

2019-2020

# General Catalog

Available online at [westoahu.hawaii.edu/catalog](http://westoahu.hawaii.edu/catalog)



UNIVERSITY  
of HAWAII  
WEST O'AHU

This catalog contains general information about the program offerings at the University of Hawai‘i–West O‘ahu for the period of August 2019 to July 2020. This document summarizes applicable policies and programs of UH West O‘ahu, and is subject to change. Although every effort is made to keep this catalog correct and current, inevitably there will be some changes in courses and program requirements. It is highly recommended that you consult your Faculty Advisor and/or Success Advisors in Student Affairs for the most current information. This catalog is not intended as a full compilation of regulations, policies, or programs, and should not be regarded as a legal contract between UH West O‘ahu and the student. For further information, students should check with the University for details concerning other policies which could affect their specific enrollment or registration status.

The University reserves the right to make changes to the dates and policies contained herein, including changes in tuition, fees, courses and programs; to cancel classes where necessary; to set maximum limits for enrollment in certain classes; and to discontinue services without prior notice. Notice of such changes will be given when possible.

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University of Hawai'i–West O'ahu

# General Catalog

2019-2020



UNIVERSITY of HAWAI'I  
WEST O'AHU

91-1001 Farrington Highway, Kapolei, HI 96707

# UH West O'ahu CAMPUS MAP

91-1001 FARRINGTON HIGHWAY KAPOLEI, HAWAII 96707  
MAIN: (808) 689-2800 SECURITY: (808) 689-2911

## BUILDING LEGEND:

- A: ADMINISTRATION & HEALTH SCIENCE
- B: JAMES & ABIGAIL CAMPBELL LIBRARY
- C: CAMPUS CENTER
- D: CLASSROOM BUILDING
- E: LABORATORY BUILDING
- F: MAINTENANCE BUILDING



UNIVERSITY  
of HAWAII  
WEST O'AHU



## Message from the Chancellor

*Aloha mai kākou!*

Welina Mai! Welcome to the 2019-2020 Academic Year at the University of Hawai‘i–West O‘ahu. Advancing a community of skilled professionals and leaders is a vital mission of UH West O‘ahu. To ensure that we meet this mission our faculty and staff continue to cultivate unique and differentiated learning opportunities through advancing an integrated and interdisciplinary curriculum of dynamic learning and teaching, discovery and innovation, and engagement with our community partners.

On behalf of the faculty and staff at UH West O‘ahu, I welcome you to embrace the opportunities in front of you to learn, discover, and engage. By living into these values, we form a legacy of great prosperity. As we continue to invest and innovate, our collective efforts will strengthen the educational ‘auwai for the communities and families in Leeward and Central O‘ahu.

As members of the UH West O‘ahu ‘Ohana, we know that wherever we go, our core value of Po‘okela – Educational Excellence – guides our good work!

E mālama pono!

A handwritten signature in black ink that reads "Maenette K.P. Benham".

Maenette K.P. Benham  
Chancellor, UH West O‘ahu



# Table of Contents

<b>CAMPUS MAP .....</b>	<b>4</b>	<b>STUDENT SERVICES .....</b>	<b>28</b>	Class Attendance.....	49
<b>MESSAGE FROM THE CHANCELLOR .....</b>	<b>5</b>	Programs for New Students.....	28	Credit Hour Policy .....	49
<b>GENERAL INFORMATION.....</b>	<b>8</b>	Placement for English and Math.....	29	Family Educational Rights and Privacy Act (FERPA).....	50
Mission .....	8	Advising .....	30	Persons with Disabilities .....	51
Vision.....	8	Disability Services .....	31	Equal Opportunity Policy .....	51
Philosophy.....	9	Counseling Services .....	31	Clery Act.....	52
Theory of Distinctiveness.....	9	Behavior Intervention Team.....	32	UH Title IX .....	52
History .....	9	Career Development Services .....	32		
Institutional Values Pahuho.....	10	International Students .....	32	<b>CAMPUS SERVICES.....</b>	<b>53</b>
<b>ACADEMIC CALENDAR .....</b>	<b>11</b>	Veterans' Affairs.....	32	Bookstore .....	53
<b>ENTERING THE UNIVERSITY .....</b>	<b>12</b>	Student Life .....	32	Campus Security.....	53
Admission Requirements.....	12	Registration and		Campus Parking .....	53
Early Admission Programs .....	14	Enrollment Information.....	36	Food Services.....	54
Western Undergraduate		<b>ACADEMIC SUPPORT SERVICES .....</b>	<b>41</b>	University of Hawai'i	
Exchange Program .....	15	James & Abigail Campbell Library .	41	Federal Credit Union .....	54
Application Procedures .....	15	Library Services .....	41		
Classification of Students .....	17	Information Technology.....	42	<b>INSTITUTIONAL &amp; GENERAL EDUCATION LEARNING OUTCOMES.....</b>	<b>55</b>
Use of Personal Information .....	18	No'eau Center for Writing,		Institutional Learning	
Residency for Tuition Purposes.....	18	Math, and Academic Success .....	42	Outcomes (ILO) .....	55
Financial Aid.....	20	Office of Distance Learning .....	43	General Education Learning	
Student Employment.....	23	International Relations		Outcomes (GELO) .....	56
		and Programs Office.....	43		
		Participation in Assessment Efforts..	43	<b>ACADEMIC PROGRAMS .....</b>	<b>58</b>
<b>TUITION &amp; FEES.....</b>	<b>24</b>	<b>ACADEMIC RECORDS .....</b>	<b>44</b>	Majors and Concentrations .....	58
2019-2020 Tuition Schedule.....	24	Grades.....	44		
Fees & Charges .....	25	Transcripts .....	46	<b>GRADUATION REQUIREMENTS...62</b>	
Tuition Deposit.....	25	Education Verification.....	46	I. General Education Core	
Payments.....	25	Change of Program		and Focus Requirements .....	62
Tuition Refund Policy .....	26	or Personal Data.....	46	II. Major, Concentration	
Student Fees Refund Policy.....	26	Degree Alternatives.....	46	and Program Requirements.....	64
Financial Aid Recipients .....	26	Degree Conferral.....	47	III. Credit Requirements.....	65
Withdrawal from School .....	26			IV. Grade Point Average (GPA)	
Financial Obligations.....	27	<b>CAMPUS POLICIES.....</b>	<b>48</b>	Requirements .....	65
Returned Checks .....	27	Student Code of Conduct .....	48	<b>DIVISION OF</b>	
UH Employee Tuition Waiver.....	27	Academic Integrity .....	48	<b>BUSINESS ADMINISTRATION ...66</b>	
		Academic Grievance .....	48		

Business Administration Faculty/Staff .....66 General Information .....66 Learning Outcomes.....67 Business Administration Major Requirements .....68 Business Administration Concentrations .....69 Business Administration Certificate....71	Social Sciences Major Requirements .....112 Social Sciences Concentrations.....113 Social Sciences Certificates .....119	Engineering, Interdisciplinary .....184 English.....185 Facilities Management .....191 Filipino .....193 Finance.....193 Food Science & Human Nutrition..194 Forensics .....194 Geography .....194 Geology .....195 Hawaiian.....196 Hawaiian Studies .....197 Hawaiian-Pacific Studies.....197 Health.....201 Health Information Management ..202 History .....204 Hospitality & Tourism .....208 Humanities .....209 Ilokano.....209 Information & Computer Science ..210 Information Security & Assurance..210 Information Technology.....212 Japanese .....212 Korean .....213 Labor Studies .....214 Management .....214 Mathematics.....215 Meteorology.....218 Microbiology .....219 Military Science & Leadership .....219 Music.....221 Oceanography.....223 Pacific Islands Studies.....224 Pharmacology.....224 Philosophy.....224 Physiology .....225 Physics.....226 Political Science.....227 Psychology .....229 Public Administration .....233 Samoan .....239 Social Sciences .....240 Sociology.....242 Special Education.....244 Speech .....246 Student Development .....247 Sustainable Community Food Systems.....247 Women's Studies.....250 Zoology .....250
<b>DIVISION OF EDUCATION .....72</b> Education Faculty/Staff.....72 General Information .....72 Learning Outcomes.....72 Admission.....76 Educational Foundations.....77 Elementary Education Requirements..77 Middle-Level & Secondary Education Area Requirements .....78 Professional Teacher Education Curriculum .....82 Professional Student Teaching Semester .....84	<b>OTHER PROGRAMS .....122</b> Bachelor of Applied Science .....122 Learning Outcomes.....122 Applied Science Concentrations ...123 New APSC Concentrations.....130 Distance Learning (Distance Education) .....136 Certificates .....137 Reserve Officers Training Corps (ROTC).....138 Air Force Reserve Officer Training Corps (AFROTC) .....139	
<b>DIVISION OF HUMANITIES .....85</b> Humanities Faculty .....85 General Information .....85 Learning Outcomes.....85 Humanities Major Requirements .....87 Humanities Concentrations .....88 Humanities Certificates.....96	<b>ACADEMY FOR CREATIVE MEDIA – WEST O’AHU.....140</b> Academy for Creative Media Faculty/Staff .....140 General Information .....140 Learning Outcomes.....141 Creative Media Major Requirements.143 Creative Media Concentrations.....144 'Ulu'ulu: The Henry Ku'ualoha Giugni Moving Image Archive of Hawai'i..148	
<b>DIVISION OF MATHEMATICS, NATURAL &amp; HEALTH SCIENCES ...99</b> Mathematics, Natural & Health Sciences Faculty .....99 General Information .....99 Learning Outcomes.....99 Natural Science Major Requirements.101 Natural Science Concentration.....101	<b>CENTER FOR LABOR EDUCATION &amp; RESEARCH .....150</b> CLEAR Faculty .....150 CLEAR Learning Outcomes .....151	
<b>DIVISION OF PUBLIC ADMINISTRATION.....102</b> Public Administration Faculty .....102 General Information .....102 Learning Outcomes.....102 Public Administration Major Requirements .....104 Public Administration Concentrations105 Public Administration Certificates...108	<b>COURSE DESCRIPTIONS .....153</b> Accounting .....154 Aerospace Studies.....154 Anthropology .....155 Applied Science .....159 Art .....159 Astronomy .....160 Biochemistry.....161 Biology .....161 Botany .....163 Business Administration .....164 Chemistry .....171 Chinese .....171 Creative Media .....172 Early Childhood Education.....176 Economics .....177 Education .....179 Education: Elementary .....180 Education: Middle-Level.....181 Education: Secondary.....182 Educational Foundations.....183 Educational Technology .....184	
<b>DIVISION OF SOCIAL SCIENCES .....110</b> Social Sciences Faculty.....110 General Information .....110 Learning Outcomes.....111		<b>FACULTY &amp; STAFF .....252</b> Emeritus Faculty .....263 <b>UNIVERSITY OF HAWAI'I LEADERSHIP .....264</b>



# General Information

## MISSION

UH West O‘ahu offers a distinct and accessible student-centered education that focuses on the 21<sup>st</sup> Century learner. The University embraces Native Hawaiian culture and traditions, while promoting student success in an environment where students of all backgrounds are supported. Our campus fosters excellence in teaching, learning, and service to the community.

## VISION

UH West O‘ahu is a premier, comprehensive, indigenous-serving institution dedicated to educating students to be engaged global citizens and leaders in society. UH West O‘ahu fosters a dynamic learning environment where all students, faculty, and staff embody and perpetuate Pacific and global understanding rooted in Native Hawaiian values.



WASC Senior College and University  
Commission (WSCUC)

985 Atlantic Avenue, Suite 100

Alameda, CA 94501

Phone: (510) 748-9001

Fax: (510) 748-9797

Web: <https://www.wscuc.org>

Contact:

<https://www.wscuc.org/contact>

## ACCREDITATION

UH West O‘ahu is accredited by the  
WASC Senior College and University  
Commission (WSCUC).



## PHILOSOPHY

UH West O'ahu provides an environment for students and faculty to embark on a journey of discovery that improves the quality of life for our citizens. UH West O'ahu has moved into a new phase of growth with the transition to a full four-year university in 2007. The expanded capacity allows UH West O'ahu to serve both regional and statewide educational needs. The programs of the University are designed to be responsive to the needs of our students. UH West O'ahu faculty is engaged in three basic types of activities: teaching, research, and service. Our staff and faculty are dedicated to the needs of students in the pursuit of their educational and professional goals through a curriculum emphasizing the humanities, social sciences and selected professional programs. The University's curriculum offerings are founded on the principle that career training, the humanities, and social sciences are complementary.

## HISTORY

UH West O'ahu, the most recent addition to the UH system, opened its doors in January 1976 as West O'ahu College. The name of the institution was changed to the University of Hawai'i–West O'ahu by the Board of Regents in 1989.

The University of Hawai'i is a 10 campus system of higher education institutions serving the State of Hawai'i. The system includes three baccalaureate degree-granting institutions - UH West O'ahu, a comprehensive four-year campus located on the leeward side of O'ahu; UH Hilo which is located on the island of Hawai'i; and UH Mānoa, which is the only Research I (Extensive) institution on O'ahu. The system also includes seven community colleges - four on O'ahu: Honolulu Community College, Kapi'olani Community College, Leeward Community College, and Windward Community College; and three on the neighbor islands: Hawai'i Community College, Kaua'i Community College, and the University of Hawai'i Maui College.

The mission of the UH system is to provide quality post-secondary education and training; create knowledge through research and scholarship; provide service through extension, technical assistance, and training; contribute to the cultural heritage of the community; and respond to the State needs.

Governance of the University of Hawai'i is vested in the Board of Regents, which is appointed by the Governor. The Board in turn appoints the President of the UH system, who is the chief executive officer and is responsible for the educational leadership of the UH system. The chief executive officers of the baccalaureate degree-granting campuses and community colleges are Chancellors.

## THEORY OF DISTINCTIVENESS

Three hopena/strategic outcomes emerged from numerous stakeholder discussions during the development of this Strategic Action Plan. To distinguish this institution from any other, we hope to create a campus that embodies Sustainability/Aloha 'Āina, Innovation & Transformation, and 'Ōiwi Leadership.

These distinct outcomes generate a transdisciplinary focus that produces citizens who possess strong 'Ōiwi leadership skills that are grounded in the history of place and people as we build just, purposeful, caring, and celebrative communities; innovative and transformative thinkers with the ability to generate and apply knowledge to address the pressing issues of our times; and those with a commitment to Sustainability/Aloha 'Āina, who have acquired the skills to care for all that nurtures our spirit, bodies, relationships, and honua/earth.



## INSTITUTIONAL VALUES PAHUHOPU

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### ❖ Waiwai

We value abundance/wealth that develops a culture of philanthropy and sustainable use of resources through the cultivation of quality relationships, creativity, exploration, and transdisciplinary learning.

### ❖ Kaiāulu

We value viable, healthy communities where everyone feels included, welcomed, and respected.

### ❖ Po'okela

We value excellence in education to meet the high aspirations of student, faculty, and staff, and the needs of our community.

### ❖ Mālama 'Āina

We value environmental responsibility that links our love and care of land, water, and people.

### ❖ Hana Lawelawe

We value conscious service to community that builds the capacity to offer one's excellence for the benefit of others and our environment.



# Academic Calendar

## FALL 2019 (08/26/2019-12/13/2019)

08/26	First day of instruction
09/02	HOLIDAY: Labor Day
09/03	Last day to add or register and change grading option
	Last day to drop from semester long classes with 100% refund, no "W" grade
09/17	Last day to drop semester long classes with 50% refund, no "W" grade
09/27	Last day to submit graduation application for fall 2019
10/28	Last day for instructors to submit grade change for incomplete grades given during spring/summer 2019
11/04	Last day to withdraw from semester long classes with no refund and a "W" grade
11/11	HOLIDAY: Veterans' Day
11/28	HOLIDAY: Thanksgiving Day
11/29	Non-instructional day
12/06	Last day of instruction
12/09-13	Final Examinations
12/17	Deadline for instructors to submit fall 2019 grades
12/18	Fall 2019 grades available on STAR by 12:00 pm, noon

## SPRING 2020 (01/13/2020-05/08/2020)

01/13	First day of instruction
01/20	HOLIDAY: Martin Luther King Jr. Day
01/21	Last day to add or register and change grading option
	Last day to drop semester long classes with 100% refund, no "W" grade
02/05	Last day to drop from semester long classes 2 with 50% refund, no "W" grade
02/07	Last day to submit graduation application for spring 2020
02/17	HOLIDAY: Presidents' Day
03/16-20	Spring Recess
03/27	Last day to withdraw from semester long classes with no refund and a "W" grade
03/30	Last day for instructors to submit a grade change for incomplete grades given during fall 2019
03/26	HOLIDAY: Kuhio Day
04/10	HOLIDAY: Good Friday
05/01	Last day of instruction
05/04-08	Final Examinations
05/12	Deadline for instructors to submit spring 2020 grades
05/13	Spring 2020 grades available on STAR by 12:00 pm, noon

## SUMMER 2020 Session I (05/26/2020 - 07/02/2020)

05/25	HOLIDAY: Memorial Day
05/26	First day of instruction
05/27	Last day to add or register and change grading option; last day to drop with 100% refund, no "W" grade
06/02	Last to drop with 50% refund, no "W" grade
06/11	Last day to submit graduation application for summer 2020
06/11	HOLIDAY: Kamehameha Day
06/16	Last day to withdraw with no refund and a "W" grade
07/02	Last day of instruction
07/07	Deadline for instructors to submit summer session I grades
07/08	Summer session I grades available on STAR by 12:00 pm, noon

## SUMMER 2020 Session II (07/06/2020 - 08/14/2020)

07/06	First day of instruction
07/07	Last day to add or register and change grading option; last day to drop with 100% refund, no "W" grade
07/13	Last day to drop with 50% refund, no "W" grade
07/29	Last day to withdraw with no refund and a "W" grade
08/14	Last day of instruction
08/18	Deadline for instructors to submit summer session II grades
08/19	Summer session II grades available on STAR by 12:00 pm, noon

NOTE: All dates are subject to change.

# Entering the University

## OFFICE OF ADMISSIONS FINANCIAL AID OFFICE

Campus Center C141, Phone: (808) 689-2900, Toll free from the Neighbor islands: (866) 299-8656

### ADMISSION REQUIREMENTS

Admission requirements for UH West O'ahu are similar to those of comparable comprehensive state institutions of higher education. General information can be found online at [westoahu.hawaii.edu](http://westoahu.hawaii.edu) or by emailing [uhwo.admissions@hawaii.edu](mailto:uhwo.admissions@hawaii.edu).

The following regulations and procedures are subject to change without prior notice. Prospective students should consult the most current General Catalog and/or an Admissions Counselor before applying for admission.

#### Admission of Freshman Applicants

Students applying for admission as freshmen must submit an application and official high school transcripts. Applicants should meet the following requirements with a minimum cumulative grade point average (GPA) of 2.7 (on a 4.0 scale) based on the following 22 units:

- 4 English units
- 3 Mathematics units (including Geometry and Algebra II)
- 3 Natural Science units
- 3 Social Studies units
- 4 College Preparatory units (e.g., foreign language, fine arts)
- 5 Elective units

Applicants who do not meet the minimum 2.7 cumulative GPA or the minimum 22 credits of course work will be evaluated on SAT or ACT scores. Additionally, applicants may be required to submit a letter of recommendation from a teacher and/or counselor and a one-page personal essay to facilitate the evaluation of their application. (Essay topic: tell us about yourself and explain why you have chosen UH West O'ahu for your academic studies.)

#### Admission of Homeschooled Applicants

Applicants who have been homeschooled are expected to meet the admission criteria required of other applicants. Homeschooled

applicants must submit a transcript that includes titles and descriptions of all course work completed, textbooks used, methods of teaching, and evaluation, and the resulting grades or structured assessments. SAT or ACT scores are strongly encouraged. Homeschooled applicants should contact the Office of Admissions for additional information.

#### Admission of GED Applicants

Applicants who have received their General Education Development (GED) diploma may apply for admission to UH West O'ahu. GED applicants should submit an application and have their transcripts and test results sent directly to UH West O'ahu for review. In addition, applicants should submit a letter of recommendation from their employer or counselor and a one-page personal essay to facilitate the evaluation of their application. SAT or ACT test scores are strongly encouraged.

#### Admission of Transfer Applicants

Transfer students are those presently or previously enrolled at a college or university other than UH West O'ahu. A student who has successfully completed at least 24 college-level transferable semester credits at a regionally accredited institution may be eligible for admission as a transfer student. A GPA of 2.0 or higher on a 4.0 scale is required. Students with fewer than 24 college-level semester credits, or who previously attended an unaccredited institution, will be evaluated under freshman admission requirements.

#### Admission of Returning Applicants

A student who experienced a break in enrollment at UH West O'ahu (without an approved leave of absence), must apply for readmission. A student who attended another college or university, including UH campuses, subsequent to attendance at UH West O'ahu must apply as a transfer student (see "Admission of Transfer Applicants"). A student



who was previously suspended or dismissed should refer to the Academic Probation, Suspension, and Dismissal section of the catalog before applying for admission. Readmission is not automatic due to enrollment limitations and changes in academic regulations. Students who are readmitted will be subject to the general education, program and graduation requirements in effect at the time of readmission.

### Admission of International Applicants

International students who apply for admission must meet special requirements in addition to the general requirements.

#### 1. Official Secondary and Post-secondary School Transcripts

- All official transcripts, examination certifications (e.g., General Certificate of Education) and other documents showing all high school and any completed post-secondary work must be submitted to the Office of Admissions. All official transcripts must be mailed directly by the institution or Ministry of Education to the Office of Admissions. Documents mailed or hand carried by you or anyone else will not be accepted as official or used for admission consideration.
- Secondary school transcripts must include a list of courses taken and grades/internal marks received each year, class rank for the last four years of secondary school, and an explanation of the school's grading system. If transcripts with annual internal marks are unavailable directly from the school, you may photocopy your mark sheets or grade reports and have them certified by a school official who verifies that a transcript is otherwise not available.
- Post-secondary school transcripts must include a list of courses taken, grades/marks received, number of hours spent in each class per term, explanation of the school's grading system, and your rank in class. You may also be asked to provide course descriptions and a list of textbooks used in each course.
- Photocopies of external examination certificates must be certified by a school or Ministry of Education official or issued by the examining board and be sent directly to the Office of Admissions.
- All documents must be in English or accompanied by an English translation that has been certified by a school or Ministry of Education official.

#### 2. Test of English as a Foreign Language (TOEFL)\*

- TOEFL scores for applicants from countries where English is not their primary language must be sent directly to UH West O'ahu from Educational Testing Services. The minimum score for admission:
  - o Paper – 550 or higher

- o Computer – 213 or higher
- o Internet – 79 or higher
- o TOEFL Exemptions
  - Applicants with an International English Language Testing System (IELTS) score of 5.0 or better (academic section only)
  - Applicants with a SAT Writing score of 510 or higher
  - Applicants with an ACT English score of 22 or higher
  - Grade of C or better in English 100 or equivalent (as determined by the UH West O'ahu Office of Admissions)

\* In addition to the TOEFL, an EIKEN Grade Pre-1 score is also acceptable.

#### 3. University of Hawai'i Supplementary Information Form

The University of Hawai'i Supplementary Information Form for Undergraduate International Applicants must also be completed. Applicants must provide current official documentation that sufficient financial support is available to adequately cover tuition and expenses while attending the University. F-1 students must provide a certified bank statement in U.S. dollars signed within the last 6 months attesting to financial support of \$40,345 for the 2019-2020 academic year.

Students must carry complete health insurance for the duration of their studies at the University.

The I-20 form, required by the United States Department of Homeland Security and Customs and Border Protection for a student visa, will be issued by the University after the special requirements outlined above are fulfilled, and the student has been accepted for admission.

International students are encouraged to submit application forms and supporting documentation as early as possible to allow adequate time for evaluation by the University.

### Admission of Unclassified Non-Degree Seeking Applicants

Individuals who wish to enroll in UH West O'ahu courses but may not seek to obtain a degree or certificate may apply for admission as an unclassified, non-degree seeking student. All applicants must submit an UH System online application at [apply.hawaii.edu](http://apply.hawaii.edu). In addition, students are required to submit documentation (e.g., transcripts, grade reports) to verify prerequisites for the course they intend to register for.

International visa students are not eligible for unclassified,

APPLICATION DEADLINES			
Term	Priority Deadline	International Applicant Deadline	Final Deadline
Fall Semester (August - December)	March 1	May 1	July 1
Spring Semester (January - May)	October 1	October 1	December 1
Summer (May - July/July -August)	May 1	Contact the Office of Admissions	Last day to register for each summer session

non-degree seeking status. Contact the Office of Admissions at (808) 689-2900 or email to [uhwo.admissions@hawaii.edu](mailto:uhwo.admissions@hawaii.edu) for more information.

### Admission of Auditors

Persons wishing to participate in University courses for the informational instruction only may apply as an auditor. The student receives no credit or grade for the course and is not required to take course examinations. The extent of a student's classroom participation is at the instructor's discretion.

Completion of an application form and permission of the instructor are required. Standard tuition and fees apply.

## EARLY ADMISSION PROGRAMS

### RUNNING START/ EARLY COLLEGE/EARLY ADMIT

UH West O'ahu provides educational opportunities for high school juniors and seniors through the Early Admission Program. Open to students attending both public and private schools, the program is intended to supplement a student's high school curriculum allowing them to enroll concurrently in UH West O'ahu courses while still in high school. Students are eligible to attend college classes during the fall, spring and summer sessions. This program has three options, Running Start, Early College, and Early Admit.

- Open only to students attending a public Hawai'i high school, the **Running Start Program** is a unique partnership between the Department of Education and the UH system. Running Start allows eligible high school students to take a college course at the UH West O'ahu campus as part of their high school coursework. Upon completion of their UH West O'ahu course, students will receive both college credit and high school credit which can be used to meet their graduation requirements.
- **Early College** is open to students attending a public Hawai'i high school and allows students to take college courses delivered on their high school campus. Students

who successfully complete the college class receive both high school and college credit.

- **Early Admit** is open to public and private high school and homeschooled students and allows students to take college courses on the UH West O'ahu campus. Early Admit students who successfully complete the college class receive college credit.

Those interested should consult their high school counselor prior to applying.

Students applying for admission to the Early Admit, Running Start, or Early College programs must meet the following admissions requirements:

### High School Freshmen & Sophomores

- Minimum cumulative 2.7 high school GPA (4.0 scale)
- Minimum ACT Composite score of 18 or higher
- Meet the prerequisite for the UH West O'ahu course of interest

### Entering High School Juniors

1. Minimum cumulative 2.7 high school GPA (4.0 scale)
2. Completed the following high school courses:
  - 2 years of English
  - 2 years of Math (Algebra I, Geometry, or Algebra II)
  - 2 years of Physical Science
  - 2 years of Social Studies
  - 1 year of College Prep (Art, Music, Language, or additional courses listed above)

### Entering High School Seniors

1. Minimum cumulative 2.7 high school GPA (4.0 scale)
2. Completed the following high school courses:
  - 3 years of English
  - 2 years of Math (Algebra I, Geometry, or Algebra II) and currently registered for 3rd year
  - 3 years of Physical Science
  - 3 years of Social Studies

- 1 year of College Prep (Art, Music, Language, or additional courses listed above)
3. Under the age of 21 as of September 1.

### How to Apply for Running Start or Early Admit

#### program:

Students must submit:

- UH System Online Application Form
- Dual Credit Application (Running Start) or Early Admit Application (Early Admit)
- Official high school transcript directly from the high school to UH West O'ahu
- If applicable, any test scores and/or grade reports as proof of satisfying prerequisite requirements

### How to Apply for the Early College program:

Students must submit:

- UH System Online Application Form
- Dual Credit Application
- Official high school transcript directly from the high school to UH West O'ahu

Additional information and the applications can be found at <https://westoahu.hawaii.edu/apply-and-enroll/high-school-early-admission/>

## WESTERN UNDERGRADUATE EXCHANGE PROGRAM

The Western Undergraduate Exchange (WUE) is a program of the Western Interstate Commission for Higher Education (WICHE). Through WUE, students in western states may enroll at UH West O'ahu at a reduced tuition of 150 percent of the institution's regular resident tuition. WUE tuition is considerably less than non-resident tuition. Reduced WUE tuition is currently available for freshman and transfer students. UH West O'ahu reserves the right to limit WUE awards each academic year based on enrollment projections.

**Eligibility:** You must be a resident of Alaska, Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington State, Wyoming, Guam, or the Commonwealth of the Northern Marianas Islands. Your family's domicile (home) must be maintained as your permanent address throughout the duration of your participation in the WUE program. Freshman applicants must have a 2.7 cumulative GPA over four years in high school. Transfer applicants must have a 2.0 cumulative GPA.

**Restrictions:** Only undergraduate students, and those who have not already earned a baccalaureate degree, qualify. WUE is awarded only once at the time of admission and will remain

in effect for the duration of the student's academic career at UH West O'ahu. Non-WUE students who enroll as non-residents will not qualify for WUE status in later terms. Hawai'i residency cannot be established under the WUE program. Students changing their residency will be reclassified to non-resident. Students are only able to apply for Hawai'i residency 12 months after cessation of WUE.

The following programs are not included in the WUE program:

- Bachelor of Applied Sciences programs: Culinary Management; Early Childhood Education; Facilities Management; Health Information Management; Health Professions; Hawaiian and Indigenous Health and Healing; Information Security & Assurance; Information Technology; and Respiratory Care.
- All Certificate programs
- Distance Learning programs

**WUE Program Application:** Complete and submit the University of Hawai'i Application for Admission, the Western Undergraduate Exchange Application (available at <https://westoahu.hawaii.edu/apply-and-enroll/wue/>), and have your official high school and/or college transcripts sent to the Office of Admissions. WUE eligibility cannot be determined without official transcripts.

## APPLICATION PROCEDURES

Admission information may be obtained from Hawai'i high school counselors and the University's website at <https://westoahu.hawaii.edu/apply-and-enroll/>. Information may also be obtained by emailing the Office of Admissions at [uhwo.admissions@hawaii.edu](mailto:uhwo.admissions@hawaii.edu). Applicants must submit official records for all admissions requirements.

### DEADLINES

The priority admission application deadline for the fall semester is March 1; the final deadline is July 1. The priority admission application deadline for the spring semester is October 1; the final deadline is December 1. The priority admission deadline for the summer is May 1; the final deadline is the last day to register for each summer session.

International students must apply and submit all required documents by May 1 for the fall semester and October 1 for the spring semester.

### APPLICATION

The UH System Application is used by all campuses in the UH system and can be completed securely online at [apply.hawaii.edu](https://apply.hawaii.edu).

## APPLICATION FEE

All applications (except for unclassified non-degree and summer school applications) must be accompanied by a non-refundable, non-transferable application fee of \$50. Unclassified non-degree students that would like to enroll as a classified degree-seeking student must reapply and pay the \$50 application fee. The application and fee are valid only for the semester specified on the application. This fee is non-refundable and may not be applied toward tuition even though the applicant may be admitted to the University. Classified degree-seeking applications submitted without this fee will not be processed. The application fee should be paid by check, payable to the University of Hawai'i (certified checks, money orders, or cashier's checks are preferred) or by credit card for online applications. Currency should not be mailed. This amount is subject to change; therefore, applicants should review the instructions carefully at the time of application.

## TRANSFER CREDIT

UH West O'ahu accepts transfer credits only in courses completed at regionally accredited colleges or universities, with a minimum grade of "D" (not "D-"). Accreditation must have been active at the time the course was completed. Course work completed at an institution that has a quarter system will be converted to semester hours. Select correspondence, occupational, vocational and technical courses may be accepted although they may not be applicable to the chosen program of study. Repeated courses that cover the same material/content of a previously completed course will not be awarded additional credit for degree certification purposes; credit will be awarded only once. Credit will not be given for remedial or developmental courses (i.e., in the UH system, below 100 level courses). Transfer credits that meet UH West O'ahu's degree requirements will be applied towards the degree; however, not all may satisfy the University's general education and/or program requirement. Students may be required to earn additional credits to meet general education requirements (see Academic Programs and Graduation Requirements). The general education requirements may also be fulfilled by the completion of an Associate in Arts degree from a regionally accredited institution. Students who concurrently enroll at another UH campus while attending UH West O'ahu, will automatically have their UH credits and grades transferred in to the University within 4 weeks after the semester ends. It is the student's responsibility to send official transcripts of all course work taken outside of the UH system directly to UH West O'ahu.

## AUTOMATIC ADMISSION

Automatic admission allows UH Community College students who are completing their associate of arts or select associate

of science degrees to transfer to a four-year campus in the UH System without having to reapply. Since the process is done electronically, the application fee is waived. STAR notifies students who are eligible via email and students electronically select the campus of their choice and their intended major. This simplifies the transfer process for students wishing to continue on their path towards a four-year degree.

## AUTOMATIC ADMISSIONS PROCESS

- Eligible students will receive an email offering them acceptance to any of our University of Hawai'i baccalaureate campuses.
- Auto Admit students accept the offer via their STAR account by selecting UH West O'ahu as their campus.
- The deadline to accept the offer is March 1 (for the Fall enrollment) or Oct 1 (for Spring enrollment).
- Students admitted through the Auto Admit process do not have to submit an Intent to Enroll form.
- The \$100 tuition deposit is waived for Auto Admit students.
- After an Auto Admit student selects UH West O'ahu as their campus in STAR, UH West O'ahu will mail them a hardcopy formal acceptance letter for their records.
- Deadlines to Accept Automatic Admission Offer
  - Transferring in the Fall Semester: March 1
  - Transferring in the Spring Semester: October 1

## WICHE INTERSTATE PASSPORT

UH West O'ahu is a member of the national Interstate Passport initiative. Based at the Western Interstate Commission for Higher Education (WICHE) in Boulder, CO, the Interstate Passport is a tool that facilitates the transfer of blocks of general education credit across state lines. The goal is to make the transfer process as seamless and efficient as possible, saving students money in the process. Students who have earned an Interstate Passport at another member institution may use that Passport to fulfill UH West O'ahu's General Education requirements. Those students who have earned a Passport at UH West O'ahu will be able to use it to facilitate transfer into member institutions across the United States. See the campus Interstate Passport website for further details: <https://westoahu.hawaii.edu/apply-and-enroll/transfer-students/interstate-passport/>.

## CREDIT FOR PRIOR LEARNING

UH West O'ahu encourages and assists students in obtaining college credit for knowledge acquired outside the regular college classroom through independent study, on-the-



job training, military service school, or other means. The University believes students should be provided the opportunity to prove their mastery of subject material through “non-traditional” means.

Any student who is accepted and enrolled at UH West O‘ahu and who believes they have acquired the equivalent of a course through experience or training may petition the University for the granting of appropriate credit. Students requesting an evaluation of prior learning should contact the Office of Enrollment Services during their initial semester at UH West O‘ahu.

Students interested in requesting an evaluation for additional credit based on standardized exam results or military course work should apply at the Office of Admissions within their first semester of enrollment. Students requesting credit by examination (Challenge Exams) must do so within their first two semesters of enrollment. Official transcripts and other supporting documents are the responsibility of the student. These will be reviewed by the Office of Admissions and/or by a faculty who will make the credit recommendation.

UH West O‘ahu recognizes and employs the following means of evaluating equivalent college credit:

- Advanced Placement (AP) Examinations  
School code: 1042
- College Level Examination Program (CLEP) of the College Entrance Examination Board  
School code: 4959
- Credit by Examination process (Challenge Exams; fees and tuition as applicable)
- International Baccalaureate (IB)
- Military Service School evaluation process (based on guidelines established by the American Council on Education)
- Project Lead the Way (PLTW)

## REPETITION OF COURSES

Beginning fall 2015, the last grade received for a repeated course shall be included in the student’s cumulative GPA and the grade from the previous attempt shall be excluded from the GPA. Grades for each attempt remain a part of the student’s permanent academic record.

If a W is the repeat grade, the initial grade earned will be used to compute the GPA. If a D- or F is the repeat grade and the initial grade was a D or higher, students will not retroactively lose the credits that they previously earned. Grades from both initial and repeat attempts remain a part of the student’s permanent academic record.

Credit is only earned once for repeated courses, except for courses which specifically allow repeating for additional credit

as stated in the course description of the UH West O‘ahu General Catalog. Students should check with an academic advisor on repeating courses that they have already received a minimal passing grade.

The only courses a student may repeat with a Credit/No Credit option are those in which the student previously received a grade of NC.

A course for which a student has already received credit may not be repeated through credit by institutional examination.

Courses initially taken at UH West O‘ahu must be repeated at UH West O‘ahu in order for the repeat grade to be calculated in the GPA. Course grades earned from other institutions cannot be used to replace grades earned in courses at UH West O‘ahu. Grades earned from other institutions are not be used to calculate the UH West O‘ahu GPA.

Per Federal Financial Aid Regulations, a repeat course will not be counted toward determining financial aid enrollment status unless it is a course allowable to be repeated for credit as stated in the catalog. Students who receive veterans’ educational benefits and wish to repeat a course in which they received a minimal passing grade (e.g., C-, D+, or D), should contact the Office of the Registrar to determine if this impacts their eligibility, amount of aid awarded, or enrollment status.

## CLASSIFICATION OF STUDENTS

Upon admission to UH West O‘ahu, students may enroll in courses for academic credit or as auditors and are categorized as follows:

**Classified Student:** A student who is admitted to a formal program of study leading to a degree or a certificate.

**Unclassified (Non-Degree Seeking) Student:** A student who may enroll for credit but is not admitted to an organized program leading to a degree or a certificate. Unclassified (Non-Degree Seeking) students are not eligible for financial aid or veterans’ educational benefits. To be categorized as a classified student and eligible to earn a degree or certificate, a student must apply for admission as a classified student and submit official transcripts and/or other admissions documents for evaluation to the Office of Admissions.

**Full-time Student:** A student who is registered for 12 or more semester credit hours during the fall or spring term, or at least six credits in the summer. Students receiving financial aid, veterans’ educational benefits, scholarships or grants should consult with those offices to ensure meeting aid requirements and/or definition of full-time classification.

**Part-time Student:** A student who is registered for fewer than 12 semester credit hours during the fall or spring semester, or less than six credits in the summer. Students receiving financial aid, veterans’ educational benefits, scholarships or grants should consult with those offices to ensure meeting aid requirements and/or definition of part-time classification.

**Student Class Standing:** Freshman (0-29.99 credits); Sophomore (30-59.99 credits); Junior (60-89.99 credits); and Senior (90 or more credits).

## USE OF PERSONAL INFORMATION

### Social Security Number

Section 7(b) of the Privacy Act of 1974 (5 U.S.C. 522a) requires that when any federal, state, or local government agency requests an individual to disclose his or her social security account number, that individual must also be advised whether that disclosure is mandatory or voluntary, by what statutory or other authority the number is solicited, and what use will be made of it.

Accordingly, each applicant is advised that disclosure of his or her social security number (SSN) is recommended as a condition for making application to any of the UH campuses, in view of the practical administrative difficulties which UH would encounter in maintaining adequate student records without the continued use of the SSN. The SSN will not be used as an identifying number on University documents. A unique, computer generated UH identification number will be assigned to the student upon application to any of the UH campuses.

Although the SSN is no longer used as a student identification number, it will be used to verify the identity of the applicant to reconcile against other official documents such as applications for financial aid, determination of residency for tuition purposes, registration and academic record-keeping; tax information (e.g., 1098-T form); student affairs programs requiring verification of enrollment for the purpose of providing services (e.g., Veterans Affairs); and alumni affairs.

Authority for requiring the disclosure of an applicant's SSN is grounded in Section 304.2 and Section 304.4, Hawai'i Revised Statutes as amended, which provides that the Board of Regents of the University of Hawai'i shall have general management and control of the affairs of the University. UH has, for several years, consistently required the disclosure of social security numbers on the System Application Form and other necessary University documents.

In addition, it should be noted that the SSN of a parent or guardian of an applicant is also requested if the applicant claims residency on the basis of the residency of the parent, guardian, or spouse. A parent or guardian is advised that disclosure of his or her SSN for the above purpose is mandatory. Failure to provide it may affect the applicant's admission to the University and the tuition charged to the applicant. Parent's or guardian's SSN will be recorded only on the UH System Application (Residency Declaration) itself and will not be maintained in any other system records. Its use will be restricted to further verification of information reported on the System Application (Residency Declaration) by the applicant and/or parent or guardian.

### Student Identification Number

UH West O'ahu uses a computer generated number for student identification numbers. U.S. citizens should indicate their SSN on their application. International students do not need to have a SSN; they will be assigned an identification number by the Office of Admissions. For additional information about SSN disclosure, see Social Security Number.

### Student Ethnicity Data

Students are urged to supply race/ethnic information on applications and other forms when requested, since UH West O'ahu must provide a number of federal, state, and educational agencies with this data each year.

### UH Email

Upon acceptance, students should sign up for a UH username which is required to register for classes and access their records. This username followed by "hawaii.edu" (i.e., username@hawaii.edu) is a student's official UH email address.

Email is an official means of communication for University-related business. The University will periodically send notices to students through email such as UH Alert Notification, information on University activities/events, reminders on deadlines and other notices of interest to students. Email notices will only be sent to "hawaii.edu" accounts. Students are responsible for reading their email on a regular basis. Students may retrieve their UH email directly at gmail.hawaii.edu.

## RESIDENCY FOR TUITION PURPOSES

The University is required to determine the residency status of each applicant. Therefore, each applicant must complete and submit a residency declaration together with such documentation considered necessary to clearly determine residency status.

The burden of proof for establishing resident status lies with each applicant. Final decisions will be made by the University's Residency Officer. Students classified as nonresidents are required to pay nonresident tuition.

All nonresident students who are newly admitted to UH may be affected by UH's policy regarding nonresident status for tuition purposes. The policy is in accordance with Chapter 20-4-8, Hawai'i Administrative Rules which states: "Presence in Hawai'i primarily to attend an institution of higher education shall not create resident status. A nonresident student shall be presumed to be in Hawai'i primarily to attend an institution of higher learning. Continued presence in Hawai'i during vacation periods and occasional periods of interruption of the course of study shall not in itself overcome this presumption." Nonresident students who enter any UH campus may not be

allowed to change his/her residency status from nonresident to resident during any period in which s/he:

- is enrolled for six (6) or more credits at any institution of higher learning in Hawai'i;
- was absent from Hawai'i for more than 30 days per year during school vacation periods;
- received student financial aid assistance based on residency in another state; or
- was a dependent of nonresident parent(s) or legal guardian.

The maximum number of nonresident students that may be admitted by the University is limited by the Board of Regents Controlled Growth Policy of the UH System. Therefore, affected students are encouraged to apply early. Students who do not qualify on the first day of instruction as bona fide residents of the state of Hawai'i for tuition purposes must pay the nonresident tuition. An official determination of residency status is made at the time of application. Applicants may be required to provide documentation to verify residency status. Once classified as a nonresident, students continue to be classified as a nonresident during their enrollment at UH West O'ahu until they present satisfactory evidence to the Residency Officer that proves residency.

### Definition of Hawai'i Residency

A student is deemed a resident of the State of Hawai'i for tuition purposes if the student (18 years old or older) or the student (under 18 years old) and the student's parents or legal guardians have done the following:

1. Demonstrated intent to establish domicile in Hawai'i (see below for indicia);
2. Been physically present in Hawai'i for 12 consecutive months prior to the first day of instruction and subsequent to the demonstration of intent to establish domicile in Hawai'i; and
3. The student, whether adult or minor, has not been claimed as a dependent for tax purposes for at least 12 consecutive months prior to the first day of instruction by his/her parents or legal guardians who are not residents of Hawai'i.

To demonstrate the intent to make Hawai'i a person's domicile, the following indicia apply, but no single act is sufficient to establish residency for tuition purposes: Filing Hawai'i resident personal income tax return; Voting/registering to vote in the state of Hawai'i; and other indicia, such as permanent employment and ownership or continuous leasing of a dwelling in Hawai'i.

