

2024 - 2025

# Catalog

Brigham Young University-  
Hawaii

55-220 Kulanui Street

Laie, HI 96762

(808) 675-3211

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be guided by the online catalog.

Once a particular set of requirements for a major, minor, or certificate is no longer active then students may no longer declare that option. If majors, minors, or certificates are discontinued, or if changes in the requirements are made, the university will endeavor to allow students who have declared a major to finish their degree with the previous set of requirements by providing options for substitution.

Students who leave the University for any term other than summer should refer to the online Catalog for information regarding University and Holokai (general education requirements) when they return. Students should refer to the online Catalog and relevant Major Requirement Sheet that is current at the time they declare their major for information regarding their major requirements. In all cases, the University reserves the right to make necessary changes in policies, curriculum, graduation requirements, individual courses, instructors, tuition, fees, and calendars contained in its catalog at any time without prior written notice.

## Catalog Distribution

Hard copies of the General Catalog are available by special arrangement only. If you need a paper copy, please contact:

Associate Academic Vice President for Curriculum & Assessment  
 BYU-Hawaii #1947  
 55-220 Kulanui Street  
 Laie, HI 96762-1947  
 (808) 675-3589

Please refer to the Online Catalog at [catalog.byuh.edu](http://catalog.byuh.edu) for current information as the University reserves the right to make necessary changes in policies, curriculum, graduation requirements, individual courses, instructors, tuition, fees, and calendars contained in its catalog at any time without prior written notice.

## User Guide

### Semester System

Courses of study at BYU-Hawaii are offered, and credit for satisfactory completion is granted, on a semester basis. The calendar starts in September and goes through June. It features 15-week fall and winter semesters (full-time is 12 credits) and a compressed 9-week spring semester in which students will take 8 credits to be full-time. With the 2017 academic calendar model, students will be on a four-year graduation plan.

## Disclaimer Statement

The BYU-Hawaii Online Catalog ([catalog.byuh.edu](http://catalog.byuh.edu)) reflects current academic policies, procedures, degree offerings, course descriptions, and other information pertinent to undergraduate study. This digital version of the catalog is now the official catalog of the University. The printed catalog is no longer the official catalog of the University, and in the case of any difference between the printed catalog and the online catalog, university officials will

# Credit-Hour Designations

One semester hour of credit represents a minimum of one hour of instruction per week in a semester or in the spring semester one semester hour of credit equals one hour and 40 minutes.

# Abbreviations and Symbols

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

- All course # with an "R" - Repeatable Courses
- All course # with an "L" - Lab Courses

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
- S - Spring Semester

# Course Abbreviations

See Course Listings

# Overview of BYU-Hawaii

## A Message from the President

Aloha and welcome to Brigham Young University-Hawaii. We are delighted that you part of this devoted campus community.

The mission of BYU-Hawaii is "to integrate both spiritual and secular learning and to prepare students with character and integrity who can provide leadership in their families, their communities, their chosen fields, and in building the kingdom of God." This is a place where people from across the world gather to be one in Christ and to educate and uplift each other. I invite you to join me, your faculty, and your fellow students as we work together to become "men and women whose influence will be felt for good towards the establishment of peace internationally."

At BYU-Hawaii, we are fortunate to enjoy a unique depth and breadth of cultures, languages, traditions, history, and academic achievement in a natural environment that is truly awe-inspiring. We are unified by our spiritual heritage as children of loving Heavenly Parents and a desire to live the restored gospel of Jesus Christ. Together, these things make BYU-Hawaii an exemplary for spiritual and secular learning. As you consider this wonderful opportunity, I invite you to renew your commitment to living the BYU-Hawaii Honor Code and strive for excellence in your educational endeavors.

Your education and experience at BYU-Hawaii will change your capacity to understand and impact your community and the world. We look forward to being part of your experience.

With Aloha,

John S.K. Kauwe III

# Aloha and Welcome

BRIGHAM YOUNG UNIVERSITY-HAWAII is the preeminent international center of learning in the Pacific. Its small campus is a unique laboratory of intercultural leadership development, where a diverse population of 3,000 students representing over 70 countries live, study, and work together. Small classes taught by expert faculty empower students to master challenging and relevant curriculum, while affordable tuition, financial aid, and online study options make this valuable education more accessible than ever. Operated by The Church of Jesus Christ of Latter-day Saints, a total BYU-Hawaii education involves not only intellectual learning and career preparation, but also moral, ethical, and spiritual enrichment. All the while, students enjoy living and learning in one of the most beautiful places on earth. Graduates go forth to serve, prepared to promote peace and prosperity as leaders worldwide.

# BYU-Hawaii Mission and Vision

## Mission

The mission of BYU-Hawaii is to prepare students of Oceania and the Asian Rim to be lifelong disciples of Jesus Christ and leaders in their families, communities, chosen fields, and in building the kingdom of God.

## Vision

To be an example to the world of intercultural peace and unity through living the teachings of Jesus Christ.

# Institutional Learning Outcomes

A set of institutional learning outcomes was developed to assess the acquisition of the necessary academic characteristics necessary to fulfill this mission and vision. Accordingly, a BYU-Hawaii graduate's preparation for a lifetime of service is demonstrated by:

- Breadth and depth of knowledge
- The thinking skills and character of a servant-leader, which are the
- Ability to

- Inquire
- Analyze
- Communicate
- Disposition to act with
  - Integrity
  - Stewardship
  - Service

## University Accreditation

Brigham Young University–Hawaii was established as the Church College of Hawaii 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, and June 1972.

In 1974 the Church College of Hawaii would become Brigham Young University Hawaii, and BYU–Hawaii received a reaffirmation of accreditation from WASC Senior College and University Commission (WSCUC) in June 1976 and June 1981. This reaccreditation was reaffirmed again in 1986, 1996, 2008, and 2017.

WSCUC is located at 985 Atlantic Avenue, Suite 100 Alameda, CA 94501 (Phone: (510) 748-9001 or URL: <https://www.wscuc.org>)

## Historical Sketch

BYU–Hawaii’s unique history combines solid moral roots with legacies of academic excellence and multicultural 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 Hawaii. 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–Hawaii.

**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 Hawaii 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 Church of Jesus Christ of Latter-Day Saints 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 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 Hawaii 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 Hawaii would become Brigham Young University–Hawaii 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–Hawaii, 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 a 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 Hawaii campus on August 1, 1980. President Cameron guided the University toward a dramatic facelift and beautification, including the 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-Hawaii 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 BYU-Hawaii on November 18, 1994. President Shumway is a Professor of English and was a member of the BYU-Hawaii faculty since 1966. From 1986 to 1989, he served as President of the Tongan Mission for the Church. President Shumway's leadership was significant to the University. Under his direction, BYU-Hawaii launched the Jonathan Nāpela Center for Hawaiian Language and Cultural Studies in 1998 and the School of Computing in 2002. His leadership 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. He also established formal programs that helped students return to their home countries and make a difference in their careers, communities, the Church, and their families. Perhaps most importantly, he helped the University strengthen its harmonious multicultural learning environment as the percentage of international students increased to almost one-half, one of the highest in the United States. President and Sister Shumway were named as the President and Matron of the Nuku'alofa Tonga Temple upon his retirement in 2007 after serving at the University for over 40 years.

**Dr. Steven C. Wheelwright**, the Edsel Bryant Ford Professor of Business Administration, Emeritus at Harvard Business School, became the ninth president of Brigham Young University-Hawaii on June 23, 2007. He earned his MBA and Ph.D. degrees from the Stanford University Graduate School of Business, taught for one year at the European Institute of Management in France, and then joined the business faculty at Harvard for the next nine years. He later taught for several more years at Stanford before returning to Harvard Business School where he served as the Senior Associate Dean responsible for the M.B.A. program. More recently, he interrupted his educational career to serve as president of the London England Mission from 2000-2003.

Returning to Harvard, Dr. Wheelwright was a Baker Foundation professor and senior associate dean, and director of the school's publication activities. He also oversaw major on-campus construction projects.

Upon his appointment at BYU-Hawaii, President Wheelwright commented, "We're excited because we believe in the mission of BYU-Hawaii. BYU-Hawaii has as the center part of its mission the combining of education in secular knowledge with an equally outstanding education in spiritual knowledge. This is an environment that I look forward very much to being a part of."

**Dr. John S. Tanner**, became president in July 2015 after a thirty-year career as a professor and administrator at Brigham Young University in Provo. Under his tenure, BYU-Hawaii moved from a four-college structure to seven faculty units. BYU-Hawaii also moved to a modular curriculum, called the Holokai, meaning voyage or journey, which requires students to complete a major and two minors or certificates rather than previous general education requirements. Physical improvements that began during his presidency include replacing the General Classroom Building and cafeteria and adding additional dorm rooms, the Hale Courtyard, and the Hale Pavilions. Dr. Tanner is the author of several books and several hymn texts. The university ohana loved his [Pacific Ponderings](#), a series of articles that infused local Hawaii history, secular and spiritual knowledge, with personal experiences to help inform and inspire the university.

## Administration

### Church Board of Education Officers

- Russell M. Nelson, *Chairman*
- Dallin H. Oaks, *First Vice Chairman*
- Henry B. Eyring, *Second Vice Chairman*

### Board Members

- Russell M. Nelson, *Chairman*
- Dallin H. Oaks, *First Vice Chairman*

- Henry B. Eyring, *Second Vice Chairman*
- Elder D. Todd Christofferson\*
- Elder Ronald A. Rasband\*
- Elder Paul V. Johnson\*
- Elder Michael T. Ringwood
- Bishop Gérald Caussé
- Camille N. Johnson\*
- Emily Belle Freeman
- Steven J. Lund
- R. Kelly Haws, *Secretary\**

\*Members of the Executive Committee

## Executive Committee of the Board

- Elder D. Todd Christofferson, *Chair*
- Elder Ronald A. Rasband
- Elder Paul V. Johnson
- Camille N. Johnson\*
- R. Kelly Haws, *Secretary*

## Office of the Commissioner, Church Educational System

- Elder Clark G. Gilbert, *Commissioner, Church Educational System*
- R. Kelly Haws, *Assistant to the Commissioner and Secretary to the Boards*
- Michael J. Christensen, *Director, Budgets and Administration, Church Educational System*
- Nathan K. Lindsay, *Director, Planning, Research, and Communications, Church Educational System*

## BYU-Hawaii President's Council

- John S.K. Kauwe III, *University President*
- Isaiah Walker, *Academic Vice President*
- Johnathan Kala Kau, *Student Life Vice President*
- Michael Tejada, *Administrative Vice President*
- Kevin Schlag, *Operations Vice President*
- Laura Tevaga, *Advancement Vice President*
- Scott Stiles, *Chief of Staff*

## ACADEMICS - Isaiah Walker, Vice President

### Associate Academic Vice President for Curriculum and Assessment – Brent Green

- Curriculum and Assessment Manager - Amelia Mauafu
- Institutional Research Manager – Melanie Serrao-Hill
- Testing Center Manager – Candice Tupou

### Associate Academic Vice President for Faculty – Yifen Beus

- Center for Learning and Teaching – Caryn Lesuma, *Director*
- Institutional Review Board - Boyd Timothy, *Chair*

### Faculty of Arts and Letters – Charles Bradshaw, *Dean*

- Communication, Media and Culture
- English
- Film Minor Program
- Visual Arts

### Faculty of Business and Government – Nathaniel Stephens, *Dean*

- Accounting
- Business Management
- Hospitality and Tourism Management  
Center for Hospitality & Tourism Political Science
- Political Science
- Entrepreneurship Minor & Certificate Programs  
Willes Center for International Entrepreneurship

### Faculty of Culture, Language and Performing Arts – Alohalani Housman, *Dean*

- Cultural Anthropology
- Hawaiian Studies  
Jonathan Nāpela Center for Hawaiian & Pacific Studies
- History
- Integrated Humanities
- Intercultural Peacebuilding  
David O. McKay Center for Intercultural Understanding
- Music
- Pacific Studies
- Theatre Minor Program

### Faculty of Education and Social Work – Nancy Tarawhiti, *Dean*

- Teacher Education
- Social Work
- Teaching English to Speakers of Other Languages (TESOL)
- English as an International Language (EIL) Program
- Language Center

### Faculty of Math and Computing – Aaron Curtis, *Dean*

- Computer Science (CS)
- Construction and Facilities Management Minor Program
- Information Technology (IT)
- Mathematics

### Faculty of Religious Education - Aaron Shumway, *Director*

- Religious Education

### Faculty of Sciences – Benjamin Jordan, *Dean*

- Biology
- Health and Human Science
- Psychology

Academic Advising - Marilee Ching, *Manager*  
Joseph F. Smith Library, Center for Academic Success - Rose Ram, *Director*

## STUDENT LIFE - Johnathan Kala Kau, Vice President

- Financial Aid & Scholarship, International Student Services, Residential Living, Women's Services & Resources, CARE Team - James Faustino, Dean of Students
- Strategic Enrollment - Student Recruitment and Admissions
- Ho'okahua (Campus life - Residential Life, Seaside & Activities, Student Leadership & Service, New Student Onboarding, Office of Honor) - Brandyn Akana, Director
- Counseling & Disability Services - Rachel Kekaula, Director
- Health Services - Laurie Abregano, Director
- Title IX - Leland (LJ) Sikahema, Title IX Deputy Coordinator

## ADMINISTRATIVE - Michael Tejada, Vice President

- Budget - Heina Hanohano, Director
- Financial Services - Makoa Freitas, Director/Controller
- Human Resources - Reid Millerberg, Director
  - Student Employment - Ikaia Nawahine, Recruiting/Employment Manager
  - Career Services
- Office of Compliance & Ethics - Mark Fitzgerald, Chief Compliance Officer

## OPERATIONS - Kevin Schlag, Vice President

- Campus Safety & Security, Director - Anthony Pickard
- Food Services, Director - David Keala
- Facilities Management, Director - Sam Merrick
  - Campus Property Services - Daniel Maneha
  - Campus Receiving & Distribution - Kaliki Unga
  - Fleet Services - Kawika Vendiola
  - Grounds - Tony Mikaele
  - Maintenance Manager - Braden Sika
  - Mechanical Engineer - Jaxon McCloy
  - Work Management - Kellie Sailusi
- Auxiliary Services, BYUH Store - David Fonoimoana
  - Mail Center - Olivia Christy
  - Travel Services - Mamoe Sanerivi
  - Print Services - Darroll Moe
- Housing Business Administration - Hannah Biesinger
- Office of Information Technology - Arlene Sewell, Chief Information Officer

## ADVANCEMENT - Laura Tevaga, Vice President

- Campus News Center Coordinator, Leeann Lambert - Ke Alaka'i
- Manager of Digital Communications, Leilani Guerrero - Digital Communications
- Media Productions Manager, Conor Lunt - Media Productions
- University Brand Manager, Marisa Aoki - Branding
- University Photographer, Monique Saenz - Photography
- Social Media Manager, Aubrey Merrill - Social Media
- Senior Manager of Institutional Research, Kathy Pulotu - Institutional Research
- University Scheduling Manager, Diedra Ulii - University Scheduling
- Alumni and Relationship Manager, Lei Cummings - Alumni Relations

## Abbreviated Directory

Information: Campus directory assistance, (808) 675-3211

Note: If you cannot find the information you are looking for on this page, you may search our directory or campus map available at [www.byuh.edu](http://www.byuh.edu).

## Faculty Units:

<b>Art and Letters</b> Charles Bradshaw, Dean BYU-Hawaii #1964 55-220 Kulanui Street Laie, HI 96762 (808) 675-3633	<b>Business and Government</b> Nathaniel Stephens BYU-Hawaii #1956 55-220 Kulanui Street Laie, HI 96762 (808) 675-4717
<b>Culture, Language and Performing Arts</b> Alohalani Housman, Dean BYU-Hawaii #1940 55-220 Kulanui Street Laie, HI 96762 (808) 675-3370	<b>Education and Social Work</b> Nancy Tarawhiti, Dean BYU-Hawaii #1954 55-220 Kulanui Street Laie, HI 96762 (808) 675-3360
<b>Math and Computing</b> Aaron Curtis, Dean BYU-Hawaii #1956 55-220 Kulanui Street Laie, HI 96762 (808) 675-4746	<b>Religious Education</b> Aaron Shumway, Director BYU-Hawaii #1975 55-220 Kulanui Street Laie, HI 96762 (808) 675-4971

## Departments

Note: All BYU-Hawaii mailbox ends with "55-220 Kulanui Street, Laie, HI 96762" as an address, unless otherwise indicated.

Name

<u>Address/Mail Box*</u>	<u>Phone</u>
Admissions BYU-Hawaii #1973	(808) 675-3738
Campus Visits and Tours BYU-Hawaii #1952	(808) 675-3660
Career Services BYU-Hawaii #1837	(808) 675-3518
Center for Academic Success BYU-Hawaii #1966	(808) 675-4543
Center for Learning & Teaching BYU-Hawaii #1935	(808) 675-4957
Counseling & Disability Services BYU-Hawaii #1978	(808) 675-3521
BYU-Hawaii Online	(808) 675-3847
Enterprise Information Services BYU-Hawaii #1945	(808) 675-3457
Financial Services BYU-Hawaii #1955	(808) 675-3378
Food Services BYU-Hawaii #1965	(808) 675-3570
Health Services BYU-Hawaii #1916	(808) 675-3510
Office of Honor BYU-Hawaii #1932	(808) 675-3493
Human Resources BYU-Hawaii #1969	(808) 675-3713
International Student Services BYU-Hawaii #1978	(808) 675-3521
Joseph F. Smith Library BYU-Hawaii #1966	(808) 675-3850
Registration BYU-Hawaii #1974	(808) 675-3736
Residential Life BYU-Hawaii #1948	(808) 675-3541
Scholarships and Awards BYU-Hawaii #1980	(808) 675-3552
Campus Security & Safety BYU-Hawaii #1922	(808) 675-3503
Office of Student Leadership & Services BYU-Hawaii #1924	(808) 675-3552
Transfer Evaluation BYU-Hawaii #1974	International: (808) 675-3742 Domestic: (808) 675-3746
Tuition and Fees BYU-Hawaii #1980	(808) 675-3530

University Scheduling  
BYU-Hawaii #1963 (808) 675-3780

Veteran's Affairs  
BYU-Hawaii #1973 (808) 675-3746

## BYU-Hawaii's University Environment

BYU-Hawaii's unique environment is divided into three different aspects: (1) Religious, (2) Student Services (academic and nonacademic), and (3) Cultural and Recreational. The services provided under each of these categories allow BYU-Hawaii to meet the needs of various students coming from the diverse areas of the world.

## Religious Aspect

The Church of Jesus Christ of Latter-day Saints sponsors BYU-Hawaii 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.

**BYU-Hawaii Stakes and Wards** - [BYU-H Stakes and Wards Website](#)

The BYU-Hawaii campus is divided into three stakes - two for single students and one for married students. These stakes provide opportunities for students to learn and grow in the Gospel of Jesus Christ.

**Devotionals and CES Firesides** - [Devotionals Website](#)

Every Tuesday morning at 11 am, BYU-Hawaii students gather to listen and learn from General Authorities and other select speakers. These devotionals provide an opportunity for students to learn and grow spiritually. Various firesides are also held throughout each month on-campus.

**Religion Classes** - [Religious Education Website](#)

As a part of their university studies, all students participate in at least 14 credit hours of religion courses offered on-campus.

## Student Services

**Academic Advisement** - [Academic Advising Website](#)

BYU-Hawaii's team of academic advisors provide assistance to students in setting and achieving both short and long term academic goals.

**Career Services** - ACR 100, (808) 675-3533 - [Career Services](#)

## [Website](#)

Career Services helps students prepare for life after graduation. Services include career development, graduate school preparation, and employment search and placement assistance.

**Center for Academic Success** – JFS 134, (808) 675-4543

The Center for Academic Success aims to help all students who want to improve academically. The staff at the Center offer programs in areas such as time management, academic goal setting, and paper editing. A customized plan is developed by the staff for each student who comes to the Center. The staff also helps connect students to other areas of the campus which may best assist the student's needs.

**Counseling & Disability Services** – MCK 181, (808) 675-3518 – [Counseling Center Website](#)

Counseling Services provide several services to help students to succeed. These services include services for special needs students, licensed mental health professionals, and other services.

**International Student Services** – LSB 104, (808) 675-3516 – [International Student Services Website](#)

International Student Services is an essential tool for all international students attending BYU-Hawaii. These services include help with legal documentation, assistance in understanding and complying with federal regulations, and counseling to help international students adjust to life on-campus.

**Internships** – ACR 100, (808) 675-3533 – [Internships Website](#)

Career Services provides several excellent opportunities to apply learning via internships.

**Language & Speech Lab** – MCK 156, (808) 675-3638 – [Language and Speech Lab Website](#)

The Language & Speech Lab at BYU-Hawaii serves all students seeking to learn a second language through various audio, video, and computer based instruction as well as tutors.

**Media Scheduling Services** – JFS Library, (808) 675-3855 – [Media Scheduling Services Website](#)

Media Services provides a variety of computing, digital, and electronic equipment for use in various academic purposes.

**Office of Honor** – ACR 136, (808) 675-3493 – [Office of Honor Website](#)

The Office of Honor oversees the Ecclesiastical Endorsement Requirement of all students at BYU-Hawaii and conducts investigations of violations of the BYU-Hawaii Honor Code. The Office of Honor serves in a collaborative role in educating and supporting Honor Code compliance at BYU-Hawaii.

**Reading Writing Lab** – MCK 103, (808) 675-3629 – [Reading Writing Lab](#)

The Reading Writing Lab offers assistance to all students with tutors providing assistance with a variety of academic and professional work.

**Testing Center** – MCK 115, (808) 675-3536 – [Testing Center Website](#)

BYU-Hawaii's Testing Center serves students as the location for course-related tests, interest and personality inventories, and national examinations.

## Cultural and Recreational Aspect

Students can immerse themselves in the diverse cultural atmosphere of BYU-Hawaii, which has one of the most diverse student populations with 48 percent of the student body representing nearly 70 countries.

**Athletic Facilities** – [Athletic Facilities Website](#)

BYU-Hawaii maintains multiple athletic facilities including a swimming pool, fitness center, tennis courts, and the multi-purpose Cannon Activities Center.

**Intramural Activities** – [Intramural Activities Website](#)

The campus intramural program consists of several activities throughout the year involving many participants in both men's and women's activities.

**Museum of Natural History** – MCK 125, (808) 675-3816 – [Natural History Museum Website](#)

BYU-Hawaii's Natural History Museum hosts a collection of vertebrates and invertebrates from the Pacific and elsewhere.

**Polynesian Cultural Center** – 55-370 Kamehameha Hwy, (808) 293-3333 – [Polynesian Cultural Center Website](#)

BYU-Hawaii maintains a unique interdependent relationship with the Polynesian Cultural Center. The Polynesian Cultural Center provides 700 students a means of employment while interacting with visitors from around the world.

**Student Associations** – MCK 131, (808) 675-3532

Students are able to enjoy the diversity of BYU-Hawaii as they participate in the various cultural clubs on-campus as well as campus-wide cultural activities such as Culture Night and Food Fest. A variety of special interest clubs also give students the opportunity to expand their interests.

**The HUB** – ACR 123, (808) 675-3549 – [The Hub Website](#)

BYU-Hawaii's game center provides a place to relax with activities such as bowling, table tennis, and video games.

# Policies & Procedures

## Academic Freedom Statement

### 1. PURPOSE

At Brigham Young University-Hawaii ("BYU-Hawaii" or "university"), faculty and students are enjoined to "seek learning...by study and also by faith" (D&C 88:118). This integration of truth lies at the heart of BYU-Hawaii's institutional mission. As a religiously distinctive university, BYU-Hawaii opens up a space in the academic world in which its faculty and students can pursue knowledge in light of the restored gospel as taught by The Church of Jesus Christ of Latter-day Saints ("Church"). For those who have embraced the gospel, BYU-Hawaii offers an especially rich and full kind of academic freedom. To seek knowledge in the light of revealed truth is, for believers, to be free indeed.

The BYU-Hawaii community embraces traditional freedoms of study, inquiry, and debate, together with the special responsibilities implicit in the university's religious mission. These include the duty to exemplify charity and virtue, to nurture faith, and to endeavor to teach all subjects with the Spirit of the Lord.

This document articulates in clear, but general terms how BYU-Hawaii's unique religious mission relates to principles of academic freedom. BYU-Hawaii regards the following approach not as **NARROWING** the scope of freedom, but **ENABLING** greater (or least different) and much prized freedoms.

### 2. POLICY

It is the intent of Brigham Young University-Hawaii to reaffirm hereby its identity as a unique kind of university - the Church. BYU-Hawaii intends to nourish a community of believing scholars, where students and teachers, guided by the gospel, freely join together to seek truth in charity and virtue. For those who embrace the gospel, BYU-Hawaii offers a far richer and more complete kind of academic freedom than is possible in secular universities because to seek knowledge in the light of revealed truth is, for believers, to be free indeed.

*Applicability: This policy applies to all university faculty.*

*Responsible University Officer: Academic Vice President.*

*Responsible University Office: Associate Academic Vice President, Faculty.*

### 3. IMPLEMENTATION

#### 3.1 BYU-Hawaii's Mission

- BYU-Hawaii has always defined itself as an openly and

distinctively a university of the Church.

- BYU-Hawaii is wholly owned by the Church, which provides the university's principal source of funding from the tithing funds paid to the Church by its members.
- BYU-Hawaii draws its faculty and students principally from Church members. Everyone who works and studies at BYU-Hawaii subscribes to an Honor Code in order that the university may provide a university education in an atmosphere consistent with the ideals and principles of the Church.
- New faculty are interviewed by Church General Authorities as a condition of employment, and Church members are subsequently expected, as part of their university citizenship, to live lives of loyalty to the restored gospel.
- Faculty of other faiths agree to respect the Church nature of the University and its mission, while the university in turn respects their religious convictions. Thus, BYU-Hawaii defines itself as having a unique religious mission and as pursuing knowledge in a climate of belief. This model of education differs clearly and consciously from public university models that embody a separation of church and state.
- It is not expected that the faculty will agree on every point of doctrine, much less on the issues in the academic disciplines that divide faculties in any university.
- It is expected, however, that a spirit of Christian charity and common faith in the gospel will unite even those with wide differences and that questions will be raised in ways that seek to strengthen rather than undermine faith.
- It is also expected that faculty members will be sensitive to the difference between matters that are appropriate for public discussion and those that are better discussed in private.
- In short, BYU-Hawaii defines itself as an intellectual community of faithful members of the Church, and those sympathetic to their convictions, who pursue knowledge from the baseline of religious belief.

#### 3.2 Definition of Institutional Academic Freedom

BYU-Hawaii claims the right to maintain this identity by the appropriate exercise of its institutional academic freedom. "Institutional academic freedom" is the term used to express the privilege of universities to pursue their distinctive missions. It is implicit in principles and practices of other church-related universities. (For example, the Catholic church's major statement on academic freedom in Catholic universities, EX CORDE

ECCLESIAE, affirms, among other things, that "every Catholic university, without ceasing to be a university, has a relationship to the church that is essential to its institutional identity" [John Paul II, "Apostolic Constitution on Catholic Universities (EX CORDE ECCLESIAE)," paragraph 27 (1990)]. BYU-Hawaii likewise affirms that its relationship to The Church of Jesus Christ of Latter-day Saints is essential to its unique institutional identity. (For a discussion of "The Greater Institutional Academic Freedom of Private Universities," see Rabban, "A Functional Analysis," 266-71.)

- BYU-Hawaii has always defined itself as an openly and distinctively the Church university.
- BYU-Hawaii is wholly owned by the Church, which provides the university's principal source of funding from the tithing funds paid to the Church by its members.
- BYU-Hawaii draws its faculty and students principally from Church members. Everyone who works and studies at BYU-Hawaii subscribes to an Honor Code in order that the university may provide a university education in an atmosphere consistent with the ideals and principles of the Church.
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- It is also expected that faculty members will be sensitive to the difference between matters that are appropriate for public discussion and those that are better discussed in private.
- In short, BYU-Hawaii defines itself as an intellectual community of faithful Latter-day Saints, and those sympathetic to their convictions, who pursue knowledge from the baseline of religious belief.

### 3.3 INDIVIDUAL AND INSTITUTIONAL ACADEMIC FREEDOM AT BYU-HAWAII

The concept of academic freedom at BYU-Hawaii is grounded in a distinction, often blurred but vital and historically based, between INDIVIDUAL and INSTITUTIONAL academic freedom. (See Michael W. McConnell, "Academic Freedom in Religious Colleges and Universities," *LAW AND CONTEMPORARY PROBLEMS* 53.3 [1990]: 303-24; David M. Rabban, "A Functional Analysis of 'Individual' and 'Institutional' Academic Freedom under the First Amendment," *LAW AND CONTEMPORARY PROBLEMS* 53.3 [1990]: 227-301.) These two facets of academic freedom have been described as "the freedom of the individual scholar to teach and research without interference" and "the freedom of the academic institution from outside control." (McConnell, "Academic Freedom," 305.) Both individual and institutional academic freedom are necessary to maintain the unique intellectual climate of BYU-Hawaii. What follows is an attempt to define why both individual and institutional academic freedom are valuable at BYU-Hawaii and how they must be protected.

#### 3.4 Individual Freedom

Individual freedom lies at the core of both religious and academic life. Freedom of thought, belief, inquiry, and expression are crucial no less to the sacred than to the secular quest for truth. Historically in fact, freedom of conscience and freedom of intellect form a common root, from which grow both religious and academic freedom. It is no wonder then that both the Church and the academy affirm the need for individual freedom – the Church through the doctrine of individual "agency," the academy through the concept of individual academic freedom.

#### 3.5 Individual Agency

The Church teaches that "moral agency" (which encompasses freedom and accountability) is basic to the nature and purpose of mortality (see 2 Ne 2:26, D&C 93:30-31; D&C 101:77-78). In the Church theology, individual freedom is essential to intellectual and spiritual growth. All Latter-day Saints are enjoined to know truth for themselves. We claim it as our privilege to seek wisdom. Teachers and institutions play a crucial role in making truth available and discoverable. But neither testimony, nor righteousness, nor genuine understanding is possible unless it is freely discovered and voluntarily embraced.

#### 3.6 Individual Academic Freedom

Perhaps no condition is as important to creating a university as is the freedom of the individual faculty member "to teach and research without interference" (McConnell, "Academic Freedom," 305), to ask hard questions, to subject answers to rigorous examination, and to engage in scholarship and creative work. The academy depends on untrammelled inquiry to discover, test, and

transmit knowledge. This includes the traditional right to publish or present the results of original research in the reputable scholarly literature and professional conferences of one's academic discipline. Although all universities place some restraints on individual academic freedom, every institution that qualifies for the title of university allows ample room for genuine exploration of diverse ideas.

### 3.7 Integration of Individual Agency and Academic Freedom

Latter-day Saint scholars are thus doubly engaged to learn truth for themselves because both the Church and the academy bid them undertake a personal quest for knowledge. BYU-Hawaii aspires to be a host for this integrated search for truth by offering a unique enclave of inquiry, where teachers and students may seek learning "by study and also by faith" (D&C 88:118; cf. "The Mission of Brigham Young University-Hawaii").

### 3.8 Scope of Integration

Because the gospel encompasses all truth and affirms the full range of human modes of knowing, the scope of integration for the church scholars is, in principle, as wide as truth itself. Brigham Young eloquently articulated this gospel-based aspiration, proclaiming "[i]t is our duty and calling . . . to reject every error . . . to gather up all the truths in the world pertaining to life and salvation, to the gospel we preach . . . to the sciences, and to philosophy, wherever it may be found in every nation, kindred, tongue, and people." (JOURNAL OF DISCOURSES, [Liverpool: Amasa Lyman, 1860], 7:283-84.) Similarly, modern revelation instructs Latter-day Saints to learn:

"Of things both in heaven and in earth, and under the earth; things which have been, things which are, things which must shortly come to pass; things which are at home, things which are abroad; the wars and perplexities of the nations, and the judgments which are on the land; and a knowledge also of countries and of kingdoms." (D&C 88:79) Further, Latter-day Saints believe, as an article of faith, "all that God has revealed, all that He does now reveal, and...that He will yet reveal many great and important things" (9th Article of Faith), and they are encouraged to use all their faculties - including heart, mind, and spirit - in their quest for truth (cf. D&C 4:2, 9:7-9).

### 3.9 Summary

At BYU-Hawaii, individual academic freedom is based not only on a belief (shared by all universities) in the value of free inquiry, but also on the gospel principle that humans are moral agents who should seek knowledge in the sacred as well as in the secular, by the heart and spirit as well as by the mind, and in continuing revelation as well as in the written word of God. BYU-Hawaii students and their parents are entitled to expect an educational experience that reflects this aspiration.

## 3.10 BENEFITS OF INSTITUTIONAL FREEDOM

The religious university constitutes an endangered species in today's academic ecosystem. (See, for example, several articles appearing in *FIRST THINGS*: James Nuechterlein, "The Death of Religious Higher Education" [January 1991]: 7-8; George M. Marsden, "The Soul of the American University" [January 1991]: 34-47; James Tunstead Burtchaell, "The Decline and Fall of the Christian College" [April 1991]: 16-29 and [May 1991]: 30-38; David W. Lutz, "Can Notre Dame Be Saved" [January 1992]: 35-40.) To force religious institutions to comply with narrowly secular definitions of academic freedom is to further imperil the survival of these distinctive intellectual communities. There are at least three reasons why the institutional academic freedom of religious institutions should be protected:

- To maintain institutional pluralism;
- To be consistent with the anti-dogmatic principles of academic freedom; and,
- To safeguard religious freedom. (See McConnell, "Academic Freedom," 311-18.) Each argument is sufficiently important to bear brief summary.

### 3.10.1 PLURALISM

Religious colleges and universities contribute to our diverse "ethical, cultural, and intellectual life." (McConnell, "Academic Freedom," 312.) Few enough to pose no threat to sectarian domination, religious institutions provide important alternatives to prevailing secular modes of thought. This "makes them better able to resist the popular currents of majoritarian culture and thus to preserve the seeds of dissent and alternative understandings that may later be welcomed by the wider society." (McConnell, "Academic Freedom," 312.)

Furthermore, to impose a definition of academic freedom that disallows creedal and philosophical considerations "is to randomize every faculty with respect to creed and philosophy. This increases diversity within each faculty, but it eliminates the diversity among faculties." (McConnell, "Academic Freedom," 313.) Similarly, Rabban argues that private universities may be granted greater latitude to establish educational policies than state institutions because "The resulting pluralism within the academic world . . . may provide more tolerance for diverse and unpopular views than a rule that would subject all universities to the commitment to diversity of thought that the first amendment imposes on public ones" ["A Functional Analysis," 268-69].)

### 3.10.2 ANTI-DOGMATISM

Academic freedom is grounded in the Enlightenment's opposition to dogmatism; it presupposes that truth is discovered not through revelation but rationally, through the "clash of competitive ideas."

"But this idea, too, must be subject to testing." (McConnell, "Academic Freedom," 313.) Historically, the most thorough challenge to narrowly rationalist methodologies has come from religion. Religion offers venerable alternative theories of knowledge by presupposing that truth is eternal, that it is only partly knowable through reason alone, and that human reason must be tested against divine revelation. President J. Reuben Clark, Jr., stated that one "cannot rationalize the things of the spirit, because first, the things of the spirit are not sufficiently known and comprehended, and secondly, because finite mind and reason cannot comprehend nor explain infinite wisdom and ultimate truth." (J. Reuben Clark, Jr., "The Charted Course of the Church in Education," in *MESSAGES OF THE FIRST PRESIDENCY*, ed. James R. Clark [Salt Lake City: Bookcraft, 1975], 6:49.) It is simply inconsistent with the anti-dogmatic principles of academic freedom not to permit its own premises about knowledge to be tested against such claims as these. "It is important that a principle born of opposition to dogmatism not itself become dogmatic and authoritarian." (McConnell, "Academic Freedom," 314.)

### 3.10.3 RELIGIOUS FREEDOM

Religiously distinctive colleges and universities are "an important means by which religious faiths can preserve and transmit their teachings from one generation to the next, particularly non-mainstream religions whose differences from the predominant academic culture are so substantial that they risk annihilation if they cannot retain a degree of separation." (McConnell, "Academic Freedom," 316.) This right to religious freedom should "override whatever exiguous benefit to society might be achieved by forcing religiously distinctive institutions to conform to secular academic freedom." (McConnell, "Academic Freedom," 316.)

## 3.11 ABUSES OF INSTITUTIONAL FREEDOM

Institutional academic freedom, important for ANY college or university, is indispensable for institutions with distinct religious missions. Nevertheless, institutional freedom is a prerogative that, if regarded as absolute, would invite abuse. Therefore, academic freedom must include not only the institution's freedom to claim a religious identity but also the individual's freedom to ask genuine, even difficult questions. Learning can be unsettling.

There is no such thing as risk-free genuine education, just as according to the Church theology there is no risk-free earthly experience. At any religious university, including at BYU-Hawaii, there always will be the possibility of friction between individual and institutional academic freedom.

There is no way to eliminate these tensions altogether, except by eliminating the claims of one kind of freedom or the other. But to do so would result in a net loss to the Church, the university, and to the family of universities to which BYU-Hawaii belongs. To eliminate BYU-Hawaii's right to define and preserve its

institutional identity would threaten to transform BYU-Hawaii into a university like any other. At the same time, to override the very concept of individual academic freedom would threaten the vitality of BYU-Hawaii as a university. Either move would lessen the value of BYU-Hawaii to its faculty and students, to the Church, and to the academic community at large. Therefore, the task is to establish principles and procedures that help minimize conflict and that guide the Board of Trustees, faculty, and administration though differences that may arise.

## 3.12 RELATIONSHIP BETWEEN INDIVIDUAL AND INSTITUTIONAL ACADEMIC FREEDOM

### 3.12.1 NEITHER FREEDOM IS UNLIMITED

Neither individual nor institutional academic freedom can be unlimited. The reasons for this have been suggested already. To elaborate:

### 3.12.2 LIMITS ON INDIVIDUAL ACADEMIC FREEDOM

There can be no unlimited individual academic freedom. Were there no constraints on individual academic freedom, religious universities could converge toward a secular model and lose their distinctive character, thus diminishing pluralism in academia. Furthermore, absolute individual freedom would place the individual faculty member effectively in charge of defining institutional purpose, thereby infringing on prerogatives that traditionally belong to boards, administrations, and faculty councils. Such arrogation of authority is particularly intolerable when the disagreement concerns Church doctrine, on which BYU-Hawaii's Board of Trustees claims the right to convey prophetic counsel. Yet even secular universities, whose boards claim no special religious authority, do not empower individual faculty members with absolute individual freedom relative to the university mission. For example, universities have censured professors for racist, anti-Semitic, or otherwise offensive expression. In addition, state universities have prohibited the advocacy of religious values to protect a separation of church and state. Every university places some limitations on individual academic freedom. (As George S. Worgul, Jr., states in the "Editor's Preface" to *ISSUES IN ACADEMIC FREEDOM* [Pittsburgh: Duquesne Unit Press, 1992]: "'academic freedom' at any university—whether public, private, church-related or church-sponsored – is never unlimited or absolute. Every university has an identity and mission to which it must adhere. . . . Freedom is always a situated freedom and a responsible freedom" [viii-ix].)

### 3.12.3 LIMITS ON INSTITUTIONAL ACADEMIC FREEDOM

Neither can there be unlimited institutional academic freedom. If institutional freedom were limitless, BYU–Hawaii could cease to be a genuine university, devoid of the exploratory environment vital to intellectual endeavor and with little room for disagreement and questioning. At BYU–Hawaii, the Church enjoys a special, deeply appreciated relation to the university, but its relation is not simply that of employer to employee – for a university faculty constitutes a special kind of employee. While each faculty member is fully accountable to the university, he or she also works in a space that is open to inquiry, discovery, and discussion. Any limitations in this space must be narrowly drawn so as not to impede the robust interchange of ideas, because the Board and administration wish to set policy for an institution that legitimately may be called a university.

### 3.12.4 REASONABLE LIMITATIONS

It follows that the exercise of individual and institutional academic freedom must be a matter of reasonable limitations. In general, at BYU–Hawaii a limitation is reasonable when the faculty behavior or expression SERIOUSLY AND ADVERSELY affects the university mission or the Church. (This document does not address policies, common to all universities that govern the orderly maintenance of the institution, the disruption of classes, or the university endorsement of personal actions. This document speaks only to limitations arising from BYU–Hawaii's mission.) Examples would include expression with students or in public that:

Reasonable limits are based on careful consideration of what lies at the heart of the interests of the Church and the mission of the university. A faculty member shall not be found in violation of the academic freedom standards unless the faculty member can fairly be considered aware that the expression violates the standards.

These principles shall be interpreted and applied with persuasion, gentleness, meekness, kindness, and love unfeigned – in the spirit of D&C 121:41-44 – and through established procedures that include faculty review. The ultimate responsibility to determine harm to the university mission or the Church, however, remains vested in the university's governing bodies – including the University President and central administration and, finally, the Board of Trustees.

### 3.12.5 SYNTHESIS

Reasonable limitations mediate the competing claims of individual and institutional academic freedom. In practice, instances in which limitations are invoked against individual faculty conduct or expression are few and infrequent. This is because:

### 3.12.6 INDIVIDUAL ACADEMIC FREEDOM IS PRESUMPTIVE, WHILE INSTITUTIONAL INTERVENTIONAL INTERVENTION IS EXCEPTIONAL

Individual freedom of expression is broad, presumptive, and essentially unrestrained except for matters that seriously and adversely affect the university mission or the Church. By contrast, institutional intervention is exceptional and limited to cases the university's governing bodies deem to offer compelling threats to BYU–Hawaii's mission or the Church. The Board and administration most effectively exercise their freedom to preserve BYU–Hawaii's institutional identity by setting general policies.

### 3.12.7 UNIVERSITY POSTURE IS ONE OF TRUST

The faculty is entrusted with broad individual academic freedom to pursue truth according to the methodologies and assumptions that characterize scholarship in various disciplines. This trust necessarily encompasses the freedom to discuss and advocate controversial and unpopular ideas. However, the Board and administration reserve the right to designate, in exceptional cases, restrictions upon expression and behavior that, in their judgment, seriously and adversely affect BYU–Hawaii's mission or the Church.

### 3.12.8 FACULTY POSTURE IS ONE OF LOYALTY

Faculty members, for their part, agree to be loyal university citizens. It is expected that the faculty will strive to contribute to the unique mission of BYU–Hawaii. This expectation, which aims at the fulfillment of university aspirations rather than merely at the absence of serious harm, properly figures in advancement and continuing status decisions.

### 3.12.9 TONE OF THE BYU–HAWAII COMMUNITY IS CHARITABLE

The faculty, administration, and the Board should work together in a spirit of love, trust, and goodwill. The faculty rightly assumes its work is presumptively free from restraint, but at the same time it assumes an obligation of dealing with sensitive issues sensitively and with a civility that becomes believers. BYU–Hawaii rightly expects the Church faculty to be faithful to, and other faculty to be respectful of, the Church and BYU–Hawaii's mission. Thus, both the university's governing bodies and the faculty obligate themselves to use their respective academic freedom responsibly, within the context of a commitment to the gospel. As Elder B. H. Roberts said, "In essentials let there be unity; in non-essentials, liberty; and in all things, charity." (Conference Reports, Oct. 1912, 30. The source of Roberts's citation is the Latin maxim, "IN NECESSARIIS UNITAS, IN NON-NECESSARIIS [or, DUBIIS] LIBERTAS, IN UTRISQUE [or, OMNIBUS] CARITAS" [see Philip Schaff, HISTORY OF THE CHRISTIAN CHURCH, 2nd ed. (New York: Scribners, 1915), 6:650-53].)

- Contradicts or opposes, rather than analyzes or

discusses, fundamental Church doctrine or policy;

- Deliberately attacks or derides the Church or its general leaders; or
- Violates the Honor Code because the expression is dishonest, illegal, unchaste, profane, or unduly disrespectful of others.

## Admissions

LSB 1st Floor, (808) 675-3738, [admissions@byuh.edu](mailto:admissions@byuh.edu), [Ho'okele Website](#)

## All Applicants

### Application Methods

BYU-Hawaii exists to provide an education consistent with the religious and family values taught by The Church of Jesus Christ of Latter-day Saints. The Admissions Office gives preference to 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 with Church membership restrictions, withdrawal, or voluntarily disaffiliated from The Church of Jesus Christ of Latter-day Saints is generally inadmissible until reinstated to full fellowship. Students, who withdrew on grade probation or suspension more than five years prior to reapplying, may be admitted at the discretion of the Admissions Exceptions 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 has been offered to the maximum number of students to achieve approved enrollment goals, Admissions will only consider applications for the next possible semester or term. The President and the Admissions Exceptions Committee reserve the right to make exceptions to admission policy and guidelines as deemed appropriate.

## Second Degree

In keeping with its mission to educate as many students of Oceania and the Asian Rim as possible, BYU-Hawaii does not admit students for a second bachelor's degree.

## Missionary Deferrals

Individuals who intend to serve a mission for The Church of Jesus

Christ of Latter-day Saints prior to beginning study at BYU-Hawaii are encouraged to apply before departing for missionary service. In most cases, applicants admitted to BYU-Hawaii may defer enrollment for a Church mission. Please contact the Admissions Office for more information.

## Military Service Deferrals

Applicants admitted to BYU-Hawaii may defer enrollment for compulsory military service. Individuals required to perform military service may defer enrollment prior to beginning study at BYU-Hawaii without having to reapply. Current students who want to defer their enrollment for military service must complete the deferment process through the Registrar's office. Domestic students on deferment will need to submit an updated ecclesiastical endorsement. International students will need to submit an updated ecclesiastical endorsement and financial verification at least several months prior to the returning semester.

## Enriched Environment Statement

"The Mission of BYU-Hawaii - 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 geographic, educational, cultural, ethnic, and racial backgrounds and talents, who relate together in such a manner that they are "no more strangers and foreigners, but fellow citizens 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 various backgrounds and experiences is an important educational asset to BYU-Hawaii.

## Entrance Exam

See Required Tests Section.

## Other Considerations for Admission

The Admissions Committee also considers applicants with a 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 BYU-Hawaii department as a demonstration of the required talent, creativity, or unusual preparation. The Admissions Committee also uses activities, essays and seminary/institute recommendations in making an evaluation. The committee may also consider such factors as mission, military service, career choices, and personal circumstances.

## 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 BYU-Hawaii.

## Application Deadlines

All application materials must be received by BYU-Hawaii Admissions on or before the deadline for the semester for which the applicant is seeking admission. Applicants who submit any portion of their application after the deadline for the semester for which they are applying, may submit an appeal for consideration. However your application will be marked "Late."

Semester	Application Date
Fall Semester	February 1
Winter Semester	July 1
Spring Semester	November 1

**\*NOTE:** All transcripts and financial documents must be received two weeks before the deadline for the semester you are applying. All transcripts and documents received closer to the application deadline may not be processed in time to submit the application. All applicants are required to submit by the dates provided.

## Holistic Application Process

The Admissions Committee uses all sections of the application in making an evaluation including the essays, activities seminary/institute recommendation sections. The committee may also consider such factors as mission, military service, career choices, and personal circumstances. Specific requirements for International Students can be found on the Admissions' Country Criteria page.

## Seminary

Prospective students are expected to participate in Seminary during each year of high school, where available. BYU-Hawaii is committed to the concept that thoughtful and consistent study of the scriptures is vital to the preparation those desiring to enter the university. Graduation from seminary (released time, early morning or home study) is an expectation and gives priority in the admission process. Exceptions will be considered in unusual circumstances where seminary graduation was not attainable.

## Domestic (U.S.) Applicants

### High School Preparation

Domestic (U.S.) Applicants are required to obtain a high school diploma (or equivalent) before beginning at BYU-Hawaii. No prerequisite courses are needed for admittance to BYUH but students may choose to complete courses from the list below to assist in preparation for university study.

- Four years of English
- Three years of mathematics (two or three years beyond Algebra 1)
- Three years of science
- Four years of social studies
- Two or more years of foreign language (advanced skill in one language is preferred)

Courses such as computer science, the arts (music, drama, painting, etc.), and other worthwhile choices may benefit students. Students should consider taking classes with substantial content that challenge them. In today's world, computer skills are valuable assets. These skills should be learned in high school or independently.

## High School Graduation/GED/Home School

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-schooling, or other programs will be reviewed individually by the Admissions Committee to determine admissibility and must submit an official GED score, as well as an ACT of 24+.

## GED

The GED in most states consists of four sections: Reasoning through Language Arts, Social Studies, Science and Mathematical Reasoning.

The possible scores on each individual exam range from 100 (lowest) to 200 (highest). Students need a total minimum score of 145 on each test, while a score of 165-200 shows college readiness.

For admissions consideration, a GED score from a student must also be accompanied by an ACT or SAT test score. BYU-Hawaii generally requires an ACT score of 24+ for students who complete the GED that does home-study or home-schooling.

## Home School Applicants

Applicants who have been home-schooled instead of attending a high school environment must receive a passing GED score and a composite ACT score of 24 or higher, or SAT of 1090 or higher, to be competitive for admission consideration. These individuals must also complete all other application requirements for freshman applicants.

## Early Admit

High school students graduating early (less than 4 years attended) must meet all application requirements including seminary graduation. Applicants graduating early can also submit a plan for seminary completion prior to attending BYUH if they have not met all the requirements for seminary graduation at the time of attendance. All applicants graduating early from high school will be reviewed individually by the BYU-Hawaii Admissions Exceptions Committee and may be contacted for additional information or further follow-up.

## Advanced Placement (AP) Credits or International Baccalaureate (IB) Test Scores

Students who completed Advanced Placement courses in high school and scored a composite grade of 3, 4 or 5 on any subject test. Likewise, students who complete International Baccalaureate tests may receive college credit for their work. Please refer to the [AP Credit](#) matrix for more information. Likewise, students who complete International Baccalaureate tests may receive college credit for their work. Be aware if a student has taken multiple tests with the same course equivalency they will be given the course equivalency for one test and elective credit for the other tests.

## BYU-Hawaii Concurrent Enrollment Program

High school students who would like to be considered for admission to BYU-Hawaii as part-time students while still enrolled in high school must:

- Have a cumulative high school grade point average of 3.0 or higher on all work to date.
- Submit a BYU-Hawaii concurrent enrollment voucher signed by the applicant, the parent, and a high school counselor.
- Have completed at least the first semester of junior year of high school.
- Complete the admissions application. The student will need to complete the application each semester that they desire to take concurrent enrollment courses.
- ACT/SAT score.
- Pay the one-time non-refundable application fee of \$35.

## Transfer Students

Information pertaining to transfer students can be found at [Transfer Evaluation Guidelines and Matrix](#).

## Concurrent/Dual Enrollment Credit Transfer Policy

Many students now receive enriched academic experiences by enrolling concurrently in college courses while completing their high school curricula.

An applicant that has completed concurrent/dual enrollment courses, and is applying immediately after high school graduation will be considered a New Freshmen applicant. A Transfer Applicant is an applicant that has completed 24 semester/36 quarter hours of concurrent course work at a college or university other than BYU-Hawaii following high school graduation. Their admission and scholarship status will be evaluated based on BYU-Hawaii's transfer student criteria.

## International (Non-U.S.) Applicants

BYU-Hawaii encourages international (Non-U.S.) 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 in English for all course work completed prior to attending BYU-Hawaii with their application. This information, in addition to official college or university transcripts, will help BYU-Hawaii staff to determine the number of credits transferred and the length of the course of study at the university. Official transcripts not in English should be accompanied by certified English translations. International students may transfer to BYU-Hawaii 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.

## VISA Policies

Questions concerning non-immigrant student and exchange visitor visas should be referred to [International Student Services](#).

## Financial Aid & Scholarship/IWORK Program

Questions concerning non-immigrant student and exchange visitor visas should be referred to the Financial Aid & Scholarship Office.

## Former Student Readmission Policy

Former students who fail to enroll for at least one academic semester per calendar year, unless granted a deferment or leave of absence, are required to submit an application for readmission (refer to Registration Policy). Prior academic records may undergo reassessment, and program requirements could be adjusted to align with current academic standards. It is imperative that any outstanding financial obligations, such as past-due balances, be resolved before a readmission determination can be made. This policy aims to ensure a streamlined and equitable process for rejoining our academic community while upholding the high standards of the university.

## Required Tests

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

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

All new freshman applicants and transfer students who have completed fewer than 24 semester (36 quarter) hours of college credit at the time of application are required to take the ACT or SAT, national standardized entrance exam. 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 received by Admissions 2-weeks before the deadline for the semester in which a student intends to enroll.

### English Proficiency Test

Applicants from any non-U.S.-patterned international schools must have their results from the TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System) or ELAT (English Language Admissions Test) to reach BYUH Admissions before the application deadline. The TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), and ELAT (English Language Admissions Test) are the approved tests of English language proficiency. For more information about these tests contact: [TOEFL@collegeboard.com](mailto:TOEFL@collegeboard.com), or visit [IELTS Website](http://IELTS Website). For more information on English proficiency exam requirements, please visit the Admission's English Test Requirement website

## Recruitment

BYU-Hawaii strives to treat students ethically, respectfully, and professionally in the marketing, recruiting, and admissions process so that students can make an informed enrollment decision. BYU-Hawaii complies with applicable regulations related to restrictions on misrepresentation, recruitment, and payment of incentive compensation. In compliance with applicable state and federal nondiscrimination laws (e.g., Title VI, Title IX, and Section 504) and its Nondiscrimination and Equal Opportunity Policy, BYU-Hawaii prohibits unlawful discrimination against applicants based upon race, color, national or ethnic origin, religion, sex, pregnancy condition, age, disability, genetic information, or veteran status.

## Admissions Exceptions Committee

The Admissions Exceptions Committee (AEC) is responsible for establishing a selective admission exception process for applicants who do not meet the admission eligibility standards, or who have

applied and have received an official denial from the University, and may submit a letter of appeal to the AEC. The committee is composed of the following members: Student Life Vice President, Dean of Students, Admissions Manager, Admissions Officers, Recruitment Manager, Financial Aid Manager, International Student Services Manager, Residential Life Manager, and Faculty. The committee will meet bi-monthly or as needed. All members of the committee have full voting privileges. Each case will be reviewed carefully by the committee. A majority vote is taken to determine the admission decision. Applicants are notified by email shortly after final decisions are made. The Admissions Exceptions Committee reserves the right to make exceptions to admission policy and guidelines as deemed appropriate.

## Notification of Admissions Decision

All applicants will receive official written notification from BYU-Hawaii Admissions or from the Church Educational System ([apply.churchofjesuschrist.org](http://apply.churchofjesuschrist.org)) website. Any other notification, either verbal or written, will not be considered valid. A letter of acceptance is valid only for the semester indicated. Admitted students wishing to be considered for a later enrollment period must notify Admissions to cancel their admittance and reapply for a later semester or term. Students can reapply at [apply.byuh.edu/](http://apply.byuh.edu/).

## Church Educational System Honor Code

**Office of Honor, ACR 136, (808) 675-3493**

The Church Educational System (CES) is sponsored by The Church of Jesus Christ of Latter-day Saints (Church) and directed by the Church Board of Education/Boards of Trustees, with the mission to develop disciples of Jesus Christ who are leaders in their homes, the Church, and their communities.

The CES Honor Code helps to accomplish the CES mission to build disciples of Jesus Christ. As faculty, administration, staff, and students voluntarily commit to conduct their lives in accordance with the principles of the gospel of Jesus Christ, they strive to maintain the highest standards in their personal conduct regarding honor, integrity, morality, and consideration of others. By accepting appointment, continuing in employment, being admitted, or continuing enrollment, each member of the campus communities personally commits to observe the CES Honor Code approved by the Board of Trustees:

- Maintain an Ecclesiastical Endorsement, including striving to deepen faith and maintain gospel standards.
- Be honest.
- Live a chaste and virtuous life, including abstaining from sexual relations outside marriage between a man and a woman. Living a chaste and virtuous life also includes

abstaining from same-sex romantic behavior.

- Abstain from alcoholic beverages, tobacco, tea, coffee, vaping, marijuana, and other substance abuse.
- Participate regularly in Church services.
- Respect others, including the avoidance of profane and vulgar language.
- Obey the law and follow campus policies, including the CES Dress and Grooming standards.
- Encourage others in their commitment to comply with the Honor Code and Dress and Grooming standards.

Specific policies embodied in the Honor Code include: (1) Academic Honesty, (2) Ecclesiastical Endorsement, (3) Residential Living Standards, and (4) Dress and Grooming Standards. You can also learn more about the CES Honor Code at <https://honorcode.byuh.edu/ces-honor-code>

## Academic Honesty

The first injunction of the BYU-Hawaii 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 David O. McKay taught that “character is the aim of true education, and science, history, and literature are but the means used to accomplish this desired end. Character is not the result of chance, but of continuous right thinking and right acting” (*Why Education?* David O. McKay, Improvement Era, Vol.70, No.9, September 1967). The purpose of the academic honesty policy is to assist in fulfilling that goal.

BYU-Hawaii students should seek to be honest in their dealings with others. They are required to complete their own work and be evaluated based upon that work. They are required to avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Learn more about plagiarism, fabrication or falsification, cheating and other academic misconduct at:

<https://honorcode.byuh.edu/academic-honesty>

Learn about applicable actions for instructors, programs, faculties, the university and Office of Honor and shared responsibility, faculty responsibility for academic integrity and faculty academic integrity at <https://honorcode.byuh.edu/academic-honesty>

## Ecclesiastical Endorsement

All new and returning (students returning from a break from school for any reason including mission, suspension of any kind, etc.), continuing, intern, or study abroad students must obtain an ecclesiastical endorsement through their current bishop or university chaplain. The endorsement is valid for 12 months and must be renewed annually within 365 days from the date of the

previous endorsement and kept current in order for a student to continue enrollment at BYU-Hawaii.

Learn more about the ecclesiastical endorsement at <https://honorcode.byuh.edu/ecclesiastical-endorsement>

New or returning students can learn more about the ecclesiastical endorsement process at <https://honorcode.byuh.edu/endorsement>

Continuing (current) students can learn more about the ecclesiastical endorsement process and the timeline at <https://honorcode.byuh.edu/endorsement> Information about withdrawn endorsements, readmission and exceptions is available at this link.

## Residential Living Standards

Residential Living Standards at BYU-Hawaii are based upon the belief that not all learning occurs in the classroom. Much can be learned in our places of worship, where we work, play and live. It is to be noted that some conduct which may have been appropriate in the living situations where students resided before they arrived at the university may not always be appropriate or approved for residential living at BYU-Hawaii.

Residential living standards foster respect for, cooperation with, and support of others. They allow roommates from diverse backgrounds to live together in harmony and peace, and learn under the influence of the Holy Spirit.

BYU-Hawaii is committed to providing a learning atmosphere consistent with the principles of the Church of Jesus Christ of Latter-day Saints. The university is likewise committed to creating such an atmosphere for students residing on and off campus and between semesters. To achieve this, BYU-Hawaii has established living standards to help students learn some of the high ideals and principles of behavior expected at the university. Therefore, BYU-Hawaii requires students to adhere to the following standards – conduct, on-campus and off-campus.

Learn more about conduct, on-campus, off-campus living standards at <https://honorcode.byuh.edu/residential-living-standards>

## CES Dress and Grooming Principles and Expectations

CES Dress and Grooming Principles and Expectations are part of the CES Honor Code and part of each student’s, employee’s, and volunteer’s commitment.

When considering Honor Code and dress and grooming decisions, the teachings of the prophets and apostles, as well as Church instruction, such as “[For the Strength of Youth: A Guide for Making Choices](#)” can be helpful.

Each student, employee, and volunteer commits to:

1. Represent the Savior Jesus Christ, the Church, and the Church Educational System.
2. Preserve an inspiring environment, without distraction or disruption, where covenants are kept in a spirit of unity so the Holy Ghost can teach truth.
3. Promote modesty, cleanliness, neatness, and restraint in dress and grooming.
4. Maintain an elevated standard distinctive to educational institutions of the Church of Jesus Christ.

Dress and grooming expectations as in the examples below should align with these principles. However, application of these principles is not limited to the expectations listed. Members of the university community are expected to apply these principles to dress and grooming questions as they arise.

Learn more about general dress standards, grooming standards for men, exception to clean shaving, grooming standards for women, dress for exercise or sports participation, and dress for the beach at <https://honorcode.byuh.edu/dress-and-grooming>

## Non-academic Discipline

Students who have violated university standards, policies, and/or rules and regulations will be subject to nonacademic discipline. This may include one or more of the following: fines, community service, loss of privileges, nonacademic 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 Church Educational System campuses. They will be required to obtain clearance from the Church Educational Systems Ecclesiastical Clearance Office before they can be considered for readmission. Expelled students will have the expulsion noted on their permanent record files and notification sent to all the Church Educational System campuses.

Students placed in one of the above categories have the right for an Honor Code Administrative Review. 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 Vice-President for Student Life. 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.

A 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 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

The student may request a review of the Office of Honor 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. BYU-Hawaii complies with and fully supports the federal Drug-Free Schools and Communities Act of 1989.

For more information about the Honor Code Administrative Review process go to Related Procedures on the Office of Honor website at <https://honorcode.byuh.edu/related-procedures>

## Enrollment Policy

### 1. PURPOSE

The purpose of this policy is to provide basic definitions and rules for course registration, curriculum completion, and graduation at Brigham Young University-Hawaii ("BYU-Hawaii" or "University".)

### 2. POLICY

To receive a bachelor's degree from Brigham Young University–Hawaii, students must complete a minimum of 120 credit hours of instruction that includes sufficient English proficiency and completion of current core, Holokai programs, religious education, and residency requirements as specified in the official university catalog in effect at the time the student first matriculates.

Alternatively, students may elect to apply graduation requirements installed at a date after first matriculation. The various rules associated with completing these requirements are outlined below.

## 3. IMPLEMENTATION

### 3.1 Academic Credit

A student may earn academic credit that will be recognized by the university in the following ways:

1. Complete work in regular academic courses offered at BYU–Hawaii.
2. Transfer credit from courses completed at an accredited college or university. The transferability of these courses and the amount of credit awarded is determined by the Ho'okele Office according to procedures explained on the Ho'okele Department and Academic Advising websites. Students are required to submit transcripts for all college-level coursework completed elsewhere upon application for admission to the university.
  - a. Fulfillment of specific program requirements (majors, minors, and certificates) is evaluated under the direction of the dean of the faculty unit responsible for the program.
  - b. Fulfillment of general university graduation requirements by transfer courses is evaluated by a three-person committee consisting of the Registrar, the Advisement Manager, and the Associate Academic Vice President for Curriculum and Assessment.
3. Complete Advanced Placement (AP) examinations, with satisfactory scores. AP scores are evaluated as transfer credit in the Ho'okele Office, and current standards for AP credit are listed on the Ho'okele website.
4. Obtain credit for foreign language courses by successfully completing a test from Foreign Language Achievement Testing Services. Credit for English as an International Language (EIL) can be acquired by non-native speakers of English depending on the English Language level they demonstrate through proficiency exams on arrival at the University.
5. 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 BYU–Hawaii 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 Ho'okele Office.

## 3.2 Registration

### 3.2.1 Eligibility

To be eligible to register for and enroll in classes during the next semester, students must:

1. have received an official letter of acceptance from the University or been enrolled either full-time or part-time during the previous semester,
2. be free from any registration restrictions or holds,
3. have not yet reached the end of their time allotment (Section 3.5).

### 3.2.2 Credit Hour Definition

Generally, a credit hour is defined as one hour (50 minutes) of in-class instruction plus a minimum of two hours of additional student work per week for fifteen weeks (including final exams week) each semester, or the equivalent amount of work over a different length of time (e.g. spring semester).

At least an equivalent amount of work as designated in the previous paragraph is required for other academic activities as established by the institution including laboratory work, internships, practicums, studio work, and other academic work leading to the award of credit hours.

Full-time status is defined as 12 or more credits for fall and winter semesters and 8 or more credits for spring semester.

### 3.2.3 Registration Procedure

Students register online in the Student Center on the university website (hereafter "Student Center"). Registration is based on a priority system that allows students to begin registration according to their class standing or number of completed hours. Priority begins with seniors who have applied to graduate, then seniors and EIL students, then juniors, then sophomores, and then freshmen. Students enrolled in Educational Outreach may register 30 days prior to the beginning of the semester. Assigned enrollment dates may be verified online in the Student Center. Detailed instructions for the registration procedure are available on the Advisement pages in the University website.

Every student attending classes at BYU–Hawaii must register and pay tuition. Attendance in classes without official registration is not permitted and will result in forfeiture of any right or credit in that class.

Financial holds, vaccination/Health Restrictions, and all other registration holds must be cleared prior to registration. A student is not considered registered unless all phases of admissions and registration involved have been satisfactorily accomplished. New international non-native English speakers will be registered by Academic Advisors after completion of placement testing.

### 3.2.4 Changes in Registration (Add/Drop)

Changes in registration may be made during the self-serve add/drop period (first three days of class) without charge. The computer registration system may be used for executing changes during this time. If a class is closed, a student may still add it by submitting to the Academic Advisor or Office of the Registrar written permission from the instructor.

Classes may also be added during the one-week Exceptions Period (the 7 calendar days after the self-serve add/drop period is over) with written permission from the instructor submitted to the Academic Advisor or the Office of the Registrar.

Classes may be dropped until the Withdrawal Period begins. A \$10 fee will be charged for each class dropped after the first three days of school, including second session (block) classes. Students are responsible for dropping classes, withdrawing from classes after the drop period is finished, or discontinuing from the University to avoid receiving an F on their academic record for not completing the class requirements. For example, classes are not dropped automatically for non-payment of tuition.

### 3.2.5 Course Numbering System

1 to 100: Pre-college level courses

100 to 299 (lower division): Courses intended primarily for freshmen and sophomores.

300 to 499 (upper division): Courses intended primarily for juniors and seniors.

Section numbers of a given course may also contain additional information:

Sections 1–99 indicate a face-to-face on-campus instruction mode.

Sections 100–199 indicate a hybrid mode of instruction, meaning a combination of face-to-face and online instruction.

Sections 200–299 indicate online courses with a required on-campus component.

### 3.2.6 Withdrawal from a Class

Any student withdrawing from individual classes after the drop period and during the withdrawal period (see the academic calendar for deadlines) must contact the instructor of the class with the appropriate form and complete the withdrawal procedure. No withdrawals are permitted after the established deadline. Based on the student's academic performance to that date, the professor will assign either a W (passing at the time of withdrawal) or WF (failing at the time of withdrawal). A student who does not withdraw properly will receive an F grade. The WF is also calculated as a failing grade and may affect a student's academic standing.

If withdrawing from a class reduces the number of enrolled credits below the threshold for full-time status, eligibility for Federal Financial Aid and University student benefits are impacted. International students may not withdraw from classes if doing so places them out of status.

### 3.2.7 Repeated Classes

BYU-Hawaii Classes: Students may repeat as many classes as they choose if they are able to complete all graduation requirements within the allotted time. Online and face-to-face courses from BYU-Hawaii are treated the same.

Transfer Credit: For a transfer grade to be replaced, the student must repeat that course at the institution where the original course was taken and then transfer the credit to BYU-Hawaii. If a class taken at a different institution is repeated at BYU-Hawaii, the transfer record of the previous class will be adjusted to show it as an elective class.

In all cases of courses repeated for credit, the most recent grade will replace the previous grade, whether it is higher or lower.

### 3.2.8 Classes Taken by Audit

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 by submitting an add/drop form signed by the instructor to the Office of the Registrar after the semester has begun. The add/drop form must indicate the student's desire to take it as an audit. These classes 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 audit classes. The charge for auditing classes is the same as for credit classes.

### 3.2.9 Semester Credit Overload Policy

An undergraduate student in good academic standing may register for as many as 18 hours of credit in fall or winter semester or 12 hours in spring semester by following the regular registration procedure. Credit hours taken in excess of 18 for fall and winter or 12 for spring are considered credit overload. All credit overloads require the permission and signature (on an add/drop form) of the student's major program dean.

### 3.2.10 Final Exam Schedule

Final exams are offered on a specific day and time as determined by the official final exam schedule or as arranged by the instructor through the Testing Center. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive airfares, more convenient travel arrangements, family events or activities, and any other non-emergency reasons are not considered justification for early or late final exams.

Requests for exceptions due to emergency circumstances should be submitted in writing to the dean(s) responsible for the course(s).

## 3.3 Double Counting

There are no limits on the number of courses that may count toward completing requirements for multiple programs.

However, students are not awarded both a major and a minor in the same subject. If they complete the requirements for both, only the major is awarded. Likewise, when minors are completely embedded within a major, the minor is awarded when the student meets the requirements for the minor but not the major. When the requirements for both are completed, only the major is awarded.

Double-counting between the same major/minor and certificate is allowed and the certificate is awarded in addition to the major or minor when requirements for both are completed.

## 3.4 Academic Standing

### 3.4.1 Classification by Credits Earned

Freshman: 0 to 29 credits  
 Sophomore: 30 to 59 credits  
 Junior: 60 to 89 credits  
 Senior: 90 or more credits

### 3.4.2 Grade Rules

The following letter grades are given at the University. The grade point average (GPA) is computed by using the numeric values indicated.

Grade	GPA	Grade	GPA
A	4.00	D+	1.40
A-	3.70	D	1.00
B+	3.40	D-	0.70
B	3.00	F	0.00
B-	2.70	WF	0.00
C+	2.40		
C	2.00		
C-	1.70		

Other marks that may be given are: I (Incomplete), NS (Grade Not Submitted), P (Passing), NP (Not Passing), T (Course Work in Progress), W (Withdrawn), and V (Audit).

#### The I Grade:

The I grade indicates that the required work for a class has not yet been completed and is given only when extenuating circumstances beyond the control of the student make it impossible to complete the required work within the prescribed time. Students do not re-register to complete a course for which an I grade was recorded. Arrangements for an I grade must be made between the instructor and the student prior to the end of the semester.

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 faculty, must be turned in to the Office of the Registrar no later than one week after grades are due. The I

grade is never given when a student is failing or has failed a course.

A Grade Change Authorization form is processed through the Office of the Registrar on completion of the course work. The I is not computed in the grade point average until one year has elapsed, at which time it is computed as an F if the course requirements have not yet been completed. The due date for course completion may be extended only with the approval of the instructor.

#### The NS Grade:

When a faculty member does not submit a final grade by the specified deadline, the grade of NS is posted by the Registrar's office on the student's official record. An NS grade does not affect a student's final grade or the grade point average. However, the student does not earn any credit for the course as long as the NS grade remains. The NS grade may affect scholarships, financial aid, housing, graduation status, and transcripts. Instructors are responsible for changing the NS designation to the proper final grade through a Grade Change Authorization form.

#### P and NP Grades:

The P grade indicates successful completion of a course for which the pass/not-pass grade rule is designated. A P grade is received if students' 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 and other internship courses in which work may extend beyond the semester. The T grade may be changed to A, B, C, D, F, P, or NP, depending on the grade rule for the course, when the work is completed. A T grade does not affect a student's GPA until one year has elapsed, at which time it is computed as an F or NP (failing grade) if the course requirements have not been completed. The due date for course completion may be extended only with the approval of the instructor.

#### W and WF Grades:

Courses discontinued officially up to the 5th week (fall and winter semesters) or 3rd week (spring semester) do not appear on students' permanent records. From the 6th week through the 9th week (fall and winter) or 4th through 5th week (spring), the instructor reports to the Registrar's Office the student's grade status (passing or failing) at the time of the withdrawal. A grade of W is entered on the record of students who are passing the course at the time of withdrawal, and a WF is recorded for those who are failing. The W is not used in computing the student's

GPA. WF is counted as 0.00 grade points in the calculation of the cumulative GPA.

Grade Reports:

Grades are available to students via their Student Center at the end of each semester.

### 3.4.3 Academic Standing

#### A. EIL Academic Progression

1. Students may progress through four levels of EIL depending on initial placement.
2. Student's failure to progress to the next level will result in EIL probation.
3. Student's failure of a second attempt in the same EIL level will result in EIL Suspension.

Note: EIL Probation or Suspension takes precedence over Grade Probation/Suspension until students have completed the EIL program.

#### B. Grade Probation

Students are placed on grade probation when they fall into any of the following categories:

1. A student's Cumulative GPA is less than 2.0.
2. Student semester GPA is less than 1.7 regardless of Cumulative GPA.

Students on grade probation are subject to the following consequences and corrective processes:

1. Students are required to meet with the Center for Academic Success to develop a plan for academic improvement. Enrollment and successful completion of STDEV 101R is expected from all academic probation students.
2. Students who fail to meet with the Center will have a hold placed on their registration.

The intent of this policy is to ensure that the student has the support needed to improve their academic performance and to make progress related to raising the Cumulative GPA and/or semester GPA above 2.0. Working with the Center for Academic Success is required. Failure to progress will result in grade suspension the following semester.

A student's Grade Probation semester counts as a student's appeal semester and is their opportunity to demonstrate improvement. For this reason, no appeal is allowed if suspended.

Role of Faculty Members:

Due to the short number of days between semesters, it is critical for faculty to submit grades within the established time frame to give the Office of the Registrar twenty-four hours to notify students of grade probation status.

#### C. Continued Grade Probation

After a semester of Grade Probation, while the Cumulative GPA is still below 2.0, a student may be placed on continued Grade Probation if their Semester GPA is greater than a 1.7 and student is showing progress towards a degree.

- Students will remain on Continued Grade Probation until their Cumulative GPA is equal to or greater than 2.0 while still showing progress.
- Any subsequent semester with a Semester GPA less than 1.7 will result in Grade Suspension.

#### D. Grade Suspension

After a semester of Grade Probation, or Continued Grade Probation, a student may be placed on grade suspension when any of the following occurs:

- A student's Cumulative GPA continues to be less than 2.0 and semester GPA is less than 1.7 for a second semester, then a student is placed on Grade Suspension and dismissed from the university.
- Two semesters without academic progress also leads to Grade Suspension.
  - i.e. Two semesters of failing grades.
  - i.e. Two semesters with Semester GPA's less than 1.7 regardless of Cumulative GPA.

