (3) (F,W) This course offers an expanded insight into an intensive labor and fixed asset industry requiring advanced application of hospitality financial management. (Prerequisites: HTM 133, BUSM 302, 304, 306.)

406. Cultural and Recreational Attractions (3) (variable) The theoretical and practical aspects of developing and managing tourist attractions. The Polynesian Cultural Center is used as an in-depth case study. (Prerequisites: HTM 133.)

440. Hospitality and Tourism Marketing (3) (F,W) Study of marketing practices and applications affecting the major decisions hospitality and tourism managers make addressing customer needs and opportunities in the global marketplace. (Prerequisites: HTM 133.)

450. Hospitality and Tourism Law and Ethics (3) (F,W) Study and understanding of the legal system, laws, and ethics with application to the hospitality, tourism, and travel industry. (Prerequisites: HTM 133.)

480. Tourism and Destination Management (3) (variable) A capstone course designed to integrate the principles of Economics, Marketing, Finance, and Management as applied to the operation of tourism destination services, both public and private. (Prerequisites: HTM 133.)

485. Hospitality and Tourism Operations Management (3) (F,SP) A capstone course designed to coordinate the various management functions learned in the previous classes into a workable approach to profitable hotel and restaurant operations. (Prerequisites: HTM 133, HTM 404, HTM 440.)

495R. Independent Study (1-3) (F,W,SP) (As determined by student and faculty member.)

496R. Student Research (1-3) (F,W,SP) Supervised individual research for students who have been granted a student research and development associateship. (Required for all Research Associates.)

Humanities (HUM)

101. Introduction to Humanities (3) (W) An introduction to the fundamentals of music, painting, sculpture, architecture, drama and literature, and their relationship to one another.

201. Western Culture I (3) (F) The major arts of music, painting, sculpture, architecture, literature, as well as philosophy and history covered through an historical approach from 3000 B.C. to 1600. This course may count for HUM 101 credit or Area II B Artistic Expression credit under any catalog past or present.

202. Western Culture II (3) (W) Major arts of music, painting, sculpture architecture, literature as well as philosophy and history covered through an historical approach from 1600 to Post World War II. This course may count for HUM 101 credit or Area II B Artistic Expression credit under any catalog past or present.

Information System (IS)

100. Personal Productivity with IS Technology (3) (F,W,SP) Personal productivity concepts and skills using email, word processing, spreadsheet, database, presentation graphics, web browsing, and the Internet. (Lab fee.)

101L. Keyboarding Lab (1) (F,W,SP) (Pass/No Pass) Keyboarding mastery and development of basic skills. Students who have had high school typing within the past five years should not register for this course.

110. Fundamentals of Information Systems (3) (F,W,SP) Systems theory, quality, decision making and organizational role of information systems. Technology including computing and telecommunications. Concepts of organization and information system growth and re-engineering. (Prerequisite: IS 100 or equiv.)

220. UNIX System Administration (3) (F,W,Sp) UNIX Fundamentals are introduced. Includes systems administration and configuration within a network environment. Additional topics include user file administration and software installation. (Prerequisite: CS 201.)

240L. Principles of HTML and Web Development (3) (F,W,SP) Concepts of multimedia design and creation for the Internet using web programming tools to develop web pages for the Internet. (Prerequisite: IS 100.)

250L. Hardware Repair and Diagnostics (2) (F,W) Introduction to various microcomputer operating systems, software integration concepts, graphics, hardware and software installation, utility programs, and application development. (Prerequisite: IS 110.)

280. Data Communications Systems and Networks (2) (F,W) Theory and foundation for network management including data communications hardware and software, network configuration and design, network protocols, and network security and control. (Prerequisite: IS 110.)

289R. Computer Network Special Topics I (3) (F,W,SP) Special topics in computer networking. (Prerequisites: IS 280.)

307. Systems Analysis and Design (3) (F,W) Techniques of analysis from the viewpoint of computer implementation. Includes a case study developing a complete system from initial analysis to final, fully documented computer implementation. (Prerequisites: IS 110.)

330. Management Information Systems (3) (F,W,SP/SU) Manager's use of information technology to support decision makers at all levels. Integrates and uses management functions computer databases, accounting principles, model building, graphical representation. (Prerequisite: IS 110.)

350. Data Files and Data Bases (3) (F,W) Introduction to design and implementation of data base management systems. Emphasis on data structures, normalization of data, data modeling, and data- base methods. (Prerequisites: CS 201, IS 307.)

386. Computer Network Services (3) (F,W) Installation, configuration, and management of network services such as file servers and directory services with an emphasis on Microsoft Windows (Prerequisite: IS 208.)

389. Computer Network Design (3) (F,W) Networking of computers and configuration of managed networking equipment including switches and routers, with special emphasis on Cisco equipment and protocols. (Prerequisite: IS 280.)

390R. Special Topics in Information Systems (1-3) (Variable).

399R. Internship in Information Systems (1-12) Maximum 12 (F, W, Sp, Su) Students may receive credit for applied experience in information systems. Prior approval must be obtained and a program coordinated by a faculty member and the on-site supervisor.

409. Physical Design and Implementation in Emerging Environments (3) (F,W) Teams of students use project management principles to implement an information system in an emerging systems environment. (Prerequisites: IS 330, IS 350.)

410. Project Management and Practice (3) (F,W) Advanced students design and implement a significant information system. Project management, management of the IS function, and systems integration will be components of the experience. (Prerequisite: IS 350.)

431. e-Commerce Web Development (3) (F,W) Student teams build functional E-commerce websites from an empty computer; adding OS, webserver, database, email, etc. for dynamic content, order entry, and client/server interaction. (Prerequisites: CS 201, IS 350.)

492. Senior Project-Analysis and Design (1) (F,W,SP/SU) Review of current state of applications in multimedia, internet, client/server, and object programming. Student creates proposal, analysis, design, and presents to faculty for final project.

493. Senior Project-Development (1) (F,W,SP,SU) Development of project using state of the art software including multimedia/internet authoring, client/server development, and object-oriented programming tools. Students present preliminary program to faculty. (Prerequisite: IS 492.)

494. Senior Project-Implementation (1) (F,W,SP,SU) Refinement of project through testing, documentation and final improvements. The student presents final program to faculty and students. (Prerequisite: IS 493.)

495R. Independent Study (1-3) (F,W,SP,SU)

496R. Student Research (1-3) (F,W,SP,SU) Supervised individual research for students who have been granted a student research and development associateship. (Required for all associates.)

Instructional Design and Development (IDD)

302. Instructional Multimedia Development (2) (F, W, Sp) Introductory experience in developing electronic multimedia instructional materials including audio-visuals, graphics, interactive presentations, and web resources. (Prerequisite: passing the Basic Computer Competency Test)

315. Principles of Instructional Design (3) (F, W, Sp) Hands-on experience in designing instructions using established principles of learning and instruction including the systematic process of analysis, design, development, implementation, and evaluation.

347. Learning Development Techniques (3) (F, W, Sp) Developing computer and web-based instructional solutions using various multimedia authoring and web publishing tools. (Prerequisite: IDD302 or can be taken concurrently)

390R. Special Topics in Instructional Design and Development (1-3) (Variable).

399R. Internship in Instructional Design and Development (1-12) Maximum 12 (F, W, Sp, Su) Students may receive credit for applied experience Instructional Design and Development. Prior approval must be obtained and a program coordinated by a faculty member and the on-site supervisor.

415. Advanced E-Learning Development Techniques (3) (F, W) Developing computer and web-based instructional solutions that are based on sound design principles using advanced E-Learning tools and techniques. (Prerequisites: ED/IDD 315 and IDD 347)

490. Electronic Portfolio Seminar (1) (F, W, Sp) Culminating experience for students studying in instructional design and development. It includes electronic portfolio development and an examination, guest presentations, and individual mentoring. (Prerequisite: ED 415 or Instructor's Permission)

Interdisciplinary Studies (IDS)

IDS courses are interdisciplinary in nature and designed to provide the capstone GE experience for BYU-Hawai'i students. Each course is small and interactive and draws on two or more disciplines, incorporating multiple perspectives through a variety of venues and sources. Group projects and oral presentations are often course components. In these writing intensive courses student are expected to do research and produce substantive written work. Students must be of junior or senior standing, ready to critically engage with course material and communicate ideas to the larger group.

300. War and Culture (3) (F) Examines the statements made about war in various art forms, such as music, literature, painting, drama, and film.

301. Sports and Culture (3) (W) Examines the interrelationships between sports and culture; students will study how art, literature, history, politics, and other disciplines influence and are influenced by sports.

302. Language, Society, and the Individual (3) (F,W) Focuses on the human capacity for language and its manifestations in the individual and in the society.

304. Business and Society (3) (F) Examines the social and political environment in which business operates.

307. Introduction to American Studies (3) (S) American Culture explored through studies of its literature, art, music, social and political structures, science, and the media.

308. Humor and the Individual (3) (S) Explores various theories of humor development, some ways in which society uses humor, and some genres in which humor plays an important role.

309. Mormon Studies: An Interdisciplinary Approach (3) (F,W) An introduction to the study of Mormon-ism from the perspective of various academic disciplines ranging from art and anthropology to biological sciences and organizational behavior.

310. Multicultural Women's Studies (3) (F) Women's issues approached from both historical and contemporary perspectives and based on social science and literary readings. Discusses sexual stereotyping, feminization of poverty, women of color,

women of the Church, the superwoman myth, and gender relations.

311. Christian Theology and Western Science (3) (variable) Issues that are of perennial interest to both science and religion. The nature of the universe, the origins of life, etc. Also, might religious and scientific understanding be productively integrated.

312. Politics and Education (3) (variable) Explores the relation between public policy and the political process; specifically, it examines educational policy.

313. The Intercultural Campus (3) (F) The countries and peoples in BYUH target area. The processes of learning and teaching in a diverse student population.

314. The World of the Victorians (3) (W) Examines major changes taking place in the western world, specifically the British Empire from 1832-1901 through literature, society, philosophy, education, industry, science, and religion.

315. Multidisciplinary Perspectives on Laughter (3) (F) Survey of perspectives on laughter including historical, theological, linguistic, feminist, evolutionary, physiological, psychological and social. High level of motivation, interest, initiative and communication skills assumed.

316. The American Civil War: An Interdisciplinary Study (3) (W) A study of the impact of the war on American culture, through literature, history, film, music, and other culture manifestations.

317. Christianity and Culture (3) (F) Examines the development of Christian arts, philosophy, history, and theology in Christianity's interaction with broader society.

318. Personal and Family Financial Management (3) (F,W,S) Plan and prepare for a successful life at home, church, and workplace. Set personal and spiritual goals. Learn to budget, save, invest, and give.

319. Historical and Social Impact of Technology (3) (W) Explores the impact of technology on society throughout history to individuals, families, communities and the world as a whole.

International Business Management (IBM)

390R. Special Topics in International Business Management (1-3) (Variable).

399R. Internship in International Business Management (1-12) Maximum 12 (F,W,SP,SU) Students may receive credit for applied experience in international business management. Prior approval must be obtained and a program coordinated by a faculty member and the on-site supervisor.

400. International Organizational Behavior (3)(F,W,SP or SU) Theory and application of international organization behavior. Role of culture in workplace issues including leadership, decision making, team functioning, motivation, job

design, ethics, and negotiation. (Prerequisites: Business Core, BUSM 300.)

431. International Marketing (3)(F,W,SP or SU) Study of marketing techniques in a multinational setting, including organization, market research, pricing, distribution, and promotion. Use made of case studies and guided student research in seeking solutions to practical marketing problems in an international environment. (Prerequisite: BUSM 304.)

432. International Finance (3)8 (F,W,SP or SU) Financial aspects of multinational corporations operating within an international environment. Direct investment, foreign exchange, capital markets, exchange rates, etc. (Recommended: ECON 358.) (Prerequisite: BUSM 302.)

439. International Strategic Management (3)(As needed) Capstone course integrating critical concepts from all international business management areas. Includes practical experience with global enterprises and international business people. (Prerequisites: Senior standing, completion of or concurrent registration in IBM 400, 431, 432, ECON 350 or 358.)

495R. Independent Study (1-3)(F,W,SP,SU) An opportunity to pursue subjects otherwise not offered by the department. Instructor's permission required.

496R. Student Research (1-3)(F,W,SP,SU) Supervised individual research for students who have been granted a student research and development associateship. (Required for all associates.)

International Culture Studies (ICS)

199R. Service Leadership Internship in International Cultural Studies (1-3) (F, W, Sp, Su) Students may receive credit for an off-campus service learning experience in this subject area. Activities related to the major which develop the principles of Service Learning will be approved. Prior approval must be obtained and a program coordinated by a faculty member and an on-site supervisor.

251. Introduction to Cultural Studies Theory (3) (F,W) An introduction to the major figures in cultural studies theory from the disciplines of anthropology, communications, humanities, literary criticism, history and post-colonial studies.