### Additional Determining Factors

Other legal factors involved in making a residency determination include the following:

1. The age of majority is 18 years. Therefore, the applicant under 18 years old, must claim a portion of the required 12 months on the basis of his or her parents or legal guardian;
2. The 12 months of continuous residence in Hawai'i shall begin on the date upon which the first overt action (see indicia above) is taken to make Hawai'i one's domicile. Resident status will be lost if it is interrupted during the 12 months immediately preceding the first day of instruction;
3. Residency in Hawai'i and residency in another place cannot be held simultaneously;
4. Presence in Hawai'i primarily to attend an institution of higher learning does not create resident status, regardless of the length of stay. A student cannot establish residency by simply being enrolled in school. If a student is a nonresident, it is presumed that he or she is living in Hawai'i primarily to attend school and his or her presence is temporary even if the student lives in Hawai'i during vacation and other breaks from study. For example, the student may be presumed to live in Hawai'i primarily to attend school if he or she is enrolled in school half-time or more, appears to be receiving significant financial support from family members who reside outside Hawai'i, is absent from the state for more than 30 days per year during school vacation period, or receives student financial assistance based on residency in another state or jurisdiction;
5. The residency of unmarried students who are minors follows that of the parents or legal guardian. Marriage emancipates a minor;
6. Resident status, once acquired, will be lost by future voluntary action of the resident inconsistent with such status. However, Hawai'i residency will not be lost solely because of absence from the state while a member of the U.S. Armed Forces, while engaged in navigation, or while a student at any institution of learning.

### EXEMPTIONS

1. Nonresidents may be allowed to pay resident tuition if they qualify as one of the following:
  - A. United States military personnel and their authorized dependents during the period such personnel are stationed in Hawai'i on active duty;
  - B. Members of the Hawai'i National Guard and Hawai'i-based Reserves;
  - C. Full-time employees of the University of Hawai'i and their spouses and legal dependents;

- D. East-West Center student grantees pursuing baccalaureate or advanced degrees;
  - E. Hawaiians, descendants of the aboriginal peoples that inhabited the Hawaiian Islands and exercised sovereignty in the Hawaiian Islands in 1778;
  - F. Veterans eligible to use Post 9/11 GI Bill® or Montgomery GI Bill® Active Duty educational benefits, who live in Hawai'i, and enroll at the University within three years of discharge from a period of active duty service of 90 days or more.
  - G. Individuals eligible to use *transferred* Post 9/11 GI Bill® or Montgomery GI Bill® Active Duty educational benefits, who live in Hawai'i, and enroll at the University within three years of the transferor's discharge from a period of active duty service of 90 days or more.
  - H. Individuals eligible to use Post 9/11 GI Bill® educational benefits under the *Marine Gunnery Sergeant John David Fry Scholarship*, who live in Hawai'i.
  - I. Individuals eligible to use transferred Post 9/11 GI Bill® educational benefits, who live in Hawai'i, and whose transferor is a member of the uniformed services who is serving on active duty.
  - J. Individuals using educational assistance under chapter 31, Vocational Rehabilitation and Employment (VR&E).
2. Citizens of an eligible Hawai'i Pacific island district, commonwealth, territory, or insular jurisdiction, state, or nation which does not provide public institutions that grant baccalaureate degrees may be allowed to pay 150% of the resident tuition. At the time of publication, these include the following: American Samoa, the Commonwealth of the Northern Marianas, Cook Islands, Federated States of Micronesia, Futuna, Kiribati, Nauru, Niue, Rapa Nui (Easter Island), Republic of Palau, Republic of Marshall Islands, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu, and Wallis.

## VETERANS EXEMPTIONS

Non-resident veterans who were honorably discharged from active duty within 3 years of enrollment and are eligible for GI Bill® education benefits may be eligible to pay in-state tuition (spouses and dependents may be eligible if GI Bill benefits are transferred). You must complete and submit the Veterans Exemption to Non-Resident Tuition Rate Form, along with your (or your sponsor's) DD-214 and VA Certificate of Eligibility to the Office of Admissions, C-141, prior to the first day of instruction for the semester in which the exemption is being requested. Individuals using educational assistance under chapter 31, Vocational Rehabilitation and Employment (VR&E) must complete and submit the Veterans Exemption

and 1905 form to the Office of Admissions, C-141, prior to the first day of instruction for the semester in which the exemption is being requested. For more information, contact the Office of Admissions at (808) 689-2900 or by email at [uhwo.admissions@hawaii.edu](mailto:admissions@hawaii.edu).

## MILITARY PERSONNEL AND FAMILY MEMBERS

U.S. military personnel stationed in Hawai'i, and their authorized family members, are considered nonresidents but will be permitted to pay resident tuition rates provided they submit appropriate documentation. Submit a copy of the military orders. If you are an authorized dependent of the service member, please list your name on top of the orders and ensure that your name is officially included on the orders.

## APPEAL PROCESS

Residency decisions may be appealed. Contact the Residency Officer by the end of the first week of the semester for information on how to initiate an appeal before the Committee on Resident Status. Students should also consult with the Residency Officer for appeal forms and deadline information.

## FINANCIAL AID

Financial assistance in the form of scholarships, grants, loans, and employment is available to eligible students. Most types of assistance at UH West O'ahu are awarded on the basis of need, and are generally awarded to those who have never earned a bachelor's degree. To apply for any financial aid, students must complete the Free Application for Federal Student Aid (FAFSA). The application is available online at [www.fafsa.gov](http://www.fafsa.gov). Applicants may also be required to furnish the University with additional documents to verify their financial circumstances, such as tax return transcripts from the IRS, verification worksheets, as well as other forms as needed.

Students are encouraged to apply early. It is recommended that those who require financial assistance for the fall semester apply by the priority deadline, March 1. For the spring semester, students should apply by October 1. Priority for need-based financial aid will be given to the students who are verified to have the most need, and have met the specified priority deadline. For applications received after the priority deadline, aid will be awarded on a first-come, first-served basis, subject to the availability of funds.

Eligibility for financial aid is contingent on the applicant: 1) being a classified student seeking a baccalaureate degree, and 2) maintaining satisfactory academic progress. Financial aid is awarded and disbursed based on the student's enrollment at UH West O'ahu. Financial aid recipients are initially awarded based on full-time enrollment (12 or more credits). However, financial aid awards may fluctuate due to changes in enrollment,



and will be revised accordingly to reflect enrollment on the last day to withdraw of the 50% refund period for each semester. Students are advised to notify financial aid if they will enroll in less than full-time (12 or more credits) course load.

Financial aid recipients need to maintain satisfactory academic progress in order to continue to receive aid through UH West O'ahu and are responsible for knowing the Financial Aid Satisfactory Academic Progress Policy. The policy is available online at <https://westoahu.hawaii.edu/policies/satisfactory-academic-progress/> and in the Financial Aid Office.

#### **Concurrent Enrollment (Multi-campus Enrollment):**

Financial aid recipients taking classes at other UH campuses may request that their concurrent enrollment be considered for financial aid purposes. However, the student must complete a Concurrent Enrollment form, and they are required to have a minimum of 6 credits at UH West O'ahu, unless they meet any of the following conditions:

1. The student is in an Articulated Pathway (i.e. student concurrently enrolled at UH West O'ahu and Honolulu Community College for CSNT courses); or
2. The student's course sequencing does not allow for a minimum of 6 credits at UH West O'ahu. (i.e. absolutely no course availability at UH West O'ahu and must take course at another UH institution); or
3. If the student is in a DE Approved Program (NEIGHBOR ISLAND) (i.e., Neighbor Island student did not take a course prior to transferring and course at UH West O'ahu is not offered online).

Students that meet any of these 3 conditions will notify the Advising Services Office of their concurrent enrollment, and the Success Advisor in Student Affairs will notify the financial aid office for aid adjustments and considerations by submitting the Concurrent Enrollment Form which is available online at <https://westoahu.hawaii.edu/tuition-and-aid/financial-aid-forms/>. The Concurrent Enrollment form must be signed by a Student Affairs Success Advisor and submitted to the Advising Services Office by the indicated deadline to be considered.

### **COMPLETE WITHDRAWAL AND REPAYMENT REQUIREMENTS FOR FINANCIAL AID**

Financial aid is awarded to defray educational expenses (including living costs while attending school). A complete withdrawal from all courses within a term may require the repayment of funds disbursed, as well as the return of tuition refunds as stated in the section, Withdrawal from School in the Tuition and Fees chapter of this catalog. The amount of financial aid funds required to be returned (repaid) to the University will be calculated based on the last date of attendance in classes as indicated on the latest date the student had withdrawn from their

courses online, or on the University's Complete Withdrawal Form, or the last documented date of attendance in classes. If this date cannot be precisely determined (e.g., if the instructor does not regularly take attendance), the last date of attendance will be approximated from other indices, such as the last exam or quiz taken, or the last assignment submitted.

Any student who does not successfully complete the academic term for which federal financial aid has been awarded may be ineligible to keep all of their aid. Only the portion of aid which corresponds to the completed period of enrollment may be retained by the student. Please refer to the section, Withdrawal from School in the Tuition and Fees section of this catalog. A copy of the Complete Withdrawal Policy is available online at <https://westoahu.hawaii.edu/policies/complete-withdrawal-policies/>.

*Important Note: Federal regulations governing financial aid programs are subject to change.*

### **SCHOLARSHIPS**

Scholarships are awarded on the basis of merit, academic performance, and/or financial need. All scholarships are contingent upon availability of funds.

**15 to Finish Incentive Scholarship:** This scholarship was established to promote graduating from UH West O'ahu in an expeditious manner by completing a minimum of 15 credits per semester while acknowledging the student's academic achievement. The recipient must be a classified, degree-seeking student at UH West O'ahu and must have successfully completed 15 credits or more in the previous semester at UH West O'ahu. Preference shall be given to students with current GPA of a 3.0 or greater. Students need not submit a separate application for this fund. Awards will be determined by the Financial Aid Office based on the student meeting all requirements and fund availability.

**Chancellor's Award:** The Chancellor's Scholarship is an award that acknowledges academic achievement, leadership and community service. The UH West O'ahu Chancellor's Scholarship will be awarded to high-achieving high school graduates who are entering UH West O'ahu for the 2019-2020 academic year. Recipients of the UH West O'ahu Chancellor's Scholarship will be required to serve as UH West O'ahu Student Ambassadors. The Chancellor's Scholarship is awarded to Hawai'i high school resident graduates with a 3.5 cumulative GPA and evidence of academic achievement, leadership and community service.

**Charles E. Hemenway Scholarship:** This scholarship was established by the estate of Charles and Jane Hemenway to assist undergraduate students at the University of Hawai'i. The applicant must be of good character and display qualities indicative of good citizenship, while maintaining satisfactory

academic progress with at least a 2.0 GPA. The applicant must also have completed the FAFSA and the financial aid process at the University.

***Delta Construction Corporation Endowed Scholarship:***

This scholarship was established to assist students enrolled in any area of study at the University. The applicant must be enrolled at a minimum of 6-credits at UH West O'ahu and have a cumulative GPA of a 3.0 or above. The applicant must demonstrate financial need. Preference shall be given to students intending to pursue a degree in Engineering as well as to those who reside in the West O'ahu region.

***Hawai'i Veterans Memorial Fund:*** This scholarship was established to recognize applicants of good character, who display qualities indicative of good citizenship and a commitment to serve Hawai'i and its people. The applicant must demonstrate financial need by completing a FAFSA. The applicant must also be a resident of Hawai'i, be enrolled at full-time (12 or more credits) and have a minimum GPA of 2.75.

***Native Hawaiian Tuition Waiver:*** The purpose of this fund is to assist in providing access to students of Native Hawaiian ancestry (as determined by the University of Hawai'i System Application From) with demonstrated financial need. The applicant must be a classified student, pursuing their baccalaureate degree at UH West O'ahu. The applicant must be a resident of Hawai'i and be enrolled at least half-time (minimum 6-credits). The applicant must also be in good academic standing with at least a 2.0 GPA or better. Completion of the FAFSA and the financial aid process is required.

***Osher Reentry Scholarship Fund:*** The purpose of the Fund is to provide scholarships for tuition costs to assist re-entry students between the ages of approximately 25-50, whose collegiate studies have been interrupted by circumstances beyond their control for approximately five years. These applicants must be resuming their studies to complete their first undergraduate baccalaureate degree in any area of study and be enrolled at least part-time. Preference shall be given to the applicants that are full-time enrolled. Applicants must be in good academic standing with at least a 2.0 GPA. Financial need is considered.

***Pacific Links Hawai'i Foundation Scholarship:*** This fund is to provide scholarship assistance to students who are residents of the Leeward coast of O'ahu and are pursuing a degree or certificate in any area of study at UH West O'ahu. The applicant must be a resident of the Leeward coast of O'ahu. The applicant must be enrolled at a minimum of 6-credits and have a 3.0 minimum GPA or better. Financial need is considered.

***PTW Endowed Scholarship for UH West O'ahu:*** This fund is to provide scholarships to students attending UH West O'ahu and majoring in any area of study. The applicant must be enrolled

at a minimum of 6 credits and have a 2.50 minimum GPA or better. Preference shall be given to current employees of Pacific Transfer, LLC or PTW, Inc., and their spouses or children. Financial need is considered.

***Que-Andrada Foundation Scholarship:*** The purpose of this fund is to assist students at UH West O'ahu who have demonstrated volunteerism and/or participation in activities related to the Philippines and/or with the Filipino community. Applicants must be a full-time undergraduate student with a cumulative GPA of 3.0 and demonstrate financial need.

***Ruth E. Black Scholarship:*** The purpose of this fund is to recognize students in good academic standing and who demonstrate the potential for academic growth and achievement. The applicant must be a classified, degree-seeking student enrolled at least half-time (minimum of 6-credits). The applicant must have at least a 2.0 GPA or better. Preference shall be given to sons and daughters of engineers, contractors and construction workers. No FAFSA is required.

***Second Century Scholars Program:*** The purpose of this program is to promote and increase access to higher education opportunities for classified students of Native Hawaiian ancestry. Applicants must demonstrate financial need by completing the FAFSA and the financial aid process. Applicants must be at least half-time enrolled, but priority will be given to those that are full-time enrolled. Students need not submit a separate application for this fund. Awarding of this fund is ongoing, based on fund availability.

***State of Hawai'i B Plus Scholarship:*** This scholarship is geared toward students who graduated from a Hawai'i public high school with a final high school GPA of at least a 3.0. The student must be a resident of Hawai'i with demonstrated financial need. The student must be enrolled at least half-time (minimum of 6-credits). Completion of a FAFSA and the financial aid process is required. Students need not submit a separate application for this fund. Awarding of this fund is ongoing, based on fund availability.

## GRANTS

Grants are a form of aid that does not need to be repaid. Eligibility is determined based on financial need and completion of a FAFSA.

***Federal Pell Grant:*** A federal grant for students with exceptional financial need, who are pursuing their first baccalaureate degree and have not met their Pell Lifetime Eligibility Usage (LEU). To be eligible for the Pell Grant, you must be enrolled (at least half-time in the summer term) and meeting the Satisfactory Academic Progress requirements for financial aid. The award amount is based on a student's Expected Family Contribution (EFC), as determined by the U.S. Department of

Education and congressional funding.

**Important Changes to the Federal Pell Grant Program** - In January 2012, Public Law 112-74 amended HEA section 401(c) (5) to reduce the duration of a student's eligibility to receive a Federal Pell Grant from 18 semesters (or its equivalent) to 12 semesters (or its equivalent). The calculation of the duration of a student's eligibility will include all years of the student's receipt of Federal Pell Grant funding.

**Federal Supplemental Education Opportunity Grant:** A federal grant for students with exceptional financial need who are Pell Grant eligible and are enrolled at least half-time (minimum of 6 credits). Award amount varies.

**University of Hawai'i Opportunity Grant:** A University grant program for students with financial need intended to protect the access of low-income students to higher education. To be eligible for this fund, the student must have demonstrated financial need by completing the FAFSA, be a resident of Hawai'i; and be enrolled at least at half-time (6-credits) as a classified, undergraduate student. Award amount varies.

## LOANS

Loans are borrowed monies that must be repaid with interest. Eligibility for the federal student loan programs requires completion of the FAFSA.

**Important Changes to the Direct Subsidized Loan Program:** Effective July 1, 2013, a new borrower becomes ineligible to receive additional Direct Subsidized Loans if the period during which the borrower has received such loans exceeds 150 percent of the published length of the borrower's educational program. The new legislation also limits the subsidy on Direct Loans in which the borrower also becomes responsible for accruing interest during all periods as of the date the borrower exceeds the 150 percent limit.

**Federal Direct Subsidized Loan:** A fixed interest loan awarded to undergraduates who demonstrate financial need. This loan is borrowed directly from the federal government. The federal government pays the interest on the loan until repayment begins and/or while recipients are in deferment. Interest rates and/or loan origination fees may vary each aid year.

**Federal Direct Unsubsidized Loan:** A loan typically awarded to undergraduates who do not demonstrate financial need, but may also be used to supplement a Direct Subsidized Loan. The federal government does not pay for the interest on this loan; recipients are responsible for the accrued interest from the time of disbursement until repayment in full. However, recipients have the option of capitalizing the loan until repayment begins, having it accrue interest while recipients are in school and having that accrued interest added to the principal loan amount. The terms for the Direct Unsubsidized Loan are the same as

those for the Direct Subsidized Loan. Interest rates and/or loan origination fees may vary each aid year.

**Federal Direct PLUS Loan:** A federal loan for parents of dependent, undergraduate students enrolled at least half time (six credits). The interest rate on the PLUS loan may vary. Upon applying for the Direct PLUS, the parent will go through a credit verification process, so they must possess good credit histories. Parents may borrow up to the cost of attendance minus any other financial aid. Repayment usually begins 60 days after the final loan disbursement for the academic year. Loan fees will be deducted proportionately from each loan disbursement.

## STUDENT EMPLOYMENT

In addition to outside general employment postings, UH West O'ahu offers two types of student employment opportunities: Federal Work-Study and On-Campus Employment.

**Federal Work-Study (FWS) Program:** This is a part-time employment opportunity available for students who qualify based on financial need as determined by the completion of the FAFSA. The student must be in good academic standing, and enrolled at least half-time (6 credits). The primary area of FWS jobs are in community service (e.g., tutoring elementary school aged children, working in disability services, service learning coordinator). Hours worked are paid directly to the student on a bi-monthly basis. The benefit of FWS is that earnings are not calculated as income when applying for financial aid. View FWS job opportunities at the UH Student Employment and Cooperative Education (SECE) website at [www.hawaii.edu/sece](http://www.hawaii.edu/sece).

**On-Campus Employment:** Part-time employment (maximum 20 hours per week) at the University is available to students enrolled at least half-time (6 credits) and in good academic standing. Hours worked are paid directly to the student on a bi-monthly basis. To view job opportunities at UH West O'ahu and other UH campuses, visit the UH Student Employment and Cooperative Education (SECE) website at [www.hawaii.edu/sece](http://www.hawaii.edu/sece).

# Tuition & Fees

## CASHIER'S OFFICE

Campus Center C141, Phone: (808) 689-2890, Toll free from the Neighbor islands: (866) 299-8656

Tuition is charged according to the number of semester credit hours the student registers for. Auditors (those enrolled in a course for no credit and no grade) pay the same tuition and fees as students enrolled for credit. For tuition purposes, any student enrolled for 12 or more credit hours is considered a full-time student.

All tuition and fee charges at the UH campuses are subject to change in accordance with requirements of state law and/or action by the UH Board of Regents or the University administration.

### 2019-2020 TUITION SCHEDULE

Fall 2019/Spring 2020	Resident	Non-resident	Pacific Island Jurisdiction & WUE
1-11 credits*	\$306/credit	\$846/credit	\$459/credit
12 or more credits	\$3672/semester	\$10,152/semester	\$5508/semester

At the time of publication, the Pacific Island Jurisdiction includes: American Samoa, Commonwealth of the Northern Marianas, Cook Islands, Federated States of Micronesia, Futuna, Kiribati, Nauru, Niue, Republic of Palau, Rapa Nui (Easter Island), Republic of the Marshall Islands, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu, and Wallis.

*\*Tuition is charged per credit, up to 11 credits*



## FEES & CHARGES

The University of Hawai'i reserves the right to impose the following sanctions if the student fails to meet any financial obligation within the University system:

- Denial of further registration;
- Revocation of all rights and privileges which were conferred by registration or enrollment;
- Denial of transcripts, diplomas, and other entitlements;
- Report delinquent amounts, along with other relevant information to credit bureau organizations;
- Interception of State of Hawai'i income tax refunds;
- Commence legal action to recover the amount owed, including appropriate interest, collections costs, court costs and attorney's fees; and
- Contract the services of a collection agency to recover monies owed, including applicable collection costs, court costs and attorney's fees.

Students shall be required to pay mandatory student fees for student publication, student government, and student technology regardless of whether the course is taught online or at a distance. These fees support services that are accessible or provide direct benefits regardless of the student's geographical location. Students enrolled in classes on campus will additionally be assessed the following campus-based mandatory student fees: student activity fees, campus center fees, student health fees and student transportation fees.

Students in distance and online courses may be physically unable to take direct advantage of certain campus-based co-curricular programs and opportunities. Therefore, they shall be exempt from paying certain mandatory student fees. Students who enroll in purely distance or online courses shall not be assessed the following campus-based mandatory student fees: student activity fees, campus center operations and programs fees, student health fees and student transportation fees.

## TUITION DEPOSIT

All new, transfer, and returning students are required to submit a tuition deposit of \$100 to complete the admissions process. This deposit is applied to the tuition balance once the student registers for classes for that semester. The deposit is non-refundable and non-transferable, even if the student does not register for any UH West O'ahu classes. The tuition deposit is waived if you have applied for financial aid (i.e., submitted a FAFSA).

Application Fee .....	\$50
Diploma Fee .....	\$15
Change of Registration Fee (manual processing) .....	\$5
Placement Retest Fee .....	\$25
Late Registration Fee (Assessed when registering for classes during the late registration period)	
Fall and Spring Terms .....	\$30
Summer Session .....	\$50
Employee Tuition Waiver Administrative Fee	
(Summer only) .....	\$25
Installment Payment Plan Fee .....	\$30
(Installment payment plan fee is non-refundable)	
<b>Student Fees</b>	
Student Government Fee .....	\$5
Student Activity Fee .....	\$14
Student Publication Fee .....	\$9
Student Health Fee .....	\$30
Student Technology Fee .....	\$8
Student Transportation Fee .....	\$26
Campus Center Programs Fee.....	\$6
Campus Center Operations Fee .....	\$22
<b>Official Transcript</b>	
Note: Transcripts that are mailed will be sent via US Postal Service, first class.	
Regular service - 5-7 business days .....	\$5
Rush service - 2 business days .....	\$15
Checks tendered to the University and returned for any cause	\$25
Challenge Examination Fee .....	\$15
Non-UH System Proctoring Fee .....	\$25/hr
Replacement of equipment .....	Cost of Item
(Restitution for items broken or lost)	
Replacement of Student ID .....	\$5

\*NOTE: All fees are subject to change

## PAYMENTS

All tuition and applicable fees must be paid in full by the published deadlines. Payments by credit card (VISA and MasterCard), debit card, or webcheck must be made online through MyUH Services. Payments may also be made in person at any UH campus Cashier's Office by cash, check, cashier's check, travelers' check, debit card, or money order.

### Installment Payment Plan

Eligible registered students who cannot pay their tuition and fees in full by the published deadline may sign up online for an installment payment plan. There is a \$30 payment plan fee to participate each semester. This fee is non-refundable and non-transferable. For details on the UH installment plan, visit [myuhinfo.hawaii.edu/object/paymentfaq.html](http://myuhinfo.hawaii.edu/object/paymentfaq.html).

## TUITION REFUND POLICY

### Regular Academic Semester Courses (15-week term)

In the event a student initiates, before the third week of instruction during the regular academic semester, a complete withdrawal from the University, a change from full-time to part-time status, or a change from one tuition rate to another, tuition and special course fees are refunded as follows:

- 100% refund for complete withdrawal or change in status or tuition rate only if made on or before the last day of late registration.
- 50% refund if complete withdrawal or change in status or tuition rate is made on or before the end of the third week of instruction.
- No refund if complete withdrawal or change in status or tuition rate is made after the third week of instruction.

### Non-Semester Long Credit Courses (less than 15-week terms)

In the event a student who is taking accelerated or summer session classes initiates a complete withdrawal from the University, a change from full-time to part-time status, or a change from one tuition rate to another, tuition and special course fees are refunded as follows:

- 100% refund for complete withdrawal or a change in status or tuition rate if made on or before the first day of class.
- 50% refund for complete withdrawal or change in status or tuition rate if made on or before the end of the 20% instructional period.
- No refund for courses that are 10 or less calendar days in length or if complete withdrawal or change in status or tuition rate is made after the refund period.

Refund and withdrawal deadlines for each accelerated course will differ. For the exact dates check the online schedule of classes at [myuh.hawaii.edu](http://myuh.hawaii.edu) (click on the class CRN or course reference number).

When changes by the University to the published schedule of classes precipitate a complete withdrawal, or a change from full-time to part-time status, or a change in tuition rate, and the changes to the published schedule have occurred after the student registered, tuition and special course fees are refunded upon approval as indicated below:

100% refund if complete withdrawal is necessary and if application for refund is made within two weeks of the date of the change(s) to the published schedule.

The difference between the amount assessed at registration at the start of the semester and the amount assessed due to change in status or tuition rate if such a change is necessary and if application for refund is made within two weeks of the date of the change(s) to the published schedule.

## STUDENT FEES REFUND POLICY

All students will be assessed the mandatory student fees according to the Fees Schedule (<https://westoahu.hawaii.edu/policies/tuition-refunds/>). 100% of the mandatory student fees are only refundable before the first day of instruction, or if you completely withdraw from all UH campuses during the 100% refund period.

## FINANCIAL AID RECIPIENTS

Financial aid is awarded to defray educational expenses. As such, withdrawal and/or dropping classes from the University may require the repayment of funds received. Students should consult with a Financial Aid Officer prior to withdrawal from classes.

**Drop in Credit Load:** Enrollment will be monitored for students who receive financial aid assistance. Aid will be adjusted until the last day to withdraw during the 50% refund period. This census date for financial aid purposes is also the last day to withdraw without a 'W' (approximately the first three weeks of the semester). Students are required to repay any difference, due to enrollment changes.

All enrollment changes may affect the student's financial aid award and/or continued eligibility for aid. Satisfactory Academic Progress will also be based on your official enrollment at the aforementioned Census date. A financial obligation (hold) may be placed on the student's account for any financial aid award adjustments that result in a balance owed to the institution. Refer to Financial Obligations.

## WITHDRAWAL FROM SCHOOL

In the event that a student who has been awarded Federal Title IV financial aid completely withdraws (or stops attending all classes) from UH West O'ahu a Return of Title IV Funds calculation will be completed. The Financial Aid Office will adhere to all Institutional Withdrawal and Refund Policies and Federal requirements. Refer to the Complete Withdrawal Policy for financial aid at <https://westoahu.hawaii.edu/policies/complete-withdrawal-policies/>.

The Federal Return of Title IV Funds formula requires a student and the institution to return Federal funds if the student completely withdraws or stops attending classes on or before completing 60% of the semester. The percentage of Federal aid to be returned is equal to the number of calendar days remaining in the semester divided by the total number of calendar days in the semester. The order in which the funds will be returned is as follows: Federal Loans, Federal Pell Grant, and then Federal SEOG.

Any institutional refund due to the student based on the regular UH tuition and fee refund policies will be applied to the institu-

tional share of the refund. If the UH refund does not equal the amount of the institutional share of the refund to the Federal financial aid program, the student will be billed for the amount which is not covered.

In the event a student receives both Federal financial assistance and a tuition waiver (Native Hawaiian, Chancellor's Award, or Regents/Presidential Scholarship) the student shall be required to repay the prorated value of the tuition waiver that the University may have had to pay to the Federal programs.

Students who completely withdraw from UH West O'ahu must reapply for admission by submitting a current application form and application fee.

### FINANCIAL OBLIGATIONS

All students are expected to meet their financial obligations when due within the UH system. These obligations include, but are not limited to, student loan payments, payment for tuition and fees, library fines, restitution for damaged items borrowed from the University and service charges for dishonored checks. Students who fail to remit payments when due will be subject to the rules and regulations governing delinquent obligations adopted by the University of Hawai'i. Obligations incurred at other campuses within the UH system will also affect a student's status at UH West O'ahu.

### RETURNED CHECKS

Checks tendered to the University of Hawai'i or any department therein, and returned to the maker's bank for any reason will result in a \$25.00 charge and a Hold will be placed on your student account. DO NOT issue a STOP PAYMENT on checks. A stop payment on a check is considered a returned check and is not acknowledged as an official drop from courses or withdrawal from the University.

The University reserves the right to stop accepting check payments for a student account that has had three (3) or more checks returned for any reason.

### UH EMPLOYEE TUITION WAIVER

University of Hawai'i employees who are employed half-time or more, or spouses and domestic partners of employees in bargaining units 07 and 08, who register for credit courses offered through any unit of the University of Hawai'i are exempt from the payment of tuition and fees up to a maximum of six credits per semester in accordance with Board of Regents Policy 6-11. Employee tuition waivers will be honored only during the late registration period. The late registration period for UH West O'ahu is the first 10 calendar days of the semester. Consult the Academic Calendar for exact dates. Students will

be responsible for all applicable tuition and fees if registration occurs before the late registration period. No refunds of tuition and fees will be made. Any registration activity (adds or drops) in MyUH before the late registration period will disqualify the student from using a faculty/staff tuition waiver. Any tuition and fees in excess of the six credits must be paid for by the student. During the summer, there is a \$25 administrative fee. No refunds will be made.

Employee, employee spouse and employee domestic partner tuition waivers must be posted online or manually by a campus cashier to the student's account no later than the last day of the 50% refund period for the term for which the waiver is being used. Tuition waivers presented after this date will not be processed.

The taxability of tuition waivers is governed by the Internal Revenue Code (IRC) section 117. The value of this tuition waiver may be taxable to the employee. Tuition waivers are not taxable for employees and employee spouses for education below graduate level. Please consult with your tax advisor if you have further questions. For more information regarding the employee tuition waivers, please visit: [www.pers.hawaii.edu/forms/Benefits/TuitionWaiver/TuitionWaiver.pdf](http://www.pers.hawaii.edu/forms/Benefits/TuitionWaiver/TuitionWaiver.pdf).

# Student Services

Campus Center C236, Phone: (808) 689-2689 , Toll free from the neighbor islands: (866) 299-8656

## PROGRAMS FOR NEW STUDENTS

Phone: (808) 689-2689

E-mail: [uhwofye@hawaii.edu](mailto:uhwofye@hawaii.edu)

UH West O‘ahu conducts a comprehensive on-boarding program for first-time college students and transfer students prior to the start of every fall and spring semester called SOAR (Student Orientation Advising & Registration). Newly accepted students benefit from attending one of these sessions to learn important information regarding: program and graduation requirements; scheduling and registration; important dates and deadlines; financial aid; campus locations and resources; campus clubs, events and activities. These sessions are also an excellent opportunity for new students to meet other students, as well as get introduced to a number of faculty and staff. Additional programs are designed to put students on a path to graduation even before the first day of class and include:

**Freshman SOAR** occur in three parts: Online Orientation, Summer Orientation, and Lā Pūnua.

- The **Freshmen ‘Ike (Online Orientation)** is a series of short informational videos which cover how to register for classes. It is required to be completed in order to register for classes.
- The **Freshmen Po‘okela**, presented by PUEO Leaders, is where students meet key faculty, staff, and peers who will contribute to their first year experience.
- **Freshmen Lā Pūnua** is a one day college success session. The objective is to introduce students more in-depth to services and resources on campus as well as to increase familiarity with the campus community.

**Transfer SOAR** involves three parts for entering new transfer

students. Comparable to Freshman SOAR, new transfer students are strongly encouraged to participate in Transfer ‘Ike, Transfer Po‘okela and Transfer Lā Pūnua.

**‘Ohana Orientation** involve sessions where parents and family members of new students are invited to attend and have the opportunity to engage UH West O‘ahu administrators, faculty, staff, and current students to learn about the many ways that the campus seeks to support their new students.

**PUEO Mentors**, student leaders who assist new students in their transition to UH West O‘ahu throughout their first year. PUEO mentors also host workshops and share their knowledge and experience about how to be a successful college student. They consist of the following:

- **PUEO Peer Advisors:** Freshman who need assistance with general information such as registration and STAR will have access to a PUEO Peer Advisor to assist with those questions.
- **Transfer Community Network Facilitators:** Transfer students have an opportunity to connect in a group with a facilitator to assist in their transition and network with other students in their majors.

## UH STUDENT ID CARDS

Students enrolled at the University are eligible to receive one free UH West O‘ahu Student ID card which allows the cardholder access to certain University privileges and benefits. Student ID cards are available at the Campus Center C141. Tuition and fees must be paid in full before a Student ID can be issued and validated. Current students should validate their Student ID card every semester they are enrolled at the University.



## PLACEMENT FOR ENGLISH AND MATH

At UH West O'ahu, ACT, SAT, AP and Smarter Balanced exam scores are used to determine placement in Math and English courses.

If students do not have the minimum score required or if their scores have expired, the Accuplacer test is used to determine placement in Math, and the Authentic Assessment is used to determine placement in English. Placement scores determine which classes students are eligible to register for. Most importantly, placement exam scores will help determine which classes students will be most successful in completing. These test scores are valid for two years.

The Accuplacer is:

- An automated assessment program that allows scores to be viewed immediately.
- Not timed, however, students should allow approximately 1 hour.
- Free the first time, re-tests cost \$25 and there is no wait period.

The Authentic Assessment is:

- Administered by English faculty.
- Timed and results will be available approximately 1 week after the testing date.
- Used to place students in either ENG 100T or ENG 100.

Please see the Placement and Transfer Credit webpage for more information (<https://westoahu.hawaii.edu/english/writing-program/placement/>)

Testing Dates:

- Accuplacer is offered Monday - Friday during Test Center operating hours.
- Authentic Assessment is offered once a semester.
- Contact the Test Center at (808) 689-2752 to set up your test appointment.

For students who are off-island, the test office may establish

a repost test site for the Accuplacer Math placement test. The Authentic Assessment is administered at UH West O'ahu and is not available for remote testing. For more information on Authentic Assessment, contact Dr. Yasmine Romero (Email: [yromer@hawaii.edu](mailto:yromer@hawaii.edu); Phone: (808) 689-2328). To schedule an appointment or set-up a remote Accuplacer Math placement test (additional proctor fees may apply), call (808) 689-2752 or email ([uhwotest@hawaii.edu](mailto:uhwotest@hawaii.edu)) for more information.

Testers will need:

1. A valid photo ID
2. A UH Student ID number
3. For students who have a valid placement score in their UH student record (Math scores are valid for two years and English scores do not expire), a \$25 re-test fee will be charged for each section.

### Placement Policies:

In order to ensure student success, the University of Hawai'i — West O'ahu's First Year Composition Program requires students entering the university to complete appropriate assessment for placement. There are TWO ways to place into UH West O'ahu's ENG 100 or ENG 100T courses:

1. The program currently accepts ACT, SAT, SAT Writing, and AP scores as measures for placement into the program's courses. The score ranges necessary for placement into ENG 100T and ENG 100 courses are below.
2. If you do not have (or if you choose not to use) any of the test scores listed below, you can participate in the UH West O'ahu's Authentic Assessment Program. See below for further details.

Please note that neither of UH West O'ahu's options directly place students into ENG 200.

### STANDARDIZED TEST SCORES FOR ENGLISH COURSE PLACEMENT

English Course	ACT	UHWO Authentic Assessment	COMPASS	AP English	SAT Writing
English 100T	17 or lower	0-2	Writing 40-74	N/A	509 or below* 474 or below**
English 100	18 or higher	3-4	Writing 74-99	AP Language 4 or higher AP Literature 3 or higher	510 or higher* 475 or higher**

\*Old SAT \*\*New SAT

### What is UH West O‘ahu Authentic Assessment?

Authentic assessment is a 1.5-hour assessment that uses writing activities to place you in either English 100 or 100T. These writing activities include:

- Faculty guided brainstorming and outlining activities
- Individual timed essay
- Reflective writing component about your testing experience

### Who takes authentic assessment?

You do not have to take authentic assessment if you:

- Have current SAT or ACT scores (please see above for scores)
- Have a score of 4 or higher in AP Language and 3 or higher in AP Literature
- Have a COMPASS writing score (before November 30th, 2016)

You must take authentic assessment if you:

- Do not have a current ACT/SAT score
- Do not have a COMPASS score
- Did not score 4 or higher in AP Language and 3 or higher in AP Literature

**Writing Placement Exemptions:** Students who have a score of 510 or above on the Writing section of the SAT; or a 18 or above on the English section of the ACT; an AP Language score of 4 or higher; or an AP Literature score of 3 or higher; an Authentic Assessment score of 3 or 4; or have completed ENG 22 with a grade of C or higher may place directly into ENG 100.

**Math Placement Exemptions:** Students who have a score of 510 or above on the Math section of the SAT; or a 22 or above on the Math section of the ACT may place directly into MATH 100, 103, 111, and 115. A student may also be waived from the placement if they have completed other MATH course work within the UH system, and meets the prerequisite on any other MATH course. SAT and ACT scores must not be more than two years old.

## ADVISING

UH West O‘ahu believes that students function best in an intimate learning environment in which they are active contributors to their own educational planning. Such planning includes identifying individual educational goals and objectives, which support and fulfill future career and educational plans. Many resources are available for students to

assist them in their college endeavors. Two of these resources are faculty advisors and success advisors in Student Affairs.

### FACULTY ADVISORS

Upon admission, incoming students are assigned to a faculty advisor based on their intended program of study. The name and contact information of the assigned faculty advisor can be viewed in the STAR Degree Check through MyUH.

Faculty advisors are an excellent source of information on:

- Academic programs
- Course content, selection and sequencing
- Suggested courses for program electives
- Program and course prerequisites
- Graduate programs
- Career and professional development

### ADVISORS IN STUDENT AFFAIRS

Upon admission, incoming students are assigned to a success advisor in Student Affairs based on their intended program of study. The name and contact information of the assigned advisor can be viewed in the STAR Degree Check through MyUH.

Students may make an appointment with their success advisor by calling the Advising Office at (808) 689-2689 or may email advising related questions to [uhwo.advising@hawaii.edu](mailto:uhwo.advising@hawaii.edu). Appointments can be in person or via phone Monday through Friday during business hours.

Located in Campus Center C236, success advisors in Student Affairs assist students with academic planning, program and university graduation requirements, and registration policies and procedures. Students are encouraged to meet with an advisor during their first semester and once a year afterwards. Basic counseling may also be provided in helping with the day-to-day issues that may arise during a student's academic journey.

Success Advisors in Student Affairs assist students with areas like:

- Graduation requirements
- Registration
- Change of major/concentration
- Academic probation and success strategies
- Career and major exploration
- Final Degree Audits
- Review of transfer credits as they apply to the degree
- Review of placement scores
- Course sequencing
- Policy questions

**EALA PONO Academic Progress Campaign**, is an Early Intervention Program that partners with UH West O‘ahu faculty members to identify students who are having academic challenges. The early intervention teams consist of Advising Services, Counseling Services, and the No‘eau Center. This team reaches out to the students identified and connects them with resources on campus to improve their academic performance.

## STAR: ACADEMIC ESSENTIALS AND GPS REGISTRATION

**Academic Essentials:** Students are ultimately responsible for ensuring they are on the right path in fulfilling their graduation requirements. To facilitate this process, students may use STAR, which is an online tool that enables students to monitor their general education, focus, major, concentration, credit, and grade point average requirements through STAR Academic Essentials. STAR also provides advising information on courses that can be utilized to fulfill a requirement and advising comments from success advisors and faculty advisors.

Students thinking of switching majors or are pursuing more than two programs may use the “What If” function to see what requirements are needed for these programs. Students may also use STAR to view and print customized reports of courses taken within the UH system, as well as create an academic plan. Please note that STAR is an advising tool that allows students to manage their academic course work, but should not be considered a substitute for meeting with success advisors and faculty advisors.

**GPS Registration:** STAR can be accessed via MyUH Services at [myuh.hawaii.edu](https://myuh.hawaii.edu); search for STAR, and click on the tile, STAR GPS Registration. All registration is done online, through the STAR Guided Pathway System, or STAR GPS Registration. Information on how to use STAR may be found at <https://westoahu.hawaii.edu/apply-and-enroll/register-for-classes/>

## DISABILITY SERVICE

Campus Center, C241 (Student Services, 2nd Floor)

Phone: (808) 689-2935

Email: [hirsbrun@hawaii.edu](mailto:hirsbrun@hawaii.edu)

Website: <https://www.uhwo.hawaii.edu/studentaccess>

Students with disabilities who will require auxiliary aids and/or special services must contact the ADA/504 Coordinator, Tom Hirsbrunner (email: [hirsbrun@hawaii.edu](mailto:hirsbrun@hawaii.edu); phone: (808) 689-2935), to ensure timeliness of services. An initial appointment will be made to discuss services offered at UH West O‘ahu. Students seeking special services are required to

provide complete disability documentation. Documentation should include a diagnostic statement identifying the disability, any treatment and medications currently prescribed or in use, a description of the impact of the disability in an educational setting, recommended accommodations in an educational setting, and the credential of the diagnosing professional should also be included. The disability documentation will then be reviewed by the disability coordinator to determine appropriate accommodations. If the disability documentation is determined to be incomplete, the disability coordinator may request additional documentation.

## COUNSELING SERVICES

College can be a very difficult and overwhelming time for students. In addition to numerous academic demands, students often encounter various stressors ranging from family concerns, relationship difficulties, financial challenges and social issues to anxiety, depression, low self-esteem, substance abuse and anger management difficulties, as well as other emotional, behavioral and physical problems.

As a department of UH West O‘ahu Student Affairs, the mission of Counseling Services is to promote, in collaboration with the entire UH West O‘ahu community, the academic success and overall development of our students through the provision of high quality counseling, psychotherapy, consultation, education and training.

UH West O‘ahu Counseling Services offers confidential time-limited counseling and psychotherapy to all active status UH West O‘ahu students free of charge. Consultation, education, training and resources are also available to faculty, staff and student groups. If there are any special needs, please let us know so that reasonable accommodations can be made.

Common topics of student concerns include: anxiety, depression, other mood disorders, adjustment issues, traumatic experiences, relationship difficulties, suicidal ideation, stress management, anger management, substance abuse, eating disorders, domestic violence, bereavement, grief, loss, family problems, academic problems, career issues, identity issues, low self-esteem, low self-confidence, financial stress, etc.

Appointments, consultations, inquiries about scheduling education and training workshops, or requests for resources, may be directed to the Counseling Services Office.

For emergencies:

- Call 911 or dial “0”
- Go to your nearest emergency room
- Call Suicide & Crisis Hotline (24-hrs/7 days/wk)
- O‘ahu: 832-3100
- Kaua‘i, Lāna‘i, Moloka‘i, Maui, Hawai‘i: 1-800-753-6879 (toll-free)

## BEHAVIOR INTERVENTION TEAM

UH West O‘ahu strives to maintain a safe learning and working environment. The campus’ Behavior Intervention Team plays a role in this effort by assisting individuals who may be exhibiting concerning behaviors. The BIT works with and assists students to help them engage with the campus community in a positive, appropriate and more productive manner.

Campus Community members are encouraged to contact the BIT with concerns about the well-being or safety of a UH West O‘ahu student, faculty, staff or community member. This may include self-injurious or erratic behavior, disruptive behavior, displaced anger, change in demeanor, or other concerning behaviors. For more information: <http://go.hawaii.edu/jnG>

## CAREER DEVELOPMENT SERVICES

Explore your strengths and limitations, interests and values, personality and skills, and apply this understanding to your educational and career plans. Services include assessments and inventories, skills workshops, career fairs, resume and cover letter assistance, and practice interviews. Also learn about opportunities for government and professional internships, Federal Work Study, and on- and off-campus employment. Visit the Career Services website: <http://westoahu.hawaii.edu/career>. Call 689-2660 or email [uhwo.careers@hawaii.edu](mailto:uhwo.careers@hawaii.edu) to schedule an appointment.