Official Consequences:

A suspended student cannot register for any classes on-campus and must be readmitted to the university to continue as a student. This includes but is not limited to registering for Education Outreach classes, taking classes at a reduced load, or for audit and taking classes as a part-time or non-degree seeking student. A suspended student may apply for readmission when the individual can provide evidence of being ready to return and engage in successful full-time study. The readmission may not be for a semester beginning sooner than one year after the start of the last semester attended before the suspension was executed.

Appealing Academic Suspensions:

- A student's Grade Probation semester counts as a student's appeal semester and is their opportunity to demonstrate improvement. For this reason, no appeal is allowed if suspended.

#### 3.4.4 D grades

University academic standing and graduation standards are based solely on GPA (2.0).

In addition, some degree programs limit the number of D grades allowed in order to complete major requirements. Rules regarding D grades in the majors are determined by the faculty

units housing the major and approved by the University Curriculum Council.

There is no D grade limit for completing minors or certificates.

### 3.5 Allotment of Time

Students are expected to graduate within four consecutive years. Students may be permitted to complete their degree beyond four years if the relevant requirements are completed away from campus. (i.e., online courses at the end of their studies).

Furthermore, the four-year limit may be extended to accommodate an internship for credit if the internship involves part-time enrollment or if the internship site is located outside the U.S. All other internships must be completed within the four years. The allotment of time is extended to accommodate a full-time mission for The Church of Jesus Christ of Latter-day Saints.

Within this allotment of four years, students must progress towards a degree in order to maintain their eligibility to graduate in their desired major. Students who do not progress because of repeated failures are still required to finish within four years, but they may need to graduate with a different major or with an associate degree.

Students may choose to take elective courses, additional majors, or programs beyond those required to complete the Holokai requirements if these courses and programs can be completed within the allotment of time. Participation in these additional courses or programs is not acceptable as a justification for granting any additional allotment of time.

For students who test into intermediate-level EIL classes, the four-year allotment does not commence until the student completes two semesters of EIL or when the student begins Academic I Level coursework (whichever comes first).

The time allotment for students with previous college credit is prorated based on the principle of a four-year total following evaluation of credits accepted.

### 3.6 Leave of Absence and Discontinuance

BYU-Hawaii students are expected to attend classes during all three semesters each year. Requests for a leave of absence during one of the semesters must be approved by the Dean of Students. In general, these leaves of absence are intended for students experiencing medical conditions or psychological distress that make the leave in the student's best interest. If a leave of absence is granted, that leave does not extend the student's allotment of time to complete his or her studies. For example, a student with an allotment of four years must still finish within the same four years as though the leave had not been granted.

Discontinuing from the University consists of withdrawing from all classes in a semester. It is recommended that students counsel with instructors, academic advisors, financial aid & scholarship counselors, international student counselors (for international students), or members of the Counseling Center before making the decision to discontinue. Students discontinuing their entire registration at the University may apply for discontinuance in the Student Center. Prior to requesting a discontinuance, students must check with the residential life office regarding contractual obligations and the consequences that may occur by submitting a discontinuance.

All students leaving for one or more semesters without an approved leave of absence should discontinue enrollment. Those who have not registered for classes and have not notified the University regarding their absence will be discontinued automatically that semester.

Students who have discontinued from the university must apply for readmission before registering for courses and returning to study.

For financial information, see the sections under Discontinuance-Tuition Charge/Refund on the University's Tuition and Fees webpage.

### 3.7 Completion of Discontinued Programs

If any academic program or degree is discontinued at BYU-Hawaii for any reason, provisions will be made for students impacted to complete their program in which they are currently enrolled within a reasonable time period. If the program is being replaced with a revised version, students are granted the option of completing the new version.

### 3.8 Graduation and Commencement

Students graduate at the end of the semester in which all graduation requirements are completed. Participation in Commencement does not mean the student has graduated.

Students may not enroll for additional semesters after they have graduated unless admitted to a post-baccalaureate program.

It is the student's responsibility to complete all graduation requirements and comply with all university policies and procedures in order to graduate from BYU-Hawaii and receive a diploma.

## Student Debt Policy

Beginning Fall 2021 Semester, all student debt from prior semesters must be paid in full before a student may enroll or remain enrolled for the coming semester. Only debt for the current semester will be

allowed on the student account. Students with debt from prior semesters will not be able to remain registered or enroll for classes. Immediate consequences include:

- Registered classes for the coming semester will be dropped
- No access to on-campus housing
- No student employment
- SEVIS record terminated (for international students)
- No release of the diploma (for graduating students)

Email [financialservices@byuh.edu](mailto:financialservices@byuh.edu) with any questions. \*Same policy can be found under 'Registration' and 'Tuition and Fees.'

## Final Exam Schedule

Final exams are to be offered on the specific day and time as determined by the official final 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 should be submitted in writing to the Dean of the appropriate faculty in which the course is housed as soon as possible. See <https://registrar.byuh.edu/registrar/final-exam-schedule>

## Course Fees

See Tuition and Fees section

## Student Leave of Absence

### 1. PURPOSE

Brigham Young University-Hawaii ("BYU-Hawaii" or "university") is committed to maintaining an environment where all feel safe to carry out the university's mission and vision. In certain circumstances, a student may need to transition to an environment that is more conducive to his/her needs when it becomes clear that remaining at the university is not in the best interest of the student or the campus community.

### 2. POLICY

BYU-Hawaii allows for a student to take a leave of absence voluntarily when a situation (e.g., medical conditions, psychological distress), make the leave in the student's best interest. In such situations, the university will work with the

student to define the length of separation and the path for the student's return. Under certain circumstances, a student who has not opted to take a leave voluntarily, but who poses a credible substantial risk of harm to individuals within the campus community or who substantially impedes the lawful activities of other members of the campus community or the educational processes or functions of the university, may be subject to an involuntary withdrawal.

## 3. IMPLEMENTATION

### 3.1 Voluntary Leaves of Absence

#### 3.1.1 Single-Semester Leave

Students who have completed at least one year (three consecutive semesters) of study at BYU-Hawaii may apply for a one-semester leave of absence if they can demonstrate that returning out of the normal sequence would not impact their regular progress toward graduation within the four-year limit. Students are expected to attend classes during all three semesters each year. The request for a one-semester leave and the plan for returning must be approved by the dean of students. Rules and regulations applicable to international visa holders may prohibit voluntary leaves under this section. Students who take a leave under this section may lose priority in housing and will not be eligible for a partial or complete refund of tuition and/or fees.

#### 3.1.2 Voluntary Leave for Medical/Psychological Reasons

Students or the university may initiate a voluntary leave or withdrawal from the university for up to two consecutive semesters for medical or psychological reasons. The request for a leave under this section must be approved by the dean of students, who may require supporting documentation of the student's condition from an independent and objective health professional. In considering a request for a leave under this section, the dean of students may also consult with members of the university's Conduct Assessment Response Evaluation (CARE) Team or other members of university administration.

If a voluntary leave is approved, prior to the leave the dean of students will prepare leave documentation that specifies:

1. the anticipated duration of the leave;
2. conditions or restrictions for return which are designed to assist the student to succeed in the university environment; and
3. options for extension, if any. In general, voluntary leaves under this section must fit within four years.

However, the dean of students may extend that time if warranted subject to the policies of the institution, in addition to the voluntary

leave, arrangements may be made for: partial or complete refund of tuition and/or fees; deferral of scholarships or loans (e.g., IWORX); incomplete grades or other academic accommodations, or modifications to dining and/or housing contracts. Rules and regulations applicable to international visa holders may prohibit or limit voluntary leaves under this section.

## 3.2 Involuntary Withdrawal

The CARE Team has authority to place a student on an involuntarily leave of absence from the university according to the procedures set forth below. The involuntary withdrawal process is administrative in nature and does not follow formal rules of evidence typically applicable in judicial proceedings. A student may be subject to an involuntary leave or withdrawal if the student:

1. poses a credible substantial risk of harm to individuals within the university community; or
2. substantially impedes the lawful activities of other members of the campus community or the educational processes or functions of the university.

Any member of the university community who has reason to believe that a student meets the above criteria may contact the dean of students or the CARE Team. All reports made pursuant to this policy will be handled in a confidential manner, to the extent possible, with information released to others on a need-to-know basis according to applicable federal and state laws and regulations.

## 3.3 Individualized Assessment

In determining whether a student presents a credible substantial risk of harm to individuals within the university community, the CARE Team in a timely manner will make an individualized assessment of the individual based on a reasonable judgment that relies upon current medical or other specialized knowledge and available objective evidence to ascertain the following:

- the nature, duration, and severity of the risk of harm;
- the probability that potential injury and/or harm will occur;
- the imminence of the potential harm;
- whether the student has substantially impeded the educational process or functions of other members of the university community; and
- whether reasonable modifications to policies, practices, or procedures could significantly mitigate the risk of harm.

As part of the individualized assessment by the CARE Team, the student may be required to undergo an evaluation, including a medical or psychological evaluation, by an objective health professional, including from the university's Counseling Services

(or a licensed professional counselor, social worker, licensed clinical social worker, etc.) or a member of the CARE Team, designated by the university. The student may also be required to execute necessary releases so the evaluation report may be provided to members of the CARE Team and other administrators, if appropriate, for the purpose of determining whether the student should be subject to an involuntary withdrawal.

Students referred or mandated for evaluation will be informed so in writing. The evaluation must be completed per the direction of the referral letter unless the CARE Team grants an exception. A student who fails to complete the evaluation in accordance with these procedures may be referred for conduct action under the [CES Honor Code](#).

In addition, in making the individualized assessment, the CARE Team may consider any medical or other relevant information, including information submitted by the student, such as but not limited to a medical or psychological evaluation by a health professional of the student's choice.

### 3.3.1 Disabilities

As part of the individualized assessment, the CARE Team may also consider an individual's past and ongoing condition, which may have contributed to the risk of harm that is in question. The CARE Team may coordinate with Disability Services or other resources, as needed, to determine if the student is a qualified individual with a disability and if an appropriate, reasonable accommodation would allow that student to meet his/her essential academic and university responsibilities, while abating the risk of harm and maintaining a safe campus environment.

### 3.3.2 Decision regarding Involuntary Withdrawal

A decision regarding involuntary withdrawal made by the CARE Team must be set forth in a written decision stating the rationale for its determination. The decision will be delivered to the student directly, electronically, and/or by mail. If the determination is made that a withdrawal is warranted, the notification will include information regarding the length of the withdrawal and, to the extent appropriate and practicable, any conditions of reinstatement.

### 3.3.3 Appeal Process

The determination of involuntary withdrawal by the CARE Team is subject to appeal to the student life vice president. A student seeking an appeal must deliver a written petition for review to the vice president within three (3) business days of issuance of the CARE Team's written decision.

Appeals of involuntary withdrawals will only be considered for one or more of the following allegations:

- The outcome of the individualized assessment is clearly contrary to the preponderance of the evidence.
- A procedural error significantly impacted the fairness or outcome of the assessment (e.g., a substantiated bias or material deviation from the procedures outlined in this policy).
- New evidence, unavailable during the original assessment, has been discovered that could substantially impact the original outcome. This new evidence and an explanation of its potential impact must be included in the request for review.
- The involuntary withdrawal imposed is substantially disproportionate to the severity of the threat (i.e., too severe) evidenced to the CARE Team.

Except as required to explain the basis of new information unavailable at the time of the CARE Team's review, review of a determination will be limited to the record of the initial assessment and/or all supporting documents. The review and appeal decision of the student life vice president is final with no further recourse and shall consist of: (a) upholding the withdrawal; (b) vacating the withdrawal/reinstating the student; or (c) modifying the conditions for the student's reinstatement. On appeal, the CARE Team's decision of involuntary withdrawal shall be presumed to be reasonable and appropriate, and the student shall have the burden of establishing that the CARE Team's decision was, instead, reached in clear error.

### 3.3.4 Readmission Following an Involuntary Withdrawal

A student who is seeking reinstatement to the university after an involuntary withdrawal must receive clearance from the dean of students by providing the dean of students with written evidence from a licensed medical or mental health professional that the student is no longer a direct threat to others and is otherwise qualified to participate in the university's educational programs. Any other conditions outlined in accordance with this policy and/or any conduct sanctions must also be completed. For example, as one of the conditions of reinstatement, the student may be required to provide the university with a written report from a medical provider(s) that addresses whether the student: (a) has complied with his/her specified treatment plan(s); (b) is ready to return to the unstructured, and sometimes stressful, environment of the university; and/or (c) has specifically addressed the issues and challenges that led him/her to be withdrawn from school. The dean of students may consult with the CARE Team on the determination of reinstatement.

## 3.4 Conditions Applicable to All Leaves of Absence

### 3.4.1 Student Status

Students on a leave of absence generally retain their admitted student status; however, they are not enrolled in classes and therefore do not have the rights and privileges of registered students. However, if a student on leave remains unenrolled for more than two consecutive semesters, the student will be discontinued from the university and need to successfully complete a reapplication process and be readmitted to the university (see [Enrollment policy](#)).

If a student seeking readmission after an involuntary leave of absence fulfills the terms and conditions placed on the student through the leave process, and meets the other general university conditions for enrollment (e.g., ecclesiastical endorsement and compliance with the [Church Educational System Honor Code](#)), the dean of students will recommend to Admissions that the student be readmitted and will support the student through the reapplication process. However, determinations on readmission remain at the sole discretion of Admissions.

### 3.4.2 Housing

Students on a leave of absence are not eligible to live in on-campus housing. However, students may petition the Student Living for exceptions to this policy and may be granted sufficient time to find alternate housing before being required to leave their university-provided housing. Students who leave the university before the end of a term may be eligible, under their housing contract, to receive refunds of portions of their housing charges.

### 3.4.3 Associate with the University While on Leave

Unless expressly permitted by the dean of students in writing, students on a leave of absence are not permitted to engage in student-related activities, including class, online class, or on-campus employment. However, generally a student may attend publicly available university events on the same basis as a member of the public (unless banned).

### 3.4.4 VISA Status

International students (J-1 and F-1 Visa holders) seeking, or placed involuntarily on, a leave of absence must speak with an International Student Services advisor regarding their visa status.

## 3.5 Full Withdrawal

Students who elect to fully withdraw (i.e., discontinue enrollment), rather than take a leave of absence, are required to reapply for admission after the time specified by Admissions and will be treated as any other applicant for admission at that time, including

the requirement to have a current ecclesiastical endorsement and to be in good honor code standing.

# Internship Policy

## 1. PURPOSE

The purpose of internships is to increase students' employability and make it more feasible to return and serve in their home countries. Additionally, an internship opportunity should advance program outcomes.

## 2. POLICY

Internships prior to the end of the student's studies at the university must fit within the student's enrollment time allotment. An internship at the end of the student's studies may extend beyond the time allotment if the following criteria are all met:

1. The internship is registered as part-time (fewer than 12 credits fall or winter or fewer than 8 credits spring).
2. The internship is not classified as a reduced course load.
3. All other graduation requirements have been completed or will be completed away from campus.
4. For international students, the internship is completed outside the United States of America (U.S.).

## 3. IMPLEMENTATION

### 3.1 Eligibility

Students must have completed at least 60 credits total, as well as at least 8 credits within the field of study. Individual programs may apply additional requirements. In addition, the student must be in good academic, financial, Title IX, and honor code standing while preparing for, immediately upon leaving, and during the full internship period. It is also expected that students will attend an internship preparation workshop to prepare to represent the university.

### 3.2 Credits

Internship credit is awarded based on the normal academic standard of 45 hours/credit/semester. These hours may include preparation, training, reflection, writing, completion of the internship, and final presentation. Internship credit awarded will reflect the actual work completed. This will be pre-determined by the faculty coordinator and outlined in the internship agreement between student and faculty.

All international students are required by law to be full-time students during internship semesters completed during the

students' allotment. This full-time status can be achieved completely with internship hours or with a combination of internship and other classes. If online classes are used to reach full time status, at least 9 credits must be face-to-face classes (including the internship) during fall or winter semesters, and at least 6 credits must be face-to-face for spring semester.

Domestic students are not required by law to be registered full-time during internship semesters, although they must understand that the normal student benefits associated with full-time status will not be available if they register for fewer than 12 total credits during fall or winter semesters or 8 total credits during spring semester.

If an internship falls in the last semester within the student's allotment, they can qualify for a reduced course load by meeting with their Academic Advisor. However, a reduced course load will not be granted for any internship semesters allowed beyond the student's allotment (see above).

### 3.3 Tuition

Internship credits are charged at a one-half tuition rate. Any other courses enrolled in during the same semester are charged the full tuition rate.

### 3.4 Registration

Students will register within the semester in which the internship begins. If the internship spans multiple semesters, it will be registered in both semesters with credits awarded proportional to the amount of work associated with each semester. Summer internships will be registered for the previous spring semester and should be completed by August 30. (Note: International students may not do a U.S. - based summer internship at the end of their studies due to immigrations laws.) Any summer internship which extends into fall semester should be registered as two separate internship experiences - one for summer which is registered for the previous spring, and another for fall with the credits commensurate to the hours completed. Fall internships are expected to last through the end of fall.

### 3.5 Employment and Benefits

For the details of employment rules and university benefits connected with full-time registration, students should check with the relevant department.

### 3.6 Application and Approval

Students apply for an internship through the Handshake system (see the Ho'okele Office).

Approval is a three or four-step process involving the following entities. Students should not assume approval until all of the following steps are completed:

1. Academic appropriateness of the internship relative to the student's field of study is evaluated by the relevant program internship coordinator, and the internship agreement is created.
2. Financial, Title IX, and Honor Code standing is evaluated by the Office of the Dean of Students.
3. International students must also receive approval from International Student Services. Students should be aware that additional eligibility requirements may exist depending on the type of visa held.
4. Approval of academic, financial, and policy eligibility is granted by the Ho'okele Office.

### 3.7 Funding

See the Ho'okele Office (Career and Alumni Services) for possible funding opportunities.

## Dean's List

The Dean's List is composed of the top 5% of full-time students who complete at least 15 credit hours during fall or winter semester or 9 during spring semester (excluding precollege level courses). Those students who qualify for the Dean's List receive a certificate in recognition of their achievement from the Academic Vice President.

## Student Records Policy

Student educational records at BYU-Hawaii are generally accessible to eligible students according to the provisions of The Family Educational Rights and Privacy Act (FERPA). BYU-Hawaii 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 Office of the Registrar.

Please refer to the FERPA Guidelines in this catalog for a summary notice of student rights to their educational records at BYU-Hawaii.

## Credit Recognized by BYU-Hawaii

In addition to enrolling in courses at BYU-Hawaii, a student may earn credit that will be recognized by the university in the following ways:

### 1.) **Transfer credit from an accredited Independent Study**

**program.** These programs include, but are not limited to, BYU's Independent Study program.

### 2.) **Transfer credit to BYU-Hawaii 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 (MSA-CHE)
- North Central Association of Colleges and Schools (NCA-HLC)
- New England Association of Schools and Colleges (NEASC-CIHE)
- Northwest Association of Schools and Colleges (NWCCU)
- Southern Association of Colleges and Schools (SACS)
- Western Association of Schools and Colleges (WASC-ACSCU)
- Western Association of Schools and Colleges (WASC-ACCJC)

Credit from international schools must be submitted for evaluation to Admissions upon application for admission to the University.

All college transcripts will be evaluated to determine admissibility of an applicant even if all or any of that credit is not accepted for transfer.

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 faculty in which the student is registered and the dean of the faculty 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. Test credit does not count towards semester enrollment.

4.) **Complete the Advanced Placement (AP) examinations, with satisfactory scores.** AP scores will be evaluated as transfer credit in the Office of the Registrar (refer to Advanced Placement in the index).

5.) **Complete the College Level Examination Program (CLEP) in approved courses.** BYU-Hawaii 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. Transcripts are reviewed and credit is granted on a case by case basis as 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 BYU-Hawaii

as a basis for evaluating college-level training and experiences in the armed forces. Students must submit an official copy of their DD214 form to the School Certifying Official in Admissions for evaluation prior to completion of 24 credits or 2 semesters.

## Ordering Transcripts

Office of the Registrar, LSB 1st Floor, (808) 675-3732

We are pleased to offer online transcript ordering through Parchment.com, an advanced digital credential service. To begin, please go to Parchment.com where you will need to create a learner's/student account (if you don't have one already), then you can submit your request for transcripts. You will only need to create your Parchment account once.

For more information on transcripts, visit the [Transcripts website](#) or call (808) 675-3732 with any questions.

## 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 of 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.

## Grievances

### Student Academic Grievance Policy

#### 1. PURPOSE

The university desires that faculty and students be provided consistent and equitable treatment in resolving disputes arising from the academic relationship between faculty and student(s).

#### 2. POLICY

On occasion, a student may feel that his or her work has been evaluated unfairly or inadequately by an instructor. In such an instance, the student is encouraged to pursue the matter informally, involving discussion between the student and faculty member regarding the issue. The scripture in D&C 42:88 is applicable and hopefully will serve as a guide: "And if they brother or sister offend thee, thou shalt take him or her between him or her and thee alone; and if he or she confess thou shalt be reconciled."

When the matter is such that a more formal process is needed, the following policy provides the means by which resolution of such grievances can be obtained.

The proper procedures for making changes to this policy are given in Table 1 of the Academic Governance Policy as follows:

Major Revision: Category F  
Minor Revision: Category H  
Elimination: Category F

### 3. IMPLEMENTATION

#### 3.1 Informal Grievance

The student first brings the grievance to the attention of the instructor involved. The resolution of grievances is best accomplished between student and instructor directly. The student must initiate the grievance within four months from the last day of the examination period of the semester in which the alleged unfair or inadequate evaluation took place. A grievance related to restrictions limiting participation in university academic programs must be initiated within 30 days of the decision in question. Where military service or an LDS mission makes it difficult to bring the grievance to the attention of the instructor or faculty dean, a later consideration may be permitted.

#### 3.2 Unresolved Grievance

If the student brings the grievance to the attention of the instructor and it is not resolved to the student's satisfaction, or if the student feels strongly that the instructor will not deal with the grievance fairly, or if the instructor is no longer available on campus, the student can choose to take the matter to the dean of the instructor's academic faculty. The grievance must be submitted to the dean in writing. The dean will 1) consider the grievance, 2) review the written grievance with the instructor and the student, and 3) notify the student and instructor of the decision, in writing, within 30 days after the original grievance was filed. The dean will also communicate the decision to the Academic Vice President.

#### 3.3 Grievance Appeal Process

In the event the student is dissatisfied with the decision by the faculty dean, the student can make an appeal to the Academic Vice President. The appeal should be made in writing no later than 30 days after the date of the dean's letter of decision. The written appeal should give the details of the grievance. The instructor will also be asked to submit a written statement.

The Academic Vice President will give the student the choice to have the grievance resolved directly by the Vice President or by a special three-member committee. If the student chooses the committee method, the Vice President will appoint a full-time member of the faculty as its chair. The other two members of the committee will be appointed by the student and the instructor, respectively. Each of these members must be either a full-time student or a full-time faculty member.

During the grievance hearing, both the student and the instructor will be free to call witnesses. The witnesses may be questioned by

the Vice President or committee members. The number of witnesses involved and the conduct of the hearing will be determined by the Vice President or the committee chair.

In reviewing the grievance, the review panel, the affected student, and the affected faculty member are responsible to identify or provide relevant sources of information. The review is intended to be collegial and not adversarial. Accordingly, legal counsel is not allowed to attend nor advocate in the review process. Presentation of the issues should be concise and relevant. The chair of the review panel shall be responsible to conduct the review and establish applicable procedures if such are not available from the dean. Any formal presentation should be limited to pertinent issues, and panel members should be allowed sufficient time to ask questions. Following presentation and discussion of the grievance, the review panel will deliberate in closed session and submit its recommendation to the Vice President.

### 3.4 Grievance Decision

The decision of the Vice President or the committee (its majority vote) will be made within 10 days and will be final and not subject to appeal. The student and instructor will be notified of the decision in writing within 30 days of the date of the hearing. The student should realize that the same process of appeal is available to the instructor. In other words, if the instructor is not satisfied with a faculty dean's decision, appeal to the Academic Vice President (including the committee option) is possible.

## Other Grievances

The Hawaii Post-secondary Education Authorization Program (HPEAP) is administered by Hawaii's Department of Commerce and Consumer Affairs (DCCA) and provides oversight of certain post-secondary educational institutions, including BYU-Hawaii (see Hawaii Revised Statutes § 305J). Under HPEAP, any BYU-Hawaii student or former student having a complaint involving the university may file the complaint with the DCCA provided that: (i) complaints not involving violations of criminal law should be first submitted to BYU-Hawaii for appropriate resolution; and (ii) complaints from former students must generally be filed within two years of termination of enrollment. The DCCA has jurisdiction to investigate complaints based on violations of criminal law and to investigate other grievances, including alleged violations of HPEAP, if the student or former student has already exhausted with the university all administrative remedies available for those grievances. The DCCA will not investigate under HPEAP complaints that infringe on the academic or religious freedom of, or that question the curriculum content of, BYU-Hawaii. Complaints under HPEAP may also be filed with the University's accrediting agency, the WASC Senior College and University Commission.

For any grievances related to sexual misconduct or Title IX, please see the link at the bottom of the BYU-Hawaii homepage or go to [Title IX Website](#)

For any other grievances, feel free to directly contact the university

administration through the "Contact Us" link at the bottom of the BYU-Hawaii homepage or go to

<http://about.byuh.edu/reportaconcern>

After exhausting all institutional processes, you may seek recourse by contacting the Hawaii Post-Secondary Education Authorization Program (HPEAP). HPEAP may investigate complaints based on possible violations of the Hawaii authorization statutes or rules.

Hawaii Post-Secondary Education Authorization Program (HPEAP)

Department of Commerce and Consumer Affairs  
335 Merchant Street, Rm. 310  
Honolulu, Hawaii 96813  
(808) 586-7327  
[cca.hawaii.gov/hpeap](mailto:cca.hawaii.gov/hpeap)  
[hpeap@dcca.hawaii.gov](mailto:hpeap@dcca.hawaii.gov)

## FERPA Guidelines

FERPA stands for Family Educational Rights and Privacy Act.

View FERPA Powerpoint here: <https://catalog.byuh.edu/sites/catalog.byuh.edu/files/Ferpa-2.pdf>

Eligible students, admitted and enrolled at BYU-Hawaii, 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-Hawaii 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:
  - Access of educational records by university officials

and agents having a legitimate educational interest in the records: This category generally includes any BYU-Hawaii 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.

- Parents who establish the student's dependency for federal income tax purposes.
- Upon request, BYU-Hawaii 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-Hawaii 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-Hawaii has designated the following student information as directory information that it may disclose to the public without the consent of the student:

- Name
- Address, phone numbers, and email address
- 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
- 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

Students have the right to restrict disclosure of the above directory information. This information is accessible through the [my.byuh.edu](http://my.byuh.edu) website.

## Graduation

Formal graduation ceremonies are held at the end of the Winter semester in April and the end of the Fall semester in December. Please see the Academic Dates (<https://academics.byuh.edu/academicdates>) page for the exact date for your graduation.

## 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 online through your Stellar account. The deadline for the completed application form to be submitted to the Office of the Registrar is the semester prior to your final semester.

The Registrar's Office will notify students in writing of the requirements to be completed for a degree from BYU-Hawaii. 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. Student should notify Registrar's Office when outstanding requirements are completed.

## Attendance at Commencement

The Graduation Exercise at which people march and are formally recognized is called Commencement. Candidates will indicate on their graduation application if they intend to participate or march in Commencement. Those who do not march will receive their degree 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 waiver in the major/minor/certificate is made to

the dean over the major. Substitutions in the graduation requirements are granted by the dean over the major/minor/certificate program.

## Scholastic Recognition

### 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 BYU-Hawaii. 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. Of these credit hours, a minimum of 24 credits must be upper level (300 level or above) within the major and 6 credits of upper level in GE.

### 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. Students may not graduate in a semester in which they are on academic probation. Transfer students must show at least a 2.00 GPA for their residence credit at BYU-Hawaii.

### Major Requirement

A student must complete a major program with at least 15 hours of credit in the major program earned at BYU-Hawaii. 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 faculty offering the major or minor to certify that requirements are properly fulfilled.

### Double Majors and Double Minors

It is expected that students will graduate after four calendar years at BYU-Hawaii (minimum 120 semester hours of earned credit). Students with transfer credit should graduate in a shorter time period and will not be allotted the full four years to complete their graduation requirements. Students who wish to enhance their educational experience at BYU-Hawaii by adding additional

minors, certificates, or majors are welcome to do so with the understanding that these must also be completed within the four-year allotment. Given the generous tuition subsidy paid by the Church of Jesus Christ of Latter-day Saints Church, a double major would not be approved unless it can be earned within four years.

## Certificates

BYU-Hawaii awards certificates as part of a degree program. Students may not have an academic plan that consists solely of receiving a certificate. When a degree is awarded, any certificate earned within the coursework taken as an undergraduate is listed on the transcript and a physical certificate will be issued by the Office of the Registrar along with the diploma.

## Baccalaureate Degree Requirements

The Baccalaureate degree at BYU-Hawaii is awarded for the equivalent of, typically, eight semesters of dedicated university study. At BYU-Hawaii this includes not just the discipline of a major, but the foundation of religious 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 and is declared when application for graduation is made.

## Other University Course Requirements

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

## Residence Requirements

At least 15 semester hours of major credit taken in residence at BYU-Hawaii are required for the bachelor's degree. A maximum of 10 semester hours earned through Educational Outreach may be applied toward this 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 Educational Outreach if approval is given by the dean of the college sponsoring the program and the director of Educational Outreach. 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, two weeks prior to the date of commencement.

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

# Graduating Student Survey

The Graduating Student Survey is required of all students the semester they graduate. The purpose of this survey is to aid the University in evaluating its instructional programs and to provide data for University research. Diplomas and transcripts will not be available until a student has completed the survey.

## Adherence to University Standards

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

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

## Financial Services

### BYU-Hawaii Book Loan

For book loans - see the BYUH Store.

## Tuition and Fees

Cashier's Office, LSB 1st Floor, (808) 675-3718

**Tuition and class fees are due on the last day of the semester** (See the current Academic Calendar for dates.) Students who fail to pay tuition by this day will jeopardize their eligibility to enroll in subsequent semesters.

Students who decide not to return should contact the Office of the Registrar to drop all classes. Discontinuance must be completed prior to the first day of classes to avoid a withdrawal fee. Tuition will be charged from the first day of classes to the date the discontinuance office receives the official discontinuance notification 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 online through the first three days of school. Students cannot drop all their classes on the Web if they decide not to attend. Instead, they must file for discontinuance. Students who anticipate receiving financial aid will be held responsible to pay tuition charges by the deadline date whether financial aid is available or not. Questions regarding tuition and fee assessment should be addressed to the BYU-Hawaii Financial Services 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 8 or more credit hours for spring semester.)

Part-time status (for tuition assessment) for all undergraduate students is registration for less than 12 credit hours per semester (or less than 8 credit hours for spring semester). 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.

## 2024-2025 Cost of Attendance

	<b>Hale Housing</b>	<b>Apartment Housing</b>	<b>TVA (2Bdrm)</b>
Latter-day Saint Tuition	\$8,838	\$8,838	\$8,838
Non-Latter-day Saint Tuition	\$17,676	\$17,676	\$17,676
Room and Board	\$13,084	\$9,249	\$15,447
Books and Supplies	\$2,025	\$2,025	\$2,025
Personal Expenses	\$2,025 - \$7,818	\$2,025 - \$7,818	\$2,025 - \$7,818
Transportation	\$495 - \$4,791	\$495 - \$4,791	\$495 - \$4,791
<b>Latter-day Saint Total:</b>	<b>\$26,467 - \$36,556</b>	<b>\$22,632 - \$32,721</b>	<b>\$28,830 - \$38,919</b>
<b>Non-Latter-day Saint Total:</b>	<b>\$35,305 - \$45,394</b>	<b>\$31,470 - \$41,559</b>	<b>\$37,668 - \$47,757</b>

### Three Semesters (Does not include summer break)

Cost per credit: \$276 (Latter-day Saint).

Cost per credit: \$552 (Non-Latter-day Saint).

For more information, see [Cost of Attendance Website](#)

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 on 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 subsidized universities charging higher tuition to nonresidents.

## Dishonored Checks

Any student whose check is dishonored by his or her bank will be charged a handling fee of \$20. 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 fifteen calendar days of each semester/term 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 fifteen days 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. Refund checks will be available to students based on the current refund policy, a copy of which is available on the BYU-Hawaii Financial Services website.

## Student Debt Policy

Beginning Fall 2021 Semester, all student debt from prior semesters must be paid in full before a student may enroll or remain enrolled for the coming semester. Only debt for the current semester will be allowed on the student account. Students with debt from prior semesters will not be able to remain registered or enroll for classes. Immediate consequences include:

- Registered classes for the coming semester will be dropped
- No access to on-campus housing
- No student employment
- SEVIS record terminated (for international students)
- No release of the diploma (for graduating students)

Email [financialservices@byuh.edu](mailto:financialservices@byuh.edu) with any questions. \*Same policy can be found under 'Registration' and 'Tuition and Fees.'

## Discontinuance-Tuition Charge/Refund

In the event of withdrawal, discontinuance or drop by a student, tuition will be adjusted on the following basis:

### Calendar days after the first day of class

#### Fall/Winter Semesters

Adjustment %	Time of Discontinuance or drop
100%	up to 15 days after classes start
90%	up to 25 days after classes start
50%	up to 35 days after classes start
25%	up to 50 days after classes start

#### Spring Semesters

Adjustment %	Time of Discontinuance or drop
100%	up to 15 days after classes start
50%	up to 20 days after classes start
25%	up to 25 days after classes start

The tuition adjustment will be calculated based on the day that the withdrawal form is submitted to the Office of the Registrar with clearance signatures. A withdrawal fee of \$10 will be charged for students who discontinue. No refund of scholarships or awards will be granted to a student. Class fees are also adjusted 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 adjustment schedule. If a student discontinues or drops in status from full-time to part-time and has received a Stafford Loan or a Pell Grant, federal regulations may require the school to return a portion to the appropriate lending institution or Pell Grant Account. This may entail collecting back from the student any refunds already disbursed.

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 approximately four weeks from the date on which the withdrawal was reported by the Office of the Registrar.

## Class Fees

Class fees change from time to time. Please contact the Office of the Registrar at (808) 675-3736 for current information.

<u>Course</u>	<u>Title</u>	<u>Fee</u>
ART 119	Drawing and Design Principles	\$65
ART 156	Three Dimensional Concepts	\$75
ART 221R	Figure Drawing	\$40
ART 225	Painting Concepts	\$75
ART 255	Beginning Ceramics	\$75
ART 265	Beginning Sculpture	\$75
ART 325	Figure Painting	\$25
ART 335	Watercolor	\$50
ART 355	Intermediate Ceramics	\$75
ART 365	Intermediate Sculpture	\$75
ART 368	Printmaking-Lithography	\$40
ART 375	Printmaking-Screen printing	\$75
ART 385	Contemporary Studio Arts	\$75
ART 425	Advanced Painting	\$25
ART 447	Book Arts	\$65
ART 465	Advanced Sculpture	\$75
BIOL 204L	Pacific Natural History Laboratory	\$120
BIOL 312L	Marine Biology Laboratory	\$75
BIOL 350L	General Ecology	\$130
GEOL 106	Field Geology of Hawai'i	\$300
HEC 162	Principles of Clothing Construction	\$20
HEC 390R	Special Topics in Home Economics	\$25
MUSC 159R	Individual Instruction	\$160
MUSC 160R	Individual Instruction	\$200
MUSC 260R	Individual Instruction	\$200
MUSC 360R	Individual Instruction	\$200

MUSC 460R	Individual Instruction	\$200
OCEN 201	Oceanography and Marine Science	\$80
SSAC 265	Water Safety Instruction	\$17.50
THEA 141	Introduction to Theatre Technology I	\$78

\*BUSM 180 Fee – Students are charged via the software provider.

## Miscellaneous General Fees and Fines

<u>Category</u>	<u>Charge</u>
Admissions application fee (nonrefundable)	\$35
HHS issue fee	\$15
Duplicate ID (activity)	\$5
Credit by Examination	Various
Return check fee	\$20
Traffic violation fines (nonrefundable) per semester	Various

## 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

An email will be sent to each student at their preferred email address once statements are available to view online.

These statements will show the status of the student's account, including charges, payments received, and past due amounts. 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 BYU-Hawaii by the deadline dates listed in the Academic Calendar in this catalog. They may be paid online or to the BYU-Hawaii 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 BYU-Hawaii. Send a check or money order. Do not send cash by mail. Payments can also be made by bank credit card online, in person at the Cashiers Office, or over the phone. Credit cards accepted: Visa, MasterCard, Discover, JCB, and American Express.

## Delinquent Accounts

If an unsatisfactory financial relationship occurs because of unpaid fees, fines, 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. Withholding of academic credit. No transcript of credits, recommendation, registration or readmission to the University will be allowed until the obligation is cleared.
3. In the event students become delinquent in the payment of their financial obligations BYU-Hawaii 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 BYU-Hawaii including reasonable costs, expenses and attorney's fees incurred in collecting the debt. BYU-Hawaii may elect to turn student account balances over to an outside collection agency if we are unable to make satisfactory arrangements for payment with the student.

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 Aid & Scholarships

Financial Aid & Scholarships, LSB 1st Floor, (808) 675-3316

The Financial Aid & Scholarships Office provides the following services:

1. Federal Financial Aid (Pell Grants, Teach Grant, and Stafford Loans)
2. Institutional Scholarships
3. Work-Study Programs (International Work Opportunity Returnability Kuleana (IWORK) and Hukilau)
4. Financial Aid Counseling
5. BYU-Hawaii Book Loans
6. David O. McKay Presidential Scholarship (formerly known as (PAS -Pacific Area Scholars)
7. PAEF (Pacific & Asia Educational Fund)
8. Financial Aid Orientation and Forums

A list of financial resources available to BYU-Hawaii students is available at [Financial Aid & Scholarships Website](#)

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. We strive to assist those who need additional resources to further their studies and find alternatives where possible.

Financial aid available at BYU-Hawaii comes from various federal, state, and university programs in the form of grants, scholarships, and loans. The Financial Aid & Scholarships 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 BYU-Hawaii is generally based on a combination of the student's unmet need, academic performance, and other pertinent factors.

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 the student, spouse, and/or parents are examined to determine the family's ability to contribute toward educational costs. This figure, now called the student aid index (SAI) for domestic students and family contribution (FC) for work-study students is subtracted from the cost of attendance, to determine the unmet financial need.

For U.S. citizens and legal permanent residents, BYU-Hawaii 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 toward the cost of the student's education. For international students, BYU-Hawaii uses the financial part of the new student CES application and the International Student Aid Application (ISAA) for continuing students.

All domestic or US students applying for financial aid must complete the FAFSA, the new student CES application financial part, or ISAA. For students who are selected for verification, this includes completing and submitting verification documents.

Even though a standard formula is used to analyze a student's financial situation, the staff of the Financial Aid & Scholarships 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.

To learn more details about these programs, email ([financialaid@byuh.edu](mailto:financialaid@byuh.edu))

## Federal Aid

[BYU-Hawaii Financial Aid & Scholarships](#), (808) 675-3316

Federal aid available at BYU-Hawaii includes Pell Grants, Teach Grants, and Stafford Loans. U.S. citizens, permanent residents, and eligible non-citizens may qualify for Federal Student Aid. The Financial Aid & Scholarships website listed above has links to the Free Application for Federal Student Aid (FAFSA) as well as a link to obtain a FSA ID (needed by students and parents of dependent students to electronically sign and submit the FAFSA Application.

To ensure the availability of federal funds to pay tuition and

housing charged by the deadlines, it is recommended that the FAFSA should be submitted annually to the government by March 15. Other required documents such as verification documents should be received by the BYU-Hawaii Financial Aid & Scholarships office by April 30 in order to meet priority processing dates.

Federal student aid recipients are required to maintain Satisfactory Academic Progress (SAP) as outlined on the Financial Aid & Scholarships website at [SAP Requirements](#). 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 Financial Aid & Scholarships Office. When a student withdraws mid-semester, calculations must be made to determine how much of the federal aid a student may keep or must return.

Program details, regulations, forms, advisement, and refund requirements for each of the federal student aid programs are available at the BYU-Hawaii Financial Aid & Scholarships Office and on the Financial Aid & Scholarships website.

Students may use funds listed on their award notice only for educational-related expenses incurred at BYU-Hawaii for the respective academic year.

## Scholarships

Scholarships, BYU-Hawaii Financial Aid & Scholarships, (808) 675-3316

Scholarships are processed and administered by the BYU-Hawaii Financial Aid & Scholarships Office. Scholarships fall into three broad categories: 1) Work Study Program Awards 2) BYU-Hawaii Institutional Awards, and 3) External Awards.

Scholarships are valid only for the period for which they are awarded and are subject to the availability of funds. Scholarship funds are not available to students until they are admitted and registered at the university, and may not be transferred to other institutions. BYU-Hawaii institutional scholarships, grants, tuition waivers, and tuition discounts may be applied against any expenses recorded on the student account. This may include class fees, participation fees, insurance, and any other institutional charges. Terms and conditions for Scholarships can be found on the Financial Aid & Scholarship website.

In order for a student to receive a scholarship the student must be enrolled for 12 credits in the fall and winter semester and 8 credits in the spring semester in which the scholarship will be awarded.

For the most recent information about the availability of scholarships, application forms, and application deadlines, consult the Financial Aid & Scholarships website.

## Financial Aid Counseling

Students may meet personally with Financial Aid & Scholarships 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 walk in to the Financial Aid & Scholarships Office Front Desk on the 1<sup>st</sup> Floor of the Lorenzo Snow Building, or call 808-675-3316.

## Other Financial Assistance

State higher education offices, high school, and college financial aid & scholarships 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. Many external scholarships and scholarship search engines are listed on the BYU-Hawaii Financial Aid & Scholarships website at <https://financialaid.byuh.edu/>

## IWORK Work-Study Program

IWORK Work-Study Program, BYU-Hawaii Financial Aid & Scholarships, (808) 675-3316

The IWORK Work-Study program is to assist students of Oceania and the Asian Rim (& East Asia) in obtaining a quality education at BYU-Hawaii. It is built on the principle of self-reliance and its goal is to provide the necessary financial assistance to worthy members of the Church of Jesus Christ of Latter-day Saints so they can return home to their countries and regions debt-free and qualified to provide leadership roles in an international church, in civic and social affiliations, and within their families.

The IWORK Work-Study program is a unique and generous opportunity available only at BYU-Hawaii. Effective Spring 2021, the forgivable loan portion of the IWORK program has been discontinued. Total IWORK funding will not change, but the amount that was allocated as a loan will instead be issued as a grant. This change applies only to IWORK funding allocated for the Spring 2021 Semester and after. All loans from semesters prior to the Spring 2021 Semester remain under the former IWORK program guidelines and commitments. Therefore, loans accrued before the Spring 2021 Semester may be forgiven at a rate of one-fourth every year for four years for those who meet returnability criteria; otherwise, they must be repaid. Funds allocated for the Spring 2021 Semester or after have no repayment obligations. The Financial Aid & Scholarships website has links to the International Student Aid Application (ISAA) as well as a link for new student applications.

IWORK program details, forms, advisement, and other pertinent information are available at the BYU-Hawaii Financial Aid & Scholarships Office.

## Hukilau Work-Study Program

Hukilau Work-Study Program, BYU-Hawaii Financial Aid & Scholarships, (808) 675-3316

The Hukilau Work-Study Program is to assist students in obtaining a quality education at BYU-Hawaii. It is built on the principle of self-reliance and its goal to provide the necessary financial assistance so they can graduate debt-free.

The Financial Aid & Scholarships website has links to the Hukilau Work-Study Application.

The Hukilau Work-Study Program details, forms, advisement, and other pertinent information are available at the BYU-Hawaii Financial Aid & Scholarships Office.

## Student Employment

Monday - Friday 9:00 AM - 4:00 PM  
Closed: Devotionals and Holidays  
[student\\_employment@byuh.edu](mailto:student_employment@byuh.edu)  
(808) 675-4710

Student Employment assists students with inquiries regarding on-campus employment. All actively enrolled students are limited to 19 hours per week when school is in session.

Federal law requires all employees to be certified for eligibility to work in the United States.

Students apply for on-campus positions through the Workday online job board available at [Employment Opportunities](#).

For more details you may visit [Student Employment](#).

## Tuition Benefit

Tuition Benefit, BYU-Hawaii Human Resources, (808) 675-3713

Regular full-time faculty, staff, and administrative personnel may register for up to a maximum of two classes per semester and one class per term provided one class has to be outside the employee's work schedule. Approval must be obtained from the employee's supervisor. Lunch periods should not be used for class attendance. If a class is more than one hour per day, a written request and an educational plan must be submitted and approved by the director or dean as well as the line vice president.

Regular full-time employees, their spouses and eligible dependents become eligible for tuition benefits upon the start of the next semester/term following the employee's date of hire. Dependent children are eligible for a half-tuition benefit for their first undergraduate degree, regardless of marital status. Benefits of dependent children cease when they receive an undergraduate degree, accumulate 152 credit hours, or reach age 30, whichever

occurs first. Credits taken from BYU, BYU-Idaho, BYU-Pathway, and Ensign College are counted toward the 152 credit limit.

## Student Medical Benefit

Student Medical Benefit office, ACR 137, (808) 675-3512, <https://healthcenter.byuh.edu/smb>

All full-time students registered for at least 12 credits, with one face-to-face class will automatically be enrolled in the BYU-Hawaii Student Medical Benefit (SMB) with no extra charge. The SMB is always the primary medical coverage. If you are a domestic student and have medical insurance coverage under your parent's or have your own medical insurance coverage, you may waive the school's SMB. To waive the SMB you need to go to the SMB office to fill in the waiver form or email them at [beth.martin@byuh.edu](mailto:beth.martin@byuh.edu) to request the waiver form.

If students wish to add dependents to their Student Medical Benefit (SMB), they may enroll them to the family SMB by going to the SMB office to fill in the dependent enrollment forms. There is minimal cost to adding dependents to the family SMB. The dependent enrollment form needs to be completed during the first week of their first semester at BYU-Hawaii.

To enroll dependents to the BYU-Hawaii Student Medical Benefit, come to the Student Medical Benefit Office located at Aloha Center Room 137 to complete the enrollment form. Dependent rates are as follows:

Student Medical Benefits (SMB) Dependent Coverage Rates:

<u>Plan Type</u>	<u>Semester</u>
Dependent(s) of Single student	\$150
Dependent(s) of Married student	\$500

**International students are required to add all their dependent(s) to the BYU-Hawaii Student Medical Benefits.**

If a student drops below the full-time credit requirement without an approved reduced load, the student and their dependent(s) are automatically terminated from the Student Medical Benefit (SMB). Please click on the following link to see third-party insurance coverage options. Go to the [Student Medical Benefit](#) website.

**Domestic students have the option to add their dependent(s) to the BYU-Hawaii Student Medical Benefits.**

If a student drops below the full-time credit requirement without an approved reduced course load, the student and their dependent(s) are automatically terminated from the Student Medical Benefit (SMB) and will not be eligible to enroll in the school's plan until the next open enrollment in the following fall semester.

**Registration Deadline:** Students need to register for at least 12 credits with one face-to-face class for Fall semester and Winter semester; and 8 credits for Spring; before the registration deadline,

otherwise, a penalty charge of \$75.00 will be posted in the student's account.

**Registration Deadlines/Save-Your-Spot (SYS) deadlines are as follows:**

- Fall Semester - June 15
- Winter Semester - November 1
- Spring Semester - March 1

For more information, you can visit the Student Medical Benefit office, Aloha Center Rm 137 or contact us at (808) 675-3512, Fax number (808) 675-4601 or e-mail us at [beth.martin@byuh.edu](mailto:beth.martin@byuh.edu).

## Student Housing and Residential Life

Brigham Young University-Hawaii Residential Life offers several living options to assist students with their housing needs. For more information, please visit the [Residential Life website](#). If you have any questions or concerns, please feel free to contact us by telephone (808) 675-3534 Monday through Friday 9 am - 4:30 pm Hawaii Standard Time (HST), by email [housing@byuh.edu](mailto:housing@byuh.edu) or by visiting our office, which is located behind the campus stake center.

## University Requirements

### HOLOKAI – YOUR ACADEMIC VOYAGE

Anciently, Pacific Islanders sailed to new lands in voyaging canoes using the stars and waves for navigation. The Hawaiians call this voyage holokai (kai = ocean, holo = to go, to move, to travel).

Today students at BYU-Hawaii chart their own Holokai or academic voyages. Students plan out individual paths to graduation and future destinations by combining a major with two minors or certificates. Mapping out your own Holokai allows you to have both breadth and depth of knowledge in a combination that will set you on your voyage to your own personal destination in life.

### Holokai Curriculum

All students share some central academic experiences, Religious Education courses and a core of Math and English. Beginning Fall 2022, all new students will also be required to take out STDEV 100R class - Holokai Foundations. But in addition to those, each student puts together a unique combination of programs that will include something in each category: Arts & Humanities, Math & Sciences, and Professional Studies.

The shared compass for each student's Holokai are the BYU-Hawaii outcomes, that students develop both breadth and depth of knowledge and the thinking skills and character of a servant-leader, the ability to inquire, analyze, and communicate and to act with integrity, stewardship, and service, to prepare them to serve in a world community as productive, responsible citizens and as faithful members of The Church of Jesus Christ of Latter-day Saints.

## The Three Categories

### Arts & Humanities

In the Arts & Humanities category, programs explore what it means to be human and to interact with diverse others. This may take the form of historical, linguistic, or cultural inquiry, or it may be accomplished through active participation in the visual and performing arts.

### Math & Sciences

Students will find in the Math & Sciences category, the programs' primary purpose is to engage students in learning and understanding pure and applied mathematics, algorithms, and/or scientific thinking. We define scientific thinking as a pattern of following the scientific method using quantitative, evidence-based reasoning and the formulation of testable explanations and predictions about the universe and our existence within it.

### Professional Studies

In the Professional Studies category, the programs cover a wide range of disciplinary areas. They share a practical focus in helping students be well prepared for active social and civic engagement and to have the skills to help organizations and people learn and succeed.

## REQUIREMENTS FOR A BACHELOR'S DEGREE

BYU-Hawaii offers majors and minors in three categories: Arts & Humanities, Math & Sciences, and Professional Studies. In order to earn a BYU-Hawaii degree, students must complete 120 credits and a combination of 1 major from 1 category and 2 minors/certificates (or additional majors if they fit within the 4-year allotment) from each of the remaining categories. The responsibility rests with the students to see that their programs of study satisfy all the requirements for graduation listed in the catalog. Advisors and other members of the faculty and staff will assist in any way possible.

Core Classes + Major and 2 minors/certificates in 3 different areas (Breadth & Depth) + Religious Education = BYU-Hawaii Degree

## Core Classes

### Holokai Foundations (1 credit hour)

This requirement is to be completed within the first year on campus, preferably a student's first semester.

- STDEV 100R Holokai Foundations (1)

### Mathematics Requirement-Quantitative and Logical Reasoning (3-5 credit hours)

The math requirement can be completed by taking one of the following:

- Statistics: MATH 121, BIOL 340, PSYC 205, POSC 300 & POSC 304
- Calculus: MATH 112, MATH 113, or MATH 119
- Trigonometry: MATH 111
- Quantitative Reasoning: MATH 107
- Discrete Mathematics: CS 205

### Reading/Writing/Speaking (3 credit hours)

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

**Advanced Writing (3 credit hours)** The advanced writing requirement can be completed by taking one of the following:

- ENGL 315 Topics for Advanced Writing and Analysis (3) or ENGL 316 Technical Writing (3) for Professional Writing minors or English - Professional Writing majors
- Approved Senior Seminar in the major: HIST 490, POSC 300 & 304.

## Breadth and Depth of Education

All majors, minors, and certificates are grouped into three areas. To build your Holokai, you will need to choose one program as your major and two programs from different categories as your minors and/or certificates. All the choices for your Holokai should be located in separate columns and rows. Furthermore, you can also choose other programs as additional majors, minors, and/or certificates if they are completed within 4 years.

BYU-Hawaii language courses are designed for second language learners, and thus first or native language speakers are not eligible to take courses offered on BYU-Hawaii campus.

For those wishing to pursue an Interdisciplinary Studies major with the 2017 Curriculum, the primary and secondary emphases may count as separate breadth areas, but they cannot replace the need for two additional curricular programs in addition to what is in the IDS major. Three of the emphases and/or minors must be in different breadth areas.

## Holokai Requirements for Students transferring with an Associate's Degree

Students who transfer with an Associate degree from an accredited college or university, not including Associate of Applied Science,

will be required to complete the following graduation requirements:

- STDEV 100R (should be taken within the first 3 semesters at BYU-H)
- A major
- The four CORE Religion courses and residency Religion requirements
- Advanced Writing - English 315

Students who transfer in with an Associate's degree will be allotted up to three years to complete graduation requirements.

Students with an Associate of Applied Science must complete the full Holokai program. Students should see an advisor for any possible transfer equivalencies.

## Additional Major

Students who wish to enhance their educational experience at BYU-Hawaii by adding a minor, certificate, or courses equivalent to a double major are welcome to do so with the understanding that these must also be completed within the 4-year allotment.

Electing to start these additional programs does not grant a student any additional allotment of time. Completing a major and courses equivalent to a second major does not mean that the student will receive two degrees. The bachelor's degree is the degree awarded and if a student receives the equivalent of two majors they still must decide which degree they wish to receive, e.g. B.A., B.S., etc., as appropriate.

## Associate's degrees

Starting with the 2017 curriculum, no certificates will be granted in conjunction with the awarding of an Associate's Degree.

## Associate of Arts and Sciences Degree

As of Fall 2017, the curriculum of our Associate of Arts and Science degree is unique and closely tied to our Holokai program. The requirements include completing the coursework of two minors or certificates in different categories, ENGL 101, MATH, four REL classes (2 CORE), and a total of 60 credits.

Whereas this degree has intrinsic value, it is unlikely to fulfill general education requirements at another institution. Courses may transfer on a course-by-course basis.

### AAS Degree Requirements:

**60 Credits**      **Effective: 08/2017**

Two programs in a different category and a different program from each other General Education Core Requirements as follows (refer to GE requirements page for specific course choices):

- Math Requirement (MATH 107, Statistics, or Calculus)
- ENGL 101
- 2 Core Religion Courses (REL 200, 225, 250, or 275) and two other 2 credit REL courses (total of 8 credits; 2 credits must be from BYU-Hawaii)
- At least 15 credits of courses from BYU-Hawaii
- A total of 60 credits overall
- D credit (D+, D, or D-) is limited to 6 credits overall, with up to 3 credits in the cluster, and none of the classes that are prerequisites
- Cluster GPA must be 2.0 or higher
- Cumulative GPA must be 2.0 or higher

## Associate of Sciences - Business Management

### BUSM Degree Requirements:

**56-58 Credits**      **Effective: 09/2023**

- One Approved Program or Certificate (15-16 Credits) from the following:
  - HR Minor (16) or Marketing Minor (15) or HTM Minor (16) or Organizational Leadership Minor (15-16) or Economics Minor (15 credits) or Supply Chain, Operations, & Analytics Minor (16 credits).
- A Second Approved Program or Certificate in Arts & Humanities or Math & Science (12 Credits Minimum)
- General Education Core Requirements as follows (refer to GE requirements page for specific course choices):
- Math Requirement (MATH 107, Statistics, or Calculus)
- ENGL 101
- 2 Core Religion Courses (REL 200, 225, 250, or 275) and two other 2 credit REL courses (total of 8 credits; 2 credits must be from BYU-Hawaii)
- Additional Coursework (for a total of 60 credits overall, with at least 15 credits through BYU-H) - ACCT 201, ACCT 203, BUSM 342, MATH 121, ECON 200
- A total of 60 credits overall
- D credit (D+, D, or D-) is limited to 6 credits overall, with up to 3 credits in the cluster, and none of the classes that are prerequisites
- Cluster GPA must be 2.0 or higher
- Cumulative GPA must be 2.0 or higher

## Course Listings

- Accounting (ACCT)
- Anthropology (ANTH)
- Art (ART)
- ASL (ASL)
- Biology (BIOL)

- Business Management (BUSM)
- Career Development (CRDEV)
- Chemistry (CHEM)
- Chinese (CHIN)
- Communication (COMM)
- Computer Science (CS)
- Construction and Facilities Management (CFM)
- Criminal Justice (CRMJ)
- Economics (ECON)
- Education (EDU)
- Elementary Education (ELED)
- Emergency Management (EMGT)
- English (ENGL)
- English as an International Language (EIL)
- Entrepreneurship (ENTR)
- Film Studies (FILM)
- Finance (FIN)
- Forensic Science (FORS)
- French (FREN)
- Geography (GEOG)
- Geology (GEOL)
- Greek (GRK)
- Hawaiian (HAWN)
- Hawaiian Studies (HWST)
- Health and Human Science (HHS)
- History (HIST)
- Home Economics (HEC)
- Hospitality and Tourism Management (HTM)
- Humanities » see Integrated Humanities (HUM)
- Information Technology (IT)
- Intercultural Peacebuilding (IPB)
- International Teacher Education (ITEP)
- Japanese (JPN)
- Linguistics (LING)
- Māori (MAOR)
- Mathematics (MATH)
- Music (MUSC)
- Oceanography (OCEN)
- Pacific Studies (PAIS)
- Physical Science (PHSC)
- Physics (PHYS)
- Political Science (POSC)
- Psychology (PSYC)
- Public Management (PMGT)
- Religion (REL)
- Samoan (SAMN)
- Seaside and Sports Activities (SSAC)
- Secondary Education (SCED)
- Science (SCI)
- Social Work (SOCW)
- Spanish (SPAN)
- Special Education (SPED)
- Student Development (STDEV)
- Teaching English to Speakers of Other Languages (TESOL)

- Theatre (THEA)
- Tongan (TONG)
- World Languages (WLNG)

## Independent Study

Independent Study consists of interaction between an individual student and a regularly employed instructor of our campus through the use of communications technology (i.e. mail, telephone, internet, email, audio/video conferencing or other electronic means) instead of regularly scheduled, conventional classroom or laboratory sessions. These courses are listed as 495R/496R.

## Modes of Instruction

Modes of instruction include section 200 (on-campus online) and section 100 (hybrid). These modes of instruction are not purely online classes and cannot be taken by students who are away from campus for a semester. Students are not allowed to only enroll in on-campus online courses. Students must enroll in at least one in-person face-to-face class each semester.

## Repeatable Courses

All courses listed with an “R” at the end of the course number are considered repeatable and are counted each time in the computation of the cumulative GPA. Each course will count towards graduation.

Repeatable courses are titled as “Special Topics” and the subject matter changes from semester to semester. Courses may be variable in credit count and also in faculty selected to teach the course.

## Accounting (ACCT)

186. Introduction to Financial Computing (3) (F, W) Introduction to quantitative reasoning skills with an emphasis on time value of money, interest, annuities, amortization, statistics, probability and the use of spreadsheet & basic accounting software to gather and process information used by accounting professionals.

201. Introduction to Financial Accounting (3) (F, W, S) Includes business transactions, financial statements, uses of financial information, and international coverage. Corporations are emphasized, but partnerships and proprietorships are also covered.

203. Introduction to Managerial Accounting (3) (F, W, S) Topics include product costing, fixed and variable costs, cost-volume-profit, budgeting, performance evaluation, international issues, and other information for decision making. (Prerequisites: ACCT 186 AND ACCT 201 (w/C- or better for BUSM majors and B- or better for ACCT majors)

301. Intermediate Accounting I (3) (F, W) Review of ACCT 201 and

an in-depth study of applied accounting theory. Includes basic financial statements and international issues. (Prerequisites: ACCT 201 and ACCT 203 both w/B- or better, ECON 200 w/C- or better)

302. Intermediate Accounting II (3) (W, S) 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 with a C- or better)

312. Managerial Accounting (3) (F, S) 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 both w/B- or better; MATH 121, and ECON 200 w/C- or better)

321. Federal Taxation I (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 301 with a C- or better)

356. Accounting Information Systems (3) (F, W) An introduction to contemporary accounting systems with an emphasis on accounting cycles and internal controls. (Prerequisite: ACCT 301 with a C- or better)

365. Auditing (3) (W, S) 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. (Prerequisites: ACCT 302 and ACCT 356 both with a C- or better)

386. Data Analytics for Accountants (3) (F, W) Development and enhancement of advanced financial computing skills utilizing spreadsheet applications and other accounting-specific software programs. (Prerequisite: ACCT 301 with a C- or better)

390R. Special Topics in Accounting (1-3) (Variable)

399R. Internship in Accounting (1-14) (F, W, S) Students may receive credit for applied experience in accounting. Prior approval is necessary. All approved programs must include a faculty coordinator and an on-site supervisor. (Prerequisite: Permission of Instructor)

400. Intermediate Accounting III (3) (F, S) 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 with a C- or better and BUSM 301)

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. (Prerequisites: ACCT 302 with a C- or better and BUSM 301)

495R. Independent Study (1-3) (Variable) An opportunity to pursue subjects otherwise not offered by the program. (Prerequisite: Permission of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

## Anthropology (ANTH)

105. Introduction to Cultural Anthropology (3) (F, W, S) 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 (3) (F) Study of contemporary issues of nation-building and modernity in Pacific Island societies (Polynesia, Micronesia, Melanesia).

270. Language in Culture and Society: A survey of the role of language in life (3) (F, W) This course discusses the role of language in culture and society. It is also a survey of subfields of linguistic scholarship and professional application of language and covers topics from anthropological linguistics to forensic linguistics (solving crimes with language).

310. Anthropology Theory (3) (W) 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)

322. Ethnographic Methods (3) (F, W) Ethnographic methodologies including entrée, observations, interviewing, note taking, systematic organization of field data, transcription, translation, interpreting, analysis, critical reflexivity and professional report writing. (Prerequisite: ANTH 105 or IPB 121)

360. Museum Studies (3) (F) Introduction to Museums, including their history and origins, decolonizing practices, and various aspects of working at a museum (exhibition, script writing, exhibition design, collections management, acquisitions, legal aspects of running a museum, and museum laws like NAGPRA). (Prerequisite: ANTH 105 or HUM 151 or HUM 251).

385. Archaeology and Oceania (3) (S) Introduction to basic archaeological concepts and methods, archaeology in Oceania, and decolonizing archaeology. Field trips to archaeological sites. (Prerequisite: ANTH 105 or PAIS 105)

390R. Special Topics in Anthropology (1-3) (Variable)

391. Narrative, Identity and Culture (3) (F) Exploration of mythic, legendary, literary, and media generated cultural narratives used to construct identities including the personal, ethnic, religious, national, and global. (Prerequisite: ANTH 105 or COMM 110 or HUM 151 or 251 or IPB 121 or PAIS 105)

399R. Internship in Cultural Anthropology (1-14) (F, W, S) Students may receive credit for applied experience in Anthropology. Prior approval must be obtained and a program coordinated by a faculty member and the on-site supervisor. (Prerequisite: ANTH 105 and Permission of Instructor)

440. Conservation of Intangible Culture (3) (F) Exploration of the varieties of intangible culture, the ethics and practices of documentation, and strategies for developing and managing conservation projects. (Prerequisite: ANTH 105)

445. Anthropology of Religion (3) (F) Focuses on anthropological perspectives on religion, including myths, cosmology, and symbolic classification, rituals and practitioners of rituals, the natural environment, agents of change, and new religious movements. (Prerequisite: ANTH 105 or IPB 121)

447. Applied and Development Anthropology (3) (W) 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 or IPB 121)

450. Political and Economic Anthropology (3) (W) An exploration of diverse political and economic processes that give shape to cultural formations, and inversely, how culture informs political and economic behavior and experience. Special attention given to comparative ethnographic cases that demonstrate the intersection of culture, politics, and economics. (Prerequisite: ANTH 105 or IPB 121)

460. Anthropology of Globalization (3) (S) An exploration of anthropology of globalization, focusing on issues relating to thinking globally, flows of capital, mobile subjects (migration), roving commodities, traveling media, and nomadic ideologies. (Prerequisite: ANTH 105 or IPB 121)

470. Language Documentation and Conservation (3) (W) Introduction to basic principles of linguistics (phonetics, phonology, morphology, and syntax) in the context of language documentation. Language vitality, methods of language documentation, proper data management principles for language documentation, methods of language conservation. (Prerequisite: ANTH 105)

495R. Independent Study (1-3) (Variable) An opportunity to pursue subjects otherwise not offered by the program. (Prerequisite: Permission of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

119. Drawing and Design Principles (3) (F, W) A studio art class introducing students to the fundamental concepts of drawing and design. Drawing concepts covered will include contour, structure, value, form and perspective. Students will be introduced to the principles and elements of design to understand the language of visual communication and master the skills of composition. Fee required. (Due to limited availability, only art majors may register online.)

156. Three Dimensional Concepts (3) (F, W, S) An introduction to the fundamental concepts and techniques of three-dimensional design. You will be introduced to form, shape, texture, color, balance, line rhythm and other elements of design. Fee required. (Due to the limited availability, only art majors may register online.)

199R. Service Leadership Internship in Art (1-3) (Variable) 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. Global Art History I (3) (F, W, S) Studies of global art history from the prehistory to the middle ages. (Prerequisite: ENGL 101)

202. Global Art History II (3) (F, W) Studies of global art history from the Renaissance to contemporary. (Prerequisite: ENGL 101)

210. Digital Design (3) (F, W, S) Course explores design thinking, process and development of a critical eye for design, alongside the technical knowledge of design tools. This introductory course will explore both the how to and why of graphic design. (Prerequisite: ART 119)

212. Digital Photography (3) (F, W, S) Students develop visual and technical skills of digital photography as a language and medium. Composition, quality of light, exposure, camera operation, and the fundamentals of photographic concepts are emphasized. Artistic interpretation and technique will be examined through the study of image capture, processing, and printing. Note: Students provide their own fully manual controllable camera. A few cameras are available at Media Services for students who do not have their own camera on a first come first serve basis. (Prerequisite: ART 119)

220. Experience in Visual Arts (3) (F, W, S) 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 open to Art Majors except for those majoring in Art Education.

221R. Figure Drawing (3) (F, W) A studio art class that explores the human form and its inherent gesture, rhythm, balance, proportion, structure and anatomy. Students will combine their visual perception and foundational understanding of drawing concepts to accurately portray the human figure in its key relationships. (Prerequisites: ART 119)

225. Painting Concepts (3) (F, S) Introduction to painting still life and landscape subjects in oil. Students will develop visual communication skills by focusing on composition, value, color,

## Art (ART)

drawing, texture and paint application. Course covers all aspects of oil painting including: process, tools, techniques and mediums.

255. Beginning Ceramics (3) (W) Basics in ceramics are introduced: preparation of clay, forming, trimming, decorating, glazing, and firing of pottery. Fee required. (Due to limited availability, only Art Majors may register online)

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.

270. Typography (3) (F) A studio class introducing students to typographic letterforms and practical knowledge of computer typesetting. Students develop expertise with the aesthetic aspects of letterforms, words and lines of text as they relate to the visual arrangement of a printed page. (Prerequisites: ART 210, 212, Portfolio Review)

280. Branding (3) (F) A studio course that trains students in visual problem solving and conceptual brand development. Class projects reflect a realistic range of assignments that a designer would encounter in a studio environment, agency or corporate design institution. Fee required. (Prerequisites: ART 210, 212, Portfolio Review)

300R. Visual Arts Seminar (0.5) (F, W) Contemporary artist lecture series and professional development exploring visual culture and design practice through the lenses of various practicing professionals. Note: BFA's required to take 2 credits total of 300R. BA's required to take at least 1 credit of 300R. (Prerequisites: Portfolio Review)

306. Global Art History III (3) (F, S) Studies of global art history with special emphasis on the art and architecture of Asia, Africa, the Americas, and Oceania. (Prerequisite: ART 201 or 202, ENGL 101)

312. Intermediate Photography (3) (W) Students develop insights and digital imaging skills to expand the creative possibilities of photography as a form of expression in commercial, documentary and fine art applications. The use of appropriate studio and natural light for portraiture and still life is emphasized. Students will learn to convey ideas, refine individual styles and produce a body of work that reflects their photographic interest. Fee required. Note: Students provide their own fully manual controllable camera. A few cameras are available at Media Services for students who do not have their own camera on a first come first serve basis. (Prerequisites: ART 210, 212)

316. Graphic Design History (3) (F, S) This course will look into the history of graphic design, how the development of society and technology affected the course of communication and its means. Students will learn major paradigm shifts in visual thinking that impacted beyond the world of graphic design. (Prerequisite: ART 201 or 202)

325. Figure Painting (3) (W) An intermediate painting course that focuses on the human head and clothed figure as subjects. Students

will advance their understanding of painting concepts and improve their visual awareness of the human form by comparing relationships of value, color, shape, and edge. Oil and watercolor media will be used. (Prerequisites: ART 221R, 225)

335. Watercolor (3) (S-odd years) An introduction to watercolor methods as a painting media. Still life, landscape, seascape, and interpretative painting will be studied. (Prerequisites: ART 221R, 225)

336. Art Methods for Elementary Teachers (1) (F, W) Materials and procedures for stimulating and guiding students through the various art experiences. Emphasis will be placed on the theory of art education, creative projects, effective teaching methods, and art curriculum. (Prerequisite: EDU 212)

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.

345. Digital Painting (3) (S-even years) An intermediate painting course using digital media, i.e. a painting tablet and software application. This course develops digital painting skills related to illustration, animation, and concept art. Students will conceptualize and complete images by implementing design processes and principles. Fee required. (Prerequisites: ART 210, 221R, 225)

355. Intermediate Ceramics (3) (W) Students are encouraged to refine their craftsmanship, learn to use the elements of design as an expressive language and develop their personal sense of voice and style. Students will be given some freedom for self-directed projects, research and taught more advanced techniques in both building in clay and glazing. (Prerequisites: ART 119, 255)

365. Intermediate Sculpture (3) (F) Problems designed to encourage individual development in sculpture. Fee required. (Prerequisites: ART 265)

368. Printmaking-Lithography (3) (W) This course will introduce students to lithography, an essential part of printmaking history and commercial printing advancement. Students will learn a variety of experimental techniques and create and edition-quality lithographic prints. The skillset can enrich students' art-making experience and help students be permeable across different media. (Prerequisites: Portfolio Review)

370. Interaction Design (3) (W) Introduces graphic design for the digital environment. Explores the media through an investigation of rapid prototyping tools, graphic interface design and information design as it pertains to the user's experience of digital media. (Prerequisites: ART 270, 280)

371. Typography II-Type & Lettering (3) (W) Course investigates the contemporary world of lettering and type design. Students become acquainted with the common tools, practices, and applications for lettering and type design. (Prerequisites: ART 270, 280)

375. Printmaking-Screen printing (3) (S) Studio courses in screen printing with emphasis on paper stencil, drawing fluid and photo emulsion processes. Students are exposed to a range of techniques and concepts and are encouraged to investigate personal motivations while making multiple color prints. (Prerequisites: ART 210 and Portfolio Review)

380. Publication Design (3) (W) A studio class familiarizing students with graphic design for publication. Through an investigation of multi-page layout, students will create and arrange content to produce professional publications in digital and print formats. Fee required. (Prerequisites: ART 270, 280)

385. Contemporary Studio Art (3) (S) A course devoted to the study of contemporary art and ideas through examining modern and postmodern art movements and creating art work in these styles using a variety of media and modalities. Fee required. (Prerequisites: ART 119 and either (156 or 255 or 265))

390R. Special Topics in Art (1-3) (Variable)

399R. Internship in Visual Arts (1-14) (F, W, S) Credit for applied experience in art and design. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor. (Prerequisite: Permission of Instructor. Graphic design majors: ART 270, 280)

425. Advanced Painting (3) (F) An advanced painting course that develops individual artistic vision and conceptual thinking. Students will improve the expressive quality of their work by relating technical approaches and procedures to their conceptual ideas. Fee required. (Prerequisites: ART 325)

442. Readings in Aesthetics (3) (F) Problems and methods in aesthetic evaluation, appreciation and criticism. (Prerequisites: ART 201 and either 202 or 316 and Senior Standing)

444. Motion Graphics (3) (F) A studio course instructing students in the art of design and communication with motion and sound. Design principles, editing, and narrative concepts are employed to create short motion design projects. (Prerequisites: ART 370, 371, 380)

445. Packaging Design (3) (F) A studio course focusing on three-dimensional structures for a broad range of products that not only protect package contents but also create an experience for the user. Students examine how messages behave when distributed in three-dimensional space. Conceptual development, prototyping, materials, type, image, layout, design and form are fully explored to create commercial packaging. (Prerequisites: ART 370, 371, 380)

447. Book Arts (3) (S) This course will explore theory, methods, processes and design skills integral to book design and book binding. Design methodology and processes are explored through the development of assignments. They will learn to bind books by hand, refining their tactile skills and craftsmanship. Fee required. (Prerequisite: ART 119 or Portfolio review)

465. Advanced Sculpture (3) (W) 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. Fee required. (Prerequisite: ART 365)

470. Artist Portfolio Production (3) (W) A studio class in the development and production of an artist's portfolio. Students will develop and produce a comprehensive portfolio that exhibits their artistic expression. Students will deliver and present their work based on current industry standards relevant to their field of study. (Prerequisite: BFA standing or Permission of Instructor)

480. BFA Thesis Research (3) (F) Students build their portfolios with projects that require research, content generation, and complex visual problem solving. Emphasis is placed on cultivating a personal voice in design, interests and abilities. Work in this class begins to identify areas of interest for the senior project. (Prerequisites: BFA Standing)

481. BFA Thesis Studio (Graphic Design) (3) (W) This capstone course is centered around the senior self-directed project, an independent project in design studies requiring the development of a body of work in consultation with faculty and peers. (Prerequisite: ART 480)

482. BFA Thesis Studio (Painting) (3) (W) This capstone course is centered around the senior self-directed project, an independent project in design studies requiring the development of a body of work in consultation with faculty and peers. (Prerequisite: ART 480)

495R. Independent Study (1-3) (Variable) Additional studio experience, special readings, museum and library research, and creative problems related to research. This course is for DEGREE seeking students ONLY. (Prerequisite: Permission of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

## American Sign Language (ASL)

101. Elementary American Sign Language Conversation I (4) (F) Emphasis on conversation. Study of basic signing and conversation. Language laboratory required.