261. Cultures and Communications of Oceania (3) (W) Study of the peoples and histories of Oceania. Emphasis on gaining general cultural literacy with special attention on expressive culture and group diversity.

262. Cultures and Communications of Asia (3) (F) Studies of the peoples and histories of Asia. Emphasis on gaining general cultural literacy with special attention on expressive culture and group diversity.

263. Cultures and Communications of Asian America (3) (W) Study of Asian American peoples and histories. Emphasis on gaining general cultural literacy with special attention on expressive culture and group diversity.

264. Culture and Communications of Native America (3) (Variable) Study of Native American peoples and histories. Emphasis on gaining general cultural literacy with special attention on expressive culture and group diversity.

265. Cultures and Communications of African America (3) (Variable) Study of African American peoples and histories. Emphasis on gaining general cultural literacy with special attention on expressive culture and group diversity.

266. Cultures and Communications of Latin America (3) (Variable) Study of the peoples and histories of Latin America. Emphasis on gaining general cultural literacy with special attention on expressive culture and group diversity.

390R. Special Topics in International Cultural Studies (1-3) (Variable).

399R. Internship in International Cultural Studies (1-12) Maximum 12 (F, W, SP, SU) Students may receive credit for applied experience in International Cultural Studies. Prior approval must be obtained and a program coordinated by a faculty member and the on-site supervisor.

490. Senior Seminar (3) (F,W) Student will identify an original research project, produce a formal proposal, review the literature, conduct research, and present preliminary findings in oral and written reports.

495R. Independent Study (1-3) (F,W,SP,SU) Approval of department chair and faculty is required prior to registration.

496R. Student Research (1-3) (F,W,SP,SU) Supervised individual research for students who have been granted a student research and development associateship. (Required for all associates)

International Teacher Education (ITEP)

492. Student Teaching (12) (on demand) Supervised teaching in an elementary or secondary school in an international setting. This is the culminating experience in the teacher education program. The program does not complete requirements for teacher licensing in the United States. (Prerequisites: Formal admission to the School of Education.)

Japanese (JAPN)

101. Elementary Japanese Conversation & Grammar-I (4) (F) Emphasis on conversation. Study of basic grammar and vocabulary, reading included; Language laboratory required.

101. Elementary Japanese for Travel Management and Business Majors-I (4) (F) Emphasis on conversation. Study of basic grammar and vocabulary, reading included; Language laboratory required.

102. Elementary Japanese Conversation & Grammar-II (4) (W) Emphasis on conversation. Study of basic grammar and vocabulary, reading included; Language laboratory required. (Prerequisite: Japanese 101 or permission of instructor.)

102. Elementary Japanese for Travel Management and Business Majors-II (4) (W) Continuation of Japanese for Travel Management and Business Majors 101. (Prerequisite: Japanese 101 or permission of instructor.)

201. Intermediate Japanese Conversation & Grammar (4) (F) Continuation of Conversational Japanese. Advanced Structures, expressions, and patterns. Language laboratory required. (Prerequisite: Japanese 102 or permission of instructor.)

301. Introduction to Japanese Literature (3) (W) Survey from eighteenth century to the present. (Prerequisite: Japanese 201.)

311. Advanced Intensive Conversation (3) (SP) Intensive collaborative approach to conversational Japanese based on selected dialogue patterns and situations. (Prerequisite: Japanese 201.)

321. Selected Reading and Grammar (3) (SP-Even Years) Readings in Modern documentary styles, emphasizing grammar, reading comprehension, and vocabulary building. (Prerequisite: Japanese 301.)

445R. Special Studies in Japanese (3) (SP-Odd Years) A variable content course designed to meet the needs and fill specific requests of advanced students.

495R. Directed Readings in Japanese (1-3) (variable) Assignments are made to fit the needs of the individual student.

Linguistics (LING)

210. Introduction to Linguistics (3)(F,W) Introduction to the study of language; its structure, acquisition, history, variability, and neurological basis. This course is a prerequisite for LING 260, 321, 331 and 423. (Prerequisite: ENGL 101.)

260. Phonology (3)(W) Phonetics and phonemics, phonetic alphabets, application of phonological theory to teaching/learning problems, the acquisition of phonology. (Prerequisite: LING 210 or consent of instructor.)

321. English Grammars (4)(F) Historical review of syntactic theories of language, including traditional, structural, transformational, and second language pedagogical grammars. Emphasis will be on understanding the structure of English and how it can be taught in second/foreign language contexts. (Prerequisites: LING 210 and TESOL 377.)

331. Sociolinguistics (3)(F) Language in relation to society: language variability, social dialects, bilingualism, language shift, code-switching, pidgin and creole languages. (Prerequisites: LING 210, or consent of instructor.)

423. Language Acquisition (3)(W) An examination of psycholinguistic and sociolinguistic aspects of second language learning and of the research background to second language education. (Prerequisite: LING 210. Recommended: PSYC 402.)

496R. Student Research (1-3) (F,W,SP)

Maori (MOAR)

101 Elementary Maori Conversation and Grammar-I (4) (W) Emphasis on conversation. Study of basic grammar and vocabulary, reading included. Language laboratory required.

102 Elementary Maori Conversation and Grammar-II (4) (W) Continued emphasis on conversation. Study of basic grammar and vocabulary, reading included. Language laboratory required. (Prerequisite: Maori 101 or permission of instructor.)

201 Intermediate Maori Conversation and Grammar (4) (F) Continued emphasis on conversation. Advanced structures, expressions, and patterns. Conducted in Maori. Language laboratory required. (Prerequisite: Maori 102 or permission of instructor.)

301 Maori Oral Tradition (3) (W) Introduction of advanced reading skills. Review of grammar, cultural history and tradition. (Prerequisite: Maori 201, international mission or residency, or permission of instructor.)

Mathematics (MATH)

95. Basic Mathematics and Beginning Algebra. Designed to help students review and master beginning algebra and basic mathematical skills. (This is a pre-college course which does not count toward scholarships or graduation. Fee required.)

97. Intermediate Algebra (3) (F,W,SP,SU) Sets, real number system, functions, graphs, algebraic manipulations, linear and quadratic equations, systems of equations, word problems. Approximately equivalent to second-year high school algebra. (Prerequisite: Beginning Algebra experience.)

106. Mathematical Reasoning, Problem-solving, and Applications (4) (F,W,SP) Designed to assist students in developing quantitative, analytical, and logical reasoning skills; in cultivating problem-solving strategies; and understanding the usefulness of mathematics through applications. The content shall include, but need not be limited to: logic, sets, probability, statistics, and elementary applications of higher mathematics. (Prerequisite: Basic mathematics skills and beginning algebra background.)

110. College Algebra (3) (F,W,SP,SU) Functions, polynomials, theory of equations, exponential and logarithmic functions, matrices, determinants, systems of linear equations, permutations, combinations, binomial theorem. (Prerequisite: Intermediate algebra background.)

110L. Mathematical Reasoning, Problem-Solving, and Applications (1) (Variable) The development of quantitative, analytical, and logical reasoning skills; to cultivate problem-solving strategies; and to demonstrate the usefulness of mathematics through applications. (Concurrent registration in MATH 110 or consent of instructor.)

111. Trigonometry and Analytic Geometry (3) (F,W,SP) Circular functions, triangle relationships, identities, inverse

trigonometric functions, trigonometric equations, vectors, complex numbers, DeMoivre's theorem and analytic geometry. (Prerequisite: Proficiency in College Algebra or equivalent.)

112. Calculus I (5) (E,W) Basic theoretical concepts and applications of differentiation and integration. Applications in two dimensional analytic geometry are provided. (Prerequisite: College Algebra and Trigonometry experience.)

113. Calculus II (5) (E,W) Methods of integration, analytic geometry, transcendental and hyperbolic functions, infinite sequences and series, and polar coordinates. (Prerequisite: Proficiency in basic differential and integral Calculus.)

119. Applied Calculus (4) (F) Introduction to plane analytic geometry and one-dimensional calculus. One semester terminal course designed for students in business, life sciences, management, social sciences, and related applied disciplines. (Prerequisite: College Algebra experience.)

199R. Service Leadership Internship in Mathematics (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary, a program coordinated by a faculty member and an on-site supervisor.

201. Discrete Mathematics I (2) (F,W,SP) Functions, relations, and sets; basic logic; proof techniques basics of counting. (Prerequisite: CS 101)

201L. Discrete Mathematics I Lab (1) (F,W,SP) Programming lab work to support Math 201. (Prerequisite: CS 101.)

202. Discrete Mathematics II (2) (F,W,SP) Proof techniques (continued), graphs and trees, discrete probability. (Prerequisite: Math 201.)

202L. Discrete Mathematics II Lab (1) (F,W,SP) Programming lab work to support Math 202. (Prerequisite: Math 201L.)

214. Multivariable Calculus (5) (SP) Basic concepts and applications of vector calculus, multidimensional calculus, partial derivatives, and multiple integration. (Prerequisite: MATH 113 or equivalent.)

221. Principles of Statistics I (3) (F,W,SP,S) Descriptive statistics, elementary probability, central tendency, variability, random variables (discrete and continuous) confidence intervals, hypothesis testing, linear regression, ANOVA, contingency tables. (Prerequisite: Proficiency in College Algebra or completion of Mathematical Reasoning course.)

223. Principles of Statistics II (1) (variable) Time series analysis, index numbers, nonparametric methods, multiple regression. (Prerequisite: MATH 221.)

301. Foundations of Mathematics (3) (W) Set theory, logic, development of number systems and axiomatic systems. Attention is also given to the history of mathematics and famous mathematicians. (Prerequisite: Beginning Calculus.)

302. Foundations of Geometry (3) (F even years) An

axiomatic development of Euclidean geometry. It also includes a study of non-Euclidean geometries and related subjects. (Prerequisite: Beginning Calculus.)

305. Basic Concepts of Mathematics (3) (variable) Designed to develop a basic understanding of the structure of mathematics as used in the elementary school. (Prerequisite: MATH 100 or consent of the instructor.)

308. Mathematics Using Technologies (3) (SP even years) Introduction to current math-specific software and calculators which are used in the teaching and learning of mathematics. Technology will be used to investigate topics from algebra, statistics, calculus, linear algebra, etc.

311. Introduction to Numerical Methods (3) (variable) Interpolation, curve fitting, numerical differentiation and integration, and numerical solutions to linear, non-linear and differential systems. (Prerequisites: Computer programming ability and MATH 113 or equivalent; consent of instructor.)

321. Mathematical Statistics (3) (W) Probability, random variables, sampling distributions, estimation and hypothesis testing, regression and correlation. (Prerequisite: MATH 214 or consent of the instructor.)

332. Introduction to Complex Variables (3) (W) Complex algebra, analytical functions, integration and differentiation in the complex plane, infinite series, theory of residues, conformal mappings. (Prerequisite: MATH 214 or consent of the instructor.)

334. Differential Equations (3) (F) Methods used in solving ordinary differential equations and their applications. Numerical methods, series solutions, and Laplace Transforms. (Prerequisite: MATH 214 or consent of the instructor.)

343. Elementary Linear Algebra (3) (F) Linear systems, matrices, vectors and vector spaces, linear transformation, determinants, quadratic forms, Eigenvalues, and Eigenvectors. (Prerequisite: Beginning Calculus.)

370. Foundations of Algebraic Systems (3) (Variable) An examination of binary operations, groups, rings, fields, integral domains, homomorphisms, cosets, Lagrange's Theorem, factor groups/rings, ideals, and vector spaces. (Prerequisite: MATH 301 or consent of the instructor.)

371. Abstract Algebra I (3) (F) An examination of algebraic systems: the number system, groups, rings, and integral domains. (Prerequisite: MATH 301 or consent of the instructor.)

372. Abstract Algebra II (3) (W) Continuation of MATH 371. A study of fields, vector spaces, extension fields, and Galois theory. (Prerequisite: MATH 371 or consent of the instructor.)

377. Secondary Mathematics Teaching Methods (2) (F) Designed especially for prospective secondary school teachers. Techniques of presentation unique to mathematics. Emphasis placed on helping the prospective teacher to be more fully prepared to meet the daily problems of the classroom. Must be taken before student teaching. (Prerequisite: consent of the instructor.)

390R. Special Topics in Mathematics (1-3) (Variable)

399R. Internship in Mathematics (1-12) Maximum 12 (F, W, Sp, Su) Credit for applied experience in mathematics. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor.

441. Advanced Calculus (3) (F) Theoretical consideration of sets and the real number system, metric spaces, functional analysis, differentiation, and integration. (Prerequisite: MATH 301 and 113 or consent of the instructor.)

442. Advanced Calculus (3) (W) Riemann integration; differentiation and integration; sequences and series measure. (Prerequisite: MATH 441 or consent of the instructor.)