## INTERNATIONAL STUDENTS

All international students are required to meet with a success advisor in Student Affairs to register. Online registration is not allowed. The advisor serves as a resource for the international student community and is responsible for meeting international student federal compliance. To make an appointment with an advisor, contact the Advising Services Office.

**Full-Time Status:** International students on F-1 and J-1 student visas must be enrolled as full-time students each semester (summer excluded). Full-time enrollment for undergraduate international students is defined as a minimum of 12 credits each semester.

**Distance Learning Course Restrictions:** The Department of Homeland Security restricts international students in the U.S. from enrolling in some distance learning programs. The student visa status requires a student’s physical presence on campus; therefore, enrollment in distance learning courses is restricted. Students may count only one three-credit distance learning course per semester as part of their full-time course load.

**Concurrent Enrollment:** Students interested in enrolling concurrently at another campus in the UH system are required

to get approval from the UH West O‘ahu success advisor in Student Affairs prior to registering for any non-UH West O‘ahu class.

**Health Insurance Requirement:** UH policy stipulates that all international students must obtain health insurance as a condition of enrollment. New students registering for the first time at UH West O‘ahu will have a health insurance hold placed on their registration records and will not be allowed to register until sufficient documentation is provided. Continuing students must provide documentation for health insurance covering the entire duration of the semester by August 1 for fall and January 1 for spring.

## VETERANS' AFFAIRS

The University is an approved educational institution for education and training under the Veterans' Educational Assistance Act (GI Bill) and the Dependents' Act. Information regarding eligibility, entitlement and types of training authorized may be obtained from the Veterans Administration Regional Office at [www.gibill.va.gov](http://www.gibill.va.gov).

For information regarding the certification process, rules and regulations, documents required and frequently asked questions visit <https://westoahu.hawaii.edu/apply-and-enroll/veteran-students/>.

## STUDENT LIFE

Learning and development take place in many ways on a college campus. Participation in campus organizations can provide students with an opportunity to make new friends, try new activities, and acquire new skills. The University is committed to providing a full range of co-curricular programs, services and activities that enhance your academic or personal interests.

## CHARTERED STUDENT ORGANIZATIONS

The Chartered Student Organizations (CSOs) represent student governance organizations chartered by the Board of Regents of the University of Hawai‘i, and are designed to represent overall student interests with support from mandatory student fees. All students enrolled for credit and who have paid their student fees are considered to be members of the following Chartered Student Organizations (CSO). For more information contact the Student Life Office at (808) 689-2672.

## ASSOCIATED STUDENTS OF THE UNIVERSITY OF HAWAI‘I–WEST O‘AHU

The Associated Students of the University of Hawai‘i–West O‘ahu (ASUHWO), formed in 1986, is the University’s formal student government organization. ASUHWO’s primary purpose



is to foster student input, voice and advocacy of student needs, interests, and concerns through purposeful participation in institutional governance and decision-making. Also, the University administration may consult with ASUHWO for recommendations to existing and proposed policies.

The ASUHWO Senate consists of four executive positions and nine senators who represent the academic divisions and each class level. Elections for these thirteen ASUHWO positions are held once a year, in the spring semester. All students enrolled for credit and who have paid their student activity fees are considered to be members of the organization. Active participation in the organization and its activities are strongly encouraged. To become involved in ASUHWO, contact ASUHWO Office at (808) 689-2940.

### CAMPUS CENTER BOARD

The Campus Center Board (CCB), formed in 2013, is a governing board that has policy and governance responsibility for the Campus Center. CCB's primary purpose is to support student-governed, student-served, and student-operated facilities, programs, services and activities that serve as the "living room" or "community center" for the campus community members, offering them conveniences and amenities while creating a focal point or gathering place where cultural, educational social, recreational leisure, and personal wellness needs may be met. For more information contact the Student Life Office at (808) 689-2672.

### STUDENT MEDIA BOARD

The Student Media Board (SMB), formed in 2013, serves as the governing body of the University's student print publication and student broadcast programs that include a monthly online and hardcopy newspaper, The Hoot; student blogging network; and social media presence on Facebook. The SMB serves to support and govern student publications including related student advertising sales, affording students opportunities to write, edit, design, manage, do art, sell ads, etc. to inform, educate, and/or entertain the campus community. For more information contact the Student Life Office at (808) 689-2672.

### STUDENT ACTIVITY FEE BOARD

The Student Activity Fee Board (SAFB), formed in 2013, supports the quality of student and campus life through grants to registered independent student organizations, University departments and programs. The board serves to foster a vibrant student life, promoting enriching educational experiences for students. For more information contact the Student Life Office at (808) 689-2672.

### REGISTERED INDEPENDENT STUDENT ORGANIZATIONS

Registered Independent Student Organizations (RISOs) are independent and self-governed student organizations formed with common interests and activities. These organizations, varying from academic, cultural, professional, political, recreational, religious, and service groups, serve the campus and community by providing leadership development opportunities for students. In addition, RISOs foster community spirit, civic engagement and social and cultural interaction among all UH West O'ahu students, faculty and staff members. Students interested in creating a new club or having their club registered as an organization should visit the <https://westoahu.hawaii.edu/student-experience/clubs-and-organizations/>. For more information, contact the Student Life Office at (808) 689-2672

### UNIVERSITY COMMITTEES AND ADVISORY BOARDS

Students also have the opportunity to provide their perspectives, ideas, and input on a variety of campus issues and areas by serving on University Committees and Advisory Boards. Among these are Academic Grievance, Commencement Speaker, Excellence in Teaching, Student Code of Conduct, Student Health Insurance, Student Health Fee, Student Technology Fee, Student Transportation Fee, Status of Women, etc. For more information contact the Student Life Director at (808) 689-2942.

### NATIVE HAWAIIAN STUDENT SUPPORT SERVICES AND PROGRAMS

The University of Hawai'i West O'ahu is a dedicated Native Hawaiian serving institution. Native Hawaiian programs, services, places and spaces embrace and uphold the mission and vision of the university.

Hale Kuahuokalā was constructed in December 2014 under the direction of Kumu Francis "Palani" Sinenci and Hālau Hale Kuhikuhi. Many hands from UH West O'ahu and the community came together to kāko'o the building of the hale. The name Kuahuokalā was given by Uncle Shad Kane due to its alignment with the sun's path. Kuahuokalā means "the marker of the sun". It is also an altar dedicated to the sun and an animated place for all people to honor growth, transformation, illumination, and life.

Kuahuokalā is a gathering place for all students, staff, faculty and the larger community to come and engage in a variety of academic, cultural, and community-based workshops. Kuahuokalā is nestled within a thriving organic garden that serves as a learning center for mahi'ai,

‘ai pono, and lā‘au lapa‘au.

Examples of Native Hawaiian Student Programs and Support Services that have been developed using federal and private grants include:

- Nāulu Center for Culture, Well-Being & Engagement
- Cultural workshops and activities throughout the year
- Health and wellness events with community and UH West O‘ahu
- ‘Ike Maui Ola BSN Partnership: A nursing program with UH Hilo, with the last cohort graduating in Spring 2020
- ‘Onipa‘a: Summer program for incoming Wai‘anae Coast high school students
- Early college/dual credit courses for high school students
- Student support and advising for transfer students
- Community engagement and service learning
- Education (B.Ed.) pathway support
- ‘A‘ali‘i Scholars Summer Program
- ‘Ike Ola Pathway to Health Careers Summer Program
- Ka‘ala Scholars
- Teaching and Learning Academy (TLA) Pathway Dual Enrollment

## NĀULU CENTER FOR CULTURE, ENGAGEMENT & WELL-BEING

The Nāulu Center renovation was funded by a US Department of Education Title III ANNH grant. Its purpose is to help cultivate meaningful relationships across campus and the community, sustain a safe, inclusive and nourishing space to gather, socialize and participate in recreational activities, provide space, resources and opportunities for all on their paths to excellence, nurture the overall well-being of our community, and perpetuate cultural values, traditions and practices to strengthen sense of belonging and place. The center is made up of several important spaces that students, faculty, staff and community members are able to use and enjoy.

- Ho‘okipa Room (multipurpose area)
- Conference Room
- Ho‘onanea Room (lounge area)
- Culinary Arts Lab
- Prep Kitchen
- Pueo Fitness Center







### UH WEST O'AHU INTRAMURAL SPORTS

Campus Center C135

Phone: (808) 689-2673

[IMWEST@hawaii.edu](mailto:IMWEST@hawaii.edu)

The Intramural sports program at the University of Hawai'i–West O'ahu is one component of the Office of Student Life within the Division of Student Services. The program is very structured and offers individual, dual, and team sports for male and female participation. Participation is not required, and an individual does not have to be highly skilled to participate. Intramural activities range from traditional sports such as soccer, flag football, basketball, and slow-pitch softball to non-traditional sports such as dodge ball, ladder ball, and dizzy decathlon. Some activities are scheduled over an extended period (4 to 5 weeks) while others take place during one or two

afternoon/evenings. Most teams play once a week, and contests are scheduled during the late afternoon and evening hours.

The intramural sports program is a great opportunity to compete with friends and meet other students, faculty, and staff. If you have any questions, please contact the Intramural Sports Office at (808) 689-2673 or at [IMWEST@hawaii.edu](mailto:IMWEST@hawaii.edu).

### ALUMNI

The University of Hawai'i–West O'ahu Alumni Association (UHWOOAA) was chartered in 1984 to promote goodwill and fellowship among its members and the University. Key objectives of the Alumni Association are to support and assist UH West O'ahu in pursuing its goals, and enhancing community awareness of the University's role as a community and economic partner.

All UH West O'ahu graduates are members of the Association. All currently enrolled students, as well as any individual interested in supporting the University, are welcome to join and participate in association activities in addition to UH West O'ahu graduates. For more information, contact the UH West O'ahu Chancellor's Office at (808) 689-2779 or email to [uhwo@uhalumni.org](mailto:uhwo@uhalumni.org).

## REGISTRATION AND ENROLLMENT INFORMATION

### MYUH SERVICES

MyUH Services provides students with secure personalized access to various academic services within the UH community such as:

- Registration
- Class Availability listings for all campuses in the UH system
- Financial aid status
- Make payments
- Access to online classes
- Tracking academic progress through STAR Academic Essentials
- Viewing grades
- Access to UH email account
- Updating mailing address and phone numbers

Access to MyUH Services requires a UH username. Students who are/were enrolled at one of the UH campuses may already have a UH username if they have an active UH email account (i.e., UHusername@hawaii.edu). To sign-up for a UH username, visit [www.hawaii.edu/username](http://www.hawaii.edu/username). To access MyUH Services, visit [myuh.hawaii.edu](http://myuh.hawaii.edu).

### STAR GUIDED PATHWAY SYSTEM (GPS)

#### REGISTRATION

Registration information is available online at <https://westoahu.hawaii.edu/apply-and-enroll/#registration> prior to each registration period. The website provides students with relevant information regarding University activities, deadlines, and other events pertinent to registration. All registration activities are done through the STAR Guided Pathway System (GPS) at <https://www.star.hawaii.edu/>.

#### CLASS REGISTRATION

Students are assigned a specific registration day and time based on their class standing and classification at the time of registration. Prior to the registration period, students are highly encouraged to meet with their faculty advisor or success advisor to review program requirements and obtain assistance in selecting classes.

Students registering for a capstone (e.g., senior project or practicum), general practicum, or directed reading and research class are required to obtain special approval from the instructor. Students are held responsible for all applicable

tuition and fees incurred for all registration activities (e.g., add/drop) whether or not classes were attended. Students are advised to officially withdraw from classes they do not plan to attend during the appropriate withdrawal and/or refund periods. Failure to withdraw may result in a financial obligation to the University of Hawai'i and a possible failing grade for the classes in question.

**Preregistration:** Continuing classified students will have the opportunity to preregister for classes. Preregistration is held during the preceding academic term, usually in November for the spring semester and April for the summer terms and fall semester.

**Regular Registration:** The registration period for new, transferring, and returning classified students takes place several weeks after continuing classified students register.

**Non-Degree and Auditor Registration:** Non-degree students and auditors register on a space available basis generally one week before the semester begins. Audit classes are entered on the student's transcript with a grade of "L" and are subject to regular tuition and fee charges. Audit classes are not counted in determining a student's enrollment status or towards graduation requirements. Students and instructors may not amend the audit grade mode to receive credit for a class after the deadline to change grading options has passed.

**Concurrent Registration (Multi-campus Enrollment):** UH West O'ahu students may enroll concurrently at any UH campus. Students who wish to concurrently enroll at a UH community college campus are eligible to register without having to apply to the community college. Students interested in concurrently enrolling at UH Mānoa or UH Hilo must apply for admission and be accepted to that university to be eligible to register at that campus.

Students who are concurrently enrolled and are receiving financial aid or veterans' educational benefits are advised to consult with those offices. Financial aid and veterans' educational benefits are not automatically granted for classes taken outside of UH West O'ahu.

**Late Registration:** Students may register up to and including the last day designated on the University calendar for late registration. All first-time registration that occurs during this period is subject to a non-refundable late registration fee.

### CLASS AVAILABILITY (SCHEDULE OF CLASSES)

The Class Availability may be accessed through MyUH Services at [myuh.hawaii.edu](http://myuh.hawaii.edu).



## MAXIMUM CREDIT LOAD

UH West O‘ahu students may take up to 18 credits in the fall and spring semesters and up to 12 credits in the summer term. Those who request a credit limit increase for any term must obtain approval from a success advisor. If approved, the additional credits may be registered for, no earlier than one week before the first day of instruction for the fall or spring term.

## REGISTRATION HOLDS

Before registration begins, students are advised to check their registration status to ensure there are no holds that will prevent their eligibility to register, including but not limited to, financial obligations, required admission forms, medical clearances, or academic standing. Students must clear all obligations to register. Registration holds can be viewed through MyUH Services; search for View Holds on My Record.

## STATE HEALTH REGULATIONS

State public health regulations require all persons enrolling in a post-secondary school in Hawai‘i to submit a certificate indicating that they are free from active tuberculosis. A TB Risk Assessment Form must be completed and signed by a U.S. licensed healthcare provider (M.D., D.O., A.P.R.N., or P.A.). A TB clearance needs to be obtained within twelve months prior to your start date or obtained after age sixteen. A negative tuberculin skin test is required to certify that there is no active tuberculosis.

If the skin test is positive, a chest x-ray will be required. The certificate must be submitted to the Office of the Registrar to be eligible to register for classes. Written approval to attend class from the State Department of Health must be obtained before any person found to have active tuberculosis is allowed to register.

A tuberculin skin test can be obtained at any State Health Center. In the Leeward area, students may obtain skin tests at the Leeward O‘ahu Public Health Office in the Waipahu Civic Center or the Leeward Health Center in Pearl City. Skin tests and x-rays are also available at the Lanakila Health Center.

Students are also required to provide evidence of immunity to measles (rubeola). Those born before 1957 are assumed to have acquired natural immunity. All others must provide evidence of being immunized. State Department of Health regulations require a two-shot series for the MMR (measles, mumps and rubella) or proof of protection by positive serology tests of measles.

Health insurance coverage is required of all international students each semester they are enrolled at the University.

## CONTINUING STUDENT STATUS

Enrollment in at least one UH West O‘ahu class each fall and spring term is required to maintain active student status with the University. Students who are not enrolled or completely withdraw from the University, and are not on an approved leave of absence will be required to reapply for admission and will be subject to the catalog requirements that are in effect at the time of readmission.

## STOPPING OUT

Students who do not maintain current student status, that is, those who “stop-out” for one semester or longer must reapply for admission to UH West O‘ahu. Students who stop out for one semester may maintain the same catalog year requirements in effect at the time they stopped out. Students who stop-out for more than one semester are subject to the catalog requirements in effect at the time of their readmission to UH West O‘ahu. Students who are readmitted to the University will be considered a returning student and should meet with their faculty advisor or success advisor to review program and graduation requirements.

## CHANGE OF REGISTRATION

**To Add a Class:** Classes may be added beginning with the first day of preregistration through the late registration period. Accelerated classes may be added after the late add period under special circumstances.

**To Drop a Class (Partial Withdrawal):** Students may officially drop from any classes for which they have registered during the applicable drop period (refer to the academic calendar or registration website). Semester long classes dropped between the first day of instruction and last day for 50% refund period will not be indicated on the student’s record. Semester long classes withdrawn between the third week and up to Friday of the ninth week of instruction will be indicated as a withdrawal “W” on the student’s record.

Different withdrawal deadlines apply to accelerated classes and may be viewed by clicking the CRN of the class on the online schedule of classes.

An instructor cannot initiate a drop or withdrawal for the student. All drop or withdrawal actions are the responsibility of the student and must be initiated by the student within the constraints outlined above.

If a student simply stops attending class without officially dropping or completing the withdrawal procedure, an “F,” or other grade as appropriate, may be assigned by the instructor. If the instructor does not assign a grade, an “F” will be assigned by the Office of the Registrar.

## WITHDRAWING FROM THE UNIVERSITY

**Complete Withdrawal:** Students occasionally find, for a wide variety of reasons, that they are unable to complete the semester and need to withdraw from all their classes. To officially withdraw from the University, students must withdraw from all their classes through STAR GPS Registration. Informing the instructor of the intent to withdraw or no longer attending the class is not considered an official withdrawal from the University.

Semester long classes dropped between the first day of instruction and last day for 50% refund period will not be indicated on the student’s record. Semester long classes withdrawn after the 50% refund period until the last day to withdraw will be indicated as a withdrawal “W” on the student’s record.

Different withdrawal deadlines apply to accelerated classes and may be viewed by clicking on the CRN of the class on the online schedule of classes.

An instructor cannot initiate a withdrawal for the student. All complete withdrawals are the responsibility of the student and must be initiated by the student within the constraints outlined above. Financial aid and veterans' educational benefits recipients considering completely withdrawing from the University should consult with those offices prior to initiating the withdrawal process. Withdrawals may have a significant impact on institutional charges, a current financial aid award, as well as future eligibility.

A student who has completely withdrawn from the University, and who is not on an approved leave of absence, must reapply for admission and will be subject to the catalog requirements that are in effect at the time of readmission.

**Retroactive Withdrawal:** Retroactive withdrawals are partial or complete withdrawals processed after the drop/withdrawal dates have passed or the semester has ended. UH West O‘ahu is obligated to ensure the integrity of the transcript as a historical document, which must reflect the actual history of a student’s education at the University. As such, a student who is requesting a retroactive withdrawal will need to present a convincing case and provide relevant documentation that supports the existence of highly unusual or extenuating circumstances beyond their control that prevented them

from initiating the withdrawal request in a timely manner. These withdrawals require the approval of the Director of Enrollment Management.

Documentation of circumstances and the submission of a formal letter of appeal are required. Consultation with the instructor(s) involved may take place.

Should a retroactive withdrawal be approved, the action will result in the grade being changed to a “W.” Tuition refunds will not be considered and any academic action applied for that semester may remain on the student’s record. Any appeal after one year of the course ending will not be reviewed.

Students who received financial aid, veterans' educational benefits, or other tuition assistance from a third party during the semester in which they are seeking a withdrawal should consult with those offices first to determine if this will result in a financial obligation, repayment, or future ineligibility.

## LEAVE OF ABSENCE

In the event that a student is not able to continue their studies, continuing classified students may apply for a one semester leave of absence if they (1) have completed the prior semester at UH West O‘ahu; and (2) are not on academic action (e.g., suspension or dismissal from UH West O‘ahu). Additional documentation may be requested. Eligible students cannot accumulate more than two approved leave of absences during their enrollment at UH West O‘ahu, even with a break in enrollment (i.e., a break in enrollment will not reset the count back to zero).

Students who have been approved a one semester leave of absence will be able to resume their studies in the same catalog year requirements in effect at the time of their absence and allowed to register for the next semester. Students should be aware that taking a leave of absence may affect their residency status for tuition purposes or eligibility for financial aid, veterans' educational benefits, or tuition assistance.

The Leave of Absence Form is available online at <https://westoahu.hawaii.edu/apply-and-enroll/registration-forms/>. The deadline to submit the Leave of Absence Form is no later than the last day to completely withdraw from the University for the semester that the leave of absence is being requested.









# Academic Support Services

## **JAMES & ABIGAIL CAMPBELL LIBRARY**

James & Abigail Campbell Library, Bldg B

In October 2017, UH West O‘ahu’s library was formally named the James & Abigail Campbell Library in recognition of the Campbell family’s decades of support of the University of Hawai‘i and education along with the bettering the lives of West O‘ahu community. The naming of the library was previously approved by the University of Hawai‘i Board of Regents in March 2017 to honor the Campbells’ sizable impact on the establishment of the UH West O‘ahu campus. The Campbell Estate was supportive of efforts to establish a permanent UH West O‘ahu campus through decades of effort to move the campus from property adjacent to Leeward Community College to a permanent location, something that occurred in 2012 when the Kapolei campus opened.

The 60,000-square foot building houses the library collection, study areas, the ‘Ulu‘ulu: The Henry K. Giugni Digital Moving Image Archive of Hawai‘i; the No‘eau Center for Writing, Math, and Academic Success; and the Center for Labor Education and Research. The library also features a number of paintings, textiles, and sculptures by local artists, including a five-panel ceramic mural depicting working people by noted Hawai‘i artist Isami Enomoto.

## **LIBRARY SERVICES**

James & Abigail Campbell Library, Bldg B

Library hours: See website

Phone: (808) 689-2700

Website: <https://westoahu.hawaii.edu/library/>

Email: [uhwolib@hawaii.edu](mailto:uhwolib@hawaii.edu)

The UH West O‘ahu James & Abigail Campbell Library is committed to helping students succeed and achieve their academic goals throughout their career at UH West O‘ahu. In upholding its commitment, the library provides seamless access to print and electronic resources; instructs and guides students, faculty, staff and community members on how to use such resources; and enables students to make independent, confident decisions regarding their research and information needs.

The library’s resources and services can be found online at: <https://westoahu.hawaii.edu/library/>. Students can access the library catalog, scholarly journal articles, ebooks, magazines and newspapers. The library building features learning spaces suited for students’ various learning styles and preferences, such as group study rooms, comfortable seating areas, individual quiet study and group work stations. Wi-Fi access is available within the library as well as throughout the entire campus. Library staff are available to assist students and faculty with various research projects in person, over the telephone, or online via email or chat. UH West O‘ahu students can request books and journal articles online from other libraries and have them delivered to UH West O‘ahu free of charge. In addition, UH West O‘ahu students are welcome at all other libraries in the UH System. A valid UH Student ID card is required to borrow library items.

## INFORMATION TECHNOLOGY

Website: <https://westoahu.hawaii.edu/it>

Refer to the IT Resources listed on the website (above) for information on IT services and support.

All UH students must request a UH username which is your personal identification for accessing a host of services available to the UH community. Your UH username is assigned for the duration of your academic career and is required to register for courses via MyUH, access Google@UH, logon to Lulima, etc. New students may request a UH username at [www.hawaii.edu/account](http://www.hawaii.edu/account).

## COMPUTER FACILITIES

Computing resources for student use are located in the James & Abigail Campbell Library Information Commons (Library, First and Second Floors). Workstations are available with standard word processing, spreadsheet, presentation and database software, pay-for-print laser printing and scanning.

## IT SERVICE DESK

James & Abigail Campbell Library, Information Commons

Phone: (808) 689-2411

Email: [uhwohelp@hawaii.edu](mailto:uhwohelp@hawaii.edu)

Visit the IT Service Desk for technical assistance on using the workstations, printing, etc. Help Desk requests will be submitted on behalf of students for more in depth questions or issues and the student will be contacted for problem resolution.

## CAMPUS WIRELESS NETWORK

The UH West O'ahu wireless network is available to all UH students, faculty and staff. Coverage areas include all indoor areas on the UH West O'ahu Campus with some coverage in open areas near the buildings. A valid UH username is required for access. Refer to the IT Resources web page for more information.

## LAULIMA

Website: <https://lulima.hawaii.edu>

Tutorials: <https://westoahu.hawaii.edu/distancelearning/student/>

Technical support:

IT Service Desk located in the  
Library Information Commons (walk-ins)

Email: [uhwohelp@hawaii.edu](mailto:uhwohelp@hawaii.edu)

Phone: (808) 689-2411

Lulima is an online course management and collaboration system which is used across the UH system. The majority of

UH West O'ahu classes use Lulima, including online, hybrid, and in-person classes. Professors can post lecture notes and information, manage assignments, quizzes, and grades, and communicate with the class via email, bulletin boards, and chat sessions.

## NO'EAU CENTER FOR WRITING, MATH, AND ACADEMIC SUCCESS

James & Abigail Campbell Library, B203

Phone: (808) 689-2750

Website: <https://westoahu.hawaii.edu/noeaucenter>

The No'eu Center for Writing, Math, and Academic Success provides support through testing, tutoring, and workshops. We offer innovative, best practice student services to increase access, retention, and academic success for UH West O'ahu students, especially Native Hawaiian, Filipino, Pacific Islander and other underserved student populations. The center promotes life-long learning by assisting students at all levels of ability to gain the skills necessary to learn effectively, confidently and independently in a collaborative learning environment.

**Test Center:** The Center provides testing services for all UH System students, including placement testing, make-up tests, re-tests, and ADA Accommodations, as well as paper and online tests for Distance Education courses. Proctoring services for Non-UH System Institutions are available by appointment only and incur a proctor fee of \$25 per hour. More information on Testing Services and the Test Center Rules and Regulations can be found at the No'eu Center's homepage, online at <https://westoahu.hawaii.edu/noeaucenter>.

**Tutoring Assistance:** Quality student-centered tutoring is available in most subject areas. Tutors help writers at all levels of ability to learn to write effectively, confidently, and independently. Tutors can work with writers at any stage of the process, from generating ideas to revision to proofreading. Math, statistics, and accounting tutors reinforce problem solving and review skills necessary for students to seek the answers on their own. Other subject area tutors guide students in the pursuit of conceptual understanding in their fields. All tutors are UH West O'ahu students who have excelled in their subjects and are trained in best practices for supporting student success.

**Student Success Workshops:** The No'eu Center offers workshops to enhance academic success. Throughout the semester, students are invited to use the No'eu Center's popular online interactive workshop videos and tools on various topics including:

- Writing papers in APA style
- Writing papers in ASA style

- Time management
- Study and test-taking skills

These and other workshops can also be provided in the center at students' request and in class at instructors' request.

**CLEP Testing:** During the past year the Test Center also added CLEP testing. CLEP (College-Level Examination Program) provides students the opportunity to earn college credit by achieving qualifying test scores through a program of exams. Students demonstrate their college-level understanding of a subject by their performance on a subject exam.

## OFFICE OF DISTANCE LEARNING

James & Abigail Campbell Library, B222

Phone: (808) 689-2497

Email: [uhwode@hawaii.edu](mailto:uhwode@hawaii.edu)

Website: <https://westoahu.hawaii.edu/distancelearning>

The mission of the Office of Distance Learning is to ensure that all students have access to and experience quality learning in their online courses by employing the best pedagogical practices based on the existing research literature to foster student success in their distance education programs.

UH West O'ahu offers online coursework in many of the most popular areas of study. After completing lower division coursework in-person and online at UH West O'ahu and/or a partnering University of Hawai'i Community College, students may pursue UH West O'ahu's distance learning upper-division coursework in select concentrations in the Business Administration, Public Administration, Social Sciences degree programs.

Distance learning encompasses all educational experiences that occur from a physical distance.

The University utilizes a learning management system called Lulima. All University of Hawai'i courses are connected to a Lulima account. Faculty who are teaching, not only online, but in person may utilize Lulima to organize course content.

Students are encouraged to go through the Lulima orientation (<https://www.youtube.com/watch?v=iM9X5CMdv20&feature=youtu.be>) and contact instructors (if they have questions about the content of the course) or email the Office of Distance Learning at [uhwode@hawaii.edu](mailto:uhwode@hawaii.edu) (if they are having Lulima questions), immediately so that minimal time is lost in the usability of the course. Additional distance learning resources can be accessed from the UHWO Distance Learning webpage.

## INTERNATIONAL RELATIONS AND PROGRAMS OFFICE

Classroom Building, D107

Phone: (808) 689-2311

Email: [hynilp@hawaii.edu](mailto:hynilp@hawaii.edu)

The International Relations and Programs Office at the UH West O'ahu offers global learning opportunities and cultural activities to our students. Our international programs and learning opportunities vary from short to long term durations that allow students to study and earn credits in a variety of countries to experience new cultures, learn languages, create life-long partnerships, and develop global competency that will supplement in the individuals field of study. The office also currently offers international short term programs and professional development programs to students from multiple international universities. Our visiting international students are able to connect and participate with UH West O'ahu students in various intercultural activities in and outside of the classroom.

## PARTICIPATION IN ASSESSMENT EFFORTS

UH West O'ahu is committed to developing the highest quality educational experience. In order to continue to improve programs and services, students may be required to participate in institutional assessment efforts including university-wide surveys, learning outcome examinations, and projects relating to General Education and/or the student's major field of study. Individual responses and results will remain confidential. Assessment reports will not include student names, or other personally identifiable information.

# Academic Records

## OFFICE OF THE REGISTRAR

Campus Center C141, Phone: (808) 689-2900, Toll free from the neighbor islands at (866) 299-8656

**Course Numbering System:** The University of Hawai'i course numbering system applies to all units of the University. Portions relevant to UH West O'ahu are as follows:

- 001-099 Developmental courses not applicable for credit toward a baccalaureate degree
- 100-299 Undergraduate lower division course work
- 300-499 Undergraduate upper division course work

Graduate level course work/credit is not transferable toward a baccalaureate degree.

**Credits:** UH West O'ahu adheres to the University of Hawai'i system definition of credit hour given in Executive Policy E5.228: A credit hour is associated with an amount represented in intended learning outcomes, and verified by evidence of student achievement, and reasonably approximates but is not less than 1) one hour of class or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different period of time, OR 2) at least an equivalent amount of work for other academic activities such as online instruction, laboratory work, internships, practica, studio work, and other work that earns academic credit ([www.hawaii.edu/acfcsc/docs/E5228-%20Credit%20Hour/e5228.pdf](http://www.hawaii.edu/acfcsc/docs/E5228-%20Credit%20Hour/e5228.pdf)).

Courses are assigned semester credit values that are determined by the number of hours of study required of the student in and outside of the classroom or laboratory per week. Although semester credit hours are normally fixed, some variable credit courses are offered. The amount of credit given for a variable credit course must be approved by the instructor and may not exceed the maximum semester hours that are defined for each course.

## GRADES

Grades are awarded for the purpose of recognizing different levels of achievement in the pursuit of course objectives. These grades are interpreted as shown in the chart below. Grades may be viewed and/or printed from MyUH Services at [myuh.hawaii.edu](http://myuh.hawaii.edu). Grade reports are not mailed.

Grade	Definition	GPA
A	Excellent Achievement	4.0
A-		3.7
B+		3.3
B	Above Average Achievement	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D+		1.3
D	Minimal Passing Achievement	1.0
D-	Not Passing	0.7
F	Failure	0.0
CR	Credit (minimum grade of "C")	0.0
I	Incomplete	0.0
L	Audit	0.0

**Incomplete Grades:** With the approval of the instructor, an "I" or incomplete grade may be given at the request of the student. An "I" indicates that the student has not completed a small but important part of a semester's work if the instructor believes that the incomplete was caused by conditions beyond



the student's control. A student who receives an "I" grade should promptly consult the instructor to determine what work must be done and the deadline to complete the work for changing the grade of "I" to a final grade.

An instructor giving an "I" grade will also record the grade that will replace the "I" if the work is not completed by the deadline that was agreed upon by the student and instructor. This grade is computed based on what grades or other evidence the instructor does have, averaged together with F's and/or zeros for all incomplete work. If the work is completed and submitted by the deadline specified by the instructor, the instructor will report the change of grade, taking the completed work into consideration. If the work is not completed and submitted to the instructor by the deadline, the "I" grade will change to the grade that was assigned to the "I" grade (i.e., an "IF" will convert to a final grade of "F") by the University deadline (see Academic Calendar). Grade changes for incompletes must be submitted by the instructor to the Office of the Registrar no later than the date specified on the University's academic calendar.

**Grade Point Averages:** Grade point averages (GPA) are determined by dividing the total number of grade points by the total number of credit hours for which a student has received letter grades (excluding CR, I, L, NC, R, RD, and W).

- The UH West O'ahu semester GPA is calculated on any one semester's credits and grade points.
- The UH West O'ahu cumulative GPA is calculated on all such work taken at the University.
- The UH West O'ahu overall GPA is calculated on all transfer credits and work taken at the University.

## CHANGE OF GRADES

A student who believes an error has been made in the assignment of a grade must initiate contact with the instructor or division chair within 10 calendar days of final grades being posted for that term. Any appeal made after this time-period may not be reviewed.

## ACADEMIC STATUS

**Satisfactory Academic Progress:** To demonstrate satisfactory academic progress, students are expected to maintain at least a 2.0 UH West O'ahu cumulative GPA. Satisfactory academic progress is required for continued enrollment, as well as to maintain eligibility for financial aid and veterans' benefits.

**Dean's List:** Students who perform at a high academic level will be placed on the Dean's List for work completed at UH West O'ahu by the end of each semester. To qualify, students must enroll in a minimum of nine UH West O'ahu credits

during the semester. All classes must be completed at the end of the fall and spring term with a semester GPA of 3.75 or higher.

**Academic Warning:** A student whose UH West O'ahu semester GPA is less than 2.0, but UH West O'ahu cumulative GPA is at least a 2.0, will be considered to be on academic warning status. Although not on academic probation, students are highly encouraged to meet with a success advisor who can assist with academic planning.

**Academic Probation, Suspension, and Dismissal:** Students who fail to meet the minimum scholastic requirements of the University will be placed on academic probation or be suspended or dismissed. For purposes of measuring this minimum requirement, the GPA is used. Regulations governing academic probation, suspension, and dismissal are applied at the end of the fall and spring semesters.

**Probation:** A student will be placed on academic probation at the end of any semester in which their UH West O'ahu cumulative GPA falls below a 2.0. A student will remain on academic probation until their cumulative GPA rises to 2.0 or higher on a 4.0 scale. A student on academic probation will be considered to be progressing satisfactorily if, at the end of each successive semester, his/her current GPA for that semester is 2.0 or higher.

Students who are placed on academic probation will be required to see a success advisor for advising and to register for classes. Registration activities (e.g., add/drop) through STAR GPS will be prohibited until good academic standing is met.

**Suspension:** A student may be suspended if they are on academic probation and fail to achieve a 2.0 for the current semester at the University. Once suspended, the student will be denied continued registration, administratively withdrawn from all classes they may have registered for in a future term at the University, and will not be eligible for readmission for at least one semester (fall or spring), not including summer session.

A student who has been academically suspended and would like to reapply for admission must submit a letter of appeal to the Office of Admissions in addition to the application for admission. Reinstatement to UH West O'ahu is not automatic and must be approved by the Director of Enrollment Management. Upon acceptance, the student is encouraged to meet with a success advisor.

A student who is readmitted after suspension will be placed on probation after suspension. Failure to meet the minimum academic requirements for continued enrollment will result in dismissal.

**Dismissal:** A student who has been suspended and who

subsequently fails to maintain at least a 2.0 semester GPA at UH West O'ahu will be dismissed. Dismissed students may be readmitted only in unusual circumstances.

## TRANSCRIPTS

There are two options to order an official transcript of course work completed at UH West O'ahu:

1. Ordering a transcript through the Office of the Registrar by submitting the completed Transcript Request Form and the payment. Payment must be remitted at the time the transcript request is made.
2. Online via the National Student Clearinghouse. Note there is a \$2.25 processing fee, in addition to the cost of the transcript. Orders sent to the same recipient are charged a single processing fee. Orders sent to multiple recipients are charged a processing fee for each separate recipient.

Transcripts are mailed via US Postal Service, first class. Financial obligations with any University of Hawai'i campus must be cleared before requests can be processed. The University does not print unofficial transcripts. Current students may view and print their unofficial academic records through their STAR account.

Request Type	Cost	Availability
Standard Service	\$5.00 per copy	Processed within 5-7 business days after the form and appropriate payment is received
Rush Service	\$15.00 per copy	Processed with 2 business days after the form and appropriate payment is received

Additional information can be found at: <https://westoahu.hawaii.edu/apply-and-enroll/transcript-and-enrollment-verification/>.

## EDUCATION VERIFICATION

Students may obtain a verification of their current and past enrollment status for semesters they have been officially enrolled at UH West O'ahu. The Education Verification Request Form is available online at <https://westoahu.hawaii.edu/apply-and-enroll/registration-forms/>. Degree verifications for the most recent term are available approximately 4-6 weeks after the end of the semester. There is no fee for verifications.

### Third Party Requests for Enrollment and Degree

**Verification:** UH West O'ahu has authorized the National Student Clearinghouse to provide degree and enrollment verifications. Third parties (e.g., employers, background screening firms, etc.) requesting enrollment or degree verifications should visit the National Student Clearinghouse

website or call (703) 742-4200 for assistance. The National Student Clearinghouse complies with the Family Educational Rights and Privacy Act (FERPA).

## CHANGE OF PROGRAM OR PERSONAL DATA

It is the responsibility of the student to report any change of name, address, phone number, citizenship or program to the University. Appropriate documentation must be submitted to the Office of the Registrar. Failure to do so may result in inaccurate student records and failure to receive important University announcements.

**Change of Major/Concentration:** Currently enrolled degree-seeking (classified) students who wish to change their program of study are required to submit the Change of Major/Concentration Form to the Office of the Registrar. The form is available online at <https://westoahu.hawaii.edu/apply-and-enroll/registration-forms/>. Students are subject to the program requirements (e.g., catalog year) in effect at the time the completed form is received by the Office of the Registrar. Completed forms received after the new academic year begins (i.e., first day of instruction for the fall term) will follow the program requirements of the new academic year.

Non-Degree (unclassified) students may change their status to classified, only if they have (1) met the admission requirements; (2) applied for admission and accepted as a classified student prior to the late registration period; and (3) all required official transcripts have been received.

**Change of Personal Data:** Students who need to update their permanent address or legal name should notify the Office of the Registrar, in writing, and provide the appropriate documentation. Mailing address may be updated through MyUH Services.

## DEGREE ALTERNATIVES

Students entering UH West O'ahu with a bachelor's degree from another college or university may earn a second bachelor's degree from the University in a different major. Additionally, students working toward their first bachelor's degree at UH West O'ahu may declare two majors for dual bachelor's degrees or in some cases, may select two concentrations under the same major; only one degree will be awarded (i.e., a major in Social Sciences with a dual concentration in Psychology and Sociology). Students pursuing a dual concentration must complete the requirements for both concentrations at the time they petition to graduate. Students may not graduate with one concentration and return to complete the second concentration under the same major at a later date. Students interested in a dual major or concentration should consult with a success advisor.

## DEGREE CONFERRAL

**Apply for Your Degree:** Students who are nearing completion of their academic program must submit an Application for Graduation at the beginning of their final semester to officially receive their degree (see Academic Calendar for deadline dates). A student petitioning to graduate must be enrolled at the University during the semester in which they intend to graduate. The application is available online at <https://westoahu.hawaii.edu/apply-and-enroll/registration-forms/>. A separate application is required for each degree and/or certificate that is being petitioned. Students who submit the application after the University deadline may not have their name published in the commencement program and ordering and receipt of the diploma may be delayed.

A student, who is no longer enrolled at the University and submits an application no later than one semester after the graduation requirements have been met, will be subject to the catalog year program requirements that were in effect prior to the break in enrollment. A student, who submits their application after more than one semester has passed, will be subject to the catalog year program requirements that are in effect at the time their completed application is received.

**Graduation in Absentia:** In rare cases, graduation in absentia may be granted for students who have unusual or compelling reasons why they cannot finish their final graduation requirements at UH West O'ahu. Final credits may be taken from an appropriately accredited institution and transferred back to UH West O'ahu. Approval must be granted by the University Registrar prior to course work taken in absentia and the requirements must be met within a specified time frame. Failure to meet the requirements within this established timeframe will mean that the student must reapply for admission to UH West O'ahu, and will be subject to the catalog year program requirements in effect at the time of readmission. Students who receive approval for Graduation in Absentia must meet all general education, focus, major, concentration and University requirements, including the residency requirement of a minimum of 30 credits taken with UH West O'ahu.

**Review of the Application for Graduation:** Each application submitted is reviewed by a success advisor. A student may be removed from the graduation list if their final grade report contains either an incomplete or missing grade or whose records have any other discrepancies.

**Change of Graduation Date:** Students who have already submitted an Application for Graduation and need to postpone or cancel their application should contact Office of the Registrar as soon as possible. Another Application for Graduation may be required.

**Commencement:** The University provides graduates with a

fall and spring commencement ceremony. Commencement participants are required to wear academic regalia consisting of a cap, gown, and tassel which may be purchased for a nominal fee through the UH West O'ahu Bookstore. Additional information is sent to prospective graduates from the Academic Advising Office.

Students who participate in the commencement ceremony and have a minimum 3.75 UH West O'ahu GPA and will have completed at least 30 UH West O'ahu credits after their final semester may be recognized as a candidate for distinction.

Students who plan to graduate in summer will be able to participate in the following fall commencement.

**Graduation with Distinction:** Graduation with Distinction will be conferred on those graduates who complete 30 or more UH West O'ahu credits with a minimum UH West O'ahu cumulative GPA of 3.75, including courses whose credits were not applicable to the degree.

**Degree Conferral:** Degrees are formally conferred at the end of the fall (December), spring (May), and summer (August) terms. The conferral process generally takes 4-6 weeks after commencement. Students may view their STAR Academic Essentials to confirm the awarding of their degree. Students who do not meet the graduation requirements will be sent a notification letter by the Office of the Registrar.

**Diplomas:** Diplomas are available approximately 12-14 weeks after commencement (fall-March, spring-August, summer-October). Students will be notified by email when they are ready for pick-up. Students on O'ahu may pick up their diploma at the Office of the Registrar and will be required to show a valid photo ID. Diplomas will be mailed to students who reside on the neighbor islands. Students who plan to move out of state after graduation should provide the Office of the Registrar with their updated mailing address so their diploma may be mailed. Diplomas are mailed via the U.S. Postal Service. All financial obligations within the UH system must be cleared before the diploma can be released.

**Hawaiian Language Diplomas:** Optional Hawaiian language diplomas are available to students who were awarded degrees from spring 1995 to the present. The student's name, degree, and major, as well as official University signatures appear in English.

**Replacement Diplomas:** To order a replacement diploma, contact the Office of the Registrar for more information. Diplomas will be printed in the current format with signatures of current University officials. Please allow 16-18 weeks for processing.

# Campus Policies

## VIEW OTHER POLICIES ON THE UH WEST O'AHU WEBSITE

<https://westoahu.hawaii.edu/about/campus-policies/>

### STUDENT CODE OF CONDUCT

The University of Hawai'i West O'ahu has established guidelines for student behavior on our campus. UH West O'ahu has affirmed the types of behavior that conflicts with the community standards that UH West O'ahu values and expects of all students. UH West O'ahu expects students to maintain standards of personal integrity that are in harmony with the educational goals of our institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws and our institutional policies and processes. The Student Code of Conduct also delineates the appropriate hearing procedures, and describes the various sanctions that may be imposed. Sanctions may range from a warning, restitution, to probation, suspension, expulsion, or the rescission of grades or degree. The Student Code of Conduct is available online at <https://westoahu.hawaii.edu/compliance/student-code/> or through the Office of Compliance or the Office of the Vice Chancellor for Student Affairs.