102. Elementary American Sign Language Conversation II (4) (W) Emphasis on conversation and conversation development. Study of basic grammar and vocabulary, reading included. Language laboratory required. (Prerequisite: ASL 101 or Permission of Instructor)

201. Intermediate American Sign Language Conversation I (3) (S) Continuation of conversational American Sign Language. Advanced structures, expressions, and patterns. (Prerequisite: ASL

102 or Permission of Instructor)

202. Intermediate American Sign Language Conversation II (3) (F) Fourth in a related series of courses that focus on the use and study of ASL. Provides opportunities to expand expressive and receptive use of ASL, including a variety of special topics. Special emphasis will be placed on increasing spacial use, ASL fluency and non-manual behaviors. Culturally significant topics relating to the Deaf Community are examined. (Prerequisite: ASL 201 or Permission of Instructor)

## Biology (BIOL)

100. Introduction to Biology (3) (F, W) A study of fundamental life processes and the development of biological concepts. Course includes molecular, organismal, and population biology.

101. Introduction to Human Biology (3) (F, W) Students will be introduced to hierarchal concepts from chemistry, cellular biology, systemic biology, and physiology and anatomy to better understand and appreciate integrative human biology.

112. Biology I - Cell and Molecular Biology (3) (F, W, S) An introductory course which covers genetics, cell, and molecular biology. Required of all biology majors and must be taken before any other biology course. (Corequisite: BIOL 112L)

112L. Biology I - Cell and Molecular Biology Laboratory (1) (F, W, S) An introductory course which covers genetics, cell, and molecular biology. Required of all biology majors and must be taken before any other biology course. (Corequisite: BIOL 112)

113. Biology II - Evolution, Ecology, and Organismal Biology (3) (F, W, S) An introductory course which covers mechanisms of evolution, biological diversity, plant physiology, animal physiology, and ecology. Required of all biology majors.

199R. Service Leadership Internship in Biology (1-3) (Variable) 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. (Prerequisite: Permission of Instructor)

201. General Botany (3) (F) A comparative study of pteridophytes, gymnosperms and angiosperms, integrating form, function and ecology. This course is designed to introduce students to the major lineages of vascular plants, including the ferns, gymnosperms and flowering plants. Students will be introduced to basic plant structure (anatomy and morphology) and diversity, as well as topics in plant evolution. (Prerequisite: BIOL 113. Corequisite: BIOL 201L)

201L. General Botany Laboratory (1) (F) A comparative study of pteridophytes, gymnosperms and angiosperms, integrating form, function and ecology. This course is designed to introduce students to the major lineages of vascular plants, including the ferns, gymnosperms and flowering plants. Students will be introduced to basic plant structure (anatomy and morphology) and diversity, as

well as topics in plant evolution. (Prerequisite: BIOL 113. Corequisite: BIOL 201)

204. Pacific Natural History (2) (S) 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 113)

204L. Pacific Natural History Laboratory (2) (S) Laboratory (field experience) for Pacific Natural History. Field trips on Oahu and Hawai'i (Big Island). Fee required. (Prerequisite: BIOL 113. Corequisite: BIOL 204)

248. Conservation Biology (3) (W) Human impacts on biological diversity and measures to prevent extinction of species. Classroom and field experience will focus on current topics in terrestrial and aquatic systems with an emphasis on Hawaiian and other Pacific systems. (Prerequisite: BIOL 113)

260C. Human Anatomy - Cadaver Based (3) (W) A cadaver-based course that examines the structure and organization of the human body from cells through organ systems. (Prerequisites: BIOL 112/L or BIOL 101, CHEM 101/L or CHEM 105. Corequisite: BIOL 260C)

260LC. Human Anatomy Laboratory - Cadaver Based (1) (W) Laboratory for Human Anatomy - Cadaver Based lecture. (BIOL 112/L or BIOL 101, CHEM 101/L or CHEM 105. Corequisite: BIOL 260C)

261. Human Physiology (3) (F) The function of the human body from cells through organ systems. Designed for those interested in the health professions including, but not limited to medical, dental, nursing, physical therapy, and all other fields of allied health. (Prerequisites: BIOL 112/L or BIOL 101. Co-requisite: BIOL 261L)

261L. Human Physiology Laboratory (1) (F) Laboratory for Human Physiology. (Prerequisites: BIOL 112/L or BIOL 101. Co-requisite: BIOL 261)

300. Animal Behavior (3) (F) The study of behavior from an evolutionary perspective. Emphasis on social patterns of behavior including: altruism, optimality, reproduction, parental investment, aggression, and spatial relationships. (Prerequisites: BIOL 113, Co-requisite: BIOL 300L)

300L. Animal Behavior Laboratory (1) (F) Laboratory for Animal Behavior. Fee required. (Prerequisites: BIOL 113, Co-requisite: BIOL 300)

304. Marine Biodiversity (3) (F) Marine Biodiversity is the study of the classifications, evolution, natural history, morphology, anatomy and physiology of marine organisms. Lab required. (Prerequisites: BIOL 113. Corequisite: BIOL 304L)

304L. Marine Biodiversity Laboratory (1) (F) Laboratory for Marine Biodiversity. (Prerequisites: BIOL 113. Corequisite: BIOL 304)

312. Marine Biology (3) (F, S) A study of the biology, diversity, evolution, and ecology of marine organisms and habitats. (Prerequisites: BIOL 113, (OCEN 201 recommended) Corequisite: BIOL 312L)
- 312L. Marine Biology Laboratory (1) (F, S) Laboratory for Marine Biology. Fee required. (Prerequisites: BIOL 113, (OCEN 201 recommended) Corequisite: BIOL 312)
320. Microbiology (3) (W, S) A study of general characteristics of microorganisms and their relationship with the environment and man. (Prerequisites: BIOL 112/L, BIOL 113, Pre- or corequisite: CHEM 101/L or CHEM 106 and CHEM 107L. Co-requisite: BIOL 320L)
- 320L. Microbiology Laboratory (1) (W, S) Laboratory for Microbiology. (Prerequisites: BIOL 112/L, BIOL 113, Pre- or corequisite: CHEM 101/L or CHEM 106 and CHEM 107L. Co-requisite: BIOL 320)
330. Bioinformatics (3) (W) Bioinformatics introduces students to the concepts and applications of sequence-based bioinformatics research across several broad topic areas including: Unix/Linux and the command line; massively parallel sequencing; applications of massively parallel sequencing including genomics, functional genomics, metagenomics, sequence assembly and sequence similarity. From a biological perspective, the main considerations and applications of the computational tools used in each of these subject areas are discussed. Team projects where students work within groups to apply bioinformatic tools introduced in class to an experimental datasets supplements lecture materials. (Prerequisites: BIOL 100 or BIOL 112)
335. Ethnobotany (3) (S) A comparative study that covers foundational biological principles and establish the scientific basis that underscores the selection of plants as food, medicine, or raw materials by different societies. Within each module, the learning activities will integrate the scientific foundation with the economic, cultural, and societal significance of these plants, which will help students contextualize the role of these plants in the development of agricultural practices and the rise and fall of civilizations. (Prerequisite: BIOL 201/L Recommended. Corequisite: BIOL 335L)
- 335L. Ethnobotany Laboratory (1) (S) A comparative study that covers foundational biological principles and establish the scientific basis that underscores the selection of plants as food, medicine, or raw materials by different societies. Within each module, the learning activities will integrate the scientific foundation with the economic, cultural, and societal significance of these plants, which will help students contextualize the role of these plants in the development of agricultural practices and the rise and fall of civilizations. (Prerequisite: BIOL 201/L Recommended. Corequisite: BIOL 335)
340. Biostatistics (3) (S) A course which explains how to determine objectives of an experiment and how to select process factors for the selected study and how to choose the appropriate statistical test. (Prerequisites: BIOL 113, MATH 107 or 110)
348. Natural Resource Management (3) (W) An introduction to the field of natural resource management that focuses on natural (ecology) and social (economics, politics, etc.) processes in an integrated systems approach that explores linkages among different elements of a system. The accompanying lab will provide hands-on training and practice in implementing natural resource management. (Prerequisites: BIOL 113. Co-requisite: BIOL 348L)
- 348L. Natural Resource Management Laboratory (1) (W) Laboratory for Natural Resource Management. (Prerequisites: BIOL 113. Co-requisite: BIOL 348)
350. General Ecology (3) (F) A study of plant and animal interactions that determine the distribution and abundance of organisms. (Prerequisites: BIOL 113. Co-requisite: BIOL 350L)
- 350L. General Ecology Laboratory (1) (F) Laboratory for General Ecology. Fee required. (Prerequisites: BIOL 113. Co-requisite: BIOL 350)
374. Evolution and Human Prehistory (3) (W) 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. (Prerequisite: BIOL 113)
376. Genetics (3) (W, S) A general course in the principles of Mendelian and evolutionary genetics. (Prerequisites: BIOL 112/L, BIOL 113, CHEM 101 or CHEM 105)
- 390R. Special Topics in Biology (3-4) (Variable) (Corequisite: BIOL 390RL)
- 390RL. Special Topics in Biology Laboratory (1) (Variable) (Corequisite: BIOL 390R)
- 399R. Internship in Biology (1-14) (F, W, S) Credit for applied experience in biology. This course cannot count towards Biology major requirements. (Prerequisite: Permission of Instructor.)
412. Coral Reef Ecology (3) (W) Physical and biological characteristics of the marine environment. Current literature and original research projects will be emphasized. (Prerequisites: BIOL 312/L, CHEM 101/L or CHEM 106 and CHEM 107L. Corequisite: BIOL 412L)
- 412L. Coral Reef Ecology Laboratory (1) (W) Laboratory for Coral Reef Ecology. (Prerequisites: BIOL 312/L, CHEM 101/L or CHEM 106 and CHEM 107L. Corequisite: BIOL 412)
441. Molecular Biology (3) (F) Molecular biology of gene structure and expression. A course in the molecular activities of living cells, including protein structure and function, DNA, replication and repair, and gene expression. (Prerequisite: BIOL 113, CHEM 101/L or CHEM 106 and CHEM 107L, BIOL 320 or BIOL 376 or CHEM 481)
442. Cellular Biology (3) (W) An advance study of cellular organization, mechanisms and functions, including cell communication, transport, and cell division. (Prerequisites: BIOL 113, CHEM 101/L or CHEM 106 and CHEM 107L, BIOL 320 or BIOL

376 or CHEM 481)

460. Advanced Human Anatomy (3) (F) A course in the dissection of the human cadaver. Biology majors only. (Prerequisites: BIOL 260C/LC w/C- or better and Permission of Instructor)

484L. Biomolecular Methods Lab - Nucleic Acids (1) (F, W, S) This course provides hands-on training in laboratory techniques widely used in biochemistry and molecular biology: DNA electrophoresis, restriction digestion and ligation, bacterial transformation, DNA extraction and purification, PCR, DNA recombination, expression, sequencing and others. (Co- or prerequisites: BIOL 376 or BIOL 441)

485L. Biomolecular Methods Lab - Mammalian Cells (1) (W) This course provides hands-on training in mammalian cell culture approaches used in molecular and cell biology and biochemistry. (Co- or prerequisite: Any one of the following: CHEM 481, BIOL 441 or BIOL 442)

490R. Current Topics in Biology (1) (F, W, S) Special topics course in which students will learn how to engage, evaluate, and understand scientific research and then how to formally convey their understanding both orally and in writing. Each section will contain an instructor-selected biological theme for study. (Prerequisites: Senior status with 90+ credits)

495R. Independent Study (1-4) (F, W, S) Supervised individual study, work experience, and/or research in biology. Permission of instructor required before registration. (Prerequisite: Permission of Instructor)

496LR. Student Research (1-6) (F, W, S) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

## **Business Management (BUSM)**

180. Introduction to Business (3) (F, W, S) The role of commercial enterprise in modern society, challenges inherent in starting and growing a business, core functions of management, exploration of career options.

301. Business Finance (3) (F, W, S) 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. (Prerequisites: ACCT 203, ECON 201, BUSM 180 (for non-ACCT majors), MATH 121, all prerequisite classes w/C- or better)

304. Principles of Marketing Management (3) (F, W, S) Introduces basic principles of marketing management, including customer and market analysis, segmentation, positioning, branding, pricing, distribution, marketing communications, relationships, global marketing and ethics. (Prerequisite: BUSM 180 and BUSM 320 with

a C- or better)

310. Principles of Management (3) (F, W, S) Fundamentals of management emphasizing organizational leadership, human resource management and teamwork. Topics include motivation, organizational structures, multicultural environments, decision-making, corporate responsibility, and organizational change. (Prerequisites: BUSM 180)

320. Business Communication (3) (F, W, S) Written and oral business communication, including case analysis and problem solving. (Prerequisites: BUSM 180 w/C- or better (for non-ACCT majors), ACCT 203 (for ACCT majors); ENGL 101)

325. Career Management (1) (F, W, S) Introduction to job search process, employment interviewing, networking and communication skills, negotiation and evaluation of job offers, transition to professional life, planning for career advancement. (Prerequisites: BUSM 320 and 60+ credits (Junior Status))

327. Human Resource Management (3) (F, W) 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. (Prerequisite: BUSM 310 with a B- or better)

337. Employee & Labor Relations (3) (W) Students learn to identify and resolve common workplace problems involving employees and supervisors and develop skills in managerial areas such as assessing performance, coaching, counseling, performance evaluation, and communicating effectively. (Prerequisite: BUSM 327)

342. Business Law and Ethics (3) (F, W, S) 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. (Prerequisites: BUSM 180 w/C- or better (for non-ACCT majors), ACCT 203 (for ACCT majors), ENGL 101)

347. Managing Diversity, Equity, & Inclusion (3) (F, W) Students learn current theories, issues, practices, and developments in managing diversity, equality and inclusion in organizations and in international context. (Prerequisite: BUSM 327)

361. Business Analytics and Operations (3) (F, W, S) Students learn to provide data-driven solutions to real-world business problems. The course covers foundational topics in business analytics (e.g. regression, clustering, and classification) and in operations (e.g. forecasting, inventory management, and production planning). (Prerequisites: BUSM 180, ACCT 186, both w/C- or better)

371. Supply Chain Management (3) (F, W) Explore the management of supply chains to improve an organization's overall supply effectiveness and efficiency. Topics will include the purchasing process, procurement cycle, purchasing research, relationships with

suppliers, negotiation, information technology, and the concept of competitive advantages. (Prerequisite: BUSM 361 with a B- or better)

381. Global Logistics Management (3) (F, W) Introduction to the role of logistics and transportation in the global supply chain and distribution channel. Topics will include system design, inventory management, distribution operation, carrier selection, freight transportation, warehousing, packaging, and material handling. (Prerequisite: BUSM 361 with a B- or better)

390R. Special Topics in Business Management (1-3) (Variable)

391. Project Management (3) (F, W) This course covers the fundamental concepts and techniques for the effective management of an organization's projects. Students learn to plan, schedule, organize, and control those projects. At the conclusion of the course, students have an option of taking the Certified Associated in Project Management (CAPM) exam. (Prerequisite: BUSM 361 with a B- or better).

393R. Special Topics in Finance (1-3) (Variable) This course provides students an opportunity to explore a relevant topic of finance outside of the regular business management course curriculum.

394R. Special Topics in Marketing (1-3) (Variable) This course provides students an opportunity to explore a relevant topic of marketing outside of the regular business management course curriculum.

395R. Special Topics in Organizational Leadership and Human Resources (1-3) (Variable) This course provides students an opportunity to explore a relevant topic of organizational leadership outside of the regular business management course curriculum.

396R. Special Topics in Supply Chain, Operations, and Analytics (1-3) (Variable) This course provides students an opportunity to explore a relevant topic of supply chain, operations, and/or analytics outside of the regular business management course curriculum.

399R. Internship in Business Management (1-14) (F, W, S) Credit for applied experience in business management. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor. (Prerequisite: Permission of Instructor)

401. Principles of Leadership (3) (F, W) This course serves as an introduction to leadership theory and practice. The course examines the various leadership theories, provides practice for developing leadership skills, and offers opportunities for self-reflection and discussion about leadership issues. (Prerequisites: BUSM 310 w/B- or better)

410. Advanced Analytics and Big Data (3) (F, W) Students learn advanced tools and techniques in business analytics. This includes topics in big data technologies, statistics and basic programming. No previous programming experience is required. (Prerequisite: BUSM 361 with a C- or better)

411R. Digital Marketing Agency (3) (F, W, S) The Digital Marketing Agency course is a full-service, student-led digital marketing agency providing hands-on experience to enhance student's marketing skill sets in preparation for professional experience. (Prerequisite: BUSM 304 w/B- or better)

421. Integrated Marketing Communications (3) (F, W) Focuses on integrated marketing communications, including advertising, public relations, sales, sales promotions, internet and word-of-mouth. Key outcome is developing an integrated marketing communications plan. (Prerequisite: BUSM 304 with B- or better)

422. Marketing Research (3) (F, W) This course focuses on central concepts, tools, and techniques of marketing research. Students design, execute and present a marketing research study. (Prerequisites: BUSM 304 with a B- or better; and either MATH 121 or PSYC 205 with a C- or better)

429. Strategic Marketing Management (3) (F, W) This is the capstone Marketing course. Working in groups, students work with a client on a major marketing consulting project that involves marketing research, strategy and creativity, culmination in a written report and oral presentation. Readings and cases focused on marketing strategy will also be discussed. (Prerequisites: BUSM 304 w/B- or better, BUSM 421 and BUSM 422).

457. Training & Development (3) (F) This course will address talent management, human resource development, and training. Students will develop a better understanding of strategic planning of human resources, succession planning, attracting and recruiting talent, employee retention, performance management, employee development and training, executive development and competition in international labor markets. (Prerequisite: BUSM 327)

460R. Marketing Projects (3) (F, W, S) This course allows marketing students to gain experiential learning opportunities that replicate the professional workplace in a classroom setting. (Prerequisite: BUSM 304 w/B- or better)

461. Lean Six Sigma (Process Improvement) (3) (S) This course teaches skills for successfully leading process improvement projects that can enhance organizational performance. Lean Six Sigma methodology is taught through example and application. Near the conclusion of the course, students will take a certification exam. (Prerequisite: BUSM 361 with a B- or better)

467. Talent Acquisition (3) (S) This course covers all aspects of talent acquisition including recruiting candidates, interviewing candidates, making hiring decisions, promoting candidates internally, and addressing DEI issues in talent acquisition. (Prerequisite: BUSM 327)

495R. Independent Study (1-3) (Variable) An opportunity to pursue subjects otherwise not offered by the program. (Prerequisite: Permission of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research

associateship. (Prerequisite: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

## Career Development (CRDEV)

102. Career Exploration (1) (F, W) Designed to take students through the career development process through self-awareness, career exploration, and matching to a major and career planning.

199R. Experiential Learning for Careers (3) (F, W, S) Increase career readiness, understanding of employer expectations, and marketable skill development through participation in employment with an eligible employer.

202. Designing Your Life (1) (F, W, S) The course employs a design thinking approach to help students design their future careers with three criteria in mind: A life in which you are, what you believe, and what you do all line up together. This course takes students through the process of designing their personal, educational and professional life by aligning their ideals with family, church and profession. Students are taught a constructive and effective approach to finding and designing their academic and vocation plans. This course deals with issues ranging from how to find and experience meaningful work to how to network and get an interview.

299R. Career Connect (1-3) (F, W, S) Increase career readiness, understanding of employer expectations, and marketable skill development through participation in employer excursions. (Prerequisite: Permission of Instructor)

301R. On-Campus Project Based Experiential Learning (3) (F, W) This course is designed to help students experience real-life professional projects within a team setting. These projects are designed to have a moderate level of complexity consistent with an internship the student would expect during a regular internship requiring initiative, creativity, communication, interpersonal skills, and sound judgement.

302. Career Transition: Moving from College to Career (1) (F, W, S) Effective transition to a career through understanding the job market and applying practical job search strategies: identification of transferable knowledge skills, and abilities from a major and other experience; targeted personal marketing in resumes and interviewing; how to maximize online networking profiles; evaluating career economics, and preparation for graduate school. (Prerequisite: Junior or Senior standing)

302L. Career Transition: Moving from College to Career Laboratory (1) (F, W, S) Laboratory for Career Transition with additional content and assignments. (Prerequisite: Junior or Senior standing. Corequisite: CRDEV 302)

390R. Special Topics in Career Development (1-3) (Variable)

## Chemistry (CHEM)

100. The World of Chemistry (3) (F, W, S) 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. Introduction to General Chemistry (3) (F, W) An introduction to the principles of general chemistry. This optional course is designed as preparation for CHEM 105/106 for science majors with little or no chemistry background. Topics include: measurements and dimensional analysis, atomic theory, atomic structure, basics of molecular structure, stoichiometry, intermolecular forces, gas laws, and solution chemistry; these topics may vary by instructor.

101L. Introduction to Chemistry Lab (1) (F, W) This laboratory course is designed to complement topics covered in CHEM 101, Introduction to General Chemistry. (Pre- or Corequisite: CHEM 101)

105. General Chemistry I (3) (F, W) The principles of chemistry for science majors. Topics include: measurements and units, stoichiometry, aqueous chemistry, oxidation-reduction reactions, energy, atomic structure, principles of chemical bonding and molecular structure, and behavior of gas. (Pre- or corequisite: MATH 110 with a C- or better (MATH 110 can be a corequisite if MATH 101 was completed-see Advisor), or ACT Math score 24+, or SAT Math score 590+. High school chemistry or CHEM 101 is highly recommended.)

106. General Chemistry II (3) (W, S) A continuation of the principles of chemistry for science majors. Topics include: intermolecular forces, properties of solutions, chemical kinetics, equilibrium, acid/base chemistry, thermodynamics, electrochemistry, nuclear chemistry, and transition metal chemistry. (Prerequisites: CHEM 105 with a C- or better.)

107L. General Chemistry Laboratory (1) (W, S) This laboratory course is designed to complement topics covered in General Chemistry (CHEM 105 and 106). (Pre- or corequisite: CHEM 106)

201. Chemical and Laboratory Safety (1) (F, W, S) Lectures and demonstrations are designed to prepare students to work safely in the chemistry lab. Topics covered include regularity and compliance protocols, chemical hazards, protection, prevention, emergencies and other aspects essential for laboratory safety. (Prerequisites: CHEM 101L or CHEM 107L or BIOL 112L)

270. Introduction to Environmental Chemistry (3) (F) An introduction to the application of the principles of chemistry to environmental sciences. Topics include chemistry of the atmosphere, the continental landmasses, continental waters, and oceans. Includes discussion of the chemical factors influencing pollution and global climate change. (Prerequisites: CHEM 106, CHEM 107L with C- or better)

351. Organic Chemistry I (3) (F, W) Study of the structure, stereochemistry, reactions, reaction mechanisms, preparations, and

properties of the principal classes of carbon compounds. (Prerequisites: CHEM 106 with C- or better)

351L. 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. (Prerequisites: CHEM 107L. Co- or Prerequisite: CHEM 351 and CHEM 201)

352. Organic Chemistry II (3) (F, W) A continuation of the study of the properties and reactions of the principal classes of carbon compounds. (Prerequisites: CHEM 351 with a C- or better)

352L. Organic Chemistry II Laboratory (1) (W) Synthesis, analysis and identification of organic compounds using the techniques from CHEM 351L. Three-hour laboratory. (Prerequisites: CHEM 351/L. Co- or prerequisite: CHEM 352)

390R. Special Topics in Chemistry (3-4) (Variable)

399R. Internship in Chemistry (1-14) (F, W, S) Credit for applied experience in chemistry. (Prerequisite: Permission of Instructor)

468. Physical Biochemistry (3) (W) Application of physical chemistry to biological systems. Topics include: thermodynamics, kinetics, statistical mechanics, quantum mechanics, and biophysical experimental techniques. (Prerequisites: CHEM 481 with a C- or better and PHYS 105 or PHYS 205 with a C- or better.)

481. Biochemistry I (3) (F, S) The structural and functional properties of proteins, lipids, carbohydrates, and nucleic acids. The structural specificity and kinetics of enzymes, as well as the organization of cellular membranes, biosignaling, and networking are also major parts of this course. (Prerequisites: CHEM 351 with a C- or better and BIOL 112/L with a C- or better)

482. Biochemistry II (3) (W) The second half of the Biochemistry sequence, exploring the fundamentals of metabolism: the synthesis and degradation of carbohydrates, lipids, proteins and nucleic acids, and their regulation. This course also includes the biochemistry of DNA replication, transcription and translation. (Prerequisites: CHEM 481 with a C- or better)

483L. Biochemistry Methods Lab – Proteins (1) (F, S) Laboratory methods used in protein biochemistry – protein expression, extraction, purification, separation and analysis. The lab provides hands-on experience with bacterial transformation and culture, protein extraction and chromatography, centrifugation, spectrophotometry, SDS and Native gel electrophoresis and analysis. (Prerequisite: CHEM 351L. Co- or prerequisite: CHEM 481)

490R. Current Topics in Chemistry and Biochemistry (1) (F, W, S) Special topics course in which students will learn how to engage, evaluate, and understand current scientific research literature and then how to convey their understanding both orally and in writing. Each section will contain an instructor-selected Chemistry or Biochemistry theme for study. (Prerequisites: Junior status with 60+

credits)

495R. Independent Study (1-3) (Variable) 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. (Prerequisite: Permission of Instructor)

496R. Student Research (1-6) (F, W, S) Course taken by a student who is granted a student research associateship. Required of all research associates. (Prerequisite: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

## Chinese (CHIN)

\*101. Elementary Chinese Conversation and Grammar I (4) (F) Emphasis on conversation. Romanization, character reading, and basic grammar also included. Language laboratory required.

\*102. Elementary Chinese Conversation and Grammar II (4) (W) Continued emphasis on conversation. Character reading and grammar also included. Language laboratory required. (Prerequisite: CHIN 101 or Permission of Instructor)

\*201. Intermediate Chinese I (4) (F) Continued emphasis on conversation. Vocabulary building, advanced grammar review, reading, and writing also included. (Prerequisite: CHIN 102 or Permission of Instructor)

\*202. Intermediate Chinese II (4) (W) Continued emphasis on conversation, listening comprehension, vocabulary building, grammar review, reading, and writing. (Prerequisite: CHIN 201 or Permission of Instructor)

\*301. Introduction to Chinese Literature (3) (F) Extensive readings from modern Chinese authors. (Prerequisite: CHIN 202)

311. Advanced Chinese Conversation (3) (S) Intensive collaborative approach to conversational Chinese based on selected dialogue patterns and situations. (Prerequisite: CHIN 301 or Permission of Instructor)

441. Classical Chinese Literature (3) (W) Intensive reading in the classical novel. (Prerequisites: CHIN 301 or CHIN 311)

\*Cantonese speakers will have different emphasis depending on individual needs.

Those with overseas experience (study abroad or mission, for example) are encouraged to take the FLATS test and with successful passing result, take CHIN 202.

## Communication (COMM)

110. Intercultural Communication (3) (F, W, S) 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.

200. Mass Communication and Society (3) (F, W, S) A survey of the historical and contemporary roles of mass media in society, focusing on media effects on individuals, institutions and culture.

211. Media Writing (3) (F) Introduction to basic writing for mass media audiences through newspaper, broadcasting, Internet, and public relations. (Prerequisite: ENGL 101)

251. Introduction to Cultural Theory (3) (F, W, S) An introduction to the major figures in cultural studies theory from the disciplines of anthropology, communication, humanities, literary criticism, history and post-colonial studies. (Prerequisite: ENGL 101)

301. The Internet and Society (3) (S) Explores the digital revolution and changes in society. Examines unique qualities of new media and an array of topics, including virtual communities and identity, game worlds, and privacy and governance. (Prerequisite: COMM 200 or 211)

305. Communication and Popular Culture (3) (W, S) An exploration of the processes and more specifically, the content in the mass distribution of popular culture. Specific attention is given to advertising, television, music, film, popular literature, shopping and fashion. (Prerequisite: COMM 200)

323. Multimedia Production (3) (W) Principles and practice of basic skills in multimedia production. Emphasizes information presentation through various digital platforms or environments. (Prerequisites: COMM 211)

326. Issues in Global Communication (3) (S) 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: COMM 200 or 251)

353. Organizational Communication (3) (F) Analysis of communication processes in various organizations. Focuses on the role of communication in creating and maintaining organizational structures and functions in culturally-diverse environments. (Prerequisite: COMM 110 or Permission of Instructor)

360. Communication Theory and Method (3) (F, W) Introduces genres of communication theory and approaches to communication inquiry. Focuses on the application of theory in empirical studies. (Prerequisite: COMM 200 and 251)

370. Race, Ethnicity and Culture (3) (Variable) This course examines the concept and application of race and ethnicity in various cultural and communicative settings. Students will learn the social construction of race and ethnicity, with the aim of understanding the complex ways race and ethnicity have operated within society. (Prerequisite: COMM 110)

380 Gender and Culture (3) (Variable) Examines how gender is conceptualized and communicated. Explores power relationships and gender dynamics in various cultural settings. (Prerequisite: COMM 110).

390R. Special Topics in Communication (3) (Variable)

399R. Internship in Communication (1-14) (F, W, S) Students may receive credit for applied experience in Communication. Prior approval must be obtained and a program coordinated by a faculty member and the on-site supervisor. (Prerequisite: Junior or Senior Status)

410. Political Communication (3) (F) This course surveys the triangular relationship between politics, the media and the public. Political communication examines the dynamics of that relationship by looking into how the three actors interrelate. (Prerequisites: COMM 200 and 251)

430. Media Law and Ethics (3) (W) This course introduces students to the study of legal and ethical issues in the media. Students will develop an understanding and appreciation of these issues and the ability to analyze the important legal and ethical issues involved with the mass media industry. (Prerequisite: COMM 200)

490. Senior Seminar (3) (F, W) Students will identify an original research project, produce a formal proposal, review the literature, conduct research, and present preliminary findings in oral and written reports. (Prerequisite: COMM 360; must be taken during last year of study)

495R. Independent Study (1-3) (Variable) An opportunity to pursue subjects otherwise not offered by the program. (Prerequisite: Permission of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

## Computer Science (CS)

101. Introduction to Programming Fundamentals (3) (F, W, S) An interactive approach to learning essential programming concepts and techniques, including variables, data structures, control structures, loops, and modular programming with functions.

140. Web Design (3) (F, W, S) An introduction to multimedia design concepts and creation for the internet, focusing on using web programming tools and technologies to develop responsive and user-friendly web pages.

202. Introduction to Object-Oriented Programming (3) (F, W, S) A comprehensive exploration of object-oriented programming concepts and techniques using Java, with a focus on class design,

inheritance, polymorphism, exception handling, and effective documentation practices. (Prerequisite: CS 101)

205. Foundations of Discrete Mathematics (3) (F, W) Introduction to essential concepts in discrete mathematics with a focus on basic logic, proof techniques, sets, discrete probability, relations, and combinatorics relevant to computer science. (Prerequisite: CS 101 w/C or better)

206. Discrete Mathematics II (3) (W, S) Continuation of discrete mathematics concepts with a focus on advanced proof techniques, predicate logic, algorithm complexity, graphs, trees, and fundamental data structures (arrays, linked lists, stacks, queues, and deques). (Prerequisites: CS 202 and CS 205 both w/B- or better)

210. Computer Organization (3) (Variable) Exploration of computer organization concepts, including digital logic, digital systems, machine-level data representation, and assembly-level machine organization. (Prerequisite: CS 202)

250. Database Applications (3) (F, W) This course introduces students to the design and implementation of database management systems, with an emphasis on data structures, normalization of data, data modeling, and database methods. Students will learn the fundamentals of database systems, develop an understanding of various database models, and gain practical experience in designing and managing databases.

300. Advanced Object-Oriented Programming (3) (F, W) In-depth exploration of advanced object-oriented programming techniques, including design patterns, object composition, lambda expressions, streams, concurrency, and software design for scalability and localization. (Prerequisite: CS 202 w/B- or better)

301. Algorithms and Complexity (3) (Variable) Study of algorithm analysis, design strategies, and fundamental algorithms with a focus on performance, efficiency, and data structures. (Prerequisites: CS 206 and CS 300)

311. Systems Engineering (3) (F, W, S) This course provides a comprehensive overview of systems engineering principles, methodologies, and applications. Students will learn various system development methodologies, including structured design, agile development, object-oriented analysis and design (OOSA), and human-computer interaction principles. The course includes hands-on team projects, covering system design, implementation, validation, and maintenance. (Prerequisites: CS 202, CS 250)

320. Introduction to Computational Theory (3) (Variable) An overview of the foundations of theoretical computer science, including finite state automata, regular expressions, context-free grammars, pushdown automata, Turing machines, computability, and undecidability. (Prerequisites: CS 206)

390R. Special Topics in Computer Science (1-3) (Variable) Special Topics in Computer Science provides students with the opportunity to explore specific areas of interest within the field of Computer Science. The course content varies and is determined by current trends, advancements, and the instructor's area of expertise. This

course can include topics such as advanced algorithms, cybersecurity, machine learning, artificial intelligence, data science, or other relevant subjects in computer science.

399R. Internship in Computer Science (1-14) (F, W, S) Credit for applied experience in computer science. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor. (Prerequisite: Permission of Instructor)

400. Computer Science Proficiency (0) (F, W, S) Students demonstrate their knowledge of key computer science concepts through examination. This course is designed to assess students' understanding and application of the core principles and concepts in computer science, which they have learned throughout their course of study. (Prerequisites: Last semester in residence)

401. Web Applications Development (3) (F) An exploration of web application programming with a focus on integrating databases and utilizing current front-end and back-end web technologies. (Prerequisites: CS 250, CS 300)

415. Operating Systems Design (3) (F) A study of operating system concepts, including principles, concurrency, scheduling, dispatch, and memory management. (Prerequisites: CS 210, CS 301)

420. Programming Languages (3) (S) Virtual machines, language translation, declarations and types, abstraction mechanisms, object-oriented programming. (Prerequisites: CS 301, CS 320)

490R. Advanced Topics in Computer Science (3) (F, W, S) A senior-level elective course exploring advanced topics in computer science, with subjects varying according to instructor availability and interests. (Prerequisite: CS 301)

495R. Independent Study in Computer Science (1-3) (Variable) An independent study course that allows students to explore a specific topic in computer science under the guidance of a faculty member. The topic and credit hours are to be determined through discussion and agreement between the student and the instructor. (Prerequisite: Permission of Instructor)

496R. Student Research in Computer Science (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship, providing them with opportunities to engage in hands-on research within the field of computer science. (Prerequisites: Permission of Instructor)

497R. Mentored Research in Computer Science (1-3) (Variable) Supervised individual or group mentored research that provides students with an opportunity to engage in research projects under the guidance of a faculty mentor, fostering skill development and research experience within the field of computer science. (Prerequisites: Permission of Instructor)

## Construction and Facilities Management (CFM)

105. Introduction to Construction and Facilities Management (3) (F, W, S) Introduction to construction and facilities management includes basic construction management principles, estimating project costs, contract administration, job site management, project planning/scheduling/performance/quality, safety, risk management, building information modeling (BIM), and sustainability in the built environment. (Prerequisite: MATH 107 or MATH 110 (Math courses can be taken concurrently))

110. Construction Documents: Introduction to Plans, Systems, Means and Management (3) (F, S) This course will provide the foundations for reading and interpreting construction documents, with an emphasis on Construction Drawings. As students learn about construction drawings they will simultaneously be introduced to the basic principles of the systems, means and management practices represented and required therein towards the facilitation and construction of projects. (Pre- or corequisite: CFM 105)

200. Building Systems and Environmental Impacts (3) (F, W) Explore the essential aspects of building systems, including HVAC, plumbing, and electrical systems. Learn managing, maintaining, and optimizing these critical components of modern structures. Gain industry-relevant knowledge for effective construction and facility management. (Prerequisites: CFM 105)

299. Construction and Facilities Management Practicum (3) (F, W) A practical hands-on experience that will give the students an opportunity to apply what they have learned in their construction and facilities courses and observe those things in action as they work alongside the staff and professionals of BYU-H Facilities Management. (Prerequisites: CFM 105 and CFM 110)

340. Team Management and Sustainable Leadership Practices (3) (W) This course offers an overview introduction of the practice of leadership and team-building skills that will be required in the dynamic fields related to project management. This includes the areas of effective collaboration, communication, personality assessments and project work. Although this course is specifically related to the construction and facilities management industry, its content can be translated to any industry that utilizes teams for project management. (Prerequisite: CFM 105, CFM 110 or Permission of Instructor)

350. Sustainability and Regulatory Building Solutions (3) (F, W) Sustainability and Regulatory Building Solutions includes advanced construction and facilities management principles with a focus on stewardship to the environment with Green Building design and implementation. (Prerequisites: CFM 105. Pre- or corequisite: CFM 110)

370. Company Management in the Built Environment (3) (F, W, S) Explore Construction and Facilities Management Organizational Life Cycle: from inception to succession planning, covering strategic planning, operations, and sustainable growth. Navigate challenges and cultivate future leaders for this industry-specific management course. (Prerequisites: CFM 105 or Permission of Instructor)

390R. Special Topics in Construction and Facilities Management (1-3) (Variable)

## Criminal Justice (CRJM)

301. Introduction to Criminal Justice (3) (Variable) Introduction to the fundamentals of criminal justice, including crime and its consequences, law enforcement systems, ethics, policing, sentencing, and police institutions.

351. Financial and Fraud Investigation (3) (Variable) Reveals the realms of financial and fraud crimes, including crime detection, fraud investigation processes, investigative reports, and evidence presentation in court.

361. Violence Threat Assessment and Management (3) (Variable) Examines interpersonal violence within relationships and occupational settings, both educational and workplace, toward understanding causation, prevention and recovery.

371. Criminal Investigation and Criminology (3) (Variable) Explores the techniques, methods, science, and system by which criminal investigations are handled and presented to the courts.

390R. Special Topics in Criminal Justice (1-3) (Variable)

## Economics (ECON)

200. Principles of Microeconomics (3) (F, W, S) Introduction to microeconomic principles with focus on product and resource markets, profit maximization under various market structures, and international trade. (Prerequisite: ACCT 186 (required for BUSM, ACCT and HTM majors) OR MATH 107)

201. Principles of Macroeconomics (3) (F, W, S) 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: ACCT 186 (required for BUSM, ACCT and HTM majors) or MATH 107)

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, ECON 201 and MATH 121)

353. Money, Banking, and Business (3) (F, W) 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, ECON 201, and MATH 121)

360. International Economics (3) (F) Basic principles of international economics and globalization form the underlying theme of this course, including trade, intellectual property, protectionism, income

distribution, cultural diversity, development and finance. The course will emphasize the role of market institutions in the coordination of international economic activity. (Prerequisite: ECON 200 and ECON 201)

390R. Special Topics in Economics (1-3) (Variable)

495R. Independent Study (1-3) (Variable) An opportunity to pursue subjects otherwise not offered by the program. (Prerequisite: Permission of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Permission of Instructor)

## Education (EDU)

199R. Service Leadership Internship in Education (1-3) (Variable) 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. (Prerequisite: Permission of Instructor)

200. Human Growth and Learning in Schools (3) (F, W, S) 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.

212. Foundations of Education (2) (F, W, S) Basic foundations of education as related to law, philosophy, teaching models and trends. Selected international comparisons are included. Observation in elementary schools is included.

305. Computer and Technology Assisted Instruction (2) (F, W, S) A study of how computers and related technologies are currently being used to enhance instruction in education and training. Emphasis is given to understanding principles of effective technology use in the K-12 educational environment. (Prerequisite: EDU 212 for Education Majors only or TESOL 240 for TESOL majors/certs only)

312. Effective Pedagogy (3) (F, W, S) 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: EDU 212)

333. Developing an Effective School Culture (2) (S) Students explore principles for developing personal leadership and how to apply these principles by helping others develop personal leadership. Drawing from the best practices of successful educators around the world, students will develop critical thinking skills and effective leadership to help create a more effective school culture.

340. Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (3) (F, W, S) This is designed to prepare education majors to develop greater understanding of the different perspectives and integrate culturally responsive teaching utilizing

sheltered teaching strategies and multicultural perspectives. (Prerequisite: EDU 212)

385. Education Assessment in the Classroom (3) (F, W, S) 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: EDU 312)

390R. Special Topics in Education (1-3) (Variable)

399R. Internship in Education (1-14) (F, W, S) Students may receive credit for applied experience in education. Prior approval must be obtained and a program coordinated by a faculty member and the on-site supervisor. (Prerequisite: Permission of Instructor)

414R. Special Topics in Education (1-3) (Variable) An individualized course for undergraduates to research special topics dealing with effective teaching as designed in cooperation with the program supervisor.

492. Alternative Licensure Program Verification (12) (F, W) Verification of an ALP candidate's teaching proficiency as outlined by the Hawai'i Teacher Standards Board (HTSB). Regular seminar attendance, observations, and other assignments related to teaching in the classroom are required. (Prerequisite: Formal admittance to Alternative Licensure Program)

495R. Independent Study (1-3) (Variable) An opportunity to pursue subjects otherwise not offered by the program. (Prerequisite: Permission of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

## Elementary Education (ELED)

240. Children's Literature in Elementary Schools (2) (S) This course is a survey course of children's literature exploring various genre of children's literature, examining trends in children's literature, and practicing methods of integrating literature into the elementary school curriculum. (Prerequisite: ENGL 101)

320. Methods of Literacy Instruction for the Emergent Reader (3) (F, S) Theory and methods of teaching handwriting, spelling, listening, oral and written communication, and grammar are emphasized in this course. (Pre or corequisite: EDU 312)

343. PE and Health Methods for Elementary Teachers (2) (F, W, S)

This course is designed to prepare elementary teachers to understand and apply different methods of teaching physical education, health and rhythmic movement/dance to children in their classrooms related to Hawai'i State Curriculum Standards. In this interdisciplinary course a variety of skills and fundamentals applicable to all elementary school levels will be covered. (Prerequisite: EDU 212)

347. Math Methods for Elementary Teachers, Part I (2) (F, W) Students examine elementary mathematics from a theoretical and practical background, focusing on the early learner, Kindergarten through Second Grade. Emphasis will be placed on applying research-based strategies, using manipulatives to establish a solid math foundation for later grades. (Pre or corequisite: EDU 312)

360. Science Methods for Elementary Teachers (3) (F, W) 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. (Pre or corequisite: EDU 312)

369. Writing Methods for Elementary Teachers (3) (F, W) Writing Methods for Elementary Teachers addressing the theory and practice of teaching writing to elementary students. (Prerequisite: EDU 212)

378. Music Methods for Elementary Teachers (1) (F, W, S) 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: EDU 212)

380. Social Studies Methods/Multicultural Education and Constitution for Elementary Teachers (3) (F, 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. (Pre or corequisite: EDU 312)

390R. Special Topics in Elementary Education (1-3) (Variable)

421. Methods of Literacy Instruction for the Fluent Reader (2) (F, W) 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. (Prerequisites: EDU 312, ELED 320, and corequisite ELED 491 (except non-certification track))

430. 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: EDU 312, and corequisite ELED 491 (except non-certification track))

451. Math Methods for Elementary Teachers, Part II (3) (F, W) Students build on the foundation learned in Part I, examining elementary mathematics from a theoretical and practical

background, focusing on the upper elementary learner, Third through Sixth Grade. Emphasis will be placed on applying research-based strategies, using manipulatives to establish a solid math foundation for the upper elementary grades. (Prerequisites: EDU 312, ELED 347, and corequisite ELED 491 (except non-certification track))

491. Pre-Student Teaching (3) (F, W) This course prepares Elementary Education majors seeking a Hawai'i teacher license for student teaching internships in Hawai'i. Students work in a supervised field experience within an elementary school on Oahu. Weekly seminar attendance required. (Prerequisite: EDU 312 and corequisites ELED 421, ELED 430, ELED 451, and formal admission to Teacher Education)

492. Student Teaching (14) (F, W) Supervised teaching in the elementary schools. Seminar attendance required. (Prerequisites: ELED 491 and formal admission to Teacher Education)

493. Student Teaching (1-14) (F, W) Continuation of student teaching designed to provide additional grade experiences in elementary education. Seminar attendance required. (Prerequisite: ELED 492)

495R. Independent Study (1-3) (Variable) An opportunity to pursue subjects otherwise not offered by the program. (Prerequisite: Permission of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Permission of Instructor)

## Emergency Management (EMGT)

490. Emergency Management Professional Development (3) (Variable) The course provides an understanding of fundamentals of emergency exercises, leadership & decision-making skills, emergency communications, managing volunteers, the National Incident Management System and the National Response Framework. (Prerequisite: PMGT 360)

## English (ENGL)

101. College Writing, Reading, and Research (3) (F, W, S) Learning critical awareness through developing effective writing, reading, and research skills by analyzing and critiquing literary and other texts. Requires multiple kinds of writing, including a research paper.

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) (Variable) 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. (Prerequisite: Permission of Instructor)

201. Literary Analysis and Research (3) (Variable) In-depth experience in analyzing and writing about literature to strengthen student's abilities to think critically and communicate effectively. Requires a variety of oral and written responses to literature, including a research paper. (Prerequisite: ENGL 101)

218. Introduction to Creative Writing (3) (F, W, S) 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: ENGL 101 or Permission of Instructor)

251. Fundamentals of Literature (3) (F, W, S) 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: ENGL 101)

315. Topics for Advanced Writing and Analysis (3) (F, W, S) Intensive course focusing on a specific theme to facilitate in-depth thinking, analysis, and discussion through critical reading, research, and expository and report writing. Requires various forms of writing, including an extended research paper. (Prerequisites: ENGL 101 and Junior status of 60+ credits)

316. Technical Writing (3) (W) Technical writing is focused on communicating complex and technical information used within and across a large variety of fields. In its simplest form, it is writing that requires direction, instruction, or explanation. Requires various forms of professional writing, including a research project. (Prerequisites: English – Professional Writing Majors & Professional Writing Minor students only)

318. Advanced Creative Writing (3) (W, S) Offers advanced students an opportunity to refine their skills and expand their knowledge of editing and publication. Students in spring will focus on the writing of poetry. (Prerequisite: ENGL 218)

319. Form and Craft of Literary Genres (3) (S) A thorough study of certain issues in contemporary fiction, creative non-fiction, and/or poetry writing, exemplified in selected texts (stories, novels, essays, memoirs, poems), and studied in light of selected critical texts and instances of writers talking about their craft. (Pre- or corequisite: ENGL 318)

321. English Grammars (3) (F) Offers a foundation for the study of grammar, looking closely at the fundamentals of morphology and syntax in order to analyze the basic grammatical elements of standard written English. Also studies the differences between descriptive and prescriptive approaches to grammar and considers different ways of representing grammatical structures. (Prerequisite: ENGL 101)

330. Writing for the Professions (3) (F) An introductory course designed to improve the general professional writing competence of all majors. The course focuses on the practice and study of selected

types of discourse employed in various organizations and helps prepare students for different kinds of writing they will encounter in their professional lives. (Prerequisite: ENGL 101)

331. Professional Career Writing (3) (W) Prepares writers to explore the field of a professional career coach writer and to engage in multiple employment writing and communication tasks according to national career writing standards. Course includes opportunity to be certified by professional resume and career writing organizations. (Prerequisite: ENGL 101)

332. Writing for Social Media (3) (S) Practical writing within a specific social and professional setting. Develops practical knowledge and writing proficiencies that are crucial to a given social/professional context. Focuses on writing skills necessary to express ideas while adhering to social and professional communication etiquette. (Prerequisite: ENGL 101)

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: ENGL 251 or HUM 251)

342. Pacific Literatures (3) (W) Offers views of Polynesia, Melanesia and Micronesia as we read a cross-section of literary works (novels, poetry, short stories) from the region. (Prerequisite: ENGL 251 or 315 or HUM 251)

343. Asian Literature (3) (S) 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. (Prerequisite: ENGL 251 or 315)

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). (Prerequisite: ENGL 251 or HUM 251)

351. Literary Criticism and Theory (3) (S-even years) Surveys literary criticism and theory from classical to post-modern schools. (Prerequisite: ENGL 251 or HUM 251)

358R. Special Studies: Major Authors or Genres (3) (Variable) Intensive study of a different author, combination of authors, or genre each time the course is offered. May be repeated for credit. (Prerequisite: ENGL 251).

361. American Literature from the Beginnings to Mid-Nineteenth Century (3) (F) Selected literatures from the colonial period through the American Renaissance, including early Native American, African-American, and women writers along with Hawthorne, Poe, Emerson, Thoreau and Melville. (Prerequisite: ENGL 251)

362. American Literature From Mid-Nineteenth Century to World War I (3) (W-even years) Representative writings from the literary movements of regionalism, local color, realism, and naturalism.

Includes works by Twain, Chesnutt, Howells, James, Chopin, Wharton, Crane, Norris, and Dreiser. (Prerequisite: ENGL 251)

363. American Literature From 1914-1965 (3) (W-odd years) Intensive study of American literature and culture during the period with special attention to the concept of literary "modernism" and its relation to twentieth-century aesthetic and cultural movements. (Prerequisite: ENGL 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: ENGL 251)

371. English Literature to 1500: The Medieval Period (3) (S) Selected Works from Old and Middle English literature, including the Beowulf poet, the Gawain poet, Chaucer and Langland. (Prerequisite: ENGL 251)

372. English Literature from 1500 to 1660: The Renaissance Period (3) (F-even years) English drama, poetry, and prose of the Renaissance Period, including Milton but excluding Shakespeare. (Prerequisite: ENGL 251)

373. English Literature from 1660 to 1780: The Restoration and Eighteenth Century (3) (W-odd years) English literature from the Restoration through the Age of Reason to the beginnings of romanticism, including Defoe, Swift, Fielding, Dryden, Pope, and Johnson. (Prerequisite: ENGL 251)

374. English Literature from 1780 to 1832: The Romantic Period (3) (S) Includes the works of Burns, Blake, Wordsworth, Coleridge, Scott, Lamb, Byron, Shelley, and Keats. (Prerequisite: ENGL 251)

375. English Literature from 1832 to 1890: The Victorian Period (3) (F-odd years) 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: ENGL 251)

376. English Literature from 1890 to the Present (3) (W-even years) English literature from the aesthetic movement to the present, emphasizing major authors up to 1950. (Prerequisite: ENGL 251)

382. Shakespeare (3) (F) From eight to ten major plays studied intensively. (Prerequisite: ENGL 251 or Permission of Instructor)

390R. Special Topics in English (3) (Variable)

392. Introduction to Literary Editing and Publishing/*Kula Manu* (3) (W) An introduction to the issues and practices of literary magazine editing and publishing, with an examination of both print journals and web-based magazines. Hands-on experience includes students creating their own single-issue magazine, and staffing BYU-Hawaii's campus literary journal, *Kula Manu*. (Prerequisite: ENGL 218)

395R. Tutoring Composition (1) (F, W, S) Offered only to Reading/Writing Lab Tutors. Designed to give writing tutors the

practical and theoretical background necessary to tutor English composition. (Prerequisite: Permission of Instructor)

398. On-campus Practicum in English Composition (3) (Variable) In English 398, students will develop foundational skills in composition pedagogy by observing an ENGL 101 course under the guidance of a faculty mentor. Students will also gain hands-on teaching experience by developing and teaching lesson plans, developing and applying rubrics in grading student assignments, and by holding weekly office hours to assist students in their writing. Weekly meetings with the Composition Coordinator will provide additional background in pedagogical theory, classroom management, effective learning activities and teaching strategies, developing a teaching philosophy, and creating course documents (syllabi, lesson plans, rubrics, etc.). Completion of this course with a passing grade qualifies domestic students to apply for a post-graduation internship as an ENGL 101 Special Instructor. (Prerequisites: Senior Standing in the English Major and Instructor Permission through Application process)

399R. Internship in English (1-14) (F, W, S) Credit for applied experience in English. Prior approval must be obtained and coordinated by a faculty member and onsite supervisor. (Prerequisite: Permission of Instructor)

418. 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. (Pre- or corequisite: ENGL 318)

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. (Prerequisite: ENGL 101)

421. History of the English Language (3) (W) Examines the history of English from its origins in the Indo-European language family through its current position as the most widely spoken language on the planet. Considers changes in sounds and syntax and the social forces that carried English around the world. Also considers how and why languages change. (Prerequisite: ENGL 101)

490. Senior Seminar (3) (F, W) Synthesis of learning in the English degree. Preparation and presentation of a major project. Preparation for pursuing careers and further education. (Prerequisite: Senior Status, final semester)

491. Professional Writing Practicum (2) (F, W, S) The internship program is an integral part of the Professional Writing Minor and involves a capstone experience. The Internship Program in English allows students to gain real-world experience in various related fields, including editing, writing for publication, web design, career writing, and technical writing. (Prerequisite: ENGL 316, 330, 331, 332)

495R. Independent Study (1-2) (Variable) (Prerequisite: Permission

of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

## English as an International Language (EIL)

201. The International Student in the University (2) (F, W, S) Focuses on the cultural and language needs of international students. Addresses university policies, academic skills, and social and cultural adjustment.

213. Intermediate I Listening/Speaking (4) (F, W, S) Produces comprehension of basic oral texts through the study of listening and vocabulary strategies; builds delivery, language use, and topic development skills through communicative activities.

215. Intermediate I Church Language (2) (F, W, S) 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 (4) (F, W, S) Focuses on writing from sources mainly at the paragraph level; develops fundamental English grammar including verb tenses and sentence structure patterns and their components.

219. Intermediate I Reading (4) (F, W) Builds comprehension of simple texts through the study of reading and vocabulary strategies; develops the ability to respond to texts in writing.

223. Intermediate II Listening/Speaking (4) (F, W, S) Extends comprehension of academic oral texts through the study of listening and vocabulary strategies; expands delivery, language use, and topic development skills through academic discourse.

225. Intermediate II Church Language (2) (F, W, S) Provides reinforcement and 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 (4) (F, W, S) Introduces essay writing and other academic genres; stresses the ability to use increasingly complex sentence structures and grammatical forms in writing.

229. Intermediate II Reading (4) (F, W) Emphasizes developing comprehension of academic readings and introduces basic academic writing skills related to course readings.

313. Academic English I Listening/Speaking (4) (F, W, S) Students develop general academic English proficiency by focusing on listening and speaking in academic content areas. (Corequisite: EIL 317)

315. Focus on Academic English (6) (Variable) Students focus on improving academic English through listening, speaking, reading and writing in academic content areas. (Enrollment by teacher recommendation only). (Prerequisite: Permission of Instructor)

317. Academic English I Reading/Writing (4) (F, W, S) Students develop general academic English proficiency by focusing on reading and writing in academic content areas. (Corequisite: EIL 313)

320. Academic English II (4) (F, W, S) Students improve academic listening, speaking, reading and writing skills while studying different content areas. Emphasis is on applying skills in their concurrent university classes.

331. Oral Fluency (2) (F, W, S) Students participate in oral reports and discussions to build fluency and gain confidence in speaking in academic contexts.

333. Oral Accuracy (2) (F, W, S) Students focus on clear oral communication by applying grammar rules, selecting appropriate vocabulary, and using self-correcting strategies.

335. English Pronunciation (2) (Variable) Students learn to correct pronunciation errors that interfere with communication. (Prerequisite: Permission of Instructor)

341. Academic Vocabulary Development (2) (F, W, S) Students learn and apply strategies to improve independent vocabulary learning. This class focuses on understanding frequently used academic words.

342. Advanced Integrated Skills (2) (Variable) Students learn a variety of language skills and apply them to a specific academic course. Concurrent enrollment in a designated University course.

343. Advanced Grammar (2) (F, W, S) Students learn advanced grammar for academic English. Grammar structures may include noun, adjective, and adverb clauses; conditionals; participial phrases; and questions.

351. Academic Listening (2) (F, W, S) Students learn and practice listening strategies to better comprehend academic lectures. Note-taking skills are emphasized.

353. Listening Fluency (2) (F, W, S) Students increase listening fluency, comprehension, and vocabulary knowledge through extensive listening to self-selected academic lectures, videos, and podcasts.

371. Written Accuracy (2) (F, W, S) Students focus on communicating clearly in writing by applying grammar rules, selecting appropriate vocabulary, and using editing strategies when revising academic writing.

373. Academic Writing Patterns (2) (F, W, S) Students complete a variety of writing tasks that help them understand how to adjust their academic writing to match the teacher, assignment, and class subject.

391. Strategic Reading (2) (F, W, S) Students practice a range of

reading strategies to improve their understanding of textbooks and other academic materials.

393. Extensive Reading (2) (F, W, S) Students increase reading rate, vocabulary knowledge, and understanding of text structure through extensive reading of self-selected texts.

## Entrepreneurship (ENTR)

180. New Venture Finance (3) (F, W, S) This course provides the financial tools, skills, and judgment students need to read financial statements and make correct financial decisions for a small business or new venture. The course introduces students to basic Microsoft Excel skills needed to perform the calculations that are part of financial management of new ventures.

275. Leadership and the Gospel of Jesus Christ: Becoming a Disciple Leader (3) (F, W, S) This course will teach students to implement effective, righteous action by living the principles of the Gospel more powerfully in their own life and leadership. Students will establish a more firmly and deeply held identity as a disciple of Christ and a Christ-like leader – becoming a disciple-leader - in their own family, the Kingdom of God, community, and work.

283. New Venture Creation (3) (F, W, S) Introduction to small business creation, including: fundamentals of sales and capital. Uses mentors and case studies. Learn traits and practices of entrepreneurs and small business owners, managerial processes used to identify, establish, and operate a new business, and/or purchase an existing business, including elements of business plan modeling. (Prerequisites: ENTR 180)

285. New Venture Growth Strategies (3) (F, W, S) This course teaches students the key strategies and tactics successful entrepreneurs use to grow their business. Students will learn about topics in entrepreneurial marketing, sales, and growth – to implement effective growth strategies for their own ventures. (Prerequisite: ENTR 180 or HTM 133 (for HTM majors))

318. Personal Financial Management (3) (F, W) Learn personal financial concepts and principles, to make informed decisions about real world financial issues. Learn how to make wise spending, saving, investment, and credit decisions, to achieve personal and family goals and financial success.

380. Social Impact Entrepreneurship (3) (F, W, S) An introduction to solutions of some of the world's problems through entrepreneurship; focusing on leadership skills, NGO's innovation, and business management.

390R. Special Topics in Entrepreneurship (1-3) (Variable)

399R. Internship in Entrepreneurship (1-14) (F, W, S) Credit for applied experience in entrepreneurship management. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor. (Prerequisite: Permission of Instructor)

483. New Venture Management (3) (F, W, S) An intense, fast-paced

course designed to help students learn how to make decisions. Students participate in two HBS case studies each week. Develop analytical skills to know if a venture has reasonable prospects, evaluating costs and benefits, and identifying risk, scalability, and when to exit. (Prerequisite: ENTR 283, ENTR 285)

495R. Independent Study (1-4) (Variable) An opportunity to pursue subjects otherwise not offered by the program. (Prerequisite: Permission of Instructor)

## Film Studies (FILM)

102. Introduction to Film (3) (F, W, S) Introduction to studies of film form, language, style, genres, techniques and historical development. (Prerequisite: ENGL 101)

218. Basic Video Production (3) (F, W, S) Using common video production tools, students in this course will learn to apply storytelling principles in creating visuals for various instructional and training purposes.

300. World Cinema (3) (F, W, S) Surveys cinemas from various world areas and examines the role of cinema in reflecting and shaping culture. (FILM 102 recommended)

318. Intermediate Video Production (3) (F) Storytelling using created video segments for broadcast and webcast. This course centers on narrowing and delivering topics for clients. (Prerequisite: FILM 218)

365R. Special Studies in World Cinema (3) (F, W) A variable content course designed to explore various topics and themes in world cinema. May be repeated for credit provided the topic is different. (Prerequisite: FILM 102)

390R Special Topics in Film (3) (Variable)

399R. Internship in Film Studies (1-14) (F, W, S) Students may receive credit for applied experience in Film. Prior approval must be obtained and a program coordinated by a faculty member and the on-site supervisor. (Prerequisite: FILM 365R)

420. Documentary Film (3) (S) Introduction to the history and theory of documentary film, with attention to significant film movements and cinematic innovations and the aesthetic and ethical choices documentary filmmakers face as they document the world. Students will participate in making a documentary short. (Prerequisite: FILM 102 or ANTH 105 or HUM 151 or HUM 251)

495R Independent Study (1-3) (Variable) An opportunity to pursue subjects otherwise not offered by the program. (Prerequisite: Permission of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Permission of Instructor)

## Finance (FIN)

360. Corporate Financial Statement Analysis (3) (F, W) Focuses on advanced financial analysis, modeling and financial problem-solving using Microsoft Excel. Develop understanding of modeling and valuation of real estate, equity, debt, options, derivatives, and foreign exchange. Understand role of financial management, risk analysis, financial controls, coverage of securities structure and pricing, capital generation and dividend policy. (Prerequisite: BUSM 301 with a B- or better)

365. Real Estate Finance (3) (W) This course provides an introduction to the financing of real estate. All aspects are covered including primary and secondary sources of mortgage capital; Government lending and guarantee programs; documentation; types of loans; underwriting; and the mathematics and income tax aspects of real estate finance. (Prerequisite: FIN 360)

370. Risk Management (3) (F, W) Introduces students to risk management from the perspective of non-financial corporations. After completion, students will be capable of using the right tools and insights to manage risk and how to assess, measure, transfer, and manage risk. (Prerequisite: FIN 360)

410. Investments (3) (W) Topics in financial markets, investments, portfolio theory, asset allocation, valuation, fixed-income securities, security analysis, and mutual funds. Discussion of financial markets, investment vehicles, asset allocation, risk analysis, evaluating performance, global considerations, buying and selling securities and tax implications of investing. Minor emphasis on career possibilities in the financial services industry. (Prerequisite: FIN 360)

## Forensic Science (FORS)

100. Introduction to Forensic Science (3) (Variable) A course designed for non-science students who are interested in exploring the field of forensic science. Basic concepts of forensic science will be discussed including crime scene investigation, DNA analysis, arson analysis, fingerprint analysis, drug analysis and trace evidence and trace evidence analysis; these topics may vary.

## French (FREN)

101. Elementary French Conversation and Grammar I (4) (F) Emphasis on conversation. Study of basic grammar and vocabulary, reading included. Language laboratory required.

102. Elementary French Conversation and Grammar II (4) (W) Continued emphasis on conversation. Study of basic grammar and vocabulary, and reading included. Language laboratory required. (Prerequisite: FREN 101 or Permission of Instructor)

201. Intermediate French Conversation and Grammar (4) (F) Continuation of Conversational French. Advanced structures, expressions, and patterns. Conducted in French. Language laboratory required. (Prerequisite: FREN 102 or Permission of Instructor)

202. Intermediate French II (3) (W) Continued emphasis on conversation, listening comprehension, vocabulary building, advanced grammar, reading and writing. (Prerequisite: FREN 201 or Permission of Instructor)

## Geography (GEOG)

101. Introductory Geography (3) (S) 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.

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) (W) A study of the lands, peoples, resources, and physical characteristics of the Pacific.

## Geology (GEOL)

105. Geology of the Pacific Basin (3) (F, W) Geological principles of the Pacific Basin area with emphasis on its origin, composition, and structure, in addition to general geologic principles related to the Earth. One half day field trip.

106. Field Geology of Hawai'i (1) (S) This is a laboratory field course that emphasizes the geological systems that have formed and modified the Hawaiian Islands, within the context of the earth as a whole. Students will gain, firsthand, an understanding of the geologic processes at work within the Islands. The main portion of the lab and fieldwork will take place during a multi-day trip to the Big Island of Hawai'i. It is expected that students come into the course with some background in geology. Fee required. (Prerequisite: GEOL 105)

390R. Special Topics in Geology (1-4) (Variable)

495R. Independent Study (1-4) (Variable) Supervised individual study, work experience, and/or research in geology. (Prerequisite: Permission of Instructor)

## Greek (GRK)

101. Elementary Biblical Greek I (4) (F) Introduces basic forms, grammatical structures, and vocabulary of Biblical Greek. Includes reading Biblical Greek at the elementary level.

102. Elementary Biblical Greek II (4) (W) Continues the introduction of basic forms, grammatical structures and vocabulary of Biblical Greek. By the end of the semester students will know 82% of Biblical vocabulary and all verbal conjugations. (Prerequisite: GRK 101)

201. Intermediate Biblical Greek I (4) (S) This class focuses on reading texts in Biblical Greek and introducing students to academic

editions of the Biblical text. Introduces concepts of New Testament textual criticism. (Prerequisite: GRK 102)

202. Intermediate Biblical Greek II (3) (F) Introduces students directly to manuscripts. Will continue reading Biblical texts. By the end of the semester the students will be able to transcribe and translate directly from ancient manuscripts. (Prerequisite: GRK 201)

## Hawaiian (HAWN)

101. Ke Kumu o ka 'Olelo-Kau Mua - The Source Part I (4) (F) He papa kumu mua e ho'omaka ai ke kama'aina 'ana I ka 'olelo Hawai'i me na lolina. E ho'oma'ama'a ana ma ka ho'olohe, 'olelo, heluhelu, me ke kakau. Kalele 'ia ka 'olelo. 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 'Olelo-Kau Hope - The Source Part II (4) (W) 'O ka ho'omau 'ana o Ke Kumu o ka 'Olelo-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)

107. Accelerated First Level Hawaiian (8) (S) The equivalent of HAWN 101 and HAWN 102, the first year of 'olelo Hawai'i offered in a single semester.

201. Ke Kahua o ka 'Olelo-Kau Mua - The Foundation Part I (4) (F) 'O ka ho'omau 'ana o Ke Kumu o ka 'Olelo. 'O ia mau no ke kalele ma ke kama'ilio 'ana ma ka 'olelo. Ho'ohana 'ia na palapala maoli a me na 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 or HAWN 107)

202. Ke Kahua o ka 'Olelo-Kau Hope - The Foundation Part II (4) (W) 'O ka ho'omau 'ana o Ke Kumu o ka 'Olelo-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) (S) Ho'oikaika a kalele nui 'ia ka 'olelo waha 'ana. E ho'oma'ama'a ana ma na 'ano like 'ole o ka 'olelo 'ana. E la'a: ha'i'olelo, ha'imo'olelo, kaka'olelo a pela 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: HAWN 102)

301. Ho'okukulu 'olelo-Kau Mua - The Building Part I (3) (F) 'O ka ho'omau 'ana mai ka papa Ho'okahua 'Olelo. Malama 'ia ma ka 'olelo Hawai'i wale no. Heluhelu ma na mo'olelo Hawai'i kahiko. Na pilina 'olelo me na 'olelo ki'eki'e. Na 'olelo no'eau. (Koi mua 'ia

ka papa Hawaiian 202 or Hawaiian 225) Continuation from Ke Kahua o ka 'olelo (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. (Prerequisite: HAWN 202 or 225)

302. Ho'okukulu 'olelo-Kau Hope - The Building Part II (3) (W) 'O ka mau 'ana o ka papa Ho'oku-kulu-Kau Mua. (Koi mua 'ia kapapa Hawaiian 301) Reinforces the communication skills taught in Hawaiian 301. (Prerequisite: HAWN 301)

335. Ho'oikaika Kakau-Strength in the Language (3) (S) E kakau ma na 'ano like 'ole. E la'a: Mo'olelo Hawai'i, mo'olelo haku wale, kolamu nupepa, pepa noi'i a me na 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, newspaper articles, and research papers on various topics. (Prerequisite: HAWN 302)

401. Ho'opa'a Kauhuhu-Kau Mua - The Ridge Pole Part I (3) (F) Kulana 'eha o ke a'o 'olelo. E heluhelu 'ia na mo'olelo kahiko o na kupuna o ka 'aina. Ho'oma'ama'a ma na analula ki'eki'e. Ho'ohana i ka 'olelo ma na kulana ki'eki'e. Nana 'ia na mele me na oli. Na 'olelo o ke au hou a kakou 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 II (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 (HWST)

101. Introduction to Hawaiian Studies (3) (F, W, S) Course focused on the general introduction of Hawaiian culture, history, values, and practices through oral and practical traditions of the Hawaiian People as expressed in their chants, songs, music, art, crafts, food, language, and hospitality. Students engage in research, writing, composing, and sharing creative works linking principles of Hawaiian culture with their current real life situation. Students build a positive foundation in Hawaiian culture as it applies to their lives and will be able to further extend these practices beyond the boundaries of this institution.

275. Mo'olelo: Hawaiian Histories (3) (W) This course will examine Hawaiian history from various approaches ranging from traditional to modern mo'olelo (stories, tales, myths, histories) and students will identify, analyze, perform, create, and research various modes of presenting history. (Prerequisite: HWST 101)

285R. Hawaiian Material and Literary Topics (3) (Variable) Major

areas of Hawaiian Studies on a rotation basis:

1. Hawaiian Weaving
2. Hawaiian Hula and Mele
3. Hawaiian La'au Lapa'au and Lomi Lomi
4. Hawaiian Implements and Instruments
5. Hawaiian Music: Ki ho'alu (slack-key guitar)
6. Hawaiian Sports, Games: Pa'ani ho'oikaika
7. Hawaiian Music: History

301. Contemporary Hawai'i (3) (F) Hawaiian Studies introduction focusing on Kanaka-man; 'ohana-family; lahui-extended groups; kokua-assistance; laulima-group effort; ho'oponopono-dispute resolution and other cultural practices. (Prerequisite: HWST 101)

312. Malama 'Aina-Land Responsibility (3) (F, W, S) Focuses on the geographical, cosmological, philosophical, and historical relationships of the land to the people and the uniqueness of La'ie as a pu'uhonua or gathering place.

380. Malama Wa'a-Sea Responsibility (3) (Variable) 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 path-finding. (Prerequisites: HWST 101, 312 or Permission of Instructor)

390R. Special Topics in Hawaiian Studies (3) (Variable)

399R. Internship in Hawaiian Studies (1-14) (F, W, S) Students may receive credit for applied experience in Hawaiian Studies. Prior approval must be obtained and a program coordinated by a faculty member and the on-site supervisor. (Prerequisite: Permission of Instructor)

461. Pana Hawai'i: Legendary Places of Hawai'i (3) (S) This course is a survey of famous O'ahu place names. Taught in Hawaiian. (Prerequisite: HAWN 201)

490. Senior Seminar (3) (F, W, S) 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. (Prerequisite: HWST 301)

495R. Independent Study (1-3) (Variable) 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. (Prerequisite: Permission of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship. (Prerequisites: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisite: Permission of Instructor)

## Health and Human Science (HHS)

115. Personal Nutrition (3) (F, W) This course provides information and skills to support healthy habits and attitudes related to personal nutrition. It encourages critical thinking about nutritional information and promotes personal implementation of healthy eating behaviors to improve the quality of a diet throughout a lifetime.

135. Health in Marriage and Family (3) (F, W) This course explores the main topic of how healthy marriages, pregnancies, and childbirths are related to physical, spiritual, intellectual/mental health components. Each of these health components also addresses the relationships of social, environmental, occupational, and emotional health as they relate to the main topic.

177. Personal Health and Wellness (3) (F, W, S) This course is designed to instill personal healthy lifestyle habits and attitudes that are complementary to the doctrine of the restored Gospel of Jesus Christ. These personal and wellness habits and attitudes may also be assessed to help plan and implement individual goals.

199R. Service Leadership Internship in Health and Human Science (1-3) (Variable) 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. (Prerequisite: Permission of Instructor)

230. Health Topics in Asia and Oceania (3) (S) This course includes identifying current health issues and problems in Asia and Oceania, related to specific individuals, families, and communities. Students will assess needs, analyze challenges, and communicate solutions for these health issues.

270. Community Nutrition (3) (F, W) A course exploring the application and entrepreneurship of nutrition as it relates to communities, nutrition programs and services, and nutrition interventions.

285. Introduction to Epidemiology (3) (F, W) Epidemiology is the study of the distribution of diseases and pathophysiological conditions of humans and of factors which influence their occurrence. This course will also require an understanding of statistical principles.

300. Medical Terminology (1) (S) Students will gain a strong foundation of medical terminology used in a variety of health-related occupations. This includes the ability to build medical words from parts, converse in and explain medical terms, conditions, anatomical features, planes, and movements.

325. Prevention and Management of Disease (3) (F, W) This course will expose students to current scientific evidence and other reference material that demonstrates how lifestyle choices affect certain diseases. Students will learn what a healthy lifestyle is and

how an unhealthy lifestyle can cause cardiovascular disease, cancer, diabetes and other illnesses. Throughout the course, information and assignments will be presented related to specific knowledge that can be used by individuals, parents, wellness professionals, health educators, and health promotion practitioners in pursuit of a healthy lifestyle.

333. Principles of Strength Training and Conditioning (3) (F, W) This course provides an overview of the fundamentals of strength and conditioning. This includes the basic knowledge and application of the principles of exercise sciences including physiology of exercise, motor learning, biomechanics, exercise testing and prescription and nutrition. The learner is expected to perform and teach proper strength training exercise technique and conduct appropriate testing of strength training exercises. The learner will have the knowledge to develop strength training and conditioning programs. Additionally, this course lays the foundation for the nationally accredited strength and conditioning certification exams.

344. Physiology of Exercise (3) (F, W) The study of the functions of the human body during various acute and chronic exercise conditions.

350. Health Tourism (3) (S) A course exploring the study of health tourism including its history and development, how to manage and market health tourism, the international industry of health and wellness, and the development of health destinations. Students with a desire to work in any form of medicine, wellness, insurance/healthcare industry professionals, tourism, hospitality, or management may benefit from this course. This course will provide a unique international pathway for students to share core knowledge in health and human science while learning critical management and marketing skills for health tourism.

360. Women's Health (3) (S) This course provides a modern look at the health of women across all cultures, races, ethnicities, and backgrounds. Students will learn critical information needed to optimize their well-being, avoid illness and injury, and support their overall health.

361. Health Promotion Management (3) (F, W) A course preparing students to manage health promotion programs. This course applies health and fitness knowledge with business management principles. Future careers that can benefit from this course may include wellness managers, HR/benefits directors, agents, brokers and consultants, and insurance/healthcare industry professionals.

366. Community and Public Health (3) (F, 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.

369. Youth Coaching (3) (F, W) The learner will be provided with the information and support they need to learn skills for improving coaching abilities. Focus is placed on the principles of coaching, behavior, teaching, physical training, and management.

370. Event Management in Health, Recreation and Sport (3) (F, W)

This course focuses on the marketing, promotion, public relations, management, and communications of organizing and running events related to health, recreation, and sport. This course provides theoretical content, case analysis, and potential experiential learning opportunities.