490. Mathematics Seminar (2) (SP) A lecture course that provides a capstone experience for mathematics and mathematics education majors. A brief review of major courses will be given and students will take a standardized exams. Other topics may include current issues in research employment and graduate school.

495R. Independent Study (1-4) (variable) Topic and credit to be arranged between the student and instructor. (Prerequisite: consent of instructor.)

496R. Student Research (1-3) (SP/SU) Supervised individual research for students who have been granted a student research and development associateship. (Required for all associates.)

Military Science (MSCI)

105. Introduction to Military Science I (2) (F) Introduction to the Army ROTC Program provides instruction in military-related subjects which is of general student interest. Topics covered include the organization and role of the Army, customs and courtesies of the Army, the Army writing style, and introduction to military briefings. Basic skills including map reading, orienteering, rifle marksmanship, first aid, and tactics are also emphasized. (2 hours lecture per week)

105L. Introduction to Military Science I Lab (1) (F) Practical application of classroom instruction. Activities emphasized include drill and ceremony, first aid, rifle marksmanship, physical fitness, and small unit tactics. (1.5 hours per week)

106. Introduction to Military Science II (2) (W) Continuation of MSCI 105. Topics covered previously are explored in more detail. In addition, instruction is given in military leadership, professional ethics, developing a physical fitness program, and the role of officers in the Army. Students have the opportunity to participate in adventure training activities including rappelling, helicopter operations, water operations, water survival, construction of one-rope bridges, and field training exercises. (2 hours lecture per week)

106L. Introduction to Military Science II Lab (1) (W) Practical application of classroom instruction. Activities emphasized include drill and ceremony, first aid, rifle

marksmanship, physical fitness, and small unit tactics. (1.5 hours lab per week)

205. Intermediate Military Science I (3) (F) Emphasizes basic concepts of military leadership to include the military decision making process and the types and styles of leadership. Basic skills to include map reading, first aid, and rifle marksmanship are further developed. Students are given the opportunity to experience a variety of leadership positions within the ROTC battalion and are encouraged to participate in field training exercises and other extracurricular activities. (2 hours lecture, 1.5 hours leadership lab per week)

206. Intermediate Military Science II (3) (W) Continuation of MSCI 205. Topics introduced include military operations orders, wilderness survival skills, individual and squad level tactics, and the key jobs and responsibilities of Army officers. Further expertise in basic skills is developed. Student are encouraged to improve their physical conditioning, to seek a leadership position in the ROTC battalion, and to participate in field exercises and other extracurricular activities. (2 hours lecture, 1.5 hours leadership lab per week)

207. ROTC Basic Camp (6) (SP/S) Five-week summer course conducted at Ft. Knox, Kentucky. Substitutes for ROTC basic course (105, 106, 205, 206) and fulfills course requirement for admission to ROTC advanced courses. Credit will be given for 207 or basic courses, but not both.

305. Leading Small Organizations (4) (F) Series of practical opportunities to lead small groups and receive personal assessments and encouragement. Uses small unit defensive tactics and opportunities to plan/conduct training. Includes field training sessions, student taught classes, and presentations/briefings. Prerequisite: 105, 106, 205, and 206; or consent. (2.5 hours lecture, 1.5 hours lab per week)

306. Leading Small Organizations II (4) (W) Analyze tasks and prepare written or oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Examine and apply lessons from leadership case studies. Examine importance of ethical decision-making. Includes field training exercises, student taught classes and presentations/briefings. Prerequisite: 105, 106, 205, 206, and 305; or 305 and consent. (2.5 hours lecture, 1.5 hours lab per week)

307. ROTC Advanced Camp (6) (SP/S) Five-week summer field training exercise conducted at Fort Lewis, Washington. Arduous and intensified leadership training is conducted throughout the five week period. Required for U.S. Army commissioning. Prerequisite: 305, 306, and consent.

405. Leadership Challenges and Goal Setting (4) (F) Plan, conduct, and evaluate activities of the ROTC cadet organization. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Includes field training sessions, student taught classes and presentations/briefings. Prerequisite: 105, 106, 205, 206, 305, and 306; or 305, 306, and consent. (2.5 hours lecture, 1.5 hours lab per week)

406. Transition to Lieutenant (4) (W) Continues the

methodology from MSCI 405. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law as related to leading as an officer in the Army. Prepare for a future as an Army officer. Includes field training sessions, student taught classes and presentation/briefings. Prerequisite: 105, 106, 205, 206, 305, 306, and 405; or 305, 306, 405 and consent. (2.5 hours lecture, 1.5 hours lab per week)

Music (MUSC)

101. Introduction to Music Literature (3) (F,W,SP)

Designed to acquaint the student with concepts of form and style in music as exemplified in masterworks from the Middle Ages to the present.

102. World Music Cultures (3) (F,W) A survey of the musical traditions of selected representative world cultures: Oceania, East Asia, Indonesia, India, Africa, the Middle East and North America.

103. Music Fundamentals (3) (F, SP) Students are introduced to the rudiments of western musical notation and are given foundational training in music theory and ear training. It is designed for students with a limited background in music. Those interested in pursuing more advanced studies will be able to enroll in Music 111 and Music 111L after successful completion of this course.

105R. Group Performance Instruction (2) (F,W,SP,S) Class instruction for beginners in voice, piano, and instrumental music. Special fee for piano and instrumental instruction. (Piano section only: music majors needing to pass piano proficiency will be given preference. Non music majors may contact instructor the first day of class.)

110R. University Chorale (1) (Variable) Open to all students who desire an opportunity to participate in a singing organization. May be repeated up to four semesters for credit.

111. Music Theory I (3) (F) A study of the essentials of music for beginning musicians. Three class sessions per week with two accompanying laboratory sessions scheduled at the same hours. Music 111L is the lab portion of this class and must be taken concurrently.

111L. Elementary Musicianship I (1) (F) Group instruction for music majors to provide basic musicianship skills for beginning theory, sight singing and ear training. This course is the lab portion of Music 111.

112. Music Theory II (3) (W) An in-depth study of the contrapuntal harmonic technique of the eighteenth century with emphasis on diatonic chordal writing through the seventh chords. Class meets three days per week with a required laboratory session meeting the same hour two days per week. Music 112L is the lab portion of this class and must be taken concurrently. (Prerequisite: Music 111 and Music 111L.)

112L. Elementary Musicianship II (1) (W) Group instruction for music majors to provide basic musicianship skills for beginning theory, sight singing and ear training. This course is the lab portion of Music 112.

159R. Individual Instruction (1) (F,W,SP,S) Private Instruction for non-music majors. Consists of twelve 1/2-hour lessons and may include Master Class time. Instructor's consent required. Fee required.

160R. Individual Instruction (1) (F,W,SP) Private instruction for freshman and sophomore music majors only. Consists of fourteen 45-minute lessons. The student participates in a recital and jury. Instructor's consent required. Fee required. Master class participation required. (Prerequisite: Admission to 111 and 111L.)

199R. Service Leadership Internship in Music (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary, a program coordinated by a faculty member and an on-site supervisor.

191. Keyboard Harmony I (1) (F-odd years) Functional keyboard skills including harmonization, improvisation, and transposition are developed and refined. (Prerequisites: Music 111/112 or concurrently with Music 111 and 111L.)

192. Keyboard Harmony II (1) (W-even years) Functional keyboard skills including harmonization, improvisation, and transposition are developed and refined. (Prerequisites: Music 191.)

201. Baton Technique and Hymnody (2) (variable) An introduction to musical practice in the LDS Church. Includes a survey of church music with emphasis on that of the Restored Church, fundamentals of music, basic conducting techniques, analysis of hymn tunes and texts, music in the Church service, and the organization and management of the ward choir. Open to all students.

202. Conducting (2) (F-even years) Instrumental and choral conducting techniques. Score reading, formal analysis, terminology, beat pattern, phrasing, tempo, and styles. (Prerequisites: Music 101 and Music 112.)

211. Music Theory III (3) (F) Continuation of Music 112 through modulation, chromaticism, and harmonic techniques of the nineteenth century. Music 211L is the lab portion of this class and must be taken concurrently. (Prerequisites: Music 112 and 112L.)

211L. Elementary Musicianship III (F) Group instruction for music majors to provide musicianship skills for intermediate theory, sight singing and ear training. This course is the lab portion of Music 211.

212. Music Theory IV (W) Continuation of Music 211 including Twentieth Century styles and compositional techniques. Music 212L is the lab portion of this class and must be taken concurrently. (Prerequisite is MUSC 211 and MUSC 211L.)

212L. Elementary Musicianship IV (W) Group instruction for music majors to provide musicianship skills for intermediate theory, sight singing and ear training. This course is the lab portion of Music 212.

Course Listings-Music

215R. La'ie Choral Union (1) (variable) A master-works chorus for students and non-students. Fills ensemble requirement for music degrees. One annual oratorio with orchestra. Permission of instructor required. Fee required.

225R. Concert Choir (1) (F,W) Enrollment by permission of the instructor after audition. Fee required.

235R. Chamber Choir (1) (F,W) Exploration of chamber ensemble repertoire for voices. Permission of instructor after audition. Fee required.

238R. Brass Band (1) (F,W) A performance ensemble modeled after British brass bands as introduced into Polynesia. Repertoire includes arrangements of traditional song, original brass literature, and band/orchestral transcriptions. Admission by audition and/or permission of the instructor.

244R. Jazz Ensemble (1) (F,W) Exploration of the field of jazz, with emphasis on contemporary styling, dynamics, interpretation, and ensemble balance. Audition required.

248R. Chamber Ensemble (1) (F,W) An ensemble of selected instrumental players for the performance of advanced chamber music. Permission of instructor after audition.

250R. Piano Accompanying Ensemble (1) (F,W) Piano Pedagogy majors serve as accompanists for one ensemble, or for two private voice or instrumental students.

260. Percussion Methods and Materials (2) (W-even years) Study of pedagogical materials and teaching techniques appropriate to the primary percussion instruments including snare drum, timpani, keyboard percussion and related instruments. (Fee required)

261. Woodwind Methods and Materials (2) (W-odd years) Study of pedagogical materials and teaching techniques appropriate to the primary woodwind instruments. Includes class lessons on flute, clarinet, alto sax, and oboe.

262. Brass Methods and Materials (2) (F-odd years) Study of pedagogical materials and techniques appropriate to the primary brass instruments. Includes class lessons on Trumpet, French Horn, Trombone and Euphonium. (Fee required)

263. Vocal Methods and Materials (2) (F-even years) A study of pedagogical materials and techniques appropriate for working with singers of different ages and genders. Lab work with child and adult vocalists.

270. Diction for Singers: Latin and Italian (0.5) (F-even years) Foreign-language diction for singers: Latin, Spanish, and Italian with an introduction to the international phonetic alphabet as a tool for studying speech sounds of sung language.

271. Diction for Singers: German (0.5) (W-odd years) Foreign-language diction for singers: German with an introduction to the international phonetic alphabet as a tool for studying speech sounds of sung language.

272. Diction for Singers: English (0.5) (W-even years) Language diction for singers: English with an introduction to the international phonetic alphabet as a tool for studying speech sounds of sung language.

273. Diction for Singers: French (0.5) (F-odd years) Foreign-language diction for singers: French with an introduction to the international phonetic alphabet as a tool for studying speech sounds of sung language.

284. Music History I: Antiquity to 1750 (3) (F-odd years) The history of Western Art Music with emphasis on analysis and the interconnection of music with religion, philosophy and economics from the Greeks to 1750. (Prerequisites: Music 101, 112 and 112L.)

285. Music History II: 1750 to the Present (3) (W-even years) The history of Western art music with emphasis on analysis and the interconnection of music with religion, philosophy and economics from 1750 to the present. (Prerequisites: Music 284 and 211.)

291. Keyboard Harmony III (1) (F-even years) Keyboard harmony with an emphasis on analysis, improvisation, and other functional skills required of piano teachers and performers. (Prerequisites: Music 191 and Music 192.)

292. Keyboard Harmony IV (1) (W-odd years) Keyboard harmony with an emphasis on analysis, improvisation, and other functional skills required of piano teachers and performers. (Prerequisites: Music 191,192,291.)

301. Music in Contemporary American Life (2) (SP) Examine music in contemporary American society in all its popular, classical, and cultural manifestations with emphasis on the growth of music as an entertainment business. (Prerequisites: Music 101.)

305. Choral Techniques (2) (F-odd years) Conducting, rehearsal procedures and management of vocal ensembles. Surveys sources of music, copyright laws, student leadership and musicianship skills for singers.

333. Piano Pedagogy I (2) (F-odd years) An introduction to the profession of piano teaching. Pianists learn methodology for teaching beginning and early intermediate piano students. (Prerequisites: Music 111, 111L, 112, and 112L.)

270. Diction for Singers: Latin and Italian (0.5) (F-even years) Foreign-language diction for singers: Latin, Spanish, and Italian with an introduction to the international phonetic alphabet as a tool for studying speech sounds of sung language.