### ACADEMIC INTEGRITY

The University is an academic community with high professional standards. Its teaching, research and service purposes are seriously disrupted and subverted by academic dishonesty. Such dishonesty, which includes cheating and plagiarism, are examples of potential violations of the Student Code of Conduct. Students found responsible of academic dishonesty may receive sanctions ranging from a written warning up to and including expulsion from UH West O'ahu.

**Cheating:** Cheating includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission,

of tests or other academic material belonging to a member of the UH faculty, staff or student; and (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

**Plagiarism:** Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

### ACADEMIC GRIEVANCE

Issues associated with the authority and responsibilities of faculty members may occasionally arise. To protect the rights of students and faculty, the University has established an academic grievance procedure whereby students who believe that a faculty member has behaved in an improper manner may seek recourse. A reasonable attempt (by phone, mail, email or in person) should first be made to resolve the complaint of academic impropriety on an informal basis with the faculty member. If the faculty member fails to respond to the student's attempt to contact him/her within a ten-day period, or if a satisfactory resolution is not reached at this level, the matter should be reported, in writing, to the faculty member's Division Chair. The Division Chair shall render a decision/recommendation for resolution within ten working days upon receipt of the report of academic impropriety by the student. Should a student decide to appeal the Division Chair's decision and/or recommendation, the student has the right to file a formal academic grievance with the Chair of the Academic Grievance Committee.



For specific information, the academic grievance procedure is available at <https://westoahu.hawaii.edu/policies/academic-grievance-procedure/>, or may be requested from the Office of the Vice Chancellor for Student Affairs.

### CLASS ATTENDANCE

Regular and prompt class attendance is expected of all students. A student is expected to inform each instructor of anticipated or unavoidable absences. The responsibility for make-up work lies with the student. Check with the instructor regarding the impact of missed classes on your grade.

When a student fails to attend a class, or stops attending class but does not officially withdraw from that class, the instructor may assign any letter grade, including an “F.” Under no circumstances will a “W” be awarded by the instructor.

### CREDIT HOUR POLICY

One credit hour represents the amount of work that is expected of a student to achieve intended learning outcomes. In a traditional face-to-face course, that approximates not less than one hour of direct faculty instruction and a minimum two hours of student work outside of class per week through (approximately) one 15 week semester. The clock-hour requirements apply uniformly to courses of varying credits, duration, modes of delivery, and types of academic activity.

The credit hour definition requires that:

- For courses with non-traditional, non-standard seat times (e.g. directed reading and research, senior capstone, laboratory, practicum, service learning, internship, study abroad) and courses with alternate modes of delivery (e.g. online, hybrid, HITS), that one credit hour represents an equivalent amount of work in the achievement of intended learning outcomes.
- For courses scheduled in a shortened format (e.g. weekends, fewer than 15 weeks), that the hours are prorated so that the classes have the same total number of hours as if they were scheduled for a full 15 week semester and that one credit hour represents an equivalent amount of work in the achievement of intended learning outcomes.
- Regardless of types of activity, delivery mode, or duration, courses with equivalent Division course numbers and titles will be consistent in learning outcomes, purpose, scope, and quality.
- A semester credit hour will be consistent throughout all courses and academic programs.
- The course credit hour will be awarded only to students whose work demonstrates that they have satisfactorily achieved the intended learning outcomes.



## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days after the day the University of Hawai'i–West O'ahu receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University of Hawai'i–West O'ahu in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of regents; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the University of Hawai'i–West O'ahu who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance

of PII from education records, such as an attorney, auditor, or collection agent. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University of Hawai'i–West O'ahu.

- Parents and spouses of students are advised that information contained in education records, with the exception of directory information, will not be disclosed to them without the prior written consent of the student.
- Students are advised that institutional policy and procedures required under FERPA have been published as Administrative Procedure AP 7.022, Procedures Relating to Protection of the Educational Rights and Privacy of Students. Copies of Administrative Procedure AP 7.022 may be obtained from the Office of the Vice Chancellor for Students.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of Hawai'i–West O'ahu 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

## DIRECTORY INFORMATION:

The University has designated the following information from a student's education record as "directory information":

1. Name of student;
2. Major field of study;
3. Class (i.e., freshman, sophomore, etc.);
4. Past and present participation in officially recognized activities (including positions held and official statistics related to such participation and performance);
5. Past and present participation in officially recognized sports (including positions held and official statistics related to such participation and performance);
6. Weight and height of members of athletic teams;
7. Dates of attendance;
8. Previous institution(s) attended;
9. Full or part-time status;
10. Degree(s) conferred (including dates);
11. Honors and awards (including dean's list).

At its discretion and in conformance with applicable state

law, the University may disclose directory information to the public without obtaining a student's prior consent, so long as certain conditions regarding general notification of disclosure of directory information have been followed. Specific directory information about an individual student will not be released to the public if the student has affirmatively informed the University that he or she does not want any or all of those types of information about himself or herself designated as directory information. The procedures for an individual student to "opt" out of disclosure is set forth in UH administrative policy A7.022

Note: Submission of this FERPA nondisclosure of directory information request does not automatically remove students from the UH Online Directory of email addresses, which is accessible only to those with a valid UH email address.

To remove yourself from the UH Online Directory:

- Login to MyUH Services
- Select the My Profile Tab
- Look for UH Online Directory, Options for Students, select Opt-out

Lists of directory information will not be made publicly available to third parties.

The school may provide the UH Foundation with lists of students with the following information: name, school/college/division/department. Degree, major and minor fields of study, UH email address, home address, and telephone number for the purpose of University and alumni relations.

**FERPA Annual Notice Addendum:** As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records -- including your Social Security Number, grades, or other private information-- may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education" such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must

obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

## PERSONS WITH DISABILITIES

In accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, UH West O'ahu hereby provides notice that it does not discriminate against qualified individuals with disabilities in the recruitment and admission of students and employment of faculty and staff. No otherwise qualified person with a disability shall, solely on the basis of that disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity receiving federal financial assistance.

UH West O'ahu is committed to providing equal access to its academic courses, educational programs, and related activities. All the UH West O'ahu buildings, including restrooms, are fully accessible.

Copies of the University of Hawai'i policies and procedures on non-discrimination and affirmative or voluntary action are available upon request at the UH West O'ahu Human Resources Office.

## EQUAL OPPORTUNITY POLICY

The University of Hawai'i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, status as a covered veteran, pregnancy, and domestic or sexual violence victim status. This policy covers admission and access to and participation, treatment, and employment in the University's programs and activities. With regard to employment, the University is committed to equal opportunity in all personnel actions such as recruitment, hiring, promotion, and compensation. Discriminatory harassment, including sexual harassment, is prohibited under University policy.



The University is committed to complying with all State and Federal statutes, rules and regulations which prohibit discrimination in its policies and practices, and direct affirmative action, including but not limited to Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the 1972 Education Amendments, the Equal Pay Act of 1963, Executive Order 11246, as amended, the Age Discrimination Act of 1975, Titles VII and VIII of the Public Health Service Act, as amended, the Rehabilitation Act of 1973, the Employment Act of 1967, the Vietnam Era Veteran's Assistance Act of 1974, and Hawai'i Revised Statutes, Chapters 76, 78, and 378. The University shall promote full realization of equal opportunity through a positive, continuing program on each campus. Procedures have been established to handle complaints of alleged discrimination.

## CLERY ACT

The University of Hawai'i–West O'ahu, in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (also referred to as the "Clery Act"), has published an Annual Security Report (ASR) to provide its students and employees, as well as prospective students and employees, with an overview of UH West O'ahu resources, policies and procedures regarding campus safety and reporting crime that occurs on or near the UH West O'ahu campus. These policies and procedures may be subject to change at any time. A copy of the UH West O'ahu ASR (which includes the annual crime statistics reported to the U.S. Department of Education) can be found on the UH West O'ahu website at: <https://westoahu.hawaii.edu/policies/clery-act/>

A searchable database containing those statistics can be found at: <http://ope.ed.gov/security>.

## UH TITLE IX

The University of Hawai'i–West O'ahu strives to provide an environment that emphasizes the dignity and worth of every member of our community and that is free from harassment and discrimination based on sex and gender (Title IX). Such an environment is necessary to a healthy learning, working, and living atmosphere because discrimination and harassment undermine human dignity and the positive connection among all members in our UH West O'ahu community.

Additional information regarding sex/gender based discrimination can be found at: <https://westoahu.hawaii.edu/compliance/title-ix/>

## QUESTIONS/CONCERNS

Questions or concerns about programs, services, activities and facilities at UH West O'ahu may be addressed to:

### Academic Affairs:

Dr. Jeffrey A. S. Moniz

Vice Chancellor for Academic Affairs

Phone: (808) 689-2300; Email: [jmoniz@hawaii.edu](mailto:jmoniz@hawaii.edu)

### Student Affairs:

Dr. Judy Oliveira, Vice Chancellor for Student Affairs

Phone: (808) 689-2689; Email: [judyanno@hawaii.edu](mailto:judyanno@hawaii.edu)

Beverly Baligad

Director of Compliance/Title IX Coordinator

Phone: (808) 689-2934; Email: [bbaligad@hawaii.edu](mailto:bbaligad@hawaii.edu)

Leslie Lynn Opulauoho

Title IX Coordinator for Students

Phone: (808) 689-2678 or (808) 689-2689

Email: [opulauoh@hawaii.edu](mailto:opulauoh@hawaii.edu)

### Administrative Affairs:

Kevin Ishida

Vice Chancellor for Administration

Phone: (808) 689-2500; Email: [kevin@hawaii.edu](mailto:kevin@hawaii.edu)

### EEO/Discrimination/Harassment Issues:

Janice Sunouchi

EEO/AA Coordinator and Title IX Coordinator for Employees

Phone: (808) 689-2525; Email: [uhwoeeo@hawaii.edu](mailto:uhwoeeo@hawaii.edu)

### Students with Disabilities:

Tom Hirsbrunner

ADA/504 Coordinator

Center for Student Access

Phone: (808) 689-2935; Email: [hirsbrun@hawaii.edu](mailto:hirsbrun@hawaii.edu)



# Campus Services

## BOOKSTORE

Phone: (808) 689-2550

Campus Center C226 (temporary location)

Email: [uhwobkst@hawaii.edu](mailto:uhwobkst@hawaii.edu)

Website: [www.bookstore.hawaii.edu/westoahu](http://www.bookstore.hawaii.edu/westoahu)

The UH West O'ahu bookstore carries textbooks, educational supplies, general merchandise and UH West O'ahu logo merchandise. We also take orders for various computer software and selected computer hardware.

Textbook ordering for the Fall 2019 semester will begin on August 1, 2019 (both in-store and online). Online orders can be picked up between August 1 to August 24, 2019. Orders can be shipped with a shipping charge (depending on order) until September 27, 2019.

Regular store hours: Monday - Friday 8 am - 3:30 pm

Fall 2019 Extended Hours:

August 16 (Fri): HOLIDAY; store closed

August 17 (Sat): 9:00 am to 1:00 pm

August 19-20: 8:00 am to 5:00 pm

August 21-22: 8:00 am to 4:00 pm

August 23 (Fri): 8:00 am to 3:30 pm

August 24 (Sat): 9:00 am to 1:00 pm

For Spring 2020 extended hours, please refer to the bookstore website at: [www.bookstore.hawaii.edu/westoahu](http://www.bookstore.hawaii.edu/westoahu)

## CAMPUS SECURITY

Phone: (808) 689-2911

Maintenance/Mechanical Building, F202

Hours: M-F, 8 am-4 pm (excluding state holidays)

Phone: (808) 689-2911

Email: [uhwocsd@hawaii.edu](mailto:uhwocsd@hawaii.edu)

The Campus Security Department provides protection and security for the campus community and the physical plant at UH West O'ahu 24 hours a day throughout the year.

Campus Security Officers patrol the campus 24 hours a day, 7 days a week, 365 days a year. Along with routine patrol duties and traffic control, other services include conducting investigations, responding to emergencies and alarms, making emergency notifications, and securing rooms and buildings. Campus Security is located in the Maintenance/Mechanical Building, room F202. Office hours are Monday through Friday (excluding state holidays), from 8:00 AM - 4:00 PM.

Dial 2911 from any UH West O'ahu campus phone to report crimes and other emergencies to the Campus Security Department. Dial 689-2911 to reach an officer from a mobile or off-campus phone. Campus Security can also be reached via email at [uhwocsd@hawaii.edu](mailto:uhwocsd@hawaii.edu). Visit the Campus Security webpage at <https://westoahu.hawaii.edu/campussecurity> for more information about services and safety and security tips, and to view the Annual Security Report.

## CAMPUS PARKING

Visitors and students will be allowed to park in designated parking areas on a space available basis. All other parking areas on campus require a valid permit. Motorcycles and mopeds must park in designated motorcycle and moped parking areas. Bicycles are allowed to park only at bike racks. Parking is available at no charge at this time.

Parking regulations on campus are enforced 24 hours daily throughout the year. Vehicles in violation are subject to citation and/or towing.

## FOOD SERVICES

### The Dining Hall

Operated by Da Spot Health Foods & Juices

Campus Center C110

Hours: M-F 7:00 am-7:00 pm (Hours subject to change)

Phone: (808) 689-2974

Da Spot Health Foods & Juices provide a diverse, healthy affordable food with a unique outlook from dishes from around the world. "We want people to understand that even if they are on a budget it does not mean they have to undermine the quality of food in their life!"

They specialize in Mediterranean and North African food providing vegan, to specialty meat options, that can be certified halal or kosher. We are well versed in creating a wide assortment of ethnic foods - and this sparks interest in our customer's palates and continually challenges the way people see food. Da Spot provides imaginative cuisine in exotic styles of Egyptian, Greek, French, Italian, Indian, Thai, Malaysian, Ethiopian, American, Hawaiian, Japanese, Chinese, Korean, Pacific Rim, fusion and many others.

Beyond the world passport dishes, Da Spot serves up the most savory selection of 35 different smoothies, with an option to create your own - plus unforgettable side dishes of acai bowl and zabadi. Try our pleasing homemade desserts ranging from freshly baked baklava to an assortment of sorbets.

### Special Events

Multi-Purpose Ballroom, Campus Center (C208)  
and Great Lawn

Phone: (808) 689-2528

Email: [uhwofse@hawaii.edu](mailto:uhwofse@hawaii.edu)

UH West O'ahu Food Services & Events will help facilitate events with the use of select Catering Companies. By comprehensive planning, resulting in seamless execution; our experienced teams of industry professionals will custom tailor events that will exceed your expectations.

Our Multi-Purpose Ballroom is outfitted with panoramic windows and vaulted ceilings that offer natural light and mountain views. Equipped with automated shades to accommodate audio visual presentations, the Multi-Purpose Ballroom is a beautiful and functional venue suitable for academic, business and social events. At 3,840 square feet, recommend seating capacity is 200 guests, banquet style.

With over 88,000 square feet of open space, the Great Lawn is truly one of the focal points of the campus. It can be tailored for any event and is perfect for a "cozy" outdoor reception for 3,000.

## UNIVERSITY OF HAWAI'I FEDERAL CREDIT UNION

Phone: (808) 983-5500

Location: Campus Center C138 (Central Plaza – adjacent to the Student Services Office)

Hours: Mon – Fri: 8:00 am to 4:00 pm

Website: [UHFCU.com](http://UHFCU.com)

Show your school pride and join the more than 29,000 UHFCU members who have discovered the difference! UHFCU is a full-service financial institution dedicated to the students, faculty, staff and UH Alumni Association members of the statewide UH system (as well as immediate family and household members). We are the "wholesome, not-for-profit alternative" to big banks with truly local roots, trustworthy advice, and better rates and fees. For information about joining UHFCU, access at 50+ branches, 275+ ATM network, FREE Checking with interest, Mobile Banking and more, call 983-5500 or visit [UHFCU.com](http://UHFCU.com).

# Institutional & General Education Learning Outcomes

To ensure educational quality and curricular coherence, the University of Hawai'i West O'ahu has identified Institutional Learning Outcomes (ILOs) and General Education Learning Outcomes (GELOs) which all students will have achieved upon graduation from UH West O'ahu. The ILOs and GELOs provide guidance to the degree and concentration outcomes which define the knowledge, skills and abilities of students earning a degree in a specific discipline. ILOs were adopted by the UH West O'ahu Faculty Senate in Spring 2000 and most recently revised in Spring 2013; the GELOs were adopted by Faculty Senate in Spring 2013 and revised in Fall 2013. The Institutional Learning Outcomes address effective communication, cultural awareness, critical thinking, disciplinary knowledge, and community engagement; the General Education Learning Outcomes focus on written communication, oral communication, quantitative reasoning, Hawaiian-Pacific issues, global and multicultural perspectives, arts/humanities/and literature social and natural science literacy, and contemporary ethical issues. Degree and concentration learning outcomes are listed in each Division's chapter of this catalog.

## INSTITUTIONAL LEARNING OUTCOMES (ILO)

### ILO1 - EFFECTIVE COMMUNICATION:

Use relevant information to communicate clearly and effectively to an intended audience through written and spoken language.

*Effective written and oral communication typically requires information literacy to access valid source material. Written communications may include (but are not limited to) narrative, descriptive, expository, and persuasive prose; developed in the context of essays, research papers, position papers, technical writing, reflections, creative writing, lesson plans or letters.*

*Oral communications may include (but are not limited to) narrative, descriptive, expository, and persuasive discourse; in the context of preparing and delivering a speech, giving a class presentation, engaging in a small group discussion, lecturing on or explaining a topic, or debating an issue.*

### ILO2 - CULTURAL AWARENESS:

Demonstrate knowledge of different cultures, sub-cultures or cultural phenomena through the study of art, music, history, literature, ideas, language or cross-cultural research.

*Cultural awareness includes demonstrated knowledge of different human activities, groups or artifacts in contemporary, historical, indigenous, artistic, musical, geographic, economic, political, legal, literary, business related or research contexts.*

### ILO3 - CRITICAL THINKING:

Demonstrate critical thinking skills by applying information to make well reasoned arguments or solve a problem.

*Critical thinking includes using research, knowledge, math, data, ideas, concepts, theories, or other information to reason or solve a problem logically.*

### ILO4 - DISCIPLINARY KNOWLEDGE:

*Demonstrate knowledge of the purview, processes, and contributions associated with an academic discipline.*

*Disciplinary knowledge includes knowledge of methods, history, major works, applications, technologies, and/or ethical standards associated with an academic discipline or a student's declared concentration of study.*

### ILO5 - COMMUNITY ENGAGEMENT:

Demonstrate engagement with campus life, the broader community or service to others through the use of co-curricular resources, participation in extra-curricular activities or service learning.

*Community engagement is demonstrated by (but is not limited to) use of the James & Abigail Campbell Library or the No'eau Center; participation in student government, academic clubs or volunteer service; attendance at campus sponsored events or enrollment in service learning courses.*

## GENERAL EDUCATION LEARNING OUTCOMES (GELO)

### GELO1 - WRITTEN COMMUNICATION:

Demonstrate clear and effective writing about relevant information for an intended audience.

*Writing typically requires information literacy to access valid source material that is relevant to a discipline. Examples of written communications may include (but are not limited to) narrative, descriptive, expository, and persuasive prose; developed in the context of essays, research papers, position papers, technical writing, reflections, creative writing, lesson plans or letters.*

### GELO2 - ORAL COMMUNICATION:

Demonstrate clear and effective speaking skills about relevant information when communicating with an intended audience.

*Speaking well typically requires information literacy to access valid source material relevant to a discipline or audience. Examples of oral communications may include (but are not limited to) narrative, descriptive, expository, and persuasive discourse; in the context of preparing and delivering a speech, giving a class presentation, engaging in a small group discussion, lecturing on or explaining a topic, or debating an issue.*

### GELO3 - QUANTITATIVE REASONING\* (Effective Fall 2018):

Provide students with theoretical justifications for and limitation of mathematical or statistical methods, and the formulas, tools, or approaches used in the course.

*The quantitative reasoning outcome includes application of abstract or theoretical ideas and information to the solution of practical quantitative reasoning problems arising in pure and applied research in specific disciplines, professional settings, and/or daily and civic life.*

#### **SYMBOLIC REASONING** (prior to Fall 2018):

Expose students to the beauty and power of formal systems, as well as to their clarity and precision.

*The symbolic reasoning outcome includes appropriate use of techniques in the context of problem solving, application of formal algorithms and proofs as a chain of inferences, and the presentation and critical evaluation of evidence.*

### GELO4 - HAWAIIAN-ASIAN-PACIFIC ISSUES:

Demonstrate knowledge of the intersection of Native Hawaiian issues with Asian and/or Pacific Islands issues.

*This knowledge should be based upon the cultural perspectives, values, and world view of the indigenous peoples of Hawai'i, the Pacific, and/or Asia. Students will demonstrate knowledge of at least one crucial topic, such as the histories, cultures, beliefs, arts, social, political, economic or technological processes of these regions, along with critical analysis of the topic.*

### GELO5 - GLOBAL & MULTICULTURAL PERSPECTIVES:

Demonstrate knowledge of different cultures, civilizations, and global events associated with human history.

*The global and multicultural perspectives outcome includes demonstrated knowledge of different human groups, activities or artifacts in contemporary, historical, indigenous, artistic, musical, geographic, economic, political, or literary contexts.*

### GELO6 - ART, HUMANITIES AND LITERATURE:

Demonstrate knowledge of artistic and philosophical endeavor through study of works or primary sources drawn from diverse media, genres and historical periods.

*The art, humanities and literature outcome may include (but is not limited to) demonstrated knowledge of visual arts, philosophy, religion, literature, music, or dance.*

### GELO7 - SOCIAL AND NATURAL SCIENCE LITERACY:

Demonstrate knowledge of the purview, processes and contributions associated with different social and natural scientific disciplines.

*Social and natural science literacy includes knowledge of research methods, laboratory techniques, disciplinary history or major findings of more than one social and natural science discipline. This outcome reflects what students will learn by graduation and not what a single social or natural science course will cover.*

### GELO8 - CONTEMPORARY ETHICAL ISSUES:

Analyze a dilemma, issue or topic to develop an ethical judgment, argument or position.

*Contemporary ethical issues include (but are not limited to) ethical reasoning about events, governmental policies, human rights, business practices and the conduct of research.*





# Academic Programs

*Students selected to study at UH West O'ahu have elected to attend a university with an emphasis on the liberal arts and a professional studies curriculum. UH West O'ahu's programs place major emphasis on quality instruction and individual student learning. There are multiple opportunities for interaction with peers and faculty. The organization and philosophy of the University assumes that students will take an active part in establishing their educational goals and in planning their educational programs. Students are expected to take full advantage of UH West O'ahu's personalized setting to give full expression to their ideas and insights along with other members of the academic community.*

## MAJORS AND CONCENTRATIONS

The UH West O'ahu curriculum offers four Baccalaureate degrees: a Bachelor of Arts with five majors: Business Administration, Creative Media, Humanities, Public Administration, and Social Sciences; a Bachelor of Education; a Bachelor of Applied Science; and a Bachelor of Science. Each major within the degrees requires students to choose a concentration, or area of study. The requirements for each degree assure the attainment of both breadth and depth of knowledge in the chosen field. Although briefly covered here, details of each degree and concentration are described in more detail in other chapters of this catalog.

1. The Bachelor of Arts in Business Administration offers concentrations in General Business Administration, Accounting, Facilities Management, Finance, Hospitality & Tourism, Management, or Marketing. All students pursuing Business Administration are required to take core courses which form the foundation of the major, and to complete a capstone course (e.g., Senior Project or Administrative Practicum). The Bachelor of Arts in Business Administration (BABA) prepares students for management roles in business. Students receive a solid foundation in business objectives and processes. All BABA students are provided with an understanding of the perspectives that form the context of business, including ethical and global issues; the influence of political, social, legal, regulatory, environmental, and technological issues; and the impact of demographic diversity on organizations. Students who choose to study general business will receive

a broad educational experience that will be relevant to many functional areas in the private or public sector, self-employment or entrepreneurship. Those who choose the accounting concentration will receive the educational foundation for entry to a wide range of accounting and business careers, including a path to public accounting as a Certified Public Accountant (CPA). Facilities management students will be exposed to topics such as building operations, personnel management, and customer service, to prepare them for industry certification. The study of finance prepares students for careers in commercial and investment banking, consulting, insurance, real estate, academia, non-profit organizations, and government. The Hospitality & Tourism concentration prepares students for managerial positions with a local and global perspective of the industry; students have the opportunity to expand their knowledge of the service oriented economics and concepts of hospitality and tourism. The study of management prepares students in two broad areas: 1) working with people—hiring, training, coordinating, and creating an effective environment for the attainment of a business objectives and 2) providing the skills and knowledge to become a manager of a business or organization where strategy and decision-making skills are important. Marketing students learn to evaluate and develop advertising, public relations, and direct mail campaigns, as well as examine the science of consumer behavior and business in the context of promotion and publicity.

2. The Bachelor of Arts in Humanities offers concentrations in Creative Media, English, Hawaiian-Pacific Studies, History, Mathematics, or Philosophy. Students gain breadth in the Humanities, where multidisciplinary and multi-cultural perspectives are considered important, by taking a number of Humanities Core requirements that focus on these topics. Students also study in their discipline of choice, taking courses that meet the concentration's requirements. All students majoring in Humanities are required to complete a capstone course in their concentration of choice (e.g., Senior Project or Senior Practicum). A certificate in Asian Studies and a certificate in Music are also offered and may be completed along with any degree program.
3. The Bachelor of Arts in Public Administration offers concentrations in Community Health, Disaster Preparedness & Emergency Management, Health Care Administration, General Public Administration, Justice Administration, and Long-Term Care. All students majoring in Public Administration are required to take core courses and complete a capstone course (e.g., Senior Project or Administrative Practicum). A homeland security certificate in Disaster Preparedness & Emergency Management, and a certificate in Health Care Administration are also offered and may be completed independently or along with the BA degree.
4. The Bachelor of Arts in Social Sciences offers concentrations in Anthropology, Early Childhood Education, Economics, Political Science, Psychology or Sociology. In addition to required courses in the concentration, students also gain breadth in the social sciences by taking an additional nine credits from a complementary social science field. For example, a student who chooses a concentration in psychology must complete nine credits in one of the following areas: anthropology, early childhood education, economics, sociology, or political science. Social Sciences Basic courses, which integrate knowledge from several disciplines, and/or skills courses, related to study in the social sciences must also be completed. All students majoring in Social Sciences are required to complete a capstone course (e.g., Senior Project or Senior Practicum). Certificates in Substance Abuse and Addictions Studies, and Applied Forensic Anthropology may be completed independently or with the BA degree; a Gender Studies certificate may be added with any degree program.
5. The Bachelor of Education offers concentrations in Elementary Education (grades K-6); Middle-level Education (grades 6-8) English, Social Studies, General Science, and Mathematics; and Secondary Education (grades 6-12) English, Social Studies, Biology, General Science, and Mathematics. Candidates whose concentration is middle-level or secondary English Education earn dual degrees in Education (B.Ed.) and in Humanities (B.A.). Adding the field of Special Education, at the corresponding grade levels, is optional for all Education concentrations. Building on a strong general education and subject area foundation, the programs offer course work in Pre-Professional (200-300-level) and Professional Teacher Education (400-level). Education courses across the curriculum are field-based. With guidance from an elementary, middle school, or high school classroom teacher mentor, teacher candidates gain first-hand experience working with students in grades K-12. Each program culminates in a 15 week Student Teaching semester.
6. The Bachelor of Applied Science is designed to meet the academic and professional needs of students who have earned two-year technical or professional degrees (i.e., Associate in Science) from one of the University of Hawai'i Community Colleges as well as students seeking a four year BAS degree in specified concentrations. Currently, there are ten concentration areas: Creative Media; Culinary Management; Facilities Management; Information Security & Assurance; Information Technology; Respiratory Care; Sustainable Community Food Systems; and new concentration areas in Hawaiian and Indigenous Health and Healing; Health Information Management; and Health Professions. This degree will provide an interdisciplinary core knowledge base that will serve as a shared foundation for a variety of AS programs. The objectives for the Bachelor of Applied Science degree are to prepare students to meet the changing standards in various skilled occupations and to address state workforce needs. The degree has been designed to be sufficiently flexible to allow for some variance in the degree requirements and the number of credits required for each concentration. This ensures that students in markedly different fields obtain sufficient grounding in the core applied science course work, the necessary theoretical and specialized knowledge in their concentration area, and in general education core and focus requirements. All concentrations within this degree will culminate in a capstone course (i.e., Senior Project or Senior Practicum) which reflects their area of interest.
7. The Bachelor of Arts in Creative Media offers concentrations in General Creative Media, Communications and New Media Technologies, Design and Media, and Video

**Game Design and Development.** The program recognizes the evolving technology that drives content creation and emerging media platforms. All BA-CM students will receive an innovative educational experience that weaves the narrative, art and design, information science and emerging technologies necessary for a broad range of careers in government and non-government organizations, educational institutions, technological firms and private firms and agencies. All students gain the breadth of Creative Media, where content creation is viewed through multiple lenses and production uses all types of media to tell stories by taking a number of Creative Media core requirements that focus on the pillars of different modes of communication. Students also study in their area of focus, by taking courses that meet the concentration requirements. All students majoring in Creative Media are required to complete a pre-capstone experience and a capstone in their concentration of choice.

8. The Bachelor of Science in Natural Science (BS-NSCI) degree offers a concentration in Applied Mathematics with plans to expand to concentrations in Life Science (Biology) and Health Sciences. The BS-NSCI is the first STEM degree program offered at UH-West O'ahu and students will gain knowledge in the Natural Sciences, including a core requirement of year-long sequences in Biology, Calculus, Chemistry, and Physics. At the same time, the NSCI degree promotes indigenous knowledge by including course offerings in Native Hawaiian and Indigenous Health and Healing in its core set of requirements.

The overarching goals of the NSCI degree are to provide students with a robust knowledge in the Natural Sciences, prepare students for a career requiring strong mathematical and scientific backgrounds, and equip students with a sound foundation to succeed in graduate school. All students majoring in NSCI are required to complete a capstone course in their concentration of choice (e.g., Senior Project or Senior Practicum).





# Graduation Requirements

Candidates for a degree from UH West O‘ahu must be enrolled at UH West O‘ahu the semester they apply for graduation and must satisfy the following requirements for graduation:

- I. General Education core (Foundations and Diversification) and Focus requirements (Hawaiian, Asian, Pacific Issues, Oral Communication, Contemporary Ethical Issues and Writing-Intensive course work.)
- II. Major and Concentration requirements
- III. Credit requirements
- IV. Grade point average (GPA) requirement

## I. GENERAL EDUCATION CORE AND FOCUS REQUIREMENTS

Students admitted to UH West O‘ahu are required to complete the General Education and Focus requirements. The General Education requirements consist of two components: foundations and diversification requirements. Focus requirements are university/graduation requirements required of all students. Certification of course work completed to meet general education requirements will be made by the Office of Admissions. Questions on the applicability of course work should be directed to a Success Advisor in Student Affairs.

### A. General Education Core Requirements:

1. Foundations Requirements: 12 credits  
Courses that fulfill Foundations requirements may not be used to fulfill other General Education requirements.
  - a. Written Communication (FW): 3 credits
  - b. Quantitative Reasoning (\*FQ, effective Fall 2018): 3 credits
  - c. Global and Multicultural Perspectives (FG): 6 credits, from two different groups.
    1. Group A: Primarily before 1500 CE
    2. Group B: Primarily after 1500 CE
    3. Group C: Pre-history to present

2. Diversification Requirements: 19 credits
  - a. Arts, Humanities and Literature (DA, DH, DL): 6 credits from two different subject areas.
  - b. Social Sciences (DS): 6 credits from two different areas.
  - c. Natural Sciences (DB, DP, DY): 7 credits with 3 credits from the biological sciences (DB), 3 credits from the physical sciences (DP) and 1 credit of laboratory (DY).

\* Effective Fall 2018, Quantitative Reasoning (FQ) replaces Symbolic Reasoning (FS) as a General Education requirement. To ensure there is adequate time for students who entered the UH System prior to Fall 2018 to complete their FS requirements, FS courses will be offered through Summer 2023 at UH West O‘ahu and through Summer 2020 at UH Community Colleges. Students entering the UH System in Fall 2018 and beyond may select courses with the FQ designation. Students who entered the UH System prior to Fall 2018 and have been continuously enrolled should refer to their original catalog year requirements. Students should contact a student services advisor for more information.



**B. Focus Requirements:**

1. Hawaiian, Asian, and Pacific Issues (HAP): 1 class
2. Oral Communication (OC): 1 class
3. Contemporary Ethical Issues (ETH): 1 class
4. Writing-Intensive (WI): 3 classes at the upper division level A minimum of two classes must come from course work outside of the capstone class.

**C. General Education and Focus Requirements for Transfer Students:**

A student who has earned an Associate in Arts (AA) degree at a UH community college or at a regionally accredited institution shall be accepted as having fulfilled the General Education Core (Foundations and Diversification) requirements. Focus requirements are graduation requirements required of all students. See previous section for a description of General Education and Focus requirements. Certification of course work completed to meet requirements will be made by the Office of Admissions. Questions on the applicability of

course work should be directed to a Success Advisor.

A transfer student admitted to UH West O'ahu without an AA degree will be evaluated for completion of General Education and Focus requirements on a course-by-course basis. Certification of course work completed to meet General Education requirements will be made by the Office of Admissions. Questions on the applicability of course work should be directed to a Success Advisor in Student Affairs.



## II. MAJOR, CONCENTRATION AND PROGRAM REQUIREMENTS

Students seeking a degree must complete a minimum number of upper division credits in one major as follows.

### A. Bachelor of Arts in Business Administration

1. Twenty-seven credits in Business core courses, including capstone course (Senior Project or Administrative Practicum)
2. Twelve to fifteen credits in a concentration: Accounting, Facilities Management, Finance, Hospitality and Tourism, Management, Marketing, or General Business Administration.
3. ENG 200 Composition II; or  
ENG 209 Business Writing
4. MATH 103 College Algebra; or  
MATH 115 Statistics; or higher MATH
5. ACC 201 Intro to Financial Accounting
6. ACC 202 Intro to Managerial Accounting
7. ECON 130 Principles of Microeconomics
8. ECON 131 Principles of Macroeconomics
9. ICS 101 Digital Tools for the Information World
10. Electives (as required to meet the minimum 120 credits, which includes a minimum of 45 upper division credits for graduation).

### B. Bachelor of Arts in Humanities

1. HIST 151 World History to 1500 (also meets a Gen Ed Foundations requirement)
2. HIST 152 World History since 1500 (also meets a Gen Ed Foundations requirement)
3. ENG 200 Composition II
4. MATH 100 Survey of Mathematics; or higher MATH; MATH concentration requires MATH 241 or higher.
5. Nine credits chosen from the following (no more than 6 credits in any one subject area):  
ENG 253 Survey of World Literature I  
ENG 254 World Literature II  
ENG 257α Literary Themes  
HIST 231 European Civilization, 1500-1800  
HIST 232 Modern European Civilization  
HIST 241 Civilizations of Asia  
HIST 281 Intro to American History I  
HIST 288 Survey of Pacific Islands History  
HIST 282 Intro to American History II  
HWST 107 Hawai'i: Center of the Pacific  
MUS 107 Music in World Cultures  
MUS 108 Fundamentals of Western Music  
MUS 265 History of Western Music to 1750  
MUS 266 History of Western Music after 1750

- PACS 108 Pacific Worlds: Intro to Pacific Islands Studies
- PHIL 102 Intro to Philosophy: Asian Traditions
- PHIL 210 Social and Political Philosophy
- PHIL 220 Intro to Feminism

6. HUM 300 Humanities Seminar
7. Six credits in one additional Humanities concentration (complementary area).
8. Concentration requirements, including Senior Project or Senior Practicum:
  - Creative Media: 51 credits
  - English: 48 credits
  - Hawaiian-Pacific Studies: 49 credits
  - History: 36 credits
  - Mathematics: 42 credits
  - Philosophy: 30 credits
9. Recommended: 2 semesters of Hawaiian or a second language
10. Electives (as required to meet the minimum 120 credits, which includes a minimum of 45 upper division credits for graduation).

### C. Bachelor of Arts in Public Administration

1. Twenty-seven credits in Public Administration core courses, including the capstone course (Senior Project or Administrative Practicum)
2. Eighteen credits in a concentration: General Public Administration, Community Health, Disaster Preparedness and Emergency Management, Health Care Administration, or Justice Administration
3. ENG 200 Composition II or  
ENG 209 Business Writing
4. MATH 100 Survey of Mathematics; or  
MATH 115 Statistics; or higher MATH
5. Electives (as required to meet the minimum 120 credits, which includes a minimum of 45 upper division credits for graduation).

### D. Bachelor of Arts in Social Sciences

1. Nine credits in Social Sciences Basic and Skills courses
2. Twenty-one to twenty-four credits in one Social Science concentration, including the capstone course (Senior Project or Social Sciences Practicum) as applicable to the concentration
3. Nine credits in one additional Social Science concentration (Complementary area)
4. ENG 200 Composition II with a C- or better
5. MATH 103 College Algebra or  
MATH 115 Statistics, or higher MATH
6. Electives (as required to meet the minimum 120 credits, which includes a minimum of 45 upper division credits for graduation).



**E. Bachelor of Education**

1. Eighteen to twenty-four credits in the Foundational and Pre-professional Teacher Education program.
2. ENG 200 Composition II with a C- or better.
3. For Elementary and Middle-Level Math: MATH 103, MATH 111, MATH 112;  
For Middle-Level/Secondary, Social Studies and English: MATH 100 or higher;  
For Middle-Level/Secondary, General Science and Biology: MATH 103;  
For Secondary Math: MATH 241.
4. Thirty-nine to fifty-seven credits in the Teaching Area (Social Studies, English, Math, General Science, Biology) credits in the 400-level series for the Professional Teacher Education, including the capstone (Professional Student Teaching Semester and Seminar)
5. Electives (as required to meet the minimum 120 credits, which includes a minimum of 45 upper division credits for graduation)

**F. Bachelor of Applied Science**

1. Eighteen credits in the applied science core including the capstone course (APSC Senior Project or Senior Practicum)
2. ENG 200 Composition II; or ENG 209 Business Writing; or ENG 210 or ENG 215.
3. Thirty-three to fifty-one credits in a concentration area, that may require coursework at a Community College: CM, CULM, FMGT, HHH, HIM, HP, ISA, IT, RESP, SCFS.
4. Electives (as required to meet the minimum 120 credits, which includes a minimum of 45 upper division credits for graduation).

**G. Bachelor of Arts in Creative Media**

1. Fifteen to eighteen credits of lower division Creative Media Foundational core requirements; twenty-one credits upper division Creative Media core; and six credits of capstone.
2. Twelve credits in a concentration area; and nine credits of area electives.
3. ENG 200 Composition II; or  
ENG 209 Business Writing; or ENG 210 or ENG 215
4. MATH 100, 103, 103M/L, 115, 135, or higher.

**H. Bachelor of Science in Natural Sciences**

1. Thirty-four to forty-four credits of Natural Sciences lower division core requirements and 7 credits upper division, and capstone.
2. Thirty-one credits (AM) in a concentration
3. ENG 200 Composition II; or  
ENG 209 Business Writing; or ENG 210 or ENG 215
4. MATH 241 Calculus I, or higher

5. Nine credits of AM electives

6. Electives (as required to meet the minimum 120 credits, which includes a minimum of 45 upper division credits for graduation).

**III. CREDIT REQUIREMENTS**

The minimum requirement for a Bachelor's degree is 120 credits of applicable college-level work, depending on the degree.

- A. Of these 120 credits, a minimum of 45 must be earned in upper division courses, or courses at the 300 and 400 level.
- B. Residency requirement: A minimum of 30 credits must be earned "in residence" through courses taken at UH West O'ahu. Credits earned through "credit by examination" or other equivalency may not be used to fulfill the residency requirement.
- C. The maximum number of credits from lower division courses, and credit/no credit courses applicable to this requirement are as follows:
  1. From a community college, or other lower division program, 75 transferable college-level credits; and
  2. From credit/no credit courses, 21 transferable college-level semester credits.

**IV. GRADE POINT AVERAGE (GPA) REQUIREMENTS**

Three grade point averages (GPA), each 2.0 or higher, are required for graduation:

**A. Bachelor of Arts, Bachelor of Applied Science, and Bachelor of Science:**

1. A minimum GPA of 2.0 or higher based on all courses completed in the area of concentration (concentration GPA).
2. A minimum GPA of 2.0 or higher based on all courses completed at UH West O'ahu (cumulative GPA).

**B. Bachelor of Education:** GPA requirements are based on licensure requirements.

1. A minimum 2.5 overall GPA is required for entry into the 400-level Professional Teacher Education course work.
2. A minimum GPA of 2.75 cumulative based on completed Education courses at UH West O'ahu is required for admission to the Professional Student Teaching semester.

# Division of Business Administration

## BUSINESS ADMINISTRATION

### FACULTY/STAFF

Matthew Chapman, Computer Science & Cyber Security;  
Division Chair  
D. Eun Ahn, Finance  
James Burrell, Information Technology & Cyber Security  
Joanne Chinen-Moore, Marketing/General Business  
David Dinh, General Business  
Holly Itoga, Hospitality & Tourism  
Edward Keaunui, Management/Marketing /Risk Management  
& Insurance  
Franklin Kudo, Accounting  
Katie Landgraf, Accounting  
Sharon Lee, Finance  
Susan McMahon, Accounting  
Michael Miranda, Information Technology & Cyber Security  
Joel Nonnweiler, Facilities Management  
Linda Randall, Management  
Leslie Rush, Statistics/General Business  
Keith Sakuda, Management  
Eli Tsukayama, Marketing  
Eric Wen, Accounting  
Stefanie Wilson, Management  
Marnelli Joy B. Ulep, Business Capstone Coordinator

### GENERAL INFORMATION

Students in Business Administration earn a Bachelor of Arts in Business Administration (BABA). Students choose a concentration within the business administration major. The concentrations are General Business Administration, Accounting, Facilities Management, Finance, Hospitality & Tourism, Management, and Marketing. Students may also choose to complete

a dual concentration by completing all the requirements of two concentrations within the business administration major.

Students pursuing the BABA must take core courses in their area of study, including a capstone course and courses in their respective areas of concentration. It is highly recommended that students consult with a Faculty Advisor before beginning course work.

The Bachelor of Arts in Business Administration (BABA) prepares students for careers in business. Students receive a solid foundation in business principles and processes. All BABA students are provided with an understanding of the perspectives that form the context of business, including ethical and global issues; the influence of political, social, legal, regulatory, environmental, and technological issues; and the impact of demographic diversity on organizations.

Students who choose to study general business will receive a broad educational experience that will be relevant to many functional areas in the private or public sector, or self-employment, and entrepreneurship. Those who choose the accounting concentration will receive the educational foundation for entry to a wide range of accounting and business careers, including a path to public accounting as a Certified Public Accountant (CPA). Facilities management students will be exposed to topics such as building operations, personnel management, and customer service to prepare them for industry certification. Finance students will develop analytical skills to achieve financial goals at the personal and corporate levels. The Hospitality & Tourism concentration prepares students for managerial positions with a local and global perspective of the industry; students will learn the fundamental understandings of the service oriented economics and concepts of hospitality and tourism. Management students will gain critical thinking skills necessary for effective managerial decision making in dynamic and diverse work environments. Marketing students learn

to evaluate and develop advertising, public relations, and direct mail campaigns as well as examine the science of consumer behavior and business in the context of promotion and publicity.

With the BABA, students will be well prepared to pursue advanced degrees such as the Master of Business Administration or Master of Accounting at graduate schools.

This program conditionally accredited by the Accreditation Council for Business Schools and Programs.



## LEARNING OUTCOMES

Students at UH West O'ahu are expected to apply specific knowledge and skills towards mastering material in an academic major and concentration. To assure educational quality and curricular coherence, UH West O'ahu has identified learning outcomes appropriate for Business Administration students as follows.