390R. Special Topics in Health and Human Science (1-3) (Variable)

399R. Internship in Health and Human Science (1-14) (F, W, S) This course is designed to be a capstone course and provide credit for applied experience in fields related to Health and Human Science. It allows students to exercise stewardship over their own career goals and act with integrity as they discover knowledge through real work settings. Reporting while interning requires effective written and oral communication. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor. (Prerequisite: Permission of Instructor)

400. Health Marketing and Communications (3) (F, W) This course provides a practical process model for developing a health communication plan using a broad base of information from communication and health behavior theory, communication-based program planning, and social marketing constructs.

409. Health and Human Behavior (3) (F, W) This course provides a comprehensive look into the physiological and psychosocial components of behavioral health across cultures, races, ethnicities, and backgrounds. Students will learn critical information needed to optimize their well-being, apply current research, and understand important real-life applications.

420. Physical Activity in Public Health (3) (S) A course examining the study of public health and physical activity, the health effects of exercise and physical activity, and strategies for effective physical activity promotion. Students with an interest in diverse health-related employment settings (e.g., public health, health care, business, nonprofit, wellness, medicine) can learn how to contribute to the promotion of physical activity in public health at the national, state, or local levels.

493. Research Methods in Health and Human Science (3) (F, W) This course is designed for junior and senior students. Students will review and critique research related to Health and Human Science, identify and propose different types of measurements and evaluations, and identify potential research projects that can help solve issues related to health and human science within Asia and Oceania. (Prerequisite: MATH 121 recommended, Junior or Senior status required)

494. Student Research in Health and Human Science (3) (F, W) This course is designed to be a capstone course. It allows students to exercise stewardship over a research question and to act with integrity as they discover knowledge through inquiry and analysis. Projects instill habits/attitudes related to health and human science, allow for analysis and evaluation, and promote health. Students will prepare both written and oral presentations of their findings. (Prerequisite: HHS 493)

495R. Independent Study (1-3) (Variable) Designed for the advanced undergraduate who desires to pursue a particular area of study. (Prerequisite: Permission of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

## 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.

192. Hawaiian Public and Local History (3) (F) Applied history in Hawai'i with emphasis on service learning. Involves conducting research on and restoration of local historical sites, such as heiau (ancient sacred sites) and loko i'a (fishponds). May include visiting museums and archives and working on oral history projects.

200. The Historian's Craft (3) (F) 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) Major world civilizations from antiquity to 1500; emphasizes information literacy.

202. History of Civilization Since 1500 (3) (F, W, S) Major world civilizations from 1500 to the present; emphasizes textual analysis and information literacy.

250. History of Eastern Oceania (3) (W-even years) 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) (S-odd years) Survey of the social, political, and cultural history of the major island groups from both Micronesia and Melanesia.

303. Christianity (3) (Variable) Survey of the history of Christianity in world civilizations. May be taught from different perspectives (historical time period, geographical region or country, philosophy and thought, society, culture, literature, etc.)

305. Islam (3) (Variable) Survey of the history of Islam in world civilizations. May be taught from different perspectives (historical time period, geographical region or country, philosophy and

thought, society, culture, literature, etc.)

309. Medieval Europe (3) (W) European history from the end of 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) (S) The Early Modern period from the fifteenth-century European explorations to the French Revolution, within a global frame.

324. Modern Europe (3) (F—odd years) Europe in the nineteenth and twentieth centuries.

331. Historians in Library (3) (F-even years) Historians in the Library: researching the past in the Information Age, using instructor's expertise to teach research methods and information literacy.

333. Critiquing History (3) (W) Critiquing History: analyze arguments and perspectives from the past and present, using the instructor's expertise to teach historical analysis.

344. Modern China (3) (F) Modern Chinese history from the earliest Western influence to the present time, with emphasis on the development of Nationalist and Communist Governments.

346. Modern Northeast Asia (3) (W-even years) Synthesis examines the development of and intense interactions between Japan, Korea, Manchuria, and Mongolia from the thirteenth century to the present.

362. History of the Pacific (3) (S) Historical survey of the Pacific from post-Western contact to the present with emphasis on socio-political and cultural history. The survey may include treatment of such issues as the Pacific Islander diaspora, immigration, and concomitant social and cultural matters.

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.

367. Cultural History of Surfing (3) (S) Survey of the history of surfing from ancient times to the present and how surfing has played a central role in Hawaiian identity, politics, the Hawaiian renaissance, and social tensions.

390R. Special Topics in History (3) (F, W, S)

399R. Internship in History (1-14) (F, W, S) Credit for applied experience in history. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor. (Prerequisite: Permission of Instructor)

423. Modern Nationalism and Globalization (3) (W) Development of the modern nation-state and national identities within a global

context and the impact of globalization in multiple historical periods.

470. History and Ethics of Computing (3) (F, W) History of computing technology and its impact on society, culture, and the environment from a global perspective and study of ethical behavior in the world of Internet and computer technology including property protection, crime, viruses, privacy, reliability, and work environments. (Prerequisite: Computer Science and Information Technology majors: ENGL 315)

485. Junior Tutorial in History (3) (W) Intensive reading, discussion, and writing in selected historical issues. In- depth experience with historical-graphical debates and methodological analysis. (Prerequisite: HIST 200)

490. Historical Research and Writing (3) (F) Individual research project culminating in a final paper written as a senior thesis. (Prerequisite: HIST 485)

495R. Independent Study (1-3) (Variable) (Prerequisite: Permission of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

## Home Economics (HEC)

162. Principles of Clothing Construction (3) (F, W) Application of construction principles using commercial patterns; selection, use, and care of equipment; and selection of textiles. Construction of garments and mini-projects reflecting a wide range of sewing techniques. Fee required.

390R. Special Topics in Home Economics (1-3) (Variable) Fee Required.

## Hospitality and Tourism Management (HTM)

133. Introduction to Hospitality and Tourism Management (3) (F, W, S) An engaging introduction to the dynamic travel, tourism, and hospitality industry. Explore career and business opportunities in tourism's key business sectors like airlines, cruises, recreation, accommodation, food services, travel services, events, meetings, destinations, and government. This foundational HTM prerequisite helps students discover why tourism accounts for 1 of every 10 global jobs.

150. Economics of Global Tourism (3) (F, W, S) Introduction to the fundamental concepts and methods of micro- and macro-economic

analysis and their application in addressing contemporary issues of global sustainable tourism. Emphasis is on the trends, policies, impacts and challenges in planning for and managing tourism and hospitality organizations. Not available to BUSM students. (Prerequisites: HTM 133)

200. Hospitality and Tourism Practicum (3) (F, W, S) The hands-on practicum experience provides students the opportunity in their freshman or sophomore year to apply knowledge gained through introductory coursework. Structured, rotating practicum experiences at local tourism organizations help students to clarify career goals and develop context and skills in preparation for higher-level coursework. (Prerequisites: HTM 133)

285. Leadership and Talent Development (3) (F, W, S) This course inspires future business leaders and owners to find and develop great hospitality talent and teaches them effective operational management skills. Motivated, customer-focused teams are the heart of success in service industries. Emphasis is on leadership development, strategic thinking, company culture, organizational effectiveness, problem-solving, personnel management, and navigating the increasing cultural diversity of customers and employees. (Prerequisites: HTM 133, HTM 200. Pre- or Corequisite: HTM 150)

290. Customer Experience Optimization (3) (F, W) Focused on designing, evaluating, and optimizing guest experience in the complex hospitality and tourism industry. Covers a broad range of topics including customer experience transformation, experience quality measurement, linking customer experience to value, creating and governing customer-centric organizations, improving B2B and B2C customer experience, and developing a customer experience vision. (Prerequisites: HTM 133)

301. Financial Decision Management (3) (F, W) Principles of managerial accounting applied to hospitality and tourism. The use of financial statements to analyze operations and to make management decisions. Ratio analysis, pricing, cost control, budgeting, variance analysis, cash management, investments, and project feasibility are considered. (Prerequisites: HTM 285)

305. Marketing for Hospitality and Tourism (3) (F, W) This course delves deep into the general principles essential to hospitality marketing and unveils the art of creating, branding, and marketing destinations, attractions, activities, and guest experiences. Explore dynamic marketing strategies while learning how to transform memorable experiences into lasting impressions. (Prerequisites: HTM 285)

351. Food and Beverage Management (3) (F, W) Food service system pre- cost control, budgeting, pre-control methods, production controls, purchasing, distribution systems, receiving, inventory control, and profit. (Prerequisites: HTM 285)

353. Culinary Arts and Kitchen Management (3) (F, W) A theoretical and practical exploration of Restaurant Management in a kitchen setting. Blends a basic understanding of culinary arts with

additional skills in managing safety, cost, creation, execution, and sustainability in restaurants. Practical labs, field trips, and other experiences reinforce understanding and mastery of culinary management skills. (Prerequisites: HTM 133)

360. Destination Management (3) (W, S) Perspective on global tourism with emphasis on destinations as the basis for travel: their key industry role; sustainable management; experience development; differentiated branding; effective promotion; stakeholder engagement; partnering with key public/private entities. Guest speakers and field trips to enhance classroom presentations. (Prerequisites: HTM 285, HTM 305)

370. Event Design and Management (3) (F, W) Management and operation of conventions, meetings, trade shows and exhibitions for both profit and non-profit organizations. Emphasizes program planning, budgeting, contracts, marketing, public relations, site and facility selection, exhibit planning and marketing, transportation, food and lodging arrangements, and career opportunities. A convention/meeting planning project will be required for successful completion of the course. (Prerequisites: HTM 285, HTM 305)

375. Lodging Operations (3) (F, W) Organizational structure and front office positions. Reservation, registration and rooming process; management, financial, revenue management and policy control procedures; evolving hotel management technology. Also, organization, staffing, functions of housekeeping departments. (Prerequisites: HTM 285)

390R. Special Topics in Hospitality and Tourism Management (1-3) (Variable)

399R. Experiential Learning in Hospitality and Tourism Management (1-14) (F, W, S) This course is designed to provide HTM students with a structured framework for gaining hands-on, real-world experience in hospitality and tourism management. Students will have the opportunity to complete a pre-approved internship coordinated by a faculty member and onsite supervisor or engage in other pre-approved experiential learning opportunities that align with their career goals and interests. The opportunities may include pre-approved personal projects, faculty-initiated projects, pre-approved research projects, or pre-approved industry collaborations. Class credit will be awarded based on successful completion of and reflection on these experiences. (Prerequisites: HTM 285 and Permission of Instructor)

485. Hospitality and Tourism Senior Seminar (3) (F, W) A capstone course designed to be completed in the senior year. Students integrate and combine concepts and ideas from prior courses and industry experience to develop a "big picture" view of the industry in preparation for career success. Case studies, site visits, industry guest's, and management simulation projects are key course elements. (Prerequisites: HTM 285, Senior Status)

495R. Independent Study (1-3) (Variable) (As determined by student and faculty member) (Prerequisite: Permission of

Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

## Humanities - see Integrated Humanities (HUM)

100R. Critical Inquiry and Engagement (1) (F, W, S) A short, focused exploration of a compelling topic in the humanities. Practices creative and critical inquiry, interpretation, and engagement and models lifelong learning. Different sections may study different topics.

151. The Art of Seeing and Listening: Cross-Cultural Themes (3) (F, S) To develop the ability to see and listen creatively to a variety of visual and musical expressions around the world, and make relevant applications to life experiences. Emphasis given to understanding art and music within a variety of cultural and historical contexts globally. (Pre or corequisite: ENGL 101)

251. The Art of Reading: Global Texts and Contexts (3) (F, W) A global exploration of written and oral texts, from epic stories to scriptures, songs, histories, myths, love letters, political speeches, tweets and other digital texts. (Pre or corequisite: ENGL 101)

301. Cultures of Oceania (3) (F) Study of the forms, social functions, and cultural meanings of the expressive cultures of Oceania. Emphasis on indigenous oral traditions, philosophy, music, dance, visual arts, and architecture.

302. Cultures of Asia (3) (W) Studies of the peoples and histories of Asia. Emphasis on gaining general cultural literacy with special attention on expressive culture and group diversity.

303. Cultures of Europe (3) (Variable) A survey of major European arts of music, painting, sculpture, architecture, literature, as well as philosophy and history covered through an historical approach from the classical period to the contemporary.

304. Topics in Area Studies (3) (Variable) Study of the peoples and histories of a particular world region or area. Emphasis on gaining general cultural literacy with special attention on expressive culture and group diversity.

399R. Internship in Integrated Humanities (1-14) (F, W, S) Students may receive credit for applied experience in Integrated Humanities. Prior approval must be obtained and a program coordinated by a faculty member and the on-site supervisor. (Prerequisite: Permission of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Permission of Instructor)

## Information Technology (IT)

124. Information Technology Essentials (3) (F, W, S) An introduction to Information Technology including operating systems, hardware, software, cloud computing, networking, graphical and command-line user interfaces, utility programs, software integration, diagnostic techniques, and troubleshooting.

280. Computer Networking (3) (F, W, S) An introduction to computer networking concepts, including local area networks, home networks, wireless networks, routers, firewalls, communication protocols, and troubleshooting techniques.

310. Data Engineering and Machine Learning (3) (Variable) This course introduces learners to the fundamentals of data engineering and machine learning, enabling them to develop essential skills for analyzing large datasets and building effective machine learning models. Through hands-on experience and group projects, students will gain an understanding of the ethical considerations and best practices associated with these domains. (Prerequisite: IT 124 and CS 101)

320. System Administration Essentials (3) (F, W) This course provides students with a comprehensive understanding of essential system administration concepts and techniques. Topics covered include system configuration, access control, file systems, security, administration, logging, networking, and installation. Students will gain practical experience through hands-on exercises and real-world examples, enabling them to effectively manage and maintain various IT systems. (Prerequisite: CS 101, IT 124)

324. Internet of Things (3) (F) This course explores the principles and applications of the Internet of Things (IoT), with a focus on understanding its potential, challenges, and security concerns. Students will gain practical experience designing, implementing, and evaluating IoT solutions, while addressing ethical issues and ensuring responsible implementation. The course emphasizes effective communication and collaboration through group project work. (Prerequisite: CS 101, IT 124)

327. Server Administration (3) (Variable) This course equips students with the knowledge and skills necessary for effective server administration and management. Topics covered include server operating systems, directory management, administrative tools, server services, and security best practices. Students will gain hands-on experience working with server environments, enabling them to confidently manage IT infrastructure in various professional settings. (Prerequisite: IT 124)

340. Foundations of Human-Computer Interactions (3) (W) This course provides an in-depth exploration of human-computer interaction (HCI) principles, including evaluation, design, and implementation. Students will learn to design and implement

usability experiments, understand common usability goals and measures, and address the challenges faced by interface designers. (Prerequisites: CS 140, MATH 121)

381. Cybersecurity Analysis (3) (Variable) This course focuses on developing practical skills in cybersecurity operations and analysis. Gain expertise in threat intelligence, vulnerability management, incident response, and more to effectively protect organizational networks and systems. (Prerequisite: IT 124)

390R. Special Topics in Information Technology (1-3) (Variable) The Special Topics in information technology course offers a platform for students to study and explore various contemporary and emerging topics in the field of Information Technology. The specific topics covered vary each term, reflecting current trends and advancements in IT. (Prerequisite: IT 124 or IT 280)

399R. Internship in Information Technology (1-14) (F, W, S) This course offers students the opportunity to gain practical, hands-on experience in information technology through an internship. Students will work under the supervision of a faculty member and an on-site supervisor, applying the knowledge and skills acquired during their coursework to real-world projects and tasks. Prior approval must be obtained, and a program coordinated to ensure a valuable and relevant learning experience. (Prerequisite: Permission of Instructor)

420. System Administration (3) (W) This course builds on foundational system administration skills, focusing on advanced techniques for setting up and managing systems on existing networks. Topics covered include boot process, encryption, storage options, system hardening, scheduling future tasks, and scripting. Students will develop essential systems administration abilities, research software-specific issues, and hone problem-solving skills relevant to advanced system administration tasks. (Prerequisite: IT 320)

426. Architecting Computer Services (3) (Variable) This course focuses on the analysis, design, and integration of core components required for building highly reliable, scalable, and manageable networked services. Students will gain a thorough understanding of cloud architecture and their applications. The course emphasizes the practical application of architectural knowledge to real-world scenarios and fosters intelligent interaction across various formats. (Prerequisites: IT 124 or IT 280, Pre- or Corequisite: IT 320)

480. Computer Network Design (3) (W) Networking of computers and configuration of managed networking equipment including switches and routers. (Prerequisite: IT 280)

482. Ethical Hacking (3) (W) This course covers advanced topics in information security from an ethical hacking perspective, exploring systems, information flow and protection, computer viruses and malware, intrusion detection models, multi-level security, forensics, network firewalls, cryptography, e-commerce support, and database security. Students will develop a comprehensive understanding of security requirements and acquire hands-on

experience working with various security tools.  
(Prerequisite: IT 381)

490R. Special Topics in Advanced Information Technology (3) (Variable) This senior-level special topics course provides students with an opportunity to explore and implement advanced information technology concepts in real-world scenarios. Each section will focus on a specific theme selected by the instructor, allowing students to gain a deep understanding of the topic and apply it in a professional context. (Prerequisite: IT 124 or IT 280)

495R. Independent Study (1-3) (Variable) This course provides students with an opportunity to conduct independent study on a specific topic within information technology. Topics and credit hours are to be determined in consultation with the instructor, allowing students to explore their interests in-depth and develop specialized knowledge and skills. (Prerequisite: Permission of Instructor)

496R. Student Research (1-3) (Variable) This course offers students who have been granted a student research associateship the opportunity to conduct supervised individual research in the field of information technology. Under the guidance of a faculty mentor, students will develop their research skills, contribute to ongoing projects, and gain valuable experience. (Prerequisites: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) This course provides students with the opportunity to engage in supervised individual or group mentored research in the field of information technology. Under the guidance of a faculty mentor, students will develop their research skills, collaborate with their peers, and gain valuable experience working on real-world projects. (Prerequisites: Permission of Instructor)

## **Intercultural Peacebuilding (IPB)**

121. Intercultural Peacebuilding (3) (F, W, S) An interdisciplinary look at how to build peaceful families, communities, organizations and nations. Special emphasis will be placed on intercultural conflict.

211. Peacebuilding in the Restoration (3) (F, S) Explores the theology, culture and practice of conflict and peacebuilding in the Church of Jesus Christ of Latter-Day Saints through the lens of the scriptures, history and current events. Christological based methods of conflict transformation at home, in our community, wards and world will be covered. (Prerequisite: IPB 121)

231. Interpersonal Peacebuilding (3) (F, W) Examines interpersonal peacebuilding techniques in relationships with an emphasis on marriage and parenting. (Prerequisite: IPB 121)

271. Mindfulness in Peacebuilding (3) (F, W) This course will introduce students to the theories and research in the field of mindfulness. Students will study emerging scientific research that

shows the physical and mental health benefits when mindfulness practice is implemented into daily life and will learn how to implement mindfulness techniques in peace building field work. (Prerequisite: IPB 121)

287. Restorative Justice (3) (W) This class will introduce students to the theory and practice of Restorative Justice. Restorative Justice is one way of dealing with the impacts of criminal or harmful behavior. Rather than focusing on laws, punishments, and guilt, restorative justice focuses on making things right between victim, victimizer and society. (Prerequisite: IPB 121)

311. NGOs and Conflict Transformation (3) (F) The course explores the work that non-governmental organizations (NGO) do in the field, specifically in the development and implementation of programs, to address conflicts in communities around the world. (Prerequisite: PAIS 105 or IPB 121)

323. Peace Education (3) (F, W) The course focuses on teaching students the conceptual frameworks to be educators in the peace field. Its main purpose is oriented toward the development of attitudes, values, knowledge, skills and behaviors that lead to imagining, creating, manifesting and sustaining peace in the family, the classroom, the community and the world. (Prerequisite: IPB 121)

332. Peace Ecology (3) (S) Peace Ecology is the combination of peace and environment studies, providing the space for the integration of the two fields of study. It explores the long-term benefits of an environmental consciousness balanced with senses of peace. (Prerequisite: IPB 121)

352. Intercultural Conflict Dynamics (3) (F) Examines the role of culture and identity in group conflict dynamics. Focuses on group formation processes, group conflict escalation processes, group problem solving challenges and group leadership strategies. (Prerequisite: IPB 121 or PAIS 105)

380. Culture and Conflict Transformation (3) (W) Explores theories and issues of conflict transformation and reconciliation within and between diverse cultural systems. Particular attention is given to various cultural methods of conflict transformation. (Prerequisite: IPB 121)

383. Peace Linguistics (3) (W) An examination of the languages of peace and of conflict, from an applied linguistics perspective, analyzing and creating written and spoken texts, to identify recurring patterns and themes. (Same as LING 383). (Prerequisite: IPB 121)

390R. Special Topics in Intercultural Peacebuilding (3) (Variable) (Prerequisite: IPB 121)

399R. Internship in Intercultural Peacebuilding (1-14) (F, W, S) Students may receive credit for applied experience in Intercultural Peacebuilding. Prior approval must be obtained and a program coordinated by a faculty member and the on-site supervisor. (Prerequisites: IPB 121 and either IPB 400 or IPB 425)

400. Cultural Mediation (3) (F, W) Skills in conflict transformation and reconciliation as a third-party mediator. Particular attention is given to multi-cultural techniques and disputes. (Prerequisite: IPB 121)

425. Cultural Facilitation (3) (F, W) Skills in conflict transformation and reconciliation as a third-party large group facilitator. Leadership skills and reconciliation processes are also explored. (Prerequisites: IPB 121)

480. Conflict Transformation (3) (F, W) IPB capstone class. Students lead either a peacebuilding field project or research project. Explores theories of sustainable project creation, advanced change theory, project leadership and facilitation and monitoring and evaluation models. (Prerequisite: IPB 311, 323, 400, or 425 and senior standing and permission of instructor)

495R. Independent Study (1-3) (Variable) Students wishing to pursue independent research or an applied project can enroll with permission from the instructor. (Prerequisites: IPB 121 and Permission of Instructor)

496R. Student Research (1-3) (F, W, S) Supervised individual research for students who have been granted student research associateship. (Prerequisites: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

## International Teacher Education (ITEP)

492. International Student Teaching (14) (Variable) 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. (Prerequisite: Formal admission to Teacher Education)

## Japanese (JPN)

\*101. Elementary Japanese Conversation and Grammar I (4) (F, W) Emphasis on conversation. Study of basic grammar and vocabulary, reading included. Language laboratory required.

\*102. Elementary Japanese Conversation and Grammar II (4) (F, W) Emphasis on conversation. Study of basic grammar and vocabulary, reading included. Language laboratory required. (Prerequisite: JPN 101 or Permission of Instructor)

\*201. Intermediate Japanese Conversation and Grammar (4) (S) Continuation of conversational Japanese. Advanced structures, expressions, and patterns. Language laboratory required. (Prerequisite: JPN 102 or Permission of Instructor)

\*202. Intermediate Japanese II (4) (F) Continued emphasis on

conversation, listening comprehension, vocabulary building, grammar review, reading and writing. (Prerequisite: JPN 201 or Permission of Instructor)

301. Introduction to Japanese Literature (3) (W) Survey from eighteenth century to the present. (Prerequisite: JPN 202)

311. Advanced Intensive Conversation in Japanese (3) (S) Intensive collaborative approach to conversational Japanese based on selected dialogue patterns and situations. (Prerequisite: JPN 202 or Permission of Instructor)

321. Selected Reading and Grammar in Japanese (3) (S) Readings in modern documentary styles, emphasizing grammar, reading comprehension, and vocabulary building. (Prerequisite: JPN 301)

\*Those with overseas experience (study abroad or mission, for example) are encouraged to take the FLATS test and with successful passing result, take JPN 202.

## Linguistics (LING)

210. Introduction to Linguistics (3) (F, W, S) Introduction to the study of language; its structure, acquisition, history, variability, and neurological basis. (Prerequisite: ENGL 101)

260. Phonology (3) (F, W) An examination of the elements of phonetics and phonology that impact English pronunciation—vowels, consonants, stress, rhythm, intonation—with application to teaching and learning situations. (Prerequisite: LING 210 with a C+ or better)

321. English Syntax (3) (W) Historical review of the role and approaches of grammar instruction in the second language classroom, coupled with an overview of the major syntactic patterns of English. (Prerequisites: TESOL 310)

331. Sociolinguistics (3) (W, S) Language in relation to society: language communities (bilingualism, language shift, code-switching); the relationship between thought, language, and culture; and the politics and impact of English language teaching worldwide. (Prerequisite: LING 210 with a C+ or better)

383. Peace Linguistics (3) (W) An examination of the languages of peace and of conflict, from an applied linguistics perspective, analyzing and creating written and spoken texts, to identify recurring patterns and themes. (Same as IPB 383) (Prerequisite: LING 210 with a C+ or better)

390R. Special Topics in Linguistics (1-3) (Variable) (Prerequisite: Permission of Instructor)

423. Language Acquisition (3) (F) An examination of psycholinguistic and sociolinguistic aspects of first and second language learning and of the research regarding second language education. (Prerequisite: TESOL 310, should be taken during senior year)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Permission of Instructor)

## Māori (MAOR)

101. Elementary Māori Conversation and Grammar I (4) (F) Emphasis on conversation. Study of basic grammar and vocabulary, reading included. Language laboratory required.

102. Elementary Māori Conversation and Grammar II (4) (W) Continued emphasis on conversation. Study of basic grammar and vocabulary, reading included. Language laboratory required. (Prerequisite: MAOR 101)

201. Intermediate Māori Conversation and Grammar (4) (F) Continued emphasis on conversation. Advanced structures, expressions, and patterns. Conducted in Māori. Language laboratory required. (Prerequisite: MAOR 102)

202. Intermediate Māori II (3) (W) Continued emphasis on conversation, listening comprehension, vocabulary building, advanced grammar, reading and writing. (Prerequisite: MAOR 201)

301. Māori Oral Tradition (3) (S) Introduction of advanced reading and listening skills. Review of grammar. May include short stories, drama, and poetry. International mission or residency may fulfill prerequisite. (Prerequisite: MAOR 202)

## Mathematics (MATH)

100. Quantitative Reasoning Preparation (3) (F, W, S) A practical course directed toward applications of mathematics. Deals with percent, areas, volumes, proportions, statistics, etc. The student also becomes well acquainted with the metric system and the U.S. Common system.

101. Intermediate Algebra (3) (F, W, S) 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.

107. Quantitative Reasoning (3) (F, W, S) Practical applications of mathematics in the context of logic, finance, statistics, probability, and other areas.

110. College Algebra (3) (F, W, S) Functions and graphs, theory of equations, inequalities, polynomials, exponential and logarithmic functions, systems of equations, matrices, and determinants. (Prerequisite: Intermediate Algebra background)

111. Trigonometry and Analytic Geometry (3) (F, W, S) Circular functions, triangle relationships, identities, inverse trigonometric functions, trigonometric equations, vectors, complex numbers, DeMoivre's theorem and analytic geometry. (Recommended MATH 110 or Proficiency)

119. Applied Calculus (4) (F, W) 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)

121. Principles of Statistics (3) (F, W, S) Descriptive statistics, elementary probability, central tendency, variability, random variables (discrete and continuous) confidence intervals, hypothesis testing, linear regression, ANOVA, contingency tables. (Prerequisite: MATH 107 or MATH 110 or ACCT 186 or Score 24 on Math Section of the ACT or 590 on Math Section of the SAT)

199R. Service Leadership Internship in Mathematics (1-3) (Variable) 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. (Prerequisite: Permission of Instructor)

205. Mathematics for Elementary Teachers (3) (F, W) The course is designed to teach a perspective elementary teacher the understanding of mathematics needed to teach in grades K-6. The focus will be on the mathematics not on methods since all pre-service elementary teachers will take a separate methods course as part of their program. Although learning the appropriate mathematics is the primary objective, it is hoped that some of the instructional techniques used in the class model the desired methods for teaching elementary mathematics. (Prerequisite: MATH 101 or higher)

212. Calculus I (5) (F, W, S) Basic theoretical concepts and applications of differentiation and integration. Applications in two-dimensional analytic geometry are provided.

213. Calculus II (5) (F, W) Methods of integration, analytic geometry, transcendental and hyperbolic functions, infinite sequences and series, and polar coordinates. (Prerequisite: MATH 212. Corequisite MATH 301 recommended)

223. Principles of Statistics II (1) (Variable) Time series analysis, Bayesian Analysis, nonparametric methods, multiple regression, logistic regression. (Prerequisite: MATH 107 or 110)

301. Foundations of Mathematics (3) (F-even years, W-even years, S-odd years) Set theory, logic, development of number systems and axiomatic systems. Attention is also given to the history of mathematics and famous mathematicians. (Prerequisite: MATH 212)

302. Foundations of Geometry (3) (F-odd years) An axiomatic development of Euclidean geometry. It also includes a study of non-Euclidean geometries and related subjects. (Prerequisite: MATH 212 or Permission of Instructor)

308. Mathematics Using Technologies (3) (S-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. (Prerequisite: MATH 121, 212)

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: MATH 213)

314. Multivariable Calculus (5) (W, S) Basic concepts and applications of vector calculus, multidimensional calculus, partial derivatives, and multiple integration. (Prerequisite: MATH 213. Corequisite MATH 301 recommended)

332. Introduction to Complex Variables (3) (W-odd years, S-even years) Complex algebra, analytical functions, integration and differentiation in the complex plane, infinite series, theory of residues, conformal mappings. (Prerequisite: MATH 314)

334. Differential Equations (3) (W-even years, S-odd years) Methods used in solving ordinary differential equations and their applications. Numerical methods, series solutions, and Laplace Transforms. (Prerequisite: MATH 314)

343. Elementary Linear Algebra (3) (F-odd years, W-odd years, S-even years) Linear systems, matrices, vectors and vector spaces, linear transformation, determinants, quadratic forms, Eigenvalues, and Eigenvectors. (Prerequisite: MATH 119 or MATH 212)

377. Secondary Mathematics Teaching Methods (2) (F—even years) 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. (Pre or corequisite: MATH 212)

390R. Special Topics in Mathematics (1-3) (Variable)

399R. Internship in Mathematics (1-14) (F, W, S) Credit for applied experience in mathematics. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor. (Prerequisite: Permission of Instructor)

421. Mathematical Statistics (3) (F) Probability, random variables, sampling distributions, joint distributions, limiting distributions, point estimation and hypothesis testing, regression and correlation. (Prerequisite: MATH 314)

441. Introduction to Analysis I (3) (F—even years) Elementary topological aspects of the real numbers, metric properties, sequences, limits, continuity, differentiation, and Riemann Integration. (Prerequisite: MATH 301, 314)

442. Introduction to Analysis II (3) (Variable) Series in one real variable, sequences and series of functions, measure, and metric spaces. (Prerequisite: MATH 441)

471. Abstract Algebra I (3) (F—odd years) An examination of algebraic systems: the number system, groups, rings, and integral domains. (Prerequisite: MATH 301)

472. Abstract Algebra II (3) (Variable) Continuation of MATH 471. A study of fields, vector spaces, extension fields, and Galois theory. (Prerequisite: MATH 471)

490R. Mathematics Seminar (2) (F, W, S) Special topics seminar in which students will learn about topics in pure or applied mathematics. Each section will contain instructor-selected material for study.

495R. Independent Study (1-4) (Variable) Topic and credit to be arranged between the student and instructor. (Prerequisite: Permission of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

## Music (MUSC)

101. Introduction to Music Literature (3) (F, W, S) 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, S) 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, W, S) Students are introduced to the rudiments of western musical notation and are given foundational training in music theory and ear training. This course is designed for students with a limited background in music. Those interested in pursuing more advanced studies will be able to enroll in MUSC 111 and MUSC 111L after successful completion of this course.

105R. Group Performance Instruction (2) (S) Class instruction for beginners in voice, piano, and instrumental music. Special fee required for piano and instrumental instruction.

110R. Seaside Singers (1-2) (F, W, S) The Seaside Singers invite students from around the globe—with and without prior experience—to be a part of an excellent choral experience that embraces a wide diversity of styles from around the world, both written and oral. Seaside Singers offers an education in the basics of singing technique and choral ensemble collaboration along with a fun experience, great camaraderie, and meaningful learning. The Seaside Singers prepare for one to two concerts each semester and performs for campus devotionals and other special events.

111. Music Theory I (3) (F, W) A study of the essentials of music for beginning musicians. Three class sessions per week with two accompanying laboratory sessions. MUSC 111L is the lab portion of this class and must be taken concurrently. (Corequisite: MUSC 111L)

111L. Elementary Musicianship I Lab (1) (F, 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 MUSC 111 (Corequisite: MUSC 111)

112. Music Theory II (3) (W, S) An in-depth study of the harmonic techniques of the eighteenth century with emphasis on diatonic choral writing through the seventh chord. Class meets three days per week with a required laboratory session two days per week. MUSC 112L is the lab portion of this class and must be taken concurrently. (Prerequisite: MUSC 111/L. Corequisite: MUSC 112L)

112L. Elementary Musicianship II Lab (1) (W, S) 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 MUSC 112. (Prerequisite: MUSC 111/L. Corequisite: MUSC 112)

159R. Individual Instruction (1-2) (F, W, S) Private Instruction for non-music majors. Consists of weekly twenty-five minute lessons and may include master class attendance. Fee required. (Prerequisite: Permission of Instructor)

160R. Individual Instruction (1-3) (F, W, S) Private instruction for freshman-level music majors. Consists of weekly fifty-minute lessons. The student participates in a recital and jury. Instructor's consent required. Master class participation required. Fee required. (Prerequisite: Permission of Instructor and acceptance as Music major)

161. Introduction to Piano Technique (2) (F) Advanced pianists learn to play with relaxed muscular control; additionally, how to prepare repertoire independently of the private teacher. (Prerequisite: Admission into Music-Piano Performance major)

191. Keyboard Harmony I (2) (S-even years) Functional keyboard skills including harmonization, improvisation, and transposition are developed and refined. (Pre or corequisites: MUSC 111/L and Permission of Instructor)

199R. Service Leadership Internship in Music (1-3) (Variable) 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. (Prerequisite: Permission of Instructor)

202. Conducting (2) (S) Instrumental and choral conducting techniques. Score reading, formal analysis, terminology, beat pattern, phrasing, tempo, and styles. (Prerequisites: MUSC 112/L)

211. Music Theory III (3) (F) Continuation of MUSC 112 through modulation, chromaticism, and harmonic techniques of the nineteenth century. MUSC 211L is the lab portion of this class and must be taken concurrently. (Prerequisites: MUSC 112/L. Corequisite: MUSC 211L)

211L. Elementary Musicianship III Lab (1) (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

MUSC 211. (Prerequisites: MUSC 112/L. Corequisite: MUSC 211)

225R. Ho'olōkahi Chamber Choir (1-2) (F, W, S) Ho'olōkahi (ho'o.lō.kahi) means, "to bring about unity; to make peace and unity." The mission of Ho'olōkahi Chamber Choir (HCC) is to generate harmony by capitalizing on diversity, bringing together singers from around the globe in a space where meaningful musical exchange and growth can occur. HCC members seek to establish greater harmony with the surrounding community and to serve as international peacemakers through song. Students feel a sense of the mission they have been called to fulfill within the choir, and the ensemble is frequently invited to perform at university devotionals, firesides for visiting guests, dedication ceremonies, inaugurations, and other school functions. HCC presents two full concerts each semester on campus in addition to collaborating with members of the local and global community and embarking on occasional tours to neighboring islands. (Prerequisite: Permission of Instructor)

235R. Broadway Revue (1-2) (W) Preparation and performance of individual and ensemble numbers from various musical theatre shows. (Prerequisite: Permission of Instructor)

239R. Salsa Orchestra (1) (F, W) A Latin-jazz ensemble exploring the music of Latin America, the Caribbean, and Brazil. (Prerequisite: Permission of Instructor)

240R. Shaka Steel (1) (F, W, S) Steel drum band with roots in the music of Trinidad. No previous steel pan experience necessary, but ability to read music and collaborate is required. (Prerequisite: Permission of Instructor)

241R. Polynesian Drum Ensemble (1) (F, W, S) Explores the drumming traditions of Tahiti, the Cook Islands and elsewhere in the Pacific. No previous drumming experience required, but a strong practice ethic is expected. No audition required.

242R. Polynesian Music Ensemble (1) (Variable) Explores the musical traditions of Polynesia, including instruction in ukulele and collaborative performance. No audition required.

243R. Hawaiian Music Ensemble (1) (Variable) Explores the musical traditions of Hawai'i with an emphasis on traditional song and performance. No audition required.

244R. World Jazz Orchestra (1-2) (S) A large, flexible-instrumentation jazz ensemble that co-composes all its own music, learns primarily by ear, and is influenced by a wide variety of world music styles. (Prerequisite: Permission of Instructor)

246R. Street Band (1) (F, W) Exploration of brass traditions, ranging from traditional brass quintet repertoire to New Orleans street band traditions. (Prerequisite: Permission of Instructor)

247R. Studio Orchestra (1) (F, W) Full orchestra with vocalists specializing in music that blends jazz, classical, and popular music, including the music of Ella Fitzgerald, Frank Sinatra, Nat King Cole, and Hollywood music studios. (Prerequisites: Permission of Instructor)

248R. Chamber Music (1) (F, W, S) Small chamber groups (duets, trios, quartets) of strings and winds explore the relevant repertoire from the classical tradition. (Prerequisite: Permission of Instructor)

250R. Piano Accompanying Ensemble (1-2) (F, W, S) Piano Pedagogy majors serve as accompanists for one ensemble, or for two private voice or instrumental students. (Prerequisite: Music-Piano Performance major)

260R. Individual Instruction (1-3) (F, W, S) Private instruction for sophomore-level music majors. Consists of weekly fifty-minute lessons. The student participates in a recital and jury. Instructor's consent required. Fee required. Master class participation required. (Prerequisites: MUSC 160R, 2 semesters)

276. Diction for Singing (3) (F-even years) Learn the lyric diction principles needed to communicate song texts successfully. The International Phonetic Alphabet (IPA) will be used as a tool for studying speech sounds of sung language. Students will practice pronouncing and singing in multiple languages, including English, German, French, Latin, Hawaiian, and the languages of the student's home countries.

291. Keyboard Harmony II (2) (S-odd years) Keyboard harmony with an emphasis on analysis, improvisation, and other functional skills required of piano teachers and performers. (Prerequisite: MUSC 191)

321. Creative Music Technology (3) (F) A creativity-focused introduction to recording and editing audio, the art of mixing, using DAW software, using MIDI controllers and virtual instruments, multitracking, and composing for visual media. (Prerequisite: MUSC 111 and 111L)

333. Introduction to Piano Pedagogy (3) (F-odd years) An introduction to the profession of piano teaching. Methodology of piano teaching from the beginning to early advanced levels. (Prerequisites: MUSC 112/L and acceptance into MUSC 360R)

333L. Supervised Teaching, Piano (2) (W-even years) Students offer individual piano instruction to 4-6 beginning- and intermediate-level students through the BYU-Hawaii Youth Conservatory. (Prerequisite: MUSC 333)

340. Songwriting I (3) (W) Equal parts creativity and analysis, this introduction to songwriting explores contemporary harmony, melody, form, lyrics, rhyme, character, storytelling, linguistic tools, humor, comedy, and using music to engage with politics, religion, relationships, and social issues. (Prerequisite: MUSC 111 and 111L)

344R. Collaborative Arts for Pianists (1-2) (F) Pianists learn the art of collaborative interpretation with instrumentalists and vocalists. Skills are emphasized including sight-reading, following, setting tempo, and clef reading. Master-class attendance required. (Prerequisite: Permission of Instructor)

360R. Individual Instruction (1-4) (F, W, S) Private instruction for junior-level music majors. Consists of weekly fifty-minute lessons.

Instructor's consent required. Fee required. Master class participation required. Students register for four credits in the final semester and present a solo recital. (Prerequisite: MUSC 260R, 2 semesters)

363. Vocal Pedagogy (3) (W-odd 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: 2 semesters of MUSC 260R)

373. Choral Practicum (3) (F, W, S) Assistant conducting Seaside Singers under the mentorship of the primary conductor. Topics will include curriculum design, score analysis and preparation, rehearsal techniques, survey of vocal literature, and vocal pedagogy. (Prerequisites: MUSC 460R)

384. Music History I: Antiquity to 1750 (3) (F) 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: MUSC 112/L)

385. Music History II: 1750 to 1900 (3) (W) The history of Western Art music with emphasis on analysis and the interconnection of music with religion, philosophy and economics from 1750 to 1900. (Prerequisites: MUSC 112/L)

386. Music History III: Music since 1900 (3) (S) The history of Western Art music with emphasis on analysis and the interconnection of music with religion, philosophy and economics from 1900 to the present. (Prerequisites: MUSC 112/L)

390R. Special Topics in Music (1-3) (Variable)

399R. Internship in Music (1-14) (F, W, S) Credit for applied experience in Music. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor. (Prerequisite: Permission of Instructor)

401. Careers in Music (2) (W-even years) Information on bridging the gap between graduation and securing a living as a musician. Focus on individualized career development, business skills including marketing, and career self-management. In addition, students will create a professional portfolio including a website, resume, and headshot. (Prerequisite: Music Major)

430. Music Technology (2) (W) A project-based course designed to acquaint students with current software applications, trends and practices relating to music technology in the fields of composition, performance, recording and production.

460R. Individual Instruction (1-4) (F, W, S) Private instruction for senior-level music majors. Consists of weekly fifty-minute lessons. The student participates in a recital and jury. Instructor's consent required. Fee required. Master class participation required. Students register for four credits in the final semester and present a solo recital. (Prerequisite: MUSC 360R, 2 semesters)

464. Keyboard Literature I (3) (F-even years) A survey of the standard repertoire of keyboard literature from 1150 to 1850.

(Prerequisites: MUSC 112/L and 360R)

465. Keyboard Literature II (3) (W-odd years) A survey of the standard repertoire of keyboard literature from 1850 to the present. (Prerequisites: MUSC 112/L and 360R)

466. Vocal Literature (3) (F-odd years) Discovery, analysis, and performance of songs from the three main areas of solo vocal repertoire: classical, musical theatre, and contemporary commercial music. (Prerequisites: Music-Vocal Performance major or Permission of Instructor)

474. String Orchestral Literature I (1) (Variable) This course is designed to familiarize string majors with the technique and traditions of orchestral literature and performance.

475. String Orchestral Literature II (1) (Variable) This course is designed to familiarize string majors with the technique and traditions of orchestral literature and performance.

476. String Orchestral Literature III (1) (Variable) This course is designed to familiarize string majors with the technique and traditions of orchestral literature and performance.

477. String Orchestral Literature IV (1) (Variable) This course is designed to familiarize string majors with the technique and traditions of orchestral literature and performance.

481. Orchestration (3) (F-even years) A focus on instrumentation (learning about individual instruments) and orchestration (combining the different sections of instruments into a convincing whole) equips students in this course with skills for use in arranging, composing, and critical listening. (Prerequisites: MUSC 111 and Permission of Instructor)

495R. Independent Study (1-3) (Variable) An opportunity to pursue subjects otherwise not offered by the program. (Prerequisite: Permission of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

## Oceanography (OCEN)

201. Oceanography and Marine Science (3) (F, W, S) Introduction to oceanography, including structure and formation of ocean basins and their characteristic features, properties of seawater, 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. Several field trips will be taken. Fee required. (Prerequisite: Any college-level natural science course of CHEM, BIOL, PHYS, PHSC, GEOL)

390R. Special Topics in Oceanography (1-4) (Variable)

495R. Independent Study (1-4) (Variable) Supervised individual study, work experience, and/or research in oceanography. (Prerequisite: Permission of Instructor)

## Pacific Studies (PAIS)

105. Introduction to Pacific Studies (3) (F, W, S) The course introduces students to Oceania, its people and cultures. Through an interdisciplinary approach, the course provides background information on the origin of the people of Oceania, history, geography, colonization, politics and Christianization. The main foci of the course include values, norms and cultural practices as well as touching on languages, dances, food, and "the Pacific way" of doing things. The main area of study is Eastern Oceania covering Fiji and Rotuma, Tonga, Samoa, Aotearoa, and Tahiti.

199R. Service Leadership Internship in Pacific Studies (1-3) (Variable) 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. (Prerequisite: Permission of Instructor)

200. A Place to Stand - Recognizing Place, Purpose and Positionality on Native Land (3) (F, W, S) This course examines cultural constructs of place, purpose, and position through the lens of *tūrangawaewae*. This Māori word is made up of two important ideologies (1) *tūranga* or place of standing, and (2) *wae* or feet. Combined, the word is often translated as "a place to stand." *Tūrangawaewae* are places where we feel especially empowered and connected. They are our foundation, our place in the world, our home. (Prerequisites: PAIS 105)

201. Indigenous Pacific Research Methodology (3) (F, W, S) This course is designed to introduce students to a variety of Pacific research methodologies (PRS), present core cultural concepts embedded in PRS, and demonstrate how to implement ethical practices in any research design. Intended for students who are interested in initiating their own research projects in the future, the course is structured to enable those with little or prior knowledge of Indigenous research methods to place, document, revise an original project and appropriate questions. (Prerequisites: PAIS 105)

220. Pacific Social Development (3) (F, W) This course introduces students to the social issues impacting the Pacific diaspora in New Zealand, Australia, and the United States of America. Despite the difference in location and migration, the Pacific diaspora are experiencing similar social issues. This course examines the various cultural factors that have contributed to the social issues impacting the Pacific diaspora globally. (Prerequisites: PAIS 105)

250. Polynesian Dance and Performance (3) (F, W, S) This course introduces students to the different dances of Polynesia specifically from Tonga, Samoa, New Zealand, Tahiti and Fiji as well as the appropriate costumes and musical instruments. Students are expected to acquire the dances, dress in costumes and perform the

learned dances.

275. Pacific Wood Carving (3) (F, W, S) This course will introduce students to the traditional indigenous histories of carving in selected Pacific cultures and how they inform and enrich contemporary Pacific art. Students of this course will gain inspiration for designing a carving and learn about historical and contemporary carving in the Pacific. They will also learn techniques to realize their design in a choice of wood, stone, bone, and man-made materials.

320. Peace and Conflict in the Pacific (3) (F, W) The causes of conflict within the Pacific archipelago are unique because the issues fueling the conflict is not singular but rather an infusion of complicated layers as the result of colonialism, cultural ethnocentrism, clash of traditional and western political institutions as well pulling effect of globalization and modernization. This class will introduce you to some of the past and current major conflicts experienced in the Pacific region. It will look at what factors contributed to these conflicts and how it impacted both the traditional and western institutions in each Pacific Island nation. (Prerequisites: PAIS 105)

330. Sovereignty and Self Governance in Oceania (3) (F, W) The course is to familiarize the students with the legal systems in Oceania. Emphasis in this class will be given to historical legal systems and their development, including political status. (Prerequisites: PAIS 105)

331. Women in Oceania (3) (Variable) This reading and critical analysis intensive course that explores the encounters in Oceania in relation to the values and embodied experiences of women in Oceania. The course examines the debates about universalism and relativism, nature and culture, and personhood and identity, in understanding the differences between women, men, and transgendered persons in a Pacific context. In this course we will centralize the scholarship, voices, and experiences of women across the region and consider how attention to women's lives challenges a number of epistemological assumptions in academia. (Prerequisites: PAIS 105)

340. Anti-Racism and Belonging: Pacific Dialogue (3) (F, W) This course provides an understanding of the social construct of race and its historical impact within and amongst Pacific Islanders, as well as in relation to other racial groups. It assumes the theoretical stance of intersectionality as a lens that illuminates the ways Pacific Islanders are situated in society and occurs at the nexus of race, gender, sexuality, class, and citizenship status. A framework used in class will be focused on a set of basic perspectives, methods, and pedagogy that accounts for the role of race and racism that works towards identifying and challenging racism, while focusing on the experiences of Pacific Islanders. (Prerequisites: PAIS 105)

375. Environmental Issues and Resource Management (3) (W, S) Climate change and environmental issues are impacting the people of Oceania and their way of life. With globalization and economization, Oceania's natural, marine and cultural resources need to be identified and utilized to improve the quality of life through sustainable development while maintaining and protecting

the environment. (Prerequisite: PAIS 105)

390R. Special Topics in Pacific Studies (3) (Variable) (Prerequisite: PAIS 105)

399R. Internship in Pacific Studies (1-14) (F, W, S) Credit for applied experience in Pacific Studies. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor. (Prerequisite: Permission of Instructor)

490R. Senior Tutorial (3) (F, W, S) 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)

495R. Independent Study (3) (Variable) An opportunity to pursue subjects otherwise not offered by the department. Instructor's permission required. (Prerequisite: Permission of Instructor)

496R. Student Research (3) (F, W, S) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

## Physical Science (PHSC)

100. Principles of Physical Science (3) (Variable) An introduction to the basic concepts of physical science and the scientific method.

390R. Special Topics in Physical Science (1-4) (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 Instructor)

## Physics (PHYS)

100. Conceptual Physics (3) (F, W) Nonmathematical approach to understanding the principles of physics and scientific numeracy. No previous background in physics required.

105. College Physics I (3) (F) An introductory algebra-based general physics course. Topics include mechanics, heat, fluids, waves and sound. Concurrent registration in PHYS 155L strongly recommended. (Prerequisite: MATH 110 (or ACT Math score 24+, or SAT Math score 590+) and MATH 111 (or a high school Trigonometry course) and Passing a Comprehensive Mathematics exam during 1st week of semester. Sample Math exam available in Canvas)

106. College Physics II (3) (W) A continuation of PHYS 105. Topics include optics, electricity and magnetism, and modern physics. (Prerequisite: PHYS 105 w/C- or better)

155L. Physics I Laboratory (1) (F) Three-hour laboratory based on topics taught in PHYS 105 or 205. Strongly recommended for students taking PHYS 105 or 205. (Pre- or corequisite: PHYS 105 or PHYS 205)

156L. Physics II Laboratory (1) (W) Three-hour laboratory based on topics taught in PHYS 106 and 206. Strongly recommended for students taking PHYS 106 or 206. (Pre- or corequisite: PHYS 106 or PHYS 206)

205. Physics I (4) (F) A calculus-based general physics course. Topics include mechanics, fluids, waves and sound. This course is designed to meet the requirements of science majors. An excellent understanding of algebra, trigonometry, and calculus (introductory differentiation and integration) is required. Concurrent registration in PHYS 155L strongly recommended. (Prerequisites: MATH 212 and either High School Trigonometry or MATH 111, and passing a Comprehensive Mathematics Exam during the 1st week of the semester. Sample Math exam available in Canvas.)

206. Physics II (4) (W) A continuation of PHYS 205. Topics include optics, electricity and magnetism, and optics, relativity, and quantum physics. (Prerequisites: PHYS 205 w/C- or better)

390R. Special Topics in Physics (1-4) (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 Instructor)

## Political Science (POSC)

101. Introduction to Politics (3) (F, W, S) An introduction to political theories, institutions, and ideologies with instruction in logic and communication.

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.

170. International Relations (3) (F, W, S) An analysis of modern international politics.

190. Foundations of Critical Thinking (3) (F, W) Introduces the fundamentals of logic and reason, fallacies, argumentation, and other aspects of critical thinking to improve oral and written persuasion.

202. History of Political Philosophy (3) (F, W) A survey of the great political philosophies.

230. Fundamentals of Good Governance (3) (F, W) Explores the foundations of effective government, administrative systems, and governing methods that foster effective and legitimate uses of power.

280. Professionalism in the Political Environment (1) (F, W, S)

Practical skills to enable success in a political workplace environment: personal branding and presentation, resume building, interpersonal relations, memorandum writing, current events analysis, office and institution protocols, interviewing and networking skills.

300. Political Inquiry and Writing (3) (F, W) An examination of the methodology of political science.

304. Quantitative Political Research (3) (F, W) Explores various quantitative methods and research skills related to the field of political science. (Prerequisite: POSC 300, or Permission of Instructor)

318. Federal and Decentralized Government (3) (S) At the center of effective governance is the issue of scale (big versus small). Should governmental power be placed at the center of a single, big entity or disbursed to smaller entities? We will examine how centralized vs. decentralized power impacts aspects of government such as democratic rule, corruption, and government spending.

322. Oceanic Governments and Politics (3) (W) Explores the governments and politics of the island societies of Oceania, focusing on elections, political issues, social concerns, and historical backdrop.

330. 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.

331. Public Policy (3) (F) The decision-making processes by which public policies are reached, and steps of analysis of those policies. (Same as PMGT 300)

335. Issues of Terrorism (3) (W) Examines the phenomenon of terrorism with a focus on types, causes, effects, and responses.

350. International Law (3) (F) Showcase the fundamentals of international law, the foundations of good governance, and the judicial and political applications of law in the international setting.

352. Ethics and the Legal Environment (3) (F, W, S) Examination of ethical foundations and the legal environment related to corporate, environmental, anti-trust, government regulations, and property issues. (Same as BUSM 342)

354. Legal Research and Writing (3) (S) Introduction to tools and techniques essential to international law practice, international issues, and organizations, and legal scholarship, including legal analysis, research using print sources, and objective writing.

356. International Legal Drafting and Transactions (3) (W) This course teaches students how to ready documents for submission to court and how to write and format a paper for submission to Law Review.

358. Comparative Law (3) (F) Compares and contrasts common law with civil and Sharia law while also examining the structure and role

of the courts, the judicial process, the legal profession, constitutional law, and administrative law in Europe, the Pacific, and Asian contexts.

362. International Political Economy (3) (F) Surveys the language, theory, and modern history of international political economy and development.

364. War and Peace (3) (F) This course is a study of war and peace. We will ask what causes people to systematically kill each other in the phenomenon known as war. Are wars preventable? Once a war begins, what factors make it more likely to end? We will examine both international and civil wars.

366. Politics and Economics of the Developing World (3) (F) Introduces the economic and political foundations of international development and the expanding world of international organizations (IOs), inter-government organizations (IGOs) and non-government organizations (NGOs).

384. The United Nations and Intergovernmental Organizations (3) (F) Investigates the structure, purpose, function, politics, and aims of the United Nations as well as other major intergovernmental organizations.

386. Regionalism and Diplomacy in the Pacific/Oceania (3) (F) This class explores historical foundations, and socio-cultural underpinnings of regionalism in Oceania. It examines the recent shift in focus to environmental challenges. It asks how interactions between Oceania and major powers have impacted the "Pacific Way," and shaped power dynamics as states work together to maintain a sustainable "Blue Pacific."

390R. Special Topics in Political Science (3) (Variable)

392R. Field Study (3) (Variable) Prepares students selected for participation in a specified Political Science program field study, such as the Washington DC Practicum. (Prerequisite: Permission of Instructor)

410. The Constitution of the United States (3) (W) 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.

420. Complexity and Public Policy (3) (W) Examines and employs complexity theory to assess public policy and examine how governments and societies can be better ordered.

470. International Relations Theory (3) (S) Analysis of major theories and theorists of International Relations: systems, conflict, environment, deterrence, integration, decision-making and special topics.

495R. Independent Study (3) (Variable) An opportunity to pursue subjects otherwise not offered by the department. (Prerequisite: Permission of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual

research for students who have been granted a student research and development associateship. (Prerequisite: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

498R. Political Science Internship (1-14) (F, W, S) Under faculty supervision, students will work in a private or government agency. (Prerequisites: POSC 202 and 300, or Permission of Instructor)

499. Political Science Research and Writing (3) (W) Under faculty supervision, the student will research and write a major paper on a political topic. (Prerequisites: POSC 202 and 300, or Permission of Instructor)

## Psychology (PSYC)

111. General Psychology (3) (F, W, S) 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 "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.

190. Navigating Psychology: What do I do with a Psychology Major? (1) (F, W) This course is an informational experience for those students majoring in psychology. It will help inform them about the requirements to earn a B.S. Degree in Psychology, what to anticipate and how to prepare for taking the psychology capstone course (senior seminar), and what career opportunities are possible for a graduate with a psychology major. In addition, information will be discussed regarding the variety of graduate programs and their admission requirements. (Pre- or corequisite: PSYC 111)

205. Applied Social Statistics (3) (F, W) Statistical procedures and the interpretation of statistical data in the social sciences. (Prerequisites: PSYC 111, MATH 107 or MATH 110 or equivalent)

210. Developmental Psychology (3) (F, W) Emphasis is placed on the sequential development of human behavior across the lifespan beginning with conception. (Prerequisite: PSYC 111)

306. Quantitative Research Methods (3) (F, W) This course is designed to provide the student with the skills necessary to become thoughtful consumers of research. The course will teach the conceptual basis of the research process, basic principles of research design, core methods of data collection and be aware of ethical issues in the conduct of research. (Prerequisites: PSYC 111, 205)

307. Qualitative Research Methods (3) (Variable) This course covers numerous facets of qualitative research methods - with emphasis on observing, interviewing, and analyzing people in interaction. Including a critical examination of the difference between

methodologies and methods of qualitative approaches as well as how to collect data through interviews, observations, and experiments and the diverse ways of analyzing qualitative data (i.e., grounded-theory, phenomenological, discourse and narrative analysis). (Prerequisite: PSYC 111)

310. Measurement and Evaluation (3) (F) 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. (Prerequisites: PSYC 111, 205)

321. Organizational Behavior (3) (Variable) Individual, group, and organizational variables affecting organizational functioning. Topics include motivation, rewards, leadership, conflict, decision-making, structure, evaluation, and change. (Prerequisite: PSYC 111)

340. Community Mental Health (3) (F, S) This class gives students an opportunity to explore the organization, the field of professional counseling and the various agencies associated with community mental health. The student will be able to identify problems peculiar to various mental health agencies and will examine prevention and treatment strategies related to community mental health counseling. Instruction is provided by way of lecture, select media presentations, class discussions and guest speakers. (Prerequisite: PSYC 111)

341. Personality (3) (W) Individual patterns of behavior, thought, and emotion from the perspective of various personality theories. (Prerequisite: PSYC 111)

350. Social Psychology (3) (F, W, S) 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. (Prerequisite: PSYC 111)

357. Cultural Psychology (3) (F, S) A study of the ways in which behavior is shaped and influenced by diverse ecological, social, and cultural settings and forces. (Prerequisite: PSYC 111)

365. Motivation (3) (F) 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. (Prerequisite: PSYC 111)

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. Cognitive Psychology (3) (W, S) Survey of issues in cognitive psychology including perception, attention, memory, language and reading, concept formation, problem solving, and cognitive

development. (Prerequisites: PSYC 111 and PSYC 205)

380. Sensation and Perception (3) (Variable) This course deals with how we construct a conception of physical reality from our sensory experience. While the primary focus will be on vision and hearing, the chemical senses (taste and smell) and the somatosenses (touch, temperature, and vibration) will also be addressed. We will cover the anatomy and physiology of the various sensory receptors, the neural mechanisms of sensation, sensory representation in the brain as well as the phenomenological experience of perception. We will also discuss how illusions can fool our senses and what they tell us about how our sensory systems work. (Prerequisite: PSYC 111)

381. Drugs and Behavior (3) (W) This course examines the use of psychoactive drugs both legal and illegal. The course will first introduce the basic principles of pharmacology and how drugs interact with the nervous system to influence behavior. We will explore in depth the commonly abused drugs classified as stimulants, depressants, and hallucinogens. In addition the drugs used for the major psychiatric illnesses such as schizophrenia, mood disorders, and anxiety disorders will also be covered. (Prerequisite: PSYC 111)

385. Brain and Behavior (3) (F, W, S) 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)

390R. Special Topics in Psychology (1-3) (Variable) (Prerequisite: PSYC 111)

399R. Internship in Psychology (1-14) (F, W, S) Credit for applied experience in psychology. Prior approval must be obtained and coordinated by a faculty member and on-site supervisor. Only 3 credits of internship can be counted towards Psychology elective credits. (Prerequisite: Permission of instructor)

402. Educational and Instructional Psychology (3) (W) Psychological facts, principles, and concepts related to types and principles of learning. The relationship between instructional design and media production will be covered. (Prerequisite: PSYC 111)

405. Multivariate Statistics (3) (Variable) This computer based course is intended to give students a background in a wide variety of advanced statistical techniques (e.g., ANCOVA, Time Series analysis, etc.). (Prerequisites: PSYC 111, 205 and Permission of instructor)

440. Abnormal Psychology (3) (F, W) 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. (Prerequisites: PSYC 111 and 210)

450. Psychotherapy (3) (F) 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. (Prerequisites: PSYC 111, 210 and 340)

451. Cross-Cultural Psychotherapy (3) (W) This course will be an examination of the theory and processes of counseling persons in community, school, and marriage and family contexts from the perspectives of clients from diverse cultural backgrounds by counselors of equally diverse cultural backgrounds. The focus of the course will be on the impact of the counselor's prejudices, biases, values, ethics, and social/cultural expectations on the client from a culturally diverse background, and the impact of the client's prejudices, biases, values, ethics, and social/cultural expectations on the counselor from a culturally diverse background. The client must be seen as part of an integrated system of mutually reciprocal components (family, environment, school, social structure, friends, culture, etc.). The counseling context will be viewed from a systematic perspective rather than an individual perspective. (Prerequisite: PSYC 111 and 450 or Permission of Instructor)

457. Advanced Cultural Psychology (3) (Variable) This course explores collective and personal levels of culture and its intersection. From this approach, culture is a dynamic process where through which meaning is constructed and functions to regulate the human mind. (Prerequisites: PSYC 111, PSYC 357)

490. Senior Seminar (3) (F, W) Capstone course to be taken during senior year after all of the other core courses have been completed. Students will propose a research study on the topic of their choice and present them in an oral presentation using PowerPoint, and an APA style paper. (Prerequisites: PSYC 306 and 100+ credits and one class from each category on the major requirement sheet)

495R. Independent Study (1-3) (Variable) Only 3 credits will count toward major electives. (Prerequisites: PSYC 111 and Permission of Instructor)

496R. Student Research (1-3) (F, W, S) Supervised individual research for students who have been granted a student research associateship. (Prerequisites: PSYC 111 and Permission of Instructor)

497R. Mentored Research (1-3) (F, W, S) Supervised individual/group mentored research. Only 6 credits will count toward major electives. (Prerequisites: PSYC 111 and Permission of Instructor)

## Public Management (PMGT)

300. Public Policy (3) (F) The decision-making processes by which public policies are reached, and steps of analysis of those policies. (Same as POSC 331)

350. Crisis Management (3) (W) Crisis Management conveys both knowledge and practical skills related to management principles necessary in times of crisis. Students learn about crisis prevention, planning, and leadership in both the public and private sector.

360. Disaster Management (3) (F) This course addresses

management principles necessary to manage natural or man-made disasters. Examining prevention, mitigation, planning, and leadership. Disaster Management offers practical skills using current professional materials as well as professional training and certification in multiple skills.

390R. Special Topics in Public Management (3) (Variable)

499. Public Management (3) (F) Organizational strategy in public sector, political management, techniques of public management focusing on increasing public value.

## Religion (REL)

100. Introduction to The Church of Jesus Christ of Latter-Day Saints (2) (Variable) 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. Book of Mormon I (2) (Variable) Overview of the origin, content, and teachings of the Book of Mormon. Covers from 1 Nephi through Alma 29.

122. Book of Mormon II (2) (Variable) Overview of the origin, content, and teachings of the Book of Mormon. Covers from Alma 30 through Moroni 10.

200. The Eternal Family (2) (F, W, S) This course is centered on the doctrine of the family and the central role families play in Heavenly Father's plan of salvation. Course content is based on "The Family: A Proclamation to the World," other teachings of latter-day prophets, and the scriptures.

211. New Testament I (2) (Variable) Overview of the content and teachings of the New Testament. The life and ministry of the Savior Jesus Christ as contained in the Gospels.

212. New Testament II (2) (Variable) Overview of the content and teachings of the New Testament. The development and teachings of the primitive Church as found in the book of Acts, the Epistles, and Revelation.

225. Foundations of the Restoration (2) (F, W, S) In this course students will study key revelations, doctrine, people, and events related to the Restoration of the Church of Jesus Christ. As they do so, they will build upon their previous sequential and topical gospel study experiences. This course will provide the doctrinal foundation and historical context needed to gain an accurate understanding of Church doctrine and history. Students will study the scriptures, doctrine, and Church history in ways that relate to their lives and circumstances.

250. Jesus Christ and the Everlasting Gospel (2) (F, W, S) This course focuses on the eternal ministry of Jesus Christ and His divine roles and teachings throughout His premortal, mortal, and postmortal

life. Special emphasis is given to the Savior's central role in Heavenly Father's plan for His children. Students are invited to deepen their love for and testimony of Jesus Christ and to become more devoted disciples. This course builds upon students' previous sequential and topical gospel study experiences and is taught using blocks of scripture in context from across the standard works as well as the teachings of modern prophets.

261. Family History (Genealogy) (2) (Variable) Introduction to the 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.

275. The Teachings and Doctrine of the Book of Mormon (2) (F, W, S) This course focuses on doctrine and themes found throughout the writings, teachings, and sermons of the Book of Mormon. Emphasis is given to prophetic witnesses of Heavenly Father and His Son, Jesus Christ. This course builds upon students' previous sequential and topical gospel study experiences.

301. Old Testament I (2) (Variable) Overview of the content and teachings of the Old Testament. Covers Genesis through 2 Samuel.

302. Old Testament II (2) (Variable) Overview of the content and teachings of the Old Testament. Covers 1 Kings through Malachi.

304. Writings of Isaiah (2) (Variable) Teachings and prophecies of Isaiah in light of their historical context and relevance to latter-day people, including a study of how the Book of Mormon prophets understood his writings.

324. Doctrine and Covenants I (2) (Variable) Overview of the origin, content, and teachings of the Doctrine and Covenants. Covers sections 1 through 76.

325. Doctrine and Covenants II (2) (Variable) Overview of the origin, content, and teachings of the Doctrine and Covenants. Covers sections 76 through 138.

327. Pearl of Great Price (2) (Variable) Overview of the origin, content, and teachings of the Pearl of Great Price.

333. Teachings of the Living Prophets (2) (Variable) Distinctive doctrines of the gospel, emphasizing the teachings of the living prophets and recent conference reports.

341. Latter-day Saint History 1805-1844 (2) (Variable) A chronological study of Church history and doctrine.

342. Latter-day Saint History, 1846-1893 (2) (Variable) A chronological study of Church history and doctrine.

345. Church History in the Pacific (2) (Variable) This course treats the growth and development of the Church in the Pacific Basin from the early 1840s to the present.

346. Church History in Asia (2) (Variable) This course studies the

growth and development of the Church of Jesus Christ of Latter-day Saints in the Asian Rim from the early 1900s to the present.

351. The Gospel and World Religions (2) (Variable) Survey of major non-Christian religions, and comparisons with Latter-day Saint doctrines and practices.

354. Women in Scripture (2) (Variable) This course will help students extract and apply lessons of discipleship by exploring influential women in scriptural texts (Old Testament, New Testament, the Book of Mormon, the Pearl of Great Price).

390R. Special Topics in Religion (1-3) (Variable)

391R. Special Topics in Scripture (1-3) (Variable)

431. Doctrines of the Gospel (2) (Variable) 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 standing or Permission of Instructor)

471. Fundamentals of Gospel Teaching (2) (Variable) This course will help students become more powerful teachers of the gospel of Jesus Christ. Students will understand the fundamentals of teaching and gain experience and practice to teach as the Savior does. This course will help students with future teaching opportunities in the Church, in their future homes, and for possible employment with the Church as a Religious Educator. Taking this class and doing well will help give students preferential hiring in the 15 Church Schools in Tonga, Samoa, Fiji and Kiribati.

480. Church Organization and Leadership (2) (Variable) 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 Standing or Permission of Instructor)

## **Samoan (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, reading included. Language laboratory required. (Prerequisite: SAMN 101)

201. Intermediate Samoan Conversation and Grammar (4) (F) Continuation of conversational Samoan, advanced structures, expressions, and patterns. Conducted in Samoan. Language laboratory required. (Prerequisite: SAMN 102)

202. Intermediate Samoan II (3) (W) Continued emphasis on conversation, listening comprehension, vocabulary building, advanced grammar, reading and writing. (Prerequisite: SAMN 201)

or Permission of Instructor)

301. Samoan Oral Tradition (3) (S) Introduction of advanced reading and listening skills. Review of grammar. May include short stories, drama, and poetry. International mission or residency may fulfill prerequisites. (Prerequisite: SAMN 202)

## Seaside and Sports Activities (SSAC)

112. Beginning Golf (1) (Variable) Designed for those students wanting to learn the basic game of golf. Not for those with advanced skills. Fee required.

113. Intermediate Golf (1) (Variable) This course is for students with good understanding of USGA rules and good basic skills.

115. Beginning Bowling (1) (Variable) Designed for those students wanting to learn the basic skills of bowling. Fee required.

126. Archery (1) (Variable) Archery.

130. Beginning Racquetball (1) (Variable) Designed for students with no formal background in racquetball.

131. Beginning Table Tennis (1) (F, W) Introduction to the sport of table tennis. Designed for those students who have had little or no previous experience in table tennis.

132. Intermediate Table Tennis (1) (F, W) Development in the sport of table tennis. Designed for those students who have had previous experience in table tennis.

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) (F, W) 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) (Variable) A course developed based on the principles of Aikido.

158. Swimming for Non-Swimmers (1) (F, W, S) This course is designed for the non-swimmer. The purpose of this course is to help non-swimmers overcome fears they may have in the water and to help them to be safe and feel comfortable in and around water. True non-swimmers are those with no, or limited, swimming skills, who have difficulty putting their face in the water, have a fear of water, or who have had a near-drowning experience.

159. Softball (1) (Variable) Beginning level course designed for those students wanting to learn the game of softball.

160. Beginning Swimming (1) (F, W) Course designed for the non-swimmer, and those wanting to develop their swimming and survival skills in the water.

161. Intermediate Swimming (1) (Variable) 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, W, S) Students will receive lifeguard training along with first aid and CPR certification. Intermediate swimming skills required. Fee required.

167. Beginning Surfing (1) (Variable) Intermediate swimming skills or better required. No non-swimmers. Fee required.

174R. Jogging (1) (F, W, S) A course designed for those wanting to maintain an aerobic-based program using jogging as the basis for maintaining aerobic fitness.

178R. Weight Training Development (1) (F, W, S) A course designed for those wanting experience in weight training. Topics vary and may include open classes, women-only classes, Olympic lifting classes, etc.

180. Beginning Social and Ballroom Dance (1) (F, W) Course designed for students wanting to learn the basic skill of dancing in waltz, cha-cha, and other ballroom 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, S) Course designed for those students wanting to learn the basic skills of Hawaiian hula.

185. Folk Dance of the Pacific (1) (F, W, S) Course is 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.

192. Outing Activities (1) (Variable) Course designed for students wanting to do outdoor activities such as hiking, snorkeling, surfing, etc. Fee required.

265. Water Safety Instruction (2) (S) 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. Fee required.

288. Intermediate Dance for Theater (2) (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 (2) (W) Advanced dance techniques including factors of composition, music, costumes, etc.

## Science (SCI)

99. Successful Practices in Learning Science (1) (F, W, S) The objective of this course is to help the students develop necessary reading and comprehension skills applicable, in general, to all science fields, and to improve the student's ability to learn.

201. Scientific Inquiry (3) (F, W, S) This course is designed to provide students with inquiry-based experiences in how science works using real world applications. The scientific method and processes of scientific discovery will be emphasized. Topical, case study examples will be used to increase students' ability to analyze and solve problems using scientific thinking.

## Secondary Education (SCED)

350. General Methods for Secondary Teachers (2) (F, W) The general methods course provides an introduction to effective teaching methods in secondary classrooms. These methods will provide a framework for discipline specific application. (Prerequisite: EDU 312. Corequisite: SCED 491)

390R. Special Topics in Secondary Education (1-3) (Variable)

401. A Multicultural Approach to Reading in the Content Area (3) (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: EDU 312. Corequisite: SCED 491 (except for non-certification track))

430. Classroom Management in Secondary Contexts (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: EDU 312. Corequisite: SCED 491 (except for non-certification track))

491. Pre-Student Teaching (3) (F, W) This course prepares Secondary Education majors seeking a Hawai'i teacher license for student teaching internships in Hawai'i. Students work in a supervised field experience within a secondary school on Oahu. Weekly seminar attendance required. (Prerequisite: EDU 312. Corequisite: SCED 401, 430 and formal admission to Teacher Education)

492. Student Teaching (14) (F, W) Supervised teaching in the secondary schools. Seminar attendance required. (Prerequisites: Successful completion of all preliminary courses including SCED 491)

## Social Work (SOCW)

160. Introduction to Social Welfare and Social Work (3) (F, W, S) Introduction to the nature of social work and evolution of social welfare. Generalists practice approach is applied to various client systems, including oppressed and disenfranchised populations.