271. Diction for Singers: German (0.5) (W-odd years) Foreign-language diction for singers: German with an introduction to the international phonetic alphabet as a tool for studying speech sounds of sung language.

272. Diction for Singers: English (0.5) (W-even years) Language diction for singers: English with an introduction to the international phonetic alphabet as a tool for studying speech sounds of sung language.

273. Diction for Singers: French (0.5) (F-odd years) Foreign-language diction for singers: French with an introduction to the international phonetic alphabet as a tool for studying speech sounds of sung language.

284. Music History I: Antiquity to 1750 (3) (F-odd years) The history of Western Art Music with emphasis on analysis and the interconnection of music with religion, philosophy and economics from the Greeks to 1750. (Prerequisites: Music 101, 112 and 112L.)

285. Music History II: 1750 to the Present (3) (W-even years) The history of Western art music with emphasis on analysis and the interconnection of music with religion, philosophy and economics from 1750 to the present. (Prerequisites: Music 284 and 211.)

291. Keyboard Harmony III (1) (F-even years) Keyboard harmony with an emphasis on analysis, improvisation, and other functional skills required of piano teachers and performers. (Prerequisites: Music 191 and Music 192.)

292. Keyboard Harmony IV (1) (W-odd years) Keyboard harmony with an emphasis on analysis, improvisation, and other functional skills required of piano teachers and performers. (Prerequisites: Music 191,192,291.)

301. Music in Contemporary American Life (2) (SP) Examine music in contemporary American society in all its popular, classical, and cultural manifestations with emphasis on the growth of music as an entertainment business. (Prerequisites: Music 101.)

305. Choral Techniques (2) (F-odd years) Conducting, rehearsal procedures and management of vocal ensembles. Surveys sources of music, copyright laws, student leadership and musicianship skills for singers.

333. Piano Pedagogy I (2) (F-odd years) An introduction to the profession of piano teaching. Pianists learn methodology for teaching beginning and early intermediate piano students. (Prerequisites: Music 111, 111L, 112, and 112L.)

334. Piano Pedagogy II (2) (W-even years) Methodology of piano teaching at the intermediate and early advanced level. (Prerequisites: Music 333.)

344R. Piano Accompanying (1) (F,W) Pianists learn the art of collaborative interpretation with instrumentalist and vocalists. Skills are emphasized including sight-reading, following, setting tempo, and clef reading. (Masterclass attendance required)

350. Learning and Teaching Concepts in Music (2) (W-odd years) Focuses on developing skills for teaching music to the younger child (grades K-6). Emphasizes methods of Kodaly, Orff, and Suzuki.

352. Teaching Secondary School Music (2) (W-even years) Methods and materials needed for junior and senior high-school music, including both performance and non-performance classes. Includes field experience in student's area of specialization.

360R. Individual Instruction (1) (F,W,SP) Private instruction for junior and senior music majors only. Consists of fourteen 45-minute lessons. The student participates in a recital and jury. Final semester requires a senior project. Instructor's

consent required. Master class participation required. Fee required. (Prerequisites: 4 semesters of 160R.)

363. Vocal Pedagogy (2) (F-even years) Problems and solutions in vocal training; the physical nature of the voice including vocal acoustics, technical and artistic preparation to be a teacher of singing. (Prerequisites: 4 semesters of music, 160R and completion of piano proficiency exam.)

364. Contemporary Vocal Methods (2) (F-odd years) The study of popular singing styles currently in use by performers in contemporary entertainment including musical theater, pop, belt, gospel and soul. (Prerequisites: 4 semesters of music, 160R and completion of piano proficiency exam.)

390R. Special Topics in Music (1-3) (Variable).
399R. Internship in Music (1-12) Maximum 12 (F, W, Sp, Su) Students may receive credit for applied experience in music. Prior approval must be obtained and a program coordinated by a faculty member and the on-site supervisor.

401. Careers in Music (2) (Spring) A survey of career options in music and related performing and media arts. Special emphasis on recently created career opportunities via cyberspace consumerism. (Prerequisites: Jr./Sr.)

430. Computer Music Technology (2) (W-odd years) A survey of current computer applications relating to the field of music. Includes a study of software relating to composition, performance, analysis, teaching and research.

464. Keyboard Literature I (2) (F-even years) A survey of the standard repertoire of keyboard literature from 1150 to 1850. (Prerequisites: Music 112 and 112L.)

465. Keyboard Literature II (2) (W-odd years) A survey of the standard repertoire of keyboard literature from 1850 to the present. (Prerequisites: Music 101, at least two semesters of Music 160R, and Music 464.)

466. Vocal Literature I (2) (W-odd years) A survey of the standard repertoire of art song for the concert singer. (Prerequisites: Music 101, 212, 212L, 284, 285, and four semesters of Music 160R; acceptance into 360R)

467. Vocal Literature II (2) (W-even years) A survey of the standard repertoire of opera, oratorio, and musical theatre. (Prerequisites: Music 101, and four semesters of Music 160R.)

496R. Student Research (1-3) (variable) Supervised individual research for students who have been granted a student research and development associateship. (Required for all associates.)

Oceanography (OCEN)

201. Science of the Sea (3) (variable) Introduction to oceanography, including structure and formation of ocean basins and their characteristic features, properties of sea water, distribution of temperature and dissolved substances in the ocean, ocean currents, waves, tides, interrelationships of the biotic community with the environment, and man and the sea.

Laboratory required. Several field trips will be taken. Lab fee required.

390R. Special Topics in Oceanography (1–3) (Variable).

495R. Independent Study (1–4) (variable) Supervised individual study, work experience, and/or research in oceanography.

Organizational Behavior (ORGB)

321. Organizational Behavior (3) (F) Individual, group and organization variables affecting organizational functioning. Topics include motivation, rewards, leadership, conflict, decision-making, structure, evaluation, and change. (Same as Business Management 321 and PSYC 321.)

337. Analysis of Human Resources and Organization Development (3) (W) Concepts, techniques, and skills aimed at improving organizational effectiveness by means of analysis and planned, systematic interventions. (Prerequisites: OB321, Soc 205 or MATH 221, Eng 316.)

Pacific Island Studies (PAIS)

105. Introduction to Pacific Island Studies (3) (F) An introduction to the study of the Pacific islands region including current issues, dynamic changes, various methodologies and contemporary applications.

199R. Service Leadership Internship in Pacific Island Studies (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary; a program coordinated by a faculty member and an on-site supervisor.

390R. Special Topics in Pacific Islands Studies (1-3) (Variable).

399R. Internship in Pacific Island Studies (1-12) Maximum 12 (F, W, Sp, Su) Credit for applied experience in Pacific island studies. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor.

495R. Senior Tutorial (3) (F, W, SP) Students develop an introductory tutorial or participate in a workshop that demonstrates a working knowledge of investigative techniques and Pacific Islands issues. (Prerequisite: Permission of instructor.)

496R. Student Research (1–3) (F,W,SP) Supervised individual research for students who have been granted a student research and development associateship.

Philosophy (PHIL)

110. Foundations of Philosophical Thought (3) (W) Developing philosophical skills through supervised analysis of readings in such topics as reason, knowledge, metaphysics, ethics, politics, and religion.

Physical Science (PHSC)

100. Principles of Physical Science (3) (F,W,SP) An introduction to the basic concepts of physical science and the scientific method.

390R. Special Topics in Physical Science (1–3) (Variable).

495R. Independent Study (1–4) (variable) This course is offered to provide an opportunity for individual study and senior research and will be scheduled on an individual basis. (Prerequisite: permission of the instructor.)

Physics (PHYS)

100. Conceptual Physics (3) (F,W,Sp) Nonmathematical approach to understanding the principles of physics and scientific numeracy. Includes a laboratory component. No previous background in physics is required. (Prerequisite: Math 99 or equivalent).

105. Introductory Applied Physics I (3) (F) An applied physics course. Topics include mechanics, heat, wave motion, & sound. Concurrent registration in Physics 105L recommended. (Prerequisite: High school algebra and trigonometry, high school physics or Physics 100). Calculus is not required.

105L. Introductory Applied Physics Laboratory (1) (F) Three-hour laboratory based on the topics in Physics 105. Strongly recommended to any student taking Physics 105. (Prerequisite: Concurrent registration or Completion of Physics 105.)

106. Introductory Applied Physics II (3) (W) Topics include electricity and magnetism, atomic and solid state physics, and optics. Concurrent registration in Physics 106L recommended. (Prerequisite: Physics 105 or equivalent.) Calculus is not required.

106L. Introductory Applied Physics Laboratory (1) (W) Three-hour laboratory based on the topics in Physics 106. Strongly recommended to any student taking Physics 106. (Prerequisite: Concurrent registration or completion of Physics 106.)

121. General Physics I (3) (F) Topics include mechanics and waves. Course is designed to meet the requirements of science majors. Concurrent registration in Physics 121L recommended. (Prerequisite: MATH 112 or equivalent, high school physics or Physics 100.)

121L. General Physics Laboratory (1) (F) Three-hour laboratory based on the topics in Physics 121. Strongly recommended to any student taking Physics 121. (Prerequisite: Concurrent registration or completion of Physics 121.)

122. General Physics II (3) (W) Topics include electricity and magnetism. Course designed to meet the requirements of science majors. Concurrent registration in Physics 122L recommended. (Prerequisite: Physics 121.)

122L. General Physics Laboratory (1) (W) Three-hour

laboratory based on the topics in Physics 122. Strongly recommended to any student taking Physics 122. (Prerequisite: Concurrent registration or completion of Physics 122.)

221. General Physics III (3) (SP) A course designed to meet the requirements of science majors. Covers, light, atomic and nuclear physics, quantum mechanics and special relativity. (Prerequisite: Physics 122.)

390R. Special Topics in Physics (1–3) (Variable).

495R. Independent Study (1–4) (variable) This course is offered to provide an opportunity for individual study and senior research thesis and will be scheduled on an individual basis. (Prerequisite: permission of the instructor.)

Political Science (POSC)

105R. Current Affairs (1) (F,W) An analysis of current political events.

110. The U.S. Political System (3) (F,W) Systematic inquiry into the national government and politics of the U.S. in the context of American society as a whole.

130. Introduction to Public Administration (3) (W) Organization and operation of government. Relationship of administration to other branches of government; type of control over administration; control and local government.

150. Comparative Government and Politics (3) (F,W) Patterns of select European, Asian, and Pacific Basin political systems.

170. International Relations (3) (F,W,SP) An analysis of modern international politics.

199R. Service Leadership Internship in Political Science (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary, a program coordinated by a faculty member and an on-site supervisor.

200. Political Inquiry (4) (W) An examination of the methodology of political science.

202. History of Political Philosophy (3) (F) A survey of the great political philosophies.

220. Asian Governments (3) (W) An examination of the politics and governments of Asian countries.

222. Oceanic Governments (3) (W) This course examines the governments and politics of the island societies of Oceania.

263. Public Personnel Management (3) (F) The nature and development of functions, techniques, and maintenance problems of personnel. Labor relations philosophy and collective bargaining in the public and private sector.

310R. Topics in American Government (3) (W) Continuation of POSC 110. Various topics involving one of the three branches of the Federal Government will be explored. (Prerequisite: POSC 110 or permission of the instructor.)

325. International Relations of Asia (3) (W odd years) Foreign Policy and International Relations of China, Japan, northeast and southeast Asia. Historical and contemporary review and analysis. (Prerequisite: POSC 170 or permission of the instructor.)

385R. Pacific National Politics (3) (F) The study of culture and politics of a Pacific Island country capitalizing on current elections and campaign activities. Political behavior, economic and social concerns, and historical factors are brought into focus.

390R. Special Topics in Political Science (1–3) (Variable).

399R. Internship in Political Science (1-12) Maximum 12 (F, W, Sp, Su) Credit for applied experience in political science. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor.

460. The Constitution of the United States (3) (Alternate Years) This course is a description and analysis of the United States Constitution in its historical and continuing role as the basis of American government and politics. (Prerequisites: Permission of the instructor or completion of Political Science 110, or Social Science 100, or History 120 or 121.)

470. International Relations Theory (3) (W) Analysis of major theories and theorists of International Relations: systems, conflict, environment, deterrence, integration, decision-making and special topics. (Prerequisite: POSC 170 or permission of instructor.)

475. Political Futures Studies (3) (SP) This course looks at the various methods of futures forecasting, images of the future, and societal theories of social change.

480R. Pacific Regionalism (3) (SP) The study of international and regional organizations based in the Pacific. Provides general understanding of work programs, staffing, procedures, and involvement of Pacific Island governments.

495R. Independent Study (1–3)

496R. Student Research (1–3) (F,W,S) Supervised individual research for students who have been granted a student research and development associateship. (Required for all associates.)

498. Political Research and Writing (3) (F,W,SP) Under faculty supervision, the student will research and write a major paper on a political topic. (Prerequisite: Eng 315 or 316.)