### DEGREE LEARNING OUTCOMES

Graduates with a major in **Business Administration** from UH West O'ahu will be able to:

- **DLO1** - Demonstrate critical thinking, research and communication skills as applied to organizations.
- **DLO2** - Explain the cultural context of organizations operating in a global environment.
- **DLO3** - Demonstrate the knowledge and skills necessary for responsible professionals with growing responsibilities in business roles.
- **DLO4** - Demonstrate the ethical and behavioral skills for effective job performance.

### CONCENTRATION LEARNING OUTCOMES

Graduates with a concentration in **General Business Administration (GBUS)** from UH West O'ahu will be able to:

- **CLO1** - Demonstrate written and oral communication skills in the field of business administration.
- **CLO2** - Demonstrate quantitative, technological, and

analytical skills necessary for problem solving in the field of business administration.

- **CLO3** – Identify international, global and local issues affecting the business environment.
- **CLO4** – Identify ethical and legal issues of organizations and society.

Graduates with a concentration in **Accounting (ACC)** from UH West O'ahu will be able to:

- **CLO1** - Apply the necessary accounting skills to prepare and analyze financial statements and other financial information for internal or external users or regulatory agencies.
- **CLO2** - Demonstrate written communication utilizing information literacy skills in the field of Accounting.
- **CLO3** - Demonstrate an understanding of the accounting information system and the ability to use the double-entry recording system to properly identify, measure and record enterprise transactions.
- **CLO4** - Demonstrate an understanding of the accounting principles, concepts and standards to properly value asset, liability, equity, revenue and expense accounts.
- **CLO5** - Understand how to utilize financial data for management decision-making.

Graduates with a concentration in **Facilities Management (FMGT)** from UH West O'ahu will be able to:

- **CLO1** - Demonstrate basic skills to effectively manage the project management function within the context of sustainable buildings & infrastructures.
- **CLO2** - Demonstrate basic skills to effectively manage the operation & maintenance function within the context of sustainable buildings and infrastructures
- **CLO3** - Demonstrate basic skills to effectively manage the environmental, health, and safety function within the context of sustainable buildings and infrastructures.
- **CLO4** - Demonstrate basic skills to effectively manage the corporate real estate portfolio within the context of sustainable buildings and infrastructures.

Graduates with a concentration in **Finance (FIN)** from UH West O'ahu will be able to:

- **CLO1** - Use quantitative tools to evaluate and manage risk and calculate company value.
- **CLO2** - Use time value of money concepts to solve financial problems.
- **CLO3** - Use valuation methods to price securities.
- **CLO 4** - Use the capital structure of a company to calculate the firm's cost of capital.

Graduates with a concentration in Hospitality & Tourism (**HOST**) will:

- **CLO 1** - Demonstrate interpersonal and leadership skills through the usage of oral or written communication.
- **CLO 2** - Understand central concepts, current trends, and issues in the hospitality and tourism industry within a local and global framework.
- **CLO 3** - Demonstrate an awareness and understanding of the importance of ethical and cultural considerations within the hospitality and tourism industry.

Graduates with a concentration in **Management (MGT)** from UH West O'ahu will be able to:

- **CLO 1** - Demonstrate proficiency in understanding the central concepts of management.
- **CLO 2** - Analyze and provide solutions to management problems, policy and ethical dilemmas through written communication skills.
- **CLO 3** - Demonstrate proficiency in using critical thinking skills necessary to discuss effective managerial decision making opportunities within a dynamic and diverse work environment.

Graduates with a concentration in **Marketing (MKT)** from UH West O'ahu will be able to:

- **CLO 1** - Demonstrate proficiency in understanding the central concepts of marketing.
- **CLO 2** - Analyze and provide solutions to marketing problems, policy and ethical dilemmas through written communication skills.
- **CLO 3** - Demonstrate proficiency in using critical thinking skills necessary for discussing responsible managerial and leadership position in marketing organizations.

## BUSINESS ADMINISTRATION MAJOR REQUIREMENTS

Students pursuing the Bachelor of Arts in Business Administration must complete the following:

1. Twenty-four credits of core course work is required:
  - BUSA 300 Principles of Marketing
  - BUSA 312 Intermediate Financial Accounting I
  - BUSA 320 Statistics for Decision-Making
  - BUSA 321 Business Finance
  - BUSA 324 Business Law
  - BUSA 345 Management of Information Systems
  - BUSA 386 Global Mgt & Organizational Behavior
  - BUSA 435 Strategic Management
2. Capstone requirement: Three credits from one of the following, to be taken in the senior year:
  - BUSA 486a Senior Project, or
  - BUSA 490a Administrative Practicum, or
  - BUSA 488a Senior Case Studies, or
  - BUSA 494 Small Bus Inst Superv Field Study
3. Twelve to fifteen credits in the area of Concentration (General Business Administration, Accounting, Facilities Management, Finance, Hospitality & Tourism, Management, or Marketing.)
4. Six credits of Accounting at the lower division level:
  - ACC 201 Introduction to Financial Accounting
  - ACC 202 Introduction to Managerial Accounting
5. Six credits of Economics at the lower division level:
  - ECON 130 Principles of Microeconomics
  - ECON 131 Principles of Macroeconomics
6. ICS 101 Digital Tools for the Information World, or equivalent
7. ENG 200 Composition II or ENG 209 Business Writing
8. MATH 103 College Algebra or MATH 115 Statistics or higher MATH



## BUSINESS ADMINISTRATION CONCENTRATIONS

### ACCOUNTING (ACC)

Students with a concentration in Accounting will complete:

- BUSA 313 Intermediate Financial Accounting II:

Choose 12 credits from the following:

- BUSA 309 Hospitality Accounting
- BUSA 318 Intermediate Managerial Accounting
- BUSA 319 Federal Tax: Individual Income
- BUSA 414 Governmental Accounting
- BUSA 415 Auditing
- BUSA 416 Accounting Information Systems
- BUSA 418 Advanced Accounting
- BUSA 419 Corporate and Partnership Tax
- BUSA 459 Estate and Gift Taxation
- BUSA 498α Selected Topics in Business Administration (ACC Topics)
- BUSA 499 Directed Reading and Research
- Only one of the following courses may be used:
  - BUSA 301 Personal Finance
  - BUSA 348 Data Analytics for Business
  - BUSA 440 Business Communications

Students with a concentration in Accounting must complete ACC 201 and ACC 202 with a grade of C or higher.

The Accounting concentration is also available to neighbor island students via distance delivery.

The Faculty contact for the Accounting concentration is:

- Katie Landgraf  
Email: katiebl@hawaii.edu; Phone (808) 689-2382

### FACILITIES MANAGEMENT (FMGT)

Students with a concentration in Facilities Management will complete 18 credits, including the following required courses:

- FMGT 300 Principles & Practices for Facilities Mgt
- FMGT 301 Project Mgt for Facilities or equivalent (ITS/ BUSA 410)
- FMGT 302 Operations & Maintenance Mgt for Facilities
- FMGT 401 Environmental, Health & Safety Mgt for Facilities
- FMGT 402 Corporate Real Estate Mgt for Facilities
- FMGT 403 Sustainable Strategies for Facilities

The Faculty contact for the Facilities Management concentration is:

- Joel Nonnweiler  
Email: jnonn@hawaii.edu; Phone (808) 689-2333

### FINANCE (FIN)

Students with a concentration in Finance will complete:

- FIN 307 Corporate Finance

In addition, twelve credits chosen from the following (at least six credits must be FIN):

- BUSA 308 Principles of Risk Management & Insurance
- BUSA 328 Personal Lines Insurance
- BUSA 338 Commercial Insurance
- BUSA 427 Topics and Cases in Business Finance
- BUSA 428 Enterprise Risk Management
- FIN 301 Personal Finance
- FIN 322 Money and Capital Markets
- FIN 326 Investments
- FIN 412 Futures and Options
- FIN 461 International Trade and Finance
- FIN 491 Entrepreneurial Service Learning
- FIN 498α Selected Topics in Finance
- FIN 499 Directed Reading and Research

The Faculty contact for the Finance concentration is:

- Dr. Matthew Chapman  
Email: mchapman@hawaii.edu; Phone (808) 689-2333

**GENERAL BUSINESS ADMINISTRATION (GBUS)**

Students with a concentration in General Business Administration will complete twelve credits, with at least one class from three different business areas (concentration/cluster): Accounting, Business, Finance, Hospitality & Tourism, Management, Marketing, and Economics.

**Economics Cluster**

- ECON 300 Intermediate Macroeconomic Theory
- ECON 301 Intermediate Microeconomic Theory
- ECON 302 Managerial Economics

The General Business Administration concentration is also available to neighbor island students via distance delivery.

The Faculty contacts for the General Business Administration concentration are:

- Leslie Rush  
Email: lrush@hawaii.edu; Phone (808) 689-2330
- Dr. Linda Randall  
Email: linda3@hawaii.edu; Phone (808) 689-2336

**HOSPITALITY AND TOURISM (HOST)**

Students with a concentration in Hospitality and Tourism will complete fifteen credits chosen from the following:

- BUSA 306 Hospitality and Travel Administration
- BUSA 309 Hospitality Accounting
- BUSA 340 Business Intelligence
- BUSA 351 Human Resources Management
- BUSA 390α Topics in Hospitality & Tourism
- BUSA 398α Selected Topics in Business Administration (HOST topics)
- BUSA 409 Hospitality and Tourism Marketing
- BUSA 421 Sustainability in Tourism
- BUSA 423 Hotel Investments
- BUSA 482 Executive Lecture Series-HOST
- BUSA 498α Selected Topics in Business Administration (HOST topics)
- BUSA 499 Directed Reading and Research
- FMGT 300 Principles and Practices for Facilities Mgt
- HOST 313 Foodservices Management
- HOST 314 Lodging Operations Management

The Hospitality and Tourism concentration is also available to neighbor island students via distance delivery.

The Faculty contact for the Hospitality and Tourism concentration is:

- Dr. Holly Itoga  
Email: holly7@hawaii.edu; Phone (808) 689-2338

**MANAGEMENT (MGT)**

Students with a concentration in Management will complete:

- MGT 310 Principles of Management

In addition, twelve credits chosen from the following:

- MGT 301 Business Ethics
- MGT 320 Fund of Entrepreneurship & Small Bus Mgt
- MGT 322 Leadership in Organizations
- MGT 325 Operations Management
- MGT 330 Human Resource Management
- MGT 341 Behavior in Organizations
- MGT 343 Comparative Management
- MGT 370 Global External Environment

The Faculty contact for the Management concentration is:

- Dr. Keith Sakuda  
Email: ksakuda@hawaii.edu; Phone: (808) 689-2335

**MARKETING (MKT)**

Students with a concentration in Marketing will complete twelve credits, chosen from the following:

- BUSA 304 Consumer Behavior
- BUSA 305 Advertising and Promotion Management
- BUSA 325 Asian Economies, Business and Consumers
- BUSA 331 Marketing Research
- BUSA 364 Retailing Management
- BUSA 408 International Marketing
- BUSA 409 Hospitality and Tourism Marketing
- BUSA 476 Health Care Marketing
- BUSA 479 Principles of Public Relations
- BUSA 485 E-Commerce with Intl Perspectives
- BUSA 498α Selected Topics in Business Administration (MKT Topics)

The Marketing concentration is also available to neighbor island students via distance delivery.

The Faculty contacts for the Marketing concentration are:

- Dr. Eli Tsukayama  
Email: etsukaya@hawaii.edu; Phone (808) 689-2395
- David Dinh  
Email: ddinh@hawaii.edu; Phone (808) 689-2360



## **BUSINESS ADMINISTRATION CERTIFICATE**

### **CERTIFICATE IN RISK MANAGEMENT AND INSURANCE (RMI)**

The Certificate in Risk Management and Insurance is designed to prepare students to become working professionals in the property and casualty insurance industry and to provide students with the information needed to pass licensure examinations such as the Chartered Property Casualty Underwriters series.

Students with a certificate in **Risk Management and Insurance** will:

RMI1: Examine how individuals and business entities approach the problem of dealing with losses.

RMI2: Analyze the economic impact of losses on the individual and entity.

RMI3: Develop mitigating strategies to manage and finance risk.

Completion of the 18-credit cluster of courses below will lead to a certificate in Risk Management and Insurance:

- BUSA 301 Personal Finance
- BUSA 308 Principles of Risk Management and Insurance
- BUSA 324 Business Law
- BUSA 328 Personal Lines Insurance
- BUSA 338 Commercial Insurance
- BUSA 428 Enterprise Risk Management

The Risk Management and Insurance certificate is also available to neighbor island students via distance delivery.

The Faculty contact for the Risk Management and Insurance certificate is:

- Edward Keaunui  
Email: [ekaunui@hawaii.edu](mailto:ekaunui@hawaii.edu); Phone (808) 689-2393

# Division of Education

## EDUCATION FACULTY/STAFF

Mary F. Heller, Language Arts; Literacy; Division Chair

Michael T. Hayes, Educational Foundations

Cathy Ikeda, Middle Level/Secondary English

Laurie James, Mathematics Education

Richard M. Jones, Science Education; Earth Sciences

Stephanie H. Kamai, (Field Placement Coordinator),  
Teacher Education; Supervision

Joy Mahiko, Special Education

Paula B. Major, Elementary Social Studies Education;  
Multicultural Education; Culturally/Linguistically  
Diverse Learners

Jonathan L. Schwartz, (TaskStream Administrator),  
Educational Foundations; Literacy; Special Education

Kristen Nakamoto, Academic Support

## GENERAL INFORMATION

Elementary (K-6), Middle-level (6-8), and Secondary (6-12) Education programs of study include three categories of course work: General Education (Foundations and Diversification), Pre-professional Teacher Education, and Professional Teacher Education. . All programs of study in Education have the option to add the field of Special Education to the selected area of concentration for SPED (K-6), SPED (6-8) or SPED (6-12). Embedded within the curriculum are university graduation requirements, including writing intensive (WI) courses and courses that focus on Hawaiian, Asian, & Pacific (HAP) studies, oral communications (OC), and ethics (ETH). Innovative, field-based course work is a hallmark of programs that engage teacher candidates in first-hand experiences working with K-12 students, under the guidance of mentor teachers and university supervisors. Successful completion of the B.Ed. program of study enables the Division to recommend candidates to the Hawai'i Teacher Standards Board (HTSB.org) for a Hawai'i teaching license in the following areas: Elementary Education, grades K-6; Middle-level Education, grades 6-8, in English, Social Studies, General Science and/or Mathematics; Secondary Education, grades 6-12, in English, Social Studies, General Science, Biology, and/or Mathematics.

The Bachelor of Arts in Social Sciences, with a concentration in Early Childhood Education, is a non-licensure program currently housed in the Division of Social Sciences. See pages 104-105 for more information.

## LEARNING OUTCOMES

The Division of Education's Conceptual Framework serves as a guide for fulfilling the Teacher Education Programs' vision of preparing highly qualified teachers for entry into the skilled workforce. The programs recognize the contributions



of general education, content area studies, and professional studies to the preparation of educators. Three goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree are committed to the following:

- Delivering high quality instruction that addresses the needs of the whole child.
- Embracing social justice and equity for all.
- Becoming reflective practitioners and life-long learners.



In support of the programs' philosophy and objectives, learning outcomes for all Education majors are fully aligned with the standards of the teaching profession, as required by the National Council for the Accreditation of Teacher Education (NCATE), the Hawai'i Teacher Standards Board (HTSB), the Interstate Teacher Assessment and Support Consortium (InTASC), the Association for Childhood Education International (ACEI), the National Council of Teachers of English (NCTE), the National Council for the Social Studies (NCSS), the National Middle School Association (NMSA), the National Science Teachers Association (NSTA), and the National Council of Teachers of Mathematics (NCTM). Additionally, all programs address UH West O'ahu Institutional Learning Outcomes.

## DEGREE LEARNING OUTCOMES

Graduates of the Bachelor of Education (B.Ed.) degrees with concentrations in Elementary, Middle-level, and Secondary Education will be able to:

- **DLO1** - Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **DLO2** - Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **DLO3** - Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in

learning, and self-motivation.

- **DLO4** - Understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create meaningful learning experiences that assure mastery of content.
- **DLO5** - Understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues
- **DLO6** - Understand and use 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.
- **DLO7** - Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **DLO8** - Understand and use 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.
- **DLO9** - Engage in ongoing professional learning and use 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 adapt practice to meet the needs of each learner.
- **DLO10** - Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## CONCENTRATION LEARNING OUTCOMES

Graduates of the Bachelor of Education (B.Ed.) degree with concentration in **Elementary Education** (grades K-6), will be able to:

- **CLO1** - know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- **CLO2** - demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations,

materials, and ideas.

- **CLO3** - know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;
- **CLO4** - know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;
- **CLO5** - know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;
- **CLO6** - know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;
- **CLO7** - know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;
- **CLO8** - know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.
- **CLO9** - plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;
- **CLO10** - understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;
- **CLO11** - understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;
- **CLO12** - use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;
- **CLO13** - use their knowledge and understanding of

effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

- **CLO14** - know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
- **CLO15** - be aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
- **CLO16** - know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Graduates of the Bachelor of Education (B.Ed.) degree with concentration(s) in **Middle-level and/or Secondary English**, (grades 6-8 and 6-12) will be able to:

- **CLO1** - demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
- **CLO2** - demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
- **CLO3** - plan instruction and design assessments for reading and the study of literature to promote learning for all students.
- **CLO4** - plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
- **CLO5** - plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.
- **CLO6** - demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts.
- **CLO7** - are prepared to interact knowledgeably with students, families, and colleagues based on social needs

and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Graduates of the Bachelor of Education (B.Ed.) degree with concentration(s) in **Middle-level and/or Secondary Mathematics** (grades 6-8 and 6-12) will be able to:

- **CLO1** - demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.
- **CLO2** - solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices.
- **CLO3** - apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains.
- **CLO4** - exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior
- **CLO5** - provide evidence demonstrating that as a result of their instruction, middle-level and secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased.
- **CLO6** - to be lifelong learners and recognize that learning is often collaborative.
- **CLO7** - engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers.

Graduates of the Bachelor of Education (B.Ed.) degree with concentration(s) in **Middle-level and/or Secondary General Science (grades 6-8 and 6-12) or Biology (grades 6-12)** will be able to:

- **CLO1** - understand and articulate the knowledge and practices of contemporary science and engineering.
- **CLO2** - plan learning units of study and equitable, culturally-responsive opportunities for all students based upon their understandings of how students learn and develop science knowledge, skills, and habits of mind.
- **CLO3** - plan for engaging all students in science learning by identifying appropriate learning goals that are consistent with knowledge of how students learn science and are aligned with standards.
- **CLO4** - demonstrate biological, chemical, and physical

safety protocols in their classrooms and workspace.

- **CLO5** - provide evidence that students have learned and can apply disciplinary core ideas, crosscutting concepts, and science and engineering practices as a result of instruction.
- **CLO6** - strive to continuously improve their knowledge of both science content and pedagogy, including approaches for addressing inequities and inclusion for all students in science.

Graduates of the Bachelor of Education (B.Ed.) degree with concentration(s) in **Middle-level and/or Secondary Social Studies** (grades 6-8 and 6-12) will be able to:

- **CLO1** - demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.
- **CLO2** - plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.
- **CLO3** - design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.
- **CLO4** - use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.
- **CLO5** - reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

Graduates of the Bachelor of Education (B.Ed.) degree with concentration in **Middle-level Education** (grades 6-8 and 6-12) will be able to:

- **CLO1** - understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice.
- **CLO2** - use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter.
- **CLO3** - understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

- **CLO4** - understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment.
- **CLO5** - understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals.

Graduates of the Bachelor of Education (B.Ed.) degree with concentration(s) in **Elementary Education, Middle-level and/or Secondary Special Education** (Licensure Pathway: K-6, 6-8, 6-12) will be able to:

- **CLO1** - understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- **CLO2** - create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.
- **CLO3** - use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- **CLO4** - use multiple methods of assessment and data sources in making educational decisions.
- **CLO5** - select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- **CLO6** - use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- **CLO7** - collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

## ADMISSION

Upon successful admission to UH West O'ahu, students may declare Education as their major. Newly admitted teacher candidates then select an area of concentration in at least one of the following program options: Elementary Education (grades K-6); Middle-level Education (grades 6-8) English, Social Studies, General Science, or Math; or Secondary Education (grades 6-12) English, Social Studies, Biology, or Math. Candidates whose concentration is middle-level or secondary English Education will earn dual degrees: the B.Ed, as well as the BA in Humanities, with concentration in English.

Teacher candidates may choose to add the field of Special Education to their selected area of concentration. The grade levels for Special Education correspond to the candidate's selected area of concentration; SPED (K-6) for Elementary Education, SPED (6-8) for Middle-level Education, or SPED (6-12) for Secondary Education.

## Liability Insurance

Students enrolled in UH West O'ahu Teacher Education Programs are required to have liability insurance. Complete information regarding Liability Insurance and NEA membership can be accessed at <http://www.nea.org/home/1600.htm>. Candidates may go to the following NEA Student Program website and complete the online application at <https://sites.nea.org/JoinNea/>.

## Criminal History Check

Prior to an elementary, middle school or high school placement in the pre-professional early field experience (EDEF 200), teacher candidates must undergo fingerprinting and security clearance, arranged through the State of Hawai'i Department of Education. Under Hawai'i Revised Statutes, the Department of Education (DOE) has authorization to perform criminal history checks on teacher candidates who come in close proximity with public school students. This criminal history check ensures that teacher candidates in public schools do not pose a risk to the health, safety and well-being of students. Once teacher candidates receive clearance from the DOE, they may participate in all field-based course work. Please contact Kristen Nakamoto, Education Division Support Specialist, for more information regarding this requirement (Email: [klk7@hawaii.edu](mailto:klk7@hawaii.edu)).



## GENERAL EDUCATION CORE AND FOCUS REQUIREMENTS:

Bachelor of Education (B.Ed.) teacher candidates in Elementary, Middle-level, and Secondary teacher education must fulfill all UH West O'ahu General Education core (foundations and diversification) and focus (graduation) requirements as described in the Academic Programs & Graduation Requirements section of the catalog.

### Pre-Professional Teacher Education Curriculum:

An official declaration of the major in Education qualifies the newly admitted teacher candidate to register for Pre-Professional 200- and 300-level educational foundations courses and other liberal arts program requirements. All required education courses are restricted to Education majors.

## EDUCATIONAL FOUNDATIONS

### Elementary, Middle-level, & Secondary, K-12

- EDEF 200 Early Field Experience (coreq with 201) (1)
- EDEF 201 Intro to Teaching as a Career (coreq with 200) (2)
- EDEF 310 Education in American Society
- ENG 200 Composition II
- ETEC 279 Educational Media & Technology
- PSY 100\* Survey of Psychology
- PSY 342 Educational Psychology
- SPED 304\*+ Foundations of Inclusive Schooling

\*May be used to simultaneously to fulfill General Education Diversification (DS) requirement.

+May be used to simultaneously to fulfill Oral Communications Focus (OC) requirement.

### Optional Special Education Pre-Professional Courses

(3 credits): These courses are optional for all education majors, and required for candidates who are adding the field of Special Education to their selected area of concentration.

- SPED 325 Managing Academic & Social Behavior: Positive Behavior Support (2)
- SPED 326 Special Education Early Field Experience (1)

### Middle-level, 6-8 & Secondary, 6-12:

- PSY 343 Adolescent Psychology
- EDEF 345 Intro to Middle-level & Secondary Education

## ELEMENTARY EDUCATION REQUIREMENTS

### ELEMENTARY, K-6 (36 CREDITS), REQUIRED:

- ART 101\* Introduction to Visual Arts (DA); or  
MUS 108\* Fundamentals of Western Music (DA); or  
approved Art or Music appreciation course
- EDEE 324 Health, Physical Education, & Movement
- EDEE 325 Creative and Performing Arts
- ENG 383\* Children's Literature (DL); or  
approved equivalent
- GEOG 102\* World Regional Geography (FGB); or  
GEOG 151 Geography and Contemporary Society
- GEOL 122\*\* Introduction to Earth Science; or  
approved Earth Science Course
- HIST 281 Intro to American History I (DH)
- HIST 282 Intro to American History II (DH)
- HWST 107 Hawai'i: Center of the Pacific or other HAP
- MATH 111 Math for Elementary School Teachers I (FQ)
- MATH 112\* Math for Elementary School Teachers II (FS, FQ)
- PSY 340\* Childhood and Adolescence; or  
PSY 240 Developmental Psychology; or  
FAMR 230 Human Development

\*May be used simultaneously to fulfill General Education Foundation or Diversification requirement, as noted.

\*\*May not be used simultaneously to fulfill a General Education Physical Science requirement

## MIDDLE-LEVEL & SECONDARY EDUCATION AREA REQUIREMENTS

### MIDDLE-LEVEL (GRADES 6-8) & SECONDARY (GRADES 6-12) EDUCATION, ENGLISH DUAL- DEGREE PROGRAM (45 English (ENG) credits, to include ENG 100 and ENG 200)

**Dual Degree.** The Division of Education currently offers a dual degree in Middle-level (6-8) or Secondary (6-12) English Education and English. Upon successful completion of the B.Ed in English Education, 6-8 or 6-12, the student will also be awarded the Bachelor of Arts Degree in Humanities with concentration in English.

#### Language, History, & Analysis (3 credits), required:

- ENG 402 History of the English Language

#### Composition (3 credits), required:

- ENG 300F Expository Writing for Teachers

#### Written Discourse/Creative Writing (3 credits), recommended:

- ENG 312 Creative Writing Strategies for Teachers; or
- ENG 313 Introduction to Creative Writing; or
- ENG 317 Pidgin Creative Writing Workshop

#### Literature\* (21 credits), required:

- ENG 240 Introduction to Literary Studies
- ENG 250 American Literature Survey
- ENG 260 British Literature I (800-1700); or  
ENG 261 British Literature II (1700-present)
- ENG 253 Survey of World Literature I; or  
ENG 254 World Literature II
- ENG 386 Adolescent Literature
- ENG 445 Shakespeare; or  
ENG 440a Major Author
- ENG 490 Senior Practicum; or  
ENG 491 Senior Project

#### Hawaiian/Asian/Pacific Literature\* (3 credits), recommended:

- ENG 372 Asian American Literature
- ENG 380 Multicultural and Postcolonial Literature
- ENG 476 Contemporary Literature of Hawai'i
- ENG 477 Polynesian/Micronesian Mythology
- ENG 478 Hawaiian Mythology II
- ENG 479 Hawaiian Mythology I
- ENG 480 Contemporary Literature of Pacific
- ENG 481 Plantation Fictions

#### Literature Elective\* (3 credits), recommended:

- ENG 320a World Literature
- ENG 331a Topics in British Lit pre-1700
- ENG 332a Topics in British Lit post-1700
- ENG 340a Topics in American Lit pre-1700
- ENG 341a Topics in American Lit post-1700
- ENG 383 Children's Literature

(Recommended for Middle-level majors, 6- 8)

- ENG 385 Fairy Tales and Their Adaptations

#### Media Discourse & Composition\* (3 credits), recommended:

- ENG 354 Second Language Writing
- ENG 359 Writing for (New) Media
- ENG 360 Literature & Film
- ENG 361 History of Film
- ENG 367a Film Genres and Directors
- ENG 368a Topics in Television Studies
- ENG 441 Gender and Sexuality in Literature and Film
- ENG 462a Studies in Drama
- ENG 465 History of Theatre
- ENG 498 Selected Topics in English

\*3 cr. literature may fulfill Diversification Literature General Education requirement; 3 cr. literature may fulfill HAP-Focus (UH West O'ahu Graduation Requirement)

## MIDDLE-LEVEL (GRADES 6-8) & SECONDARY (GRADES 6-12) EDUCATION, SOCIAL STUDIES (48 CREDITS\*)

### History (15 credits), required:

- HIST 151 World History to 1500
- HIST 152 World History since 1500
- HIST 281 Introduction to American History I
- HIST 282 Introduction to American History II
- HIST UD Upper Division (300-400) level History class

### Political Science (9 credits):

- POLS 110 Introduction to Political Science (required)

#### Recommended:

- POLS 302 Political Philosophy
- POLS 320 Global Issues
- POLS 330 American Politics
- POLS 342 Indigenous Peoples and Modernity
- POLS 370 Politics and Public Policy
- POLS 371 Global Futures

### Geography (6 credits):

- GEOG 102 World Regional Geography (required)

#### Recommended:

- GEOG 328 Culture and Environment

### Economics (3 credits), required:

- ECON 131 Principles of Macroeconomics

### Sociology (3 credits), recommended:

- SOC 100 Survey of General Sociology
- SOC 352 Sociology of Education

### Anthropology (6 credits):

- ANTH 152 Culture and Humanity (required)

#### Recommended:

- ANTH 480 Land, Culture and Social Justice
- ANTH 481 Anthropology in Action & Building a Career
- Or, any other 300-400 level ANTH course

### Hawaiian-Pacific Studies (6 credits), recommended:

- HPST 281 Education in the Pacific Islands (Cross-list EDEF)
- HPST 365 Geography of the Pacific (Cross-list GEOG)
- HPST 384 Hawai'i from European Contact to the Overthrow (Cross-list HIST)
- HPST 437 Pacific Archaeology (Cross-list ANTH/HIST)
- HPST 440 Kānāwai Hawai'i: Native Hawaiian Law (Cross-list POLS)
- HPST 482 Pacific Islands (Cross-list HIST)
- HPST 483 Archeology of Hawai'i

HPST 488 Twentieth Century Hawai'i (Cross-list HIST) \*Maximum 15 credits may be used to fulfill General Education Requirements

## **MIDDLE-LEVEL (GRADES 6-8) & SECONDARY EDUCATION (GRADES 6-12) GENERAL SCIENCE (41-43 CREDITS\*)**

### **Biology (10 credits), required:**

- BIOL 123/L Hawaiian Environmental Biology (3) & Lab (1)
- BIOL 310 Statistics for Biologists (3); or  
BIOL 405 Ethics for Biologists (3)
- BIOL 340 Genetics, Evolution, & Society

### **Botany (4 credits), required:**

- BOT 101/L General Botany (3) & Lab (1)

### **Physical Sciences (11 credits), required:**

#### **Biochemistry (3 credits)**

- BIOC 141 Fundamentals of Biochemistry

#### **Chemistry (4 credits)**

- ML: CHEM 100/L Chemistry & Society (3) & Lab (1)
- SE: CHEM 161/L General Chemistry (3) & Lab (1)

#### **Physics (4 credits)**

- ML: PHYS 100/L Survey of Physics (3) & Lab (1)
- SE: PHYS 151/L College Physics (3) & Lab (1)

### **Earth Sciences (8 credits), required:**

- GEOL 101/L Dynamic Earth (3) & Lab (1)
- GEOL 368/L Planetary Science in the Classroom (3) & Lab (1)

### **Science Elective courses (6-8 credits), at least 3 credits must be 300-level or higher:**

- ASTR 110 Survey of Astronomy
- BIOL 310\* Statistics for Biologists (3)
- BIOL 360 Island Ecosystems (3)
- BIOL 365 Research Methods in Biology (3)
- BIOL 375/L Genetics (3) & Lab (1)
- BIOL 384/L Human Skeletal Biology (3) & Lab (3)
- BIOL 405\* Ethics for Biologists (3)
- BIOL 475 The Analysis of Animal Remains in Archaeology, Biology & Forensics (3)
- CHEM 161\*/L General Chemistry (3) & Lab (1)
- FORS 101 Introduction to Forensics
- GEOL 130 Geological Hazards (3)
- GEOL 205 Geology of the Hawaiian Islands (3)
- GEOL 300 Volcanology (3)
- MET 101/L Intro to Meteorology (3) & Lab (1)
- MET 209/L Intro to Climate Studies (3) & Lab (1)
- OCN 201 Science of the Sea (3)

- PHYS 151\*/L College Physics (3) & Lab (1)
- ZOOL 450 Natural History of the Hawaiian Islands (3)

\*Classes may be used only once to meet a requirement for one of the sciences or as an elective.

## **SECONDARY (GRADES 6-12) EDUCATION BIOLOGY (57 CREDITS)**

10 credits maximum may be applied to General Education requirements, including Foundations and Diversifications.

### **Biology (21 credits), required\*:**

- BIOL 171/L Introduction to Biology I (3) & Lab (1)
- BIOL 172/L Introduction to Biology II (3) & Lab (1)
- BIOL 265/L Ecology and Evolutionary Biology (3) & Lab (1)
- BIOL 340 Genetics, Evolution and Society (3)
- BIOL 360 Island Ecosystems (3)
- BIOL 365 Research Methods in Biology (3)

### **Electives (3-4 credits): Upper division Biological Sciences courses:**

- BIOL 384/L Human Skeletal Biology (3) & Lab (1)
- BIOL 405 Ethics for Biologists (3)
- ZOOL 450 Natural History of the Hawaiian Islands

### **Chemistry (8 credits), required:**

- CHEM 161/L General Chemistry I (3) & Lab (1)
- CHEM 162/L General Chemistry II (3) & Lab (1)

### **Physical Science (3-4 credits), recommended:**

- ASTR 110 Survey of Astronomy (3)
- FORS 101 Introduction to Forensics (3)
- GEOL 101/L Dynamic Earth (3) & Lab (1)
- GEOL 130 Geological Hazards (3)
- GEOL 205 Geology of the Hawaiian Islands (3)
- MET 101/L Introduction to Meteorology (3) & Lab (1)
- OCN 201 Science of the Sea (3)
- PHYS 100/L Survey of Physics (3) & Lab (1)
- PHYS 151/L College Physics (3) & Lab (1)

\*Also fulfills 3-4 credits of General Education Diversity

### **Math, minimum of 9 credits, required; must complete both groups:**

Group A: Select two (2) from the following:

- MATH 103\* College Algebra (3)
- MATH 135\* Pre-Calculus: Elementary Functions (3)
- MATH 140\* Pre-Calculus: Trigonometry and Analytic Geometry (3)



- MATH 140X\* Pre-Calculus Accelerated (4)
- MATH 241\* Calculus I (4)

Group B: Select one (1) from the following:

- BIOL 310 Statistics for Biologists (3)
- MATH 115\* Statistics (3)
- SSCI 210 Statistical Analysis I (3)

\*Also fulfills General Education Foundation Symbolic Reasoning

### **MIDDLE-LEVEL (GRADES 6-8) EDUCATION MATHEMATICS (36 CREDITS)**

**Mathematics (27 credits), required (Fulfills General Education Symbolic Reasoning requirement):**

- MATH 111 Mathematics for Elementary Teachers I (3)
- MATH 112 Mathematics for Elementary Teachers II (3)
- MATH 241 Calculus I (4)
- MATH 242 Calculus II (4)
- MATH 245 Multivariable Calculus (4)
- MATH 307 Linear Algebra & Differential Equations (3); or MATH 311 Intro to Linear Algebra (3)
- MATH 327 Origins of Mathematics (3)
- MATH 361 Applied Probability Theory (3)
- MATH 480 Senior Seminar (1)

**Elective MATH course (9 credits), recommended (6 credits must be 300-400 level):**

- MATH 115 Statistics
- MATH 321 Introduction to Advanced Mathematics
- MATH 331 Introduction to Real Analysis
- MATH 351 Foundation of Euclidean Geometry
- MATH 411 Linear Algebra
- MATH 412 Introduction to Abstract Algebra
- MATH 461 Applied Statistics

### **SECONDARY (GRADES 6-12) EDUCATION MATHEMATICS (39 CREDITS)**

**Mathematics (36 credits), required (fulfills General Education Symbolic Reasoning requirement):**

- MATH 115 Statistics (3)
- MATH 241 Calculus I (4)
- MATH 242 Calculus II (4)
- MATH 245 Multivariable Calculus (4)
- MATH 307 Linear Algebra & Differential Equations (3); or ; MATH 311 Intro to Linear Algebra (3)
- MATH 321 Intro to Advanced Mathematics
- MATH 327 Origins of Mathematics
- MATH 351 Foundation of Euclidean Geometry
- MATH 361 Applied Probability Theory (3)
- MATH 480 Senior Seminar (1)

**Elective MATH courses (3 credits), recommended:**

- MATH 244 Calculus IV
- MATH 331 Introduction to Real Analysis
- MATH 411 Linear Algebra
- MATH 412 Introduction to Abstract Algebra
- MATH 461 Applied Statistics

## PROFESSIONAL TEACHER EDUCATION CURRICULUM

Teacher candidates seeking admission to the Professional Teacher Education component (400-level Education courses) of the program must submit an Application for Professional Teacher Education (APTE) to the Division of Education by the 1st week of the semester preceding anticipated enrollment in 400-level Education courses (i.e., 1st week of fall semester for spring semester entry; 1st week of spring semester for fall semester entry). Formal admission will be granted upon completion of the following requirements:

- Praxis Core Academic Skills for Educators (“Core”):  
Passing Scores: Reading (156), Math (150), Writing (162); OR  
SAT taken prior to 03/2016: SAT Reading (530), SAT Math (560) and Praxis Core Writing (162); OR  
SAT taken 03/2016 or later: Evidence Based Reading and Writing (540), Writing (520), Math (580); OR  
ACT Reading (18), ACT Math (19), and Praxis Core Writing (162).
- Completion of a minimum of 55 credits.
- All Concentrations: Completion of EDEF 200, EDEF 201, EDEF 310, ENG 100, ENG 200, PSY 342, and SPED 304 with a grade of “C-” or higher.
- All Elementary: PSY 340 (or PSY 240 or FAMR 230) and SP151 with a grade of “C-” or higher. All Middle-level & Secondary: Completion of EDEF 345 and PSY 343 with a grade of “C-” or higher
- All candidates who are adding the field of Special Education: Completion of SPED 325 and SPED 326 with a grade of “C-” or higher.
- Math Requirement:
  - Elementary: MATH 111 w/grade of “C-” or higher.
  - Middle-level and Secondary English and Social Studies: Completion of MATH 100 or higher w/grade of “C-” or higher.
  - Middle-level Math: MATH 112 with a grade of “C-” or higher.
  - Secondary Math: MATH 241 or higher with a grade of “C-” or higher.
  - Middle-level/Secondary General Science and Secondary Biology: MATH 103 or higher with a grade of “C-” or higher.
- 2.5 overall grade point average (GPA). This includes GPA for credits transferred to UH West O’ahu.
- Fingerprinting completion and criminal background check clearance by the Hawai’i Department of Education.

## ELEMENTARY EDUCATION, GRADES K-6 (30 credits)

### Block 1 Corequisite

- SPED 405 Educating Students with Disabilities (3)
- EDEE 402 Social Studies Methods (3)
- EDEF 404 Teaching Culturally & Linguistically Diverse Learners (3) [WI]
- EDEE 406 Block 1 Practicum with Seminar (3)

### Block 2 Corequisite

- EDEE 422 Reading Methods (3)
- EDEE 424 Language Arts Methods (3) [WI]
- EDEE 426 Block 2 Practicum with Seminar (3)

### Block 3 Corequisite

- EDEE 462 Math Methods (3)
- EDEE 464 Science Methods (3)
- EDEE 466 Block 3 Practicum with Seminar (3)

**MIDDLE-LEVEL EDUCATION, GRADES 6-8**  
**English, Social Studies, Math, and/or General Science**  
**(18 credits):**

**Block 1 Corequisite (12 credits)**

- EDEF 404 Teaching Culturally & Linguistically Diverse Learners [WI & ETH focus]
- SPED 405 Educating Students with Disabilities
- EDML 430 Block 1 Practicum w/seminar (Gr 6-12)
- EDUC 410 Reading and Writing Across Curriculum

**Block 2 Corequisite (6 credits)**

- EDML 440 Block 2 Practicum w/seminar (Gr 6-8)

And, one of the following:

- EDML 428 Middle-level English Language Arts Methods (Gr 6-8)
- EDML 448 Middle-level Social Studies Methods (Gr 6-8)
- EDML 438 Middle-level Math Methods (Gr 6-8)
- EDML 458 Middle-level General Science Methods (Gr 6-8)

**Optional Special Education for**  
**Elementary, Middle Level, or Secondary**  
**Professional Program (12 credits)**

- SPED 450 Special Education Methods (9); or  
 SPED 420 Language and Learning: Interventions for Communication and Literacy (3); and  
 SPED 459 Evidence-based Practices for Students with Mild to Moderate Disabilities (2); and  
 SPED 464 Evidence-based Practices for Students with Severe Disabilities and Autism (2); and  
 SPED 482 21st Century Learners with Disabilities: Interventions for STEM (2)
- SPED 470 Special Education Practicum (3)

**SECONDARY EDUCATION, GRADES 6-12**  
**English, Social Studies, Math, General Science and/or**  
**Biology (18 credits):**

**Block 1 Corequisite (12 credits)**

- EDEF 404 Teaching Culturally & Linguistically Diverse Learners [WI & ETH focus]
- SPED 405 Educating Students with Disabilities
- EDSE 430 Block 1 Practicum w/seminar (Gr 6-12)
- EDUC 410 Reading and Writing Across Curriculum

**Block 2 Corequisite (9 credits)**

- EDSE 440 Block 2 Practicum w/seminar (Gr 6-12)

And, one of the following:

- EDSE 428 Secondary English Language Arts Methods (Gr 6-12)
- EDSE 448 Secondary Social Studies Methods (Gr 6-12)
- EDSE 437 Secondary Math Methods
- EDSE 457 Biological Science Methods
- EDSE 458 Secondary General Science Methods

## PROFESSIONAL STUDENT TEACHING SEMESTER

A Student Teaching Application must be filed with the Division of Education eight months prior to enrollment in student teaching. The following requirements must be met prior to enrollment:

- Completion of all required Pre-Professional and Professional Teacher Education courses.
- 2.75 GPA or higher for the Methods Block courses (400-level series)
- 2.5 overall or higher GPA, with no grade lower than a “C-” for all Education courses.
- Content knowledge verification:
  - Passage of the appropriate Praxis II Content Knowledge Test(s). For information on Praxis exams required by the Hawai‘i Teacher Standards Board, visit: <http://www.ets.org/praxis/hi/requirements>; OR
  - Content major consisting of a minimum of thirty semester hours in the content field for a bachelor’s degree awarded by an accredited institution of higher education; OR
  - A minimum of thirty semester hours in the content field from an accredited institution of higher education, at least fifteen of which must be upper division level with a minimum 2.50 GPA and no grade lower than a C-; OR
  - For Elementary Education K-6 licensure a total of thirty-six semester hours, including nine semester hours in each of the following four core content areas: language arts, mathematics, science, and social studies. At least three semester hours in each of the core content areas must be upper division level. Courses must be completed with a minimum 2.50 GPA with no grade lower than a C-.
- Special Education Added Field Candidates must have completed the following requirements
  - Completion of all required Pre-Professional and Professional SPED courses
  - Passage of PRAXIS II Special Education Core Knowledge and Application (5354)

Candidates student teach in a grade level and content area that corresponds with their targeted licensure area(s). Student Teaching is a full-time, 15 week, supervised classroom experience, taken concurrently with a Writing Intensive (WI) seminar. A gradual release of responsibility by the mentor teacher leads to a minimum of 15 days of solo teaching. Candidates complete their student teaching in an elementary, middle, or high school that is in partnership with the UH West O‘ahu

Division of Education. Candidates are advised that the full-time nature of the student teaching semester precludes the ability to work full or part-time at another job. At the discretion of the UH West O‘ahu Field Placement Coordinator, and with approval of the principal and mentor teacher, Hawai‘i Department of Education part-time teachers and teaching assistants may be able to complete their student teaching in the school where they have been employed.