357. Human Behavior in the Social Environment (3) (F, W, S) Provides a multidimensional view of human development from conception through adolescence utilizing a systems approach to infuse biological, psychological, social, spiritual, and developmental frameworks that organize human behavior. (Prerequisite: SOCW 160)

362. Social Work Practice With Individuals (3) (F, W, S) 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 (3) (F, W, S) 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. (Prerequisites: SOCW 362 and Admission to major)

366. Social Welfare Policy (3) (F, W, S) 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, Admission to Major)

368. Social Welfare in Asia and the Pacific (3) (W) 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: Admission to major or Permission of Instructor)

371. Social Work Value and Ethics (3) (F, W, S) This course will introduce students to the Code of Ethics of the National Association of Social Workers and its international equivalents. Students will be taught various models for ethical decision making and be exposed to real world ethical dilemmas which they will have to work through. (Prerequisites: SOCW 160, Admission to Major)

372. Anti-Racism, Diversity, Equity and Inclusion (3) (F, W, S) This course will familiarize students with the concept of anti-racism and

explore various issues surrounding the concept of diversity. The importance of equity and inclusion of all will be stressed. (Prerequisites: SOCW 160, Admission to Major)

390R. Special Topics in Social Work (1-3) (F, W, S) (Prerequisite: Admission to major or Permission of Instructor)

462. Social Work Practice with Organizations and Communities (3) (F, W, S) 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. (Prerequisites: SOCW 362, Admission to major)

463. Child Welfare (3) (F, W) 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. (Prerequisites: SOCW 362, Admission to major)

468. Community Mental Health (3) (F, W) 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)

469. Aging: A Global Concern (3) (S) Overview of the physical, emotional, psychological, and sexual processes that occur as one ages in the context of family roles and responsibilities, cultural diversity, social support networks, health and social services, oppression, and ageism. (Prerequisite: Admission to major or Permission of Instructor)

470. Assessment and Treatment of Substance Abuse (3) (F, W) This course introduces the student to the fundamentals of social work practice with substance abusers. Practice issues for selected populations will be explored. (Prerequisite: Admission to major or Permission of Instructor)

471. Health and Social Work (3) (S) This course will explore generalist social work opportunities across the health care continuum. (Prerequisites: Admission to Major or Permission of Instructor)

474. School Social Work (3) (F) This course will explore generalist social work opportunities in educational settings. Special attention will be given to special education, school violence, and intervening with non-engaged families. (Prerequisites: Admission to Major or Permission of Instructor)

486. Social Research Methods and Applied Statistics (3) (F, W, S) This course will help students to advance their knowledge through the examination and application of social research methods and statistics to social work practice issues. (Prerequisite: Admission to major)

490. Practicum Preparation Seminar (1) (F, W) This course will prepare students for the realities and rigors of the signature capstone experience of the program. (Prerequisites: Admission to major)

491R. Field Practicum (12) (F, W) Students are required to

accumulate 450 clock hours at a social service agency. (Prerequisites: All courses must be completed)

495R. Independent Study (1-3) (Variable) (Prerequisite: Admission to major and Permission of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research associateship. (Prerequisite: Admission to major and Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

## Spanish (SPAN)

\*101. Elementary Spanish Conversation and Grammar I (4) (F, W, S) Emphasis on conversation. Study of basic grammar and vocabulary, reading included. Language laboratory required.

\*102. Elementary Spanish Conversation and Grammar II (4) (F, W) Continued emphasis on conversation. Study of basic grammar and vocabulary, reading included. Language laboratory required. (Prerequisite: SPAN 101 or Permission of Instructor)

\*201. Intermediate Spanish Conversation and Grammar (4) (W, S) Continuation of conversational Spanish. Advanced structures, expressions, and patterns. Conducted in Spanish. Language laboratory required. (Prerequisite: SPAN 102 or Permission of Instructor)

\*202. Intermediate Spanish II (3) (F) Continued emphasis on conversation, listening comprehension, vocabulary building, advanced grammar, reading and writing. (Prerequisite: SPAN 201 or Permission of Instructor)

321. Advanced Grammar and Composition in Spanish (3) (F, W) Process model featured; grammar review included; expressive and expository essays emphasized; computer keyboarding skills recommended. (Prerequisite: SPAN 202 or Permission of Instructor)

393. Business Spanish (3) (S) Hispanic culture as it affects business practices; terminology, lexicon, and business specific vocabulary; emphasis on fluency especially in a business environment. (Prerequisite: SPAN 202 or Permission of Instructor)

441. Survey of Spanish Literature (3) (W) Edited masterworks from the Middle Ages, The Golden Age, the Nineteenth Century, the Generation of 1898, Twentieth Century including Nobel Laureates. (Prerequisite: SPAN 321 or Permission of Instructor)

445R. Special Studies in Spanish (3) (W, S) A variable content course designed to meet specific needs and fill specific requests of students. (Prerequisite: SPAN 321 or Permission of Instructor)

451. Survey of Latin-American Literature (3) (F) 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 or Permission of Instructor)

\*Returned missionaries from Spanish-speaking regions are encouraged to take SPAN 321 or other 300-400 courses.

## Special Education (SPED)

300. Education of Students with Exceptionalities (3) (F, W, S) Overview of the history and development of special education including causes, identification, characteristics, and interventions of various exceptionalities. (Prerequisite: EDU 200)

309. Theory and Practice for Students with Exceptionalities (3) (F, W) Organization of collaborative educational programs, diagnosis, curriculum development, and teaching methods for students with mild/moderate disabilities. (Prerequisite: SPED 300)

320. Behavioral Management (2) (W, S) An overview of behavioral management strategies and associated practices for the K-12 classroom. (Prerequisite: SPED 300)

387. IEP Development: Assessment to Implementation (2) (F, S) Students will learn how to utilize evaluation data to plan, write and implement IEPs as required by federal and Hawaii state law. They will practice putting together quality Individualized Education Programs (IEPs) utilizing a case study approach. Because IEPs are written by a team of professionals' students will also learn team building and leadership. (Pre- or corequisite: SPED 309)

## Student Development (STDEV)

Student Development classes are designed to support students with college related concerns in a class setting in order to help them become lifelong disciples of Christ and leaders in building the kingdom of God. These classes integrate spiritual and secular principles with the goal of growing academic abilities, developing life skills, and improving mental health.

100R. Holokai Foundations (1) (F, W, S) In this course, students are steered by the mission of BYU-Hawai'i, to "prepare students with character and integrity, who can provide leadership in their families, their communities, their chosen fields, and in building the kingdom of God." The principles of *integrity*, *stewardship*, and *service* are key learning objectives.

101R. Introduction to University Life (2) (F, W, S) Effective transition to academic, cultural, social and religious life at BYU-Hawaii. Topics include campus resources, the University's mission, and organizational critical-thinking, and effective-learning skills.

252. Empowerment Self Defense (2) (F, W, S) This course teaches verbal and mental skills for violence prevention and de-escalation, including assertive body language, boundary setting, and the making of informed choices to assess and possibly avoiding violent

situations. It also provides physical skills that harness the strengths of our bodies and psyches.

358R. Student Leadership Development (1-3) (F, W, S) A leadership development training course for BYU-Hawaii SA-affiliated student leaders. This course will examine key principles and practices of leadership and challenge students to utilize content knowledge and practical skills from the classroom as a means of self-assessment and learning application. The course will prepare students to be thoughtful and reflective leaders in their homes, churches, communities, careers and in building the Kingdom of God. The course includes experiential education opportunities to apply the course curriculum and content in their leadership roles on-campus through presidency meetings, activities, career workshops, service projects and gospel forums. (Prerequisite: Permission of Instructor)

390R. Special Topics in Student Development (1-3) (Variable)

## Teaching English to Speakers of Other Languages (TESOL)

199R. Service Leadership Internship in TESOL (1-3) (F, W, S) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary; program coordinated by a faculty member and an on-site supervisor. (Prerequisite: Permission of Instructor)

240. Introduction to TESOL (3) (F, W, S) Fundamental background in teaching English to speakers of other languages, including basic assumptions about language, teaching skills, ESL learner challenges, and on-going professional development. (Also recommended for Education students who desire to teach in the U.S. public schools) (Prerequisite: ENGL 101)

310. TESOL Principles and Methods (3) (F, W, S) Survey of language teaching principles, approaches, and methods, with resulting emphasis on principled eclecticism. (Prerequisites: TESOL 240 and LING 210)

324. Teaching Listening (2) (F) Principles, procedures and materials for teaching English listening skills to speakers of other languages. (Pre or corequisite: TESOL 310)

327. Teaching Speaking (2) (W) Principles, procedures, and materials for teaching English speaking skills to speakers of other languages. (Pre or corequisite: TESOL 310)

328. Teaching Reading (2) (S) Principles, procedures and materials for teaching English reading skills to speakers of other languages. (Pre or corequisite: TESOL 310)

329. Teaching Writing (2) (F) Principles, procedures and materials for teaching English writing skills to speakers of other languages. (Pre or corequisite: TESOL 310)

330. Teaching English to Young Learners (2) (W) Issues and practices of teaching ESL/FL to very young learners, including

developmental psychology, age-appropriate languages tasks and assessment procedures and classroom management. (Pre or corequisite: TESOL 310)

375. Observation in TESOL (2) (F, W) Development of teaching skills through focused instruction and analysis of observed classroom teaching. (Prerequisites: TESOL 240, LING 210)

380. Internship Preparation (1) (F, W, S) Preparation for TESOL 399R. Identifying an acceptable provider, training in lesson planning, review of internship expectations. (Pre or corequisites: TESOL 310, TESOL 375)

390R. Special Topics in TESOL (1-3) (W) (Prerequisite: Permission of Instructor)

391R. TESOL International Convention (1) (W) Prepare for and attend the 3-day TESOL International Convention (varied locations) and summarize and reflect on content from presentations, workshops and plenary speeches. (Prerequisite: TESOL 310 and must be a TESOL B.A. or TESOL Ed. BA Major and Permission of Instructor)

399R. Internship in TESOL (1-14) (F, W, S) Credit for applied experience in TESOL. (Prerequisite: TESOL 380)

400. Second Language Testing and Research Methods (3) (F) 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 310)

405. Technology Assisted Language Instruction (2) (F, S) This course reviews contemporary principles, procedures, and materials for enhancing language learning and teaching with current information and communication technologies (ICT). (Prerequisites: EDU 305, TESOL 310)

425. Teaching Vocabulary (2) (F) Principles, procedures, and materials for teaching English vocabulary to speakers of other languages. (Pre or corequisite: TESOL 310)

426. Teaching Grammar (2) (S) Principles, procedures, and materials for teaching English grammar to speakers of other languages. (Pre or corequisite: TESOL 310)

490. TESOL Senior Seminar (1) (F, W, S) Preparation of an electronic teaching portfolio, or (with instructor permission), a senior research project. (Prerequisite: Final enrollment period or Permission of Instructor)

495R. Independent Study (1-3) (Variable) An opportunity to pursue subjects otherwise not offered by the program. (Prerequisite: Permission of Instructor)

496R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research

associateship. (Prerequisite: Permission of Instructor)

497R. Mentored Research (1-3) (Variable) Supervised individual/group mentored research. (Prerequisites: Permission of Instructor)

## Theatre (THEA)

115. Introduction to Theatre (3) (F, W, S) 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 playwrighting. Attendance at selected stage productions is required.

123. Acting I (3) (F, W, S) Fundamental acting skills: exercises in objective/action, thought processes, scoring of scripts, and playing believable actions through simple scene study, monologue work and improvisation.

141. Introduction to Theatre Technology I: Costume and Makeup Design (3) (Variable) Basic theory and study of costume construction and fabrication for the theatre. Emphasis on terminology, safe operating procedures of sewing machinery, basic stitches, and fabric identification. Introduction to basic makeup application for the stage and screen: corrective, old age, fantasy, and mask making from individual face casts. Fee required.

142. Introduction to Theatre Technology II: Set, Lighting Design, and Stage Management (3) (Variable) Introduction to technical support for realized production. Applied study of set design, construction, painting techniques, safety protocol, lighting instruments, lighting accessories, safety, and maintenance. As well as an introduction to the craft of stage management and its application to production. Fee required.

199R. Service Leadership Internship in Theatre (1-3) (Variable) 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. (Prerequisite: Permission of Instructor)

221. Voice, Speech, and Movement (3) (F) An introduction to vocal production using phonetics (IPA), exercises focused on release of sound, breathing, sound production, and freeing habitual tensions. Pairing the voice with an introduction to stage movement. Instruction in physical work using exercises, slow tempo, martial arts, and improvisation.

224. Acting II: Advanced Scene Study and Shakespeare (3) (W) Continuation and advancement in the basic skills of acting; focused on advanced scene study, characterization, rich emotional life, believability, and analysis. Enriched with an introduction to the performance of Shakespeare using scenes and/or monologues and script analysis (Prerequisite: THEA 123)

260R. Theatre Workshop (1-3) (F, W, S) Work in a dramatic production as a crew member. Instruction in scene shop safety,

construction techniques, crew responsibilities as well as tactile application of learned techniques.

285R. Rehearsal and Performance (1-4) (F, W, S) Work in a dramatic production as cast. (Prerequisite: Permission of Instructor)

325. Playwriting (3) (Variable) Introduction to the fundamentals of playwriting, including structure, exposition, character, dialogue, conflict, dramatic action, and setting. Creation of monologues and scenes to apply techniques and culminating in the creation of a 10-minute and one-act play. (Prerequisite: ENGL 101)

361. Directing (3) (S-odd years) Directing theories and procedures culminating in direction of a 10-minute play, or one-act play by each student. Introduction to directing technique and practice from play selection to play production.

390R. Special Topics in Theatre (1-3) (Variable)

399R. Internship in Theatre (1-14) (F, W, S) Credit for applied experience in theatre. Prior approval must be obtained and coordinated by a faculty member and onsite supervisor. (Prerequisite: Permission of Instructor)

## 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)

202. Intermediate Tongan II (3) (W) Continued emphasis on conversation, listening comprehension, vocabulary building, advanced grammar, reading and writing. (Prerequisite: TONG 201 or Permission of Instructor)

301. Tongan Oral Tradition (3) (S) Introduction of advanced reading and listening skills. Review of grammar. May include short stories, drama, and poetry. International mission or residency may fulfill prerequisite. (Prerequisite: TONG 202)

## World Languages (WLNG)

101R. Elementary World Language I (4) (Variable) First semester study of a world language at the Elementary level.

102R. Elementary World Language II (4) (Variable) Second semester study of a world language at the Elementary level.

201R. Intermediate World Language I (4) (Variable) First semester study of a world language at the Intermediate level.

202R. Intermediate World Language II (3) (Variable) Second semester study of a world language at the Intermediate level.

445R. Special Studies in World Language (1-6) (Variable) Special studies in a world language.

## Academic Programs

### Faculty of Arts and Letters

Communication, Media and Culture

English

Film Minor Program

Visual Arts

### Faculty of Business and Government

Accounting

Business Management

Hospitality and Tourism Management

- Center for Hospitality & Tourism Political Science

Entrepreneurship Minor Program

- Willes Center for International Entrepreneurship

### Faculty of Culture, Language and Performing Arts

Cultural Anthropology Hawaiian Studies

- Jonathan Nāpela Center for Hawaiian and Pacific Studies

History

Integrated Humanities Intercultural Peacebuilding

- David O. McKay Center for Intercultural Understanding

Music

Pacific Studies

- Jonathan Nāpela Center for Hawaiian and Pacific Islands Studies

Theatre Minor Program

### Faculty of Education and Social Work

Education

Social Work

Teaching English to Speakers of Other Languages (TESOL)

- English as an International Language (EIL)

### Faculty of Math and Computing

Computer and Information Sciences (CIS)

Computer Science (CS)

Construction and Facilities Management Minor Program

Information Technology (IT)

Mathematics

### Faculty of Religious Education

Religious Education

## Faculty of Sciences

Biology

Health and Human Science

Psychology

## Faculty of Arts and Letters

### Communication, Media and Culture

#### Faculty

Dean

Charles Bradshaw ([charles.bradshaw@byuh.edu](mailto:charles.bradshaw@byuh.edu))  
MCK 104D, (808) 675-3633

Administrative Assistant

Carol Peterson ([carol.peterson@byuh.edu](mailto:carol.peterson@byuh.edu))  
MCK 104, (808) 675-3616

Academic Advisor

Julie Kunz ([julie.kunz@byuh.edu](mailto:julie.kunz@byuh.edu))  
Academic Advising Office (808) 675-3596

Professors

- Chen, Chiung Hwang (2001) B.A. 1985, Shih Hsin University, Taipei; B.A. 1991, Brigham Young University-Hawaii; M.A. 1994, University of Iowa; Ph. D. 2000, University of Iowa.

Associate Professors

- Allred, Mason (2018) B.A. 2007, Brigham Young University-Hawaii; M.A. 2008, University of California, Berkeley; Ph.D. 2015, University of California, Berkeley.

Assistant Professors

- Cowley, Brent (2024) B.S. 2008, University of Utah; B.A. 2009, University of Utah; M.A. 2017, University of North Texas; Ph.D. 2023, University of Oregon

Adjunct Faculty

- Blimes, Michelle, Communication (2014) B.A. 1995, Bowling Green University; M.A. 2019, Missouri State University.
- Jackson, Mariah Hunt, Communication (2020) B.A. 2014, Brigham Young University, Hawai'i ; M.A. 2017, Brigham Young University, Provo.
- Lambert, LeeAnn, Communication (2005) B.A. 1990, Brigham Young University, Provo; M.A. 2004, Sonoma

State University.

Emeritus Faculty

- Compton, D. Chad (1992-2017)
- Stout, Daniel (2013-2018)

#### Programs and Degrees

- B.A. in Communication, Media and Culture
- Communication, Media and Culture Minor

#### Program Description

Media of communication play a crucial role in shaping the world we live in: from the press, to social media, to film and to other entertainment media. The communication studies curriculum teaches students the foundation of ethical and effective communication. The curriculum includes a wide range of topics, addressing important issues such as media criticism, message design, media processes and effects. Students are expected to develop analytical, leadership, teamwork skills, and the ability to articulate, in verbal and written forms, ideas in the contemporary media landscape.

#### Program Learning Outcomes

Upon completing a major in Communication, Media and Culture, students will:

1. Know the field and apply the theories of communication, media, and culture.
2. Communicate effectively through various media formats.
3. Conduct responsible research by critically evaluating information and analyzing cultural texts.
4. Apply communication concepts to recognize various perspectives and appreciate differences.

#### Career Opportunities

A major in Communication, Media and Culture provides a rigorous degree that prepares students for graduate professional programs in business and public administration, public relations, journalism, as well as for graduate academic programs in fields such as communication studies, media studies, American studies, and other interdisciplinary programs.

As a terminal degree, the major prepares highly desirable and competent professional consultants, Business & Government communications specialists, freelance or writers for journals, magazines, or other media outlets.

### **B.A. in Communication, Media and Culture**

**42 Credits**

**Effective: 09/2023**

**\*For specific course information - see Course Listings in Catalog**

**Core Requirements****15 Credits**

COMM 110	Intercultural Communication (3)
COMM 200	Mass Communication and Society (3)
COMM 251	Introduction to Cultural Theory (3)
COMM 360	Communication Theory and Method (3)
COMM 490	Senior Seminar (3)

**Major Electives: Choose Seven****21 Credits**

COMM 211	Media Writing (3)
COMM 301	The Internet and Society (3)
COMM 305	Communication and Popular Culture (3)
COMM 323	Multimedia Production (3)
COMM 326	Issues in Global Communication (3)
COMM 353	Organizational Communication (3)
COMM 370	Race, Ethnicity and Culture (3)
COMM 380	Gender and Culture (3)
COMM 399R	Internship in Communication (3)
COMM 410	Political Communication (3)
COMM 430	Media Law and Ethics (3)

**Other Electives: Choose Two 6 Credits**

ANTH _____	105, 391, 445, 460 (3)
FILM _____	102, 300, 365R (3)
HIST 423	Modern Nationalism and Globalization (3)
HUM _____	151, 251, 3XX (3)

1. All major course grades must be C- or better.
2. Only one retake per course is allowed across all major required coursework.
3. No more than 3 total retakes are allowed across all major required coursework.

**Communication, Media and Culture Minor****15 Credits****Effective: 09/2023****\*For specific course information - see Course Listings in Catalog****Core Requirements****9 Credits**

COMM 110	Intercultural Communication (3)
COMM 200	Mass Communication and Society (3)
COMM 251	Introduction to Cultural Theory (3)

**Electives: Choose Two****6 Credits**

COMM 301	The Internet and Society (3)
COMM 305	Communication and Popular Culture (3)
COMM 326	Issues in Global Communication (3)
COMM 353	Organizational Communication (3)
COMM 360	Communication Theory and Method (3)
COMM 370	Race, Ethnicity and Culture (3)
COMM 380	Gender and Culture (3)
COMM 410	Political Communication (3)
COMM 430	Media Law and Ethics (3)

All passing grades will be accepted in fulfilling minor or certificate requirements.

**English****Faculty**

Dean

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Administrative Assistants

Carol Peterson ([carol.peterson@byuh.edu](mailto:carol.peterson@byuh.edu))  
MCK 104, (808) 675-3616

Academic Advisor

Kailee Tropia ([kaileetropia@byuh.edu](mailto:kaileetropia@byuh.edu))  
Academic Advising Office (808) 675-4713

Professor

- Bradshaw, Charles (2019) B.A. 1994, Brigham Young University; M.A. 1996, Brigham Young University; Ph.D. 2002, University of Missouri.
- Han, Hsiao Ming (Sherman) (1980) B.A. 1973, Tamkang University; M.A. 1974, Central Missouri State University; Ph.D. 1980, Brigham Young University.
- Hancock, Stephen (2003) B.A. 1996, Arizona State University; M.A. 1999, Brigham Young University; Ph.D. 2003, Purdue University.

Associate Professors

- Christiansen, AnnaMarie (2003) B.A. 1992, Brigham Young University-Hawaii; M.A. 1996, University of Hawai'i at Mānoa; D.A. 2003, Idaho State University.
- Lesuma, Caryn (2018) B.A. 2006, Stanford University; M.A. 2013, Brigham Young University; Ph.D. 2018, University of Hawai'i at Manoa.
- Plicka, Joseph (2012) B.A. 2002, Brigham Young University; M.A. 2006, Brigham Young University; Ph.D. 2011, Ohio University.
- Patrick, Patricia (2007) B.A. 1983, Brigham Young University; M.A. 1989, Brigham Young University; Ph.D. 2007, University of North Carolina, Chapel Hill.
- Phung, Ban (2008) B.S. 1998, Arizona State University; M.A. 1999, Arizona University; Ph.D. 2006, Arizona State University.

Adjunct Faculty

- Bleazard, Jillian, English (2016) B.A. 2007, Brigham Young University-Hawaii; M.A. 2015, Utah State University.
- Bradshaw, Emily, English (2007) B.A. 1999, Brigham Young University; M.A. 2002, Indiana University.
- Naihe, Megan, English (2021), B.A. 2003, Brigham Young University-Hawai'i; M.A. 2018, Weber State.
- Patrick, Scott, English (2012) B.A. 1988, Brigham Young University; M.A. 1991, Brigham Young University.
- Plicka, Emily, English (2012) B.A. 2002, Brigham Young

University; M.A. 2014, Ohio University.

- Robertson, Stephanie, English (2009) B.A. 2006, Brigham Young University–Hawaii. M.A. English, 2019 University of Hawai‘i at Manoa; M.A., Library Science, 2021, University of Hawai‘i at Manoa
- Timothy, Kandi, English (2011) B.A. 2004, Brigham Young University.

#### Emeritus Faculty

- Allred, Randal (1993-2019)
- Baker, Margaret P. (1981-2002)
- Elkington, Barbara Jo (1963-2001)
- Goodwill, Sanoma (1994-2017)
- Marler, Michael G. (1978-2012)
- Marler, Myrna D. (1995-2012)
- Peterson, Keith (1987-2024)
- Walker, James R. (1978-2004)
- Ward, Gale L. (1975-2008)
- Ward, Kathleen (1984-2006)
- Williams, Ned B. (1981-2018)

## Programs and Degrees

No grade lower than a C- is allowed within the major requirements.

- B.A. in English
- B.A. in English Education
- Creative Writing Minor
- English Minor
- Professional Writing Minor

## Program Descriptions

The English major is designed to provide an encounter with the humanizing forces of English and American literature and the English language. As an important focus in the tradition of the liberal arts, the study of English will produce graduates more conscious of themselves, their nature, their society, their values, their traditions and their language.

## Program Learning Outcomes

Upon completing a major in English, students will:

- Engage in knowledgeable discussion, analysis, and appreciation of literary works and of the English language.
- Conduct research that shows high standards of information literacy, critical thinking, and academic integrity.
- Communicate clearly, persuasively, and professionally in writing and speaking.
- Demonstrate understanding, empathy, and respect for people from diverse backgrounds.
- Develop foundational skills for careers and further

education.

## 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 programs, 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.

## B.A. in English

42 Credits

Effective: 09/2022

**\*For specific course information - see Course Listings in Catalog**

### Core Requirements

12 Credits

ENGL 251	Fundamentals of Literature (3)
ENGL 342	Pacific Literatures (3)
ENGL 382	Shakespeare (3)
ENGL 490	Senior Seminar (3)

### Additional Requirements

21 Credits

#### Choose One:

ENGL 351	Literary Criticism and Theory (3)
ENGL 358R	Special Studies: Major Authors or Genres (3)
ENGL 420	Literature for Young Adults (3)

#### Choose One:

ENGL 341	World Literatures in English (3)
ENGL 343	Asian Literature (3)
ENGL 345R	Ethnic Literature (3)

#### Choose One:

ENGL 321	English Grammars (3)
ENGL 421	History of the English Language (3)

#### Choose One:

ENGL 361	American Literature from the Beginnings to Mid-Nineteenth Century (3)
ENGL 362	American Literature from the Mid-Nineteenth Century to World War I (3)

#### Choose One:

ENGL 363	American Literature from 1914 – 1965 (3)
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ENGL 364	American Literature from 1965 – Present (3)
<b>Choose One:</b>	
ENGL 371	English Literature to 1500: Medieval Period (3)
ENGL 372	English Literature from 1500 to 1660: The Renaissance Period (3)
ENGL 373	English Literature from 1660 to 1780: The Restoration and Eighteenth Century (3)

<b>Choose One:</b>	
ENGL 374	English Literature from 1780 to 1832: The Romantic Period (3)
ENGL 375	English Literature from 1832 to 1890: The Victorian Period (3)
ENGL 376	English Literature from 1890 to the Present (3)

### English Concentrations

#### 1 - Literature

Take three additional courses from the following list: ENGL 361, 362, 363, 364, 371, 372, 373, 374, 375, 376

#### 2 - Creative Writing

Take ENGL 218 and two other from the following list:

ENGL 218	Introduction to Creative Writing (3)
ENGL 318	Advanced Creative Writing (3)
ENGL 319	Form and Craft of Literary Genres (3)
ENGL 392	Introduction to Literary Editing and Publishing/Kula Manu (3)
ENGL 418	Writing for Publication (3)

#### 3 - Professional Writing: Take all of the following

ENGL 330	Writing for the Professions (3)
ENGL 331	Professional Career Writing (3)
ENGL 332	Writing for Social Media (3)

#### 4 - World Literatures: Take two of the following

*You cannot double-dip with the above requirements*

ENGL 341	World Literatures in English (3)
ENGL 343	Asian Literature (3)
ENGL 345R	Ethnic Literature (3)

**Choose one additional course** from ENGL 361, 362, 363, 364, 371, 372, 373, 374, 375, or 376

#### Optional Practicum

ENGL 398	On-campus Practicum in English Composition (3)
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Contingent upon completion of the above listed courses, we certify this student meets all MAJOR requirements.

No grade lower than a C- is allowed within the major requirements.

## B.A. in English Education

62-82 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

### English Content

ENGL 251	Fundamentals of Literature (3)
ENGL 321 OR	English Grammars OR (3)
ENGL 421	History of the English Language (3)
ENGL 382	Shakespeare (3)
ENGL 420	Literature for Young Adults (3)
ENGL 490	Senior Seminar (3)
ENGL 218 OR	Introduction to Creative Writing OR (3)
ENGL 318	Advanced Creative Writing (3)

#### Choose Two:

ENGL 361-364	American Literature (3)
ENGL 361-364	American Literature (3)

#### Choose One:

ENGL 341	World Literatures in English (3)
ENGL 342	Pacific Literatures (3)
ENGL 343	Asian Literature (3)

#### Choose Three:

ENGL 371	English Literature to 1500: Medieval Period (3)
ENGL 372	English Literature from 1500 to 1660: Renaissance Period (3)
ENGL 373	English Literature from 1660 to 1780: The Restoration and Eighteenth Century (3)
ENGL 374	English Literature from 1780 to 1832: The Romantic Period (3)
ENGL 375	English Literature from 1832 to 1890: The Victorian Period (3)
ENGL 376	English Literature from 1890 to the Present (3)

### Education: Pre-Professional Area 5-8 Credits

EDU 212	Foundations of Education (2)
EDU 200	Human Growth and Learning in Schools (3)
HWST 101	Introduction to Hawaiian Studies (3)

*(Only Required for Hawaii License Track)*

### Education: Academic Support Area 14 Credits

SPED 300	Education of Students with Exceptionalities (3)
EDU 305	Computer and Technology Assisted Instruction (2)
EDU 312	Effective Pedagogy (3)
EDU 340	Multiculturalism and Culturally Responsive Teaching through Sheltered Instruction (3)
EDU 385	Education Assessment in the Classroom (3)

### Education: Professional Year 7-24 Credits

SCED 350	General Methods for Secondary Teachers (2)
SCED 401	A Multicultural Approach to Reading in the Content Area (3)
SCED 430	Classroom Management in Secondary Contexts (2)
SCED 491	Pre-Student Teaching (3)
SCED 492	Student Teaching (14)

**Application to the Teacher Education Program must take place before Professional Year courses may be taken.**

**Application deadlines:**

February 15 for those beginning Professional Year courses in fall semester  
May 15 for those beginning Professional Year courses in winter semester

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-.

If the second attempt is lower than a C-, the student will be removed from the major.

ENGL 376	English Literature from 1890 to the Present (3)
ENGL 382	Shakespeare (3)
ENGL 420	Literature for Young Adults (3)
ENGL 421	History of English Language (3)

All passing grades will be accepted in fulfilling minor or certificate requirements.

## Professional Writing Minor

17 Credits

Effective: 09/2018

\*For specific course information - see Course Listings in Catalog

<b>Required</b>	<b>14 Credits</b>
ENGL 316	Technical Writing (3)
ENGL 330	Writing for the Professions (3)
ENGL 331	Professional Career Writing (3)
ENGL 332	Writing for Social Media (3)
ENGL 491	Professional Writing Practicum (2)
<b>Electives</b>	<b>3 Credits</b>
COMM 211	Media Writing (3)
BUSM 320	Business Communication (3)
PMGT 350	Crisis Management (3)
POSC 354	Legal Research and Writing (3)

All passing grades will be accepted in fulfilling minor or certificate requirements.

## Film Minor Program

### Faculty

Dean

Charles Bradshaw ([charles.bradshaw@byuh.edu](mailto:charles.bradshaw@byuh.edu))  
MCK 104D, (808) 675-3633

Administrative Assistants

Carol Peterson ([carol.peterson@byuh.edu](mailto:carol.peterson@byuh.edu))  
MCK 104, (808) 675-3616

Academic Advisor

Kailee Tropa ([kaileetropa@byuh.edu](mailto:kaileetropa@byuh.edu))  
Academic Advising Office (808) 675-4713

Professor

- Beus, Yifen, Film (2000) B.A. 1987, National Chengchi University; M.A. 1989, Brigham Young University; Ph.D. 2000, Indiana University.

Affiliated Faculty Members

- Allred, Mason, Film (2018) B.A. 2007, Brigham Young University-Hawai'i; M.A. 2008, University of California, Berkeley; Ph.D. 2015, University of California, Berkeley.
- Beus, David, Film (2000) B.A. 1989, Brigham Young

## Creative Writing Minor

15 Credits

Effective: 09/2022

\*For specific course information - see Course Listings in Catalog

<b>Required</b>	<b>15 Credits</b>
ENGL 218	Introduction to Creative Writing (3)
ENGL 318	Advanced Creative Writing (3)
ENGL 319	Form and Craft of Literary Genres (3)
ENGL 392	Introduction to Literary Editing and Publishing/Kula Manu (3)
ENGL 418	Writing for Publication (3)

All passing grades will be accepted in fulfilling minor or certificate requirements.

## English Minor

15 Credits

Effective: 09/2022

\*For specific course information - see Course Listings in Catalog

<b>Required</b>	<b>3 Credits</b>
ENGL 251	Fundamentals of Literature (3)
<b>Electives</b>	<b>12 Credits</b>
<i>Choose from the following</i>	
ENGL 321	English Grammars (3)
ENGL 341	World Literatures in English (3)
ENGL 342	Pacific Literatures (3)
ENGL 343	Asian Literature (3)
ENGL 345R	Ethnic Literature (3)
ENGL 351	Literary Criticism and Theory (3)
ENGL 358R	Special Studies: Major Authors or Genres (3)
ENGL 361	American Literature from the Beginnings to Mid-Nineteenth Century (3)
ENGL 362	American Literature from Mid-Nineteenth Century to World War I (3)
ENGL 363	American Literature from 1914-1965 (3)
ENGL 364	American Literature from 1965-Present (3)
ENGL 371	English Literature to 1500: Medieval Period (3)
ENGL 372	English Literature from 1500 to 1660: Renaissance Period (3)
ENGL 373	English Literature from 1660 to 1780: The Restoration and Eighteenth Century (3)
ENGL 374	English Literature from 1780 to 1832: The Romantic Period (3)
ENGL 375	English Literature from 1832 to 1890: The Victorian Period (3)

University; M.A. 1994, University of North Carolina; Ph. D. 2002, University of North Carolina, Chapel Hill.

#### Adjunct Faculty

- Aisake, Sariah Ann (2018) B.A. 2009, Brigham Young University-Hawai'i; M.A. (2012) Full Sail University.

## Programs and Degrees

- Film Minor

### Film Minor

15 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

#### Core Requirements

3 Credits

FILM 102 Introduction to Film (3)

#### Electives (Choose four)

12 Credits

FILM 218 Basic Video Production (3)  
FILM 318 Intermediate Video Production (3)  
FILM 300 World Cinema (3)  
FILM 365R Special Studies in World Cinema (3)  
FILM 420 Documentary Film (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Visual Arts

### Faculty

#### Dean

Charles Bradshaw ([charles.bradshaw@byuh.edu](mailto:charles.bradshaw@byuh.edu))  
MCK 104D, (808) 675-3633

#### Administrative Assistants

Carol Peterson ([carol.peterson@byuh.edu](mailto:carol.peterson@byuh.edu))  
MCK 104, (808) 675-3616

#### Academic Advisor

Kailee Tropia ([kaileetropia@byuh.edu](mailto:kaileetropia@byuh.edu))  
Academic Advising Office (808) 675-4713

#### Associate Professors

- Kwon, Jihae, Graphic Design (2015) B.F.A. 1999, University of Utah; B.F.A. 2003, University of Utah; M.A. 2014, The Corcoran College of Art & Design; M.F.A. 2020, Savannah College of Art & Design.
- McConnell, Robert, Graphic Design (2015) B.S. 2011, Brigham Young University; M.F.A. 2014, Maryland Institute College of Art.
- Merrill, Jeffrey B., Painting (2011) B.F.A. 1997, Brigham Young University; M.F.A. 2011, Academy of Art

University.

#### Assistant Professors

- Jackson, Jacob, 3-D Art (2020) B.F.A. 2001, Brigham Young University-Hawai'i; M.F.A. 2005, University of Hawai'i-Manoa.

#### Adjunct Faculty

- Christy, Olivia, Art Education (1985) B.A. 1981, Brigham Young University.
- Houghton, Caryn, Art History (2009) B.A. 1992, Brigham Young University; M.A. 2014, California State University, Dominguez Hills.
- Merrill, Ann, Art History (2013) B.S. 1996, Brigham Young University.
- McConnell, Anna, Graphic Design (2017) B.S. 2011, Brigham Young University.
- Moncur, Abish, Graphic Design (2021) B.F.A. Brigham Young University-Hawai'i
- Saenz, Monique, Photography (2003) B.F.A., Brigham Young University-Hawaii. M.F.A. 2010, Academy of Art University.

#### Emeritus Faculty

- Alisa, Mata'umu (1997-2011)
- Miller, Dwight E. (1978-2012)
- Toluta'u, Viliami (1991-2019)

## Programs and Degrees

The Visual Arts Program offers a Bachelor of Fine Arts degree (art) as well as bachelor's degrees in art, and art education. Students may also earn an academic or a skill-based minor or certificate in these fields. Students are required to meet with their faculty advisor and academic advisor to plan an academic schedule. Programs offered in the Visual Arts Program include the following and are described below.

- Bachelor of Arts in Visual Arts
- Bachelor of Fine Arts in Visual Arts
- B.A. in Art Education
- Minor in Painting
- Minor in Sculpture
- Visual Arts Minor

## Programs Descriptions

The Visual Arts Program supports the mission of BYU-Hawai'i to prepare students of Oceania and the Asian Rim to be lifelong disciples of Jesus Christ and leaders in their families, communities, chosen fields, and in building the kingdom of God. Specifically the program strives to cultivate students into visually literate, proficient visual problem solvers with integrity and a foundation

in the Gospel, while simultaneously preparing them as competent professionals in various fields of visual arts.

## Program Learning Outcomes

Upon completing a major in Art, students will:

- Demonstrate studio proficiency in hand crafted visual art production techniques.
- Demonstrate studio proficiency in digital imaging and computer software production techniques.
- Demonstrate methods of critical thinking through critique, compositional analysis, and interpretation of the elements and principles of design.
- Demonstrate informed understanding and appreciation of the history of art, theories of art, and the role of art in education through written and oral communication.
- Demonstrate proficiency in professional practices of visual arts documentation and presentation through portfolio production and exhibition.
- Demonstrate leadership and self-directed learning through independent study, student research and internship.

## Career Opportunities

The visual arts major prepares students for many visual art and humanity-related careers and provides a solid foundation for art and design graduate programs. Studio art majors can specialize in one of two media concentrations (graphic design, or painting & illustration). Students in the graphic design concentration are trained as graphic designers in digital and print media for branding, publication, and web design, including additional skills in illustration, photography, and video. Students in the painting & illustration concentration are trained work in a variety of art related careers, including fine art studio painting (portraiture, landscape, still life, conceptual, mural, expressive), illustration for print and digital media (books, phone apps, education, editorial, advertising, commercial art), concept art and visual development for the animation and gaming industries.

## Bachelor of Arts in Visual Arts

\*For specific course information - see Course Listings in Catalog

### Required Visual Arts Core 6 Credits

ART 119	Drawing and Design Concepts (3)
ART 156 or	Three Dimensional Concepts (3)
ART 265	Beginning Sculpture (3)

### Required Art History and Theory Core 12 Credits

ART 201	Global Art History I (3)
ART 202	Global Art History II (3)
ART 306	Global Art History III (3)
ART 442	Readings in Aesthetics (3)

All students Must Pass the Portfolio Review before advancing to the Visual Arts BA. Complete the Visual Arts Core, create portfolio on Behance and submit electronically on the program website. Applications due April 10th. Accepted students may begin Visual Arts coursework the semester indicated in the admittance letter.

### Required Courses

ART 221R	Figure Drawing (3)
ART 385	Contemporary Art Studio (3)

### 6 Credits

### 200 Level Electives

ART 210	Digital Design (3)
ART 212	Digital Photography (3)
ART 225	Painting Concepts (3)
ART 255	Beginning Ceramics (3)
ART 265	Beginning Sculpture (3)
PAIS 275	Pacific Wood Carving (3)

### 6 Credits

### 300 Level Electives

ART 312	Intermediate Photography (3)
ART 325	Figure Painting (3)
ART 335	Watercolor (3)
ART 345	Digital Painting (3)
ART 355	Intermediate Ceramics (3)
ART 365	Intermediate Sculpture (3)
ART 368	Printmaking-Lithography (3)
ART 375	Printmaking-Screen Printing (3)
ART 399R	Internship in Visual Arts (3)

### 12 Credits

### 400 Level Electives

ART 425	Advanced Painting (3)
ART 465	Advanced Sculpture (3)
ART 447	Book Arts (3)

### 3 Credits

### Visual Arts Seminar Repeat two (2) times 1 Credit

ART 300R	Visual Arts Seminar (0.5)
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**BA Total: 46 Credits**

**No more than two courses may be counted toward both the major and any other major, minor, or certificate programs.**

**No grade below C-will be accepted in fulfilling major requirements.**

**One retake is allowed per class, for up to two major classes.**

## Bachelor of Fine Arts in Visual Arts

\*For specific course information - see Course Listings in Catalog

### Graphic Design Concentration

65 Credits Effective: 09/2023

### Required Visual Arts Core 6 Credits

ART 119	Drawing and Design Concepts (3)
ART 156	Three Dimensional Concepts (3)

### Required Art History and Theory Core 12 Credits

ART 201	Global Art History I (3)
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ART 202	Global Art History II (3)
ART 316	Graphic Design History (3)
ART 442	Readings in Aesthetics (3)

All students Must Pass the Portfolio Review before advancing to the Visual Arts Graphic Design Concentration. Complete the Visual Arts Core, create a portfolio on Behance and submit electronically on the program website. Applications due April 10th. Students are allowed to take ART 210 and ART 212 before acceptance. Accepted students may begin Visual Arts Graphic Design coursework the semester indicated in the admittance letter.

<b>Graphic Design Concentration</b>	<b>47 Credits</b>
<b>Required</b>	<b>39 Credits</b>
ART 210	Digital Design (3)
ART 212	Digital Photography (3)
ART 270	Typography (3)
ART 280	Branding (3)
ART 370	Interaction Design (3)
ART 371	Typography II-Type & Lettering (3)
ART 380	Publication Design (3)
ART 399R	Internship in Visual Art (3)
ART 444	Motion Graphics (3)
ART 445	Packaging Design (3)
ART 470	Artists Portfolio Production (3)
ART 480	BFA Thesis Research (3)
ART 481	BFA Thesis Studio (Graphic Design) (3)

**Visual Arts Seminar** *Repeat four (4) times* **2 Credits**  
 ART 300R Visual Arts Seminar (0.5)

<b>Electives: Take two of the following</b>	<b>6 Credits</b>
ART 221R	Figure Drawing (3)
ART 225	Painting Concepts (3)
ART 255	Beginning Ceramics (3)
ART 368	Printmaking-Lithography (3)
ART 375	Printmaking-Screen Printing (3)
ART 390R	Special Topics in Art (3)
ART 447	Book Arts (3)

**BFA Total: 65 Credits**

### Painting and Illustration Concentration

**56 Credits**                      **Effective: 09/2023**

<b>Required Visual Arts Core</b>	<b>6 Credits</b>
ART 119	Drawing and Design Concepts (3)
ART 156 or	Three Dimensional Concepts (3)
ART 265	Beginning Sculpture (3)

<b>Required Art History and Theory Core</b>	<b>12 Credits</b>
ART 201	Global Art History I (3)
ART 202	Global Art History II (3)
ART 306	Global Art History III (3)
ART 442	Readings in Aesthetics (3)

All students Must Pass the Portfolio Review before advancing to the Visual Arts Painting & Illustration Concentration. Complete

the Visual Arts Core, create a portfolio on Behance and submit electronically on the program website. Applications due April 10th. Accepted students may begin Painting & Illustration Concentration coursework the semester located in the admittance letter.

### **Painting and Illustration Concentration**                      **38 Credits**

<b>Required</b>	<b>30 Credits</b>
ART 212	Digital Photography (3)
ART 221R	Figure Drawing (3)
ART 225	Painting Concepts (3)
ART 325	Figure Painting (3)
ART 335 or	Watercolor or (3)
ART 345	Digital Painting (3)
ART 385	Contemporary Art Studio (3)
ART 425	Advanced Painting (3)
ART 470	Artists Portfolio Production (3)
ART 480	BFA Thesis Research (3)
ART 482	BFA Thesis Studio Painting (3)

**Visual Arts Seminar** *Repeat four (4) times* **2 Credits**  
 ART 300R Visual Arts Seminar (0.5)

<b>Electives: Take two of the following</b>	<b>6 Credits</b>
ART 210	Digital Tools (3)
ART 255	Beginning Ceramics (3)
ART 312	Intermediate Photography (3)
ART 355	Intermediate Ceramics (3)
ART 365	Intermediate Sculpture (3)
ART 368	Printmaking-Lithography (3)
ART 375	Printmaking-Screen Printing (3)
ART 399R	Internship in Visual Art (3)
ART 447	Book Arts (3)
ART 465	Advanced Sculpture (3)
FILM	102, 218, 300, 318, 365R (3)

**BFA Total: 56 Credits**

No more than two courses may be counted toward both the major and any other major, minor, or certificate programs. No grade below C-will be accepted in fulfilling major requirements. One retake is allowed per class, for up to two major classes.

### **B.A. in Art Education**

**59-79 Credits**                      **Effective: 09/2023**

**\*For specific course information - see Course Listings in Catalog**

<b>Art Content</b>	<b>38 Credits</b>
ART 119	Drawing and Design Principles (3)
ART 210	Digital Design (3)
ART 212	Digital Photography (3)
FILM 218	Basic Video Production (3)
ART 220	Experience in Visual Arts (3)
ART 221R	Figure Drawing (3)
ART 225	Painting Concepts (3)

ART 265	Beginning Sculpture (3)
ART 201	Global Art History I (3)
ART 202	Global Art History II (3)
ART 306	Global Art History III (3)
ART 337 OR	Art Methods for Secondary Teachers OR (2)
SCED 350	General Methods for Secondary Teachers (2)
ART 442	Readings in Aesthetics (3)

**Education: Pre-Professional Area 5-8 Credits**

HWST 101	Introduction to Hawaiian Studies (3) <i>(Only Required for Hawaii License Track)</i>
EDU 212	Foundations of Education (2)
EDU 200	Human Growth and Learning in Schools (3)

**Education: Academic Support Area 14 Credits**

SPED 300	Education of Students with Exceptionalities (3)
EDU 305	Computer and Technology Assisted Instruction (2)
EDU 312	Effective Pedagogy (3)
EDU 340	Multiculturalism & Culturally Responsive Teaching through Sheltered Instruction (3)
EDU 385	Education Assessment in the Classroom (3)

**Education: Professional Year 5-22 Credits**

SCED 401	A Multicultural Approach to Reading in the Content Area (3)
SCED 430	Classroom Management in Secondary Contexts (2)
SCED 491	Pre-Student Teaching (3)
SCED 492	Student Teaching (14)

Application to the Teacher Education Program must take place before Professional Year courses may be taken.

**Application deadlines:**

February 15 for those beginning Professional Year courses in fall semester  
May 15 for those beginning Professional Year courses in winter semester

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-.

If the second attempt is lower than a C-, the student will be removed from the major.

## Minor in Painting

15 Credits

Effective: 09/2022

**\*For specific course information - see Course Listings in Catalog**

**Studio Options 9-12 Credits**

**Take at least three (3) of the following:**

ART 119	Drawing and Design Principles (3)
ART 221R	Figure Drawing (3)
ART 225	Painting Concepts (3)
ART 325	Figure Painting (3)
ART 335	Watercolor (3)
ART 345	Digital Painting (3)
ART 385	Contemporary Art Studio (3)
ART 425	Advanced Painting (3)

**Academic Options 3-6 Credits**

**Take at least one (1) of the following:**

ART 201	Global Art History I (3)
ART 202	Global Art History II (3)
ART 306	Global Art History III (3)
ART 316	Graphic Design History (3)
FILM 102	Introduction to Film (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Minor in Sculpture

15 Credits

Effective: 09/2023

**\*For specific course information - see Course Listings in Catalog**

**Studio Options**

**9-12 Credits**

*Take at least three (3) of the following:*

ART 119	Drawing and Design Principles (3)
ART 156	Three Dimensional Concepts (3)
ART 255	Beginning Ceramics (3)
ART 265	Beginning Sculpture (3)
ART 355	Intermediate Ceramics (3)
ART 365	Intermediate Sculpture (3)
ART 385	Contemporary Art Studio (3)
ART 465	Advanced Sculpture (3)

**Academic Options**

**3-6 Credits.**

*Select at least one class from the following:*

ART 201	Global Art History I (3)
ART 202	Global Art History II (3)
ART 306	Global Art History III (3)
FILM 102	Introduction to Film (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Visual Arts Minor

15 Credits

Effective: 09/2023

**\*For specific course information - see Course Listings in Catalog**

**Studio Options**

**9-12 Credits**

**Take at least three (3) of the following**

ART 119	Drawing and Design Principles (3)
ART 156	Three Dimensional Concepts (3)
ART 210	Digital Design (3)
ART 212	Digital Photography (3)
ART 220	Experience in Visual Arts (3)
ART 225	Painting Concepts (3)
ART 255	Beginning Ceramics (3)
ART 265	Beginning Sculpture (3)
ART 312	Intermediate Photography (3)
ART 355	Intermediate Ceramics (3)
ART 447	Book Arts (3)

**Academic Options**

**3-6 Credits**

**Take at least one (1) from the following:**

ART 201	Global Art History I (3)
ART 202	Global Art History II (3)
ART 306	Global Art History III (3)

ART 316 Graphic Design History (3)  
FILM 102 Introduction to Film (3)

All passing grades will be accepted in fulfilling minor or certificate requirements.

## Faculty of Business and Government

### Accounting

#### Faculty

##### Dean

Nathaniel Stephens ([Nate.Stephens@byuh.edu](mailto:Nate.Stephens@byuh.edu))  
HGB 239, (808) 675-4717

##### Administrative Assistants

Patiola Thompson-Beatty ([patiola.thompson@byuh.edu](mailto:patiola.thompson@byuh.edu))  
HGB 242, (808) 675-3472

Lila Matagi Magalei ([lila.magalei@byuh.edu](mailto:lila.magalei@byuh.edu))  
HGB 234, (808) 675-3559

##### Academic Advisor

Carolyn Koroinamua ([carolyn.koroinamua@byuh.edu](mailto:carolyn.koroinamua@byuh.edu))  
Academic Advising Office (808) 675-4724

##### Professors

- Chen, Jennifer C. (2005) B.S. 1999, Brigham Young University-Hawaii; M.S. 2001, University of Nevada - Las Vegas; Ph.D. 2005, University of Central Florida; CPA 2020, State of Hawaii.
- Stephens, Nathaniel (2021) B.S./M.Acc, Brigham Young University; Ph.D 2008, University of Arizona; CPA 2010, State of Colorado.

##### Associate Professors

- Watkins, J. Brian (2011) B.S./M.Acc. 1993, Brigham Young University; J.D. 1993, Brigham Young University; 2017 CPA, State of Hawaii.
- White, Brent (2015) B.S./M.Acc., 1993, Brigham Young University; formerly VP Internal Audit/Chief Audit Executive, Allergan, Inc.
- Scanlan, Tialei (2017) B.S. 2012, Brigham Young University-Hawaii; 2014 CPA, State of Hawaii; M.B.A. 2015, University of Hawai'i at Mānoa; Ph.D 2023, University of Hawai'i at Manoa.

##### Adjunct Faculty

- Zhang, Xiaoyu (2024)

##### Emeritus Faculty

- Munson, Lloyd M. (1976-1996)
- Nemrow, Joseph (2008-2017)

### Programs and Degrees

- B.S. in Accounting
- Accounting Minor

### The Discipline

Accounting, known as the language of business, prepares 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.

### Program Learning Outcomes

Upon completing a major in Accounting, students will:

- Demonstrate competence in core accounting knowledge and general business principles.
- Communicate proficiently in accounting situations.
- Demonstrate proficiency in accounting standards and regulations including professional ethics.
- Work effectively with others in using critical thinking skills to solve accounting-related problems.
- Demonstrate proficiency in using technology in accounting contexts.
- Learn independently and understand the importance of continuous learning.

### 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.

### B.S. in Accounting

57 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

**Required Accounting Foundation Courses 18 Credits**  
*(ACCT 201 and ACCT 203 must be completed with a B- or better, and all others must be completed with a C- or better)*

ACCT 186	Introduction to Financial Computing (3)
ACCT 201	Introduction to Financial Accounting (3)
ACCT 203	Introduction to Managerial Accounting (3)
MATH 121	Principles of Statistics (3)
ECON 200	Principles of Microeconomics (3)

ECON 201 Principles of Macroeconomics (3)

**Required Business Courses 9 Credits**

BUSM 301 Business Finance (3)  
BUSM 320 Business Communication (3)  
BUSM 342 Business Law and Ethics (3)

**Elective Business/IS/FIN Course; Complete One 3 Credits**

CS 250 Database Applications (3)  
ENTR 275 Leadership and the Gospel of Jesus Christ:  
Becoming a Disciple Leader (3)  
FIN 360 Corporate Financial Statement Analysis (3)  
BUSM 361 Business Analytics and Operations (3)  
BUSM 310 Principles of Management (3)  
BUSM 304 Principles of Marketing Management (3)

**Required Accounting Courses 27 Credits**

ACCT 301 Intermediate Accounting I (3)  
ACCT 302 Intermediate Accounting II (3)  
ACCT 312 Managerial Accounting (3)  
ACCT 321 Federal Taxation I (3)  
ACCT 356 Accounting Information Systems (3)  
ACCT 365 Auditing (3)  
ACCT 386 Data Analytics for Accountants (3)  
ACCT 400 Intermediate Accounting III (3)  
ACCT 440 International Accounting and Accounting  
Research (3)

1. ACCT 201 and ACCT 203 must be completed with a B- or better, and all other Accounting Foundations Courses must be completed with a C- or better.
2. No more than one "D" grade may be applied towards the major. Other grades must be C- or better.
3. One retake is allowed per class, but a total of only two classes on this Major Requirement Sheet may be repeated.

## Accounting Minor

18 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

*You must receive a B- or better in ACCT 201 and ACCT 203.*

**Required 15 Credits**

*Take all of the following*

ACCT 186 Introduction to Financial Computing (3)  
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)

**Electives 3 Credits**

*Select a class from the following*

ACCT 312 Managerial Accounting (3)  
ACCT 321 Federal Taxation I (3)  
ACCT 356 Accounting Information Systems (3)  
ACCT 365 Auditing (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements unless specifically stated on Requirement Sheet.**

## Business Management

### Faculty

Dean

Nathaniel Stephens ([Nate.Stephens@byuh.edu](mailto:Nate.Stephens@byuh.edu))  
HGB 239, (808) 675-4717

Administrative Assistants

Patiola Thompson-Beatty ([patiola.thompson@byuh.edu](mailto:patiola.thompson@byuh.edu))  
HGB 242, (808) 675-3472

Lila Matagi Magalei ([lila.magalei@byuh.edu](mailto:lila.magalei@byuh.edu))  
HGB 234, (808) 675-3559

Academic Advisor

Russell Runnels ([russell.runnels@byuh.edu](mailto:russell.runnels@byuh.edu))  
Academic Advising Office (808) 675-3827

Associate Professors

- Springer, Scott (2016) B.A. 1999, Utah State University; M.B.A 2005, Pepperdine University; Ed.D. 2016, Northeastern University.
- Vicente, Ricardo (2017) B.A. 1992, Superior School of Business Administration; M.B.A Foundation Getulio Vargas; D.B.A. University of Sherbrooke.

Assistant Professors

- Gho, Marcus (2023) B.S. 2003, Brigham Young University; M.S. 2006, Utah State University; Ph.D. 2020, University of Alaska Fairbanks.
- Numanga, Moana (2021) L.L.B. 2005, University of Waikato; L.L.M 2012, University of Hawai'i at Mānoa; J.D. 2014, University of Hawai'i at Mānoa.
- Pacis, Arkhe. (2023) B.S. Brigham Young University—Hawaii; M.S. 2018, Liberty University; D.B.A. 2022, Wayland Baptist University.
- Rogers, Paul James (2013) B.S. 1994, Brigham Young University—Hawaii; M.B.A 1999, Yonsei University.
- Springer, Ann (2019) B.S. 2000, Utah State University; M.B.A. 2016, Marylhurst University.
- Sukhbaatar, Tserennyam (2021) B.S. 2012, Brigham Young University—Hawaii; M.B.A. 2017, Utah Valley University.

Emeritus Faculty

- Bradshaw, James R. (1969-2007)
- Davis, Robert (1973-1981)
- Hannonen, Helena (2006-2020)
- Haynes, Beth (1994-2017)
- Huff, Lenard (2000-2019)
- Keliliki, Dale K. (1972-1996)
- Kimzey, Bruce (1999-2007)

- Taylor, John E. (1993-2013)

## Programs and Degrees

\*note: you must have a 2.50 GPA in Business prerequisites and a CGPA of 2.30 to continue in all Business majors.

\*note: no more than one D grade may be applied towards the major. All business prerequisites must be C- or better. One retake is allowed per class, for up to two major classes.

- B.S. in Business Management
- B.S. in Business Education
- Human Resource Management Minor
- Economics Minor
- Organizational Leadership Minor
- Marketing Minor
- Supply Chain, Operations and Analytics Minor

## The Discipline

Business Management provides students with a broad understanding of the relationships between cultures, business firms, governments, customers, and societies. The program prepares students to be contributing and successful members of the business community.

## Program Learning Outcomes

Upon completing a major in Business Management, students will:

- Demonstrate a knowledge of fundamental areas of business.
- Have a knowledge of international business basics.
- Have a knowledge of intercultural understanding fundamentals.
- Be able to prepare entrepreneurial/intrapreneurial business plan.
- Be able to solve problems.
- Work effectively in teams.
- Communicate effectively.
- Demonstrate the ability to lead.
- Demonstrate commitment to service-mindedness.
- Demonstrate commitment to ethical behavior.

## Career Opportunities

Business Management graduates are prepared for administrative careers in both domestic and international organizations. Students typically find jobs in the private and not-for-profit sectors. Specific job descriptions are many and varied. Some examples are: manager, supervisor, banker, consultant, financial analyst, credit analyst, real estate broker, financial planner, business systems consultant/analyst, sales representative, account executive, research specialist, marketing director, digital marketing manager, marketing analyst, management trainee, buyer, merchandiser,

production manager, technical customer support, inventory manager, logistics manager, materials supervisor and so on.

## B.S. in Business Management

55 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

### Business Prerequisites

21 Credits

ACCT 201	Introduction to Financial Accounting (3)
ACCT 203	Introduction to Managerial Accounting (3)
BUSM 180	Introduction to Business (3)
ECON 200*	Principles of Microeconomics (3) (B- or better needed for Economics Concentration)
ECON 201	Principles of Macroeconomics (3)
ACCT 186	Introduction to Financial Computing (3)
MATH 121	Principles of Statistics (3)

### Business Foundations

19 Credits

BUSM 301*	Business Finance (3) (B- or better needed for Finance Concentration)
BUSM 304*	Principles of Marketing Management (3) (B- or better needed for Marketing Concentration)
BUSM 310*	Principles of Management (3) (B- or better needed for Organizational Leadership and Human Resources Concentration)
BUSM 320	Business Communication (3)
BUSM 325	Career Management (1)
BUSM 342	Business Law and Ethics (3)
BUSM 361*	Business Analytics and Operations (3) (B- or better needed for Supply Chain, Operations and Analytics Concentration)

### Economics Concentration

(\* B- or better is required for the Business Prerequisite course ECON 200.

### Economics Concentration Required Courses 12 Credits

ECON 350	Economic Development (3)
ECON 353	Money, Banking, and Business (3)
ECON 360	International Economics (3)
FIN 360	Corporate Financial Statement Analysis (3)

### Economics Concentration Elective Course

3

### Credits

#### Select one course

ECON 390R	Special Topics in Economics (1-3)
POSC 362	International and Political Economy (3)
POSC 366	Politics and Economics of the Developing World (3)

### Finance Concentration

(\* B- or better is required for the Business Prerequisite course BUSM 301.

### Finance Concentration Required Course

6

### Credits

FIN 360	Corporate Financial Statement Analysis (3)
FIN 370	Risk Management (3)

### Finance Concentration Elective Courses

9

### Credits

#### Select three courses

BUSM 393R	Special Topics in Finance (1-3)
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ECON 353	Money, Banking and Business (3)
FIN 365	Real Estate Finance (3)
FIN 410	Investments (3)
FIN 432	International Finance (3)

### Organizational Leadership and Human Resources Concentration

(\*) B- or better is required for the Business Prerequisite course BUSM 310.

### Organizational Leadership and Human Resources Concentration Required Courses 9 Credits

BUSM 327	Human Resource Management (3)
BUSM 347	Managing Diversity, Equity, and Inclusion (3)
BUSM 401	Principles of Leadership (3)

### Organizational Leadership and Human Resources Concentration Elective Courses *Select two courses* 6 Credits

BUSM 337	Employee & Labor Relations (3)
BUSM 395R	Special Topics in Organizational Leadership and Human Resources (1-3)
BUSM 457	Training & Development (3)
BUSM 467	Talent Acquisition (3)

### Marketing Concentration

(\*) B- or better is required for the Business Prerequisite course BUSM 304.

### Marketing Concentration Required Courses 9 Credits

BUSM 421	Integrated Marketing Communications (3)
BUSM 422	Marketing Research (3)
BUSM 429	Strategic Marketing Management (3)

### Marketing Concentration Elective Course s 6 Credits

#### *Select two courses*

BUSM 394R	Special Topics in Marketing (1-3)
BUSM 410	Advanced Analytics and Big Data (3)
BUSM 411R	Digital Marketing Agency (3)
BUSM 460R	Marketing Projects (3)

### Supply Chain, Operations and Analytics Concentration

(\*) B- or better is required for the Business Prerequisite course BUSM 361.

### Supply Chain, Operations and Analytics Concentration Required Courses 9 Credits

BUSM 371	Supply Chain Management (3)
BUSM 381	Global Logistics Management (3)
BUSM 391	Project Management (3)

### Supply Chain, Operations and Analytics Concentration Elective Courses 6 Credits

#### *Select two courses*

BUSM 396R	Special Topics in Supply Chain, Operations, and Analytics (1-3)
BUSM 410	Advanced Analytics and Big Data (3)
BUSM 461	Lean Six Sigma (Process Improvement) (3)

## B.S. in Business Education

62-82 Credits Effective: 09/2024

\*For specific course information - see Course Listings in Catalog

## Business Content 36 Credits

### *Business Core*

ACCT 186	Introduction to Financial Computing (3)
ACCT 201	Introduction to Financial Accounting (3)
ACCT 203	Introduction to Managerial Accounting (3)
BUSM 180	Introduction to Business (3)
ECON 200	Principles of Microeconomics (3)
ECON 201	Principles of Macroeconomics (3)
MATH 121	Principles of Statistics (3)

### *Advanced Content*

BUSM 301	Business Finance (3)
BUSM 304	Principles of Marketing Management (3)
BUSM 310	Principles of Management (3)
BUSM 320	Business Communication (3)
BUSM 342	Business Law and Ethics (3)

### Education: Pre-Professional Area 5-8 Credits

HWST 101	Introduction to Hawaiian Studies (3) <i>(Only Required for Hawaii License Track)</i>
EDU 200	Human Growth and Learning in Schools (3)
EDU 212	Foundations of Education (2)

### Education: Academic Support Area 14 Credits

SPED 300	Education of Students with Exceptionalities (3)
EDU 305	Computer and Technology Assisted Instruction (2)
EDU 312	Effective Pedagogy (3)
EDU 340	Multiculturalism and Culturally Responsive Teaching through Sheltered Instruction (3)
EDU 385	Education Assessment in the Classroom (3)

### Education: Professional Year 7-24 Credits

SCED 350	General Methods for Secondary Teachers (2)
SCED 401	A Multicultural Approach to Reading in the Content Area (3)
SCED 430	Classroom Management in Secondary Contexts (2)
SCED 491	Pre-Student Teaching (3)
SCED 492	Student Teaching (14)

Application to the Teacher Education Program must take place before Professional Year courses may be taken.

#### Application deadlines:

February 15 for those beginning Professional Year courses in fall semester  
May 15 for those beginning Professional Year courses in winter semester

#### No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-.

If the second attempt is lower than a C-, the student will be removed from the major.

## Human Resource Management Minor

16 Credits Effective: 09/2021

\*For specific course information - see Course Listings in Catalog

<b>Required</b>	<b>13 Credits</b>
BUSM 180	Introduction to Business (3)
BUSM 310	Principles of Management (3)

BUSM 320	Business Communication (3)
BUSM 327	Human Resource Management (3)
BUSM 325	Career Management (1)

**Elective – Choose one course                      3 Credits**

BUSM 337	Employee and Labor Relations (3)
BUSM 347	Managing Diversity, Equity, and Inclusion (3)
BUSM 457	Training and Development (3)
BUSM 467	Talent Acquisition (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Economics Minor

15 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

Required Courses	15 Credits
ECON 200	Principles of Microeconomics (3)
ECON 201	Principles of Macroeconomics (3)
ECON 350	Economic Development (3)
ECON 353	Money, Banking and Business (3)
ECON 360	International Economics (3)

Students must be proficient in Excel prior to entering the program. Students can prove their Excel proficiency by:

1. Take and pass ACCT 186 or
2. Transfer in credit for an Excel course taken at another college or university.

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Organizational Leadership Minor

15 Credits

Effective: 09/2021

**\*For specific course information - see Course Listings in Catalog**

Required	12 Credits
BUSM 180	Introduction to Business (3)
BUSM 310	Principles of Management (3)
BUSM 320	Business Communication (3)
BUSM 401	Principles of Leadership (3)
<b>Electives</b>	<b>3 Credits</b>
IPB 121	International Peacebuilding (3)
COMM 353	Organizational Communication (3)
PSYC 321	Organizational Behavior (3)
PMGT 499	Public Management (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Marketing Minor

15 Credits

Effective: 09/2023

**\*For specific course information - see Course Listings in Catalog**

Required Courses	15 Credits
BUSM 180 OR	Introduction to Business OR (3)

ECON 200	Principles of Microeconomics (3)
BUSM 304	Principles of Marketing Management (3)
BUSM 421	Integrated Marketing Communications (3)
BUSM 422	Marketing Research (3)
BUSM 429	Strategic Marketing Management (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Supply Chain, Operations, and Analytics Minor

15 Credits

Effective: 09/2023

**\*For specific course information - see Course Listings in Catalog**

Required	12 Credits
BUSM 180	Introduction to Business (3)
BUSM 361	Business Analytics and Operations (3)
BUSM 371	Supply Chain Management (3)
BUSM 391	Project Management (3)
<b>Electives</b>	<b>3 Credits</b>
<i>Choose one course</i>	
BUSM 381	Global Logistics Management (3)
BUSM 410	Advanced Analytics and Big Data (3)
BUSM 461	Lean Six Sigma (Process Improvement) (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Hospitality and Tourism Management

### Faculty

Dean

Nathaniel Stephens ([Nate.Stephens@byuh.edu](mailto:Nate.Stephens@byuh.edu))  
HGB 239, (808) 675-4717

Administrative Assistants

Patiola Thompson-Beatty ([patiola.thompson@byuh.edu](mailto:patiola.thompson@byuh.edu))  
HGB 242, (808) 675-3472

Lila Matagi Magalei ([lila.magalei@byuh.edu](mailto:lila.magalei@byuh.edu))  
HGB 234, (808) 675-3559

Academic Advisor

Kailee Tropa ([kaileetropa@byuh.edu](mailto:kaileetropa@byuh.edu))  
Academic Advising Office (808) 675-4713

Assistant Professors

- Christensen, Jeffrey, Hospitality & Tourism/Marketing (2019) B.A. 1992, Brigham Young University; M.Sc. 1994, University of Surrey.

- Brodien-Hapairai, Poerava (2022) B.S. 2007, Brigham Young University-Hawaii; M.S. 2015, University of Queensland; Ph.D. (2024-expected completion date) Purdue University.

#### Adjunct Faculty

- Maples, Gregory (2017)
- Jenkins, Jud (2022)
- Tai, Felix (2023)
- Moeai, Terry (2021)

#### Emeritus Faculty

- Caneen, Jeffery M. (1997-2017)
- Preece, David (2010-2022)

## Programs and Degrees

- B.S. in Hospitality & Tourism Management
- Hospitality & Tourism Management Minor

## The Discipline

Looking to turn your passion for travel into a rewarding career? A major or minor from our top-ranked Hospitality & Tourism Management program will transform you into a visionary leader. You'll unlock your creativity, learn to cultivate emotional intelligence, and master industry-specific pricing models, accounting practices, and operational procedures. With hands-on learning gained through meaningful internships, field trips, and real-world projects, you'll be well-equipped to deliver unforgettable guest experiences. As the world's largest industry, tourism offers boundless opportunities for skilled professionals. Don't miss your chance to thrive in this dynamic field!

- Learn from a relevant, rigorous and real-world curriculum
- Gain first-hand knowledge and master key skills through experiential learning
- Leverage the extensive and varied professional backgrounds of our faculty
- Develop proficiency in leadership, operations and guest services
- Build a solid network of student, faculty and employer connections
- Be mentored and guided by dedicated, friendly support staff
- Launch a lifetime career with one of our global industry partners

## Program Learning Outcomes

Upon graduation, a Hospitality and Tourism Management major will be able to:

1. Create and implement innovative solutions that enhance the lives of travelers around the globe while addressing the unique operational needs of the hospitality and tourism industry.
2. Evaluate and analyze the effectiveness of leadership strategies in achieving organizational objectives while demonstrating spiritual sensitivity and resilience in a hospitality and tourism setting.
3. Apply advanced quantitative and qualitative techniques to solve complex business problems in pursuit of higher and holier hospitality solutions.
4. Leverage relevant technologies and procedures to drive productivity and innovation in hospitality and tourism.
5. Optimize service quality levels in hospitality and tourism to exceed industry standards, while embodying the Savior's love in all interactions with guests, colleagues, and providers.

## Exciting and Rewarding Careers

Hospitality and Tourism Management graduates are prepared for positions of responsibility in management, operations and experience design across all business sectors:

- Luxury resorts, hotels, vacation rentals, and cruise lines
- High-end restaurants, banquets, catering, and culinary arts
- Theme parks, entertainment complexes, and event centers
- Destination management and government tourism agencies
- Travel advisors, tour operators, and airlines

## B.S. in Hospitality and Tourism Management

54-65 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

### General Foundation Courses 9 Credits

*All courses must be completed with a C- or better*

MATH 121	Principles of Statistics (3)
ACCT 186	Introduction to Financial Computing (3)
ACCT 201	Introduction to Financial Accounting (3)

### HTM Foundation Courses 12 Credits

*All HTM Foundation courses must be completed with a C- or better*

HTM 133	Introduction to Hospitality and Tourism Management (3)
HTM 150	Economics of Global Tourism (3)
HTM 200	Hospitality and Tourism Practicum (3)
HTM 285	Leadership and Talent Development (3)

### HTM Core

27-38 Credits

*All HTM Core courses must be completed with a C- or better*

HTM 290	Customer Experience Optimization (3)
HTM 301	Financial Decision Management (3)
HTM 305	Marketing for Hospitality and Tourism (3)
HTM 351	Food and Beverage Management (3)

HTM 360	Destination Management (3)
HTM 370	Event Design and Management (3)
HTM 375	Lodging Operations (3)
HTM 399R	Experiential Learning in Hospitality and Tourism Management (3-14)
HTM 485	Hospitality and Tourism Senior Seminar (3)

#### HTM Electives

Select two courses

HTM 353	Culinary Arts and Kitchen Management (3)
ENTR 180	New Venture Finance (3)
ENTR 275	Leadership and the Gospel of Jesus Christ: Becoming a Disciple Leader (3)
ENTR 285	New Venture Growth Strategies (3)
HHS 350	Medical and Wellness Tourism (3)
HHS 370	Event Management in Health, Recreation and Sport (3)
IPB 121	Intercultural Peace Building (3)

1. All General Foundation, HTM Foundation, and HTM Core courses must be C- or better.
2. One retake is allowed per class, for up to two major classes maximum.
3. In order to receive credit for an internship, prior arrangements and approval must be made through Career Services.

## Hospitality and Tourism Management Minor

15 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

#### Required Courses

6 Credits

HTM 133	Introduction to Hospitality and Tourism Management (3)
HTM 200	Hospitality and Tourism Practicum (3)

#### Elective

9 Credits

Select three from among these courses

HTM 290	Customer Experience Optimization (3)
HTM 351	Food and Beverage Management (3)
HTM 353	Culinary Arts and Kitchen Management (3)
HTM 370	Event Design and Management (3)
HTM 375	Lodging Operations (3)

All passing grades will be accepted in fulfilling minor or certificate requirements.

## Political Science

### Faculty

Dean

Nathaniel Stephens ([Nate.Stephens@byuh.edu](mailto:Nate.Stephens@byuh.edu))  
HGB 239, (808) 675-4717

Administrative Assistants

Patiola Thompson-Beatty ([patiola.thompson@byuh.edu](mailto:patiola.thompson@byuh.edu))  
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Academic Advisor

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Academic Advising Office (808) 675-4724

Associate Professors

- Blimes, Randall J. (2009) Ph.D. 2009, University of Colorado; M.A. 2005, University of Colorado at Boulder; B.S. 2003 University of Michigan.

Assistant Professors

- Akanoa, Christina (2018) M.A. 2003 University of Hawai'i at Mānoa; B.A. 2000, Brigham Young University-Hawaii.

Adjunct Faculty

- Kajiyama-Tinkham, Jennifer (2009) M.P.A. 2008, Brigham Young University; J.D. 2007, Brigham Young University; B.A. 2002, Brigham Young University-Hawaii.
- Tsukuyama, John (2013) Ph.D. 2014, University of St. Andrews; M.A. 2009, University of St. Andrews; B.A. 2008, Brigham Young University-Hawaii.

Emeritus Faculty

- Robertson, Dale (1977-2011)
- Jonassen, Jon Tikivanotau M. (1993-2015)

## Programs and Degrees

- B.A. in Political Science
- Political Science Minor
- International Relations Minor
- International Development Minor
- Public Management Minor
- Legal Studies Certificate
- Criminal Justice Certificate
- Certificate in Emergency Management

## The Discipline

Political Science is the study of power and how human beings organize their public life. Political Science majors typically leave their undergraduate education prepared to enter graduate study, law school, business careers, and a host of other opportunities. Often times, political science majors serve their nations and the world through government service. They learn valued skills, such as qualitative and quantitative analysis, written and oral communication, and critical thinking and graduate prepared to work and serve in a rapidly changing world.

Politics embraces more than the immediate concerns of politicians or pollsters. It involves fundamental choices concerning life in our communities - whether local, national, or global. Politics also

allows humans to build order and peace from chaos and conflict. Indeed, prosperity and fulfillment require a healthy political life - one that reflects our basic needs and interests, our highest aspirations, and balances the harsh requirements of power.

Political science involves a full range of inquiry, addressing questions such as: "Who gets what?" "What is a just political order?" and "Why is it so often abused?" The discipline utilizes methods ranging from statistical analysis to input historical comparison. To develop skills in these methods, political science students reflect on influential and time-tested texts while also exploring cutting-edge theories. Political science students also examine issues such as campaign finance reform and engage debates and the value of international organizations in the Pacific. Students also study events such as the fall of the Berlin Wall and phenomena such as the rise of global terrorism. Political science students also examine key ethical questions and can thus explain intelligently whether or not the Athenians were 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 the opportunity to influence our communities for the better.

## Program Learning Outcomes

Upon completing a major in Political Science, students will be able to:

- Demonstrate reasonable competence vis-a-vis political science concepts/ theories/ systems and use that competence to complete their capstone experience. (perception)
- Use critical thinking skills, analyze information or data, and construct valid, sound, and meaningful conclusions and employ those skills in their capstone experience. (analyze)
- Employ effective, persuasive, and professional communication in person, on paper, and online, readying them for employment and careers. (communication)

## Career Opportunities

The Political Science program offers an undergraduate degree in political science for students preparing for graduate degrees in related fields, professional degrees (law or business), a wide range of public service occupations (local, state, federal, or Foreign offices), or countless posts in organizations seeking to influence public policy. The degree also serves the liberal arts students 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.