499. Political Internship (3) (F, W, SP) Under faculty supervision, students will work in a private or government agency. 140 hours are required.

Psychology (PSYC)

111. General Psychology (3) (F,W,SP) Provides familiarity with the major subfields and methods of discovery used in psychology. Topics covered include the biology of behavior, human development across the lifespan, cognition and intelligence, social processes, personality, motivation, psychopathology and therapy. Provides an opportunity to

Course Listings-Psychology

“sample” many of the domains of the discipline, both in preparation for taking more focused courses in the major and to permit the application of psychological insights to other fields of endeavor.

199R. Service Leadership Internship in Psychology (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary, a program coordinated by a faculty member and an on-site supervisor.

205. Applied Social Statistics (3)(F,W) Statistical procedures and the interpretation of statistical data in the social sciences (Prerequisite: MATH 100 or equivalent.) (Same as SOC 205.)

210. Developmental Psychology (3)(F,W,SP) Emphasis is placed on the sequential development of human behavior across the lifespan beginning with conception.

305. Social Research Methods (4)(F,W) The course is designed to follow a basic statistics class and to introduce the concepts of observation, measurement, data collection, sampling techniques, experimental design, analysis and interpretation, and research reporting. The design, development, and implementation of a research project will be emphasized. (Prerequisite: SOC 205 or MATH 221.)

310. Measurement and Evaluation (3)(SP) Basic course in tests and measurements. The role of evaluation in teaching will be considered and the general principles of evaluation examined. Validity and reliability of tests will be fully explored. Learning activities include practical experiences in the construction and administration of tests. Learn how to select and use achievement and aptitude tests. Primary focus is interpretation of test scores and norms. School testing trends and issues will be reviewed.

321. Organizational Behavior (3)(F) Individual, group, and organizational variables affecting organizational functioning. Topics include motivation, rewards, leadership, conflict, decision-making, structure, evaluation, and change.

341. Personality (3)(W) Individual patterns of behavior, thought, and emotion from the perspective of various personality theories.

350. Social Psychology (3)(F) A study and analysis of social psychological processes as the nature of social influence; socialization; concepts of norm, role status; development of beliefs, attitudes and morals; leadership and group processes. (Same as SOC 350.) (Prerequisite: PSYC 111 or SOC 111.)

357. Cultural Psychology (3)(W) A study of the ways in which behavior is shaped and influenced by diverse ecological, social, and cultural settings and forces.

365. Motivation (3)(SP) Review of motivational theories to understand the determinants of various motives and their relationship to emotion, cognition, and action. Implications for understanding self and others.

370. Behavioral Psychology (3)(F) A study of the principles and characteristics of behavioral therapy and behavior

modification with animals and humans. The emphasis of the course will be on the application of behavioral psychology through applied behavioral analysis. (Prerequisite: PSYC 111.)

375. Cognition (3)(W, SP) Survey of issues in cognitive psychology including perception, attention, memory, language and reading, concept formation, problem solving, and cognitive development. (Prerequisite: PSYC 111. Prerequisite or co-requisite: PSYC 305 or permission of instructor.)

385. Biopsychology (3)(F,W) Introduction to biology of human behavior. Topics include biopsychological methods, neuroanatomy, neural conduction, brain damage, and biology of memory, language, emotion and mental disorders. (Prerequisite: PSYC 111, BIOL 100 and PSYC 305 or permission of instructor.)

390R. Special Topics in Psychology (1-3) (Variable).

399R. Internship in Psychology (1-12) Maximum 12 (F, W, Sp, Su) Credit for applied experience in psychology. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor.

402. Educational and Instructional Psychology (3)(F) Psychological facts, principles, and concepts related to types and principles of learning. The relationship between instructional design and media production will be covered.

440. Abnormal Psychology (3)(F) The study of the dynamics of maladaptive behaviors; principles of human development and adjustments; causal factors, treatments, and outcome of the major maladaptive patterns; and areas of assessment, therapy, and prevention. (Prerequisite: PSYC 111 and 210.)

450. Psychotherapy (3)(W) Examines theories and techniques associated with various psychotherapeutic approaches. Ethical, legal, and social issues related to therapies are discussed. Course does not teach therapeutic techniques.

490. Senior Seminar (3) (F,W) Capstone course to be taken during junior or senior year. Students conduct an original empirical research study and present the results in the three formats that professional psychologists use to disseminate new knowledge: conference-style poster and talk, plus an APA style paper. (Prerequisites: PSYC 205, PSYC 305 and an approved research proposal.)

495R. Independent Study (1-3)

496R. Student Research (1-3)(F,W,S) Supervised individual research for students who have been granted a student research and development associateship. (Required for all associates.)

Religion (REL)

100. Introduction to Mormonism (2) (as needed) Designed to introduce the culture, scriptures, and distinctive doctrines of The Church of Jesus Christ of Latter-day Saints to students who are members of other religions and to those who have been members of the Church for less than one year. This

course is intended mainly for first year freshmen and new transfer students, to prepare them for subsequent religion classes.

121/122. Introduction to the Book of Mormon (2) (F,W,SP,S) Overview of the origin, content, and teachings of the Book of Mormon. REL 121—covers 1 Nephi through Alma 16. REL 122—covers Alma 17 through Moroni 10.

121/122H. (Honors) The Book of Mormon (2) (F,W) Same as above, but for mature and honor students as well as returned missionaries.

130. Sharing the Gospel (2) (F,W) Supplements local priesthood missionary preparation through scripture study, religious history, and cultural backgrounds. Correlates with Uniform System for Teaching Families. (Not for returned missionaries.)

211/212. The New Testament (2) (F,W,SP,S) Overview of the content and teachings of the New Testament. REL 211—The life and ministry of the Savior Jesus Christ as contained in the Gospels. REL 212—The development and teachings of the primitive Church as found in the book of Acts, the Epistles, and Revelation.

231. Doctrines for Prospective Missionaries (2) (F,W) Overview of the basic doctrines and principles of the gospel of Jesus Christ. (Not for returned missionaries.)

235. Achieving an Eternal Marriage (2) (F,W,SP,S) For married and unmarried students. This course presents the institution of marriage within the framework of the Restoration and emphasizes important principles that enable individuals to be in harmony with God, self, and spouse.

236. Building an Eternal Family (2) (on demand) For married and unmarried students. This course presents the institution of the family within the framework of the Restoration and emphasizes important principles and tools that can strengthen family relationships—particularly regarding the obligation and challenges of child rearing.

261. Family History (Genealogy) (2) (F,W) Introduction to family history program of The Church of Jesus Christ of Latter-day Saints. Emphasis on identifying ancestors in the first few generations for whom temple ordinances have not been completed, and the use of Church resources to simplify temple and family history activities.

262R. Family History Research Lab (1) (W) Solving personal Family History problems pertinent to the respective geographic areas and individual interests of the student. May be taken twice, for a total of two (2) credits. (Prerequisite: REL 261.)

301/302. The Old Testament (2) (F,W) Overview of the content and teachings of the Old Testament. REL 301—covers Genesis through 2 Samuel. REL 302—covers 1 Kings through Malachi.

324/325. The Doctrine and Covenants (2) (F,W,SP,S) Overview of the origin, content, and teachings of the Doctrine

and Covenants. REL 324—covers sections 1 through 76. REL 325—covers sections 76 through 138.

327. The Pearl of Great Price (2) (F,W) Overview of the origin, content, and teachings of the Pearl of Great Price.

333. Teachings of the Living Prophets (2) (F,W) Distinctive doctrines of the gospel, emphasizing the teachings of the living prophets and recent conference reports.

341/342/343. Latter-day Saint History (2) (respectively: F,W, on demand) A chronological study of Church history and doctrine. REL 341—covers 1805 to 1844. REL 342—covers 1844 to 1901. REL 343—covers 1901 to the present.

345. Church History in the Pacific (2) (on demand) This course treats the growth and development of the Church in the Pacific Basin from the early 1840s to the present.

351. Mormonism and the World's Religions (2) (F,W) Survey of major non-Christian religions, and comparisons with Latter-day Saint doctrines and practices.

370. Introduction to Teaching the Gospel (2) (F,W,SP) Philosophy, objectives, subject-matter areas, and related issues associated with religious education at the secondary level.

390R. Special Topics in Religion (1-3) (Variable).

431. Doctrines of the Gospel (2) (F,W) A more in-depth overview of the main doctrines of The Church of Jesus Christ of Latter-day Saints. Intended as a capstone experience to integrate doctrines and principles. (Prerequisite: Junior or Senior year or Instructor's consent)

471. Methods of Teaching the Gospel (2) (W) For students who have completed REL 370 and desire additional training in seminary and gospel teaching skills. (Prerequisite: REL 370.)

473. Teaching Practicum in Religious Education (2) (F,W) Additional training and practical experience in the values, principles and skills of religious education and all church teaching. (Prerequisite: REL 471 and instructor's consent)

475. Seminary Teaching Seminar (1-2) (as needed) Topics pertinent to success of newly appointed seminary and church school teachers preparatory to fall teaching.

480. Doctrinal Foundations for Church Leadership (2) (F,W) An overview of the organizational and administrative philosophies of the Church of Jesus Christ of Latter-day Saints as found in the scriptures or and in the teachings of Latter-day prophets and other general authorities. (Prerequisite: Junior or Senior year Instructor's consent)

Samoa (SAMN)

101. Elementary Samoan Conversation and Grammar-I (4) (F) Emphasis on conversation. Study of basic grammar and vocabulary, reading included; Language laboratory required.

102. Elementary Samoan Conversation and

Grammar-II (4) (W) Continued emphasis on conversation. Study of basic grammar and vocabulary, and reading included; Language laboratory required. (Prerequisite: Samoan 101 or permission of instructor.)

201. Intermediate Samoan Conversation and Grammar (4) (F) Continuation of Conversational Samoan, Advanced Structures, expressions, and patterns. Conducted in Samoan. Language laboratory required. (Prerequisite: Samoan 102 or permission of instructor.)

301. Samoan Oral Tradition (3) (W) Introduction of advanced reading and listening skills; review of grammar; may include epistolary prose, short stories, drama and poetry. (Prerequisite: Samoan 201, international mission or residency, or permission of instructor.)

Secondary Education (SCED)

390R. Special Topics in Secondary Education (1-3) (Variable).

491. Observation and Practicum (4) (F,W) Students work under the tutelage of a University Supervisor and a Cooperating Teacher in the public schools demonstrating pedagogy learned in methods courses. Seminar attendance required. (Prerequisite: Educ 312 and formal admission to the School of Education and the Professional Year.)

492. Student Teaching (12) (W) Supervised teaching in the secondary schools. Seminar attendance required. Successful completion of PRAXIS series required for U.S. licensees. (Prerequisites: Successful completion of all preliminary courses including SCED 491.)

Social Work (SOCW)

160. Social Welfare (3) (F,W,SP) Introduction to the nature of social work and evolution of social welfare. Generalist practice approach is applied to various client systems, including oppressed and disenfranchised populations.

362. Social Work Practice With Individuals (4) (F,W) Introduction to generalist practice with emphasis on working with individuals. Focuses on knowledge, skills, and values relevant to micro social work practice. Skills lab included. (Prerequisite: SOCW 160.)

364. Social Work Practice With Families and Groups (4) (F,W) Introduction to generalist practice with emphasis on working with groups and families. Focuses on knowledge, skills, and values relevant to social work practice with individuals. Skills lab included. Continuation of generalist practice with families and groups. Focuses on knowledge, skills, ethics, and values relevant to mezzo social work practice. Skills lab included. (Prerequisite: SOCW 160.)

366. Social Welfare Policy (3) (W) Students acquire knowledge of the history and role of the social work profession in

policymaking and in social welfare systems in the U.S. Students develop critical analysis skills. (Prerequisite: SOCW 160.)

368. Social Welfare in Asia and the Pacific (3) (F) Students acquire knowledge of and skills in critical analysis of social policy and welfare systems in select Asia and Pacific Island nations, using an international/global framework. (Prerequisite: SOCW 160.)

390R. Special Topics in Social Work (1-3) (Variable).
457. Human Behavior in the Social Environment I (3) (F) Utilizes the ecological approach to integrate the developmental, social, functional, and dysfunctional behaviors that organize human behavior into an understandable whole. (Prerequisites: SOCW 160 and BIOL 100.)

459. Human Behavior in the Social Environment II (3) (W) Utilizes a social systems approach as a conceptual framework to the understanding of individuals, families, groups, organizations, communities, culture, and society. (Prerequisite: SOCW 160.)

462. Social Work Practice With Organizations and Communities (4) (F,W) Introduction to generalist practice with emphasis on working with organizations and communities. Focuses on knowledge, skills, and values relevant to macro social work practice. Skills lab included. (Prerequisite: SOCW 160.)

463. Social Services with Children (3) (variable) Acquaint students with the role of the generalist social work practitioner in child welfare, public and not-for-profit programs that provide services to children, and social problems that impact children.