The Professional Semester, Elementary (15 credits):

- EDEE 490 Student Teaching (12)
- EDEE 492 Student Teaching Seminar (3) [WI]

The Professional Semester, Middle-level (15 credits):

- EDML 490 Student Teaching, Gr 6-8 (12)
- EDML 492 Student Teaching Seminar (3) [WI]

The Professional Semester, Secondary (15 credits):

- EDSE 490 Student Teaching, Gr 9-12 (12)
- EDSE 492 Student Teaching Seminar (3) [WI]

The Professional Semester, Special Education (15 credits):

(All teacher candidates adding the field of Special Education complete the SPED courses for the Professional Student Teaching Semester)

- SPED 490 Student Teaching (12)
- SPED 492 Student Teaching Seminar (3) [WI]

Licensure: Upon successful program completion of the B.Ed program, which includes licensure requirements set by the Hawai‘i Teacher Standards Board (HTSB), candidates will be recommended for licensure in their chosen field of study. Teacher candidates who have successfully completed the requirements to add the field of Special Education, will be recommended for licensure in their chosen field of study and Special Education in the corresponding grade level (SPED K-6, SPED 6-8 or SPED 6-12).



# Division of Humanities

## HUMANITIES FACULTY

Amy Nishimura, English; Division Chair  
W. Matthew Cavert, History  
Jayson Chun, History  
Kealani Cook, History  
Ross Cordy, Hawaiian-Pacific Studies  
M. Kalikolani Correa, Hawaiian Studies  
Sa'iliemanu Lilomaiaava-Doktor, Hawaiian-Pacific Studies  
Brenda Machosky, English  
Jon Magnussen, Music  
Carmen Nolte-Odhiambo, English  
D. Nandi Odhiambo, English  
Stanley Orr, English  
Yasmine Romero, English  
Li-Hsiang Lisa Rosenlee, Philosophy

## GENERAL INFORMATION

The Division of Humanities emphasizes multi-cultural perspectives (gaining knowledge about other cultures and being able to critically analyze and compare this information), multi-disciplinary perspectives, and writing abilities. The student must take eight courses from their freshman through their senior years that are designed to provide the student with multi-cultural and multi-disciplinary viewpoints. However, the student concentrates in Hawaiian-Pacific Studies, History, English, Mathematics, or Philosophy – focusing most of their course work in one of these concentrations. In their final year, the students do a senior project or senior practicum in the field of their concentration. Students must complete three upper division Writing-Intensive courses which includes the senior project or practicum course. The Division also recommends that students complete two semesters of Hawaiian or a second language.

## LEARNING OUTCOMES

To assure educational quality and curricular coherence, UH West O'ahu has identified standards appropriate for Humanities students. Students at UH West O'ahu are expected to apply certain educational skills towards mastering material in an academic major and concentration. These skills are listed in a set of Degree and Concentration Learning Outcomes.

## DEGREE LEARNING OUTCOMES

Graduates with a major in **Humanities** from UH West O'ahu will be able to:

- **DLO1** - Demonstrate knowledge of the history, philosophy, arts, and/or literature of different cultures from different global regions and indigenous traditions including Native Hawaiian.

- **DLO2** - Analyze contemporary issues from multiple cultural perspectives of global regions and indigenous traditions including Native Hawaiian.
- **DLO3** - Demonstrate an understanding of different Humanities disciplines' concepts, methods, primary sources, and knowledge.
- **DLO4** - Demonstrate well-organized and competent writing using relevant information in Humanities subjects, particularly in their discipline of study in Humanities.
- **DLO5** - Deliver well-organized, competent oral presentations on Humanities subjects to relevant audiences.
- **DLO6** - Analyze research questions, problems, and issues in Humanities subjects.

### CONCENTRATION LEARNING OUTCOMES

Graduates with a concentration in **Creative Media (CM)** from UH West O'ahu will be able to:

- **CLO1** - Demonstrate advanced technical skills in a creative medium such as digital media/design or animation.
- **CLO2** - Collaborate toward the end of a narrative in a creative medium such as digital film or animation.
- **CLO3** - Discuss and write about creative media within the context of Humanities disciplines such as literary studies and Hawaiian-Pacific studies.
- **CLO4** - Demonstrate knowledge of creative media production operations and protocols.

Graduates with a concentration in **English (ENG)** from UH West O'ahu will be able to:

- **CLO1** - Perform analytical, interpretive, and critical close readings of course texts and similar texts
- **CLO2** - Understand the historical, sociopolitical, ideological, and cultural contexts and effects of literature, writing, and/or methodological approaches
- **CLO3** - Develop sophisticated written and oral skills to construct interpretations, analyses and arguments in a variety of genres
- **CLO4** - Develop metacognitive practices that facilitate critical, ethical, and meaningful engagement with course content and beyond

Graduates with a concentration in **Hawaiian-Pacific Studies (HPST)** from UH West O'ahu will be able to:

- **CLO1** - Demonstrate knowledge of specific aspects of Native Hawaiian and/or Pacific Islander peoples (such as history, geography, politics, arts, literature, contemporary issues, and cultural practices).

- **CLO2** - Conduct research on specific Hawaiian-Pacific Studies topics, using primary and secondary sources, and critically analyze findings.
- **CLO3** - Present well-organized and competent research findings or creative work on specific Hawaiian-Pacific Studies topics in writing, orally, performances or other acceptable media.
- **CLO4** - Speak, read and write in Hawaiian or another Pacific language.
- **CLO5** - Demonstrate knowledge of indigenous Hawaiian and Pacific worldviews and perspectives.

Graduates with a concentration in **History (HIST)** from UH West O'ahu will be able to:

- **CLO1** - Write well-organized and competent expository prose about the causes of significant events in history to a set specification (e.g., Chicago Manual of Style, Turabian) or the discursive equivalent in other media as determined by faculty.
- **CLO2** - Give well-organized and competent oral presentations that involve the use of history (either historical topics, or the use of history in the classroom).
- **CLO3** - Analyze historical developments in Europe, the Americas, Asia, and the Pacific.
- **CLO4** - Make clear historical arguments and develop them using recognized historical methods.
- **CLO5** - Use sources such as novels, film, music, art, history texts, or newspapers to analyze historical issues.

Graduates with a concentration in **Mathematics (MATH)** from UH West O'ahu will be able to demonstrate the following knowledge and skills:

- **CLO1** - A general understanding of the different areas of mathematics and its applications, and how they interrelate, and the importance of mathematics in a scientifically oriented society.
- **CLO2** - Classical theorem-proving skills, which include the ability to reason quantitatively and to apply the rigor necessary to construct proofs, proofs by contradiction, and proofs by induction.
- **CLO3** - A refined understanding of the problem-solving process, formulate definitions, give examples and counterexamples, and make inferences and generalizations.
- **CLO4** - Experience conducting research and reading, writing, and articulating mathematically-related material without supervision.
- **CLO5** - A working knowledge of technology appropriate to the field.
- **CLO6** - The skills necessary to solve problems using a

variety of techniques, including algebraic, numerical, and spatial reasoning through visualization.

Graduates with a concentration in **Philosophy (PHIL)** from UH West O‘ahu will be able to:

- **CLO1** - Identify major philosophers in the history of Western philosophy.
- **CLO2** - Identify major world philosophies.
- **CLO3** - Apply philosophies to other disciplines.
- **CLO4** - Analyze contemporary issues and construct original solutions.
- **CLO5** - Present philosophical ideas concisely in a thesis driven paper.
- **CLO6** - Articulate philosophical ideas orally in either a formal or informal presentation.

### **HAWAIIAN/SECOND LANGUAGE BACK CREDITS**

All students (including native speakers of a language) with experience in a language other than English may earn “back credits.” These students may take any UH West O‘ahu language course, appropriate to their level, in which there is significant use of that language. “Appropriate level” of a language will be determined by placement exam, division policy and/or the concentration’s chair or advisor. “Significant use” of a language will be determined by the course content. Upon completion of this course, if students earn a letter grade of C (not C-) or better, they may receive between 3-16 back credits. For additional information, please contact Dr. Jayson Chun (email: jmchun@hawaii.edu).

## **HUMANITIES MAJOR REQUIREMENTS**

Students majoring in the Humanities must complete Humanities Core Requirements, and the required credits in their concentration, the latter which includes the Capstone course.

### **Humanities Core Requirements (18-24 credits):**

1. 6 credits– to obtain a broad, multi-cultural overview of all human history:

- HIST 151 World History to 1500
- HIST 152 World History since 1500

Also meets General Education Foundations requirements.

2. 9 credits chosen from the following (no more than 6 credits in any one subject area) – to obtain further multi-cultural perspectives from several disciplines:

- ENG 253 Survey of World Literature I
- ENG 254 World Literature II
- ENG 257a Literary Themes
- HIST 231 European Civilization, 1500-1800
- HIST 232 Modern European Civilization
- HIST 241 Civilizations of Asia
- HIST 243 Asia Cool: Modern Asia & Pop Culture
- HIST 281 Intro to American History I
- HIST 282 Intro to American History II
- HIST 288 Survey of Pacific Islands History
- HWST 107\* Hawai‘i: Center of the Pacific
- MUS 107 Music in World Cultures
- MUS 108 Fundamentals of Music
- MUS 265 History of Western Music to 1750
- MUS 266 History of Western Music after 1750
- PACS 108\* Pacific Worlds: Intro to Pacific Islands Studies
- PHIL 102 Intro to Philosophy: Asian Traditions
- PHIL 210 Social and Political Philosophy
- PHIL 220 Intro to Feminism

\* These courses may be used to fulfill General Education and Core Requirements. Credits will be made up in electives. Check with a Student Services Advisor.

3. 3 credits HUM 300 Humanities Seminar – to obtain a perspective of all Humanities’ disciplines
4. 6 credits in one additional Humanities concentration at the 300-400 level — to obtain an additional discipline’s perspectives. (Creative Media students must take courses in the Film/Drama studies; see CM concentration requirements.)

## HUMANITIES CONCENTRATIONS

### Concentration Requirements (30-51 credits):

Includes 3 credits of Senior Project (491) or Senior Practicum (490) in the concentration area:

- Creative Media: 51 credits
- English: 48 credits
- Hawaiian-Pacific Studies: 49 credits
- History: 36 credits
- Mathematics: 42 credits
- Philosophy: 30 credits

Recommended: Two semesters of Hawaiian or a second language

### Program Requirements:

- ENG 200 Composition II
- MATH 100 Survey of Mathematics or higher MATH; for MATH concentration, MATH 241 or higher MATH

Also meets General Education Foundations requirements

In their final year, Humanities students take either the Senior Practicum (CM, ENG, HIST, HPST, MATH or PHIL 490) or Senior Project (CM, ENG, HIST, HPST, MATH or PHIL 491). This counts as an upper division writing intensive course. These are independent studies courses, taken under a Faculty Advisor in the student's area of concentration. The Practicum is an experiential learning project, working with a professional(s) in an area of interest to the student, and is typically off-campus. The student has a practicum site supervisor, in addition to a Faculty Advisor in their concentration. The Senior Project is typically a research paper done on a topic of interest to the student. Alternatively, it may be a creative writing project, or it could be a curriculum prepared for a school course. It can also be in alternative formats, such as video or combined media. These details are coordinated with the student's senior project Faculty Advisor.

## CREATIVE MEDIA (CM)

The Humanities Creative Media (CM) concentration allows graduates of area community college visual media programs the opportunity to earn a baccalaureate degree that complements technical and artistic skills gained during the freshman and sophomore years.

Students who are part of the UH System multi-campus articulated pathway are eligible for this program. Graduates of other creative media or communications programs will also be considered for admission through a portfolio and transcript review. Please contact Sharla Hanaoka, email: [shanaoka@hawaii.edu](mailto:shanaoka@hawaii.edu), for questions.

Concentration, Division and General Education course work will enhance the abilities of those seeking a career in creative media industries and/or graduate study in an MFA, MA, or PhD program.

In the Humanities Core requirements, Creative Media students may apply two of the following courses towards this requirement:

- ART 101 Introduction to Visual Arts
- ART 107D Introduction to Digital Photography

For students with a concentration in Creative Media, 51 credits are required, including:

### 1. CM lower division foundational requirements: (15 credits):

- ART 112 Introduction to Digital Art
- ART 113D Introduction to Digital Drawing
- ART 126 3D Computer Graphics I
- ART 221 Design for Print & Web
- ART 229 Interface Design I
- ART 240 Typography and Color in Design
- CM 120 Introduction to Digital Video
- CM 140 History of Video Games
- CM 142 Introduction to Video Game Design
- CM 143 Introduction to Game Art
- CM 150 Film Analysis and Storytelling
- CM 151 Pre-Production: Digital Video
- CM 152 Principles of Video Editing
- CM 153 Sound Design for Digital Media
- CM 155 Introduction to Screenwriting
- CM 160 The Mobile Word
- CM 161 Intro to iOS Mobile App Development
- CM 251 Animation & Special Effects
- ICS 101 Digital Tools for the Information World
- ICS 111 Introduction to Computer Science I

Students should consult with the Associate Director for Creative Media, Sharla Hanaoka, or a Success Advisor in Student Affairs for more assistance with the transfer process.

### 2. CM Concentration courses (18 credits)

- ART 311D Design in Public Spaces; or  
ART 320 Web Design & Development
- CM 314 Music, Sound & Media
- CM 320α Topics in Creative Producing
- CM 390 Creative Media Internship
- CM 400α Creative Media Master Class
- CM 401 Creative Professionals

### 3. Complementary Area: Film/Drama Studies (6 credits from English Film/Drama cluster):

- ENG 360 Literature & Film
- ENG 361 History of Film
- ENG 367α Film Genres & Directors



- ENG 368a Topics in Television Studies
- ENG 441 Gender & Sexuality in Literature & Film
- ENG 445 Shakespeare
- ENG 462a Studies in Drama
- ENG 465 History of Theatre

4. Electives: 9 credits from the following:

- ART 311D Design in Public Spaces
- ART 320 Web Design & Development
- CM 315 Interactive Applications
- CM 316 User Experience
- CM 317 Motion Graphics
- CM 320a Topics in Creative Producing
- CM 340 The Modern Game Industry
- CM 341 Writing & Storytelling for Video Games
- CM 342 Applied Game Design
- CM 343 Game Level Design
- CM 350 Creative Strategy
- CM 351 Innovative Advertising
- CM 352 Transmedia & Emerging Media
- CM 353 Making a Short Film
- CM 358 Web Series Production
- CM 359 Branded Entertainment: Online Video Campaign
- CM 391 Game Design Project
- CM 400a Creative Media Master Class
- CM 402 Moving Image Archives for Film
- CM 403 Special Projects
- HIST 325 Asian Economies, Business, & Consumers
- HIST 326 Japan Cool: Anime, Manga, and Film
- HPST 461 Traditional Art of Hawai'i
- HPST 462 Traditional Art of the Pacific
- PHIL 439 Philosophy & Film

5. 3 credits of Senior Practicum (CM 490) or Senior Project (CM 491)

Note: Courses may be used only once to fulfill a lower or upper division Creative Media requirement, Humanities core requirement, or elective towards graduation.

The faculty contact for Creative Media is:

- Sharla Hanaoka  
Email: shanaoka@hawaii.edu; Phone: (808) 689-2392

## ENGLISH (ENG)

The Humanities concentration in English offers students a comprehensive course of study in British, American, and Anglophone literatures as well as world literatures in translation. Beginning with an introductory course in literary studies, students undertake broad-based historical surveys followed by upper-level courses that treat major authors, genres, and themes in literature. Courses in literary theory, film studies, and drama also play a central role in these upper-level offerings. Assisted by Faculty Advisors, Humanities/English majors may tailor upper-level requirements to their own needs and interests. This program of study concludes with an original Senior Project or Senior Practicum in literature or cultural studies.

For students with a concentration in English, 48 credits are required. \*Note: Courses may be used only once to fulfill a lower or upper division English requirement, emphasis track, or field requirement, or elective towards graduation.

1. 18 credits of required lower division course work:

- ENG 240 Intro to Literary Studies
- ENG 272 Intro to Lit: Cultural Studies
- ENG 273 Intro to Lit: Creative Writing & Literature
- ENG 274 Intro to Rhetoric & Composition

And 6 credits from the following:

- ENG 250 American Literature Survey
- ENG 253 Survey of World Literature I
- ENG 254 World Literature II
- ENG 260 British Literature I (800-1700)
- ENG 261 British Literature II (1700-Present)

2. 9 credits required upper division courses:

- ENG 300a Topics in Literary Theory
- ENG 440a Major Author; or  
ENG 445\* Shakespeare

And choose 1 Pacific-Focused course:

- ENG 317 Pidgin Creative Writing Workshop
- ENG 476 Contemporary Literature of Hawai'i
- ENG 477 Polynesian and Micronesian Mythology
- ENG 478 Hawaiian Mythology II
- ENG 479 Hawaiian Mythology I
- ENG 480 Contemporary Literature of the Pacific
- ENG 481 Plantation Fictions

3. 18 Upper Division credits in tracks: 9 credits in one emphasis track of choice; 3 credits in a second track; 6 credits of electives from any of the tracks:

### Literary Studies Track

The Literary Studies track offers students a comprehensive course of study in British, American, and Anglophone literatures as well as world literatures in translation.

Beginning with an introductory course in literary studies, students undertake broad-based historical surveys and upper-level courses that treat major authors, genres, and themes in literature. Courses in literary theory, history, drama, and literature for young readers also play a central role in these upper-level offerings.

- ENG 257a Literary Themes
- ENG 320a World Literature
- ENG 331a Topics British Literature Pre-1700
- ENG 332a Topics in British Literature Post-1700
- ENG 340a Topics in American Literature Pre-1700
- ENG 341a Topics in American Literature Post-1700
- ENG 383 Children's Literature
- ENG 385 Fairy Tales and Their Adaptations
- ENG 386 Adolescent Literature
- ENG 402 History of the English Language
- ENG 440a Major Author
- ENG 445 Shakespeare
- ENG 462a Studies in Drama
- ENG 465 History of Theatre
- ENG 470 Literature as History
- ENG 476 Contemporary Literature of Hawai'i
- ENG 480 Contemporary Literature of the Pacific

### Creative Writing Track

This creative writing track is comprised of courses that progress from the introductory to the advanced level. The classes focus on the development of fundamental skills of the craft with an emphasis on literature as well as literary theory. These classes teach students with a passion for writing the foundational knowledge that will allow them to succeed in a competitive job market. Moreover, they support the development of local talent to create work that contributes to contemporary literature of the Pacific Islands. The creative writing track provides an opportunity for students to cultivate their potential, emphasize creative writing in their course work, and facilitates the process of applying to MFA programs in creative writing or in choosing other career options for writers.

- ENG 312 Creative Writing Strategies for Teachers
- ENG 313 Introduction to Creative Writing
- ENG 317 Pidgin Creative Writing Workshop
- ENG 411 Poetry Workshop

- ENG 412 Nonfiction Writing
- ENG 413 Form and Theory of Fiction
- ENG 414 Fiction Workshop
- ENG 456a Topics in Literary Press Management

### Rhetoric and Composition Track

This track focuses on the study of rhetoric, communication, and texts across genres, communities, and language varieties. Students will have the opportunity to become effective communicators by taking courses in rhetorical theory, composition studies, and qualitative research methods in writing and language studies. These foundational courses will be supplemented by upper division courses in pedagogy, professional development, and social activism. Students will be prepared for employment opportunities that require strong writing skills, such as education, digital content development, public relations, and editing/publishing.

- ENG 350 Composition Studies
- ENG 357 Rhetorical Theory
- ENG 358 Research Methods in Rhetoric & Composition
- ENG 353a Topics in Rhetoric and Composition
- ENG 354 Second Language Writing
- ENG 359 Writing for (New) Media
- ENG 316 Writing Fellows

Coming soon: The Professionalization of Rhetoric and Composition

### Cultural Studies Track

The Cultural Studies track prepares students for graduate level work in multiple disciplinary areas: politics law social work film studies, communications women's studies education and English. Cultural studies course offerings focus on three main areas: the study of race ethnicity, gender and sexuality in diverse texts popular culture and film studies and the literature and mythology of Hawai'i and Oceania Students have the opportunity to engage and work with scholars and experts in English film studies creative writing women's studies and Hawaiian Pacific studies.

- ENG 360 Literature and Film
- ENG 361 History of Film
- ENG 367a Film Genres and Directors
- ENG 368a Topics in Television Studies
- ENG 372 Asian American Literature
- ENG 380 Multicultural & Postcolonial Literatures
- ENG 381a Studies in Popular Literature
- ENG 441 Gender/Sexuality Lit & Film
- ENG 476 Contemporary Literature of Hawai'i
- ENG 477 Polynesian & Micronesian Mythology
- ENG 478 Hawaiian Mythology II
- ENG 479 Hawaiian Mythology I
- ENG 480 Contemporary Literature of the Pacific

- ENG 481 Plantation Fictions
  - ENG 482a Topics in Literature & Sexuality & Gender
4. 6 credits of ENG electives, at the 300-400 level.
  5. 3 credits of Senior Practicum (ENG 490) or Senior Project (ENG 491)

The faculty contacts for English are:

- Dr. Brenda Machosky  
Email: machosky@hawaii.edu; Phone: (808) 689-2346
- Dr. Amy Nishimura  
Email: amynn@hawaii.edu; Phone: (808) 689-2347
- Dr. Carmen Nolte-Odhiambo  
Email: cnolte@hawaii.edu; Phone: (808) 689-2345
- Dr. D. Nandi Odhiambo  
Email: odhiambo@hawaii.edu; Phone: (808) 689-2348
- Dr. Stanley Orr  
Email: sorr@hawaii.edu; Phone: (808) 689-2349
- Dr. Yasmine Romero  
Email: yromer@hawaii.edu; Phone: (808) 689-2328

## HAWAIIAN-PACIFIC STUDIES (HPST)

Ho'okahi paena o ka moana nui akea. At the foundation of the Hawaiian-Pacific Studies program is the perspective and understanding that a single ocean connects the islands and the peoples of the Pacific and Hawai'i. The curriculum is designed to provide a good foundation of knowledge that includes art, history, languages, literatures, and contemporary issues of all Oceania (including Australia, Melanesia, Micronesia, and Polynesia), with Hawai'i as a core of this knowledge. We strive to incorporate the idea that each of the societies of the Pacific has their own unique history, language, social and cultural practices, literature, arts, architecture, and contemporary issues, as well as the idea that all of Oceania is linked by connections and continuities that precede any modern constructs of nationality and cultural areas.

The program offers a wide array of courses on Hawai'i and the Pacific Islands, enabling the student to gain a broad overview of the Pacific, as well as in-depth knowledge of specific aspects of Hawai'i and the Pacific. Students who complete the concentration will have an excellent foundation for careers in the public or private sector that include teaching, counseling, health administration, cultural resource management, environmental resource management, urban planning, land management, as well as film and media. The concentration also prepares students for graduate school programs in a variety of disciplines such as anthropology, archaeology, education, English, geography, history, folklore, art history, religion, political science, Hawaiian language, Hawaiian studies, and Pacific Islands studies.

For students with a concentration in Hawaiian-Pacific Studies, 49 credits are required including:

1. 3-9 credits in Introductory courses including two required courses: (these may be used to fulfill General Education and Humanities Core Requirements. Credits will be made up in HPST electives. Check with a success advisor in Student Affairs):

- HWST 107 Hawai'i: Center of the Pacific
- PACS 108 Pacific Worlds: Introduction to Pacific Islands Studies

And one of the following:

- HPST 304 Hawaiian-Pacific Traditions; or  
HPST 365 Geography of the Pacific

2. 16 credits, or two years equivalent, of a Pacific Islands language (students with prior language experience may take a Placement Exam and receive back credits. See Hawaiian/ Second Language Back Credits policy on page 87):

- HAW 101 Elementary Hawaiian I (4)
- HAW 102 Elementary Hawaiian II (4)

- HAW 201 Intermediate Hawaiian I (4)
  - HAW 202 Intermediate Hawaiian II (4)
3. 3 credits from the Literature Cluster:
- HPST 476 Contemporary Literature of Hawai'i
  - HPST 477 Polynesian & Micronesian Mythology
  - HPST 478 Hawaiian Mythology II
  - HPST 479 Hawaiian Mythology I
  - HPST 480 Contemporary Literature of the Pacific
4. 3 credits from the Arts Cluster:
- HPST 212 Pa'a Ke Kahua: Hula Foundations
  - HPST 312 Kūnihi Ka Mauna: Hula Journeys
  - HPST 461 Traditional Art of Hawai'i
  - HPST 462 Traditional Art of the Pacific
5. 3 credits from the History Cluster:
- HPST 380 Field Archaeology: Pre-European Times
  - HPST 384 Hawai'i from European Contact to the Overthrow
  - HPST 437 Pacific Archaeology
  - HPST 471 Polynesia Before European Contact
  - HPST 482 Pacific Islands
  - HPST 483 Archaeology of Hawai'i
  - HPST 488 Twentieth Century Hawai'i
6. 3 credits from the Contemporary Culture and Issues Cluster:
- HPST 327 Mālama 'Āina: Land-Based Literacies
  - HPST 328 Culture and Environment
  - HPST 381 Hawai'i Politics
  - HPST 430 Contemporary Pacific: Globalization & Change
  - HPST 440 Kanawai Hawai'i: Native Hawaiian Law
  - HPST 450 Pacific Islanders Diaspora Experiences
  - HPST 456 Peoples of Hawai'i
  - HPST 489 Political Conflict in the Pacific
7. 9-15 credits in Hawaiian-Pacific electives from the following list. Courses may be used only once to fulfill cluster, concentration, or elective requirements towards graduation:
- HAW 121 Introduction to Hawaiian Conversation
  - HAW 301 Third-Level Hawaiian I
  - HAW 302 Third-Level Hawaiian II
  - HAW 321 Kama'ilio Hawai'i: Hawaiian Conversation
  - HAW 401 Fourth-Level Hawaiian I
  - HAW 402 Fourth-Level Hawaiian II
  - HPST 121α Class Instruction (2)
  - HPST 211 Introduction to Hawaiian Ensemble (2)
  - HPST 212 Pa'a Ke Kahua: Hula Foundations
  - HPST 281 Education in the Pacific Islands
  - HPST 284 History of the Hawaiian Islands
  - HPST 288 Survey of Pacific Islands History
  - HPST 304 Hawaiian-Pacific Traditions
  - HPST 311 Hawaiian Ensemble (2)
  - HPST 312 Kūnihi Ka Mauna: Hula Journeys
  - HPST 327 Mālama 'Āina: Land-Based Literacies
  - HPST 328 Culture and Environment
  - HPST 342 Indigenous Peoples and Modernity
  - HPST 365 Geography of the Pacific
  - HPST 380 Field Archaeology: Pre-European Times
  - HPST 381 Hawai'i Politics
  - HPST 384 Hawai'i from European Contact to the Overthrow
  - HPST 430 Contemporary Pacific: Globalization & Change
  - HPST 437 Pacific Archaeology
  - HPST 440 Kanawai Hawai'i: Native Hawaiian Law
  - HPST 450 Pacific Islanders Diaspora Experiences
  - HPST 456 Peoples of Hawai'i
  - HPST 461 Traditional Art of Hawai'i
  - HPST 462 Traditional Art of the Pacific
  - HPST 471 Polynesia Before European Contact
  - HPST 476 Contemporary Literature of Hawai'i
  - HPST 477 Polynesian and Micronesian Mythology
  - HPST 478 Hawaiian Mythology II
  - HPST 479 Hawaiian Mythology I
  - HPST 480 Contemporary Literature of the Pacific
  - HPST 482 Pacific Islands
  - HPST 483 Archaeology of Hawai'i
  - HPST 488 Twentieth Century Hawai'i
  - HPST 489 Political Conflict in the Pacific
  - HPST 495α Research Methods (topics will vary)
  - HPST 498 Selected Topics in Hawaiian-Pacific Studies (v)
  - HPST 499 Directed Reading and Research (v)
8. 3 credits of Senior Practicum (HPST 490) or Senior Project (HPST 491)
- The faculty contacts for Hawaiian-Pacific Studies are:
- Dr. Ross Cordy  
Email: rcordy@hawaii.edu; Phone: (808) 689-2354
  - Dr. Sailiemanu Lilomaiaava-Doktor  
Email: sailiema@hawaii.edu; Phone: (808) 689-2355



**HISTORY (HIST)**

The History faculty at UH West O'ahu pride themselves on helping students develop an understanding of the past that guides them through the present and prepares them for the future. Historians study how human societies have shown change and continuity over time. Students of History develop skills in evaluating evidence, organizing information, formulating arguments, and writing narratives and expositions. The UH West O'ahu History concentration features a broad array of course offerings, including four regional clusters in American History, Asian History, Europe and the World, and Hawaiian-Pacific History.

A concentration in History is an excellent stepping-stone to a career in education, journalism, government service, law or business. History students at UH West O'ahu develop their critical thinking skills in information processing, historical analysis, and writing, with an emphasis on proficiency in reading and interpreting primary and secondary historical sources. Our Bachelor's program also prepares students for postgraduate studies in a variety of disciplines, including History, Hawaiian and Pacific Studies, Art History, Education, Library and Information Sciences, Museum Studies, and Law.

For students with a concentration in History, 36 credits are required including:

1. 6 credits from the following (Area Courses):

- HIST 231 European Civilization, 1500-1800
- HIST 232 Modern European Civilization
- HIST 241 Civilizations of Asia
- HIST 243 Asia Cool: Modern Asia & Pop Culture
- HIST 281 Intro to American History I
- HIST 282 Intro to American History II
- HIST 284 History of the Hawaiian Islands
- HIST 288 Survey of Pacific Islands History
- HIST 294 History of the Philippines

The History concentration does not allow "double-dipping" of degree requirements or credits. Any courses listed here that are used to fulfill the Humanities Core requirement in multi-cultural perspectives may not be used to meet the lower division History concentration requirement.

Students who plan to pursue a career in teaching social studies are strongly recommended to take HIST 281 and HIST 282 to prepare for the teaching examination.

2. Primary Field: 9 upper division credits\* in one of the following four fields: American, Asian, European/World, Hawaiian-Pacific
3. Regional Distribution: 9 upper division credits\*, one course in each of the other three fields, other than the Primary Field

4. Electives: 9 upper division credits\* of HIST, not used to meet other requirements.
5. 3 credits of Senior Practicum (HIST 490) or Senior Project (HIST 491)

\*NOTE: Junior and senior transfer students concentrating in History may apply two 200-level History courses taken at UH West O'ahu to any of the three upper-division History course requirements (primary field, regional distribution, or electives).

American History field:

- HIST 318 Asian American History (can count toward American or Asian, not both)
- HIST 361 U.S. Women's History
- HIST 363 20th Century Popular, Mass & Counter-Culture
- HIST 370 U. S. Immigration History
- HIST 379 American Empire
- HIST 393 U.S. Military History
- HIST 398a Selected Topics in History (in American History)
- HIST 466 U.S. in the Pacific (can count toward American or Hawaiian-Pacific, not both)
- HIST 470 Literature as History
- HIST 498a Selected Topics in History (in American History)

Asian History field:

- HIST 306 History of Southeast Asia
- HIST 311 Chinese Culture
- HIST 312 Modern China
- HIST 318 Asian American History can count toward Asian or American, not both)
- HIST 321 Japanese Culture
- HIST 322 Modern Japan
- HIST 325 Asian Economies, Business, and Consumers
- HIST 328 Modern Korea
- HIST 369 K-Pop and J-Pop: Korean & Japanese Popular Music & Society
- HIST 398a Selected Topics in History (in Asian History)
- HIST 498a Selected Topics in History (in Asian History)

European/World History field:

- HIST 308 Science and the Modern Prospect
- HIST 350 History of Terrorism
- HIST 354 History of Russia
- HIST 364 World History through Music
- HIST 367 Women in World History
- HIST 398a Selected Topics in History (in European/World History)
- HIST 433 Middle Ages, 300-1300 A.D.

- HIST 443 Nazi Germany
- HIST 459 Europe Since 1945
- HIST 469 The Cold War
- HIST 498a Selected Topics in History (in European/World History)

#### Hawaiian-Pacific History field:

- HIST 366 Women in Oceania
- HIST 384 Hawai'i from European Contact to the Overthrow
- HIST 387 Crime and Corruption in Hawai'i
- HIST 398a Selected Topics in History (in Hawaiian-Pacific History)
- HIST 437 Pacific Archaeology
- HIST 466 U.S. in the Pacific (can count toward Hawaiian-Pacific or American, not both)
- HIST 471 Polynesia before European Contact
- HIST 482 Pacific Islands
- HIST 483 Archaeology of Hawai'i
- HIST 486 Marshall Islands Histories
- HIST 487 Hawai'i During World War II
- HIST 488 Twentieth Century Hawai'i
- HIST 498a Selected Topics in History (in Hawaiian-Pacific History)

Courses may be used only once to fulfill a Primary Field, Regional Distribution, or elective requirements towards graduation.

The faculty contacts for History are:

- Dr. Jayson Chun  
Email: [jmchun@hawaii.edu](mailto:jmchun@hawaii.edu); Phone: (808) 689-2350
- Dr. Kealani Cook  
Email: [kealanic@hawaii.edu](mailto:kealanic@hawaii.edu); Phone: (808) 689-2486

## MATHEMATICS (MATH)

The BA in Humanities with concentration in Mathematics (BAHM) is a four-year program which prepares students with a foundation in the liberal arts to serve professional, career-related, and applied fields, based on state and regional needs. The program is designed to prepare its students for successful careers in secondary education and other areas requiring a strong foundation in mathematics, or for success at the graduate level, either in mathematics or a related discipline. The degree is intended to familiarize students with a wide range of areas within the field of mathematics, and to instill in them an appreciation for the rigor and structure of the discipline.

The mathematics program is designed to give the undergraduate a broad background in modern mathematics and its applications. The upper-division mathematics courses represent a core leading to further work in mathematics or mathematically related areas or careers in mathematics education. Applications may be pursued in such areas as systems theory, statistics, and geometry, mathematical modeling, which are widely used in computer science, business, and the physical, life, and social sciences.

1. For students with a concentration in Mathematics, 42 credits are required including:

- MATH 242 Calculus II (4)
- MATH 243 Calculus III
- MATH 244 Calculus IV
- MATH 304 Mathematical Modeling: Deterministic Models (4)
- MATH 307 Linear Algebra and Differential Equations; or MATH 311 Introduction to Linear Algebra
- MATH 321 Introduction to Advanced Mathematics
- MATH 327 Origins of Mathematics
- MATH 331 Introduction to Real Analysis
- MATH 361 Applied Probability Theory
- MATH 480 Senior Seminar (1)

2. And 9 credits of electives from the following list:

- MATH 351 Foundation of Euclidean Geometry
- MATH 405 Ordinary Differential Equations and Stability Theory
- MATH 411 Linear Algebra
- MATH 412 Introduction to Abstract Algebra
- MATH 413 Introduction to Abstract Algebra
- MATH 431 Advanced Calculus
- MATH 461 Applied Statistics
- MATH 499 Directed Reading & Research

3. 3 credits of Senior Project (MATH 491).

The faculty contacts for Mathematics are:

- Dr. Michael Furuto  
Email: mfuruto@hawaii.edu; Phone: (808) 689-2358
- Dr. Esther Widiasih  
Email: widiasih@hawaii.edu; Phone: (808) 689-2388
- Dr. Kamuela Yong  
Email: kamuelay@hawaii.edu; Phone: (808) 689-2498
- Dr. Veny Liu  
Email: venyliu@hawaii.edu; Phone: (808) 689-2383

## PHILOSOPHY (PHIL)

For students with a concentration in Philosophy, 30 credits are required including:

1. 6 credits from the History of Western Philosophy:
  - PHIL 211 Ancient Greek and Roman Philosophy
  - PHIL 213 Modern Western Philosophy
2. 3 credits from Social and Political Philosophy:
  - PHIL 208 Reasoning and Media Literacy
  - PHIL 210 Social and Political Philosophy
  - PHIL 220 Introduction to Feminism
  - PHIL 302 Political Philosophy
  - PHIL 309 Philosophers on Race
3. 3 credits from Ethics and Law:
  - PHIL 311 Philosophy of Law
  - PHIL 312 Ethical Studies
  - PHIL 481 Ethics and Administration
  - PHIL 482 Environmental Ethics
4. 3 credits from Philosophical Topics:
  - PHIL 302 Political Philosophy
  - PHIL 308 Philosophy of Science
  - PHIL 309 Philosophers on Race
  - PHIL 325 Philosophy of Economics
  - PHIL 435 The Religious Dimension of Human Life
  - PHIL 439 Philosophy and Film
5. 3 credits from World Philosophies and Traditions:
  - PHIL 470A Studies in Asian Philosophy: Buddhism
  - PHIL 470B Studies in Asian Philosophy: Confucianism
  - PHIL 470C Studies in Asian Philosophy: Daoism
6. 3 credits from Philosophical Movements:
  - PHIL 401 Existentialism and the Human Condition
  - PHIL 418 Feminist Philosophy
7. 6 credits of PHIL electives, 200 level or above.
8. 3 credits of Senior Practicum (PHIL 490) or Senior Project (PHIL 491)

The faculty contact for Philosophy is:

- Dr. Li-Hsiang Lisa Rosenlee  
Email: lihsiang@hawaii.edu; Phone: (808) 689-2356

## HUMANITIES CERTIFICATES

### CERTIFICATE IN ASIAN STUDIES

The University of Hawai'i–West O'ahu offers students the opportunity to study the cultures of Asia in an interdisciplinary program leading to an Academic Subject Certificate in Asian Studies. This academic credential is included on student transcripts and can be the first step toward employment in a variety of professional and academic fields related directly, or indirectly, to Asia.

The term "Asia" is of Western origin, but for the purposes of this certificate, refers geographically to the Far East (China, Japan, and Korea), Southeast Asia, and South Asia (India, Pakistan, and Bangladesh). Although the term is vague, the economic and cultural influence of Asia is real. Due to the increasingly global environment of business, persons with an understanding of Asian cultures are in demand. Asia is home to nearly 60% of global GDP, some of the world's fastest-growing economies, half the world's population, and an expanding middle class, and so offers great opportunities for U.S. firms and workers. Therefore, graduates with an understanding of Asian cultures are in demand by employers such as businesses, government, and schools.

**ASAN1:** Demonstrate an understanding of Asia through different disciplines concepts, methods, primary sources and knowledge.

**ASAN2:** Demonstrate the ability to do oral and written communication in an Asian language at college-level basic fluency.

**ASAN3:** Apply knowledge of Asia to a real life workplace and educational settings.

**ASAN4:** Demonstrate knowledge of the culture (such as history, philosophy, arts, societies, economies, business, and/or literature) of Asian societies.

**A. Asian Content Courses** (12 credits, at least 9 upper division credits) from list; must come from at least 2 different concentrations:

#### Business:

- BUSA 325 Asian Economies, Business & Consumers
- BUSA 390C Topics in Hospitality: Chinese Tourism
- MGT 343 Comparative Management: US & Japan

#### Chinese:

- CHNS 100 Intro to Chinese Art, Culture & Language
- CHNS 186a Topics in Spoken Chinese

#### Filipino:

- FIL 186a Topics in Spoken Filipino

#### History:

- HIST 241 Civilizations of Asia
- HIST 243 Asia Cool: Modern Asia & Pop Culture
- HIST 294 History of the Philippines
- HIST 306 History of Southeast Asia
- HIST 311 Chinese Culture
- HIST 312 Modern China
- HIST 318 Asian American History
- HIST 321 Japanese Culture
- HIST 322 Modern Japan
- HIST 325 Asian Economies, Business & Consumers
- HIST 326 Japan Cool: Anime, Manga and Film
- HIST 398a Selected Topics in History (Asia related)
- HIST 399 Directed Reading & Research (Asia related)
- HIST 498a Selected Topics in History (Asia related)
- HIST 499 Directed Reading & Research (Asia related)

#### Ilocano:

- ILO 100 Intro to Ilocano Art, Culture & Language
- ILO 186a Topics in Spoken Ilocano

#### Japanese:

- JPNS 100 Intro to Japanese Art, Culture & Language
- JPNS 186a Topics in Spoken Japanese

#### Korean:

- KOR 100 Intro to Korean Art, Culture & Language
- KOR 186a Topics in Spoken Korean

#### Music:

- MUS 369 K-pop and J-pop: Korean & Japanese Popular Music & Society (xlst HIST)

#### Philosophy:

- PHIL 102 Intro to Philosophy: Asian Traditions
- PHIL 470a Studies in Asian Philosophy

#### Political Science:

- POLS 450 Pacific Asian Politics

#### Public Administration:

- PUBA 465 International Disaster Management (xlst BUSA)

#### Sociology:

- SOC 457 Okinawans Locally & Globally (xlst ANTH)

Other Asia-related courses may be used with faculty approval.



**B. Practical Training (3 credits)**

Choose one of the following options:

1. International Related Practicum: An internship in an Asian country, a domestic internship with an Asia-Related corporation, a domestic internship with extensive contact with Asian clients or service learning project with an Asian component (i.e., work with Asian immigrants). A senior practicum can fulfill this requirement. OR
2. Study Abroad or Overseas Field trip: 2 week minimum time spent outside of the United States in an Asian nation (in East Asia, Southeast Asia or South Asia). A senior project or directed readings class with a travel component may also count.

**C. Asian Language Requirement**

1. Student must show proficiency in an Asian language equivalent to or better than having finished the 2nd semester of a 2nd year college language course (i.e. JPNS 202 or JPNS 222); OR
2. A student can show proficiency through a transcript showing the student has completed the second year of an Asian language course with a grade of C or higher, or by providing a certificate or letter showing the results of a placement test at a recognized university or college language testing facility. Native speakers of an Asian language can show proficiency by certifying their native speaker status. It is the student's responsibility to obtain this documentation; OR
3. The requirement may be fulfilled by achieving beginning proficiency in TWO Asian languages equivalent to or better than the first semester of a first year college language course (i.e., KOR 122 and CHNS 122; or ILO 102 and JPNS 122)

A grade of C or higher, or CR is required for all courses used for the certificate.

The faculty contact for the Asian Studies certificate is:

- Dr. Jayson Chun  
Email: jmchun@hawaii.edu; Phone: (808) 689-2350

**CERTIFICATE IN MUSIC**

The Certificate in Music provides UH West O'ahu students with an opportunity to improve skills and gain knowledge in four areas of Music: Music Performance; Music Theory and Music Writing; Music Technology; and Music History and Literature. Students will benefit from a diverse set of experiences designed to enhance musicianship in traditional and contemporary music ensembles, encourage music creativity, and foster a better understanding of music's role in our world. Students desiring life-long participation in community ensembles will find the Certificate in Music useful as a bridge to post-college music-making. Graduates of the Certificate in Music will also be better prepared to incorporate Music into their career pursuits. Elementary educators, for instance, incorporate Music into their classroom teaching; Business/Marketing graduates use their knowledge of Music Literature to support an effective advertising campaign; and Creative Media majors use their practical skills in the recording studio to reinforce the impact of a film or documentary.

**MUS1:** Sing or play an instrument in a traditional or contemporary ensemble setting (i.e., Band, Chorus, Hawaiian Ensemble, Strings, etc.), so that improvements gained in ensemble rehearsals allow for confident public performances.