## B.A. in Political Science

43 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

### I. Required courses for admission to the major 25 Credits

POSC 101	Introduction to Politics (3)
POSC 110 or	The U.S. Political System or (3)
POSC 170	International Relations (3)
POSC 190	Foundations of Critical Thinking (3)
POSC 202	History of Political Philosophy (3)
POSC 230	Fundamentals of Good Governance (3)
POSC 280	Professionalism in the Political Environment (1)
POSC 300	Political Inquiry and Writing (3)
POSC 304	Quantitative Political Research (3)

### II. Advanced Content 15 Credits

POSC 318	Federal and Decentralized Government (3)
POSC 322	Oceanic Governments and Politics (3)
POSC 330	Introduction to Public Administration (3)
POSC 331	Public Policy (3)
POSC 335	Issues of Terrorism (3)
POSC 350	International Law (3)
POSC 352 or	Ethics and the Legal Environment or (3)
BUSM 342	Business Law and Ethics (3)
POSC 354	Legal Research and Writing (3)
POSC 356	International Legal Drafting and Transactions (3)
POSC 358	Comparative Law (3)
POSC 362	International Political Economy (3)
POSC 364	War and Peace (3)
POSC 366	Politics and Economics of the Developing World (3)
POSC 384	The United Nations and Intergovernmental Organizations (3)
POSC 386	Regionalism and Diplomacy in the Pacific/Oceania (3)
POSC 390R	Special Topics in Political Science (3)
POSC 392R	Field Study (3)
POSC 495R	Independent Study (3)
POSC 496R	Student Research (3)

*Electives may include any two of the following*

ECON 350	Economic Development (3)
PMGT 300	Public Policy (3)
PMGT 350	Crisis Management (3)
PMGT 360	Disaster Management (3)

### III. Capstone and Internship Credits

Minimum 6

POSC 410 or	The Constitution of the United States (3) or
POSC 420 or	Complexity and Public Policy (3) or
POSC 470 or	International Relations Theory (3) or

PMGT 499	Public Management (3)
POSC 498R* or	Political Science Internship (3) or
POSC 499	Political Science Research and Writing (3)

\*Only three credits of internship are required to fulfill the requirement. Further internship credits will not be substituted for electives vis-à-vis completion of the Political Science major.

**No grade less than C- will be counted towards the major.  
Double-counting is managed with your advisor.**

## Political Science Minor

15 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

*The Political Science Minor is not available to Political Science majors.*

### I. Core Requirement 3 Credits

POSC 190 OR	Foundations of Critical Thinking (3) OR
POSC 300 OR	Political Inquiry and Writing (3) OR
POSC 304 OR	Quantitative Political Research (3) OR
MATH 121 OR	Principles of Statistics (3) OR
PSYC 205	Applied Social Statistics (3)

### II. Advanced Content 12 Credits

*No more than 6 credits of 100-level courses can be applied toward completion of the minor.*

POSC 101	Introduction to Politics (3)
POSC 110	The U.S. Political System (3)
POSC 170	International Relations (3)
POSC 190	Foundations of Critical Thinking (3)
POSC 202	History of Political Philosophy (3)
POSC 230	Fundamentals of Good Governance (3)
POSC 300	Political Inquiry and Writing (3)
POSC 304	Quantitative Political Research (3)
POSC 318	Federal and Decentralized Government (3)
POSC 322	Oceanic Governments and Politics (3)
POSC 330	Introduction to Public Administration (3)
POSC 331	Public Policy (3)
POSC 335	Issues of Terrorism (3)
POSC 350	International Law (3)
POSC 352 OR	Ethics and the Legal Environment (3) OR
BUSM 342	Business Law and Ethics (3)
POSC 354	Legal Research and Writing (3)
POSC 356	International Legal Drafting and Transactions (3)
POSC 358	Comparative Law (3)
POSC 362	International Political Economy (3)
POSC 364	War and Peace (3)
POSC 366	Politics and Economics of the Developing World (3)
POSC 384	The United Nations and Intergovernmental Organizations (3)
POSC 386	Regionalism and Diplomacy in the Pacific/Oceania (3)
POSC 390R	Special Topics in Political Science (3)

POSC 392R	Field Study (3)
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*Electives may include any two of the following*

ECON 350	Economic Development (3)
PMGT 300	Public Policy (3)
PMGT 350	Crisis Management (3)
PMGT 360	Disaster Management (3)

*Double-counting is managed with your advisor.*

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Public Management Minor

18 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

### Core Requirements 9 Credits

POSC 330	Introduction to Public Administration (3)
PMGT 300 OR	Public Policy (3) OR
POSC 331	Public Policy (3)
PMGT 499	Public Management (3)

### Electives 9 Credits

*Choose one from each group*

#### Group 1

ECON 200	Principles of Microeconomics (3)
ECON 201	Principles of Macroeconomics (3)
MATH 121	Principles of Statistics (3)
POSC 304	Quantitative Political Research (3)
PSYC 205	Applied Social Statistics (3)

#### Group 2

BUSM 310	Principles of Management (3)
PMGT 350	Crisis Management (3)
PMGT 360	Disaster Management (3)

#### Group 3\*

POSC 230	Fundamentals of Governance (3)
POSC 318	Federal and Decentralized Government (3)
POSC 420	Complexity and Public Policy (3)

\*Or other course with Public Management Program approval

**No more than six hours in the minor may be used for the student's major.**

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Certificate in Emergency Management

15 Credits

Effective: 09/2021

**\*For specific course information - see Course Listings in Catalog**

### Core Requirements 6 Credits

PMGT 360	Disaster Management (3)
EMGT 490	Emergency Management Professional Development (3)

<b>Electives</b> ( <i>Choose 3</i> )	<b>9 Credits</b>
PMGT 300 or	Public Policy or (3)
POSC 331	Public Policy (3)
POSC 335	Issues of Terrorism (3)
PMGT 350	Crisis Management (3)
PMGT 499	Public Management (3)

**Double-counting is managed with your advisor.**

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## International Development Minor

18 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

<b>Core Courses</b>	<b>9 Credits</b>
POSC 230	Fundamentals of Good Governance (3)
POSC 362 or	International Political Economy (3) or
POSC 366	Politics and Economics of the Developing World (3)
POSC 304 or	Quantitative Political Research (3) or
MATH 121 or	Principles of Statistics (3) or
PSYC 205	Applied Social Statistics (3)

<b>Electives</b> ( <i>Choose three</i> ):	<b>9 Credits</b>
ANTH 447	Applied and Development Anthropology (3)
IPB 311	NGOs and Conflict Transformation (3)
POSC 318	Federal and Decentralized Government (3)
POSC 350	International Law (3)
POSC 364	War and Peace (3)
POSC 386	Regionalism and Diplomacy in the Pacific/Oceania (3)
POSC 384	The United Nations and Intergovernmental Organizations (3)
POSC 470	International Relations Theory (3)
PMGT 300 OR	Public Policy (3) OR
POSC 331	Public Policy (3)
PMGT 350	Crisis Management (3)
PMGT 360	Disaster Management (3)
PMGT 499	Public Management (3)
ECON 200	Principles of Microeconomics (3)
ECON 201	Principles of Macroeconomics (3)

**Double-counting is allowed for the International Development minor core classes only. Electives used to satisfy the requirements of other majors or minors will not count.**

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## International Relations Minor

18 credits

Effective: 09/2024

<b>Core Courses</b>	<b>12 Credits</b>
POSC 170	International Relations (3)

POSC 230	Fundamentals of Good Governance (3)
POSC 364	War and Peace (3)
POSC 470	International Relations Theory (3)

<b>Electives</b> ( <i>Choose two</i> ):	<b>6 Credits</b>
POSC 202	History of Political Philosophy (3)
POSC 318	Federal and Decentralized Government (3)
POSC 322	Oceanic Governments and Politics (3)
POSC 335	Issues of Terrorism (3)
POSC 350	International Law (3)
POSC 358	Comparative Law (3)
POSC 362 or	International Political Economy (3) or
POSC 366	Politics and Economics of the Developing World (3)
POSC 384	The United Nations and Intergovernmental Organizations (3)
POSC 386	Regionalism and Diplomacy in the Pacific/Oceania (3)

**Double-counting is allowed for the International Relations minor core classes only. Electives used to satisfy the requirements of other majors or minors will not count.**

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Legal Studies Certificate

15 Credits

Effective: 09/2021

**\*For specific course information - see Course Listings in Catalog**

<b>Core Requirements</b>	<b>6 Credits</b>
POSC 354	Legal Research and Writing (3)
POSC 356	International Legal Drafting and Transactions (3)

<b>Electives: Complete Three</b>	<b>9 Credits</b>
POSC 350	International Law (3)
POSC 352 or	Ethics and Legal Environment (3) or
BUSM 342	Business Law and Ethics (3)
POSC 358	Comparative Law (3)
POSC 410	The Constitution of the United States (3)

**Double-counting is managed with your advisor.**

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Criminal Justice Certificate

15 Credits

Effective: 09/2021

**\*For specific course information - see Course Listings in Catalog**

<b>Required</b>	<b>6 Credits</b>
CRMJ 301	Introduction to Criminal Justice (3)
CRMJ 371	Criminal Investigation and Criminology (3)

<b>Electives</b>	<b>9 Credits</b>
<i>Complete 3, including at least 1 class from each set</i>	

<b>Set A – Theory</b>	
POSC 230	Fundamentals of Good Governance (3)

POSC 358	Comparative Law (3)
POSC 410	The Constitution of the United States (3)

### Set B – Skills

FORS 100	Introduction to Forensic Science (3)
POSC 335	Issues of Terrorism (3)
PMGT 350	Crisis Management (3)
CRMJ 351	Financial and Fraud Investigation (3)
CRMJ 361	Violence Threat Assessment and Management (3)

**Double-counting is managed with your advisor.**

**All passing grades will be accepted in fulfilling minor or certificate requirements**

## Entrepreneurship Minor Program

### Faculty

#### Dean

Nathaniel Stephens ([Nate.Stephens@byuh.edu](mailto:Nate.Stephens@byuh.edu))  
HGB 239, (808) 675-4717

#### Administrative Assistants

Patiola Thompson-Beatty ([patiola.thompson@byuh.edu](mailto:patiola.thompson@byuh.edu))  
HGB 242, (808) 675-3472

Lila Matagi Magalei ([lila.magalei@byuh.edu](mailto:lila.magalei@byuh.edu))  
HGB 234, (808) 675-3559

#### Academic Advisor

Russell Runnels ([russell.runnels@byuh.edu](mailto:russell.runnels@byuh.edu))  
Academic Advising Office (808) 675-3827

#### Assistant Professors

- Wilson, Paul, (2017) B.A. 2005, Brigham Young University; M.S. 2010, Carnegie Mellon University.

#### Visiting Assistant Professor

- McGill, Jenifer (2024)

#### Willes Center Manager

- Benson, Brooks (2024)

#### Adjunct Faculty

- Stiles, Scott (2015)
- Whetten, Derek
- Cook, Amy

#### Entrepreneurs in Residence

- Sudweeks, Anne (2023)

- Sudweeks, Bryan (2023)
- Patterson, Robert (2024)
- Patterson, Elizabeth (2024)

## Programs and Degrees

- Entrepreneurship Minor

## The Discipline

Entrepreneurship provides students with the skills and ability to pursue opportunity without regard to the resources they control. This program helps students to apply their talents from other majors in order to create a business model that will help them return to their home countries with an enlarged vision of what they can accomplish through leadership and hard work.

## Program Learning Outcomes

Upon completing the certificate or minor in International Entrepreneurship, students will:

- Demonstrate a knowledge of fundamental areas of business.
- Be able to prepare a high quality entrepreneurial/intrapreneurial business plan.
- Work effectively with others in using critical thinking skills to solve entrepreneurial problems.
- Communicate effectively in entrepreneurial situations.
- Demonstrate understanding and commitment to ethical behavior and leadership.
- Develop an entrepreneurial mindset and understand the startup process.
- Demonstrate the skills needed to create a real business – through the use of education, talents, and resources.

## Career Opportunities

Students gaining a certificate or minor in International Entrepreneurship are prepared to launch their own business, non-profit, or NGO in both domestic and international organizations. Graduates from this program are much more interested in “making” a job than “taking” a job. Some examples are: founder, small business owner, digital marketing consultant, videographer, data analytics consultant, sales representative, and not-for-profit fundraiser.

## Entrepreneurship Minor

**18-19 Credits**

**Effective: 09/2024**

**\*For specific course information - see Course Listings in Catalog**

### Core Requirements

ENTR 180  
ENTR 275

ENTR 283  
ENTR 285

### 15 Credits

New Venture Finance (3)  
Leadership and the Gospel of Jesus Christ: Becoming a Disciple Leader (3)  
New Venture Creation (3)  
New Venture Growth Strategies (3)

ENTR 483 New Venture Management (3)

**Required Participation: Participate in two competitions**

Great Ideas Entry or  
Empower Your Dreams Entry

**Elective Coursework 3-4 Credits**

ENTR 318 Personal Financial Management (3)  
ENTR 380 Social Impact Entrepreneurship (3)  
ENTR 390R Special Topics in Entrepreneurship (1-3)  
ENTR 495R Independent Study (1-4)  
BUSM 381 Global Logistics Management (3)  
BUSM 391 Project Management (3)  
CRDEV 301R On-Campus Project Based Experiential Learning (3)  
HTM 133 Introduction to Hospitality and Tourism Management (3)

All passing grades will be accepted in fulfilling minor or certificate requirements.

## Faculty of Culture, Language and Performing Arts

### Anthropology and Cultural Sustainability

#### Faculty

Dean

Alohalani Housman ([housman@byuh.edu](mailto:housman@byuh.edu))  
MFB 214, (808) 675-3370

Administrative Assistants

Caryn C. Houghton ([caryn.houghton@byuh.edu](mailto:caryn.houghton@byuh.edu))  
MCK 170F (808) 675-3665

Lavinia Kau ([lavinia.kau@byuh.edu](mailto:lavinia.kau@byuh.edu))  
MFB 210, (808) 675-3266

Academic Advisor

Julie Kunz ([juliekunz@byuh.edu](mailto:juliekunz@byuh.edu))  
Academic Advising Office (808) 675-3596

Professors

- Ka’ili, Tevita (2005) B.S. 1993, Brigham Young University-Hawaii; B.S. 1996, University of Utah; M.S.W. 1998, University of Washington; M.A. 2003, University of Washington; Ph.D. 2008, University of Washington.
- McArthur, Phillip H. (1995) B.A. 1987, Brigham Young University; M.A. 1989, Indiana University; Ph.D. 1995, Indiana University.

Adjunct Faculty

- Funaki, Sione Manupuna Ulise H (2022), B.A. 2016 Brigham Young University; M.A. 2021 University of Hawai‘i at Mānoa; Ph.D. Candidate, 2021 University of Hawai‘i at Mānoa.
- Walker, Rebekah (2006) B.A. 1999, Brigham Young University-Hawaii; M.A. 2015, University of California Santa Barbara.

### Programs and Degrees

- B.A. Anthropology and Cultural Sustainability
- Anthropology Minor

### Programs Descriptions

Anthropology represents a comparative and holistic study of the human condition past and present. The historical (mythological, physical, and archaeological) and ethnographic (socio-cultural and linguistic) methods offer a unique cross-cultural perspective on humankind anciently and today. Our goal is to sharpen critical and analytical thinking about cultural differences and similarities through careful and in-depth studies of particular cultures, and then through a comparative approach, explore underlying cultural processes in the past as well as those within current regional and global trends. We also hope to explore culturally sensitive applications of Anthropological understanding to indigeneity, social inequalities, development and transcultural relations. By studying these processes in a variety of cultural and historical contexts, we will gain not only an appreciation of “others,” but discover an “otherness” in ourselves.

The Anthropology and Cultural Sustainability Major will provide students with a range of knowledge concerning culture and society both in the past and present. Students will start with a focus on contemporary applications of Cultural Anthropology, then proceed to explore topics ranging from current issues museum studies, language revitalization, intangible culture conservation, documentary film and applied anthropology. While gaining this knowledge students will also obtain critical understanding of historical, social, and cultural theories that have informed anthropological inquiry and practice.

### Program Learning Outcomes

Upon completing a major in Anthropology and Cultural Sustainability, students will:

- Demonstrate working competency in cultural literacy and cultural diversity.
- Appreciate cultural differences and develop problem solving skills.
- Possess skills to assess, plan, and develop a cultural sustainability project.
- Understand application of anthropological knowledge,

theories and methods to the solutions of societal problems.

- Think critically.
- Cultivate curiosity for life-long learning and leadership.
- Articulate and sustain views through verbal and written discourse.
- Be well prepared to enter graduate school or employment.

## B.A. Anthropology and Cultural Sustainability

39-40 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

### Anthropology Core

13 Credits

ANTH 105	Introduction to Cultural Anthropology (3)
ANTH 270	Language in Culture and Society (3)
ANTH 310	Anthropology Theory (3)
ANTH 322	Ethnographic Methods (3)
HUM 100R	Critical Inquiry and Engagement (1)

### Cultural Sustainability Core: Choose Four

12 Credits

ANTH 360	Museum Studies (3)
FILM 420	Documentary Film (3)
ANTH 440	Conservation of Intangible Culture (3)
ANTH 447	Applied and Development Anthropology (3)
ANTH 470	Language Documentation and Conservation (3)

### Cultural Sustainability Electives: Choose one

3 Credits

BIOL 204	Pacific Natural History (2)
BIOL 248	Conservation Biology (3)
GEOG 471	Geography of the Pacific (3)
HIST 192	Hawaiian Public and Local History (3)
HWST 312	Malama `Aina-Land Responsibility (3)
HWST 380	Malama Wa`a-Sea Responsibility (3)
HWST 461	Pana Hawai`i: Legendary Places of Hawai`i (3)

### Area Survey Courses: Choose one

3 Credits

ANTH 210	Contemporary Pacific (3)
HIST	250, 252, 3XX (3)
HUM	301, 302, 303, 304 (3)
HWST	101, 301 (3)
PAIS	105, 300 (3)

### Depth Courses: Choose three

9 Credits

ANTH 385	Archaeology and Oceania (3)
ANTH 391	Narrative, Identity and Culture (3)
ANTH 445	Anthropology of Religion (3)
ANTH 450	Political and Economic Anthropology (3)
ANTH 460	Anthropology of Globalization (3)

**No grades lower than C- will be accepted. A student must leave the major after failing to obtain at least a C- grade for the same major course after taking it twice, and no major courses may be repeated more than once.**

## Anthropology Minor

16 Credits

Effective: 09/2021

**\*For specific course information - see Course Listings in Catalog**

### Core Requirements

4 Credits

ANTH 105	Introduction to Cultural Anthropology (3)
HUM 100R	Critical Inquiry and Engagement (1)

### Electives (Choose four)

12 Credits

*\*No more than two courses may come from those with an asterisk(\*)*

ANTH 210	Contemporary Pacific (3)
ANTH 270	Language in Culture and Society (3)
ANTH 310	Anthropology Theory (3)
ANTH 322	Ethnographic Methods (3)
ANTH 360*	Museum Studies (3)
ANTH 385	Archaeology and Oceania (3)
ANTH 391	Narrative, Identity and Culture (3)
ANTH 440*	Conservation of Intangible Culture (3)
ANTH 445	Anthropology of Religion (3)
ANTH 447*	Applied and Development Anthropology (3)
ANTH 450	Political and Economic Anthropology (3)
ANTH 460	Anthropology of Globalization (3)
ANTH 470*	Language Documentation and Conservation (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Hawaiian Studies

### Faculty

Dean

Alohalani Housman ( [housman@byuh.edu](mailto:housman@byuh.edu) )  
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Administrative Assistants

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Lavinia Kau ( [lavinia.kau@byuh.edu](mailto:lavinia.kau@byuh.edu) )  
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Academic Advisor

Julie Kunz ( [juliekunz@byuh.edu](mailto:juliekunz@byuh.edu) )  
Academic Advising Office (808) 675-3596

Associate Professors

- Fermantez, Kali (2009) B.A. 1997, Brigham Young University—Hawaii; M.A. 1999, Brigham Young University; Ph.D. 2007, University of Hawai`i at Mānoa.
- Housman, April Alohalani (2016) B.S. 1982, Brigham Young University—Hawaii; B.S. 2000, University of Hawai`i at Hilo; M.Ed. 2003, University of Hawai`i at Hilo;

Ph.D. 2021, University of Hawai'i at Hilo.

#### Assistant Professors

- Walk, Richard K. Kamo'o'elehua (1996) B.S. 1987, Brigham Young University-Hawaii; M.A. 2001, University of Hawai'i at Mānoa.

#### Adjunct Faculty

- Manoa, Keanupohina; BA 2015, Brigham Young University-Hawaii; M.A. 2019, University of Hawai'i at Mānoa.
- Manoa, Makana; BA 2015, Brigham Young University-Hawaii; M.A. 2019, University of Hawai'i at Mānoa.
- Manoa, Roy Kaipo; P.C.C. Hawaiian Village Cultural Expert & Presenter.
- Pane'e, Terry; B.S. (1987) Brigham Young University-Hawaii, P.C.C Hawaiian Village Manager

## Programs and Degrees

- B.A. in Hawaiian Studies
- Hawaiian Studies Minor
- Hawaiian Language Minor
- Hawaiian Language Certificate

## Programs Descriptions

Hō'ihī, Ho'ona'auao, Ho'omau  
Honor, Educate, Perpetuate

Our mission is to show honor and respect to kānaka maoli (Hawaiian people past, present, and future) by teaching and perpetuating Hawaiian ways of knowing and being in a manner that will bless all people. The Hawaiian Studies curriculum offers a broad range of courses designed to engage students in the Hawaiian culture by emphasizing traditional knowledge, values, and practices and how they are lived in the present and perpetuated into the future. In addition to academic training in 'ōlelo Hawai'i (Hawaiian language), mo'olelo (oral traditions and histories), as well as contemporary Hawaiian scholarship, students will physically engage in hands-on learning through mālama 'āina (caring for the land) at Kahuaola our cultural garden, mālama wa'a (learning to maintain and sail Iosepa, our double hulled voyaging canoe) as well as learning and performing 'ike hana no'eau (artistic skills). The capstone experience for our students will allow them to further Hawaiian knowledge through research or to gain vital skills and offer service to the broader community through our internship program.

## Program Learning Outcomes

Upon completing a major in Hawaiian Studies, students will:

- Kuleana: Students will cultivate a sense of kuleana (rights/responsibilities and stewardship) as they practice

Hawaiian values and develop as servant leaders by sustaining relationships with the land and local and global community.

- 'Ike: Students will develop cultural competency by engaging with traditional and contemporary Hawaiian knowledge, values, and practices (Examples: perform existing, as well as create new artistic works & expressions).
- No'ono'o: Students will engage in critical inquiry and analysis (Examples: study and assessment of various kinds and sources of information, conduct and present research, and discussion and debate).
- 'Ōlelo: Students will communicate effectively through the written and spoken word in 'ōlelo Hawai'i and English (Examples: composition of ha'i'ōlelo (speeches) and performance of hula, mele, and oli (dance, song, chant) as well as written research and oral presentation).

## B.A. in Hawaiian Studies

47 Credits

Effective: 09/2017

**\*For specific course information - see Course Listings in Catalog**

### Hawaiian Studies Required Courses 32 Credits

HWST 101	Introduction to Hawaiian Studies (3)
HWST 275	Mo'olelo: Hawaiian Histories (3)
HWST 301	Contemporary Hawaii (3)
HAWN 201	Ke Kahua o ka 'Ōlelo - Kau Mua - The Foundation Part I (4)
HAWN 202	Ke Kahua o ka 'Ōlelo - Kau Hope - The Foundation Part II (4)
HAWN 301	Ho'okukulu 'Ōlelo- Kau Mua- The Building Part I (3)
HAWN 302	Ho'okukulu 'Ōlelo- Kau Hope- The Building Part II (3)
HWST 312	Malama 'Aina- Land Responsibility (3)

### ARTS

HWST 285R  
HWST 380

### One of the following courses:

Hawaiian Material and Literary Topics (3)  
Malama Wa'a - Sea Responsibility (3)

### CAPSTONE

HWST 399R  
HWST 490

### One of the following courses:

Internship in Hawaiian Studies (3)  
Senior Seminar (3)

### Electives

15 Credits

### *Not Previously Used Above*

ANTH 210	Contemporary Pacific (3)
BIOL 204/L	Pacific Natural History/Lab (4) *Lab and lecture to be taken concurrently
GEOG 471	Geography of the Pacific (3)
HAWN 225	Ho'oikaika Kama'ilio- Traditional Oratorical Styles (3)
HAWN 335	Ho'oikaika Kakau - Strength in the Language (3)
HAWN 401	Ho'opa'a Kauhuhu - Kau Mua - The Ridge Pole Part I (3)
HAWN 402	Ho'opa'a Kauhuhu- Kau Hope - The Ridge Pole Part II (3)
HWST 285R	Hawaiian Material and Literary Topics (3)

HWST 380	Malama Wa'a – Sea Responsibility (3)
HWST 390R	Special Topics in Hawaiian Studies (3)
HWST 461	Pana Hawai'i: Legendary Places of Hawai'i (3)
HIST 365	Hawaiian History I – Pre-Western Contact to Kamehameha V (3)
HIST 366	Hawaiian History II – Elected Monarchs, Overthrow, Restoration (3)
HUM 301	Cultures of Oceania (3)
POSC 322	Oceanic Governments and Politics (3)
POSC 386	Pacific Regionalism and Conflict (3)
REL 345	Church History in the Pacific (2)

**No grade lower than a C- is allowed within the major requirements.**

## Hawaiian Studies Minor

16 Credits

Effective: 09/2017

**\*For specific course information - see Course Listings in Catalog**

<b>Required</b>	<b>3 Credits</b>
HWST 101	Introduction to Hawaiian Studies (3)
<b>Language: Choose One</b>	<b>4 Credits</b>
HAWN 101	Ke Kumu o ka 'Olelo-Kau Mua – The Source Part I (4)
HAWN 102	Ke Kumu o ka 'Olelo-Kau Hope – The Source Part II (4)
HAWN 107	Accelerated First Level Hawaiian (8)
HAWN 201	Ke Kahua o ka 'Olelo-Kau Mua – The Foundation Part I (4)
HAWN 202	Ke Kahua o ka 'Olelo-Kau Hope – The Foundation Part II (4)
<b>Electives: Choose three</b>	<b>9 Credits</b>
HWST 275	Mo'olelo: Hawaiian Histories (3)
HWST 285R	Hawaiian Material and Literary Topics (3)

*\*Only one section of HWST 285R may be used as an elective*

HWST 301	Contemporary Hawaii (3)
HWST 312	Malama 'Aina – Land Responsibility (3)
HWST 380	Malama Wa'a – Sea Responsibility (3)
HWST 461	Pana Hawai'i: Legendary Places of Hawai'i (3)
HAWN 225	Ho'oikaika Kama'ilio – Traditional Oratorical Styles (3)
HAWN 301	Ho'okukulu 'Olelo, Kau Mua – The Building Part I (3)
HAWN 302	Ho'okukulu 'Olelo, Kau Hope – The Building Part II (3)
HAWN 335	Ho'oikaika Kakau – Strength in the Language (3)
HAWN 401	Ho'opa'a Kauhuhu, Kau Mua – The Ridge Pole Part I (3)
HAWN 402	Ho'opa'a Kauhuhu, Kau Hope – The Ridge Pole Part II (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Hawaiian Language Minor

16 Credits

Effective: 09/2017

**\*For specific course information - see Course Listings in Catalog**

<b>Required</b>	<b>8 Credits</b>
<i>*Students can choose to take HAWN 101 and HAWN 102 or just HAWN 107</i>	
HAWN 101*	Ke Kumu o ka 'Olelo-Kau Mua – The Source Part I (4)
HAWN 102*	Ke Kumu o ka 'Olelo-Kau Hope – The Source Part II (4)
HAWN 107*	Accelerated First Level Hawaiian (8)

<b>Required (Take both)</b>	<b>8 Credits</b>
HAWN 201	Ke Kahua o ka 'Olelo-Kau Mua – The Foundation Part I (4)
HAWN 202	Ke Kahua o ka 'Olelo-Kau Hope – The Foundation Part II (4)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Hawaiian Language Certificate

19 Credits

Effective: 09/2017

**\*For specific course information - see Course Listings in Catalog**

<b>Required</b>	<b>7 Credits</b>
<i>Complete 7 Credits from any HAWN language course beyond the 1st year level</i>	
HAWN 201	Ke Kahua o ka 'Olelo-Kau Mua-The Foundation Part I (4)
HAWN 202	Ke Kahua o ka 'Olelo-Kau Hope-The Foundation Part II (4)
HAWN 225	Ho'oikaika Kama'ilio-Traditional Oratorical Styles (3)
HAWN 301	Ho'okukulu 'Olelo-Kau Mua-The Building Part I (3)

<b>Electives: Choose four</b>	<b>12 Credits</b>
<i>Not Previously Used Above</i>	
HAWN 225	Ho'oikaika Kama'ilio-Traditional Oratorical Styles (3)
HAWN 301	Ho'okukulu 'Olelo-Kau Mua – The Building Part I (3)
HAWN 302	Ho'okukulu 'Olelo-Kau Hope – The Building Part II (3)
HAWN 335	Ho'oikaika Kakau-Strength in the Language (3)
HAWN 401	Ho'opa'a Kauhuhu-Kau Mua – The Ridge Pole I (3)
HAWN 402	Ho'opa'a Kauhuhu-Kau Hope – The Ridge Pole II (3)
HWST 461	Pana Hawai'i: Legendary Places of Hawai'i (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

# History

## Faculty

### Dean

Alohalani Housman ([housman@byuh.edu](mailto:housman@byuh.edu))  
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### Administrative Assistants

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### Academic Advisor

Julie Kunz ([juliekunz@byuh.edu](mailto:juliekunz@byuh.edu))  
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### Professors

- 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.
- Walker, Isaiah M. (2006) B.A. 1997, Brigham Young University–Hawaii; M.A. 2000, University of Hawai‘i at Mānoa; Ph.D. 2006, University of California, Santa Barbara.

### Associate Professors

- Sharp, Dan (2011) B.A. 1998, Brigham Young University; B.A. 2005, Utah Valley State College; M.A. 2007, Claremont School of Theology; Ph.D. 2012, Claremont Graduate University.

### Assistant Professors

- Hafoka, Inoke (2022) B.S. Sociology 2011, Brigham Young University-Provo; M.Ed 2014, University of Utah; PhD Emphasis in Race and Ethnic Studies 2021, University of California, Los Angeles.

### Affiliated Faculty Member

- McArthur, Phillip H. (1995) B.A. 1987, Brigham Young University; M.A. 1989, Indiana University; Ph.D. 1995, Indiana University.

### Adjunct Faculty

- Aupiu, Savani
- Funaki, Sione Manupuna Ulise H
- Louchez, Clyde
- Manoa, Keanupohina
- Strain, Rebekah

### Emeritus Faculty

- Gubler, Greg (1982-2005)

## Programs and Degrees

- B.A. in History
- B.A. in History Education
- B.A. in Social Science Education
- Asian Studies Minor
- History Minor
- Oral History Program

## Programs Descriptions

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 interdisciplinary 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.

## Program Learning Outcomes

Upon completing a major in History, students will:

- Develop information literacy skills for evaluating historical and library sources.
- Communicate effectively about the past through written and oral presentations.
- Analyze arguments and perspectives of others.
- Discover the value of kuleana (stewardship) in global citizenship through the understanding of world history and apply those values in their own lives, careers and in giving service.

## 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 & Government administration, teachers, writers in fields and professions where cultural interaction and differences are significant.

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.

## B.A. in History

42 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

Core	18 Credits
HIST 200	The Historian's Craft (3)
HIST 201	History of Civilization to 1500 (3)
HIST 202	History of Civilization since 1500 (3)
POSC 110	The U.S Political System (3)
HIST 485	Junior Tutorial in History (3)
HIST 490	Historical Research and Writing (3)

**Electives 24 Credits**  
*Any eight courses, six of which must be 300 or above. At least one course from three of the four geographic areas must be completed.*

GEOG 101	Introductory Geography (3)
HIST 120	American History to 1865 (3) (The Americas)
HIST 121	American History since 1865 (3) (The Americas)
HIST 192	Hawaiian Public and Local History (3)
HIST 250	History of Eastern Oceania (3) (Pacific Islands)
HIST 252	History of Western Oceania (3) (Pacific Islands)
HIST 303	Christianity (3)
HIST 305	Islam (3)
HIST 309	Medieval Europe (3) (Europe)
HIST 322	History of the Early Modern Age (3) (Europe)
HIST 324	Modern Europe (3) (Europe)
HIST 331	Historians in the Library (3)
HIST 333	Critiquing History (3)
HIST 344	Modern China (3) (Asia)
HIST 346	Modern Northeast Asia (3) (Asia)
HIST 362	History of the Pacific (3) (Pacific Islands)
HIST 365	Hawaiian History I - Pre-Western Contact to Kamehameha V (3) (Pacific Islands)
HIST 366	Hawaiian History II - Elected Monarchs, Overthrow, Restoration (3) (Pacific Islands)
HIST 367	Cultural History of Surfing (3) (Pacific Islands)
HIST 390R	Special Topics in History (3)
HIST 399R	Internship in History (1-3)
HIST 423	Modern Nationalism and Globalization (3)
HIST 470	History and Ethics of Computing (3)
HIST 495R	Independent Study (1-3)
HIST 496R	Student Research (1-3)

No grade below "C-" accepted

## B.A. in History Education

61-81 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

History Content	35 Credits
HIST 120	American History to 1865 (3)
HIST 121	American History since 1865 (3)
HIIST 200	The History's Craft (3)
HIST 201	History of Civilization to 1500 (3)
HIST 202	History of Civilization since 1500 (3)
ANTH 105 OR SOC 111	Introduction to Cultural Anthropology (3) OR Introduction to Sociology (3) (Not offered at BYUH- only for students transferring this class in)
ECON 200 OR ECON 201	Principles of Microeconomics (3) OR Principles of Macroeconomics (3)
GEOG 101	Introductory Geography (3)
POSC 110	The U.S Political System (3)

**Content Area Electives 8 Credits**

***HIST 250-400 level classes***

HIST ____	(3)
HIST ____	(3)
HIST ____	(3)

**Education: Pre-Professional Area 5-8 Credits**

EDU 212	Foundations of Education (2)
EDU 200	Human Growth and Learning in Schools (3)
HWST 101	Introduction to Hawaiian Studies (3) <i>(Required for Hawaii License Track)</i>

**Education: Academic Support Area 14 Credits**

SPED 300	Education of Students with Exceptionalities (3)
EDU 305	Computer and Technology Assisted Instruction (2)
EDU 312	Effective Pedagogy (3)
EDU 340	Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (3)
EDU 385	Education Assessment in the Classroom (3)

**Education: Professional Year 7-24 Credits**

SCED 350	General Methods for Secondary Teachers (2)
SCED 401	A Multicultural Approach to Reading in the Content Area (3)
SCED 430	Classroom Management in Secondary Contexts (2)
SCED 491	Pre-Student Teaching (3)
SCED 492	Student Teaching (14)

**Application to the Teacher Education Program must take place before Professional Year courses may be taken.**

**Application deadlines:**

**February 15 for those beginning Professional Year courses in fall semester  
 May 15 for those beginning Professional Year courses in winter semester**

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-.

If the second attempt is lower than a C-, the student will be removed from the major.

## B.A. in Social Science Education

61-81 Credits

Effective: 09/2024

\*For specific course information - see Course Listings in Catalog

### Social Science Content 35 Credits

HIST 120	American History to 1865 (3)
HIST 121	American History since 1865 (3)
HIST 200	The Historian's Craft (3)
HIST 201	History of Civilization to 1500 (3)
HIST 202	History of Civilization since 1500 (3)
ANTH 105	Introduction to Cultural Anthropology (3)
ECON 200 OR	Principles of Microeconomics (3) OR
ECON 201	Principles of Macroeconomics (3)
GEOG 101	Introductory Geography (3)
POSC 110	The U.S Political System (3)

### Content Electives 8 Credits

*HIST 250-400 Level Classes, ANTH, ECON, GEOG, HWST, POSC, PSYC 300-400 Level Classes Faculty Approved*

### Education: Pre-Professional Area 5-8 Credits

EDU 212	Foundations of Education (2)
EDU 200	Human Growth and Learning in Schools (3)
HWST 101	Introduction to Hawaiian Studies (3) <i>(Required for Hawaii License Track)</i>

### Education: Academic Support Area 14 Credits

SPED 300	Education of Students with Exceptionalities
EDU 305	Computer and Technology Assisted Instruction (2)
EDU 312	Effective Pedagogy (3)
EDU 340	Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (3)
EDU 385	Education Assessment in the Classroom (3)

### Education: Professional Year 7-24 Credits

SCED 350	General Methods for Secondary Teachers (2)
SCED 401	A Multicultural Approach to Reading in the Content Area (3)
SCED 430	Classroom Management in Secondary Contexts (2)
SCED 491	Pre-Student Teaching (3)
SCED 492	Student Teaching (14)

Application to the Teacher Education Program must take place before Professional Year courses may be taken.

#### Application deadlines:

February 15 for those beginning Professional Year courses in fall semester  
May 15 for those beginning Professional Year courses in winter semester

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-.

If the second attempt is lower than a C-, the student will be removed from the major.

## Asian Studies Minor

15-18 Credits

Effective: 09/2024

\*For specific course information - see Course Listings in Catalog

### I. Core: Complete the following course 3 Credits

HUM 302 Cultures of Asia (3)

### II. Complete Four Courses in Three Different Disciplines 12-15 Credits

*No credits earned through taking language tests qualify as courses for the minor.*

#### Chinese

CHIN 101	Elementary Chinese Conversation and Grammar I (4)
CHIN 102	Elementary Chinese Conversation and Grammar II (4)
CHIN 201	Intermediate Chinese I (4)
CHIN 202	Intermediate Chinese II (4)
CHIN 301	Introduction to Chinese Literature (3)
CHIN 311	Advanced Chinese Conversation (3)
CHIN 441	Classical Chinese Literature (3)

#### Japanese

JPN 101	Elementary Japanese Conversation and Grammar I (4)
JPN 102	Elementary Japanese Conversation and Grammar II (4)
JPN 201	Intermediate Japanese Conversation and Grammar (4)
JPN 202	Intermediate Japanese II (4)
JPN 301	Introduction to Japanese Literature (3)
JPN 311	Advanced Intensive Conversation in Japanese (3)
JPN 321	Selected Reading and Grammar in Japanese (3)

#### History

HIST 344	Modern China (3)
HIST 346	Modern Northeast Asia (3)
HIST 390R	Special Topics in History (Topic on Asia) (3)
HIST 485	Junior Tutorial in History: Vietnam War (3)

#### English

ENGL 343 Asian Literature (3)

#### Film

FILM 365R Special Studies in World Cinema (Topic on Asia) (3)

**\*\*No more than 3 credit hours allowed for double application toward major, minor or Holokai requirements.\*\***

**\*No language testing credits count toward the minor.\***

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

# History Minor

15 Credits

Effective: 09/2024

Lavinia Kau ([lavinia.kau@byuh.edu](mailto:lavinia.kau@byuh.edu))

MFB 210, (808) 675-3266

**\*For specific course information - see Course Listings in Catalog**

**Required 15 Credits**

**\*At least 9 credits must be upper division (numbered 250 and above).**

Academic Advisor

Julie Kunz ([juliekunz@byuh.edu](mailto:juliekunz@byuh.edu))

Academic Advising Office (808) 675-3596

Professors

- McArthur, Phillip H. (1995) B.A. 1987, Brigham Young University; M.A. 1989, Indiana University; Ph.D. 1995, Indiana University.
- Beus, Yifen, Humanities (2000) B.A. 1987, National Chengchi University; M.A. 1989, Brigham Young University; Ph.D. 2000, Indiana University.

Associate Professors

- Beus, David (2000) B.A. 1989, Brigham Young University; M.A. 1994, University of North Carolina; Ph.D. 2002, University of North Carolina, Chapel Hill.

Assistant Professor

- Kajiyama, Katsuhiko, Japanese (1969) B.A. 1967, Brigham Young University; M.A. 1969, Brigham Young University.

Affiliated Faculty Members

- Han, Sherman (1980) B.A. 1974 Tamkang University; M.A. 1975 Central Missouri State University; Ph.D. 1980 Brigham Young University.
- Tueller, James B., Spanish (1997) B.A. 1989, Brigham Young University; M.A. 1991, Columbia University; M.Phil. 1993, Columbia University; Ph.D. 1997, Columbia University.

Adjunct Faculty

- Bybee, Juanita, French, B.A. 2004, Brigham Young University-Hawaii.
- Lee, Keri, American Sign Language, (2008) B.S.E. 2005, University of Arizona.
- McArthur, Elaine, Spanish, (1995) B.A. 1987, Brigham Young University; Post Graduate Certificate, Applied Linguistics, 1991, Indiana University.
- Pasi, Amelia; Tongan Language, B.A. 1975, Brigham Young University-Hawaii; M.A. 2005, University of Hawai'i at Mānoa.
- Payne, Zachary, Spanish, B.A. University of Utah; M.A. University of Hawai'i at Mānoa; Ph.D 2015, Complutense University-Madrid.
- Spring, Colleen, Humanities, (1993) B.A. 1982, Brigham Young University.
- Tovey, Shirley, French, (2004) B.A. 2001, Brigham Young University-Hawaii.

GEOG 101	Introductory Geography (3)
HIST 120	American History to 1865 (3) (Americas)
HIST 121	American History since 1865 (3) (Americas)
HIST 192	Hawaiian Public and Local History (3)
HIST 200	This Historian's Craft (3)
HIST 201	History of Civilization to 1500 (3)
HIST 202	History of Civilization since 1500 (3)
HIST 250	History of Eastern Oceania (3) (Pacific Islands)
HIST 252	History of Western Oceania (3) (Pacific Islands)
HIST 303	Christianity (3)
HIST 305	Islam (3)
HIST 309	Medieval Europe (3) (Europe)
HIST 322	History of the Early Modern Age (3) (Europe)
HIST 324	Modern Europe (3) (Europe)
HIST 331	Historians in the Library (3)
HIST 333	Critiquing History (3)
HIST 344	Modern China (3) (Asia)
HIST 346	Modern Northeast Asia (3) (Asia)
HIST 362	History of the Pacific (3) (Pacific Islands)
HIST 365	Hawaiian History I - Pre-Western Contact to Kamehameha V (3) (Pacific Islands)
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HIST 390R	Special Topics of History (3)
HIST 399R	Internship in History (1-3)
HIST 423	Modern Nationalism and Globalization (3)
HIST 470	History and Ethics of Computing (3)
HIST 485	Junior Tutorial in History (3)
HIST 495R	Independent Study (1-3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Integrated Humanities

### Faculty

Dean

Alohalani Housman ([housman@byuh.edu](mailto:housman@byuh.edu))

MFB 214, (808) 675-3370

Administrative Assistants

Caryn C. Houghton ([caryn.houghton@byuh.edu](mailto:caryn.houghton@byuh.edu))

MCK 170F (808) 675-3665

Emeritus Faculty

- Richardson, Timothy (2001-2018)
- Ward, Kathleen (1984-2006)

\*Languages include: ASL, CHIN, FREN, GRK, HAWN, JPN, MAOR, SAMN, SPAN, TONG, WLNG

\*\*No credits through testing may be counted toward the requirements. First or native speakers may not pursue language minors.

## Programs and Degrees

- Foundational Language Study Minor
- Integrated Humanities Minor
- World Language Minors
  - Chinese Minor
  - Japanese Minor
  - Spanish Minor
- Certification of Language Proficiency by Examination

## Programs Descriptions

Human values and beliefs are often reflected through various forms of expression, such as literature, philosophy, and the arts. The study of integrated humanities allows exploration of the various modes/forms of human expression in the Western as well as non-Western cultures. Our goal is to develop critical and analytical thinking about human civilization through a close examination of its cultural histories and expressive art forms, with an increased focus on cultivating the art of seeing, listening, and reading in more purposeful, attentive, informed, and nuanced ways. By studying these cultural products in a world context, we will gain a fuller understanding of the shared human experience coupled with a genuine appreciation for the diverse creative accomplishments of the world's people.

The study of Integrated Humanities will provide students with a way to productively approach world cultures through their arts, music, literatures, film, folklore, history, theatre, philosophies, and aesthetics. While being introduced to new ideas, students will also have the opportunity to explore and survey critical theories and apply them in analyzing and interpreting creative works from different cultures and time periods.

## Program Learning Outcomes

Forthcoming

## Foundational Language Study Minor

12-16 Credits

Effective: 09/2020

**\*For specific course information - see Course Listings in Catalog**

Take a combination of four language courses offered on campus  
12-16 Credits

*One of them must be at least 202 or higher*

LANG 202 or higher (3-4)

LANG \_\_\_\_\_ (3-4)

LANG \_\_\_\_\_ (3-4)

LANG \_\_\_\_\_ (3-4)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Integrated Humanities Minor

16 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

### Core Requirements 7 Credits

HUM 100R	Critical Inquiry and Engagement (1)
HUM 151	The Art of Seeing and Listening: Cross-Cultural Themes (3)
HUM 251	The Art of Reading: Global Texts and Contexts (3)

### Area Studies: Take One 3 Credits

HUM 301	Cultures of Oceania (3)
HUM 302	Cultures of Asia (3)
HUM 303	Cultures of Europe (3)
HUM 304	Topics in Area Studies (3)

### Electives: Take Two 6 Credits

ANTH 360	Museum Studies (3)
ANTH 391	Narrative, Identity and Culture (3)
FILM 365R	Special Studies in World Cinema (3)
FILM 420	Documentary Film (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Chinese Minor (Mandarin)

17 Credits

Effective: 11/2016

**\*For specific course information - see Course Listings in Catalog**

<b>Required</b>	<b>17 Credits</b>
CHIN 201	Intermediate Chinese I (4)
CHIN 202	Intermediate Chinese II (4)
CHIN 301	Introduction to Chinese Literature (3)
CHIN 311	Advanced Chinese Conversation (3)
CHIN 441	Classical Chinese Literature (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Japanese Minor

17 Credits

Effective: 11/2016

**\*For specific course information - see Course Listings in Catalog**

<b>Required</b>	<b>17 Credits</b>
JPN 201	Intermediate Japanese Conversation and Grammar (4)
JPN 202	Intermediate Japanese II (4)
JPN 301	Introduction to Japanese Literature (3)
JPN 311	Advanced Intensive Conversation in Japanese (3)

JPN 321 Selected Reading and Grammar in Japanese (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Spanish Minor

15 Credits

Effective: 09/2021

**\*For specific course information - see Course Listings in Catalog**

### Requirements

3 Credits

SPAN 321 Advanced Grammar and Composition in Spanish (3)

### Electives

12 Credits

*Complete four of the following:*

*SPAN 445R may be repeated for the minor as long as each section taken is on a different topic. The same topic may not be repeated for credit.*

SPAN 393 Business Spanish (3)

SPAN 441 Survey of Spanish Literature (3)

SPAN 445R Special Studies in Spanish (3)

SPAN 451 Survey of Latin-American Literature (3)

**Note: Returned missionaries from Spanish-speaking regions are encouraged to take SPAN 321 or other 300-400 courses.**

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## 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 McKay Faculty Building 207.

## Intercultural Peacebuilding

### Faculty

Dean

Alohalani Housman ([housman@byuh.edu](mailto:housman@byuh.edu))  
MFB 214, (808) 675-3370

Administrative Assistants

Caryn C. Houghton ([caryn.houghton@byuh.edu](mailto:caryn.houghton@byuh.edu))  
MCK 170F (808) 675-3665

Lavinia Kau ([lavinia.kau@byuh.edu](mailto:lavinia.kau@byuh.edu))  
MFB 220, (808) 675-3266

Academic Advisor

Julie Kunz ([juliekunz@byuh.edu](mailto:juliekunz@byuh.edu))  
Academic Advising Office (808) 675-3596

Assistant Professors

- Ligaliga, Michael (2022), B.A. 2010, Brigham Young University–Hawaii; M.A. 2014, National Center for Peace and Conflict Studies (NCPACS), University of Otago; Ph.D. 2018, National Center for Peace and Conflict Studies (NCPACS), University of Otago.
- Whippy, David, Intercultural Peacebuilding (2018) B.S. 2013, Brigham Young University–Hawaii; M.A. 2016, University of South Pacific.

Adjunct Faculty

- Maclaine Day B.A. 2017 Brigham Young University; M.A. 2021 University of Bradford.
- Savani Aupiu (2013) B.A. Brigham Young University 2007; MA 2009, University of Utah; 2<sup>nd</sup> MA 2013, University of Hawai‘i at Mānoa.

## Programs and Degrees

- B.A. Intercultural Peacebuilding
- Certificate in Intercultural Peacebuilding

## Programs Descriptions

The Intercultural Peacebuilding seeks to refine and mold the divine potential of BYU–Hawaii graduates to influence peace for the good at home, in the workplace, in communities and throughout the world. It not only emphasizes theories of harmony, cross cultural leadership, and conflict transformation but also highlights the spiritual components of these areas such as forgiveness and reconciliation by drawing on a broad range of theories and techniques from the academic disciplines of anthropology, cultural studies, political science, psychology, history, economics, law and business.

A major in intercultural peacebuilding will provide opportunities for employment in careers in the public, private and non-for-profit sectors as an understanding of the theories of conflict and sustainable community building and development. Students will also gain knowledge and basic skills necessary to navigate the intricacies of intercultural communication and negotiation in whatever their chosen profession may be.

One of the primary goals of IPB is the fulfillment of BYU–Hawaii’s prophetic mission to accept, adapt, and integrate cultural differences through the transcendent principles of love, faith, and peace combined with a rigorous academic curriculum that directly addresses cross-cultural understanding. As a microcosm of global diversity, BYU–Hawaii provides an exceptional environment for Intercultural Peacebuilding.

## Program Learning Outcomes

Upon completing a major in Intercultural Peacebuilding, students will:

- Effectively understand cultural differences and conflicts.
- Think critically and empathetically.
- Employ skills such as mediation, facilitation and research to develop solutions to real world problems.
- Articulate and sustain views through verbal and written discourse.
- Be well prepared to enter graduate school or employment.

## B.A. Intercultural Peacebuilding

39 Credits

Effective: 09/2023

**\*For specific course information - see Course Listing in Catalog**

Core Requirements	6 Credits
IPB 121	Intercultural Peacebuilding (3)
IPB 480	Conflict Transformation (3)

Research Methods	3 Credits
ANTH 322	Ethnographic Methods (3)

Field Work: Choose Two	6 Credits
IPB 323	Peace Education (3)
IPB 399R	Internship in Intercultural Peacebuilding (1-14)
IPB 400	Cultural Mediation (3)
IPB 425	Cultural Facilitation (3)

**Intercultural Peacebuilding Electives 15 Credits**  
*Choose five - Students can take up to three IPB 390R courses to fulfill requirements, provided they are on different topics. Electives not being used toward the Field Work requirement can be used as IPB electives.*

IPB 211	Peacebuilding in the Restoration (3)
IPB 231	Interpersonal Peacebuilding (3)
IPB 271	Mindfulness in Peacebuilding (3)
IPB 287	Restorative Justice (3)
IPB 311	NGOs and Conflict Transformation (3)
IPB 323	Peace Education (3)
IPB 332	Peace Ecology (3)
IPB 352	Intercultural Conflict Dynamics (3)
IPB 380	Culture and Conflict Transformation (3)
IPB 390R	Special Topics in Intercultural Peacebuilding (3)
IPB 400	Cultural Mediation (3)
IPB 425	Cultural Facilitation (3)

**Intercultural Peacebuilding Culture and Conflict Electives**  
*Choose three 9 Credits*

ANTH 270	Language, Culture and Society (3)
ANTH 391	Narrative, Identity and Culture (3)
ANTH 390R	Special Topics in Anthropology (3)

ANTH 445	Anthropology of Religion (3)
ANTH 447	Applied and Development Anthropology (3)
ANTH 450	Political and Economic Anthropology (3)
ANTH 460	Anthropology of Globalization (3)
IPB 383	Peace Linguistics (3)
PAIS 320	Peace and Conflict in the Pacific (3)
PSYC 350	Social Psychology (3)

**No grades lower than C- will be accepted. A student must leave the major after failing to obtain at least a C- grade for the same major course after taking it twice, and no major courses may be repeated more than once.**

## Certificate in Intercultural Peacebuilding

15 Credits

Effective: 09/2023

**\*For specific course information - see Course Listings in Catalog**

Core Requirements	3 Credits
IPB 121	Intercultural Peacebuilding (3)

**Intercultural Peacebuilding Electives: Choose four 12 Credits**

*\*No more than 2 courses may come from a course marked with an asterisk (\*)*

IPB 211*	Peacebuilding in the Restoration (3)
IPB 231	Interpersonal Peacebuilding (3)
IPB 271*	Mindfulness in Peacebuilding (3)
IPB 287*	Restorative Justice (3)
IPB 311	NGOs and Conflict Transformation (3)
IPB 323	Peace Education (3)
IPB 332	Peace Ecology (3)
IPB 352	Intercultural Conflict Dynamics (3)
IPB 380	Cultural and Conflict Transformation (3)
IPB 383 or LING 383	Peace Linguistics (3)
IPB 390R	Special Topics in Intercultural Peacebuilding (3)
IPB 400	Cultural Mediation (3)
IPB 425	Cultural Facilitation (3)
IPB 480	Conflict Transformation (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Music

### Faculty

Dean

Alohalani Housman ( [housman@byuh.edu](mailto:housman@byuh.edu) )  
MFB 214, (808) 675-3370

Administrative Assistants

Caryn C. Houghton ( [caryn.houghton@byuh.edu](mailto:caryn.houghton@byuh.edu) )  
MCK 170F (808) 675-3665

Lavinia Kau ([lavinia.kau@byuh.edu](mailto:lavinia.kau@byuh.edu))  
MFB 210, (808) 675-3266

#### Academic Advisor

Julie Kunz ([juliekunz@byuh.edu](mailto:juliekunz@byuh.edu))  
Academic Advising Office (808) 675-3596

#### Professors

- Bradshaw, Daniel J., Music (2006) B.M. 1999, Brigham Young University; M.M. 2003, Indiana University; D.M. 2006, Indiana University.
- Duerden, Darren W., Music (2000) B.M. 1989, Brigham Young University; M.M. 1994, Florida State University; D.M. 1997, Florida State University.
- McCarrey, Scott, Music (1996) B.M. 1991, Brigham Young University; M.M. 1995, Indiana University; Ph.D. 2006, York University, England.

#### Assistant Professor

- Glenn, Erica, Choir and Voice (2020) B.M. 2007, Arizona State University; M.M. 2012, The Longy School of Music; Ed.M 2014, Harvard University; D.M.A. 2020, Arizona State University.
- Henderson, Daniel, Music (2016) B.M. 2005, Brigham Young University; M.M. 2007, New England Conservatory; D.M.A. 2011, New England Conservatory.

#### Adjunct Faculty

- Chandler, Lloyd, Polynesian Drumming (2001).
- Duerden, Jennifer, Music – Piano (2000) B.M. 1991, Brigham Young University; M.M. 1995, Florida State University.
- King, Michael, Music-Tuba (2020) B.M. 2012, California State University Long Beach; M.M. 2015, University of Southern California
- McCarrey, Stacy, Music – Piano (1996) B.M. 1991, Brigham Young University; M.M. 1993, Brigham Young University.
- Morris, Catherine, Voice (2021)
- Tanaguchi, Ernest

#### Emeritus Faculty

- Kammerer, David (1993-2016)
- Smith, James A. (1976-2005)

## Programs and Degrees

- B.A. in Music
- Music Minor
- Piano Performance Minor

## The Discipline

The study of music at Brigham Young University–Hawaii 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 program provides service to the University by creating a rich artistic environment of concerts, recitals, and music for devotionals, graduations, convocations and other campus events.

## Program Learning Outcomes

Upon completing a major in Music, students will:

- Identify and describe basic musical processes and structures.
- Demonstrate an increased sensitivity to diverse musical styles, ranging from Western-Art music to World Music(s).
- Have a basic understanding of music technology in order to supplement studio teaching, research or compositionally based creative projects.
- Learn to listen critically and evaluate musical performance.
- Demonstrate competency and a basic understanding of how to teach music to others.

## Career Opportunities

The music program mentors its students towards careers in performance, studio teaching 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).

## B.A. in Music

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

<b>Music Theory Core Requirements</b>	<b>12 Credits</b>
MUSC 111	Music Theory I (3)
MUSC 111L	Elementary Musicianship I Lab (1)
MUSC 112	Music Theory II (3)
MUSC 112L	Elementary Musicianship II Lab (1)
MUSC 211	Music Theory III (3)
MUSC 211L	Elementary Musicianship III Lab (1)

<b>Music History Core Requirements</b>	<b>9 Credits</b>
MUSC 384	Music History I: Antiquity to 1750 (3)
MUSC 385	Music History II: 1750 to 1900 (3)
MUSC 386	Music History III: Music since 1900 (3)

<b>Conducting</b>	<b>2 Credits</b>
MUSC 202	Conducting (2)

**General Music (39-53 Credits)****Conducting 2 Credits**

MUSC 202 or Conducting (2)  
 MUSC 401 Careers in Music (2)

**Individual Instruction 4-12 Credits**

*Required each semester even if hour requirement is reached*

MUSC 160R Individual Instruction (1-3)  
 MUSC 160R Individual Instruction (1-3)  
 MUSC 260R Individual Instruction (1-3)  
 MUSC 260R Individual Instruction (1-3)

**Ensemble Participation 6-12 Credits**

*Required each semester even if hour requirement is reached*

MUSC (2/1)  
 MUSC (2/1)  
 MUSC (2/1)  
 MUSC (2/1)  
 MUSC (2/1)  
 MUSC (2/1)

**Electives Courses 6 Credits**

*Any music course (no double dipping)*

MUSC  
 MUSC  
 MUSC  
 MUSC

**SENIOR PROJECT Pass: Fail:**

Student must complete a Senior Project which can be a scholarly work, a performance, or a composition. This project is part of your final Individual Instruction course.

**CONCERT ATTENDANCE Pass: Fail:**

Student has successfully completed this area by attending 6 (six) semesters of 7 concert events as required by the Music Program.

**PIANO PROFICIENCY TEST Pass: Fail:**

Student has successfully completed and passed the Piano Proficiency Test.  
 Test Date: \_\_\_\_\_

**Instrumental Performance (39-53 Credits)****Individual Instruction 8-18 Credits**

MUSC 160R Individual Instruction (1-3)  
 MUSC 160R Individual Instruction (1-3)  
 MUSC 260R Individual Instruction (1-3)  
 MUSC 260R Individual Instruction (1-3)  
 MUSC 360R Individual Instruction (1-3)  
 MUSC 360R Individual Instruction (1-3)  
 MUSC 460R Individual Instruction (1-3)  
 MUSC 460R Individual Instruction (4)

**Ensemble Participation 6-12 Credits**

*Students are expected to participate in an ensemble each semester, even if requirements have been met.*

MUSC 239R Salsa Orchestra (1)  
 MUSC 240R Shaka Steel (1)  
 MUSC 241R Polynesian Drum Ensemble (1)  
 MUSC 244R World Jazz Orchestra (1-2)  
 MUSC 246R Street Band (1)  
 MUSC 247R Studio Orchestra (1)  
 MUSC 248R Chamber Music (1)

**Coursework 4 Credits**

**(note: each student will enroll in courses relevant to their specific instrument major)**

MUSC (1)  
 MUSC (1)  
 MUSC (1)  
 MUSC (1)

**SENIOR PROJECT Pass: Fail:**

Student must complete a Senior Project which can be a scholarly work, a performance, or a composition. This project is part of your final Individual Instruction course. Must be approved by piano coordinator.

**CONCERT ATTENDANCE Pass: Fail:**

Student has successfully completed this area by attending 6 (six) semesters of 7 concert events as required by the Music Program.

**PIANO PROFICIENCY TEST Pass: Fail:**

Student has successfully completed and passed the Piano Proficiency Test.  
 Test Date: \_\_\_\_\_ Evaluation Date: \_\_\_\_\_

**Piano Performance (71 Credits)****Individual Instruction 19 Credits**

MUSC 160R Individual Instruction (3)  
 MUSC 160R Individual Instruction (3)  
 MUSC 260R Individual Instruction (3)  
 MUSC 260R Individual Instruction (3)  
 MUSC 360R OR 460R Individual Instruction (3)  
 MUSC 360R OR 460R Individual Instruction (4)

**Ensemble Participation 12 Credits**

MUSC 344R Collaborative Arts for Pianist (2)  
 MUSC 344R Collaborative Arts for Pianist (2)  
 MUSC 250R Piano Accompanying Ensemble (2)  
 MUSC 250R Piano Accompanying Ensemble (2)  
 MUSC 250R Piano Accompanying Ensemble (2)  
 MUSC 250R Piano Accompanying Ensemble (2)

**Piano Area Coursework 17 Credits**

MUSC 161 Introduction to Piano Technique (2)  
 MUSC 191 Keyboard Harmony I (2)  
 MUSC 291 Keyboard Harmony II (2)  
 MUSC 333 Introduction to Piano Pedagogy (3)  
 MUSC 333L Supervised Teaching, Piano (2)  
 MUSC 464 Keyboard Literature I (3)  
 MUSC 465 Keyboard Literature II (3)

**CONCERT ATTENDANCE Pass: Fail:**

Student has successfully completed this area by attending 6 (six) semesters of 7 concert events as required by the Music Program.

**PIANO PROFICIENCY TEST Pass: Fail:**

Student has successfully completed and passed the Piano Proficiency Test.  
 Test Date: \_\_\_\_\_

**SENIOR RECITAL Pass: Fail:**

Student has successfully completed and passed the Senior Recital. This recital is part of your final Individual Instruction course.

**Vocal Performance (54-60 Credits)****Individual Instruction 8 Credits**

MUSC 160R Individual Instruction (1)  
 MUSC 160R Individual Instruction (1)

MUSC 260R	Individual Instruction (1)
MUSC 260R	Individual Instruction (1)
MUSC 360R	Individual Instruction (1)
MUSC 360R	Individual Instruction (1)
MUSC 460R or 360R	Individual Instruction (1)
MUSC 460R	Individual Instruction (1)

**Ensemble Participation 6-12 Credits**

*Required ensemble participation every semester, even if hour requirements are met. \*Note: Needs to be taken every semester*

MUSC 110R	(1-2)
MUSC 225R	(1-2)

**Vocal Area Coursework 17 Credits**

THEA 123	Acting I (3)
THEA 221	Voice, Speech, and Movement (3)
MUSC 276	Diction for Singing (3)
MUSC 363	Vocal Pedagogy (3)
MUSC 364	Contemporary Vocal Methods (2)
MUSC 401	Careers in Music (2)
MUSC 466	Vocal Literature (3)

**CONCERT ATTENDANCE Pass: Fail:**

Student has successfully completed this area by attending 6 (six) semesters of 7 concert events as required by the Music Program.

**PIANO PROFICIENCY TEST Pass: Fail:**

Student has successfully completed and passed the Piano Proficiency Test.

Test Date:

**JUNIOR RECITAL Pass: Fail:**

Student has successfully completed and passed the junior recital.

Test Date: Evaluation Date:

**SENIOR RECITAL Pass: Fail:**

Student has successfully completed and passed the Senior Recital.

Contingent upon completion of the above listed courses, we certify that this student meets all major requirements. This recital is part of your final Individual Instruction course.

## Music Minor

14-15 Credits Effective: 09/2017

**\*For specific course information - see Course Listings in Catalog**

**Core Requirements 7 Credits**

MUSC 101 OR	Introduction to Music Literature (3) OR
MUSC 102	World Music Cultures (3)
MUSC 111	Music Theory I (3)
MUSC 111L	Elementary Musicianship I Lab (1)

**Advanced Courses 2-3 Credits**

MUSC 111/L	Music Theory I/Elementary Musicianship I Lab (4)
MUSC 112/L	Music Theory II/Elementary Musicianship II Lab (4)
MUSC 202	Conducting (2)
MUSC 211/L	Music Theory III/Elementary Musicianship III Lab (4)
MUSC 276	Diction for Singing (3)
MUSC 333	Piano Pedagogy (3)
MUSC 363	Vocal Pedagogy (3)
MUSC 384	Music History I: Antiquity to 1750 (3)
MUSC 385	Music History II: 1750 to 1900 (3)

MUSC 386	Music History III: Music since 1900 (3)
MUSC 390R	Special Topics in Music (1-3)
MUSC 401	Careers in Music (2)
MUSC 430	Music Technology (2)
MUSC 464	Keyboard Literature I (3)
MUSC 465	Keyboard Literature II (3)
MUSC 466	Vocal Literature (3)
MUSC 474	String Orchestral Literature I (1)
MUSC 475	String Orchestral Literature II (1)
MUSC 476	String Orchestral Literature III (1)
MUSC 477	String Orchestral Literature IV (1)

**Applied Study or Ensemble Participation (including at least 3 semesters of ensemble participation) 5 Credits**

MUSC 110R	Seasider Singers (1-2)
MUSC 225R	Ho'olōkahi Chamber Choir (1-2)
MUSC 235R	Broadway Revue (1-2)
MUSC 239R	Salsa Orchestra (1)
MUSC 240R	Shaka Steel (1)
MUSC 241R	Polynesian Drum Ensemble (1)
MUSC 242R	Polynesian Music Ensemble (1)
MUSC 243R	Hawaiian Music Ensemble (1)
MUSC 244R	World Jazz Orchestra (1-2)
MUSC 246R	Street Band (1)
MUSC 248R	Chamber Music (1)
MUSC 250R	Piano Accompanying Ensemble (1-2)

**Evaluation Date:**

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Piano Performance Minor

15 Credits Effective: 03/2017

**\*For specific course information - see Course Listings in Catalog**

**Core Requirements**

MUSC 111	Music Theory I (3)
MUSC 111L	Elementary Musicianship I Lab (1)
MUSC 160R (Section 2)	Individual Instruction (2)
MUSC 160R (Section 2)	Individual Instruction (2)
MUSC 260R (Section 2)	Individual Instruction (2)

**10 Credits**

**Skill Electives**

**2 Credits**

*Choose 1 of the following courses*

MUSC 161	Introduction to Piano Technique (2)
MUSC 191	Keyboard Harmony I (2)
MUSC 291	Keyboard Harmony II (2)

**Music History and Literature Electives**

**3 Credits**

*Choose 1 of the following courses*

MUSC 385	Music History II: 1750 to 1900 (3)
MUSC 386	Music History III: Music since 1900 (3)
MUSC 464	Keyboard Literature I (3)
MUSC 465	Keyboard Literature II (3)

**Evaluation Date:**

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

# Pacific Studies

## Faculty

### Dean

Alohalani Housman ([housman@byuh.edu](mailto:housman@byuh.edu))  
MFB 214, (808) 675-3370

### Administrative Assistants:

Caryn C. Houghton ([caryn.houghton@byuh.edu](mailto:caryn.houghton@byuh.edu))  
MCK 170F (808) 675-3665

Lavinia Kau ([lavinia.kau@byuh.edu](mailto:lavinia.kau@byuh.edu))  
MFB 210, (808) 675-3266

### Academic Advisor:

Julie Kunz ([juliekunz@byuh.edu](mailto:juliekunz@byuh.edu))  
Academic Advising Office, (808) 675-3596

### Assistant Professors

- Hafoka, 'Inoke (2022) B.S. 2011, Brigham Young University; M.Ed. 2014, University of Utah; Ph.D. 2021, University of California.
- Ligaliga, Michael (2022) B.A. 2010, Brigham Young University–Hawaii; M.A. 2014, University of Otago; Ph.D. 2018, University of Otago.
- Thompson, Norman (2024) B.A. 2012, Brigham Young University–Hawaii; M.A. 2014, University of Hawai'i at Mānoa; Ph.D. 2023, University of Hawai'i at Mānoa.

### Affiliated Faculty Members

- Falevai, Zoia (2015) B.A. 2004, Brigham Young University–Hawaii; M.L.I.Sc. 2013, University of Hawai'i at Mānoa; M.S.Ed. 2018, Purdue University.
- Ram, Rosalind Meno (1994) B.A. 1989, Brigham Young University–Hawaii; M.L.S. 1993, University of Hawai'i at Mānoa; Ed.D. 2017, University of Southern California.

### Adjunct Faculty

- Funaki, Sione Ulise (2021) B.A. 2016, Brigham Young University; M.A. 2021, University of Hawai'i at Mānoa.
- Galea'i, Shannon (2016) B.A. 2001, Brigham Young University–Hawaii.
- Pere, Jared (2011) AutoCAD Training 1991, Kapiolani Community College; AutoCAD Training 1992, Honolulu Community College; B.A., Toihoukura Māori Visual Arts School.

### Emeritus Faculty

- Wesley, Hiagi (2004-2021)

## Programs and Degrees

- B.A. in Pacific Studies
- Pacific Studies Minor

## Programs Descriptions

Pacific 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.

## Program Learning Outcomes

Upon completing a major in Pacific Studies, students will:

1. Demonstrate competence in core Pacific Studies knowledge (history, geography, language, traditions, values, arts, literature, politics, perspectives) and cultural practices (protocols, ceremonies, day to day lifestyles)
2. Develop information literacy skills to evaluate and utilize primary and secondary sources, and critically analyze findings of Pacific Island Studies sources.
3. Conduct research and develop critical thinking skills to identify resources, analyze issues, and create solutions in Oceania.
4. Demonstrate knowledge of indigenous Pacific world views, languages, values, and viewpoints through verbal and written expressions.

## B.A. in Pacific Studies

42 Credits

Effective: 09/2023

**\*For specific course information - see Course Listings in Catalog**

### Required Core

PAIS 105  
PAIS 200

PAIS 201  
PAIS 320 or  
PAIS 390R  
PAIS 490R or  
PAIS 496R or  
PAIS 497R or  
PAIS 399R

### 15 Credits

Introduction to Pacific Studies (3)  
Recognizing Place, Purpose, and Positionality on Native Land (3)  
Indigenous Pacific Research Methodology (3)  
Peace and Conflict in the Pacific (3)  
Special Topics in Pacific Studies (1-3)  
Senior Tutorial (3)  
Student Research (3)  
Mentored Research (3)  
Internship in Pacific Studies (3)

### PACIFIC STUDIES ELECTIVES

18 Credits

*(must take 12 credits of 300 level or above)*

PAIS 220 Pacific Social Development (3)  
PAIS 250 Polynesian Dance and Performance (3)  
PAIS 275 Pacific Wood Carving (3)  
PAIS 320 Peace and Conflict in the Pacific  
PAIS 330 Sovereignty and Self Governance in Oceania (3)

PAIS 331	Women in Oceania (3)
PAIS 340	Anti-Racism and Belonging: Pacific Dialogue (3)
PAIS 375	Environmental Issues and Resource Management (3)
PAIS 390R	Special Topics in Pacific Studies (1-3) <i>(if not taken as a core course)</i>
LANG 100/200/300HAWN/MAOR/SAMN/TONG	(Pacific Languages only) (3+)

<b>ELECTIVES</b>	<b>9 Credits</b>
<i>(must take 6 credits of 300 level or above)</i>	
ANTH 210	Contemporary Pacific (3)
ANTH 391	Narrative, Identity and Culture (3)
ENGL 342	Pacific Literatures (3)
GEOG 471	Geography of the Pacific (3)
HIST 250 or HIST 252	History of Eastern Ocean (3)
HIST 252	History of Western Ocean (3)
HIST 362	History of Pacific (3)
HUM 301	Cultures of Oceania (3)
IPB 311	NGOs and Conflict Transformation (3)
IPB 352	Internal Conflict Dynamics (3)
POSC 322	Oceanic Governments and Politics (3)

**No grade lower than a C- is allowed within the major requirements.**

## Pacific Studies Minor

15 Credits

Effective: 09/2023

**\*For specific course information - see Course Listings in Catalog**

<b>Core Requirement</b>	<b>6 Credits</b>
PAIS 105	Introduction to Pacific Studies (3)
PAIS 200	Recognizing Place, Purpose, and Positionality on Native Land (3)
<b>Electives</b>	<b>9 Credits</b>
<i>(must take 3 credits of 300 level or above)</i>	
PAIS 201	Indigenous Pacific Research Methodology (3)
PAIS 220	Pacific Social Development (3)
PAIS 250	Polynesian Dance and Performance (3)
PAIS 275	Pacific Wood Carving (3)
PAIS 320	Peace and Conflict in the Pacific (3)
PAIS 330	Sovereignty and Self Governance in Oceania (3)
PAIS 331	Women in Oceania (3)
PAIS 340	Anti-Racism and Belonging: Pacific Dialogue (3)
PAIS 375	Environmental Issues and Resource Management (3)
PAIS 390R	Special Topics in Pacific Studies (3)
LANG 100/200/300HAWN/MAOR/SAMN/TONG	(Pacific Languages Only) (3+)
HIST 362	History of the Pacific (3)
HUM 301	Culture of Oceania (3)
IPB 352	Intercultural Conflict Dynamics (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Theatre Minor Program

### Faculty

Dean

Alohalani Housman ( [housman@byuh.edu](mailto:housman@byuh.edu) )  
MFB 214, (808) 675-3370

Administrative Assistants

Caryn C. Houghton ( [caryn.houghton@byuh.edu](mailto:caryn.houghton@byuh.edu) )  
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MFB 210, (808) 675-3266

Academic Advisor

Julie Kunz ( [juliekunz@byuh.edu](mailto:juliekunz@byuh.edu) )  
Academic Advising Office (808) 675-3596

Assistant Professor

- Morris, Michael. (2024) B.A. 2001, Harvard University; M.B.A. 2009, Brigham Young University; M.A. 2012, Tufts University; Ph.D. 2019, Tufts University.

Affiliated Faculty Member

- Bopp, Gailyn (2020) B.A. 2002, Brigham Young University; MLIS 2016 University of Hawai'i at Mānoa.