464. Small Groups (3) (variable) Introduction to theories and application of small intervention groups in a helping social systems context.

465. Social Services for Women (3) (variable) Acquaint students with issues confronting women on the micro, mezzo, and macro levels and programs/services available. Emphasizes how issues and programs affecting women impact various population sizes.

466. Case Management (3) (variable) Assists students in learning to identify, cultivate and utilize campus and community resources in generalist practice. Ethical issues are also explored.

467. Family Systems (3) (variable) Provides an overview of family therapy, evolving viewpoints, perspectives, values, intervention techniques and goals.

468. Community Mental Health (3) (variable) Students will be introduced to social work practice with adults experiencing mental health difficulties and roles that social workers perform in behavioral health care settings. (Prerequisite: SOCW 160 & permission of instructor.)

485. Social Research Methods (4) (F) Students learn fundamentals of social research, including designs, ethics, proposals, sampling, analysis, and presentation of findings. Students will learn to use SPSS (a computer statistics software package). (Prerequisite: SOCW 160)

487. Applied Social Statistics (4) (W) Acquaint students with basic principles of descriptive/inferential statistics, production and interpretation of computer printouts generated by statistical software (SPSS), thus enhancing understanding of scientific literature and empirical processes. (Prerequisite: SOCW 485)

490. Service Learning in the Community (3) (SP). Students apply and reflect on social work theory and skills while providing services needed in the local, national, and international community and encouraging civic responsibility.

491L. Field Practicum Seminar (1) (F,W,SP) An on-campus seminar that integrates the field practicum experience with generalist social work theory.

491R. Field Practicum (2-3) (F,W,SP) Field Practicum is reserved for seniors majoring in social work. Students are to enroll for three credit hours in Fall and Winter semesters and two credits hours in Spring term (in that order) of their senior year, totaling eight credit hours. Students are required to accumulate 450 clock hours at a social agency. (Prerequisites: SOCW 362, 364, 366, 368, 457, 459 and permission of instructor.)

492L. Block Field Practicum Seminar (1-2) (SP,SU) An electronic seminar that integrates the field practicum experience with generalist social work theory.

492R. Block Field Practicum (4) (SP,SU) Block Field Practicum is reserved for seniors majoring in social work. Students are to enroll for four credits hours in Spring and Summer terms of their senior year, totaling eight credit hours. Students are required to accumulate 450 clock hours at a social agency. (Prerequisites: SOCW 362, 364, 366, 368, 457, 459 and permission of instructor.)

495R. Independent Study (1-3)

496R. Student Research (1-3) (F,W,SP) Supervised individual research for students who have been granted a student research and development associateship. Required for all approved research associateships.

Sociology (SOC)

111. Introduction to Sociology (3) (F,W,SP) A foundation course designed to give an overview of the study of human society, with special emphasis given to urban industrial social systems. A general presentation of the manner in which the social group affects individual behavior will also be stressed.

112. Social Problems (3) (Alternate Years) An analysis of selected social problems, focusing on the nature of each problem, environmental and personal factors contributing to the problem, and possible solutions to the problem. Emphasis will be placed on applying the concepts relating to each problem in real-life situations. (Prerequisite: SOC111 or approval of instructor.)

205. Applied Social Statistics (3) (F,W) Statistical procedures and the interpretation of statistical data in the social sciences. (Prerequisite: MATH 100 or equivalent.) (Same as PSYC 205.)

223. Minority Relations (3) (Alternate Years) Studies the social interaction of minority groups within the context of society at large. Analyzes prejudices and discrimination and their causes and discusses possible ways to reduce their effect and to promote inter-group cooperation. The major emphasis will be on ethnic minorities, but religious, economic, political, and other social minorities will be considered. Because of the location of BYUH, effort will be made to emphasize cases involving Pacific Island or Asian groups and situations.

320. Social Change and Modernization (3) (Alternate Years) A look at changes in social institutions, especially those related to modernization. Focus is on changes in family, religious, educational, economic, political, and cultural areas. The place of individuals as change agents and recipients will be stressed. (Prerequisite: SOC 111 or approval of instructor.)

350. Social Psychology (3) (F) A study and analysis of social psychological processes that include social attraction, interpersonal relationships, social learning, attitude development and change, theories of dissonance, communication patterns, and leadership patterns. (Same as PSYC 350.)

390R. Special Topics in Sociology (1-3) (Variable).

Spanish (SPAN)

101. Elementary Spanish Conversation & Grammar-I (4) (F) Emphasis on conversation. Study of basic grammar and vocabulary, reading included; Language laboratory required.

102. Elementary Spanish Conversation & Grammar-II (4) (F,W) Continued emphasis on conversation. Study of basic grammar and vocabulary, and reading included; Language laboratory required. (Prerequisite: SPAN 101 or permission of instructor.)

201. Intermediate Spanish Conversation & Grammar (4) (W,SP) Continuation of Conversational Spanish. Advanced Structures, expressions, and patterns. Conducted in Spanish. Language laboratory required. (Prerequisite: SPAN 102 or permission of instructor.)

301. Introduction to Literature (3) (F) Introduction of reading skills; grammar review component; graded readers to master works: includes epistolary prose, short stories, drama and poetry. (Prerequisite: SPAN 201.)

321. Advanced Grammar and Composition (3) (F) Process model featured; grammar review included; expressive and expository essays emphasized; computer keyboarding skills recommended (Prerequisite: SPAN 301, international mission or residency, or permission of instructor.)

393. Business Spanish (3) (W odd) Hispanic culture as it affects business practices; terminology, lexicon, and business specific vocabulary; emphasis on fluency especially in a business environment.

441. Survey of Spanish Literature (3) (W even) Edited masterworks from the Middle Ages, The Golden Age, the Nineteenth Century, the Generation of 1898, Twentieth Century including Nobel Laureates. (Prerequisite: SPAN 321, international mission or residency.)

445R. Special Studies in Spanish (1-3) (W even) A variable content course designed to meet specific needs and fill specific requests of students. (Prerequisites: SPAN 321 and international mission or residency.)

451. Survey of Latin-American Literature (3) (W odd) Edited indigenous literature, The Discoverer's, The Historians, The 16th Century, The Mystics, The Rebels, Realism, The Epic, Modernism, Post-Modernism and Contemporary authors, including Nobel Laureates.

(Prerequisite: SPAN 321, international mission or residency.)

495R. Directed Readings in Spanish (1-3) (variable) May be repeated for credit. Assignments are made to fit the needs of the individual student.

Special Education (SPED)

200. Education of Exceptional Students (3) (F,W,SP) Overview of the history and development of special education including causes, identification, characteristics, and interventions of various exceptionalities.

201. Field Experience with Exceptional Students (2) (F,W) Initial field experience in a variety of classrooms and settings serving students with disabilities.

300. Theory and Practice with Students with Mild/Moderate Disabilities (3) (F) Organization of educational programs, diagnosis, curriculum development, and teaching methods for students with mild/moderate learning disabilities. (Prerequisites: Formal admission to the School of Education.)

325. Legal Foundations of Special Education (2) (SP) Provides a basic level of understanding for the public school educator of federal and state statutes and regulations for persons with disabilities.

370. Teaching Life Management Skills to Students with Mild and Moderate Disabilities (2) (SP) Developing and implementing functional life skills curriculum and interventions for students with disabilities to prepare them for community life. (Prerequisites: Formal admission to the School of Education.)

390R. Special Topics in Special Education (1-3) (Variable).

491. Observation and Practicum (4) (F) Students work under the tutelage of a University Supervisor and a Cooperating Teacher in the public schools demonstrating pedagogy learned in methods courses. Seminar attendance required. (Prerequisites: Formal admission to the School of Education.)

492. Student Teaching (12) (W) Supervised teaching in the public schools in the final semester before graduation. Seminar attendance required. Successful completion of PRAXIS series required for U.S. licensees. (Prerequisite: Successful completion of all preliminary courses including Sped 491.)

493. Student Teaching (6) (SP) Continuation of student teaching designed to provide additional grade experiences in special education. (Prerequisites: SPED 492)

Teaching English to Speakers of Other Languages (TESOL)

199R. Service Leadership Internship in TESOL (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary, a program coordinated by a faculty member and an on-site supervisor.

240. Introduction to TESOL (3)(F,W) Fundamental background in teaching English to speakers of other languages, including learner variables, resources, methods and materials, and professional issues. (Also recommended for education students who desire to teach in the Hawaii public schools.) (Prerequisites: Successful completion of ENGL 201.)

377. TESOL Methods and Materials (3)(W,SP) Survey of language-teaching trends, and approaches and methods, with emphasis on interactive, communicative approach. Evaluation and adaptation of texts and materials development are also covered. A portion of the course also focuses on the role of current technology in language teaching. (Prerequisites: Successful completion of TESOL 240, LING 210, acceptance into the major; and IIS 302.)

390R. Special Topics in TESOL (1-3) (Variable).

399R. Internship in TESOL (1-12) Maximum 12 (F, W, Sp, Su) Credit for applied experience in TESOL. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor.

400. Second Language Testing and Research Methods (3)(W) Theory and techniques of measurement and evaluation in second language learning. Includes the selection, evaluation, interpretation, and preparation of language tests as well as the development of the ability to carry out fundamental statistical processes. Also introduces the basic principles of research design and methodology in TESOL and linguistics. (Prerequisite: TESOL 377.)

427. Teaching Listening and Speaking (3)(F) Principles, procedures, and materials for teaching English listening and speaking skills to speakers of other languages. (Prerequisite: TESOL 377.)

428. Teaching Reading (2)(F) Principles, procedures and materials for teaching English reading skills to speakers of other languages. (Prerequisite: TESOL 377.)

429. Teaching Writing (2)(F) Principles, procedures and materials for teaching English writing skills to speakers of other languages. (Prerequisite: TESOL 377.)

480. TESOL Practicum (3)(F,W) Limited, supervised teaching in an English as an International Language class (or elsewhere with instructor's approval). (Prerequisites: TESOL 377, 427 428, and 429, and consent of instructor)

490. Senior TESOL Seminar (1)(F,W,Sp) Preparation and presentation (written and oral) of a senior research project. (Prerequisite: TESOL 377.)

491. Senior TESOL Presentation (1)(SP) Oral and written presentation of senior research project. (Prerequisite: TESOL 490.)

496R. Student Research (1-3)(F,W,S) Supervised individual research for students who have been granted a student research and development associateship. (Required for all associates.)

Theatre (THEA)

115. Introduction to Theatre (3) (F,SP) A survey of the components of the theatre arts. Included are introductions to theatre history, dramatic literature and theory, play production, and criteria for performance evaluation. Play production surveys the skills of acting, directing, scenic design, costume design, lighting design, and playwriting. Attendance at selected stage productions is required. Open to all students.

123-124. Acting (3-3) (F,W) Exercise in discipline and study of the techniques for achievement of increased personal perception leading to believable character portrayal.

126. Makeup (1) (F) An introduction to theories of makeup through changing the appearance of the actor to correspond with character interpretation.

141. Costume Construction (2) (F,W) Costume design and construction. Includes lectures, readings, and lab hours in the costume shop.

199R. Service Leadership Internship in Theatre (1-3) (F, W, Sp, Su) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary, a program coordinated by a faculty member and an on-site supervisor.

220. Technical Theatre (3) (SP) Focus is on the practical information necessary to design and implement the technical aspects of production. This includes theory of scenery and property design and construction, painting for the stage, lighting, design renderings and/or set models, and laboratory experience in the craft.

221. Voice and Diction (3) (W) Beginning work on voice, diction, and oral interpretation (poetry and dramatic literature). Methodology includes Linklater breathing, relaxation, articulation. Includes the International Phonetic Alphabet.

260R. Theatre Workshop (1-2) (F,W) Work in a dramatic production as crew.

285R. Repertory Theatre (1-4) (F,W) Work in a dramatic production as cast. Registration by permission of instructor.

361. Directing (3) (W) Directing theories and procedures culminating in the production of a one-act play by each student.

390R. Special Topics in Theatre (1-3) (Variable).

399R. Internship in Theatre (1-12) Maximum 12 (F, W, Sp, Su) Credit for applied experience in theatre. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor.

Tongan (TONG)

101. Elementary Tongan Conversation and Grammar-I (4) (F) Emphasis on conversation. Study of basic grammar and vocabulary, reading included; language laboratory required.

102. Elementary Tongan Conversation and Grammar-II (4) (W) Continued emphasis on conversation. Study of basic grammar and vocabulary, and reading included; language laboratory required. (Prerequisite: TONG 101 or permission of instructor.)

201. Intermediate Tongan Conversation and Grammar (4) (F) Continuation of Conversational Tongan, advanced structures, expressions, and patterns. Conducted in Tongan. Language laboratory required. (Prerequisite: TONG 102 or permission of instructor.)