**MUS2:** Analyze and create notated music at a basic college level.

**MUS3:** Use industry standard music technology to create music and sound.

**MUS4:** Discuss music's historic and contemporary roles in our world.

The Certificate in Music curriculum presents four (4) areas from which students choose three (3), in which they earn a minimum of six (6) credits each. In order to graduate with the Certificate in Music, students must maintain a grade of "C" or better. Students choose a total of 18 credits with a minimum of 6 credits from 3 of the following 4 Areas:

**AREA #1: Music Performance**

- MUS 114 – University Chorus (2 cr, repeatable)
- MUS 211 – Intro to Hawaiian Ensemble (2 cr, repeatable)
- MUS 311 – Hawaiian Ensemble (2 cr, repeatable)
- MUS 419 – University Band (2 cr, repeatable)
- MUS 410H – University Strings (2 cr, repeatable)

**AREA #2: Music Theory / Music Writing**

- MUS 108 – Fundamentals of Western Music (3 cr)
- MUS 208 – Intro to Songwriting (3 cr)
- MUS 280 – Basic Theory and Aural Skills (3 cr)
- MUS 281 – Music Theory I (2 cr)
- MUS 283 – Aural Training I (1 cr)
- MUS 282 – Music Theory II (2 cr)

- MUS 284 – Aural Training II (1 cr)
- MUS 308 – Intermediate Songwriting (3 cr)

**AREA #3: Music Technology**

- MUS 240 – Intro to Music Technology (3 cr)
- MUS 314 – Music, Sound and Media (3 cr)

**AREA #4: Music History and Literature**

- MUS 106 – Intro to Music Literature (3 cr)
- MUS 107 – Music in World Cultures (3 cr)
- MUS 265 – History of Western Music to 1750 (3 cr)
- MUS 266 – History of Western Music after 1750 (3 cr)
- MUS 366 – Stormy Weather: A Jazz History (3 cr)
- MUS 367 – History of American Popular Music (3 cr)
- MUS 368 – Cool Runnings: A Reggae History (3 cr)

The faculty contact for the Music certificate is:

- Dr. Jon Magnussen  
Email: [jonmagnu@hawaii.edu](mailto:jonmagnu@hawaii.edu); Phone: (808) 689-2357

# Division of Mathematics, Natural & Health Sciences

## MATHEMATICS, NATURAL & HEALTH SCIENCES FACULTY/STAFF

Michael Furuto, Mathematics; Division Chair  
 Bradley Ashburn, Chemistry  
 Joseph Bariyanga, Chemistry/Physics  
 N. Kau'i Baumhofer, Indigenous Health  
 Ricardo Custodio, Health Sciences  
 Olivia George, Biology  
 Camonia Graham-Tutt, Community Health  
 J. Lelemia Irvine, Physics  
 Veny Liu, Mathematics  
 Rebecca Romine, Biology/Physiology  
 Megan Ross, Biology  
 Esther Widiasih, Mathematics  
 Lynette Williamson, Health Information Management  
 Kamuela Yong, Mathematics

## GENERAL INFORMATION

The Division of Mathematics, Natural and Health Sciences emphasizes intra- and interdisciplinary learning in mathematics, natural and health sciences. UH West O'ahu has a Bachelor of Science in Natural Science (BS-NSCI) degree with a concentration in Applied Mathematics; and in Fall 2020, additional concentrations in Life Science, and Health Sciences will be added. BS-NSCI students will take year-long sequences in Calculus, Chemistry, Biology, and Physics and learn to connect course concepts to real-world applications. Students also learn as a cohort transdisciplinary introductions to research and laboratory methods, including integrating Native Hawaiian and Indigenous health and healing into Western education.

## LEARNING OUTCOMES

To assure educational quality and curricular coherence, UH West O'ahu has identified standards appropriate for Natural Science students. Students at UH West O'ahu are expected to apply certain educational skills towards mastering material in an academic major and concentration. These skills are listed in a set of Degree and Concentration Learning Outcomes.

## DEGREE LEARNING OUTCOMES

Graduates with a major in **Natural Science (NSCI)** from UH West O'ahu will be able to:

- **DL01** - To communicate scientific ideas clearly in written and oral formats.
- **DL02** - To explain how to find, read, and critically review scientific literature.
- **DL03** - To analyze data effectively using current methods and technology.
- **DL04** - To apply fundamental concepts and techniques in mathematics and sciences.

## CONCENTRATION LEARNING OUTCOMES

Graduates with a concentration in **Applied Mathematics (AM)** from UH West O'ahu will be able to:

- **CL01** - To demonstrate a general understanding of the different areas of mathematics and its applications and interrelationships, and the importance of mathematics in a scientifically-oriented society.
- **CL02** - To master set of classical theorem-proving skills, including but not limited to the ability to reason quantitatively and to apply the rigor necessary to construct proofs, proofs by contradiction, and proofs by induction.

- **CL03** - To develop refined understanding of the problem-solving process, formulate definitions, give examples and counterexamples, and make inferences and generalizations.
- **CL04** - To experience conducting research and reading, writing, and articulating mathematically-related material, utilizing working knowledge of technology appropriate to mathematical sciences.
- **CL05** - To develop set of necessary skills to solve problems using a variety of techniques, including algebraic, numerical, and spatial reasoning through visualization.

### **ADDITIONAL PROGRAMS**

Other programs supported by the Division of Mathematics, Natural & Health Sciences also include the following:

- Bachelor of Science in Natural Science, with a concentration in Applied Mathematics (pg. 101);
- Bachelor of Applied Sciences with concentrations in:
  - Hawaiian and Indigenous Health & Healing (pages 130-131);
  - Health Information Management (page 132);
  - Health Professions (pages 133-135);
- Bachelor of Arts in Humanities with a concentration in Mathematics (page 94); and
- Bachelor of Arts in Public Administration with a concentration in Community Health (page 106); and
- Area requirements for the BEd in Middle-Level and Secondary MATH, BIOL, and General Science (pages 80-81).



## NATURAL SCIENCE MAJOR REQUIREMENTS

Students majoring in the Natural Sciences must complete General Education Requirements, Natural Science Core Requirements, and the required credits in their concentration, which includes the Capstone course.

### Natural Science Core Requirements (43-57 credits):

1. 30-41 credits of lower division core:
  - CHEM 161/L General Chemistry I (3) & Lab (1)
  - CHEM 162/L General Chemistry II (3) & Lab (1)
  - MATH 241 Calculus I (4)
  - MATH 242 Calculus II (4)
  - PHYS 151/L College Physics I (3) & Lab (1)
  - PHYS 152/L College Physics II (3) & Lab (1)
  - BIOL 171/L Intro to Biology I (3) & Lab (1)
  - BIOL 172/L Intro to Biology II (3) & Lab (1)
  - ICS 101 Digital Tools for the Info World; or  
ICS 111 Intro to Computer Science
  - HLTH 204 Intro to Native Hawaiian & Indigenous Health & Healing; or  
HLTH 205 Hawaiian Ways of Healing; or  
NSCI 2XX Interdisciplinary Indigenous Sciences & Health (in development)
  - NSCI 1XX Transdisciplinary Intro to Lab Methods (1) (in development)
  - NSCI 2XX Transdisciplinary Intro to Research Meth (2) (in development)
2. ENG 200 Composition II
3. MATH 304 Mathematical Modeling (4)
4. NSCI 4XX Interdisciplinary Seminar (in development)
5. 3-6 credits of capstone; see specific concentration area.

## NATURAL SCIENCE CONCENTRATION

### APPLIED MATHEMATICS (AM)

1. For a concentration in Applied Mathematics, 28 credits are required:
  - MATH 245 Multivariable Calculus (4)
  - MATH 307 Linear Algebra & Differential Equations
  - MATH 321 Intro to Advanced Mathematics
  - MATH 327 Origins of Mathematics
  - MATH 361 Applied Probability Theory
  - MATH 331 Intro to Real Analysis
  - MATH 4XX Methods in Applied Mathematics (in development)
  - MATH 405 Ordinary Differential Equations & Stability Theory
  - MATH 461 Applied Statistics
2. 9 credits of Applied Mathematics Electives chosen from list below:
  - MATH 301 Intro to Discrete Mathematics
  - MATH 351 Foundation of Euclidean Geometry
  - MATH 407 Numerical Analysis
  - MATH 411 Linear Algebra
  - MATH 412 Intro to Abstract Algebra I
  - MATH 413 Intro to Abstract Algebra II
  - MATH 444 Intro to Complex Analysis
3. ENG 200 Composition II with a C- or higher
4. MATH 241 Calculus I (4)
5. 3 credits of Capstone course work: NSCI 486M or NSCI 490M (in development)

The faculty contacts for the Applied Mathematics concentration are:

- Dr. Michael Furuto  
Email: [mfuruto@hawaii.edu](mailto:mfuruto@hawaii.edu); Phone: (808) 689-2358
- Dr. Esther Widiasih  
Email: [widiasih@hawaii.edu](mailto:widiasih@hawaii.edu); Phone: (808) 689-2388
- Dr. Kamuela Yong  
Email: [kamuelay@hawaii.edu](mailto:kamuelay@hawaii.edu); Phone: (808) 689-2498
- Dr. Veny Liu  
Email: [venyliu@hawaii.edu](mailto:venyliu@hawaii.edu); Phone: (808) 689-2383

# Division of Public Administration

## PUBLIC ADMINISTRATION FACULTY

Kristina Lu, Health Care Administration; Division Chair  
Michael Hallstone, Justice Administration  
Jason Levy, Disaster Preparedness & Emergency Management  
Ross Prizzia, Disaster Preparedness & Emergency Management  
Lorinda Riley, Justice/General Public Administration  
Lisa Spencer, Health Care Administration  
Anita Tanner, General Public Administration  
Reed Young, Justice/General Public Administration  
Susan Young, Health Care Administration

## GENERAL INFORMATION

The Division of Public Administration provides students with the option of earning a bachelor degree in Public Administration (BAPA) with a concentration in Community Health, Disaster Preparedness and Emergency Management, Health Care Administration, Justice Administration, or General Public Administration. A certificate in Disaster Preparedness and Emergency Management and a certificate in Health Care Administration are also available.

Students pursuing the BAPA must take core courses in their area of study, including a capstone course and courses in their respective areas of concentration. It is highly recommended that students consult with a Faculty Advisor before beginning course work.

The Bachelor of Arts in Public Administration (BAPA) prepares students for supervisory and management roles in the public sector. Students will receive a solid foundation in public sector practices and processes complemented by course work in the social sciences. All BAPA students will receive a fundamental understanding of, and appreciation for, public sector management practices and administrative procedures. With the BAPA, students will have the preparation to pursue graduate degrees in varied programs, such as Public Administration, Criminal Justice, Health

Care Administration, Urban and Regional Planning, Management Science, Public Health Sciences, and others.

Students who choose to study General Public Administration will be prepared for government service at the local, state, and national levels. For those already working in the field, this program will provide the opportunity to more fully develop management, legal, and behavioral skills for more effective job performance and greater career mobility.

Students studying Community Health will be equipped with a diverse set of skills in the areas of community engagement, community health education and promotion, and community action research necessary for improving the health of communities. Current health professionals may broaden their knowledge of techniques for engaging communities in health across sectors.

Students who chose to study Disaster Preparedness and Emergency Management will be able to demonstrate proficiency in understanding the central concepts of disaster and emergency management and policy.

The Health Care Administration concentration prepares students for supervisory, management, and leadership roles in the dynamic and growing health care field.

Those who choose to pursue the Justice Administration concentration will have the educational foundation to pursue career paths in justice-related fields. Those already employed in the field may upgrade their knowledge and professional skills.

## LEARNING OUTCOMES

To assure educational quality and curricular coherence, UH West O'ahu has identified standards appropriate for Public Administration students. Students at UH West O'ahu are expected to apply specific knowledge and skills towards mastering material in an academic major and concentration. These skills are listed in a set of Degree and Concentration Learning Outcomes.

### DEGREE LEARNING OUTCOMES

Graduates with a major in **Public Administration (PUBA)** from UH West O'ahu will be able to:

- **DLO1** - Demonstrate critical thinking, research, and communication skills as applied to the public and private sectors.
- **DLO2** - Explain the cross-cultural context of public and private institutions operating in a global environment.
- **DLO3** - Manage diversity issues within an organizational framework.
- **DLO4** - Identify major issues in today's public and private institutions.
- **DLO5** - Demonstrate the integrative knowledge, skills, and ethics necessary for responsible administrative, management and leadership positions.
- **DLO6** - Demonstrate the management, legal, ethical, and behavioral skills for effective job performance and career mobility.

### CONCENTRATION LEARNING OUTCOMES

Graduates with a concentration in **Community Health (CH)** from UH West O'ahu will be able to:

- **CLO1** - Demonstrate effective communication skills in community health.
- **CLO 2** - Demonstrate quantitative, technological analytical skills necessary for solving community health issues.
- **CLO 3** - Apply the principles of community health to issues affecting international/ global/ local community health organizations.
- **CLO 4** - Demonstrate proficiency in the central concepts of community health behavior, epidemiological investigation, and policy.
- **CLO 5** - Synthesize and provide solutions to community health problems, policy and ethical/legal dilemmas.

Graduates with a concentration in **General Public Administration (PUBG)** from UH West O'ahu should be able to:

- **CLO1** - Demonstrate effective communications skills
- **CLO2** - Demonstrate quantitative, technological and analytical skills necessary for problem solving
- **CLO3** - Identify International/global/local issues affecting

public administration organizations

- **CLO4** - Apply the principles of effective public sector management
- **CLO5** - Demonstrate knowledge of ethical/legal responsibilities of organization and society

Graduates with a concentration in **Disaster Preparedness & Emergency Management (DPEM)** will be able to:

- **CLO1** - Demonstrate effective communications skills
- **CLO2** - Demonstrate quantitative, technological and analytical skills necessary for problem solving
- **CLO3** - Identify international/global/local issues affecting the disaster preparedness organizations
- **CLO4** - Demonstrate proficiency in understanding the central concepts of disaster preparedness and emergency management and policy
- **CLO5** - Exhibit knowledge of ethical/legal responsibilities of organizations in disaster preparedness and emergency management administration

Graduates with a concentration in **Health Care Administration (HCAD)** will be able to:

- **CLO1** - Demonstrate effective communications skills
- **CLO2** - Demonstrate quantitative, technological and analytical skills necessary for problem solving in health care organizations
- **CLO3** - Identify international/global/local issues affecting health care organizations.
- **CLO4** - Demonstrate proficiency in understanding the central concepts of healthcare systems, management and policy
- **CLO5** - Analyze and provide solutions to health care problems, policy and ethical dilemmas

Graduates with a concentration in **Justice Administration (JAD)** from UH West O'ahu will be able to:

- **CLO1** - Demonstrate effective communication skills
- **CLO2** - Demonstrate quantitative, technological and analytical skills necessary for problem solving specific justice administration issues
- **CLO3** - Apply the principles of justice administration to local, state, and federal criminal justice systems
- **CLO4** - Identify and evaluate problems, policy dilemmas, and solutions in justice administration
- **CLO5** - Exhibit knowledge of ethical/legal responsibilities of organizations in justice administration

Graduates with a concentration in **Long-Term Care (LTC)** will be able to:

- **CLO1** - Critical Thinking: Evaluate various situations

affecting (encountered in) the long-term care environment and assess how these situations affect the consumer and their health, consistent with long-term care industry standards.

- **CLO2** - Oral Communication: Practice effective oral communication skills in long-term care as evaluated by an understanding by consumers of long-term care, caregivers, and providers.
- **CLO3** - Writing: Create well-organized, conceptual, writing using relevant information from long-term care through writing research papers and proposals, creating PowerPoint presentations, and developing documents (i.e. fact sheets, marketing plans) to communicate information to consumers, caregivers, and providers, consistent with long-term care industry standards.
- **CLO4** - Apply quantitative, technological, and analytical tools and skills to the long-term care environment, including long-term care facilities and community-based organizations, considering different cultures and sub-cultures (i.e. elderly, homeless, Asian-Pacific Islander, and low-income) consistent with long-term care industry standards.
- **CLO5** - Apply the principles of long-term care administration/management to international/global/local issues (i.e. diversity and organizational behavior) affecting various long-term care environments, consistent with long-term care industry standards.
- **CLO6** - Describe and apply the central concepts of long-term care systems, including management, quality care and risk management, financing and reimbursements, and policies and regulations, to the long-term care environment, consistent with industry standards.
- **CLO7** - Assess and justify solutions to problems, policies, and ethical/legal dilemmas within the long-term care environment, creating solutions that are viable according to industry standards.

## PUBLIC ADMINISTRATION

### MAJOR REQUIREMENTS

Students pursuing a degree in Public Administration must complete the following in which a minimum of 54 upper division credits is required:

1. Choose one from the following (3 credits):
  - PUBA 100 Intro to Public Administration; or
  - PUBA 101 Intro to Health Care Administration (required for LTC); or
  - PUBA 102 Intro to Disaster Preparedness and Emergency Management; or
  - PUBA 103 Intro to Justice Administration
  - PUBA 104 Intro to Community Health
2. Twenty-four credits of upper division core course work is required.
  - PUBA 306 Principles of Public Administration
  - PUBA 310 Research Methods in the Public Sector
  - PUBA 313 Communication Skills for Administrators
  - PUBA 340 Administrative Decision-Making
  - PUBA 341 Statistics for Decision-Making in Public Administration; or
  - SSCI 210 Statistical Analysis I; or
  - BUSA 320 Statistics for Decision-Making
  - PUBA 351 Human Resources Administration
  - PUBA 414 Public Communication Campaigns
  - PUBA 475 Administrative Law
3. Capstone requirement: Three credits from one of the following, to be taken in the senior year:
  - PUBA 486a Senior Project; or
  - PUBA 490a Administrative Practicum
4. Eighteen credits in the area of concentration
5. ENG 200 Composition II or ENG 209 Business Writing
6. MATH 100 Survey of Mathematics; or
- MATH 103 College Algebra; or
- MATH 115 Statistics; or higher MATH.

Students must complete a minimum of three classes of upper division, Writing-Intensive (WI) course work, including the Senior Project or Administrative Practicum. It is highly recommended that students consult with a Faculty Advisor before beginning course work.

A homeland security certificate in Disaster Preparedness & Emergency Management, and a certificate in Health Care Administration are also offered and may be completed independently or along with the BA degree.



## PUBLIC ADMINISTRATION CONCENTRATIONS

### GENERAL PUBLIC ADMINISTRATION (PUBG)

Students with a concentration in General Public Administration are encouraged to complete courses within a broad range of categories, therefore, students are required to select at least one course from each concentration (DPEM, HCAD, JAD).

Students must complete eighteen (18) credits, chosen from the following courses:

- PUBA 312 Bureaucratic Politics
- PUBA 316 Constitutional Law
- PUBA 327 Indigenous Governance
- PUBA 335 Technology in Public Administration
- PUBA 352 Comparative Public Administration
- PUBA 355 Labor-Management Relations
- PUBA 470 Program Planning and Evaluation
- PUBA 480 Organizational Behavior
- PUBA 481 Ethics & Administration
- PUBA 498α Selected Topics in Public Administration
- PUBA 499 Directed Reading and Research

In addition, choose at least one course from each concentration (9 credits):

#### Disaster Preparedness & Emergency Mgmt (DPEM)

- PUBA 411 Emergency Mgmt & Disaster Preparedness
- PUBA 460 Environmental Policy Planning & Admin
- PUBA 461 Social Dimensions of Disaster Response
- PUBA 462 Disaster Recovery & Business Continuation
- PUBA 463 Disaster Recovery & Hazard Mitigation
- PUBA 464 Terrorism & Emergency Management
- PUBA 465 International Disaster Management

#### Health Care Administration (HCAD):

- PUBA 301 Health Care Administration
- PUBA 302 Health Policy, Politics and Law
- PUBA 303 Financial Concepts in Health Care Mgmt
- PUBA 307 Community Health Analysis
- PUBA 318 Managed Care
- PUBA 319 Long-Term Care
- PUBA 411 Emergency Mgmt & Disaster Preparedness
- PUBA 446 Contemporary Issues in Health Care
- PUBA 470 Program Planning & Evaluation
- PUBA 473 Psychology of Healing
- PUBA 474 Culture and Mental Illness

- PUBA 476 Health Care Marketing
- PUBA 480 Organizational Behavior
- PUBA 498α Selected Topics in Health Care Administration

### Justice Administration (JAD)

- PUBA 305 Managing Criminal Justice Agencies
- PUBA 309 Criminal Law and Procedures
- PUBA 316 Constitutional Law
- PUBA 320 Correctional Administration
- PUBA 321 Probation, Parole, & Community-Based Corrections
- PUBA 322 Issues in Community Policing
- PUBA 323 Workplace Violence
- PUBA 324 Media, Violence, and Crime
- PUBA 327 Indigenous Governance
- PUBA 355 Labor-Management Relations
- PUBA 406 Contemporary Problems of Justice Administration in America
- PUBA 410 Issues in Criminal Investigation
- PUBA 431 Juvenile Delinquency
- PUBA 432 Crime and Literature
- PUBA 434 Criminology
- PUBA 435 Domestic Violence
- PUBA 436 Sex Crimes and Offenders
- PUBA 498α Selected Topics in Justice Administration

If a student is also working on a certificate in Disaster Preparedness and Emergency Management, or Health Care Administration, only a maximum of nine credit hours from a completed for the Bachelors' degree may be used toward certificate requirements.

The faculty contact for General Public Administration is:

- Dr. Ross Prizzia  
Email: rprizzia@hawaii.edu; Phone: (808) 689-2365

**COMMUNITY HEALTH (CH)**

The concentration in community health provides students with a diverse set of skills in the areas of community engagement, community health education and promotion and community action research, which are paramount in one of the newest fields of healthcare employment, community health workers.

Developed as a hybrid concentration, community health is geared towards aspiring community health workers, health education specialists, working health care professionals and distance learners interested in health education-related careers. This program provides the opportunity for students to receive training in promoting health, advancing health equity, and improving health in the communities in which they live, learn, work and play.

Community Health prepares students for careers in assessing, planning, implementing and evaluating health programs that enhance health, well-being and quality of life for all.

Required concentration credits, 18 credits:

Students are required to take the following 9 credits:

- PUBA 308 Community Engaged Research Methods
- PUBA 314 Community Epidemiology & Population Health
- PUBA 368 Foundations in Community Health & Health Behavior

And an additional 9 credits from the following:

- PUBA 307 Community Health Analysis
- PUBA 319 Long Term Care
- PUBA 334 The Intersection of Community & Global Health
- PUBA 338 Cultural Competence in Health Care
- PUBA 354 Program Planning & Evaluation in Health
- PUBA 446 Contemporary Issues in Health Care
- PUBA 473 Psychology of Healing
- PUBA 474 Culture & Mental Illness
- PUBA 476 Health Care Marketing
- PUBA 477 Ethics in Health Care Administration
- ANTH 425 Medical Anthropology
- SOC 479 Applied Sociology: CBPR in Health

The faculty contact for Community Health is:

- Dr. Camonia Graham-Tutt  
Email: camonia@hawaii.edu; Phone: (808) 689-2326

**DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT (DPEM)**

Students with a concentration in Disaster Preparedness and Emergency Management must take the following nine credits:

- PUBA 411 Emergency Management and Disaster Preparedness
- PUBA 463 Disaster Recovery and Hazard Mitigation
- PUBA 464 Terrorism and Emergency Management

In addition, students must choose three electives from the following list for a total of nine credits:

- PUBA 460 Environmental Policy Planning & Administration
- PUBA 461 Social Dimensions of Disaster Response
- PUBA 462 Disaster Recovery & Business Continuation
- PUBA 465 International Disaster Management
- PUBA 466 Ethics in Disaster Preparedness & Emergency Management

NOTE: Students with a concentration in Disaster Preparedness and Emergency Management are strongly recommended to take PUBA 102, PUBA 460, PUBA 461, and/or PUBA 462, and MET 209, which meets UH West O'ahu's General Education Requirement for Physical Science (DP).

Students from Kapi'olani Community College who transfer to UH West O'ahu after completing the articulated A.S. in Mobile Intensive Care Technician (MICT) may be waived from certain requirements for the BAPA with a concentration in Disaster Preparedness and Emergency Management or Health Care Administration. Students who transfer under this agreement should consult a Faculty Advisor or a Success Advisor in Student Affairs prior to beginning their program.

The faculty contacts for Disaster Preparedness & Emergency Management are:

- Dr. Jason Levy  
Email: jlevy@hawaii.edu; Phone: (808) 689-2492
- Dr. Ross Prizzia  
Email: rprizzia@hawaii.edu; Phone: (808) 689-2365

**HEALTH CARE ADMINISTRATION (HCAD)**

Students with a concentration in Health Care Administration must take the following nine credits:

- PUBA 301 Health Care Administration
- PUBA 302 Health Policy, Politics and Law
- PUBA 303 Financial Concepts in Health Care Management

In addition, students choose nine credits from the following:

- PUBA 307 Community Health Analysis
- PUBA 318 Managed Care
- PUBA 319 Long-Term Care
- PUBA 338 Cultural Competence in Health Care
- PUBA 354 Program Planning & Evaluation in Health
- PUBA 411 Emergency Management & Disaster Preparedness
- PUBA 446 Contemporary Issues in Health Care
- PUBA 473 Psychology of Healing
- PUBA 474 Culture and Mental Illness
- PUBA 476 Health Care Marketing
- PUBA 477 Ethics in Health Care Administration
- PUBA 480 Organizational Behavior
- PUBA 498α Selected Topics in Health Care Administration

NOTE: Students who do not have any health care experience are strongly recommended to take PUBA 101 Introduction to Health Care Administration.

The faculty contact for Health Care Administration is:

- Dr. Kristina Lu  
Email: kguo@hawaii.edu; Phone: (808) 689-2361

**JUSTICE ADMINISTRATION (JAD)**

Students with a concentration in Justice Administration must complete:

- PUBA 409 Legal Foundations of Justice Administration

And fifteen credits chosen from the following:

- PUBA 305 Managing Criminal Justice Agencies
- PUBA 309 Criminal Law and Procedures
- PUBA 316 Constitutional Law
- PUBA 320 Correctional Administration
- PUBA 321 Probation, Parole, and Community-Based Corrections
- PUBA 322 Issues in Community Policing
- PUBA 323 Workplace Violence
- PUBA 324 Media, Violence, and Crime
- PUBA 326 Ethical Dilemmas in Criminal Justice
- PUBA 327 Indigenous Governance
- PUBA 355 Labor-Management Relations
- PUBA 406 Contemporary Problems of Justice Administration in America
- PUBA 410 Issues in Criminal Investigation
- PUBA 411 Emergency Management and Disaster Preparedness
- PUBA 431 Juvenile Delinquency
- PUBA 432 Crime and Literature
- PUBA 434 Criminology
- PUBA 435 Domestic Violence
- PUBA 436 Sex Crimes and Offenders
- PUBA 461 Social Dimensions of Disaster Response
- PUBA 498α Selected Topics in Justice Administration
- PUBA 499 Directed Reading and Research

NOTE: Students from Honolulu Community College who transfer to UH West O'ahu after completing the Associate of Applied Science degree in Administration of Justice under the terms of the UH West O'ahu and Honolulu Community College Articulation Agreement will be waived from certain requirements for the BAPA with a concentration in Justice Administration. Students who transfer under this agreement should consult a Faculty Advisor or a Success Advisor in Student Affairs prior to beginning their program.

The faculty contact for Justice Administration is:

- Dr. Michael Hallstone  
Email: hallston@hawaii.edu; Phone: (808) 689-2362

## LONG-TERM CARE (LTC)

The long-term care environment is growing rapidly as the population continues to age. The healthcare workforce is also experiencing change as workers age into retirement. The Bachelor of Arts in Public Administration with a concentration in Long-Term care is designed to address the needs of the growing elderly population accessing long-term care services and provide the skills and competencies needed to lead and manage long-term care facilities and community-based services into the future.

Required Lower Division Major requirement:

- PUBA 101 Intro to Health Care Administration

Required Concentration Courses (12 cr)

- PUBA 303 Financial Concepts in Health Care Mgmt
- PUBA 319 Survey of Long-Term Care
- PUBA 345 Foundations in Gerontology
- PUBA 346 Long-Term Care Management

Two additional Long-Term Care elective courses chosen from the following (6 cr):

- PUBA 302 Health Policy, Politics, and Law
- PUBA 307 Community Health Analysis
- PUBA 338 Cultural Competence
- PUBA 354 Program Planning & Evaluation in Health
- PUBA 411 Emergency Management & Disaster Preparedness
- PUBA 450 Nursing Home Administration (Pre: PUBA 319 and Junior standing)
- PUBA 451 Facilities Management in Health Care (Pre: Junior standing; xlst FMGT 451)
- PUBA 464 Terrorism and Emergency Management
- PUBA 476 Health Care Marketing (highly recommended)
- PUBA 477 Health Care Ethics (highly recommended)
- PUBA 480 Organizational Behavior
- HIM 203 Health Informatics and Information Systems
- MGT 320 Fundamentals of Entrepreneurship & Small Business Management (Pre: PUBA 303)
- SOC 353 Sociology of Aging
- SOC 355 Death, Dying, and Bereavement

The faculty contact for Long-Term Care is:

- Dr. Lisa Spencer  
Email: lisaspen@hawaii.edu; Phone: (808) 689-2483

## PUBLIC ADMINISTRATION CERTIFICATES

### CERTIFICATE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT (DPEM)

Completion of the 18-credit cluster of courses below will lead to a certificate in Disaster Preparedness and Emergency Management (DPEM). This certificate is approved by the United States Department of Homeland Security (DHS) and the Federal Emergency Management Agency (FEMA); the courses for the certificate meet the national standards established by the DHS and FEMA higher education project. The goal is to provide DPEM practitioners with a broad range of administrative skills and knowledge that are ideally suited to meet the critical needs of DPEM administrators. This certificate can be earned as a self-standing credential and may also be used as part of the Bachelor of Arts degree in Public Administration (BAPA) for those who choose a concentration in General Public Administration.

**DPEM1:** Discuss and critique the central concepts of disaster and emergency management and policy at a professional level.

**DPEM2:** Analyze and provide solutions to disaster and emergency problems, and policy and ethical dilemmas through written communication skills.

**DPEM3:** Comprehensively explore issues, ideas, artifacts, and events as a responsible administrative, managerial leader in disaster and emergency management organizations.

Students with a concentration in Justice Administration may use only PUBA 411 Emergency Management and Disaster Preparedness and PUBA 461 Social Dimensions of Disaster Response towards their concentration requirements. The additional 12 credits for the certificate may be used as electives.

Courses required for the certificate are:

- PUBA 411 Emergency Mgmt & Disaster Preparedness
- PUBA 460 Environmental Policy Planning & Admin
- PUBA 461 Social Dimensions of Disaster Response
- PUBA 462 Disaster Recovery & Business Continuation
- PUBA 463 Disaster Recovery & Hazard Mitigation
- PUBA 464 Terrorism & Emergency Management

The faculty contacts for Disaster Preparedness & Emergency Management are:

- Dr. Jason Levy  
Email: jlevy@hawaii.edu; Phone: (808) 689-2492
- Dr. Ross Prizzia  
Email: rprizzia@hawaii.edu; Phone: (808) 689-2365



## **CERTIFICATE IN HEALTH CARE ADMINISTRATION (HCAD)**

The certificate program in Health Care Administration provides students and health care practitioners with a broad range of administrative skills and knowledge needed in the dynamic and growing health care field. Ongoing changes in the system have resulted in an array of opportunities for health care administrators to make significant contributions to improving health care for all. The certificate can be earned as a self-standing credential and may also be used as part of a Bachelor of Arts degree in Public Administration (BAPA) for those concentrating in General Public Administration. Specifically, courses in this certificate can be used to fulfill concentration and upper-division elective requirements in the BAPA.

Completion of the 18-credit cluster of courses listed below will lead to the certificate in Health Care Administration. These courses have been selected because they are ideally suited to meet the critical needs of health care administrators.

**HCAD1:** Discuss and critique the central concepts of health care systems, management, and policy at a professional level.

**HCAD2:** Analyze and provide solutions to health care problems, and policy and ethical dilemmas through written communication skills.

**HCAD3:** Comprehensively explore issues, ideas, artifacts, and events as a responsible administrative, managerial leader in health care organizations.

Courses required for the certificate are:

- PUBA 301 Health Care Administration
- PUBA 302 Health Policy, Politics, and Law
- PUBA 303 Financial Concepts in Health Care Management

In addition, students must choose 3 electives (9 credits) from the following:

- PUBA 307 Community Health Analysis
- PUBA 318 Managed Care
- PUBA 319 Long-Term Care
- PUBA 411 Emergency Management and Disaster Preparedness
- PUBA 446 Contemporary Issues in Health Care
- PUBA 473 Psychology of Healing
- PUBA 474 Culture and Mental Illness
- PUBA 476 Health Care Marketing
- PUBA 477 Ethics in Health Care Administration
- PUBA 480 Organizational Behavior
- PUBA 490B Administrative Practicum

\*Note: A maximum of nine (9) credits successfully earned with the degree program may be used toward the certificate program.

Dr. Kristina Lu is the faculty contact for this certificate. Dr. Lu can be contacted at (808) 689-2361 or by email at [kguo@hawaii.edu](mailto:kguo@hawaii.edu). NOTE: Students from Honolulu Community College who transfer to UH West O'ahu with the Associate in Science degree in Occupational and Environmental Safety Management (OESM) under the terms of the UH West O'ahu and Honolulu Community College Articulation Agreement will be waived from PUBA 446 Contemporary Issues in Health Care should the student choose to earn the Certificate in Health Care Administration. Students who transfer under this agreement should consult a Faculty Advisor or a Success Advisor in Student Affairs prior to beginning their program.

# Division of Social Sciences

## SOCIAL SCIENCES FACULTY

Louis Herman, Ph.D. (Hawai'i), Political Science; Division Chair  
 Susan Matoba Adler, Ph.D. (Wisconsin, Madison), Curriculum and Instruction (Early Childhood Education)  
 Jennifer Byrnes, Ph.D. (SUNY, Buffalo), Anthropology (Forensic Anthropology and Bioarchaeology)  
 Richard Castillo, Ph.D. (Harvard), Psychology  
 Michael Delucchi, Ph.D. (UC, Santa Barbara), Sociology  
 Orlando García-Santiago, Ph.D. (Hawai'i), Sociology (Medical Sociology and Community Health)  
 Allyson Gilles, Ph.D. (Maine), Psychology  
 Mark Hanson, Ph.D. (UC, Davis), Psychology  
 Mark Hopper, Ph.D., (Ball State), Psychology  
 Masahide Kato, Ph.D. (Hawai'i), Political Science  
 Richard Langford, Ph.D. (Oregon), Psychology  
 Daniel Lipe, Ph.D. (Hawai'i), Sustainable Community Food Systems  
 Christina Mello, Ph.D. (New Mexico), Anthropology (Community Health, Food and Environmental Studies)  
 Kanoa Meriwether, M.A. (Nebraska), Psychology  
 Albie Miles, Ph.D. (UC, Berkeley), Sustainable Community Food Systems  
 Monique Mironesco, Ph.D. (Hawai'i), Political Science  
 Xóchitl Mota-Back, Ph.D. (Arizona), Sociology  
 Thomas Scheiding, Ph.D. (Notre Dame), Economics  
 Peiyong Patricia Yu, Ph.D. (Northern Illinois), Economics  
 Konstantinos Zougrs, Ph.D. (North Texas), Sociology

## GENERAL INFORMATION

The Social Sciences focus on the systematic and objective study of human behavior in social situations (Sociology), in individuals (Psychology), in the development of children and early learning (Early Childhood Education), in the political setting (Political Science), in resource allocation decision-making (Economics), and in the context of physical, social, and cultural development (Anthropology). Each field has important contributions to make in seeking solutions to complex social problems. Social Sciences students may concentrate in Anthropology, Early Childhood Education, Economics, Political Science, Psychology, or Sociology. Concentrations in Early Childhood Education, Political Science, and Psychology are available via distance education (see pages 120-121).

## SOCIAL SCIENCES BASIC AND SKILLS REQUIREMENTS

Students majoring in the Social Sciences must take a minimum of nine credits in Basic and Skills courses. Basic courses are designed to introduce the student to the concepts guiding the evolution of the Social Sciences and recent developments which are likely to determine future directions. Students are encouraged to develop competence in the areas of research and methods analysis, statistics and report writing. Courses which emphasize the skills associated with the Social Sciences offer the student the opportunity to improve skills in areas such as communications, and statistical analysis.

Students are required to complete ENG 200 Composition II with a minimum grade of C-. Students must complete a minimum of three courses of upper division Writing-Intensive (WI) courses, including SSCI 486 Senior Project or SSCI 490 Social Sciences Practicum. A minimum of two upper division courses must come

from course work other than SSCI 486 or 490, which are also WI.

### Social Sciences Basic Courses

- PSY 212 Survey of Research Methods in Psychology
- SSCI 300 Methods and Techniques of Social Science Research
- SSCI 317 Fieldwork and Qualitative Methods
- SSCI 326 Hawaiian and Pacific Environments

### Social Sciences Skills Courses

- SSCI 210 Statistical Analysis I
- SSCI 410 Statistical Analysis II

### Social Sciences Capstone Courses

Social Sciences students should complete SSCI 486 Senior Project or SSCI 490 Social Sciences Practicum as required by their specific concentration. The nature of the Senior Project or Practicum to be undertaken should be described in detail in the student's educational plan. Students with a concentration in Anthropology, Economics, Political Science, or Sociology may elect to complete SSCI 490 Social Sciences Practicum in place of a Senior Project to fulfill their requirements. Psychology students must take SSCI 486P Senior Project and Early Childhood Education students must take SSCI 490C Social Sciences Practicum to complete their requirements.

Social Sciences students are encouraged to select electives from the Humanities, Business Administration, and Public Administration Divisions.

## LEARNING OUTCOMES

To assure educational quality and curricular coherence, UH West O'ahu has identified learning outcomes appropriate for Social Sciences students. Students at UH West O'ahu are expected to apply certain knowledge and skills towards mastering material in an academic major and concentration. These skills are listed in a set of Degree and Concentration Learning Outcomes.

### DEGREE LEARNING OUTCOMES

Graduates with a major in **Social Sciences (SSCI)** from UH West O'ahu will be able to:

- **DLO1** - Clear and effective writing using the conventions of a particular Social Science discipline.
- **DLO2** - Knowledge of philosophical or cultural issues associated with different Social Sciences.
- **DLO3** - Knowledge of how quantitative or qualitative data are used in the Social Sciences.

- **DLO4** - Knowledge of the methods associated with a Social Science discipline.
- **DLO5** - Critical thinking about the knowledge, theories, literature or methods of a Social Sciences discipline.

## CONCENTRATION LEARNING OUTCOMES

Graduates with a concentration in **Anthropology (ANTH)** from UH West O'ahu will be able to:

- **CLO1** - Write clearly and effectively for an anthropology audience.
- **CLO2** - Speak clearly and effectively about anthropology topics.
- **CLO3** - Demonstrate knowledge of empirical anthropology research methods and analyses.
- **CLO4** - Apply anthropology knowledge to the analysis of cultural and global issues and perspectives.
- **CLO5** - Demonstrate critical thinking by applying anthropology theories and/or methods to analyze problems in responsible and ethical ways.

Graduates with a concentration in **Early Childhood Education (ECED)** from UH West O'ahu will be able to:

- **CLO1** - Plan, implement and evaluate early childhood curriculum and identify the theories and program models that inform curricular choices.
- **CLO2** - Apply formal and informal observation methods to diverse groups and individual children and communicate effectively with families and other professionals about student progress.
- **CLO3** - Demonstrate respectful and reciprocal relationships with families, appropriate communication and guidance practices with young children, and positive parent-school relations.
- **CLO4** - Demonstrate knowledge of fiscal, educational, physical, and human resources for effective early childhood program development.
- **CLO5** - Advocate for children and families based upon knowledge of ethical and professional standards, critical thinking, socio-political analysis of programs, self-reflection, and commitment to social justice.

Graduates with a concentration in **Economics (ECON)** from UH West O'ahu will be able to:

- **CLO1** - Use marginal analysis (including supply and demand) to explain regulated and unregulated markets.
- **CLO2** - Use models of market structures to analyze perfect competition and monopoly.

- **CLO3** - Use theory to explain how trade enhances growth.
- **CLO4** - Use aggregate demand and supply analysis to explain inflation, unemployment and growth.
- **CLO5** - Develop quantitative skills for models and real world issues.

Graduates with a concentration in **Political Science (POLS)** from UH West O'ahu will be able to:

- **CLO1** - Demonstrate effective writing skills about political systems and processes using a consistent citation style.
- **CLO2** - Demonstrate effective oral communication skills connecting personal experiences with an understanding of various political practices and civic engagement.
- **CLO3** - Demonstrate critical and integrative thinking skills in understanding the role of the individual from local to global politics.

Graduates who complete the concentration in **Psychology (PSY)** from UH West O'ahu will be able to:

- **CLO1** - Demonstrate clear and effective writing about Psychology in APA style.
- **CLO2** - Demonstrate knowledge of the history, systems and philosophical foundations of Psychology.
- **CLO3** - Demonstrate knowledge of how statistics are applied in Psychology.
- **CLO4** - Demonstrate knowledge of Psychological research methods and ethics.
- **CLO5** - Demonstrate psychological knowledge about human development, social/cultural phenomena, clinical applications or experimental research.
- **CLO6** - Think critically about psychological literature, theory, methods or applications.

Graduates with a concentration in **Sociology (SOC)** from UH West O'ahu will be able to:

- **CLO1** - Write clearly and effectively in ASA style.
- **CLO2** - Speak clearly and effectively about sociological topics.
- **CLO3** - Demonstrate knowledge of empirical research design and statistical analysis.
- **CLO4** - Apply sociological knowledge to the analysis of cultural and global issues and perspectives.
- **CLO5** - Demonstrate critical thinking by applying sociological theories to analyze social issues or problems.

## SOCIAL SCIENCES MAJOR REQUIREMENTS

Students majoring in the Social Sciences must complete the following:

1. Nine credits in Social Sciences Basic and Skills courses:
  - a. SSCI 300 Philosophy of the Social Sciences
  - b. SSCI 210 Statistical Analysis I
  - c. A research methods class as specified by the concentration:
    - Anthropology and Political Science students must take SSCI 317 Fieldwork and Qualitative Methods.
    - Economics students must take SSCI 410 Statistical Analysis II (recommended); or SSCI 301 Methods and Techniques in Social Science Research.
    - Psychology students must take PSY 212 Survey of Research Methods.
    - Sociology students must take SSCI 301 Methods and Techniques in Social Science Research or PSY 212 Research Methods, or SSCI 317 Fieldwork and Qualitative Methods. (Note: SSCI 301 is strongly recommended for students concentrating in Sociology.)
    - Early Childhood Education students must take SSCI 301 Methods and Techniques in Social Science Research or SSCI 317 Fieldwork and Qualitative Methods.
2. A total of 30 - 33 credits distributed as follows: 21-24 credits in one Social Science concentration (Anthropology, Early Childhood Education, Economics, Political Science, Psychology, or Sociology), including SSCI 486 Senior Project, or if applicable, SSCI 490 Social Sciences Practicum.
3. Complementary area: Nine credits in a second Social Sciences concentration area: ANTH, ECED, ECON, POLS, PSY, SOC, or SCFS (Sustainable Community Food Systems). Students choosing to do their complementary area in ECED need to consult with the ECED faculty since the ECED program has 32 credits of prerequisites that must be taken at the Community Colleges.
4. ENG 200 Composition II with a grade of C- or better.
5. MATH 103 College Algebra; or MATH 115 Statistics; or higher level MATH.



## SOCIAL SCIENCES CONCENTRATIONS

### ANTHROPOLOGY (ANTH)

Anthropology is divided into subfields for examining human diversity across time and space. As a holistic discipline, anthropology produces an encompassing picture of human life through examination of the interplay between human genetic variation and the environment, ancient and historical societies, as well as conditions in today's globalized world. To understand everyday life, anthropologists situate it within broader historical, political, physical, economic, social and cultural contexts.

Our program has an applied focus, emphasizing workforce development. Applied anthropology uses the discipline's widely recognized cross-cultural knowledge and methods to identify and apply solutions to real life problems. With an anthropology degree, students can put their knowledge into practice, both in and outside of the classroom, by identifying different employment opportunities such as jobs in contract archaeology, forensics, museum curation, business, development, environmental projects, education, law, health, the non-profit sector, the federal government, and consulting. Our concentration not only prepares students for graduate school, it provides students with a widely recognized anthropological skillset, while facilitating relationships with community groups and potential employers through service learning and internship opportunities.