Adjunct Faculty

- Patrinos, Christopher (2024) B.A. 2013, Chaminade University; M.F.A. (2017) University of Hawai'i at Mānoa.
- Sorensen, Aurie. (2024) B.A. 2015, Brigham Young University Hawaii.

Emeritus Faculty

- Ferre, Craig (1980-2016)

## Programs and Degrees

- Theatre Minor

## Theatre Minor

15 Credits

Effective: 09/2017

**\*For specific course information - see Course Listings in Catalog**

<b>Requirements</b>	<b>6 Credits</b>
THEA 115	Introduction to Theatre (3)
THEA 123	Acting I (3)

Electives	9 Credits
THEA 141	Introduction to Theatre Technology I: Costume and Makeup Design (3)
THEA 142	Introduction to Theatre Technology II: Set, Lighting Design, and Stage Management (3)
THEA 221	Voice, Speech, and Movement (3)
THEA 224	Acting II: Advanced Scene Study and Shakespeare (3)
THEA 325 or	Playwriting (3) or
ENGL 318	Advanced Creative Writing (3)
THEA 361	Directing (3)
THEA 260R and/or	Theatre Workshop (1-3) and/or
THEA 285R	Rehearsal and Performance (1-4)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

# Faculty of Education and Social Work

## Education

### Faculty

#### Dean

Nancy Tarawhiti ([nancy.tarawhiti@byuh.edu](mailto:nancy.tarawhiti@byuh.edu))  
MFB 212, (808) 675-3360

#### Administrative Assistant

Monica Bannister, ([monica.bannister@byuh.edu](mailto:monica.bannister@byuh.edu))  
TEB 119, (808) 675-3886

#### Academic Advisor

Julie Kunz ([juliekunz@byuh.edu](mailto:juliekunz@byuh.edu))  
Academic Advising Office (808) 675-3596

#### Program Director

Ammon Wilcken ([ammon.wilcken@byuh.edu](mailto:ammon.wilcken@byuh.edu))  
TEB 120, (808) 675-3685

#### Professors

- Rackley, Eric, (2012) B.A. 1997, Brigham Young University; M.A. 2001, Portland State University; M.Ed. 2004, University of Utah, Ph.D. 2010, University of Michigan.

#### Associate Professors

- Davis, Lorie (2024) A.A. 1992, Ricks College; B.S. 1994, Brigham Young University; MPA 2003, Brigham Young University; Ph.D. 2015, Idaho State University.

- Johnson, Kurt W. (2014) B.S. 1991, Utah State University; M.S. 1993, Utah State University; Ph.D. 2014, Utah State University.
- Shute, Jonathan W., (2013) B.S. 1991, Brigham Young University-Hawaii; M.A. 2001, Brigham Young University; Ph.D. 2007, University of Buckingham.

#### Assistant Professors

- Denninghoff, Juanita L. (2021) B.A. 2002, Brigham Young University-Hawaii; M.A. 2012 Arizona State University; Ph.D. 2022, Concordia University Chicago.
- Magalei, Jerusha N.P. (2021) B.A. 1998, Brigham Young University-Hawaii; M.Ed. 2008, University of Phoenix-Honolulu; Ph.D. 2022, University of Hawai'i at Mānoa.
- Miller, Cassandra A. (2023) B.S. 1996, Brigham Young University-Hawaii; M.Ed. 2016, University of Hawai'i at Manoa; Ph.D. 2023, University of Hawai'i at Manoa
- Wilcken, Ammon, (2012) B.S.E 2003, Southern Utah University; M.Ed. 2006, Southern Utah University; Ph.D. 2012, Michigan State University.

#### Adjunct Faculty

- Ah Sue, Yvonne (2023) B.S. 1992, Brigham Young University-Hawaii; M.Ed. 2017, University of Phoenix.
- Graham, Tetuanui (2022) B.S. 1991, Brigham Young University-Hawaii; M.Ed. 2020, Concordia University.
- Kahawaii, BarbaraJean (2024) B.S. 2000, Brigham Young University-Hawaii; M.Ed. 2002, Chaminade University of Honolulu; Ed.D. 2023, University of Hawai'i at Manoa.
- Kaka, Eliza (2022) B.S. 2006, Brigham Young University-Hawaii; M.Ed. 2012, Grand Canyon University; M.Ed. Chaminade University of Honolulu.
- Logan, Anna (2023) B.S. 2002, Brigham Young University-Hawaii
- Mariteragi, Alvin (2008) B.S. 1999, Brigham Young University-Hawaii; M.S. 2009, University of Hawai'i at Mānoa.
- Marshall, Francisca (2019) B.S. 1991, Brigham Young University-Hawaii; M.S. 2012, Florida State University; Ph.D. 2019, Florida State University.
- Nakasone, Jasmynn (2021) B.S. 2011, University of Hawai'i at Mānoa.
- Shumway, Eliza May (2022) A.A. 1993, Brigham Young University-Hawaii; B.S. 1995 Brigham Young University-Hawaii.

#### Field Services Faculty

- Afualo, Melanie (2022)
- Albert, Lea (2017)
- Chun, Cynthia (2010) B.Ed. 1974, M.Ed. Admin. 1988, University of Hawai'i at Mānoa.
- Fale, Kim (2023) B.Ed. 1977, Brigham Young University; M.Ed. 1979, Brigham Young University
- Hirata, Peggy (2000) B.Ed. 1965, University of Hawai'i at

Mānoa

- Holmberg, Ruth (2024)
- Taeaolii, Ronette (2023) B.S. 1982, Brigham Young University–Hawaii
- Tavares, Rochelle (2023) B.S. 1980, Brigham Young University
- Tepper, Ella (2021) B.A. 1962, Brooklyn College of the City University of New York; M.S. 1971, New Paltz College of the State University of New York.
- Vaioleti, Cecelia (2022) B.A. 1972, Church College of Hawaii.
- Vendiola, Uila (2022) B.A. 1997, Chaminade University of Honolulu; J.D. 2001, Oklahoma City University School of Law; 2019 M.Ed. Western Governor’s University.

Emeritus Faculty

- Bennet, Carol (2014-2021)

## Programs and Degrees

Teacher Education offers Bachelor’s degrees in Elementary Education and Secondary Education in approved majors (See Secondary Education).

An Education Minor prepares students to utilize education principles and skills in any subject area.

A Special Education Minor prepares students to work with children and young adults who may have a variety of learning disabilities, health impairments, intellectual disabilities, autism, or multiple disabilities.

A Post Baccalaureate Licensure Program provides teacher licensure for Hawaii residents with an earned baccalaureate degree who desire to teach in public schools but do not have an initial teacher license.

An Alternative Licensing Program (ALP) is available to validate the teacher performance of current Hawaii Department of Education employees who do not have but would like to obtain an initial teacher license.

An International Teacher Education Program (ITEP) provides professional development and educational opportunities for full-time hired teachers, counsellors, and administrators in Church Schools of the Church of Jesus Christ of Latter-Day Saints.

The teacher education program at Brigham Young University–Hawaii primarily prepares elementary and secondary preservice teachers for the public-school classroom and secondarily assists qualified emergency hires for Hawaii teacher licensure. Teacher education caters to both US and international students. US students often choose to teach in Hawaii or transfer their license in order to teach in another state. International students are encouraged and assisted in student teaching placement and teacher registration ‘licensing’ in their home country.

The teacher education program is accredited as a state-approved teacher education program by the Hawaii Teacher Standards Board (HTSB), the authorized agent of the State of Hawaii Department of Education. Teacher licenses in Hawaii are regulated and issued by the HTSB. The decision to recommend for a teaching license is based upon the successful completion of all BYUH teacher education program requirements, including professional field experiences.

Neither the BYUH teacher education program nor the Hawaii Teacher Standards Board license teachers in other U.S. States. However, reciprocity agreements allow a Hawaii license to be transferred to other U.S. states. Each state maintains its own requirements for both initial teacher licensing as well as the transfer of a teacher license from one state to another.

Licensing for countries outside the United States is regulated by national and local government agencies. Neither the Brigham Young University–Hawaii teacher education program nor the Hawaii Teacher Standards Board license teachers internationally.

Brigham Young University–Hawaii is a member in good standing of The Association for Advancing Quality in Educator Preparation (AAQEP) and has been awarded full accreditation by AAQEP through June 30, 2027. Full accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and has demonstrated the commitment and capacity to maintain quality. Additionally, teacher education programs are reviewed by the Hawaii Teacher Standards Board (HTSB).

Undergraduate Teacher Education Programs

- B.S. in Elementary Education (Non-cert, Hawaii & International)
- Secondary Education (Non-cert, Hawaii & International)
  - B.A. in Art Education
  - B.S. in Business Education
  - B.A. in English Education
  - B.S. Health and Human Science Education
  - B.A. in History Education
  - B.S. in Math Education
  - B.S. in Science Education
  - B.A. in Social Science Education
  - B.A. in TESOL Education
- Education Minor
- Special Education Minor

Other Teacher Education Programs

- Post Baccalaureate Teacher Education Program
- Alternative Licensing Program (ALP)
- International Teacher Education Program (ITEP)

## Elementary Education

## Admission to All Programs

Admission to the General Degree requires a valid MAP that will satisfy university graduation criteria. Students seeking teacher licensing in Hawaii or an approved international country need to formally apply for student teaching. Additional details can be found on the [Admission to the Teacher Education Program](#) page.

## Programs and Degrees

- B.S. in Elementary Education

## The Discipline

All courses offered in the elementary education teacher education program are designed to meet the performance standards established by the Hawaii 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, with the capstone experience being student teaching for students working to teach in grades Kindergarten through 6th grade in public or private schools. 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.

## Program Learning Outcomes

Upon completing a major in Teacher Education, students can demonstrate an understanding of these outcomes:

1. Learner Development - The teacher candidate designs and implements developmentally appropriate and challenging learning experiences.
2. Learning Differences - The teacher candidate creates inclusive learning environments that enable each learner to meet high standards.
3. Learning Environments - The teacher candidate works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. Content Knowledge - The teacher candidate understands the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. Application of Content - The teacher candidate uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Assessment - The teacher candidate uses multiple

methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. Planning for Instruction - The teacher candidate plans instruction that supports every student in meeting rigorous learning goals.
8. Instructional Strategies - The teacher candidate uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
9. Professional Learning and Ethical Practice - The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. Leadership and Collaboration - The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families, colleagues, other school professionals.

## Career Opportunities

The Elementary Education program prepares students for a career teaching students in grades Kindergarten through six. Individuals may also pursue other career opportunities in education such as counselors, curriculum specialists and administrators.

## Secondary Education

### Admission to All Programs

Admission to the Secondary Education Degree requires a valid MAP that satisfies university graduation criteria. Students seeking teacher licensing in Hawaii or an approved international country need to formally apply for student teaching. Additional details can be found on the [Admission to the Teacher Education Program](#) page.

### Programs and Degrees

Bachelor of Science or Arts degrees in education are available only in the following content areas for U.S. bound graduates. Other BYU-Hawaii majors can be appreciated for international graduates depending upon the curriculum requirements of their country:

- B.A. in Art Education
- B.S. in Business Education
- B.A. in English Education
- B.S. Health and Human Science Education
- B.A. in History Education

- B.S. in Math Education
- B.S. in Science Education
- B.A. in Social Science Education
- B.A. in TESOL Education

## The Discipline

All courses offered in the secondary education teacher education program are designed to meet the performance standards established by the Hawaii 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 Teacher Education, with the capstone experience being student teaching for students working to teach in grades 7 through 12 in public or private schools.

The program provides the opportunity for prospective teachers to learn about the culture of the secondary 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.

## Program Learning Outcomes

Upon completing a major in Secondary Education, students can demonstrate an understanding of these outcomes:

1. **Learner Development** - The teacher candidate designs and implements developmentally appropriate and challenging learning experiences.
2. **Learning Differences** - The teacher candidate creates inclusive learning environments that enable each learner to meet high standards.
3. **Learning Environments** - The teacher candidate works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge** - The teacher candidate understands the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Application of Content** - The teacher candidate uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment** - The teacher candidate uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Planning for Instruction** - The teacher candidate plans instruction that supports every student in meeting rigorous learning goals.
8. **Instructional Strategies** - The teacher candidate uses a

variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. **Professional Learning and Ethical Practice** - The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration** - The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families, colleagues, other school professionals.

## Career Opportunities

The Secondary Education program prepares students for a career teaching students in grades seven to twelve. Individuals may also pursue other career opportunities in education such as counselors, curriculum specialists and administrators.

## Post Baccalaureate Teacher Education Programs

This program is designed for Hawaii residents who already have a baccalaureate degree but desire to teach in public schools, but do not have an initial teacher license. Upon successful completion of coursework and practicum experience, including student teaching, candidates are recommended for initial licensure in either elementary education or secondary education to the Hawaii Teacher Standards Board.

The prerequisites for admission are:

- Applicants must have an earned bachelor's degree from an accredited institution.
- If the applicant is a rollover student from a BYUH undergraduate program, graduation progress must be verified by the Teacher Education Program.

## Alternative Licensing Program (Hawaii)

The Alternative Licensing Program (ALP) is a 16-week program designed to validate that a candidate's teaching proficiency is at or above the levels of the Teacher Performance and Licensing Standards as outlined by the Hawaii Teacher Standards Board (HTSB). It is expected that candidates will be recommended for licensure with the State of Hawaii at the end of the 16-week semester, with extensions considered on a case-by-case basis.

Applicants must meet the following requirements:

- Have an earned bachelor's degree from an accredited institution.
- Have a minimum of one (1) year of experience in a HIDOE or HIPCS classroom setting. (long-term sub, emergency hire, educational assistant, part-time teacher, etc.) OR have the opportunity to be hired within the HIDOE or HIPCS in a position. (long-term sub, emergency hire, educational assistant, part-time teacher, etc.)

## The International Teacher Education Program (ITEP)

This program provides professional development and educational opportunities for full-time hired teachers, counsellors, and administrators in Church Schools of the Church of Jesus Christ of Latter-Day Saints.

A series of ten (10) BYUH Teacher Education Program courses are offered by senior missionary couples with teacher education expertise. These couples serve as adjunct faculty for the BYUH Teacher Education Program and provide needed instruction in the designated coursework and supervision required in each school.

ITEP students who successfully complete all ten (10) courses receive an ITEP Certificate, issued by Brigham Young University-Hawaii.

## ITEP Certificate in Teacher Education (40-42 hours)

### Required (40-42 hours)

- EDU 212 Foundations of Education (2)
- EDU 200 Human Growth and Learning in Schools (3)
- EDU 340 Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (3)
- SPED 300 Education of Students with Exceptionalities (3)
- EDU 305 Computer and Technology Assisted Instruction (2)
- EDU 312 Effective Pedagogy (3)
- EDU 385 Education Assessment in the Classroom (3)
- SCED 401 A Multicultural Approach to Reading in the Content Area (3)\* or ELED 320 Methods of Literacy Instruction for the Fluent Reader\* (3)
- SCED/ELED 430 Classroom Management (2)
- ITEP 492 Student Teaching (14)

Note: \*Pairing of these courses must be taken as SCED 401 and SCED 350 or ELED 320 and ELED 421.

This ITEP Certificate in Teacher Education is available to full-time hired teachers, counsellors, and administrators in Church Schools of the Church of Jesus Christ of Latter-Day Saints.

## B.S. in Elementary Education

47-67 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

### Pre-Professional Area

8-11 Credits

EDU 212	Foundations of Education (2)
EDU 200	Human Growth and Learning in Schools (3)
MATH 205	Mathematics for Elementary Teachers (3)
HWST 101	Introduction to Hawaiian Studies (3) <i>(Only required for Hawaii Teacher License)</i>

### Recommended Electives:

EDU 333	Developing an Effective School Culture (2)
ELED 240	Children's Literature in Elementary Schools (2)

### Academic Support Area

32 Credits

SPED 300	Education of Students with Exceptionalities (3)
EDU 305	Computer and Technology Assisted Instruction (2)
EDU 312	Effective Pedagogy (3)
EDU 340	Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (3)
EDU 385	Education Assessment in the Classroom (3)
ELED 320	Methods of Literary Instruction for the Emergent Reader (3)
ELED 343	PE and Health Methods for Elementary Teachers (2)
ELED 347	Math Methods for Elementary Teachers, Part I (2)
ELED 360	Science Methods for Elementary Teachers (3)
ELED 369	Writing Methods for Elementary Teachers (3)
ELED 378	Music Methods for Elementary Teachers (1)
ELED 380	Social Studies Methods/Multicultural Education and Constitution for Elementary Teachers (3)
ART 336	Arts Methods for Elementary Teachers (1)

### Professional Year

7-24 Credits

ELED 421	Methods of Literary Instruction for the Fluent Reader (2)
ELED 430	Classroom Management (2)
ELED 451	Math Methods for Elementary Teachers, Part II (3)
ELED 491	Pre-Student Teaching (3)
ELED 492	Student Teaching (14)

**Application to the Teacher Education Program must take place before Professional Year courses may be taken.**

### Application deadlines:

**February 15 for those beginning Professional Year courses in fall semester**  
**May 15 for those beginning Professional Year courses in winter semester**  
 No grade below "C-" accepted

**All courses in the Education major can be retaken 1 time to improve a grade lower than C-.**

**If the second attempt is lower than a C-, the student will be removed from the major.**

## B.A. in Art Education

62-82 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

<b>Art Content</b>	<b>38 Credits</b>
ART 119	Drawing and Design Principles (3)
ART 210	Digital Design (3)
ART 212	Digital Photography (3)
FILM 218	Basic Video Production (3)
ART 220	Experience in Visual Arts (3)
ART 221R	Figure Drawing (3)
ART 225	Painting Concepts (3)
ART 265	Beginning Sculpture (3)
ART 201	Global Art History I (3)
ART 202	Global Art History II (3)
ART 306	Global Art History III (3)
ART 337 OR	Art Methods for Secondary Teachers OR (2)
SCED 350	General Methods for Secondary Teachers (2)
ART 442	Readings in Aesthetics (3)

<b>Education: Pre-Professional Area</b>	<b>5-8 Credits</b>
EDU 212	Foundations of Education (2)
EDU 200	Human Growth and Learning in Schools (3)
HWST 101	Introduction to Hawaiian Studies (3) <i>(Required for Hawaii License Track)</i>

<b>Education: Academic Support Area</b>	<b>14 Credits</b>
SPED 300	Education of Students with Exceptionalities
EDU 305	Computer and Technology Assisted Instruction (2)
EDU 312	Effective Pedagogy (3)
EDU 340	Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (3)
EDU 385	Education Assessment in the Classroom (3)

<b>Education: Professional Year</b>	<b>5-22 Credits</b>
SCED 401	A Multicultural Approach to Reading in the Content Area (3)
SCED 430	Classroom Management in Secondary Contexts (2)
SCED 491	Pre-Student Teaching (3)
SCED 492	Student Teaching (14)

Application to the Teacher Education Program must take place before Professional Year courses may be taken.

### Application deadlines:

February 15 for those beginning Professional Year courses in fall semester

May 15 for those beginning Professional Year courses in winter semester

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-.

If the second attempt is lower than a C-, the student will be removed from the major.

## B.S. in Business Education

62-82 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

**Business Content** **36 Credits**

### Business Core

ACCT 186	Introduction to Financial Computing (3)
ACCT 201	Introduction to Financial Accounting (3)
ACCT 203	Introduction to Managerial Accounting (3)
BUSM 180	Introduction to Business (3)
ECON 200	Principles of Microeconomics (3)
ECON 201	Principles of Macroeconomics (3)
MATH 121	Principles of Statistics (3)

### Advanced Content

BUSM 301	Business Finance (3)
BUSM 304	Principles of Marketing Management (3)
BUSM 310	Principles of Management (3)
BUSM 320	Business Communication (3)
BUSM 342	Business Law and Ethics (3)

**Education: Pre-Professional Area** **5-8 Credits**

EDU 212	Foundations of Education (2)
EDU 200	Human Growth and Learning in Schools (3)
HWST 101	Introduction to Hawaiian Studies (3) <i>(Required for Hawaii License Track)</i>

**Education: Academic Support Area** **14 Credits**

SPED 300	Education of Students with Exceptionalities
EDU 305	Computer and Technology Assisted Instruction (2)
EDU 312	Effective Pedagogy (3)
EDU 340	Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (3)
EDU 385	Education Assessment in the Classroom (3)

**Education: Professional Year** **7-24 Credits**

SCED 350	General Methods for Secondary Teachers (2)
SCED 401	A Multicultural Approach to Reading in the Content Area (3)
SCED 430	Classroom Management in Secondary Contexts (2)
SCED 491	Pre-Student Teaching (3)
SCED 492	Student Teaching (14)

Application to the Teacher Education Program must take place before Professional Year courses may be taken.

### Application deadlines:

February 15 for those beginning Professional Year courses in fall semester

May 15 for those beginning Professional Year courses in winter semester

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-.

If the second attempt is lower than a C-, the student will be removed from the major.

## B.A. in English Education

62-82 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

<b>English Content</b>	<b>36 Credits</b>
ENGL 251	Fundamentals of Literature (3)
ENGL 321 OR	English Grammars OR (3)
ENGL 421	History of the English Language (3)
ENGL 382	Shakespeare (3)
ENGL 420	Literature for Young Adults (3)
ENGL 490	Senior Seminar (3)
ENGL 218 OR	Introduction to Creative Writing OR (3)
ENGL 318	Advanced Creative Writing (3)

**Choose Two:**

ENGL 361-364	American Literature (3)
ENGL 361-364	American Literature (3)

**Choose One:**

ENGL 341	World Literatures in English (3)
ENGL 342	Pacific Literatures (3)
ENGL 343	Asian Literature (3)

**Choose Three:**

ENGL 371	English Literature to 1500: Medieval Period (3)
ENGL 372	English Literature from 1500 to 1660: Renaissance Period (3)
ENGL 373	English Literature from 1660 to 1780: The Restoration and Eighteenth Century (3)
ENGL 374	English Literature from 1780 to 1832: The Romantic Period (3)
ENGL 375	English Literature from 1832 to 1890: The Victorian Period (3)
ENGL 376	English Literature from 1890 to the Present (3)

**Education: Pre-Professional Area 5-8 Credits**

EDU 212	Foundations of Education (2)
EDU 200	Human Growth and Learning in Schools (3)
HWST 101	Introduction to Hawaiian Studies (3) <i>(Required for Hawaii License Track)</i>

**Education: Academic Support Area 14 Credits**

SPED 300	Education of Students with Exceptionalities (3)
EDU 305	Computer and Technology Assisted Instruction (2)
EDU 312	Effective Pedagogy (3)
EDU 340	Multiculturalism and Culturally Responsive Teaching through Sheltered Instruction (3)
EDU 385	Education Assessment in the Classroom (3)

**Education: Professional Year 7-24 Credits**

SCED 350	General Methods for Secondary Teachers (2)
SCED 401	A Multicultural Approach to Reading in the Content Area (3)
SCED 430	Classroom Management in Secondary Contexts (2)
SCED 491	Pre-Student Teaching (3)
SCED 492	Student Teaching (14)

Application to the Teacher Education Program must take place before  
Professional Year courses may be taken.

**Application deadlines:**

February 15 for those beginning Professional Year courses in fall semester  
May 15 for those beginning Professional Year courses in winter semester  
No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a  
grade lower than C-.

If the second attempt is lower than a C-, the student will be removed from  
the major.

## Health and Human Science Education

62-82 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

**Core Requirements**

**21 Credits**

MATH 121	Principles of Statistics (3)
BIOL 101	Introduction to Human Biology (3)
BIOL 260C/LC	Human Anatomy-Cadaver Based/Lab (4)
BIOL 261/L	Human Physiology/Lab (4)
HHS 344	Physiology of Exercise (3)

**Choice of 4 SSAC Sport & Activity Classes - 4 Credits**

SSAC	Sports Fundamental: (1)
SSAC	Sports Fundamental: (1)
SSAC	Sports Fundamental: (1)
SSAC	Sports Fundamental: (1)

**Health Emphasis 15 Credits**

HHS 177	Personal Health and Wellness (3)
HHS 333	Principles of Strength Training and Conditioning (3)
HHS 361	Health Promotion Management (3)
HHS 369	Youth Coaching (3)
HHS 409	Health and Human Behavior (3)

**Education: Pre-Professional Area 5-8 Credits**

EDU 212	Foundations of Education (2)
EDU 200	Human Growth and Learning in Schools (3)
HWST 101	Introduction to Hawaiian Studies (3) <i>(Required for Hawaii License Track)</i>

**Education: Academic Support Area 14 Credits**

SPED 300	Education of Students with Exceptionalities (3)
EDU 305	Computer and Technology Assisted Instruction (2)
EDU 312	Effective Pedagogy (3)
EDU 340	Multiculturalism and Culturally Responsive Teaching through Sheltered Instruction (3)
EDU 385	Education Assessment in the Classroom (3)

**Education: Professional Year 7-24 Credits**

SCED 350	General Methods for Secondary Teachers (2)
SCED 401	A Multicultural Approach to Reading in the Content Area (3)
SCED 430	Classroom Management in Secondary Contexts (2)
SCED 491	Pre-Student Teaching (3)
SCED 492	Student Teaching (14)

Application to the Teacher Education Program must take place before Professional Year courses may be taken.

Application deadlines:

February 15 for those beginning Professional Year courses in fall semester

May 15 for those beginning Professional Year courses in winter semester

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-.

If the second attempt is lower than a C-, the student will be removed from the major.

## B.A. in History Education

61-81 Credits

Effective: 09/2024

\*For specific course information - see Course Listings in Catalog

### History Content

35 Credits

HIST 120	American History to 1865 (3)
HIST 121	American History since 1865 (3)
HIST 200	The History's Craft (3)
HIST 201	History of Civilization to 1500 (3)
HIST 202	History of Civilization since 1500 (3)
ANTH 105 OR	Introduction to Cultural Anthropology (3) OR
SOC 111	Introduction to Sociology (3) (Not offered at BYUH- only for students transferring this class in)
ECON 200 OR	Principles of Microeconomics (3) OR
ECON 201	Principles of Macroeconomics (3)
GEOG 101	Introductory Geography (3)
POSC 110	The U.S Political System (3)

### Content Area Electives

8 Credits

#### HIST 250-400 level classes

HIST ____	(3)
HIST ____	(3)
HIST ____	(3)

### Education: Pre-Professional Area

5-8 Credits

EDU 212	Foundations of Education (2)
EDU 200	Human Growth and Learning in Schools (3)
HWST 101	Introduction to Hawaiian Studies (3) (Only Required for Hawaii License Track)

### Education: Academic Support Area

14 Credits

SPED 300	Education of Students with Exceptionalities (3)
EDU 305	Computer and Technology Assisted Instruction (2)
EDU 312	Effective Pedagogy (3)
EDU 340	Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (3)
EDU 385	Education Assessment in the Classroom (3)

### Education: Professional Year

7-24 Credits

SCED 350	General Methods for Secondary Teachers (2)
SCED 401	A Multicultural Approach to Reading in the Content Area (3)
SCED 430	Classroom Management in Secondary Contexts (2)
SCED 491	Pre-Student Teaching (3)

SCED 492

Student Teaching (14)

Application to the Teacher Education Program must take place before Professional Year courses may be taken.

Application deadlines:

February 15 for those beginning Professional Year courses in fall semester

May 15 for those beginning Professional Year courses in winter semester

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-.

If the second attempt is lower than a C-, the student will be removed from the major.

## B.S. in Math Education

58-78 Credits

Effective: 09/2024

\*For specific course information - see Course Listings in Catalog

### Math Content

32 Credits

MATH 121	Principles of Statistics (3)
MATH 212	Calculus I (5)
MATH 213	Calculus II (5)
MATH 301	Foundation of Mathematics (3)
MATH 302	Foundations of Geometry (3)
MATH 308	Mathematics Using Technologies (3)
MATH 314	Multivariable Calculus (5)
MATH 343	Elementary Linear Algebra (3)
MATH 490R	Mathematics Seminar (2) (Must be Mathematics Seminar and not special topics)

### Education: Pre-Professional Area

5-8 Credits

EDU 212	Foundations of Education (2)
EDU 200	Human Growth and Learning in Schools (3)
HWST 101	Introduction to Hawaiian Studies (3) (Required for Hawaii License Track)

### Education: Academic Support Area

14 Credits

SPED 300	Education of Students with Exceptionalities (3)
EDU 305	Computer and Technology Assisted Instruction (2)
EDU 312	Effective Pedagogy (3)
EDU 340	Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (3)
EDU 385	Education Assessment in the Classroom (3)

### Education: Professional Year

7-24 Credits

MATH 377 OR	Secondary Mathematics Teaching Methods (2) or
SCED 350	General Methods for Secondary Teachers (2)
SCED 401	A Multicultural Approach to Reading in the Content Area (3)
SCED 430	Classroom Management in Secondary Contexts (2)
SCED 491	Pre-Student Teaching (3)
SCED 492	Student Teaching (14)

Application to the Teacher Education Program must take place before Professional Year courses may be taken.

**Application deadlines:**

February 15 for those beginning Professional Year courses in fall semester  
May 15 for those beginning Professional Year courses in winter semester  
No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-.

If the second attempt is lower than a C-, the student will be removed from the major.

**Education: Professional Year**

**7-24 Credits**

SCED 350	General Methods for Secondary Teachers (2)
SCED 401	A Multicultural Approach to Reading in the Content Area (3)
SCED 430	Classroom Management in Secondary Contexts (2)
SCED 491	Pre-Student Teaching (3)
SCED 492	Student Teaching (14)

Application for Student Teaching Program must take place before Professional Year courses may be taken.

**Application deadlines:**

February 15 for those beginning Professional Year courses in fall semester  
May 15 for those beginning Professional Year courses in winter semester  
No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-.

If the second attempt is lower than a C-, the student will be removed from the major.

**B.S. in Science Education**

**61-81 Credits**

**Effective: 09/2024**

\*For specific course information - see Course Listings in Catalog

**Social Science Content 35 Credits**

HIST 120	American History to 1865 (3)
HIST 121	American History since 1865 (3)
HIST 200	The Historian's Craft (3)
HIST 201	History of Civilization to 1500 (3)
HIST 202	History of Civilization since 1500 (3)
ANTH 105	Introduction to Cultural Anthropology (3)
ECON 200 OR	Principles of Microeconomics (3) OR
ECON 201	Principles of Macroeconomics (3)
GEOG 101	Introductory Geography (3)
POSC 110	The U.S Political System (3)

**Content Electives 8 Credits**

**HIST 250-400 Level Classes, ANTH, ECON, GEOG, HWST, POSC, PSYC 300-400 Level Classes Faculty Approved**

**Education: Pre-Professional Area 5-8 Credits**

EDU 212	Foundations of Education (2)
EDU 200	Human Growth and Learning in Schools (3)
HWST 101	Introduction to Hawaiian Studies (3) <i>(Required for Hawaii License Track)</i>

**Education: Academic Support Area 14 Credits**

SPED 300	Education of Students with Exceptionalities
EDU 305	Computer and Technology Assisted Instruction (2)
EDU 312	Effective Pedagogy (3)
EDU 340	Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (3)
EDU 385	Education Assessment in the Classroom (3)

**Education: Professional Year 7-24 Credits**

SCED 350	General Methods for Secondary Teachers (2)
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**B.S. in Science Education**

**54-78 Credits**

**Effective: 09/2024**

\*For specific course information - see Course Listings in Catalog

**Science Content 30 Credits**

**Science Core 15 Credits**

BIOL 112	Biology I - Cell and Molecular Biology (3)
BIOL 112L	Biology I - Cell and Molecular Biology Lab (1)
BIOL 113	Biology II - Evolution, Ecology, and Organismal Biology (3)
CHEM 105	General Chemistry I (3)
CHEM 106	General Chemistry II (3)
CHEM 107L	General Chemistry Laboratory (1)
CHEM 201	Chemical and Laboratory Safety (1)

**Science Electives 15 Credits**

Select at least 15 credits (3 credits must be an upper-division level (300-400) course if on the non-certification track of courses with designations of BIOL, CHEM, PHYS, or GEOL, OCEN, SCI (when offered)

Students seeking licensure should identify which PRAXIS exam they are preparing to take: Biology, Chemistry, General Science, Physical Science, or Physics and choose appropriate electives. Below is a list of recommended courses for subject PRAXIS tests. Note: not all recommended courses may be upper-level electives.

Biology PRAXIS: SCI 201, BIOL350/L or BIOL 312/L, BIOL 261/L or BIOL 304/L, BIOL 376 or BIOL 441

Chemistry PRAXIS: SCI 201, CHEM 351/L, CHEM 481

General Science PRAXIS: SCI 201, GEOL 105 or OCEN 201, PHYS 105 & 106 or 205 & 206, PHYS 155L & 156L

Physical Science PRAXIS: SCI 201, GEOL 105 or OCEN 201, PHYS 105 & 106 or 205 & 206, PHYS 155L & 156L

Physics PRAXIS: SCI 201, PHYS 105 & 106 or 205 & 206, PHYS 155L & 156L

**Education: Pre- Professional Area 5-8 Credits**

EDU 212	Foundations of Education (2)
EDU 200	Human Growth and Learning in Schools (3)
HWST 101	Introduction to Hawaiian Studies (3) <i>(Required for Hawaii License Track)</i>

**Education: Academic Support Area 14 Credits**

SPED 300	Education of Students with Exceptionalities (3)
EDU 305	Computer and Technology Assisted Instruction (2)
EDU 312	Effective Pedagogy (3)
EDU 340	Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (3)
EDU 385	Education Assessment in the Classroom (3)

SCED 401	A Multicultural Approach to Reading in the Content Area (3)
SCED 430	Classroom Management in Secondary Contexts (2)
SCED 491	Pre-Student Teaching (3)
SCED 492	Student Teaching (14)

Application to the Teacher Education Program must take place before Professional Year courses may be taken.

**Application deadlines:**

February 15 for those beginning Professional Year courses in fall semester

May 15 for those beginning Professional Year courses in winter semester

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-.

If the second attempt is lower than a C-, the student will be removed from the major.

## B.A. in TESOL Education

58-79 Credits

Effective: 09/2024

\*For specific course information - see Course Listings in Catalog

### TESOL Content Classes 34-35 Credits

TESOL 240	Introduction to TESOL (3)
LING 210	Introduction to Linguistics (3)
<i>TESOL 240 &amp; LING 210 must be C+ or higher</i>	
<i>Admission to Major - See TESOL Program</i>	

EDU 305	Computer and Technology Assisted Instruction (2)
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TESOL 310 or SCED 350	TESOL Principles and Methods (3) or General Methods for Secondary Teachers (2)
LING 260	Phonology (3)
LING 331	Sociolinguistics (3)
LING 321	English Syntax (3)
LING 423	Language Acquisition (3)
LANG 201	Foreign Language: _____ (4)

### Choose 8 credits from the following

TESOL 324	Teaching Listening (2)
TESOL 327	Teaching Speaking (2)
TESOL 328	Teaching Reading (2)
TESOL 329	Teaching Writing (2)
TESOL 330	Teaching English to Young Learners (2)
TESOL 391R	TESOL International Convention (1)
TESOL 405	Technology Assisted Language Instruction (2)
TESOL 425	Teaching Vocabulary (2)
TESOL 426	Teaching Grammar (2)

### Education: Pre-Professional Area 5-8 Credits

EDU 212	Foundations of Education (2)
EDU 200	Human Growth and Learning in Schools (3)
HWST 101	Introduction to Hawaiian Studies (3) <i>(Required for Hawaii License Track)</i>

### Education: Academic Support Area 12 Credits

SPED 300	Education of Students with Exceptionalities (3)
EDU 312	Effective Pedagogy (3)

EDU 340	Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (3)
EDU 385	Education Assessment in the Classroom (3)

### Education: Professional Year 5-22 Credits

SCED 401	A Multicultural Approach to Reading in the Content Area (3)
SCED 430	Classroom Management in Secondary Contexts (2)
SCED 491	Pre-Student Teaching (3)
SCED 492	Student Teaching (14)

Application to the Teacher Education Program must take place before Professional Year courses may be taken.

**Application deadlines:**

February 15 for those beginning Professional Year courses in fall semester

May 15 for those beginning Professional Year courses in winter semester

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-.

If the second attempt is lower than a C-, the student will be removed from the major.

## Education Minor

15 Credits

Effective: 09/2024

\*For specific course information - see Course Listings in Catalog

<b>Required 5 Credits</b>	
EDU 200	Human Growth and Learning in Schools (3)
EDU 212	Foundations of Education (2)
<b>Electives 10 Credits</b>	
SPED 300	Education of Students with Exceptionalities
EDU 305	Computer and Technology Assisted Instruction (2)
EDU 312	Effective Pedagogy (3)
EDU 333	Developing an Effective School Culture (2)
EDU 340	Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (3)
EDU 385	Education Assessment in the Classroom (3)
SCED 350	General Methods for Secondary Teachers (2)
SCED 401	Multicultural Approach to Reading in the Content Area (3)
ELED 240	Children's Literature in Elementary Schools (2)
ELED 320	Methods of Literacy Instruction for the Emergent Reader (3)
ELED 343	PE and Health Methods for Elementary Teachers (2)
ELED 347	Math Methods for Elementary Teachers Part I (2)
ELED 360	Science Methods for Elementary Teachers (3)
ELED 369	Writing Methods for Elementary Teachers (3)
ELED 378	Music Methods for Elementary Teachers (1)
ELED 380	Social Studies Methods/Multicultural Education and Constitution for Elementary Teachers (3)

ELED 421	Methods of Literacy Instruction for the Fluent Reader (2)
ELED 430 or SCED 430	Classroom Management (2) or Classroom Management in Secondary Contexts (2)
ELED 451	Math Methods for Elementary Teachers Part II (3)
ART 336	Art Methods for Elementary Teachers (1)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Special Education Minor

13 Credits

Effective: 01/2020

**\*For specific course information - see Course Listings in Catalog**

Required	13 Credits
EDU 200	Human Growth and Learning in Schools (3)
SPED 300	Education of Students with Exceptionalities (3)
SPED 309	Theory and Practice with Students with Exceptionalities (3)
SPED 320	Behavioral Management (2)
SPED 387	IEP Development: Assessment to Implementation (2)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

**This Special Education Minor does not imply or lead to Hawaii Teacher Licensing.**

## Social Work

### Faculty

Dean

Nancy Tarawhiti ([nancy.tarawhiti@byuh.edu](mailto:nancy.tarawhiti@byuh.edu))  
MFB 212, (808) 675-3360

Administrative Assistants

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Program Director

Andre Hippolite ([andre.hippolite@byuh.edu](mailto:andre.hippolite@byuh.edu))  
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Director of Field Education

Victor Kaufusi ([victor.kaufusi@byuh.edu](mailto:victor.kaufusi@byuh.edu))

MCK 140C, (808) 675-3658

Associate Professor

- Kaufusi, Victor (2016) BSW 2010, Brigham Young University – Hawaii; M.S.W. 2011, University of Hawai'i at Manoa; Ph.D. 2020, University of Hawai'i at Manoa.
- Moleni, Kristina (2024) A.A. 2003, Salt Lake Community College; B.S. 2004, Brigham Young University – Hawaii; MSW 2009, University of Utah; Ph.D. 2020, University of Utah.

Assistant Professors

- Hippolite, Andre (2012) BSW 2001, Brigham Young University – Hawaii; M.S.W. 2004, Brigham Young University.
- Kunz, Christian (2012) BSW 2011, Brigham Young University – Idaho; M.S.W. 2006, University of Georgia; J.D. 2022, University of Hawai'i at Manoa.

Adjunct Faculty

- Crawford, Brandi (2015)
- Kaufusi, Seini (2022)
- Moea'i, Kerry (2013)
- Napa'a, Kori (2017)
- Pili, Sina (2023)
- Robertson, Thomas (2017)

Emeritus Faculty

- Furuto, Sharlene (1975-2012)
- Reeves, John (2002-2012)

## Career Opportunities and Graduate Study

Students who graduate with a Baccalaureate Degree in Social Work (BSW) from BYU-Hawaii are prepared as generalist social work practitioners. The beginning generalist practitioner assesses and works with consumer populations including referrals to community resources, guides consumer populations through the planned change process, intervenes with individuals, families, groups, and the community in a range of situations, conducts on-going evaluations, and makes appropriate closure.

BSW practitioners are employed in a variety of direct practice settings such as: state departments of human services, mental health and developmental disabilities services, children's service agencies, halfway houses, nursing homes, area wide agencies on aging, agencies serving battered women, rape crisis centers, child-care centers, etc. At the practice setting, the generalist social work practitioner takes on various roles such as: social broker, case manager, advocate, counselor, mediator, and educator.

The social work program also prepares students for graduate study in social work as well as service within their family, church, and community. The knowledge, skills, values, and ethics gained from

a social work education can be well used both professionally and personally, formally, and informally.

## The Social Work Profession

The human experience is filled with good fortune as well as challenges and difficulties. Sometimes we are unable to cope with or resolve difficulties such as: poverty, marital conflict, parent-child relationship problems, delinquency, abuse and neglect, substance abuse, and mental/emotional stress. Social work is the profession that helps individuals, groups, and communities enhance or restore their capacity for social functioning and work towards social and economic justice and peace.

The underpinnings of the social work profession include but are not limited to: (1) social work values such as autonomy, non-judgmental attitude, and the dignity, worth, and value of all human beings; (2) social work knowledge about human behavior, research, the life cycle, group dynamics, social policy, the ecological framework, human diversity, the environment, etc.; (3) practice skills and paradigms for working with multilevel populations such as preparing, communicating, analyzing, contracting, role taking, and stabilizing; and (4) planned change or an orderly approach to problem solving.

## Accreditation

The BYU–Hawaii Social Work Program has been accredited by the Council on Social Work Education (CSWE) continuously since 1978. CSWE is the national organization that provides the leadership for social work and monitors the quality for Bachelor of Social Work (BSW) and Master of Social Work (MSW) degree programs in the United States.

## Social Work Student Association

Social work majors have the opportunity to be members of the Social Work Student Association (SWSA). The SWSA provides social work majors with representatives to provide input into the Social Work Program decision-making process that effects students, the faculty, and the curriculum. In addition, the SWSA helps to meet the bio-psycho-social-spiritual well-being of social work majors. The Phi Alpha Honorary Social Work Society is also available to social work major who display academic and service excellence. 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.

## Mission Statement

The mission of the Brigham Young University–Hawai‘i Social Work Program is to prepare knowledgeable, competent, and effective social work professionals, with the highest degree of integrity, committed to the elimination of poverty, the alleviation of human suffering, and the promotion of peace within

individuals, families, communities, and societies throughout the world. Consistent with this mission, the Social Work Program is committed to:

- preparing students to be generalist social work practitioners, who value scientific inquiry, and view the world through a person-in-environment framework;
- developing empathy within students, with a deep respect for the dignity and worth of every individual, an appreciation of all forms of human diversity, and a commitment to build and nurture human relationships;
- fostering within students an abiding commitment to pursue and advocate for social justice in all its forms, including racial, economic, and environmental justice, and the realization and achievement of human rights for all people;
- maintaining a special focus on the needs of students indigenous to Hawai‘i, Oceania, and the Asian Rim;
- and supporting the overall mission of the University and the Church of Jesus Christ of Latter-day Saints in preparing our students to be lifelong disciples of Jesus Christ.”

## Programs and Degrees

- B.S.W. in Social Work
- Introduction to Social Work Minor

## Program Goals

Upon completing a major in Social Work, students will:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

## Admission and Retention Standards

All students desiring to major in social work at BYU–Hawaii must complete the necessary scholastic prerequisites, which are:

1. Final grade of B- or better in SOCW 160 (Introduction to Social Welfare and Social Work).
2. Cumulative GPA of 2.50 or better.
3. Completion of the online Social Work Major Application.

## Social Work Major Application

In order to be recognized as a regular social work major, a student must complete a Social Work Major Application online.

Completed applications are due:

- March 1<sup>st</sup> – spring entrance
- June 1<sup>st</sup> – Fall entrance
- November 1<sup>st</sup> – Winter entrance

To apply, go to: <https://esw.byuh.edu/socialwork/application-to-major>

All students who meet the minimum program academic requirements are invited to apply to the major. No student will be denied admission due to age, religion, gender, sexual orientation, disability, ethnicity, culture, or national origin.

## Required Curriculum

Fifty-five credit hours are required to graduate with a major in social work. See Recommended Curriculum for a description of the courses social work majors are required to pass. Only a C- or higher grade in social work classes may be applied toward completion of the Baccalaureate of Social Work (BSW) Degree.

There is also a recommended schedule for taking the required social work classes. It is important that students make an appointment with the social work Academic Advisor as soon as possible to develop a Major Academic Plan (MAP) and to receive a copy of Social Work Degree Requirements. The MAP is a personalized document indicating when the student is to take all courses required for General Education and the social work major for graduation. The student and program are to adhere to the MAP for a timely graduation. The Social Work Degree Requirements can be used to track the courses you have taken and have yet to take to qualify for the BSW.

## Field Education

The Field Education Program is an integral part of the generalist social work program reserved for seniors majoring in social work at BYU–Hawaii. Field education is comprised of a practicum and a seminar that give students the opportunity to discuss how they infuse knowledge, values, and skills at their agency. Students are expected to be in their agencies 5 days a week averaging 30 hours per week. Students should plan to not work and not take any other course during their practicum. Regardless of the option selected, students are required to obtain a minimum of 450 practicum hours, be supervised by a professional social worker, be enrolled in a seminar, and be placed in an agency-based social service setting.

Upon successful completion of the practicum and seminar requirements, students receive 12 credit hours. Students are responsible for finding an approved agency with assistance from

the Field Practicum Director. For more information concerning field education, please read the Field Practicum Manual found at the following links- <https://esw.byuh.edu/social-work-program>

## Transfer Students

Students who successfully complete courses at other universities may have their courses evaluated by the University Office of the Registrar for acceptance at BYU–Hawaii.

Social work major courses are considered for acceptance if the transferring university is accredited with the Council on Social Work Education (CSWE). In the event the university is an international school, transfer courses will be considered IF the accreditation association is equivalent to CSWE. For example, if a student from Australia takes courses in Social Work, their courses will be considered for transfer if the school was accredited by the Australian Association of Social Workers (AASW). The Social Work Program Director will consult with faculty who teach comparable courses. The director will make the final decision.

The burden will be upon the entering student to provide evidence of courses equivalency, such as transcripts, course syllabi, program accreditation, etc.

## Life Experiences or Previous Work Experiences

While life experiences or previous work experiences may enhance learning social work knowledge and skills, social work course credit is not granted for these experiences.

## B.S.W in Social Work

55 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

**Required courses for admission to the major 3 Credits**  
SOCW 160 Introduction to Social Welfare and Social Work (3)

*To be accepted into this major, you must pass all courses listed above with a B- or better. Students must be accepted to the Social Work Major before beginning Major Core and Content Classes.*

\_\_\_\_\_  
Academic Advisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Social Work Program

\_\_\_\_\_  
Date

**Required Social Work Foundation Courses 15 Credits**  
SOCW 357 Human Behavior in the Social Environment (3)  
SOCW 366 Social Welfare Policy (3)  
SOCW 371 Social Work Values and Ethics (3)

SOCW 372	Anti-Racism, Diversity, Equity and Inclusion (3)
SOCW 486	Social Research Methods and Applied Statistics (3)

**Required Social Work Practice Courses 9 Credits**

SOCW 362	Social Work Practice with Individuals (3)
SOCW 364	Social Work Practice with Families and Groups (3)
SOCW 462	Social Work Practice with Organizations and Communities (3)

**Elective Social Work Exploration Courses: Complete 5 courses**

**15 Credits**

\*SOCW 390R can be taken multiple times in different topic areas. The same topic area cannot be repeated for credit.

SOCW 368	Social Welfare in Asia and the Pacific (3)
SOCW 463	Child Welfare (3)
SOCW 468	Community Mental Health (3)
SOCW 469	Aging: A Global Concern (3)
SOCW 470	Assessment and Treatment of Substance Abuse (3)
SOCW 471	Health and Social Work (3)
SOCW 474	School Social Work (3)
SOCW 390R	Special Topics in Social Work (repeatable) (3)

**Required Field Practicum Preparation (Semester Prior to Field Practicum) 1 Credit**

SOCW 490	Practicum Preparation Seminar (1)
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**Required Field Practicum**

**Program Approval Required 12 Credits**

SOCW 491R	Field Practicum (12)
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- Social Work courses can only be repeated once.
- Program Probation - receiving a grade lower than C- or dropping below 2.0 CGPA or Major GPA (2 semesters)
- Program Termination - during the probation period, receiving a grade lower than C- in a SOCW class or failing to raise the CGPA or Major GPA above 2.0 by the end of the probation period.

No Social Work course credit is granted for life or previous work experience.

**No grade below "C-" accepted**

**Introduction to Social Work Minor**

**12 Credits Effective: 09/2023**

**\*For specific course information - see Course Listings in Catalog**

**Required 12 Credits**

SOCW 160	Introduction to Social Welfare and Social Work (3)
SOCW 357	Human Behavior in the Social Environment (3)
SOCW 362	Social Work Practice with Individuals (3)
SOCW 468	Community Mental Health (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

**English as an International Language (EIL) Program**

**Faculty**

**Dean**

Nancy Tarawhiti ([nancy.tarawhiti@byuh.edu](mailto:nancy.tarawhiti@byuh.edu))  
MFB 212, (808) 675-3360

**Administrative Assistants**

Lisa Faonelua, ([lisa.faonelua@byuh.edu](mailto:lisa.faonelua@byuh.edu))  
MFB 106, (808) 675-3649

**Academic Advisor**

Marilee Ching, ([chingm@byuh.edu](mailto:chingm@byuh.edu))  
Academic Advising Office (808) 675-3891

**Professors**

- Green, Brent (2018) B.A. 1990, Brigham Young University–Hawaii; M.A. 1993, Brigham Young University; Ph.D. 2007, University of California, Los Angeles.
- Wolfersberger, Mark (2006) B.A. 1998, Brigham Young University; M.A. 2001, Brigham Young University; Ph.D. 2007, University of Auckland.

**Associate Professors**

- Carter, Steven (2018) B.F.A. 2005, Brigham Young University; M.F.A. 2007, University of Texas at San Antonio; M.A. 2016, Brigham Young University.
- Christensen, Perry (1991) B.A. 1991, University of Utah; M.B.A. 1994, Hawaii Pacific University; Ed.D. 2001, California Coast University.
- Solis, Leola (2015) B.A. 2001, Brigham Young University–Hawaii; M.A. 2014, Hawaii Pacific University.
- Tarawhiti, Nancy (2014) B.S.C. 1990, Brigham Young University–Hawaii; M.A. 2005, Brigham Young University; Ph.D. 2017, Auckland University of Technology.
- Wallace, Amanda, (2004) B.A. 1988, Brigham Young University–Hawaii; M.A. 2004, Hawaii Pacific University.

**Assistant Professors**

- Escalante, Juan (2020) B.A. 2015, Brigham Young University–Hawaii; M.A. 2018, Brigham Young University.
- Maloney, Jeffrey (2021) B.A. 2011, Brigham Young University – Idaho; M.A. 2014, Ohio University; Ph.D. 2018, Michigan State University.
- Pack, Austin (2021) B. A. 2011, Brigham Young

University; M.A. 2013, Brigham Young University; Ph. D. 2020, University of Liverpool.

## 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 BYU-Hawaii. 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 (described below).

## Programs and Degrees

- EIL Certificate (English as an International Language)

## Program Learning Outcomes

- **READING:** Students efficiently read and process academic texts (noting length, complexity, and time constraints) and apply the information to academic tasks.
- **LISTENING:** Students listen to and process academic discourse in formal (such as lectures, presentations, and videos) and interactional contexts (such as group discussions, tutor sessions, and office hours), and apply the information to academic tasks.
- **SPEAKING:** Students communicate orally in academically appropriate ways in both formal (such as individual and group presentations) and interactional contexts (such as group meetings, class discussions, tutor sessions, and office hours).
- **WRITING:** Students write in academically appropriate ways.
- **VOCABULARY:** Students apply effective vocabulary strategies when learning and using academic (such as AWL) and content-specific vocabulary.
- **GRAMMAR:** Students notice, recognize, and employ grammatical structures that are appropriate to various academic tasks.
- **LEARNER AUTONOMY:** Students apply effective language learning strategies to their academic study beyond the EIL Program.

## EIL Certificate

18–19 Credits

Effective: 01/2020

**\*For specific course information - see Course Listings in Catalog**

### **Required Choose any advanced EIL course 9 Credits**

EIL 313	Academic English I Listening/Speaking (4)
EIL 317	Academic English I Reading/Writing (4)
EIL 320	Academic English II (4)
EIL 331	Oral Fluency (2)
EIL 333	Oral Accuracy (2)
EIL 335	English Pronunciation (2)
EIL 341	Academic Vocabulary Development (2)
EIL 342	Advanced Integrated Skills (2)
EIL 343	Advanced Grammar (2)
EIL 351	Academic Listening (2)
EIL 353	Listening Fluency (2)
EIL 371	Written Accuracy (2)
EIL 373	Academic Writing Patterns (2)
EIL 391	Strategic Reading (2)
EIL 393	Extensive Reading (2)

### **Students must complete 9-10 credits of the following 9-10 Credits**

ENGL 101 College Writing, Reading and Research (3)  
ENGL 201 or Literary Analysis and Research (3) or  
ENGL 251 or Fundamentals of Literature (3) or  
Introductory course within an academic discipline that contains reading/ writing and critical thinking skills, choose from:  
POSC 190, BUSM 320, COMM 110, PSYC 111, IPB 121, BIOL 100 or 112, HUM 151 or 251, MUSC 101, HIST 200, ELED 240 and 320, ELED 369, SCED 401, ANTH 105, LING 210 or TESOL 240, HHS 115

ENGL 315 Topics for Advanced Writing and Analysis (3)

**No credits through testing may be counted toward the certificate requirements.**

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Teaching English to Speakers of Other Languages

### Faculty

Dean

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Academic Advisor

Julie Kunz ([juliekunz@byuh.edu](mailto:juliekunz@byuh.edu))  
Academic Advising Office (808) 675-3596

## Professors

- Green, Brent (2018) B.A. 1990, Brigham Young University–Hawaii; M.A. 1993, Brigham Young University; Ph.D. 2007, University of California, Los Angeles.
- Wolfersberger, Mark (2006) B.A. 1998, Brigham Young University; M.A. 2001, Brigham Young University; Ph.D. 2007, University of Auckland.

## Associate Professors

- Carter, Steven (2018) B.F.A. 2005, Brigham Young University; M.F.A. 2007, University of Texas at San Antonio; M.A. 2016, Brigham Young University.
- Christensen, Perry (1991) B.A. 1991, University of Utah; M.B.A. 1994, Hawaii Pacific University; Ed.D. 2001, California Coast University.
- Solis, Leola (2015) B.A. 2001, Brigham Young University–Hawaii; M.A. 2014, Hawaii Pacific University.
- Tarawhiti, Nancy (2014) B.S.C. 1990, Brigham Young University–Hawaii; M.A. 2005, Brigham Young University; Ph.D. 2017, Auckland University of Technology.
- Wallace, Amanda, (2004) B.A. 1988, Brigham Young University–Hawaii; M.A. 2004, Hawaii Pacific University.

## Assistant Professors

- Escalante, Juan (2020) B.A. 2015, Brigham Young University–Hawaii; M.A. 2018, Brigham Young University.
- Maloney, Jeffrey (2021) B.A. 2011, Brigham Young University – Idaho; M.A. 2014, Ohio University; Ph.D. 2018, Michigan State University.
- Pack, Austin (2021) B. A. 2011, Brigham Young University; M.A. 2013, Brigham Young University; Ph. D. 2020, University of Liverpool.

## Emeritus Faculty

- Anderson, Neil (2014–2021)
- Bunker, Ellen (2006–2017)
- James, Mark (1981–2019)
- Nelson, Rick (1994–2014)
- Wyman, Earl (1982–2018)

## Programs and Degrees

- B.A. in TESOL (Teaching English to Speakers of Other Languages)
- B.A. in TESOL Education
- Introduction to TESOL Minor
- Certificate in TESOL
- Introduction to Linguistics Minor
- Linguistics Minor

## 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.

## Program Learning Outcomes

The purpose of the TESOL program is to prepare students to confidently teach English to speakers of other languages within a variety of settings (e.g. ESL, EFL, school, business) and to a variety of student populations (e.g. children, adolescents, adults). In order to accomplish this, we believe students need training in three broad areas: knowledge, experience, and professional identity. The TESOL program learning outcomes clarify these areas:

### Knowledge

- Students can articulate a knowledge of human language and how it is learned and taught.

### Experience

- Students demonstrate they can apply what they have learned within a teaching situation.

### Professional Identity

- Students demonstrate a sense of professionalism through improving personal language proficiency.
- Students participate in TESOL professional communities and utilize TESOL resources.
- Students display a sense of self-awareness and efficacy by demonstrating an understanding of what strengths and weaknesses they bring to the TESOL professions and how they can capitalize on their strengths and improve upon their weaknesses.

## 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 for more information on becoming “certified” or licensed to teach in the U.S. public school system).

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 services.

## 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, a minor, and a certificate. The minor and certificate in TESOL are meant to complement most any major on-campus, adding an extra-major skill area to one's portfolio and marketability. The minor is particularly helpful to education majors destined for U.S. public schools, while the Certificate is more widely recognized in Asia. 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 preschool children.

At BYU-Hawaii, 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, 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 & Speech Lab, the Reading Writing Lab, or in the ESL Program (Continuing Education Dept.) complement coursework.

D credit is permitted for major classes, except for the TESOL Education BA, unless specifically limited or prohibited.

## B.A. in TESOL

47 Credits

Effective: 09/2021

**\*For specific course information - see Course Listings in Catalog**

### TESOL Prerequisites 6 Credits

*After successful completion of TESOL 240 and LING 210 (the introductory core classes) with a C+ or higher, the student will submit application form for acceptance into the major.*

TESOL 240	Introduction to TESOL (3)
LING 210	Introduction to Linguistics (3)

### TESOL Sophomore 13 Credits

LING 260	Phonology (3)
LING 331	Sociolinguistics (3)
EDU 305	Computer and Technology Assisted Instruction (2)
TESOL 375	Observation in TESOL (2)
TESOL 310	TESOL Principles and Methods (3)

### TESOL Junior and Senior 13 Credits

LING 321	English Syntax (3)
LING 423	Language Acquisition (3)
TESOL 400	Second Language Testing and Research Methods (3)
TESOL 380	Internship Preparation (1)
TESOL 399R	Internship in TESOL (2)
TESOL 490	TESOL Senior Seminar (1)

### Choose at least 12 credits: 12 Credits

TESOL 324	Teaching Listening (2)
TESOL 327	Teaching Speaking (2)
TESOL 328	Teaching Reading (2)
TESOL 329	Teaching Writing (2)
TESOL 330	Teaching English to Young Learners (2)
TESOL 391R	TESOL International Convention (1)
LING 383 OR IPB 383	Peace Linguistics (3)
TESOL 405	Technology Assisted Language Instruction (2)
TESOL 425	Teaching Vocabulary (2)
TESOL 426	Teaching Grammar (2)
ELED OR SCED 430	Classroom Management (2)

### Choose One

LANG 201	(3)
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EIL Completion:  
Test Out of EIL:

### Graduation Requirements:

TESOL majors are required to complete three semesters of a foreign language. Non-native speakers may fulfill the language requirement by either completing EIL or demonstrating proficiency above the EIL level.

**No grade below C- accepted.**

## B.A. in TESOL Education

58-79 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

**TESOL Content Classes 34-35 Credits**

TESOL 240 Introduction to TESOL (3)  
 LING 210 Introduction to Linguistics (3)  
**TESOL 240 & LING 210 must be C+ or higher**  
**Admission to Major – See TESOL Program**

EDU 305 Computer and Technology Assisted Instruction (2)  
 TESOL 310 or SCED 350 TESOL Principles and Methods (3) or General Methods for Secondary Teachers (2)  
 LING 260 Phonology (3)  
 LING 331 Sociolinguistics (3)  
 LING 321 English Syntax (3)  
 LING 423 Language Acquisition (3)  
 LANG 201 Foreign Language: \_\_\_\_\_ (4)

**Choose 8 credits from the following**

TESOL 324 Teaching Listening (2)  
 TESOL 327 Teaching Speaking (2)  
 TESOL 328 Teaching Reading (2)  
 TESOL 329 Teaching Writing (2)  
 TESOL 330 Teaching English to Young Learners (2)  
 TESOL 391R TESOL International Convention (1)  
 TESOL 405 Technology Assisted Language Instruction (2)  
 TESOL 425 Teaching Vocabulary (2)  
 TESOL 426 Teaching Grammar (2)

**Education: Pre-Professional Area 5-8 Credits**

EDU 212 Foundations of Education (2)  
 EDU 200 Human Growth and Learning in Schools (3)  
 HWST 101 Introduction to Hawaiian Studies (3)  
*(Required for Hawaii License Track)*

**Education: Academic Support Area 12 Credits**

SPED 300 Education of Students with Exceptionalities  
 EDU 312 Effective Pedagogy (3)  
 EDU 340 Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (3)  
 EDU 385 Education Assessment in the Classroom (3)

**Education: Professional Year 5-22 Credits**

SCED 401 A Multicultural Approach to Reading in the Content Area (3)  
 SCED 430 Classroom Management in Secondary Contexts (2)  
 SCED 491 Pre-Student Teaching (3)  
 SCED 492 Student Teaching (14)

**Application to the Teacher Education Program must take place before Professional Year courses may be taken.**

**Application deadlines:**

February 15 for those beginning Professional Year courses in fall semester  
 May 15 for those beginning Professional Year courses in winter semester  
 No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-.

If the second attempt is lower than a C-, the student will be removed from the major.

**Introduction to TESOL Minor**

13 Credits

Effective: 09/2017

**\*For specific course information - see Course Listings in Catalog****Required Courses****9 Credits**

*C+ or better grade required in TESOL 240 and LING 210, if you wish to later apply for the TESOL Certificate, TESOL or TESOL Ed. Major.*

TESOL 240 Introduction to TESOL (3)  
 LING 210 Introduction to Linguistics (3)  
 TESOL 310 TESOL Principles and Methods (3)

**Electives Courses: Choose Two****4 Credits**

TESOL 324 Teaching Listening (2)  
 TESOL 327 Teaching Speaking (2)  
 TESOL 328 Teaching Reading (2)  
 TESOL 329 Teaching Writing (2)  
 TESOL 330 Teaching English to Young Learners (2)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

**Certificate in TESOL**

17-18 Credits

Effective: 09/2018

**\*For specific course information - see Course Listings in Catalog****Core Foundations****9 Credits**

*After successful completion of TESOL 240 and LING 210 (the introductory core classes) with a C+ or higher, the student will submit application form for acceptance into the certificate.*

LING 210 Introduction to Linguistics (3)  
 TESOL 240 Introduction to TESOL (3)  
 TESOL 310 TESOL Principles and Methods (3)

**Electives Additional Depth 8-9 Credits**

LING 260 Phonology (3)  
 LING 321 English Syntax (3)  
 TESOL 324 Teaching Listening (2)  
 TESOL 327 Teaching Speaking (2)  
 TESOL 328 Teaching Reading (2)  
 TESOL 329 Teaching Writing (2)  
 TESOL 330 Teaching English to Young Learners (2)  
 TESOL 375 Observation in TESOL (2)  
 TESOL 399R Internship in TESOL (2)  
 TESOL 405 Technology Assisted Language Instruction (2)  
 TESOL 425 Teaching Vocabulary (2)  
 TESOL 426 Teaching Grammar (2)

**All passing grades will be accepted in fulfilling minor or certificate requirements, unless specified.**

**Linguistics Minor**

18-19 Credits

Effective: 07/2010

**\*For specific course information - see Course Listings in Catalog**

*\*The Linguistics Minor is not available to TESOL or TESOL ED majors.*

**Required 3 Credits**  
**C+ or better grade required in LING 210**  
LING 210 Introduction to Linguistics (3)

**Electives 15-16 Credits**  
*In addition to LING 210, the Linguistics minor must choose five additional classes from the following list:*  
LING 260 Phonology (3)  
LING 321 OR English Syntax (3) OR  
ENGL 321 English Grammars (3)  
LING 331 Sociolinguistics (3)  
LING 383 Peace Linguistics (3)  
LING 423 Language Acquisition (3)  
ENGL 421 History of the English Language (3)  
PSYC 205 Applied Social Statistics (3)

**\*\*No more than 6 credit hours allowed between Linguistics minor and TESOL minor/certificate\*\***

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Introduction to Linguistics Minor

12 Credits Effective: 09/2018

**\*For specific course information - see Course Listings in Catalog**

**Required 3 Credits**  
LING 210 Introduction to Linguistics (3)

**Electives Choose 3 9 Credits**  
LING 260 Phonology (3)  
LING 321 OR English Syntax (3) OR  
ENGL 321 English Grammars (3)  
LING 331 Sociolinguistics (3)  
LING 383 Peace Linguistics (3)  
ENGL 421 History of the English Language (3)

*\*The Introduction to Linguistics Minor is not available to TESOL or TESOL Education Majors.*

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Faculty of Math and Computing

### Computer and Information Sciences (CIS), Computer Science (CS), Information Technology (IT)

#### Faculty

Dean

Aaron Curtis ([aaron.curtis@byuh.edu](mailto:aaron.curtis@byuh.edu))  
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#### Administrative Assistants

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#### System Administrator

Frank Kalama ([frank.kalama@byuh.edu](mailto:frank.kalama@byuh.edu))  
P3, (808) 675-3390, Fax (808) 675-3467

#### Professors

- Draper, Geoffrey M. (2009) B.S. 2000, Brigham Young University; M.S. 2002, Brigham Young University; Ph.D. 2009, University of Utah.

#### Associate Professors

- Curtis, Aaron (2009) B.S. 2004, Brigham Young University; M.S. 2004, Brigham Young University; Ph.D. 2009, Indiana University.
- Marshall, Justin (2015) B.S. 1995, Brigham Young University-Hawaii; M.S. 2006, University of Illinois-Springfield; Ph.D. 2015, Florida State University-Tallahassee.
- Slade, Christopher R. (2007) B.S. 2002, Brigham Young University; M.S. 2005, Brigham Young University.
- Wolthuis, Stuart (2008) B.S.E. 1992, Arizona State University; M.S.E. 1996, University of Florida.

#### Assistant Professors

- Strain, Jeffrey (2018) B.A. 2000, Utah State University; M.B.A. 2011, Brigham Young University.

#### Emeritus Faculty

- Colton, Don (1997-2016)
- Lee, James (2007-2024)
- Stanley, Tim (2003-2013)

### Programs and Degrees

- B.S. in Computer Science
- B.S. in Information Technology
- Bachelors in Computer and Information Sciences
- Computer Science Minor
- Information Technology Minor

### The Discipline

All majors in the Computer & Information Sciences Area share many characteristics. All students are involved in the use and development of computer-based technology solutions. All students

learn to work in teams and communicate effectively about technology. However, the primary focus of each program is different.

Computer Science prepares students to solve technical problems using algorithms, mathematics and software. A significant focus is on software development, which touches virtually every human endeavor. Students in computer science learn how to approach complex problems found in science, business, math, medicine, transportation, and entertainment. Students are prepared to research new areas where computers may have a positive impact.

Information Technology prepares students to design, install, manage and maintain the computing systems on which organizations depend. Students learn how to create solutions to real-world situations by integrating current technologies. IT focuses on systems administration, networking, databases, human-computer interaction and security to build effective, user-friendly systems. IT also prepares students to understand user needs and communicate technical issues.

## Program Learning Outcomes

Upon completing a degree in the Computer & Information Science Area, a student will have:

- An ability to apply knowledge of computing and mathematics appropriate to the discipline.
- An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
- An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
- An ability to function effectively on teams to accomplish a common goal.
- An understanding of professional, ethical, legal, security and social issues and responsibilities.
- An ability to communicate effectively with a range of audiences.
- An ability to analyze the local and global impact of computing on individuals, organizations, and society.
- Recognition of the need for and an ability to engage in continuing professional development.
- An ability to use current techniques, skills, and tools necessary for computing practice.

A student will also complete the program learning outcomes for their field of study (major).

Upon completing a major in Computer Science, a student will be able to:

- An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.

- An ability to apply design and development principles in the construction of software systems of varying complexity.

Upon completing a major in Information Technology, students will have:

- An ability to use and apply current technical concepts and practices in the core information technologies.
- An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.
- An ability to effectively integrate IT-based solutions into the user environment.
- An ability to assist in the creation of an effective project plan.

## Career Opportunities

Computer Science graduates are found performing software development tasks for companies of all sizes worldwide. Students also find industry-specific career opportunities solving technical problems in business, health care, government, education, and communications using the tools of computer science. Students are also prepared for graduate studies.

Information Technology graduates work in virtually all types of organizations. They design, install and maintain computing infrastructures including servers, networking, network security, embedded systems, and digital communications. Career opportunities exist in business, health care, government, education, and communications.

## BCIS of Computer and Information Sciences (63-65 hours)

By permission of the Dean only.

### Required courses for admission to the major (15 hours)

- CS 101 Introduction to Programming Fundamentals (3)
- CS 202 Introduction to Object-Oriented Programming (3)
- CS 205 Foundations of Discrete Mathematics (3)
- IT 280 Computer Networking (3)
- Lower division CS/IT (3)

To be accepted into this major, you must pass all courses listed above with a C or better. You must also have a cumulative GPA of 2.0 or higher.

### Core Requirements (15-17 hours)

- CS 206 Discrete Mathematics II (3) or Math 119 Calculus (4) [or Math 212 Calculus I (5) or Math 213 Calculus II (5)]
- Math 121 Principles of Statistics I (3)
- CS 250 Database Applications (3)\*
- CS 311 Systems Engineering (3)\*

- HIST 470 History and Ethics of Computing (3)\*

\*classes for admitted majors only

### Content Area Electives (18 additional hours)

- Any additional CS, IT courses
- Up to one additional lab-based course in Science beyond General Education Requirements
- Up to one additional course in Mathematics numbered 112 or above

### Advanced CIS Electives (15 additional hours)

- Upper-division CS or IT courses
1. One D+, D, or D- is allowed above. All other credits must be C- or better.
  2. One retake is allowed per class, for up to three classes. Additional retakes require special permission.
  3. A program-approved assessment test must be taken during your last full semester at BYU-Hawaii and is recommended annually.
  4. Students may seek one and only one major in either BCIS, CS or IT.
  5. Minors in Faculty unit require at least 9 credits not applied to other majors or minors.

## B.S. in Computer Science

66 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

### CS/IT Foundation Requirements 21 Credits

CS 101	Introduction to Programming Fundamentals (3)
IT 124	Information Technology Essentials (3)
CS 140	Web Design (3)
CS 202	Introduction to Object-Oriented Programming (3)
CS 250	Database Applications (3)
CS 311	Systems Engineering (3)
HIST 470	History and Ethics of Computing (3)

### Computer Science Core Requirements 33 Credits

CS 205	Foundations of Discrete Mathematics (3)
CS 206	Discrete Mathematics II (3)
CS 210	Computer Organization (3)
CS 300	Advanced Object-Oriented Programming (3)
CS 301	Algorithms and Complexity (3)
CS 320	Introduction to Computational Theory (3)
CS 400	Computer Science Proficiency (0)
CS 401	Web Applications Development (3)
CS 415	Operating Systems Design (3)
CS 420	Programming Languages (3)
CS 490R	Advanced Topics in Computer Science (3)
CS 490R	Advanced Topics in Computer Science (3)

### Math Requirement 8 Credits

MATH 121	Principles of Statistics (3)
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MATH 212 Calculus I (5)

### Science Requirement 4 Credits

*Choose 1 of the following courses and its corresponding lab*

PHYS 205	Physics I (4)
CHEM 101/L	Introduction to Chemistry/Lab (4)
BIOL 112/L	Biology I-Cell and Molecular Biology/Lab (4)

### Supplemental Courses 0 Credits

*For students considering graduate school, we recommend taking MATH 343 and one additional lab-based course from the list below*

MATH 343	Elementary Linear Algebra (3)
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1. One retake is allowed per class, for up to three classes. Additional retakes require special permission.

## B.S. in Information Technology

60 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

### CS/IT Foundation Requirements 27 Credits

CS 101	Introduction to Programming Fundamentals (3)
IT 124	Information Technology Essentials (3)
CS 140	Web Design (3)
CS 202	Introduction to Object-Oriented Programming (3)
CS 250	Database Applications (3)
CS 311	Systems Engineering (3)
IT 340	Foundations of Human-Computer Interaction (3)
HIST 470	History and Ethics of Computing (3)
MATH 121	Principles of Statistics (3)

### Information Technology Core Requirements 21 Credits

IT 280	Computer Networking (3)
IT 320	System Administration Essentials (3)
IT 327	Server Administration (3)
IT 381	Cybersecurity Analysis (3)
IT 420	System Administration (3)
IT 426	Architecting Computer Services (3)
IT 480	Computer Network Design (3)

### Elective Requirements 9 Credits

*9 hours in additional IT coursework at the 300 level or above*

*\*Note: Different topics of IT 390R may be taken for up to 9 credits towards graduation.*

### Information Technology Experiential Requirements 3 Credits

*Choose one of the following*

IT 399R	Internship in Information Technology (3)
CRDEV 301R	On-Campus Project Based Experiential Learning (3)

1. One retake is allowed per class, for up to three classes. Additional retakes require special permission.

## Computer Science Minor

18 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

*\*The Computer Science Minor is not available to Computer Science majors.*

<b>Required Coursework</b>	<b>15 Credits</b>
CS 101	Introduction to Programming Fundamentals (3)
CS 202	Introduction to Object-Oriented Programming (3)
CS 205	Foundations of Discrete Mathematics (3)
CS 206	Discrete Mathematics II (3)
CS 300	Advanced Object-Oriented Programming (3)

**Elective Coursework** **3 Credits**  
*An additional 3 credit hours of coursework from the following courses*

CS 301	Algorithms and Complexity (3)
CS 320	Introduction to Computational Theory (3)

All passing grades will be accepted in fulfilling minor or certificate requirements.