301. Tongan Oral Tradition and Literature (3) (W) Introduction of reading skills; review of grammar, cultural history and tradition. (Prerequisite: TONG 201, international mission or residency, or permission of instructor.)

World Humanities and Culture (WHC)

101. Introduction to World Literatures (3) (F) Introduction to the study of world cultures through literature.

102. Introduction to Film (2) (F, W) Introduction to studies of film form, language, style, genres, and techniques (WHC 102L Required).

102L. Introduction to Film Laboratory (1) (F, W) Laboratory for Introduction to Film. Must be taken concurrently with WHC 102.

201. Western Culture I (3) (F) The major arts of music, painting, sculpture, architecture, literature, as well as philosophy and history covered through an historical approach from 3000 B.C. to 1600.

202. Western Culture II (3) (W) The major arts of music, painting, sculpture, architecture, literature, as well as philosophy and history covered through an historical approach from 1600 to Post World War II.

365. Women's Literature and Film (3) (F) Cross-cultural examinations of contemporary literature and film production by women (Prerequisite: ICS 251 or ENGL 251).

391. Folklore and Oral Culture (3) (F even) The study of the content, form, and function of myths, legends, folktales, epics, ballads, proverbs, riddles, oral poetry, and folk arts form a comparative perspective (Prerequisite: ICS 251).

425. Performance Studies (3) (F odd) A seminar devoted to the study of the theory and practice of performance, including explicitly framed performances such as theater, music/dance, ritual, verbal art and oratory (Prerequisite: ICS 251).

440. Post-Colonial Literature and Film (3) (W) A seminar devoted to the emerging tradition of literature and film produced in formerly colonized countries, and the effects of Euro-American cultures on traditional societies (Prerequisite: ICS 251 or ENGL 251).

World Languages (WLNG)

101. Elementary World Language I (4) (on demand) First semester Elementary Grammar and Conversation study.

102. Elementary World Language II (4) (on demand) Second semester Elementary Grammar and Conversation study.

201. Intermediate World Language Conversion and Grammar I (4) (on demand) Intermediate World Language Grammar and Conversation study.

445R. Special Studies in World Language (1-6) (on demand) Special Studies in a World Language.



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FACULTY INDEX

'Aina, Salina	106	Fonoimoana, Kapua	98
Akana, Brandyn	98	Frampton, Debbie	93
Alisa, Mata'umu	100	Frederick, Gary D.	83
Allen, J. Michael	71, 108	Funaki, Inoke F.	125
Allred, Randal	92	Furuto, David M.	119
Anderson, Dean M.	86	Furuto, Sharlene B.C.L.	134
Andrade, Maureen	95	Gali, Kari	137
Apo, Michael	98	Garside, A. LaMoyné	101
Bacon, Betty Lou	100, 128	Fifita, Kimberly	93
Bailey, John	128	Gibson, Greg	114
Baker, Margaret P.	93	Glenn, Jerry L.	127
Baldrige, Kenneth W.	108	Gold, R. Shane	86
Barnes, Donald	137	Goodwill, Roger	86, 99
Barton, Susan D.	119	Goodwill, Sanoma	92
Bates, Douglas	143	Goodwin, Robert D.	128
Belnap, Michael	100	Gorman, Vicki	100
Beus, David	116	Graham, Morris A.	125
Beus, Yifen	115	Gubler, Greg	108
Bradford, Barlow	100	Hammond, Dale A.	83
Bradshaw, James R.	114, 127	Han, Hsao Ming (Sherman)	92, 115
Bruner, Phillip L.	86	Hancock, Stephen	92
Buck, Valerie	143	Hanohano, Peter	106
Buckingham, Paul E.	127	Hansen, Lynne	95
Burroughs, W. Jeffery	5, 71, 125	Hansen, William Arthur	110
Caneen, Jeffery	110, 193	Hartford, Patricia Dyck	95
Carver, Julia	98	Hayden, Robert L.	111, 149, 193
Chan, Peter	145	Haynes, C. Beth	114, 199
Chen, Chiung Hwang	115	Heaton, Daren N.	83
Chen, Laura	92	Heaton, Jennifer W.	81
Chew, Marynelle	143	Henderson, L. Robbin	86
Christensen, Perry	95	Henderson, Nancy	128
Christiansen, Anna Marie	92	Hippolite Wright, Debbie	134
Christy, Olivia	100	Hirai, Ruth	128
Chun, Donna May L.	98	Hirata, Peggy	90, 128, 137
Colton, Don	111, 193	Hollingsworth, Paul M.	90
Compton, Cynthia	108	Hsu, Shiu-Foo (Bill)	110
Compton, D. Chad	115	Hu, Grace	137
Cox, Paul Alan	86	Huff, Lenard C.	114
Crowell, Tracy	116	Hurst, Paul R.	119
Dalton, Patrick D.	86	Hyde, Scott K.	119
Davis, Robert	114	Ieli, Angela	143
Day, Randy L.	86	Ishihara, Daisy	90
DeLong, Charles E. "Chase,"	114	Jackson, Letty	125
Duerden, Darren W.	100	Jayme, David W.	83
Duerden, Jennifer	100	James, Mark	95
Egan, Michael E.	93	Jefferies, William M.	127
Elkington, Barbara Jo	93	Johnson, Cassandra K.	119
Ellis, Bret R.	5, 75, 111	Johnson, Jack V.	119
Eskaran, David Kawika	106	Jonassen, Jon Tikivanotau M.	126
Evans, Norman W.	95, 193	Kaanga, Raymond P.	127
Fader, Elise	95	Kajiyama, Kastuhiro	115
Ferre, Craig	100	Kaluhiokalani, Norman	93, 193
Fife, Leslie	119	Kammerer, David	100
		Keawe, Ivy	111

Keliiliki, Dale K.	118	Rama, Ula	127
Kester, J. Mathew	143	Reeves, Brice John	134
Kimball, Kevin C.	81	Reid, Rowena	116
Kimzey, Bruce W.	114	Reismann, Susan	90
Kokkonen, Joke J.	98	Richardson, Timothy W.	115
Kurihara, C. Dawn	98	Robertson, Dale B.	121
Lane, Jennifer C.	108, 127	Robertson, Linda	119
Lane, Keith H.	127	Shumway, Eric B.	1, 92, 193
Larson, Preston K.	101	Smith, Gary R.	110
Librarians	143	Smith, James A.	101
Ludlow, Jared W.	109, 127	Smith, Phillip	143
Lum, Charlene	98	Sonomura, Marion	93
Mahony, Diana L.	125	Sorensen, Donald	127
Manoa, Kaipo	106	Spring, Colleen	116
Marler, Michael G.	92	Stanley, Tim	88
Marler, Myrna D.	92	Stanton, Marge	85, 116
Martins, Marcus H.	65, 127	Stanton, Max E.	115
McArthur, Elaine	116	Su, Wei-Yu	111
McArthur, Janice	90	Swapp, Wylie W.	111
McArthur, Phillip H.	71, 115	Takata, Kiyoshi	98
McBeth, Kevin H.	81	Taylor, John E.	110
McCarrey, Scott	100	Tew, Glade	81, 193
McCarrey, Stacy	101	Thornock, A. LaVar	127
McKenzie, Roger I.	114	Toluta'u, Viliami H.	100
Merrill, Elaine Spendlove	119	Tueller, James	108
Middleton, Susan	134	Urban, Christine	137
Miller, Dwight Errol	100, 143	Wade, David	145
Miller, Karen	93	Wagner, A. Kenyon	98, 193
Miller, Ronald	125	Waite, Merlin D.	127
Mitchell, Barry	128	Wakefield, Robert	116, 194
Moffat, Riley	143	Walk, H. Ka'umealani K.	106
Muhlstein, Kerry M.	108, 127	Walk, Richard K. Kamoia'elehua	106
Munson, Lloyd M.	81	Walker, James R.	93
Nakamura, Jan	80	Wallace, Nihipora	116
Navalta, S. Wilfred	98	Wallace, William Kauaiwiulaokalani	106
Neal, Dianna	127	Ward, Gale L.	92
Neal, William G.	114, 149, 193, 194	Ward, Kathleen L.	115
Nelson, Rick	95	Weber, Michael F.	83
Nicholes, Henry J.	86	Wells, Richard D.	100
Nilson, Jim	88, 193, 194	Williams, Ned	92
Okimoto, Howard	80	Williams, Robyn	95
Oleole, Elissa	119	Wilson, Brent	5, 73, 114
Ongoogotau, Mele	116	Wilson, Renee	90
Ota, Lynne	90	Winget, Robert N.	86
Overstreet, E. LeRoy	98	Winstead, Roy	98
Owan, Edna J. L. K.	111	Winters, Randy	88
Pack, Alice	95	Wrathall, Jay W.	83
Panee, Terry Na'auao L.	106	Wright, Norman S.	114
Peterson, Keith S.	92	Wyman, Earl D.	95
Porter, David T.	98	Yamagata, Carl T.	119
Puckett, Eldon H.	90	Yorgason, Ethan	116
Ram, Rosalind Meno	143		

INDEX

A

Abbreviated Directory, 5
Abbreviated University Calendar, 9
Abbreviations and Symbols, 7
Academic Advisement, 19
Academic Departments and Degrees, 81
Academic Environment, 19
Academic Exceptions Committee, 51
Academic Internships, 19
Academic Standards, 51
Academics Administrative Officers, 193
Accounting Course Listings, 152
Accounting Department, 81
Accounting Major, 81
Accounting Minor, 82
Add/Drop/Delete, 49
Additional Routes to Teacher Licensing, 79
Adherence to University Standards, 63
Administration, 193
Administrative Services Directors and Managers, 194
Admissions Policy, 27
Admissions, 27
Admissions, International Students, 28
Advanced Placement (AP) Credit, 31
Advanced Standing Students, 50
Aerospace Course Listings, 152
Air Force ROTC, 141
Alternative Licensing Program, 79
American College Test (ACT), 29
Anthropology Course Listings, 153
Application Deadlines, 27
Application Fee, 29
Application for Graduation, 61
Applications for Residence Halls, 41
Applications for TVA (Married), 41
Army ROTC, 141
Art Course Listings, 153
Art Education Major, 102, 129
Art Major, 101
Art Minor, 103
Associate Degree, General Education and Religious Education Requirements For, 67
Astronomy Course Listings, 154
Athletic Facilities, 22
Attendance at Commencement, 61
Audit, 50

B

Basic Skills, General Education, 67
Biochemistry and Physical Science Department, 83
Biochemistry Major, 84
Biochemistry Minor, 85
Biological Sciences Minor, 87
Biology Course Listings, 154
Biology Department, 86
Biology Education Major, 87, 129
Biology Major, 87
Business Core Requirements, 74



Business Education Course Listings, 156
Business Education, 130
Business Management Course Listings, 156

C

Calendar, Abbreviated University, 9
Campus Map, 198
Campus Media Services, 19
Career Services, 20
Certification of Language Proficiency by Examination, 118
Change in Graduation Requirements, 61
Change of Grade, 54
Changes in Registration, 49
Chemistry Course Listings, 157
Chemistry Education Major, 84, 130
Chemistry, Minor 88
Chinese Course Listings, 159
Chinese Minor, 118
Choosing a Major, 43
Church Board of Education and Board of Trustees, 193
Church Educational System Administration, 193
Class Fees, 34
Classes Taken by Audit, 50
Classification, Student, 50
Clubs and Organizations, 39
Coaching Minor, 100
College of Arts and Sciences, 71
Commencement, Attendance at, 61
Communication Studies Course Listings, 159
Computer Laboratories, 20
Computer Science Course Listings, 160
Computer Science Department, 88
Computer Science Major, 89
Computer Science Minor, 89
Concurrent Credit Transfer Policy, 30
Concurrent Enrollment, 29
Continuing Ecclesiastical Endorsement, 24
Center For Instructional Technology and Outreach (CITO), 145
Counseling Services, 20
Course Abbreviations, 7
Course Listings, 151
Course Numbering System, 7, 49
Creative Writing Minor, 94
Credit, 56
Credit-Hour Designations, 7
Credits, Requirements to Graduate, 62
Cultural Environment, 22

D

David O. McKay Scholarship, 37
Dean's List, 54
Deferral, 30
Delinquent Accounts, 35
Departmental Scholarships and Awards, 37
Devotionals and Firesides, 19
Diplomas, 61
Discontinuance, 59
Discontinuance—Tuition Charge/Refund, 33
Discontinue from the University, 50

Dishonored Checks, 33
Double Majors, 62
Double Minors, 62
Dress and Grooming Standards, 26