## Information Technology Minor

18 Credits Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

*\*The Information Technology Minor is not available to Information Technology majors.*

<b>Required Coursework</b>	<b>6 Credits</b>
CS 101	Introduction to Programming Fundamentals (3)
IT 124	Information Technology Essentials (3)

**Elective Coursework** **6 Credits**  
*An additional 9 credit hours of coursework in Information Technology or Computer Science, including any prerequisite courses, with at least 6 credits of information technology level 300 and above.*

**Capstone Coursework** **3 Credits**  
*Choose any IT 400 level class, or IT 480 as a capstone. One must complete all the course prerequisites. The 300-level prerequisites count towards electives chosen above.*

IT 420	System Administration (3)
IT 426	Architecting Computer Services (3)
IT 480	Computer Network Design (3)
IT 482	Ethical Hacking (3)
IT 49X	49X (3)

All passing grades will be accepted in fulfilling minor or certificate requirements.

## Mathematics

### Faculty

Dean  
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Administrative Assistants

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Academic Advisor

Julie Kunz ([Julie.kunz@byuh.edu](mailto:Julie.kunz@byuh.edu))  
Academic Advising Office (808) 675-3596

Professors

- Hyde, Scott K. (2004) A.S. 1996, Brigham Young University-Hawaii; B.S. 1996, Brigham Young University-Hawaii; M.S. 1999, Montana State University-Bozeman; Ph.D. 2004, Montana State University-Bozeman.

Associate Professors

- Hurst, Paul R. (1995) B.A. 1988, University of Utah; Ph.D. 1995, Purdue University.

Assistant Professors

- Carlson, Russel (2010) B.S. 1995, Brigham Young University; M.S. 1997, University of Oregon; Ph.D. 2002, Utah State University.
- Pham, Tuan (2023) B.S. 2010, University of Science; M.S. 2012, University of Orleans; Ph.D. 2018, University of Minnesota.

Adjunct Faculty

- Johnson, Cassandra K. (1978) B.S. 1970, Church College of Hawaii.
- Oleole, Elissa, (1973) B.S. 1968, Church College of Hawaii; M.Mt, 1971, Utah State University.
- Uyehara, Kimberly (2022) B.S. 1993, Brigham Young University; M.A. 2018, Western Governors University.

Emeritus Faculty

- Barton, Susan (1986-2022)
- Furuto, David (1970-72, 1985-86, 1987-2012)
- Merrill, Elaine Spendlove (1983-2016)

## Programs and Degrees

- B.S. in Mathematics
- B.S. in Math Education
- Mathematics Minor
- Introduction to Mathematics Minor

## Program Description

The Mathematics Program seeks to develop campus-wide the level of mathematical skills and quantitative and logical reasoning required for individuals to make informed decisions and excel in their chosen disciplines. We also seek to develop these same skills in the larger community. We expect the excellence of our students

and work to provide them with intensive learning opportunities. We wish to provide them with the mathematical ability needed to fulfill future leadership roles.

## Program Learning Outcomes

Upon completing a major in Mathematics, students will:

- Demonstrate proficiency in Algebra and Trigonometry, as well as Integral, Differential and Multivariable Calculus necessary for success in advanced mathematical studies.
- 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.
- Organize and explain their knowledge of logic and mathematical content in the structure of original valid proofs.
- Communicate mathematical ideas effectively in both written and oral context.
- Apply major definitions, theorems and algorithms in problem solving.
- Use appropriate technological tools while solving mathematical problems.
- Prepare professionally for graduate school or employment in mathematics or related fields.

## 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. The student has three options: BS in Mathematics, pure emphasis, BS in Mathematics, applied emphasis, and the Mathematics Education major.

## B.S. in Mathematics – Applied Math Emphasis

48-51 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

The Applied Math Emphasis prepares students for careers in government service, industry, areas of research, or graduate study in fields other than pure mathematics.

### Core Requirements

27 Credits

MATH 121	Principles of Statistics (3)
MATH 212	Calculus I (5)
MATH 213	Calculus II (5)
MATH 301	Foundations of Mathematics (3)
MATH 314	Multivariable Calculus (5)
MATH 334	Differential Equations (3)
MATH 343	Elementary Linear Algebra (3)

**Applied Cluster (Each student will take a set course from one of the following clusters) 10-15 Credits**

### Physics Cluster

PHYS 205	Physics I (4)
PHYS 155L	Physics I Lab (1)
PHYS 206	Physics II (4)
PHYS 156L	Physics II Lab (1)
MATH 300+	Math course level 300 or above (2-3)

### Statistics Cluster

MATH 421	Mathematical Statistics (3)
PSYC 205	Applied Social Statistics (3)
PSYC 306	Quantitative Research Methods (3)
PSYC 405	Multivariate Statistics (3)

### Biology Cluster

MATH 421	Mathematical Statistics (3)
BIOL 112	Biology I-Cell and Molecular Biology (3)
BIOL 340***	Biostatistics (3)
BIOL 376***	Genetics (3)

### Computer Science Cluster

(MATH 311*)	Introduction to Numerical Methods (3)
CS 202	Introduction to Object-Oriented Programming (3)
CS 300	Advanced Object-Oriented Programming (3)
CS 301***	Algorithms and Complexity (3)
CS 320***	Introduction to Computational Theory (3)

### Pre-Engineering Cluster – Choose 2 Physics courses plus the others

PHYS 205	Physics I (4)
PHYS 155L	Physics I Lab (1)
PHYS 206	Physics II (4)
PHYS 156L	Physics II Lab (1)
(MATH 311*)	Introduction to Numerical Methods (3)
CS 202	Introduction to Object-Oriented Programming (3)
CS 300	Advanced Object-Oriented Programming (3)

### Math Cluster

MATH 111	Trigonometry and Analytic Geometry (3)
MATH 302	Foundations of Geometry (3)
MATH 308	Mathematics Using Technologies (3)
MATH 377	Secondary Mathematics Teaching Methods (2)
MATH 490R	Mathematics Seminar (2)

*(Different topic than Advanced Math Elective)*

### Variable Cluster

4 Classes Subjects in which math is applied as approved by the math program (12)

### Advanced Math Electives Minimum 9 Credits (Choose 9 more credits from the following)

(Other courses may be approved by Math Program)	
MATH 311*	Introduction to Numerical Methods (3)
MATH 332	Introduction to Complex Variables (3)
MATH 421	Mathematical Statistics (3)
MATH 441	Introduction to Analysis I (3)

MATH 442	Introduction to Analysis II (3)
MATH 471	Abstract Algebra I (3)
MATH 472	Abstract Algebra II (3)
MATH 490R**	Mathematics Seminar (2)

\*CS Cluster and Pre-Engineering Cluster students must take MATH 311 in the Advanced Math Elective section.

\*\*MATH 490R can be used a maximum of 4 credits as an Advanced Math Elective

\*\*\*Obtain permission of instructor to register for this class (BIOL 340, BIOL 376, CS 301, CS 320)

The same course cannot be applied to both the Applied Cluster and the Advanced Math Electives

Must have a minimum of 2.0 cumulative GPA in these courses for graduation.

No more than one "D" grade will be allowed in any 300/400 level courses.

## B.S. in Mathematics – Pure Math Emphasis

48 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

The Pure Math Emphasis prepares students for careers in teaching, government service, industry, and research, or graduate study in mathematics. Math 308, Math 490R, and additional courses in Computer Science, Physics, and Chemistry are strongly recommended.

### Core Requirements 42 Credits

MATH 212	Calculus I (5)
MATH 213	Calculus II (5)
MATH 301	Foundations of Mathematics (3)
MATH 314	Multivariable Calculus (5)
MATH 332	Introduction to Complex Variables (3)
MATH 334	Differential Equations (3)
MATH 343	Elementary Linear Algebra (3)
MATH 421	Mathematical Statistics (3)
MATH 441	Introduction to Analysis I (3)
MATH 442	Introduction to Analysis II (3)
MATH 471	Abstract Algebra I (3)
MATH 472	Abstract Algebra II (3)

### Mathematics Electives (Choose 6 credits from the following)

#### 6 Credits

*Other courses may be approved by the Math Program*

MATH 311	Introduction to Numerical Methods (3)
MATH 490R*	Mathematics Seminar (2)
PHYS 205	Physics I (4)
PHYS 155L	Physics I Lab (1)
PHYS 206	Physics II (4)
PHYS 156L	Physics II Lab (1)
CS 202	Introduction to Object-Oriented Programming (3)

\*MATH 490R can be used a maximum of 4 credits as a Math elective

Must have a minimum 2.0 cumulative GPA in these courses for graduation.

No "D" grades will be allowed in any 100/200 level courses.

No more than one "D" grade will be allowed in any 300/400 level courses.

## B.S. in Math Education

58-78 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

Math Content	32 Credits
MATH 121	Principles of Statistics (3)
MATH 212	Calculus I (5)
MATH 213	Calculus II (5)
MATH 301	Foundation of Mathematics (3)
MATH 302	Foundations of Geometry (3)
MATH 308	Mathematics Using Technologies (3)
MATH 314	Multivariable Calculus (5)
MATH 343	Elementary Linear Algebra (3)
MATH 490R	Mathematics Seminar (2)

*(Must be Mathematics Seminar and not special topics)*

### Education: Pre-Professional Area 5-8 Credits

EDU 212	Foundations of Education (2)
EDU 200	Human Growth and Learning in Schools (3)
HWST 101	Introduction to Hawaiian Studies (3)

*(Required for Hawaii License Track)*

### Education: Academic Support Area 14 Credits

SPED 300	Education of Students with Exceptionalities (3)
EDU 305	Computer and Technology Assisted Instruction (2)
EDU 312	Effective Pedagogy (3)
EDU 340	Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (3)
EDU 385	Education Assessment in the Classroom (3)

### Education: Professional Year 7-24 Credits

MATH 377 OR	Secondary Mathematics Teaching Methods (2) or
SCED 350	General Methods for Secondary Teachers (2)
SCED 401	A Multicultural Approach to Reading in the Content Area (3)
SCED 430	Classroom Management in Secondary Contexts (2)
SCED 491	Pre-Student Teaching (3)
SCED 492	Student Teaching (14)

Application to the Teacher Education Program must take place before Professional Year courses may be taken.

#### Application deadlines:

February 15 for those beginning Professional Year courses in fall semester

May 15 for those beginning Professional Year courses in winter semester

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-.

If the second attempt is lower than a C-, the student will be removed from the major.

## Mathematics Minor

19-21 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

**Required Coursework      10 Credits**

MATH 212	Calculus I (5)
MATH 213	Calculus II (5)

**Elective Coursework      9-11 Credits**

*Choose an additional 3 courses from the following, including one class above MATH 310*

CS 205	Foundations of Discrete Mathematics (3)
MATH 121	Principle of Statistics (3)
MATH 301	Foundations of Mathematics (3)
MATH 302	Foundations of Geometry (3)
MATH 311	Introduction to Numerical Methods (3)
MATH 314	Multivariable Calculus (5)
MATH 332	Introduction to Complex Variables (3)
MATH 334	Differential Equations (3)
MATH 343	Elementary Linear Algebra (3)
MATH 421	Mathematical Statistics (3)
MATH 441	Introduction to Analysis I (3)
MATH 471	Abstract Algebra I (3)

*The Mathematics Minor is not available to Mathematics Majors.*

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Introduction to Mathematics Minor

13-14 Credits      Effective: 09/2018

**\*For specific course information - see Course Listings in Catalog**

**Required Coursework      6 Credits**

*Choose two of the following*

MATH 107	Quantitative Reasoning (3)
MATH 111	Trigonometry and Analytic Geometry (3)
MATH 121	Principles of Statistics (3)

**Calculus Core Coursework      4-5 Credits**

*Choose one of the following*

MATH 119	Applied Calculus (4)
MATH 212	Calculus I (5)

**Capstone Coursework      3 Credits**

*Choose one of the following*

MATH 343	Elementary Linear Algebra (3)
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*The Introduction to Mathematics Minor is not available to Mathematics majors.*

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Construction and Facilities Management Minor

## Faculty

Dean

Aaron Curtis ([aaron.curtis@byuh.edu](mailto:aaron.curtis@byuh.edu))  
HGB 244, (808) 675-4746

Administrative Assistant

Greta Damuni ([greta.damuni@byuh.edu](mailto:greta.damuni@byuh.edu))  
HGB 202, (808) 675-4771

Academic Advisor

Patricia Hi'i Campbell ([patricia.campbell@byuh.edu](mailto:patricia.campbell@byuh.edu))  
Academic Advising Office (808) 675-3597

Professor

- Stone, Brian (2023) B.S. 1997, Brigham Young University; M.B.A 1998, University of Utah; Ph.D. 2012, Arizona State University.

Assistant Professor

- Nonu, Paula (2023) B.A. 2013, University of Hawai'i at Mānoa; D.Arch. 2016, University of Hawai'i at Mānoa.

## Construction and Facilities Management Minor

18 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

**Introductory Courses      6 Credits**

CFM 105	Introduction to Construction and Facilities Management (3)
CFM 110	Construction Documents: Introduction to Plans, Systems, Means and Management (3)

**Professional Courses      9 Credits**

CFM 200	Building Systems and Environmental Impacts (3)
CFM 299	Construction and Facilities Management Practicum (3)
CFM 350	Sustainability and Regulatory Building Solutions (3)

**Electives (Select one)      3 Credits**

ACCT 201	Introduction to Financial Accounting (3)
CFM 340	Team Management and Sustainable Leadership Practices (3)
CFM 370	Company Management in the Built Environment (3)

**Conservation/Sustainability Recommended Courses for Further Studies (Related but Not Required)**

ANTH 385	Archaeology and Oceania (3)
ANTH 447	Applied and Development Anthropology (3)
ANTH 450	Political and Economic Anthropology (3)

BIOL 248	Conservation Biology (3)
BIOL 348/L	Natural Resource Management (4)
BIOL 350/L	General Ecology Laboratory (4)
IPB 332	Peace Ecology (3)
PAIS 375	Environment Issues and Resource Management (3)

- Kongaika, Isileli (2008-2013)
- Lane, Jennifer (2005-2021)
- Lane, Keith (2002-2021)
- Martins, Marcus H. (2000-2023)

The Faculty 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.

## Faculty of Religious Education

### Religious Education

#### Faculty

Stake Center 182 (STC), (808) 675-3640

Director of Religious Education

Aaron Shumway ([aaron.shumway@byuh.edu](mailto:aaron.shumway@byuh.edu))  
STC 182A, (808) 675-4900

Administrative Assistants

'Alisi Stone ([alisi.stone@byuh.edu](mailto:alisi.stone@byuh.edu))  
STC 182, (808) 675-3640

Academic Advisor

Marilee Ching, ([chingm@byuh.edu](mailto:chingm@byuh.edu))  
Academic Advising Office (808) 675-3891

Professors

- Chou, Po Nien Felipe (2021); B.S. 1995, George Washington University; M.S. 1999, Brigham Young University; Ph.D. 2010, Brigham Young University.

Associate Professors

- Bowen, Matthew (2015); B.A. 2000, Brigham Young University; M.A. 2009, Catholic University of America; Ph.D. 2014, Catholic University of America.
- Marcum, Jared (2013); B.S. 2003, BYU-Idaho; M.Ed. 2007, Utah State University; Ph.D. 2017, Utah State University.
- Marlowe, Eric-Jon (2011); B.S. 1994, Utah State University; M.A. 1999, Utah State University; Ph.D. 2005, Brigham Young University.
- Shumway, Aaron (2021); B.A. 1995, Brigham Young University – Hawaii; J.D. 2000, Washington & Lee University School of Law.

Assistant Professors

- Langi, 'Alisi (2021); B.A. 2005, Brigham Young University – Hawaii; J.D./M.P.A. 2011, Brigham Young University.

Emeritus Faculty

### Religion Requirements

Fourteen hours of religion credit is the standard requirement for students to graduate with a bachelor's degree from BYU-Hawaii. Fewer than 14 hours may be required for transfer students depending on the number of transfer credits accepted.

Fourteen hours required as follows:

- REL 200 The Eternal Family
- REL 225 Foundations of the Restoration
- REL 250 Jesus Christ and the Everlasting Gospel
- REL 275 The Teachings and Doctrine of the Book of Mormon (OR REL 121 + REL 122)
- + 3 Rel electives (one of which must be a scripture course) – See table below

Other Religion Electives	Scripture Electives
REL 100 Intro to The Church of Jesus Christ of Latter-day Saints	REL 121 Book of Mormon I
REL 261 Family History (Genealogy)	REL 122 Book of Mormon II
REL 333 Teachings of the Living Prophets	REL 211 New Testament I
REL 341 Latter-day Saint History 1805-1844	REL 212 New Testament II
REL 342 Latter-day Saint History 1846-1893	REL 301 Old Testament I
REL 345 Church History in the Pacific	REL 302 Old Testament II
REL 346 Church History in Asia	REL 304 Writings of Isaiah
REL 351 Gospel and World Religions	REL 324 Doctrine and Covenants II
REL 354 Women in Scripture	REL 325 Doctrine and Covenants II
REL 390R Special Topics in Religion	REL 327 Pearl of Great Price
REL 431 Doctrines of the Gospel	REL 391R Special Topics in Scripture
REL 471 Fundamentals of Gospel Teaching	
REL 480 Church Education and Leadership	

All four cornerstone courses (or their equivalent) are required for graduation from any of the Church Universities or from Institute.

All students must fulfill both Residency Hours and the Required Content classes to graduate. For students that transfer to BYU-Hawaii it is assumed that they will have fulfilled some of the Religion core requirements from Institute or another CES University and will be transferring them in. If they have completed the core they should not repeat those classes.

## Required Content Requirement

\*ALL students must complete all four cornerstone classes to graduate (can be transferred in or taken at BYU-Hawaii)

- REL 200 The Eternal Family
- REL 225 Foundations of the Restoration
- REL 250 Jesus Christ and the Everlasting Gospel
- REL 275 The Teachings and Doctrine of the Book of Mormon (or REL 121 + REL 122)

## Residency Hours Requirement

Number of credits of Religion that must be taken at BYU-Hawaii

Total Transfer Credits (incl. DL credits)	Residency Religion Credits Required
0.0 - 14.9	14*
15.0 - 29.9	12*
30.0 - 44.9	10
45.0 - 59.9	8
60.0 - 74.9	6*
75.0 - 89.9	4*
90 or more	2*

\*For all students who are required to complete 12-14 residency credits, one of the graduation electives must be the scripture-based elective.

## Students from Other Faiths

Students who are members of other faiths are strongly encouraged to enroll in REL 100 Introduction to The Church of Jesus Christ of Latter-day Saints, 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 Credit from Non-LDS Colleges and Universities

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

## Frequently Asked Questions (FAQ)

**Do courses offered at BYU-Hawaii that deal with religion or are related to religion count for BYU-Hawaii religion credit?**

No. Only courses with the REL designation receive religion credit.

**Why can't I take more than one religion class in a given semester?**

The Board of Trustees and Administration of BYU-Hawaii maintain that a student should be engaged with religious education throughout their undergraduate career. To prevent students from taking all their religion classes at once to "get them over with," the general policy is that students may only register for one religion class per semester. Exceptions may be granted for special circumstances, when requested by the academic advisors.

**How can I tell if I am "on course" for graduation?**

You may refer to your progress report, which you can currently access in [stellis.byuh.edu](http://stellis.byuh.edu). Scroll down to Religious Education. Any course that is complete will show a green checkmark. Any course requirements that are not fulfilled will have an orange checkmark. There are two separate requirements listed: Religion Cornerstone Classes and Scripture Based Religion. Elective courses will appear in the Religion Residency Courses section

**What does the term residency hours mean?**

Residency hours refers to the religion credit hours completed at BYU-Hawaii while the student was pursuing a bachelor's degree ("UG Career"). Every student is required to complete a specific number of religion hours during their undergraduate experience at BYU-Hawaii regardless of the number of religion credits completed elsewhere, including courses taken from BYU-Hawaii Online in a DL program before being accepted as a matriculated student pursuing a bachelor's degree. Only BYU-Hawaii religion courses taken in the UG Career fulfill the residency requirement. There are no exceptions.

**How many residency religion hours are required to graduate from BYU-Hawaii?**

If you have taken all your coursework at BYU-Hawaii or transferred fewer than 15 hours of credits from any other institution, you are required to take a minimum of 14 hours of religion at BYU-Hawaii (residency hours) to graduate.

If, however, you have transferred 15 or more hours of credit from another institution to BYU-Hawaii (or from BYU-Hawaii Online DL classes offered by BYU-Hawaii to students not pursuing a bachelor's degree), the number of religion hours required to take at BYU-Hawaii (residency hours) is listed below:

Total Transfer Credits (incl. DL credits)	Residency Religion Credits Required
0.0 - 14.9	14
15.0 - 29.9	12
30.0 - 44.9	10
45.0 - 59.9	8

60.0 - 74.9	6*
75.0 - 89.9	4*
90 or more	2*

\*More credits may be needed if the Content Requirement has not been completed.

**Why does BYU-Hawaii have a residency requirement for religion courses?**

Religious education is at the heart of a student’s experience at BYU-Hawaii. As mentioned above, The Board of Trustees and Administration of BYU-Hawaii maintain that a student should be engaged with religious education throughout their undergraduate career as part of their “BYU-Hawaii experience.” While one may argue that other religion courses provide the same quality and depth as BYU-Hawaii religion courses, the point is not quality but consistent exposure to religious education while a student. Thus, residency ensures that BYU-Hawaii students will continue to have religious education as part of their overall educational experience at BYU-Hawaii.

**Do BYU-Idaho or BYU religion courses count towards the residency religion requirement at BYU-Hawaii?**

No. Only religion courses taken at BYU-Hawaii count towards the religion residency requirement for graduation.

**Do Institute classes count towards the residency religion requirement at BYU-Hawaii?**

No. Only religion courses taken at BYU-Hawaii count towards the religion residency requirement for graduation.

**What if I am not a transfer student but I take an institute course while I am at home during the summer? Will this course fulfill my residency requirement?**

No. If the course is taken for credit with a letter grade of C- or better, meets the CES institute standards, corresponds with an existing BYU-Hawaii religion course, and if your institute sends an official transcript to Admissions at BYU-Hawaii, then the institute class will count as two hours towards your total university hours. It may also fill part of your “Required Content” requirement. For example, a The Eternal Family institute class may fill your core requirement to take REL 200 The Eternal Family. However, it will not count towards the residency requirement at BYU-Hawaii.

**Institute / Transfer Credits**

**Do religion courses taken from an Institute, BYU-Idaho, or BYU count for Required Content credit?**

Yes. Corresponding Institute, stake institute, BYU-Idaho and BYU courses may fulfill the Required Content religion credits at BYU-Hawaii. Such courses do not, however, fulfill the residency religion requirement.

**Do institute credits transferred to BYU-Hawaii affect my GPA?**

No. All institute credits transferred to BYU-Hawaii are accepted only as pass/fail grades.

**Do institute or Stake Institute classes count towards the residency religion requirement at BYU-Hawaii?**

No. Only religion courses taken at BYU-Hawaii count towards the religion residency requirement for graduation.

**Do BYU-Idaho or BYU religion courses count towards the residency religion requirement at BYU-Hawaii?**

No. Only religion courses taken at BYU-Hawaii count towards the religion residency requirement for graduation.

**What is the difference between “Stake Institute classes” and “Institute classes?” Do they count for BYU-Hawaii credit?**

Stake institute classes were created to provide religious instruction for those not directly affiliated with a college or university. CES (Church Education System) encourages college and university students to take religion courses from the program affiliated with their college/university. Ideally, a student at the University of Texas, for example, would take courses at the university institute; a BYU-Hawaii student would take religion courses at BYU-Hawaii, etc. Qualified stake institute courses receive institute credit and thus could be transferred to BYU-Hawaii. Like any religion course from another institution, they may fulfill the “Required Content” requirement, but they do not fulfill the residency hour requirement at BYU-Hawaii.

**What does it mean to take an Institute course for “transfer credit?”**

A student who desires to transfer institute credit must contact the institute instructor at the beginning of the semester/term and request to take the course for credit and a letter grade. This requires the student to complete the academic requirements of the course (exams, assignments, etc.) for transfer credit. The only grade accepted for transfer to BYU-Hawaii is Pass/Fail.

**How does an Institute course appear on my BYU-Hawaii transcript? When?**

Your Institute director or instructor must send an official “Institute Transcript” to Admissions at BYU-Hawaii. After they receive it, the course is reviewed and posted on a BYU-Hawaii transcript within two or three days.

**Do religion courses offered from other universities fulfill the religion requirement at BYU-Hawaii?**

No. For example, New Testament taught at Baylor does not have the same emphasis as New Testament at BYU-Hawaii, and will therefore not receive any religion credit nor fulfill the Required Content at BYU-Hawaii.

## Do Institute transfer credits or BYU-Hawaii DL courses affect my GPA at BYU-Hawaii?

No. Because institute courses are transferred only as Pass/Fail, they do not affect a BYU-Hawaii GPA.

However, DL classes transferred in from BYU-Hawaii Online will affect a BYU-Hawaii GPA.

# Faculty of Sciences

## Biology

### Faculty

#### Dean

Benjamin R. Jordan ([ben.jordan@byuh.edu](mailto:ben.jordan@byuh.edu))  
SCB 306, (808) 675-3815

#### Administrative Assistants

Naomi Sellers ([naomi.sellers@byuh.edu](mailto:naomi.sellers@byuh.edu))  
SCB 323, (808) 675-3801

#### Academic Advisor

Danielle Kinikini ([danielle.kinikini@byuh.edu](mailto:danielle.kinikini@byuh.edu))  
Academic Advising Office (808) 675-4706

#### Professors

- Bybee, David (2007) B.S. 1997, Brigham Young University; PhD 2006, University of Hawai'i at Mānoa.
- Cannon, Mark B. (2005) B.S. 2000, Utah State University; Ph.D. 2005, University of Oregon.
- Jordan, Benjamin (2012) B.S. 1999, Brigham Young University; PhD 2004 University of Rhode Island.
- Lukov, Georgi L. (2010) M.D. 1997, Medical University-Plovdiv, Bulgaria; Ph.D. 2005 Brigham Young University.
- Weber, Michael F. (1999) B.S. 1982, Brigham Young University; M.S. 1984, University of Michigan; Ph.D. 1988, University of Michigan.

#### Associate Professors

- Bruner, Phillip L. (1978) B.S. 1970, Church College of Hawaii; M.S. 1974, Louisiana State University.
- Cornwall, Richard G. (2015) B.S. 2008, Arizona State University; B.A. 2008, Arizona State University; Ph.D. 2014, Colorado State University.
- Ingley, Spencer (2017) B.S. 2010, University of Florida; Ph.D. 2015, Brigham Young University.
- Saucier, Esprit (2017) B.S. 2006, Ohio State University; M.S. 2009, Ohio State University; Ph.D. 2016, University of Louisiana at Lafayette.

- Smith, Brad (2013) B.S. 2003, Texas A&M University; PhD 2006 Texas A&M University.
- Weeks, Colby (2010) B.S. 2001, Brigham Young University; PhD 2006 University of California-Irvine.

#### Emeritus Faculty

- Anderson, Dean M. (1966-1997)
- Frederick, Gary D. (1988-2010)
- Day, Randy L. (1980-2012)

## Programs and Degrees

- B.S. in Biology
- B.S. in Science Education
- Biology Minor
- Biochemistry Minor
- Chemistry Minor
- Introduction to Chemistry Minor
- Introduction to Conservation Biology Minor
- Introduction to Marine Biology Minor
- Introduction to Natural Sciences Minor
- Introduction to Nutritional Science Minor
- Pre-professional Program (Administered jointly with the Biology Faculty)

## The Discipline

The Biology major provides a rigorous research-based education for students, with a basic foundation in the life sciences. Special emphasis is placed on providing opportunities for students to participate in meaningful research in areas such as anatomy, genetics, physiology, molecular biology, evolution, natural history, and marine biology. This major seeks to prepare students for professional careers in teaching, government service, industry, research, and the medical professions.

## Program Learning Outcomes

Upon completing a major in Biology, students will:

- Demonstrate content knowledge of the discipline.
- Perform essential laboratory techniques, and employ scientific principles and laboratory skills to solve scientific problems.
- Convey scientific ideas and knowledge, in written form, clearly and professionally.
- Analyze and evaluate relevant scientific literature.

## Career Opportunities

With further education, career opportunities for Biomedical Science graduates include medicine, dentistry, optometry, podiatry, chiropractic, veterinary medicine, pharmacy, physician assistant, and other allied health professions. General Biology majors can utilize their degree to obtain careers in areas such as

wildlife management, forestry conservation, environmental quality consulting, technical work, and park services. Students interested in aquaria, ocean conservation, marine research, and fisheries can use Marine Biology to prepare them for entrance into these fields. The study of Molecular Biology major has particular value for students preparing for jobs in genetics, consulting, research, forensics, and bioinformatics. The Science Education Program, a cooperative program with Teacher Education, is designed to prepare teachers to teach Biology in junior high or high school.

All Biology Major emphases provide opportunities for a variety of post-baccalaureate studies.

## B.S. in Biology

56 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

### General Biology Core

11 Credits

*This degree has core requirements and then allows students to focus on the areas that they wish. However, the degree does not have official "emphases." It is up to the student, in discussion with their advisor and professors, to choose the courses that will best serve them as they prepare for a career or for graduate school.*

BIOL 112	Biology I – Cell and Molecular Biology (3)
BIOL 112L	Biology I – Cell and Molecular Biology Laboratory (1)
BIOL 113	Biology II – Evolution, Ecology, and Organismal Biology (3)
BIOL 490R	Current Topics in Biology (1)
BIOL 340 or	Biostatistics or (3)
MATH 121	Principle of Statistics (3)

### General Chemistry Core

4 or 7 Credits

*CHEM 101/101L is recommended as an optional preparatory sequence for CHEM 105/106/107L for students who have little background in chemistry. For some fields (e.g., wildlife ecology), the CHEM 101/101L sequence may be sufficient. However, the CHEM 105/106/107L sequence is recommended for students wishing to go on to advanced degrees in marine science, biochemistry, environmental science, or medical fields. Graduate programs vary in their requirements, so students should get advice from their academic advisors and faculty members if they have questions about which sequence to take.*

CHEM 101	Introduction to General Chemistry (3)
CHEM 101L	Introduction to Chemistry Lab (1)
<b>OR</b>	
CHEM 105	General Chemistry I (3)
CHEM 106	General Chemistry II (3)
CHEM 107L	General Chemistry Laboratory (1)

### Biology Electives

*The combined credit total of the Biology Core, Chemistry Core, and Electives should equal a minimum of 56 credits.*

### Courses in Marine Biology

BIOL 204	Pacific Natural History (2)
BIOL 204L	Pacific Natural History Laboratory (2)
BIOL 304	Marine Biodiversity (3)
BIOL 304L	Marine Biodiversity Laboratory (1)
BIOL 312	Marine Biology (3)
BIOL 312L	Marine Biology Laboratory (1)
BIOL 412	Coral Reef Ecology (3)
BIOL 412L	Coral Reef Ecology Laboratory (1)
OCEAN 201	Oceanography and Marine Science (3)

### Courses in Environmental Conservation

BIOL 248	Conservation Biology (3)
BIOL 348	Natural Resource Management (3)
BIOL 348L	Natural Resource Management Laboratory (1)
BIOL 350	Ecology (3)
BIOL 350L	Ecology Laboratory (1)
BIOL 374	Evolution and Human Prehistory (3)
GEOL 105	Geology of the Pacific (3)
GEOL 106	Field Geology of Hawaii (1)

### Courses in Molecular and Cell Biology

BIOL 320	Microbiology (3)
BIOL 320L	Microbiology Laboratory (1)
BIOL 330	Bioinformatics (3)
BIOL 376	Genetics (3)
BIOL 441	Molecular Biology (3)
BIOL 442	Cellular Biology (3)
BIOL 484L	Biomolecular Methods Lab – Nucleic Acids (1)
BIOL 485L	Biomolecular Methods Lab – Mammalian Cells (1)

### Courses in Organismal Biology

BIOL 201	General Botany (3)
BIOL 201L	General Botany Laboratory (1)
BIOL 260C	Human Anatomy-Cadaver Based (3)
BIOL 260LC	Human Anatomy Lab-Cadaver Based (1)
BIOL 261	Human Physiology (3)
BIOL 261L	Human Physiology Laboratory (1)
BIOL 300	Animal Behavior (3)
BIOL 300L	Animal Behavior Laboratory (1)
BIOL 335	Ethnobotany (3)
BIOL 335L	Ethnobotany Laboratory (10)
BIOL 390R	Special Topics in Biology (3-4)
BIOL 390RL	Special Topics in Biology Laboratory (1)
BIOL 460	Advanced Human Anatomy (3)

### Courses in Chemistry and Physics

CHEM 201	Lab Safety (1)
CHEM 270	Introduction to Environmental Chemistry (3)
CHEM 351	Organic Chemistry I (3)
CHEM 351L	Organic Chemistry I Laboratory (1)
CHEM 352	Organic Chemistry II (3)
CHEM 352L	Organic Chemistry II Laboratory (1)
CHEM 481	Biochemistry I (3)
CHEM 483L	Biochemistry Methods Lab- Proteins (1)
MATH 212	Calculus I (5)
PHYS 105 or	College Physics I (3)
PHYS 205	Physics I (4)
PHYS 106 or	College Physics II (3)
PHYS 206	Physics II (4)
PHYS 155L	Physics I Lab (1)
PHYS 156L	Physics II Lab (1)

### Research – Up to 3 credits can be counted toward the Biology degree

BIOL 497R	Student Mentored Research (1)
CHEM 497R	Student Mentored Research (1)

### Policy Courses – Up to 6 credits can be counted towards the Biology degree

HWST 312	Malama 'Aina – Land Responsibility (3)
HWST 380	Malama Wa'a – Sea Responsibility (3)

IPB 332	Peace Ecology (3)
POSC 101	Introduction to Politics (3)
POSC 322	Oceanic Governments and Politics (3)
POSC 330	Introduction to Public Administration (3)

**Notes:**

- No class can be repeated more than once.
- No more than 9 credits of D grade.
- Students must complete 24 credits of upper level (300 level or above) courses.
- At least 18 credits of electives must be designated as BIOL.

## B.S. in Science Education

54-78 Credits

Effective: 09/2024

\*For specific course information - see Course Listings in Catalog

<b>Science Content</b>	<b>30 Credits</b>
<b>Science Core</b>	<b>15 Credits</b>
BIOL 112	Biology I - Cell and Molecular Biology (3)
BIOL 112L	Biology I - Cell and Molecular Biology Lab (1)
BIOL 113	Biology II - Evolution, Ecology, and Organismal Biology (3)
CHEM 105	General Chemistry I (3)
CHEM 106	General Chemistry II (3)
CHEM 107L	General Chemistry Laboratory (1)
CHEM 201	Chemical and Laboratory Safety (1)

**Science Electives 15-20 Credits**

Select at least 15 credits (3 credits must be an upper-division level (300-400) course if on the non-certification track) of courses with designations of BIOL, CHEM, PHYS, or GEOL, OCEN, SCI (when offered)

Students seeking licensure should identify which PRAXIS exam they are preparing to take: Biology, Chemistry, General Science, Physical Science, or Physics and choose appropriate electives. Below is a list of recommended courses for subject PRAXIS tests. Note: not all recommended courses may be upper-level electives.

Biology PRAXIS: SCI 201, BIOL350/L or BIOL 312/L, BIOL 261/L or BIOL 304/L, BIOL 376 or BIOL 441

Chemistry PRAXIS: SCI 201, CHEM 351/L, CHEM 481

General Science PRAXIS: SCI 201, GEOL 105 or OCEN 201, PHYS 105 & 106 or 205 & 206, PHYS 155L & 156L

Physical Science PRAXIS: SCI 201, GEOL 105 or OCEN 201, PHYS 105 & 106 or 205 & 206, PHYS 155L & 156L

Physics PRAXIS: SCI 201, PHYS 105 & 106 or 205 & 206, PHYS 155L & 156L

<b>Education: Pre- Professional Area</b>	<b>5-8 Credits</b>
EDU 212	Foundations of Education (2)
EDU 200	Human Growth and Learning in Schools (3)
HWST 101	Introduction to Hawaiian Studies (3) <i>(Required for Hawaii License Track)</i>

<b>Education: Academic Support Area</b>	<b>14 Credits</b>
SPED 300	Education of Students with Exceptionalities
EDU 305	Computer and Technology Assisted Instruction (2)
EDU 312	Effective Pedagogy (3)
EDU 340	Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (3)
EDU 385	Education Assessment in the Classroom (3)

<b>Education: Professional Year</b>	<b>7-24 Credits</b>
SCED 350	General Methods for Secondary Teachers (2)
SCED 401	A Multicultural Approach to Reading in the Content Area (3)
SCED 430	Classroom Management in Secondary Contexts (2)
SCED 491	Pre-Student Teaching (3)
SCED 492	Student Teaching (14)

Application for Student Teaching Program must take place before Professional Year courses may be taken.

**Application deadlines:**

February 15 for those beginning Professional Year courses in fall semester  
May 15 for those beginning Professional Year courses in winter semester

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-.

If the second attempt is lower than a C-, the student will be removed from the major.

## Biology Minor

18 Credits

Effective: 09/2017

\*For specific course information - see Course Listings in Catalog

<b>Required</b>	<b>18 Credits</b>
BIOL 112/L	Biology I - Cell and Molecular Biology/Lab (4)
BIOL 113	Biology II - Evolution, Ecology, and Organismal Biology (3)
BIOL	Any Biology Course* (Lab not required) (3)
BIOL	Any Biology Course*/Lab (4)
BIOL	Any Advanced Biology Course/Lab (4)

\*BIOL 100, 399R, 495R, or 496R cannot count toward fulfilling the Biology Minor.

The Biology Minor is not available to students majoring in Biology.

All passing grades will be accepted in fulfilling minor or certificate requirements.

## Biochemistry Minor

20 Credits

Effective: 09/2024

\*For specific course information - see Course Listings in Catalog

<b>Required</b>	<b>20 Credits</b>
CHEM 105	General Chemistry I (3)
CHEM 106	General Chemistry II (3)
CHEM 107L	General Chemistry Laboratory (1)
CHEM 201	Chemical and Laboratory Safety (1)
CHEM 351	Organic Chemistry I (3)
CHEM 351L	Organic Chemistry I Lab (1)
CHEM 352	Organic Chemistry II (3)
CHEM 352L	Organic Chemistry II Lab (1)
CHEM 481	Biochemistry I (3)
CHEM 483L or	Biochemistry Methods Lab - Proteins (1) or
BIOL 484L or	Biomolecular Methods Lab - Nucleic Acids (1) or

BIOL 485L Biomolecular Methods Lab – Mammalian Cells  
(1)

All passing grades will be accepted in fulfilling minor or certificate requirements.

## Chemistry Minor

19-20 Credits

Effective: 09/2024

\*For specific course information - see Course Listings in Catalog

Required	19-21 Credits
CHEM 105	General Chemistry I (3)
CHEM 106	General Chemistry II (3)
CHEM 107L	General Chemistry Laboratory (1)
CHEM 201	Chemical and Laboratory Safety (1)
CHEM 351	Organic Chemistry I (3)
CHEM 351L	Organic Chemistry I Lab (1)
CHEM 352	Organic Chemistry II (3)
CHEM 352L	Organic Chemistry II Lab (1)
CHEM ____	Any Chemistry course except (3-4) (see below)*

\*CHEM 100, 101, 101L, 481, 483L, 399R, 495R, or 496R cannot count toward fulfilling the Chemistry Minor.

All passing grades will be accepted in fulfilling minor or certificate requirements.

## Introduction to Chemistry Minor

12 Credits

Effective: 09/2024

\*For specific course information - see Course Listings in Catalog

Required	12 Credits
CHEM 105**	General Chemistry I (3)
CHEM 106**	General Chemistry II (3)
*CHEM ____	Any 6 credits of any other CHEM courses, including labs (6)

\*CHEM 100, 399R, 495R, or 496R cannot count toward fulfilling the Introduction to Chemistry Minor.

\*\*Please contact your academic advisor (email is preferred) if you wish to enroll in this class without its concurrent lab.

*The Introduction to Chemistry Minor is not available to students majoring in Biochemistry and/or Biology.*

All passing grades will be accepted in fulfilling minor or certificate requirements.

## Introduction to Conservation Biology Minor

11-14 Credits

Effective: 09/2024

\*For specific course information - see Course Listings in Catalog

Required	6 Credits
BIOL 113	Biology II – Evolution and Ecology (3)
BIOL 248	Conservation Biology (3)

Electives 5-8 Credits

Take two of the following courses

BIOL 204**	Pacific Natural History (2) (concurrent enrollment with a lab is not required for the minor)
BIOL 304/L	Marine Biodiversity/Lab (4)
BIOL 312/L	Marine Biology/Lab (4)
BIOL 348**	Natural Resource Management (3) (concurrent enrollment with a lab is not required for the minor)
BIOL 350**	Ecology (3) (concurrent enrollment with a lab is not required for the minor)

\*\*Please contact your academic advisor (email is preferred) if you wish to enroll in this class without its concurrent lab.

*The Introduction to Conservation Biology Minor is not available to students majoring in Biology.*

All passing grades will be accepted in fulfilling minor or certificate requirements.

## Introduction to Natural Sciences Minor

12 Credits

Effective: 09/2024

\*For specific course information - see Course Listings in Catalog

Required	3 Credits
SCI 201	Scientific Inquiry (3)

Choose 3 courses, from different subjects, from the following

	9 credits
PHYS**	Any Physics course (3) Concurrent enrollment with a lab is not required for the minor**
CHEM **	Any Chemistry course (3) Concurrent enrollment with a lab is not required for the minor**
BIOL **	Any Biology course (3) Concurrent enrollment with a lab is not required for the minor**
GEOL 105	Geology of the Pacific Basin (3)
OCEN 201	Oceanography and Marine Science (3)
PHSC 100	Principles of Physical Science (3)

\*\*Please contact your academic advisor (email is preferred) if you wish to enroll in this class without its concurrent lab.

*The Introduction to Natural Sciences Minor is not available to students majoring in Biology.*

All passing grades will be accepted in fulfilling minor or certificate requirements.

## Introduction to Marine Biology Minor

12-14 Credits

Effective: 09/2024

\*For specific course information - see Course Listings in Catalog

Required	10 Credits
BIOL 113	Biology II – Evolution and Ecology (3)
BIOL 312	Marine Biology (3)
BIOL 312L	Marine Biology Lab (1)
OCEN 201	Oceanography and Marine Science (3)

Choose 1 from the following 2-4 Credits

BIOL 204**	Pacific Natural History (2) (concurrent enrollment with a lab is not required for the minor)
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BIOL 304	Marine Biodiversity (3)
BIOL 304L	Marine Biodiversity Lab (1)
BIOL 412	Coral Reef Ecology (3)
BIOL 412L	Coral Reef Ecology Lab (1)

\*\*Please contact your academic advisor (email is preferred) if you wish to enroll in this class without its concurrent lab.

*The Introduction to Marine Biology Minor is not available to students majoring in Biology.*

All passing grades will be accepted in fulfilling minor or certificate requirements.

## Introduction to Nutritional Science Minor

12 Credits

Effective: 09/2024

**\*For specific course information - see Course Listings in Catalog**

<b>Required</b>	<b>6 Credits</b>
BIOL 101	Introduction to Human Biology (3)
HHS 115	Personal Nutrition (3)

**Choose 2 from the following 6 Credits**

BIOL 261**	Human Physiology (3)
(concurrent enrollment with a lab is not required for the minor)	
HHS 270	Community Nutrition (3)
HHS 366	Community & Public Health (3)
CHEM 101 or	Introduction to General Chemistry (3) or
CHEM 105	General Chemistry I (3)

\*\*Please contact your academic advisor (email is preferred) if you wish to enroll in this class without its concurrent lab.

*The Introduction to Nutritional Science Minor is not available to students majoring in Biology.*

All passing grades will be accepted in fulfilling minor or certificate requirements.

## Health and Human Science

### Faculty

Dean

Benjamin R. Jordan ([ben.jordan@byuh.edu](mailto:ben.jordan@byuh.edu))  
SCB 306, (808) 675-3815

Administrative Assistants

Jill Nakachi ([jill.nakachi@byuh.edu](mailto:jill.nakachi@byuh.edu))  
Gym 188, (808) 675-3750

Academic Advisor

Danielle Kinikini ([danielle.kinikini@byuh.edu](mailto:danielle.kinikini@byuh.edu))  
Academic Advising Office (808) 675-4706

Associate Professors

- Nakachi, Evan (2016) B.S. 1985, Brigham Young University; M.S. 2008, University of Hawai'i at Mānoa; Ph.D. 2014, Brigham Young University Provo.

- Reece, Joel (2013) B.S. 2006, Brigham Young University; M.S. 2009, Brigham Young University; Ph.D. 2013, Middle Tennessee State University.

Assistant Professors

- Chase, Benjamin (2020) B.S. 2012, Weber State University; M.S. 2014, University of Utah; Ph.D. 2019, University of Utah.
- McLellan, Kate (2018) B.S. 2001, Brigham Young University-Hawaii; Ph.D. 2008, Loma Linda University.

Emeritus Faculty

- Akana, C. Dawn (1994-2019)
- Chun, Donna May L. (1976-2011)
- Kaluhiokalani, Norman (1973-2015)
- Kokkonen, Joke (1986-2018)
- Navalta, S. Wilfred (1982-2012)
- Overstreet, E. LeRoy (1986-2000)
- Wagner, A. Kenyon (1984-85, 1990-2016)

### Programs and Degrees

- Health and Human Science (BS)
- Health and Human Science Education (BS)
- Health and Human Performance Minor

### Program Descriptions

The mission of the Health and Human Science Program 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 well-being.

### Program Learning Outcomes

Upon completing the Health and Human Science program, students will:

- Be instilled with habits and attitudes that will promote a healthy lifestyle complementary to the doctrine of the restored Gospel of Jesus Christ.
- Assess needs, analyze challenges, and communicate solutions to issues in health and human science within Asia and Oceania.
- Plan, promote, implement, and evaluate health programs for individuals, families, and communities.

### B.S. in Health and Human Science

48 Credits

Effective: 09/2023

**\*For specific course information - see Course Listings in Catalog**

<b>Capstone Core Requirements</b>	<b>6 Credits</b>
HHS 493	Research Methods in Health and Human Science (3)
HHS 399R or	Internship in Health and Human Science (3)

HHS 494 Student Research in Health and Human Science (3)

**Major Elective Requirements 42 Credits**

Students must take a minimum of 9 credits from each of the four major elective clusters (36 credits), plus 6 credits from any major electives, totaling 42 major elective credits. Capstone core credits, more than 6 credits, can count as major elective credits. 18 major elective credits must be 300 level or above.

**Biological Science Electives Choose any 9 Credits**

BIOL 101 Introduction to Human Biology (3)  
BIOL 260C/LC Human Anatomy-Cadaver Based/Lab (4)  
BIOL 261/L Human Physiology/Lab (4)  
CHEM 101/L or Introduction to General Chemistry/Lab (4) or  
CHEM 105 General Chemistry I (3)  
PSYC 111 General Psychology (3)  
HHS 285 Introduction to Epidemiology (3)  
HHS 300 Medical Terminology (1)  
HHS 344 Physiology of Exercise (3)

**Personal Health Electives Choose any 9 Credits**

HHS 115 Personal Nutrition (3)  
HHS 135 Health in Marriage and Family (3)  
HHS 177 Personal Health and Wellness (3)  
HHS 325 Prevention and Management of Disease (3)  
HHS 333 Principles of Strength Training and Conditioning (3)  
HHS 360 Women's Health (3)

**Community Health Electives Choose any 9 Credits**

HHS 230 Health Topics in Asia and Oceania (3)  
HHS 270 Community Nutrition (3)  
HHS 366 Community and Public Health (3)  
HHS 369 Youth Coaching (3)  
HHS 409 Health and Human Behavior (3)  
HHS 420 Physical Activity in Public Health (3)

**Health Leadership and Management Electives Choose any 9 Credits**

HHS 350 Health Tourism (3)  
HHS 361 Health Promotion Management (3)  
HHS 370 Event Management in Health, Recreation and Sport (3)  
HHS 400 Health Marketing and Communications (3)

**Other Electives Choose any 6 credits from above, not previously used, to equal at least 48 credits**

No grade below "C-" accepted

## Health and Human Science Education

62-82 Credits

Effective: 09/2024

\*For specific course information - see Course Listings in Catalog

**Core Requirements 21 Credits**

MATH 121 Principles of Statistics (3)  
BIOL 101 Introduction to Human Biology (3)

BIOL 260C/LC Human Anatomy-Cadaver Based/Lab (4)  
BIOL 261/L Human Physiology/Lab (4)  
HHS 344 Physiology of Exercise (3)

**Choice of 4 SSAC Sport & Activity Classes - 4 Credits**

SSAC Sports Fundamental: (1)  
SSAC Sports Fundamental: (1)  
SSAC Sports Fundamental: (1)  
SSAC Sports Fundamental: (1)

**Health Emphasis 15 Credits**

HHS 177 Personal Health and Wellness (3)  
HHS 333 Principles of Strength Training and Conditioning(3)  
HHS 361 Health Promotion Management (3)  
HHS 369 Youth Coaching (3)  
HHS 409 Health and Human Behavior (3)

**Education: Pre-Professional Area 5-8 Credits**

EDU 212 Foundations of Education (2)  
EDU 200 Human Growth and Learning in Schools (3)  
HWST 101 Introduction to Hawaiian Studies (3)  
*(Required for Hawaii License Track)*

**Education: Academic Support Area 14 Credits**

SPED 300 Education of Students with Exceptionalities (3)  
EDU 305 Computer and Technology Assisted Instruction (2)  
EDU 312 Effective Pedagogy (3)  
EDU 340 Multiculturalism and Culturally Responsive Teaching through Sheltered Instruction (3)  
EDU 385 Education Assessment in the Classroom (3)

**Education: Professional Year 7-24 Credits**

SCED 350 General Methods for Secondary Teachers (2)  
SCED 401 A Multicultural Approach to Reading in the Content Area (3)  
SCED 430 Classroom Management in Secondary Contexts (2)  
SCED 491 Pre-Student Teaching (3)  
SCED 492 Student Teaching (14)

Application to the Teacher Education Program must take place before Professional Year courses may be taken.

**Application deadlines:**

February 15 for those beginning Professional Year courses in fall semester

May 15 for those beginning Professional Year courses in winter semester

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-.

If the second attempt is lower than a C-, the student will be removed from the major.

## Health and Human Performance Minor

15 Credits

Effective: 09/2023

\*For specific course information - see Course Listings in Catalog  
Reordered numerically

**Choose at least 5 courses 15 Credits**

HHS 115 Personal Nutrition (3)

HHS 135	Health in Marriage and Family (3)
HHS 177	Personal Health and Wellness (3)
HHS 230	Health Topics in Asia and Oceania (3)
HHS 270	Community Nutrition (3)
HHS 325	Prevention and Management of Disease (3)
HHS 333	Principles of Strength Training and Conditioning (3)
HHS 350	Health Tourism (3)
HHS 360	Women's Health (3)
HHS 361	Health Promotion Management (3)
HHS 366	Community and Public Health (3)
HHS 369	Youth Coaching (3)
HHS 370	Event Management in Health, Recreation and Sport (3)
HHS 409	Health and Human Behavior (3)
HHS 420	Physical Activity and Public Health (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Psychology

### Faculty

#### Dean

Benjamin Jordan ([ben.jordan@byuh.edu](mailto:ben.jordan@byuh.edu))  
SCB 306, (808) 675-3815

#### Administrative Assistants

Jill Nakachi ([jill.nakachi@byuh.edu](mailto:jill.nakachi@byuh.edu))  
Gym 188, (808) 675-3750

#### Academic Advisor

Brandon Tapan ([brandon.tapan@byuh.edu](mailto:brandon.tapan@byuh.edu))  
Academic Advising Office (808) 675-3843

#### Professors

- Kohlert, Jess (2015) A.A. 1982, Ricks College; B.S. 1985, Brigham Young University; Ph.D. 1995, Brigham Young University.

#### Associate Professors

- Beckstead, Zachary (2016) B.S. 2005, Brigham Young University; M.A. 2007, University of West Georgia; Ph.D. 2012, Clark University.
- Orr, Eric (2017) B.S. 1994, University of Utah; M.S. 1996, Brigham Young University; Ph.D. 2003, Brigham Young University.
- Scanlan, Spencer (2018) B.A. 2010, Brigham Young University-Hawaii; M.Ed. 2013, University of Hawai'i at Manoa; Ph.D. 2018, University of Hawai'i at Manoa.
- Timothy, Boyd (2011) B.S. 2003, Brigham Young University; Ph.D. 2008, Clark University.

#### Assistant Professors

- Duffau, Celine (2022), B.S. 2014, Université de Rennes 2; M.S. 2016, Université de Bordeaux; Ph.D. 2019, Université de Bordeaux.

#### Emeritus Faculty

- Burroughs, Jeff (1993-2015)
- Funaki, Inoke F. (1975-2013)
- Kinghorn, Edward W. (2006-2016)
- Mahony, Diana L. (1994-2005)
- Reid, Rowena (2016-2022)

## Programs and Degrees

- B.S. in Psychology
- Psychology Minor

## 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.

## Program Learning Outcomes

Upon completing a major in Psychology, students will:

- Write effectively using the American Psychological Association Style.
- Communicate effectively in presentation situations.
- Demonstrate an understanding and awareness of differences among peoples.
- Use technology effectively. Demonstrate a knowledge and understanding of psychological theories and principles.
- Understand and apply ethical principles, particularly those stressed by the "Ethical Principles of Psychologists."
- Understand the process of moving from undergraduate to graduate programs and/or the marketplace.

## 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.

## B.S. in Psychology

43 Credits

Effective: 09/2023

**\*For specific course information - see Course Listings in Catalog**

Requirements	13 Credits
PSYC 111	General Psychology (3)
PSYC 190	Navigating Psychology (1)
PSYC 205	Applied Social Statistics (3)
PSYC 306	Quantitative Research Methods (3)
PSYC 490	Senior Seminar (3)

**Select at least one course from each of the following five major categories 15 Credits**

*Courses not selected from each category can also be used as elective courses.*

### Behavioral and Cognition

PSYC 370	Behavioral Psychology (3)
PSYC 375	Cognitive Psychology (3)

### Biological Foundations of Behavior

PSYC 381	Drugs and Behavior (3)
PSYC 385	Brain and Behavior (3)

### Developmental and Cultural

PSYC 210	Developmental Psychology (3)
PSYC 357	Cultural Psychology (3)

### Personality and Psychopathology

PSYC 341	Personality (3)
PSYC 440	Abnormal Psychology (3)

### Social

PSYC 321	Organizational Behavior (3)
PSYC 350	Social Psychology (3)

### Electives

15 Credits

*Courses not selected from above can be used as elective courses as well as the following:*

PSYC 307	Qualitative Research Methods (3)
PSYC 310	Measurement and Evaluation (3)
PSYC 340	Community Mental Health (3)
PSYC 365	Motivation (3)
PSYC 380	Sensation and Perception (3)

PSYC 390R	Special Topics in Psychology (3)
PSYC 399R*	Internship in Psychology (3)
PSYC 402	Educational and Instructional Psychology (3)
PSYC 405	Multivariate Statistics (3)
PSYC 450	Psychotherapy (3)
PSYC 451	Cross-Cultural Psychotherapy (3)
PSYC 457	Advanced Cultural Psychology (3)
PSYC 495R	Independent Study (1-3)
PSYC 497R**	Mentored Research (1-3)

\*Only 3 credits of internship can be counted towards Psychology elective credits.

\*\*Only 6 credits of Mentored Research can be counted towards Psychology elective credits.

Note: PSYC 190R and PSYC 399R are P/NP grading.

**No grade below "C-" will be allowed in the major.**

## Psychology Minor

15 Credits

Effective: 09/2023

**\*For specific course information - see Course Listings in Catalog**

Core Requirements	3 Credits
PSYC 111	General Psychology (3)
<b>Electives</b>	<b>12 Credits</b>
PSYC 205	Applied Social Statistics (3)
PSYC 210	Developmental Psychology (3)
PSYC 306	Quantitative Research Methods (3)
PSYC 307	Qualitative Research Methods (3)
PSYC 310	Measurement and Evaluation (3)
PSYC 321	Organizational Behavior (3)
PSYC 340	Community Mental Health (3)
PSYC 341	Personality (3)
PSYC 350	Social Psychology (3)
PSYC 357	Cultural Psychology (3)
PSYC 365	Motivation (3)
PSYC 370	Behavioral Psychology (3)
PSYC 375	Cognitive Psychology (3)
PSYC 380	Sensation and Perception (3)
PSYC 381	Drugs and Behavior (3)
PSYC 385	Brain and Behavior (3)
PSYC 390R	Special Topics in Psychology (1-3)
PSYC 402	Educational and Instructional Psychology (3)
PSYC 405	Multivariate Statistics (3)
PSYC 440	Abnormal Psychology (3)
PSYC 450	Psychotherapy (3)
PSYC 457	Advanced Cultural Psychology (3)

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

## Interdisciplinary Studies

### Faculty

The Interdisciplinary Studies major program is overseen by the Deans Council.

Student applications are approved by the Dean over the primary

discipline selected. Please see an academic advisor and faculty advisor to begin the process of developing an IDS major proposal.

## Programs and Degrees

B.A. or B.S. Interdisciplinary Studies, with the emphasis areas to be listed on the transcript.

## The Discipline

The Interdisciplinary Studies major effectively allows the student to propose a customized, interdisciplinary program leading to a Bachelor's degree. Students who wish to pursue an IDS major should plan to declare this major before reaching 75 credit hours. The program is designed to be flexible within certain limits. This is not a collection of courses that together have neither meaning nor focus.

## Program Learning Outcomes

- Demonstrated competence in core learning, abilities and competencies.
- A demonstrated positive capability with diversity, civic responsibility, working with others, and to engage in lifelong learning.
- Demonstrated breadth in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society.
- Communicate proficiently both orally and in writing in the English language.
- Effective uses of critical thinking skills to solve problems.
- Demonstrate proficiency in a variety of software useful in professional environments.
- Learn independently and understand the importance of continuous learning.
- Complete an integrated in-depth focused and sustained course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life.

## Career Opportunities

The choice of this type of degree needs to be carefully considered in relation to what career opportunities it will provide. Because of its interdisciplinary nature, it may not lead to job or graduate school opportunities which require a rigorous, structured course load in a single subject. Please discuss this with your faculty advisor. The student has the opportunity to show how their proposal will meet this criterion in their proposal.

## Admission to Program

- The IDS Major Requirement Sheet.
- A proposed major academic plan (MAP).
- A proposal that explains the student's goals and the

rationale behind the proposed curriculum.

- An explanation of the proposed capstone experience.
- Signature of the Primary Emphasis Dean verifying that the proposed curriculum will meet the goals and needs of the student.

## Major Requirements

Student completing a degree in Interdisciplinary Studies will complete:

- A minimum of 120 semester hours of earned credit, including all of the General Education and Religious Education requirements.
- A minimum of 15 semester hours in residence at BYU-Hawaii.
- The completion of a minimum of 27.0 credit hours in an academic area of primary emphasis.
- The completion of at least 15.0 credit hours in a secondary discipline that supports the primary discipline.
- If using the 2017 GE program, the primary and secondary emphases can count as separate breadth areas, but they cannot replace the need for two additional curricular programs in addition to what is in the IDS major. Three of the emphases and/or minors must be in different breadth areas
- A cumulative GPA of at least 2.0.
- No more than 6.0 semester hours of "D" credits within the major. No "D" credits are allowed in the area of primary emphasis.
- A minimum of 24 upper-division credit hours, excluding GE. (300 or 400-level classes)
- The completion of a "capstone experience," typically during the student's final semester.

## Capstone Experience

The capstone experience is taken for credit typically during the student's final semester such as an independent study course (390R), internship (399R), or as student research (496R) depending on its nature. The capstone experience must meet the following criteria:

- It must be clearly relevant to the proposed curriculum and it must integrate the area of primary academic emphasis and the supporting area(s).
- It must approximate the academic rigor of a senior-level capstone course.
- It must be approved in advance by the Dean of the area of primary focus, and the report/ results evaluated by that chair. Copy of the report to go to the Dean over the primary discipline.
- It must receive all necessary approvals before it is undertaken. No capstone experience will be approved

“after the fact”.

- It must be fully described in a written proposal. The description should include the details of what will be done, how the experience will be evaluated including who will evaluate the experience (dean and site supervisor where appropriate).

## Approval Process

- Meet with your Faculty Advisor to select appropriate courses and plan the capstone experience.
- Meet with the academic advisor from your area of primary emphasis to create your M.A.P. and finalize your application.
- Submit your completed proposal and all required attachments to the Dean over the primary discipline for final approval. (Note: The final approval may take as long as one month. Submit your proposal early.)

## General Education Options

Students pursuing the IDS major who opt for the 2017 General Education program will need two minors or certificates (short programs) in addition to their primary and secondary emphases. Of those four areas of emphasis (primary, secondary, SP1, SP2) three of them need to be in different breadth areas. The primary and secondary emphases can count as separate breadth areas, but they cannot replace the need for two additional curricular programs in addition to what is in the IDS major.

## Financial Assistance

Interdisciplinary Studies is a recognized major, but does not belong to one particular program. Students who excel academically are encouraged to apply to the program of their primary emphasis for scholarship assistance. Please contact your primary emphasis program to learn more about their award process and applicable deadlines.

Students who graduate with an Interdisciplinary Studies major attend the graduation banquet of the program that signs their proposal.

# Support Services

## Joseph F. Smith Library

Phone: (808) 675-3876

### Director

- Ram, Rosalind Meno (2024); B.A. 1989, Brigham Young University-Hawaii; M.L.S. 1993, University of Hawai'i at

Mānoa; Ed.D. 2017, University of Southern California.

## Staff

- Aldrich, Michael – Reference Librarian
- Latu, Alipate – Circulation Supervisor
- Latu, Maria Feagai – Copy Center Supervisor
- Lindo, Kaala – Secretary II
- Yang, Yaoli – Library Acquisition and Evening Support

## Faculty

### Associate Professors

- DeMartini, Becky, Head of Instructional Services (2006) B.S. 2001, Brigham Young University-Hawaii; M.L. I. S. 2005, University of Hawai'i at Mānoa.
- Falevai, Zoia, Information and Instructional Services (2015) B.A. 2004, Brigham Young University-Hawaii; M.L.I.S.C 2013, University of Hawai'i at Mānoa.

### Assistants Professors

- Bopp, Gailyn, University Archivist (2020) B.S. 2002, Brigham Young University-Hawaii; M.L.I.S.C. 2016, University of Hawai'i at Mānoa.
- Marshall, Francisca, Librarian (2023) B.S. 1991, Brigham Young University-Hawaii; M.S. 2012, Florida State University, PhD. 2019, Florida State University.
- Robertson, Stephanie, Outreach Librarian (2022) B.A. 2006, Brigham Young University-Hawaii; M.A. 2019, University of Hawai'i at Mānoa; M.L.I.Sc. 2021, University of Hawai'i at Mānoa.

### Emeritus

- Frandsen, Rex (1968-2008)
- Haderlie, Brooks (2017-2021)
- Moffat, Helen (1966-1975)
- Moffat, Riley (1987-2014)
- Smith, Phillip C. (1972-2005)
- Versteeg, Betty (1995-2002)

The Joseph F. Smith Library is a key resource for students and faculty at BYU-Hawaii. 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.

Students and faculty will find an excellent collection of information resources including physical books, journals, and media as well as hundreds of thousands of primary and current digital resources which are discoverable through the library's web pages. Special collections include the Pacific Islands Research Room and the University Archives. The library offers both individual and

collaborative study areas. Many of the study areas are equipped with technology tools to support research and other scholarly pursuits.

Library services are another important resource for students and faculty. Services include information and research support, library instruction, use of the Academic Multimedia Lab, circulation of reserve and other library materials, and interlibrary loan. Also located within the library building is the Media Scheduling Services Department, which circulates laptops and other equipment to students and faculty.

## Testing Center

Located in McKay Building, room 115, the BYU-Hawaii Testing Center operates to enhance the educational experience by allowing students to take course examinations outside the classroom in a quiet, user-friendly environment.

The BYU-Hawaii Testing Center is a participating member in the Consortium of College Testing Centers (CCTC) and as such, administer a variety of exams, (both traditional as well as online), as a service to students and the community. In addition, foreign language challenge tests are given in collaboration with the Foreign Language Achievement Testing Services in Provo. For further information, please call (808) 675-3536.

The BYU-Hawaii Testing Center will close its doors on December 31, 2024.

## Veterans' Affairs

VA School Certifying Official:

Mayette Fonoimoana  
Office of the Registrar  
Lorenzo Snow Building  
[Email: mayette.fonoimoana@byuh.edu](mailto:mayette.fonoimoana@byuh.edu)  
(808) 675-3746

Welcome to Brigham Young University-Hawaii. We look forward to assisting students using Veterans education benefits.

Veterans' Education Benefits (VEB) may be available to students who meet at least one of the following requirements:

1. Actively serving in the military.
2. Serving in the Reserves or National Guard.
3. Dependents of veterans.
4. Dependents of disabled or deceased veterans.

There are different chapters of Veterans Education Benefits. For more information, please visit the GI Bill® website: [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill) or call the VA Western Regional Processing Office at 1 (888) GI-BILL- (888) 442-4551

NOTE: Veterans Educational Benefit Funds are not affiliated with or controlled by BYUH.

To begin:

1. You must apply and be accepted for admission to BYU-Hawaii.
2. Recognized as a regular, degree-seeking student.
3. Applied for VA education benefits and obtain a Certificate of Eligibility (from VA).

Once accepted:

4. Verify and confirm benefits/entitlements.
  - Chapter 33 – Post 9.11 GI Bill
  - Chapter 30 - Montgomery GI Bill
  - Chapter 35 – Dependents Education Assistance
  - Chapter 1606 – Montgomery GI Bill –Select Reserve
5. Complete and sign "Record of Previous Education & Training/Release of Information of 3rd Party".
6. Register for classes. Meet with your academic advisor to complete the course enrollment form, making sure all classes will apply to your major and/or minor. Also, obtain a copy of your "Stellic Planner" which will reflect the classes/courses needed to obtain your degree.
7. Submit course enrollment form, Stellic Planner and any supporting documents to Mayette Fonoimoana at the Office of the Registrar for processing.

**ALL COMPLETED CERTIFICATIONS ARE SUBMITTED ONLINE THROUGH ENROLLMENT MANAGER**

## Certification Policies:

BYUH will certify your enrollment to the VA for each semester or term that you request. Only classes that meet your major/minor requirements and the Holokai Curriculum can be certified.

Veterans and other eligible beneficiaries are required to provide transcripts and records of previous education and training. The institution must evaluate those records/transcripts. The institution will notify the student of the evaluation, and the institution will shorten the educational program accordingly.

A policy that ensures that the educational institution will not impose any penalty, including the assessment of late fees, denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment to be provided by the Secretary under chapter 31 or 33 of this title.

## Veteran Affairs Contact Information:

[www.va.gov](http://www.va.gov)  
(888) 442-4551

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

# Faculty Unit and Advisor Contact Information

To contact an individual via email, please click on the name. If needed, you may also right click to copy the email address and then paste it into another program.

To call on-campus, dial 5-xxxx as a prefix. To call from off-campus, the prefix is 675-xxxx.

Academic Program	Name	Position	Academic Advisor	Administrative Assistant
<b>Arts and Letters</b> <ul style="list-style-type: none"> <li>• Communication, Media and Culture</li> <li>• English</li> <li>• Film Minor Program</li> <li>• Visual Arts</li> </ul>	Charles Bradshaw 3633 <a href="mailto:charles.bradshaw@byuh.edu">charles.bradshaw@byuh.edu</a>	Dean	Kailee Tropia 4713 <a href="mailto:kaileetropia@byuh.edu">kaileetropia@byuh.edu</a>	Carol Peterson 3616 <a href="mailto:carol.peterson@byuh.edu">carol.peterson@byuh.edu</a>
<b>Business and Government</b> <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Business Management</li> <li>• Entrepreneurship Minor Program</li> <li>• Hospitality and Tourism Management</li> <li>• Political Science</li> </ul>	Nathaniel Stephens 4717 <a href="mailto:Nate.Stephens@byuh.edu">Nate.Stephens@byuh.edu</a>	Dean	Russell Runnels 3827 <a href="mailto:Russel.runnels@byuh.edu">Russel.runnels@byuh.edu</a>  Carolyn Koroinamua 4724 <a href="mailto:carolyn.koroinamua@byuh.edu">carolyn.koroinamua@byuh.edu</a>  Kailee Tropia 4713 <a href="mailto:kaileetropia@byuh.edu">kaileetropia@byuh.edu</a>	Patiola Thompson-Beatty 3472 <a href="mailto:patiola.thompson@byuh.edu">patiola.thompson@byuh.edu</a>  Lila Magalei 3559 <a href="mailto:lila.magalei@byuh.edu">lila.magalei@byuh.edu</a>
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Beckstead	Zachary	Sciences - Psychology
Beus	Yifen	Arts & Letters - Film Program
Beus	David	Culture, Language & Performing Arts - Integrated Humanities
Blimes	Randall	Business & Government - Political Science
Bopp	Gailyn	University Library Services
Bowen	Matthew	Religious Education
Bradshaw	Charles	Arts & Letters - English
Bradshaw	Daniel	Culture, Language & Performing Arts - Music
Brodien-Hapairai	Poerava	Business & Government - Hospitality and Tourism Management
Bruner	Phillip	Sciences - Biology
Bybee	David	Sciences - Biology
Cannon	Mark	Sciences - Biology
Carlson	Russel	Math & Computing - Mathematics
Carter	Steven	Education & Social Work - English as an International Language and TESOL
Chase	Benjamin	Sciences - Health and Human Science
Chen	Chiung Hwang	Arts & Letters - Communication, Media and Culture
Chen	Jennifer	Business & Government - Accounting
Chou	Po Nien (Felipe)	Religious Education
Christiansen	AnnaMarie	Arts & Letters - English
Christensen	Jeffrey	Business & Government - Hospitality and Tourism Management
Christensen	Perry	Education & Social Work - English as an International Language and TESOL
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Curtis	Aaron	Math & Computing - Computer and Information Sciences, Computer Science, Information Technology
Davis	Lorie	Education & Social Work - Education
DeMartini	Becky	University Library Services
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Hancock	Stephen	Arts & Letters - English
Henderson	Daniel	Culture, Language & Performing Arts - Music
Hippolite	Andre	Education & Social Work - Social Work
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Hurst	Paul	Math & Computing - Mathematics
Hyde	Scott	Math & Computing - Mathematics

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Jackson	Jacob	Arts & Letters - Visual Arts
Johnson	Kurt	Education & Social Work - Education
Jordan	Benjamin	Sciences - Biology
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Kajiyama	Katsuhiko	Culture, Language & Performing Arts - Integrated Humanities (Japanese)
Kaufusi	Victor	Education & Social Work - Social Work
Kohlert	Jess	Sciences - Psychology
Kunz	Christian	Education & Social Work - Social Work
Kwon	Jihae	Arts & Letters - Visual Arts
Langi	'Alisi	Religious Education
Lesuma	Caryn	Arts & Letters - English
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Lukov	Georgi	Sciences - Biology
Magalei	Jerusha	Education & Social Work - Education
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Marlowe	Eric-Jon	Religious Education
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McCarrey	Scott	Culture, Language & Performing Arts - Music
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Miller	Cassandra	Education & Social Work - Education
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Pacis	Arkhe	Business & Government - Business Management
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Pham	Tuan	Math & Computing - Mathematics
Phung	Ban	Arts & Letters - English
Plicka	Joseph	Arts & Letters - English
Rackley	Eric	Education & Social Work - Education
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Reece	Joel	Sciences - Health and Human Science
Robertson	Stephanie	University Library Services
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Saucier	Esprit	Sciences - Biology
Scanlan	Spencer	Sciences - Psychology
Scanlan	Tialei	Business & Government - Accounting
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Slade	Christopher	Math & Computing - Computer and Information Sciences, Computer Science, Information Technology

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Springer	Scott	Business & Government - Business Management
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Strain	Jeffrey	Math & Computing - Computer and Information Sciences, Computer Science, Information Technology
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Wilson	Paul	Business & Government - Entrepreneurship Program
Wolfersberger	Mark	Education & Social Work - English as an International Language and TESOL
Wolthuis	Stuart	Math & Computing - Computer and Information Sciences, Computer Science, Information Technology

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# BYU-Hawaii Academic Year: 2024-2025

July						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Fall Semester 2024	
September 4, 2024 - December 12, 2024	
Sep. 6	Add/Drop Deadline (Full Semester)
Sep. 25	Withdrawal begins as W or WF (1st block)
Oct. 4	Withdraw Deadline (1st block)
Oct. 7	Withdrawal begins as W or WF (Full semester)
Oct. 18	Add/Drop Deadline (2nd block)
Oct. 22	Withdraw Deadline (Full semester)
Nov. 5	Withdrawal begins as W or WF (2nd block)
Nov. 18	Withdraw Deadline (2nd block)
Dec. 9-12	Final Exam Days
Dec. 13	Graduation
Dec. 19	Faculty Grades Due

September						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	B2	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Winter Semester 2025	
January 8, 2025 - April 17, 2025	
Jan. 10	Add/Drop Deadline (Full Semester)
Jan. 30	Withdrawal begins as W or WF (1st block)
Feb. 10	Withdraw Deadline (1st block)
Feb. 11	Withdrawal begins as W or WF (Full semester)
Feb. 25	Add/Drop Deadline (2nd block)
Feb. 27	Withdraw Deadline (Full semester)
Mar. 13	Withdrawal begins as W or WF (2nd block)
Mar. 27	Withdraw Deadline (2nd block)
Apr. 14-17	Final Exam Days
Apr. 18	Graduation
Apr. 24	Faculty Grades Due

November						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Spring Semester 2025	
April 30, 2025 - June 27, 2025	
May. 2	Add/Drop Deadline (Full Semester)
May. 20	Withdrawal begins as W or WF (Full Semester)
Jun. 2	Withdraw Deadline (Full Semester)
Jun. 26-27	Final Exam Days
Jul. 3	Faculty Grades Due







January						
S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
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						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	B2	25	26	27	28	

Summer Break 2025	
June 30, 2025 - August 29, 2025	

March						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	EYD	29
30	31					

April						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

	Final Exam Days	 Empower your dreams Research conference
	Reading Days	
	Graduation	
	Holiday	
	First day of 2nd Block	