E

Early Admissions, 29
Early Arrivals, Housing, 46
Economics Course Listings, 161
Economics Minor, 115
Education Course Listings, 161
Educational Commitments, 13
EIL Minor, 97
Elementary and Special Education Major, 92
Elementary Education Course Listings, 163
Elementary Education Department, 90
Elementary Education Major, 91
English as an International Language Course Listings, 165
English Course Listings, 163
English Department, 92
English Education Major, 94
English Language Teaching and Learning Department, 95
English Major, 92
English Minor, 94
English Proficiency Requirement, 62
Exceptions to the Graduation Requirements, 61
Exercise and Sport Science Course Listings, 166
Exercise and Sport Science Department, 98
Exercise and Sport Science Major, 99

F

Faculty Index, 195
Faculty/Student Performances, 22
Federal Financial Aid, 37
Fees and Fines, 34
FERPA Guidelines, 55
Final Examination Policy, 51
Financial Aid and Scholarships, 37
Financial Aid Appeals, 38
Financial Policies, 35
Fine Arts Department, 100
Fine Arts—Three-Dimensional Emphasis, 102
Fine Arts—Two-Dimensional Emphasis, 102
Former Students, 30
French Course Listings, 169
Fundamental Knowledge, General Education, 68

G

General Education and Honors, 67
General Education Mission Statement, 67
General Education Philosophy, 67
General Education Requirements, 67
General Education, Requirements to Graduate, 62
General Fees and Fines, 34
Geography Course Listings, 169
Geology Course Listings, 169
Grade Point Average, Requirement to Graduate, 61
Grade Probation, 51
Grade Reports, 54

Grade Standing, 51
Grade Suspension, 51
Grade Warning, 51
Grading and Records, 53
Graduate Survey, 63
Graduation Requirements, 61
Graduation, 61
Great Outdoors, 22

H

Hawaiian Course Listings, 170
Hawaiian Studies Course Listings, 170
Hawaiian Studies Department, 106
Hawaiian Studies Major, 106
Hawaiian Studies Minor, 107
Health Course Listings, 171
Health Insurance Requirement (Student), 34
High School Preparation, 28
Historical Sketch, 15
History Course Listings, 171
History Department, 108
History Education Major, 113, 131
History Major, 109
History Minor, 109
Ho'omana'o Scholarships and Awards, 37
Home Economics Course Listings, 173
Home School Applicants, 29
Honor Code Review, Requesting, 24
Honor Code, 23, 25
Honors Course Listings, 173
Honors Program, 69
Hospitality and Tourism Course Listings, 173
Hospitality and Tourism Management Department, 110
Hospitality and Tourism Management Major, 110
Hospitality and Tourism Management Minor, 111
Housing Rental and Board, 42
Housing, 41
Humanities Course Listings, 174

I

I Grade, 53
Information Systems Course Listings, 174
Information Systems Department, 111
Information Systems Major, 112
Information Systems Minor, 112
Information Technologies Managers, 194
Instructional Design and Development Course Listings, 175
Installment Plan, Housing, 42
Institutional Scholarships and Awards, 37
Intercollegiate Athletics, 22
Interdisciplinary Studies Course Listings, 176
Interdisciplinary Studies, 113
International Business Management Course Listings, 176
International Business Management Department, 114
International Business Management Major, 114
International Cultural Studies and World Languages Department, 115
International Cultural Studies Course Listings, 177
International Cultural Studies Major, 116

International Cultural Studies Minor, 117
International Student Services, 20
International Students, Admissions, 28
International Teacher Education Course Listings, 177
International Teacher Education Program, 80
International Work Experience Scholarship (IWES), 37
Internships, 19
Intramural Activities, 22
ITEP, 80
IWES Program, 31

J

Japanese Course Listings, 177
Japanese Minor, 119
Joseph F. Smith Library, 20, 143

L

Language Center, 21
Language Proficiency by Examination, 118
Late Registration, 49
Late Tuition Fee, 33
Limitation on Credit in One Semester/Term, 50
Linguistics Course Listings, 178
Linguistics Minor, 97

M

Major Requirements, School of Business, 73
Major, Requirements to Graduate, 62
Majors, 45
Makana 'Ike Scholarships and Awards, 37
Maori Course Listings, 178
Mathematics Course Listings, 178
Mathematics Department, 119
Mathematics Education Major, 120, 131
Mathematics Laboratory, 21
Mathematics Major, 120
Mathematics Minor, 121
Mathematics Proficiency Requirement, 63
Message from the President, 1
Military Science Course Listings, 180
Minors, 47
Mission of BYU-Hawai'i, 13
Mission Statement, College of Arts and Sciences, 71
Mission Statement, School of Business, 73
Mission Statement, School of Computing, 75
Mission Statement, School of Education, 77
Missionary Deferment, 30
Monthly Financial Statements, 35
Museum of Natural History, 22
Music Course Listings, 180
Music Education Major, 121, 131
Music Major, 103
Music Minor, 105

N

New Student Orientation, 21
Nonacademic Discipline, 24
Notification of Admissions Decision, 27
NS Grade, 53

O

Oceanography Course Listings, 183
Off-Campus Residential Housing, 42
On-Campus Married Housing (TVA), 41
Oral History Program, 107
Ordering Transcripts, 56
Organizational Behavior Course Listings, 184
Organizational Behavior Minor, 126
Other Religious Denominations, 19

P

P and NP Grades, 53
Pacific Institute, 21
Pacific Island Studies Major, 121
Pacific Islands Course Listings, 184
Payments, 35
Performance Series, 22
Philosophy Course Listings, 184
Physical Education, 121
Physical Science Course Listings, 184
Physical Science Education Major, 121, 132
Physics Course Listings, 184
Physics Education Major, 121, 132
Planning, Institutional Research, Assessment, and Testing, 149, 194
Political Science Course Listings, 185
Political Science Department, 121
Political Science Major, 122
Political Science Minor, 123
Polynesian Cultural Center, 17, 19
Polynesian Studies Minor, 124
Post-Baccalaureate Teacher Education Program, 79
Prelaw Advisement, 124
Pre-Professional Program- Bio-Chemistry and Physical Science, 85
Pre-Professional Program- Biology, 87
Private Scholarships and Awards, 37
Probation, 51
Progress Report, 61
Progress Standing, 51
Psychology Course Listings, 185
Psychology Department, 125
Psychology Major, 126
Psychology Minor, 129

Q

Qualities of a Generally Educated Student, 67

R

Reading/Writing Center, 21
Recreation Minor, 126
Recreational Environment, 22
Recruitment Scholarships, 67
Registering for Courses with P and NP Grades, 49
Registration Procedure, 49
Registration, 49
Religion Classes, 19
Religion Course Listings, 186
Religion Requirements, 127
Religion Requirements, 65

Religious Education Department, 127
Religious Education, 65
Religious Environment, 19
Rental Agreements, 42
Repeated Classes, 50
Requirements for Teacher Licensure, 78
Reserve Officers Training Corps, 141
Residence for Students with Families, 41
Residence Halls for Single Men and Women, 41
Residence Requirements, 62
Residential Living Standards, 23
Returned Missionary Award, 37

S

Samoan Course Listings, 187
Scholarships and Awards, 37
Scholastic Recognition, 61
School of Business, 73
School of Computing, 75
School of Education, 77
Second Degree, 31
Second Major, 31
Secondary Education Course Listings, 188
Secondary Education Department, 128
Semester System, 7
Seminary, 28
Short-Term Loan, 38
Social Sciences Education Major, 133
Social Work Course Listings, 188
Social Work Department, 134
Social Work Major, 135
Sociology Course Listings, 189
Sociology Minor, 118
Spanish Course Listings, 189
Spanish Minor, 118
Special Education Course Listings, 190
Special Education Department, 137
Special Education Major, 138
Speech Center, 21
Spring Visiting Student Program, 31
Stake President Award, 37
Stakes and Wards, 19
Standardized Building Abbreviations, 8
Student Activities and Leadership, 39
Student Classification, 7
Student Employment, 38
Student Life Officers and Directors, 194
Student Records Policy, 54
Summa, Magna, Cum Laude Recognition, 61
Summer Visiting Student Program, 31
Suspension, 51
Synthesis, General Education, 68

T

T Grade, 53
Teaching English to Speakers of Other Languages, 139
TESOL Course Listings, 190
TESOL Education, 133

TESOL Major, 96
TESOL Minor, 97
Testing Center, 21
Theatre Associate, 109
Theatre Course Listings, 191
Theatre Minor, 139
Tongan Course Listings, 191
Tourism Major, 139
Transcript Record Holds, 57
Transcripts, 56
Transfer Credit, 56
Transfer Students (U.S. and International), 30
Tuition Adjustments, 35
Tuition and Fees, 33

U

U.S. New Freshmen Admissions, 28
Undergraduate Majors, 45
Undergraduate Minors, 47
Undergraduate Teacher Education Programs, 77
Unique Environment, 19
University Administrative Officers, 193
University Advancement Officers, 194
University Calendar, 9
University Course Requirements, 61
University Forums, 22
University Honors Program, 69
University Honors, 61
Using This Catalog, 7

V

Valedictorians and Salutatorians, 61
Visa Policy, 31
Visiting Student Program, 31

W

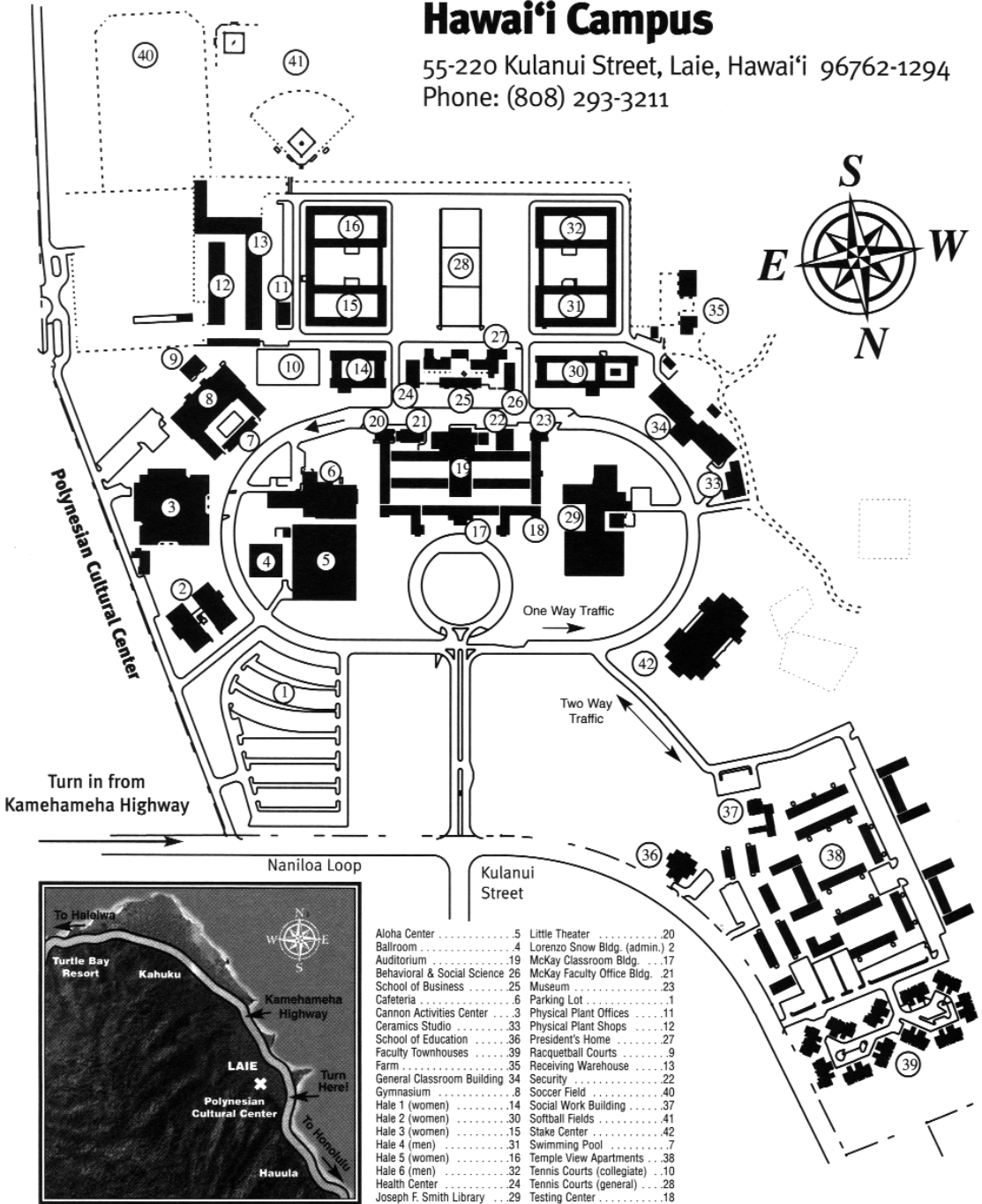
W, WF, and UW, 53
Warning, 51
Withdrawal from a Class, 50
Withdrawal from the University, 50
World Humanities and Culture, 191
World Language Course Listings, 192
World Languages Minor, 118
World Languages, 118

X

X Grade, 53

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