For a concentration in Anthropology, 48 credits are required, including the following courses:

1. ENG 200 Composition II
2. MATH 103 College Algebra; or  
MATH 115 Statistics; or higher level MATH.
3. SSCI 210 Statistical Analysis I
4. SSCI 300 Philosophy of the Social Sciences
5. SSCI 317 Fieldwork & Qualitative Methods
6. SSCI 486A Senior Project; or  
SSCI 490A Social Sciences Practicum
7. ANTH 490 History & Theory of Anthropology
8. Two courses from each of the following clusters (a maximum of one lower division course may be counted toward each cluster):

#### a. Culture and Language Cluster:

- ANTH 152 Culture and Humanity
- ANTH 350 Pacific Islands Cultures
- ANTH 378 Visual Depictions of the Human Experience & Media Power

- ANTH 383 Museum Studies
- ANTH 421 Sustainability in Tourism
- ANTH 425 Medical Anthropology
- ANTH 448 Micronesian Cultures
- ANTH 480 Land, Culture & Social Justice
- ANTH 481 Anthropology in Action & Building a Career

#### b. Archaeology Cluster:

- ANTH 151 Emerging Humanity
- ANTH 181 Archeological Field Techniques-Historic Archaeology
- ANTH 210 Introduction to Archaeology
- ANTH 305 Historical Archaeology
- ANTH 321 World Archaeology I
- ANTH 322 World Archaeology II
- ANTH 381 Archeological Field Techniques-Historic Archaeology
- ANTH 382 Archaeological Laboratory Techniques
- ANTH 389 Cultural Resource Management
- ANTH 469 History of Archaeological Thought
- ANTH 475 The Analysis of Animal Remains in Archaeology, Biology and Forensics

#### c. Physical Anthropology Cluster:

- ANTH 215 Biological Anthropology
- ANTH 384 Human Skeletal Biology
- ANTH 415 Human Ecological Adaptation
- ANTH 458 Forensic Anthropology
- ANTH 460 Advanced Techniques in Applied Forensic Anthropology

Students planning to go on to graduate studies or a career in Anthropology should take additional courses from the above clusters. Courses selected should reflect the student's future educational and/or career goals.

9. Additional courses in the discipline will be recommended for inclusion in the student's educational plan based on specific competency goals established by the student. Course work may be used only once to fulfill cluster, concentration and elective requirements.

- ANTH 151 Emerging Humanity
- ANTH 152 Culture and Humanity
- ANTH 181 Archaeological Field Techniques-Historic Archaeology
- ANTH 210 Introduction to Archaeology
- ANTH 215 Biological Anthropology
- ANTH 215L Biological Anthropology Lab (1)

- ANTH 298a Selected Topics (v1-6)
  - ANTH 321 World Archaeology I
  - ANTH 350 Pacific Islands Cultures
  - ANTH 384 Human Skeletal Biology
  - ANTH 384L Human Skeletal Biology Lab (1)
  - ANTH 380 Field Archaeology: Pre-European Times
  - ANTH 381 Archaeological Field Techniques-Historic Archaeology
  - ANTH 383 Museum Studies
  - ANTH 415 Human Ecological Adaptation
  - ANTH 437 Pacific Archaeology
  - ANTH 448 Micronesian Cultures
  - ANTH 457 Okinawans Locally & Globally
  - ANTH 458 Forensic Anthropology
  - ANTH 460 Advanced Techniques in Forensic Anthropology
  - ANTH 483 Archaeology of Hawai'i
  - ANTH 495 Research Seminar
  - ANTH 498a Selected Topics in Anthropology
  - ANTH 499 Directed Reading and Research
10. Complementary Area: Nine credits in one additional Social Science concentration area: ECED, ECON, POLS, PSY, SOC, or SCFS.

The faculty contacts for Anthropology are:

- Dr. Jennifer Byrnes  
Email: jfbyrnes@hawaii.edu; Phone: (808) 689-2394
- Dr. Christy Mello  
Email: melloc@hawaii.edu; Phone: (808) 689-2494

## EARLY CHILDHOOD EDUCATION (ECED)

The field of Early Childhood Education encompasses the growth, development, and education of children from birth through age eight.

This program focuses on the preschool years (ages 3-5) from a theoretical orientation, which places early childhood education within broader social, historical, political, and cultural contexts. Course work in other areas of the social sciences provides a context for students to critically examine early education and care.

Teaching young children is a dynamic process, an art that requires nurturing, reflection, and imagination. Utilizing current research, culturally sensitive practices, and the child at the center of learning and teaching, our aim is for our students to become intelligent early childhood educators. Our goal is to inspire teachers to become agents of change, who question assumptions and promote equity and social justice. Part of this process is that our students engage in learning as intellectuals, connecting theory and practice while applying development in cultural context. Our program emphasizes collaboration between home and school as well as understanding the power of relationship between child and teacher, child and child, and child and parent. Children also have learning relationships with their environment, local community, and the global world. Our students participate in action research, examining their own practice through the lens of a practicum experience, and critically analyzing how to enact positive change as they continue to construct theory and develop as teachers and learners.

NOTE: The Early Childhood Education concentration has been developed in partnership with the Associate in Science degree programs in Early Childhood Education from Hawai'i Community College, Honolulu Community College, Kaua'i Community College, and the University of Hawai'i-Maui College. An articulation agreement has been developed to facilitate the transfer of students from the UH community colleges to UH West O'ahu. Students who transfer to UH West O'ahu under the terms of the articulation agreement(s) should consult a Faculty Advisor or a Success Advisor in Student Affairs prior to beginning their program.

**Core Course Work:** The following set of core Early Childhood Education course work or equivalent, are required as program prerequisites prior to taking any 300- or 400-level ECED course work:

- ECED 105 Introduction to Early Childhood Education
- ECED 110 Developmentally Appropriate Practice
- ECED 131 Early Childhood Development: Theory into Practice
- ECED 140 Guiding Young Children in Group Settings

- ECED 151 and 191V/190 Practicum in Early Childhood Education
- ECED 115 or ECED 215 Health, Safety, & Nutrition for the Young Child (Healthy Young Children)
- ECED 245/FAMR 235 Child, Family and Community
- ECED 263 Language & Creative Expression Curriculum
- ECED 264 Inquiry and Physical Curriculum
- ECED 296C/P & 291V Field Experience in Early Childhood Education

For students with a concentration in Early Childhood Education, 48 credits are required including the following courses:

1. ENG 200 Composition II
2. MATH 103 College Algebra; or  
MATH 115 Statistics; or higher level MATH
3. SSCI 210 Statistical Analysis I
4. SSCI 300 Philosophy of the Social Sciences
5. SSCI 301 Methods and Techniques in Social Science Research or SSCI 317 Fieldwork in Qualitative Methods
6. SSCI 490C Social Sciences Practicum (6 cr)  
Pre: Consent of instructor, one class of upper division writing-intensive (WI) coursework.
7. Concentration course work (18 credits):
  - ECED 320 Issues, Trends & Leadership in Early Childhood Education
  - ECED 340 Communication & Relationships in Early Childhood Education
  - ECED 401 Curricular Models in Early Childhood Education
  - ECED 402 Emergent Literacy in the Home, School & Community
  - ECED 420 Administration & Supervision of Early Childhood Programs
  - ECED 440 Instruction & Assessment in Early Childhood Education
8. Complementary Area: Nine credits in one additional Social Science concentration area (ANTH, ECON, POLS, PSY, SOC, or SCFS).

The faculty contact for Early Childhood Education is:

- Dr. Susan Matoba Adler  
Email: [adlers@hawaii.edu](mailto:adlers@hawaii.edu); Phone: (808) 689-2337

## ECONOMICS (ECON)

Economics is concerned with decision making and problem solving. It concerns itself with making intelligent individual and social choices. A student who spends four years wrestling with economic issues and developing the analytical tools necessary to resolve them will emerge with sharpened reasoning, communication skills and will be more aware to the complexities of the world. The concentration is designed to provide students with a strong background in economic theory and applied analysis. The concentration is for students seeking broad preparation in more than a single area and is often combined with concentrations in sociology, political science, mathematics, business administration and finance. Graduates of the program are prepared to enter graduate school in the social sciences and other related fields (e.g. MBA, law school), or chose from many possible careers in the private and public sectors.

For students with a concentration in Economics, 51-54 credits are required including the following courses:

1. ENG 200 Composition II
2. MATH 103 College Algebra; or  
MATH 115 Statistics; or higher level MATH
3. SSCI 210 Statistical Analysis I
4. SSCI 300 Philosophy of the Social Sciences
5. SSCI 410 Statistical Analysis II (recommended); or  
SSCI 301 Methods & Techniques in Social Science Research
6. ECON 130 Principles of Microeconomics  
It is strongly recommended that ECON 130 Principles of Microeconomics be taken before ECON 131 Principles of Macroeconomics.
7. ECON 131 Principles of Macroeconomics
8. Complementary Area: Nine credits in one additional Social Science concentration area: ANTH, ECED, POLS, PSY, SCFS, or SOC.
9. Concentration: 18 credits, as follows:
  - ECON 300 Intermediate Macroeconomic Theory
  - ECON 301 Intermediate Microeconomic Theory; or  
ECON 302 Managerial Economics
 And twelve credits from the following list:
  - ECON 311 Hawai'i's Economy
  - ECON 321 Business Finance
  - ECON 340 Money and Banking
  - ECON 342 History of Economic Thought
  - ECON 358 Environmental Economics
  - ECON 396 Contemporary Economic Issues

- ECON 410 Economic Development
  - ECON 432 Forecasting and Risk Management
  - ECON 461 International Trade and Finance
  - ECON 495 Urban Economics
  - ECON 498α Selected Topics in Economics
  - ECON 499 Directed Reading and Research
10. Capstone course: SSCI 486E Senior Project; or SSCI 490E Senior Practicum

The faculty contact for Economics is:

- Dr. Tom Scheiding  
Email: tscheidt@hawaii.edu; Phone: (808) 689-2493

## POLITICAL SCIENCE (POLS)

Political science at UH West O'ahu puts government and policy analysis in the larger context of the search for the best way to live the Socratic quest for the "Good Life". Any particular way of life is studied in its totality: what it is, what it was, and what it could and should be. A political approach to any issue generally begins with an awareness of this larger context and how the most pressing problems of the age impact the perspective of the searching individual. The struggle for improvement then draws from a multi-civilizational, cross-cultural, comparative history of the human condition. This ranges from the baseline of the nine-tenths of human existence we spent as hunter-gatherers, to the various models of the industrial nation state and the emerging global electronic community.

The method of political science is distinctive in its emphasis on synthesis making connections and seeing relationships. Particular attention is paid to making the connection between the bigger picture of political reality and the life-experience of the student. The goal is to help students formulate their own vision of where society should be going, and then to motivate and equip them for responsible participation in public life. Teaching strategies emphasize active, democratic and multi-cultural modes of learning. Political science thus offers an excellent general education, relevant to careers in local and national government, international agencies, print and television journalism, law, public administration, social work, business, and teaching.

For students with a concentration in Political Science, 45 credits are required, including the following courses:

1. ENG 200 Composition II
2. MATH 103 College Algebra; or  
MATH 115 Statistics; or higher level MATH
3. POLS 302 Political Philosophy

4. POLS 330 American Politics  
(or equivalent lower division course)
5. SSCI 210 Statistical Analysis I
6. SSCI 300 Philosophy of the Social Sciences
7. SSCI 317 Fieldwork and Qualitative Methods
8. SSCI 486L Senior Project; or  
SSCI 490L Social Sciences Practicum
9. Twelve credits of additional courses in the discipline will be recommended for inclusion in the student's educational plan based on specific competency goals established by the student.

- POLS 110 Introduction to Political Science
- POLS 130 Introduction to American Politics
- POLS 306 Comparative Politics
- POLS 308 Science and the Modern Prospect
- POLS 316 Constitutional Law: Civil Rights & Civil Liberties
- POLS 320 Global Issues
- POLS 326 Environmental Politics
- POLS 335 Politics of Food
- POLS 336 Politics of Water
- POLS 339 Feminist Theory
- POLS 342 Indigenous Peoples and Modernity
- POLS 370 Politics and Public Policy
- POLS 371 Global Futures
- POLS 378 Meaning of Mass Media
- POLS 381 Hawai'i Politics
- POLS 384 Women and Politics
- POLS 430 Politics and Film (v 3-6)
- POLS 450 Pacific Asian Politics
- POLS 498 Selected Topics in Political Science (v)
- POLS 499 Directed Reading and Research (v)
- or any 300-400 level POLS course

NOTE: Students are strongly recommended to take POLS 110, POLS 130, POLS 320, POLS 326, POLS 381.

10. Complementary Area: Nine credits in one additional Social Science concentration area: ANTH, ECED, ECON, PSY, SOC, or SCFS.

The faculty contacts for Political Science are:

- Dr. Louis Herman  
Email: louisher@hawaii.edu; Phone: (808) 689-2371
- Dr. Monique Mironesco  
Email: mironesc@hawaii.edu; Phone: (808) 689-2391
- Dr. Masahide Kato  
Email: mtkato@hawaii.edu; Phone: (808) 689-2497



**PSYCHOLOGY (PSY)**

Psychology is the study of mind and behavior. The psychology concentration at UH West O'ahu is designed to provide a well rounded baccalaureate level education in psychology and exposure to a second social science discipline. Students in the psychology concentration will be exposed to course offerings in psychology sub-disciplines that include developmental psychology, social psychology, experimental psychology, and clinical and applied psychology. Course offerings stress the development of critical thinking, written and oral communication skills. Students are prepared for graduate study, or pursuing relevant careers upon graduation.

Course work may be used only once to fulfill lower division, cluster, concentration and elective requirements. Students with a concentration in Psychology are required to take 51 credits, including:

1. ENG 200 Composition II
2. MATH 103 College Algebra; or  
MATH 115 Statistics; or higher level MATH
3. PSY 100 Survey of Psychology
4. PSY 212 Survey of Research Methods
5. SSCI 210 Statistical Analysis I
6. SSCI 300 Philosophy of the Social Sciences
7. PSY 402 History and Systems of Psychology
8. SSCI 486P Senior Project
9. Students with a concentration in Psychology are required to take 18 additional psychology credits, including 6 credits from the following list of lower division content courses:
  - a) PSY 231 Physiological Psychology
  - b) PSY 240 Developmental Psychology
  - c) PSY 250 Social Psychology
  - d) PSY 260 Psychology of Personality
10. In addition to the lower division content course requirement (see item 9) students must take 3 credits from each of the following four course clusters (12 credits total):
  - a. Human Development
    - PSY 340 Childhood and Adolescence
    - PSY 342 Educational Psychology
    - PSY 343 Adolescent Development
    - PSY 442 Child Psychopathology
  - b. Social Psychology
    - PSY 352 Varieties of Sexual Expression
    - PSY 404 Social Correlates of Psychoactive Drug Use
    - PSY 422 Magic, Witchcraft, and the Supernatural

- PSY 450 Small Groups

## c. Experimental Psychology

- PSY 322 Learning, Motivation, & Behavior Modification
- PSY 323 Comparative Animal Psychology
- PSY 324 Psychology of Emotion
- PSY 325 Cognitive Psychology
- PSY 405 Biological Correlates of Psychoactive Drug Use
- PSY 429 Seminar in Experimental Psychology

## d. Clinical and Applied Psychology

- PSY 371 Abnormal Psychology
- PSY 372 Systems of Psychotherapy
- PSY 373 Counseling Skills
- PSY 406 Assessment and Treatment of Substance Abuse and Addiction
- PSY 408 Group Interventions in Substance Abuse and Addiction
- PSY 412 Psychological Testing
- PSY 473 Psychology of Healing
- PSY 474 Culture and Mental Illness

11. Additional courses in the discipline will be recommended for inclusion in the student's educational plan based on specific competency goals established by the student.

- PSY 231 Physiological Psychology
- PSY 240 Developmental Psychology
- PSY 250 Social Psychology
- PSY 260 Psychology of Personality
- PSY 322 Learning, Motivation, & Behavior Modification
- PSY 323 Comparative Animal Psychology
- PSY 324 Psychology of Emotion
- PSY 325 Cognitive Psychology
- PSY 340 Childhood and Adolescence
- PSY 342 Educational Psychology
- PSY 352 Varieties of Sexual Expression
- PSY 353 Conflict Resolution
- PSY 371 Abnormal Psychology
- PSY 372 Systems of Psychotherapy
- PSY 373 Counseling Skills
- PSY 374 Ethics in Counseling & Psychotherapy
- PSY 396a Workshops & Special Seminars in Psychology
- PSY 403 Causation and Prevention of Substance Abuse and Addiction
- PSY 404 Social Correlates of Psychoactive Drug Use
- PSY 405 Biological Correlates of Psychoactive Drug Use
- PSY 406 Assessment and Treatment of Substance Abuse and Addiction

(continued on next page)

- PSY 407 Practicum in Psychology
- PSY 407B Psych Practicum: Interventions Related to Substance Use
- PSY 408 Group Interventions in Substance Abuse and Addiction
- PSY 412 Psychological Testing
- PSY 422 Magic, Witchcraft, and the Supernatural
- PSY 429 Seminar in Experimental Psychology
- PSY 442 Child Psychopathology
- PSY 450 Small Groups
- PSY 473 Psychology of Healing
- PSY 474 Culture and Mental Illness
- PSY 498α Selected Topics in Psychology
- PSY 499 Directed Reading and Research

12. Complementary Area: Nine credits in one additional Social Science concentration area: ANTH, ECED, ECON, POLS, SCFS, or SOC.

The faculty contacts for Psychology are:

- Dr. Richard Castillo (Online students)  
Email: rcastill@hawaii.edu; Phone: (808) 689-2373
- Dr. Richard Langford  
Email: rlangfor@hawaii.edu; Phone: (808) 689-2375
- Dr. Allyson Gilles  
Email: agilles@hawaii.edu; Phone: (808) 689-2489
- Dr. Mark Hopper  
Email: hopperm@hawaii.edu; Phone: (808) 689-2490

## SOCIOLOGY (SOC)

Sociology is the systematic study of social life. Sociologists study social processes in human societies including interactions, institutions, and change. Courses are provided in three broad areas of substantive study: social psychology, organizations, and stratification. At UH West O'ahu, the concentration in sociology provides students with a general background in these substantive areas, empirical research skills (both quantitative and qualitative), and opportunities to engage in original research. The program also encourages and supports interdisciplinary work, partnering with other social science concentrations, the humanities and professional studies. Graduates of the program are prepared to enter graduate school in the social sciences and other related fields (e.g., social work, teaching), or choose from many possible careers.

For students with a concentration in Sociology, 45 credits are required, including:

1. ENG 200 Composition II
2. MATH 103 College Algebra; or  
MATH 115 Statistics; or higher level MATH
3. SSCI 210 Statistical Analysis I
4. SSCI 300 Philosophy of the Social Sciences
5. SSCI 301 Methods & Techniques in Social Science Research (recommended); or  
PSY 212 Survey of Research Methods; or  
SSCI 317 Fieldwork and Qualitative Methods
6. SOC 100 Survey of General Sociology
7. SOC 321 Survey of Sociological Theory

8. SSCI 486S Senior Project; or  
SSCI 490S Social Sciences Practicum

Students with a concentration in Sociology must complete:

- SSCI 210 Statistical Analysis I
- SSCI 300 Philosophy of the Social Sciences
- SSCI 301 Methods and Techniques in Social Science Research; or  
PSY 212 Survey of Research Methods; or  
SSCI 317 Fieldwork and Qualitative Methods
- SOC 321 Survey of Sociological Theory

before they will receive consent of the instructor to enroll in SSCI 486S or SSCI 490S.

9. Fifteen credits of additional courses in the discipline will be recommended for inclusion in the student's educational plan based on specific competency goals established by the student.
  - SOC 300 Principles of Sociological Inquiry & Analysis
  - SOC 309 Sociology of the Body
  - SOC 310 Globalization & Society
  - SOC 311 Social Stratification

- SOC 312 Social Movements
- SOC 313 Sociology of Work
- SOC 315 Digital Society & Big Data
- SOC 324 Race and Ethnic Relations
- SOC 329 Organizations, Individuals, and Society
- SOC 334 Deviant Behavior
- SOC 341 Survey of Social Psychology
- SOC 352 Sociology of Education
- SOC 353 Survey of Sociology of Aging
- SOC 354 Survey of Medical Sociology
- SOC 355 Death, Dying & Bereavement
- SOC 362 Gender, Culture, and Society
- SOC 369 Sociology of Men and Masculinities
- SOC 412 Analysis in Population & Society
- SOC 413 Analysis in Economy & Society
- SOC 431 Juvenile Delinquency
- SOC 450 Small Groups
- SOC 451 Analysis of Marriage and the Family
- SOC 456 Peoples of Hawai'i
- SOC 457 Okinawans Locally & Globally
- SOC 459 Sociology of Popular Culture
- SOC 469 Sociology of Sexuality
- SOC 479 Applied Sociology: CBPR in Health
- SOC 498a Selected Topics in Sociology (v)
- SOC 499 Directed Reading and Research (v)

10. Complementary Area: Nine credits in one additional Social Sciences concentration area: ANTH, ECED, ECON, POLS, PSY, or SCFS.

The faculty contacts for Sociology are:

- Dr. Michael Delucchi  
Email: delucchi@hawaii.edu; Phone: (808) 689-2379
- Dr. Xóchitl Mota-Back  
Email: motaback@hawaii.edu; Phone: (808) 689-2484
- Dr. Konstantinos Zougras  
Email: kzougras@hawaii.edu; Phone: (808) 689-2496

## SOCIAL SCIENCES CERTIFICATES

### CERTIFICATE IN APPLIED FORENSIC ANTHROPOLOGY (AFAN)

Forensic anthropologists work primarily as “bone detectives” —applying standard scientific techniques developed in physical anthropology to identify human remains and to assist in the detection of crime. They often work with other forensic scientists and homicide investigators to identify a decedent, discover evidence of foul play, and/or the time of death. They determine the age, sex, ancestry, stature, and unique features of a decedent from skeletal, badly decomposed, or otherwise unidentifiable human remains. Forensic anthropologists are often in charge of the recovery of human remains, responsible for the site recording (photography, mapmaking, etc.), and serve as expert court witnesses. This work is important for both legal and humanitarian reasons.

The certificate in Applied Forensic Anthropology (AFAN) will give students a solid foundation in forensic anthropology and a good introduction to the wider field of forensic science. This certificate may be earned alone or in conjunction with a Bachelor's degree. Degrees that are especially relevant are a Bachelor of Arts in the Social Sciences with a concentration in Anthropology or a Bachelor of Arts in Public Administration with a concentration in Justice Administration. When combined with relevant degrees, the certificate in AFAN will make students more competitive for a variety of job opportunities and advanced education in forensic anthropology, the wider field of forensic science, and other related fields.

This program is a collaboration between Leeward Community College and the UH West O'ahu. A total of 29-30 credits are required. Students are welcomed and encouraged to enroll concurrently in classes at both campuses. For information on admission, please contact the Office of Admissions at (808) 689-2900.

**AFAN 1:** Apply forensic anthropological knowledge and techniques to identify human skeletal remains.

**AFAN 2:** Demonstrate knowledge of empirical forensic anthropology research methods and analyses.

**AFAN 3:** Demonstrate critical thinking by applying anthropological theories and/or methods to analyze lab and field-based problems.

UH West O'ahu course work - 22 credits from UH West O'ahu are required, including a practicum at a relevant agency:

- ANTH 381 Archaeological Field Techniques – Historic Archaeology; or  
ANTH 181 Archaeological Field Techniques-  
Historic Archaeology

- ANTH 384/L Human Skeletal Biology (3) and Lab (1)
- ANTH 415 Human Ecological Adaptation
- ANTH 458 Forensic Anthropology
- ANTH 460 Advanced Techniques in Forensic Anthropology
- PUBA 309 Criminal Law and Procedures
- SSCI 490F Practicum or PUBA 490 Practicum

UH West O'ahu/Leeward Community College course work - 7-8 lower division credits are required (BIOL 171 + L strongly recommended):

- ANTH 215/L Biological Anthropology (3) and Lab (1)
- BIOL 100 Human Biology; OR  
BIOL 101 Biology and Society; OR  
BIOL 171/ L Intro to Biology (3) and Lab (1)

Other courses are recommended: PHYL 240 and 241 Human Anatomy and Physiology, ANTH 383 Museum Studies, SSCI 210 Statistical Analysis I, SSCI 317 Fieldwork and Qualitative Methods, and PUBA 410 Issues in Criminal Investigation.

Dr. Jennifer Byrnes, Associate Professor of Anthropology, is the faculty contact for this program and can be contacted at [jfbyrnes@hawaii.edu](mailto:jfbyrnes@hawaii.edu) or (808) 689-2394 for information and advising.

### CERTIFICATE IN SUBSTANCE ABUSE AND ADDICTIONS STUDIES (SAAS)

The Certificate in Substance Abuse and Addictions Studies (SAAS) is primarily an online, internet-based program designed to help students meet the State education requirements for certification as substance abuse counselors and to provide continuing education opportunities for professionals in the addictions field. Although not required for certification, students are strongly encouraged to concurrently complete the Bachelor of Arts degree in Social Sciences with a concentration in Psychology.

Students will receive a strong theoretical foundation in substance use disorders and exposure to the knowledge, skills, and attitudes identified by the federal Substance Abuse and Mental Health Services Administration (SAMHSA) as the basis for effective treatment of substance-related problems. Completion of the certificate satisfies current state education requirements for substance abuse counselors (note: the State education requirements may also be satisfied with other social science course work). State certification further requires fieldwork hours and a written and oral examination. For more information on the State certification call (808) 692-7518 or visit their website at: [health.hawaii.gov/substance-abuse/](http://health.hawaii.gov/substance-abuse/)

counselor-certification/.

Students who apply to the SAAS program must meet the same admission requirements established for classified students.

Those planning to complete the certificate should have taken an expository writing course, and an introductory Psychology course. In addition, a course in Abnormal Psychology should be completed within the last five years with a grade of "C" or better. This requirement may be satisfied by taking either PSY 371 Abnormal Psychology or PSY 474 Culture and Mental Illness at UH West O'ahu.

**SAAS1:** Apply the theory of Causation and Prevention as well as Biological and Social Correlates of Substance Abuse and Addiction to real world situations.

**SAAS2:** Critically evaluate current definitions of substance-related problems and major models of causation and treatment.

**SAAS3:** Perform the practical skills needed to treat addiction.

For students completing the certificate in Substance Abuse and Addictions Studies, 19 credits are required, including:

- PSY 373 Counseling Skills
- PSY 374 Ethics in Counseling and Psychotherapy (1)
- PSY 403 Causation and Prevention of Substance Abuse and Addiction
- PSY 404 Social Correlates of Psychoactive Drug Use or PSY 408 Group Interventions in Substance Abuse and Addiction
- PSY 405 Biological Correlates of Psychoactive Drug Use
- PSY 406 Assessment and Treatment of Substance Abuse and Addiction
- PSY 407B Psychology Practicum: Interventions Related to Substance Use

Up to two required courses may be waived if appropriate lower division courses (e.g., HSERV courses taken at Leeward Community College) were completed. Other upper division courses recommended by the student's advisor must be taken to fulfill the total of 19 credits required for the certificate. A minimum of 12 credits must be completed with UH West O'ahu.

The faculty contact for this certificate is:

- Kanoa Meriwether  
Email: [kanoa@hawaii.edu](mailto:kanoa@hawaii.edu)



**CERTIFICATE IN GENDER STUDIES (GS)**

A Gender Studies (GS) certificate emphasizes progressive and transformative possibilities in our world, while also recognizing how gender interacts with systems of inequality. The GS certificate is designed for all undergraduates to acquire a focused background in contemporary transdisciplinary scholarship in feminist and gender studies. Whatever a student's concentration is, they can benefit from studying social and cultural achievements of women and applying contributions from feminist theory to the world around them. The certificate's practical value is the enhancement of students' abilities to think critically and constructively about the society and communities they are a part of with a focus on gender. The proposed GS Certificate's curriculum includes appropriate interdisciplinary courses at UH West O'ahu. It will consist of 15 upper division credits at UH West O'ahu including those in English, History, Philosophy, Political Science, Psychology, Public Administration and Sociology. Further, it offers a credential that is applicable to a wide range of careers including medicine, nursing, law, business, education, counseling, and social work. The certificate will also provide the theoretical groundwork for advanced feminist and gender studies at the graduate level.

**GS1:** Demonstrate ability to engage in critical thinking and analysis, and problem-solving through effective written and oral communication.

**GS2:** Demonstrate ability to integrate key concepts in Gender Studies, including the social construction of gender, intersectionality, gender identity, and social stratification in written and oral work.

**GS3:** Demonstrate critical and integrative thinking skills in understanding the role of gender in society.

**GS4:** Demonstrate ability to engage in interdisciplinary thinking and analysis.

**GS5:** Demonstrated ability to connect the classroom with real-world issues relevant to queer and non-binary communities through active engagement in citizenship and civic engagement.

**Lower Division Requirements:** Choose one from the following (3 cr):

- PHIL 220 Introduction to Feminism
- WS 151 Introduction to Women's Studies

**Theory Foundational Requirement:** Choose one course from the following (3 cr):

- ENG 300B Topics in Literary Theory: Feminist Criticism
- ENG 300G Topics in Literary Theory: Queer Theory
- PHIL 418 Feminist Philosophy
- POLS 339 Feminist Theory

**Elective Course Requirement:** Choose 4 courses from the following (12 cr):

- ENG 440B Morrison and Yamanaka
- ENG 440G Sara Ahmed
- ENG 441 Gender and Sexuality in Literature and Film
- ENG 482 Topics in Literature, Sexuality and Gender
- HIST 361 U.S. Women's History
- HIST 366 Women in Oceania
- HIST 367 Women in World History
- POLS 384 Women and Politics
- PUBA 435 Domestic Violence
- PSY 352 Varieties of Sexual Expression
- SOC 309 Sociology of the Body
- SOC 362 Gender, Culture, and Society
- SOC 369 Men and Masculinities
- SOC 451 Analysis of Marriage and the Family
- SOC 469 Sociology of Sexuality

The faculty contacts for this certificate are:

- Dr. Monique Mironesco  
Email: mironesc@hawaii.edu; Phone: (808) 689-2391
- Dr. Xóchitl Mota-Back  
Email: motaback@hawaii.edu; Phone: (808) 689-2484

# Other Programs

## BACHELOR OF APPLIED SCIENCE

The Bachelor of Applied Science degree provides academic pathways for students in selected Associate of Science programs at the community colleges and complete four-year pathways for select concentrations (FMGT, ISA, SCFS). The BAS requirements (1) assure advanced skills in critical thinking, problem solving, and research, (2) assure proficiency in communication and professionalism, and (3) support the institutional learning outcomes. Within each concentration under the BAS degree, courses are selected to assure students have the knowledge and analytical skills necessary for advancement within the specific field, and to assure students have flexibility in choosing future career paths.

Students should see a Success Advisor in Student Affairs as soon as possible in their college careers, for options on appropriate and transferable lower division credits.

## LEARNING OUTCOMES

To assure educational quality and curricular coherence, UH West O'ahu has identified learning outcomes appropriate for Applied Science students. Students at UH West O'ahu are expected to apply certain knowledge and skills towards mastering material in an academic major and concentration. These skills are listed in a set of Applied Science Learning Outcomes.

### DEGREE LEARNING OUTCOMES:

- **DLO1** - Write clearly and effectively using generally accepted scientific style, such as for research papers and lab reports.
- **DLO2** - Report orally on scientific subjects, using clear and objective style and well-reasoned sequences of information.
- **DLO3** - Analyze scientific results, using quantitative and qualitative techniques
- **DLO4** - Demonstrate understanding of the ethical issues relevant to managers and practitioners in applied sciences and administrative fields.

## Bachelor of Applied Science Core (18-21 credits):

Please check concentration area for specific options for core requirements:

1. ENG 200 Composition II, ENG 209, ENG 210, or ENG 215
2. MATH requirement: Please see concentration for specific level of MATH required (also used to meet General Education Requirement)
3. ICS 101 Digital Tools for the Information World, or  
PUBA 335 Technology in Public Administration
4. Statistics course: Students take a statistics course from options identified for their concentration area. Please see concentration area for specific course; or consult with your faculty advisor.
5. Research methods course: Students take a research methods course from options identified for their concentration area. Please see concentration area for specific course; or consult with your faculty advisor.
6. Ethics course: Students take a research methods course from options identified for their concentration area. Please see concentration area for specific course; or consult with your faculty advisor.
7. Capstone course: Students select the capstone course for their concentration (A: Creative Media; F: Facilities Management; H: Health Information Management; I: Information Technology; J: Hawaiian and Indigenous Health & Healing; M: Culinary Management; P: Health Professions; R: Respiratory Care; S: Information Security & Assurance; X: Sustainable Community Food Systems):
  - APSC 486α Senior Project; or
  - APSC 490α Senior Practicum

## APPLIED SCIENCE CONCENTRATIONS

### CREATIVE MEDIA (CM)

Creative media is a dynamic and growing professional field. This concentration provides students with an opportunity for professional positions in a wide variety of emerging media industries, such as Video Game Design and Development, Interactive Design, Motion and Visual Graphics, and Transmedia Film, TV Production and New Media; or a solid foundation on which to continue on for advanced education in Creative Media. It is especially appropriate for students who have a passion for applying analytical thinking skills and creativity through digital media.

Students who are part of the UH System multi-campus **ACM articulated pathway** are eligible for this program. Students and graduates from other creative media or communications programs can be considered for admission through a portfolio and transcript review. Please contact Sharla Hanaoka, email: [shanaoka@hawaii.edu](mailto:shanaoka@hawaii.edu) for more information or review of admission requirements.

Upon successful completion of the concentration in **Creative Media (CM)**, students will be able to:

- **CLO1** - Demonstrate advanced technical skills in a creative medium such as digital media/design or animation.
- **CLO2** - Collaborate toward the end of a narrative in a creative medium such as digital film or animation.
- **CLO3** - Discuss and write about creative media within the context of Humanities disciplines such as literary studies and Hawaiian-Pacific studies.
- **CLO4** - Demonstrate knowledge of creative media production operations and protocols.
- **CLO5** - Apply a critical thinking process of identifying, analyzing, and developing solutions as they apply to creative media topics.
- **CLO6** - Explore the linkages between organizational issues and creative mediums.

### Creative Media Program Requirements:

Students in the Creative Media concentration must complete:

- General Education Core and Graduation requirements
- Bachelor of Applied Science (BAS) core requirements (18 credits)
- Lower division (100-200-level) foundational course work (or have completed an AS in a media design program; please consult with Sharla Hanaoka)
- Creative Media Concentration core requirements (18 credits), and
- Creative Media Area electives

### Bachelor of Applied Science Core for Creative Media (18 credits):

1. ENG 200 Composition II, ENG 209, ENG 210, or ENG 215
2. MATH 100 Survey of Mathematics, or higher MATH.
3. ICS 101 Digital Tools for the Information World, or PUBA 335 Technology in Public Administration
4. Statistics course: SSCI 210 Statistical Analysis I; or BUSA 320 Statistics for Decision Making; or PUBA 341 Statistics for Decision Making in Public Administration; or equivalent
5. Research methods course: SSCI 301 Methods and Techniques in Social Science Research; or equivalent
6. Ethics course: Any 300-400 level Ethics course.
7. Capstone course: Students select the capstone course for their concentration:
  - APSC 486A Senior Project; or
  - APSC 490A Senior Practicum

### Foundational Course Work (18-21 credits):

- \*ART 107D<sup>1,2,3</sup> Introduction to Digital Photography
- \*ART 112 Introduction to Digital Art
- \*ART 113D Introduction to Digital Drawing
- ART 126 3D Computer Graphics
- ART 221 Design for Print and Web
- ART 229<sup>1</sup> Interface Design I
- ART 240<sup>1</sup> Typography and Color in Design
- CM 120<sup>3</sup> Introduction to Digital Video
- CM 140<sup>2</sup> History of Video Games
- CM 142<sup>2</sup> Introduction to Video Game Design
- CM 143 Introduction to Game Art
- CM 150<sup>3</sup> Film Analysis and Storytelling
- CM 151 Pre-Production: Digital Video
- CM 152 Principles of Video Editing
- CM 153 Sound Design for Digital Media
- CM 155 Introduction to Screenwriting
- CM 160 The Mobile Word
- CM 161 Intro to iOS Mobile App Development
- CM 251 Animation and Special Effects
- ICS 101 Digital Tools for the Information World
- ICS 111<sup>1</sup> Introduction to Computer Science

\*One of these courses will also meet the General Education Diversification Arts requirement.

<sup>1</sup>Recommended for students pursuing Interface Design to satisfy prerequisite requirement(s) for upper division coursework.

<sup>2</sup>Recommended for students pursuing Game Design to satisfy prerequisite requirement(s) for upper division coursework.

<sup>3</sup>Recommended for students pursuing Transmedia to satisfy

prerequisite requirement(s) for upper division coursework.

Students should consult Associate Director for Creative Media, Sharla Hanaoka, or a Success Advisor in Student Affairs for more assistance with the transfer process.

### **Creative Media Concentration Core Requirements (18 credits):**

- ART 311D Design in Public Spaces; or  
ART 320 Web Design & Development
- CM 314 Music, Sound and Media
- CM 320α\* Topics in Creative Producing
- CM 390 Creative Media Internship
- CM 400α\* Creative Media Master Class
- CM 401 Creative Professionals

\*Transmedia students must take CM 320D, and CM 400D

**Creative Media Area Electives:** Students choose one area of interest: Game Design, Interface Design, Transmedia or General Creative Media.

### **Game Design (18 credits):**

- CM 140 History of Video Games
- CM 142 Introduction to Video Game Design
- CM 143 Introduction to Game Art
- CM 340 The Modern Game Industry
- CM 341 Writing and Storytelling for Video Games (pre: CM 140 and CM 142)
- CM 342 Applied Game Design
- CM 343 Game Level Design
- CM 385 Game Design and Development
- CM 391 Game Design Project
- CM 403 Special Topics

Recommended electives to meet the 120 credit graduation requirement:

- HIST 326 Japan Cool: Anime, Manga, and Film
- ICS 211 Introduction to Computer Science II
- Any other ART or CM course not used to meet other requirements

### **Interface Design (18 credits):**

- ART 221 Design for Print & Web
- ART 229 Interface Design
- ART 240 Typography and Color in Design
- ART 311D Design in Public Spaces
- ART 320 Web Design & Development
- CM 160 The Mobile World
- CM 161 Intro to iOS Mobile App Development
- CM 315 Interactive Applications

- CM 316 User Experience
- CM 317 Motion Graphics
- CM 350 Creative Strategy;  
or CM 351 Innovative Advertising
- CM 403 Special Topics
- ICS 111 Introduction to Computer Science

Recommended electives to meet the 120 credit graduation requirement:

- ART 231 Art Through Applied Geometry
- Any other ART or CM course not used to meet other requirements

### **Transmedia (18 credits):**

- CM 150 Film Analysis and Storytelling
- CM 155 Introduction to Screenwriting
- CM 320α Topics in Creative Producing
- CM 351 Innovative Advertising
- CM 352 Transmedia and Emerging Media
- CM 353 Making a Short Film
- CM 358 Web Series Production
- CM 359 Branded Entertainment:  
Online Video Campaign
- CM 400α Creative Media Master Class
- CM 402 Moving Image Archives for Film
- CM 403 Special Topics
- Any other ART or CM 300-400 level course not used to meet a requirement

### **General Creative Media (18 credits):**

Students take 18 credits in Art (ART) or Creative Media (CM), with at least three 300-400 level courses from the various tracks.

Sharla Hanaoka, the faculty contact for this program, may be contacted for additional information at shanaoka@hawaii.edu or at (808) 689-2392.

## **CULINARY MANAGEMENT (CULM)**

The concentration in Culinary Management (CULM) offers working professionals who have earned the Associate in Science (A.S.) degree in Food Service with specialization in Culinary Arts, Pastry Arts, or Institutional Food Service Management at Kapi'olani Community College (KCC), or equivalent programs elsewhere, the opportunity to earn a baccalaureate degree and to continue for advanced education in culinary management.

Upon successful completion of the concentration in **Culinary Management (CULM)**, students will be able to:

- **CLO1** - Evaluate current relevant issues in the foodservice industry of Hawai'i that may include sustainability,



environmental, political, and/or cultural topics.

- **CLO2** - Apply a critical thinking process of identifying, analyzing and developing solutions as they apply to financial and fiscal accountability in the foodservice industry.
- **CLO3** - Evaluate organizational development, human resources, laws and legal codes that have been established within the local, state and federal government with specific application to food and beverage industry.
- **CLO4** - Explain the process of determining customer needs in marketing to a global market, from concept and product development, pricing strategies, advertising and promotion, and methods of distribution of foodservice goods and services.
- **CLO5** - Design and prepare recipes for a menu while balancing nutrition, the use of fresh products, and the final product's texture, color, and flavor.
- **CLO6** - Value the impact and challenges of managing alcoholic beverage sales and service in food service operations.

#### **Bachelor of Applied Science Core for Culinary Management (18 credits):**

1. ENG 200 Composition II, ENG 209, ENG 210, or ENG 215
2. MATH 103 College Algebra, or MATH 115 Statistics, or higher MATH.
3. ICS 101 Digital Tools for the Information World
4. Statistics course: SSCI 210 Statistical Analysis I; or  
BUS 320 Statistics for Decision Making; or  
PUBA 341 Statistics for Decision Making in Public Administration; or equivalent
5. Research methods course: SSCI 301 Methods and Techniques in Social Science Research; or equivalent.
6. Ethics course: MGT 301 Business Ethics; or  
PUBA 481 Ethics & Administration (xlst BUSA)
7. Capstone course: Students select the capstone course for their concentration: APSC 486M Senior Project; or  
APSC 490M Senior Practicum

#### **Concentration Requirements in Culinary Management (33 credits):**

1. 18 credits of 300-level courses from KCC in Culinary Arts (CULN) including:
  - CULN 310 Current Trends in the Culinary Industry
  - CULN 321 Contemporary Cuisines
  - CULN 322 Advanced Asian Cuisines
  - CULN 330 Special Culinary Topics
  - CULN 360 Beverage Service Management
  - CULN 380 Nutritional Cuisines
2. BUSA 304 Consumer Behavior

3. BUSA 324 Business Law
4. BUSA 386 Global Mgt & Organizational Behavior
5. MGT 310 Principles of Management
6. MGT 330 Human Resources Management; or  
BUS/PUBA 351 Human Resources

The Faculty contact for the Culinary Management concentration is:

- Dr. Stefanie Wilson  
Email: sdwilson@hawaii.edu; Phone (808) 689-2334

#### **FACILITIES MANAGEMENT (FMGT)**

The Facilities Management concentration in the Bachelor of Applied Science program at UH West O'ahu prepares students for professional positions within the built environment sectors. The FMGT concentration provides students with technical and managerial skills to implement comprehensive sustainable operations and maintenance of facilities management systems. This concentration prepares students for professional positions within a wide variety of technically advanced building and infrastructure sectors such as military, municipal, industrial, retail, commercial, resort, hospital. Ultimately, the FMGT concentration develops facilities professionals who are capable of solving real-world problems to transition existing and future Hawai'i building and critical infrastructure systems toward greater efficiency and effectiveness.

Upon successful completion of the concentration in **Facilities Management (FMGT)**, students will be able to:

- **CLO1** - Demonstrate basic skills to effectively manage the financial function within the context of sustainable buildings and infrastructures.
- **CLO2** - Demonstrate basic skills to effectively integrate the facility information management technologies within the context of sustainable buildings and infrastructures.
- **CLO3** - Demonstrate basic skills to effectively manage the facility information management function within the context of sustainable buildings and infrastructures.
- **CLO4** - Demonstrate basic skills to effectively manage the quality function within the context of sustainable buildings and infrastructures.

#### **Bachelor of Applied Science Core for Facilities Management (18 credits):**

1. ENG 200 Composition II, ENG 209, ENG 210, or ENG 215
2. MATH 103 College Algebra, or MATH 115 Statistics, or higher MATH.
3. ICS 101 Digital Tools for the Information World
4. Statistics course: SSCI 210 Statistical Analysis I; or  
BUS 320 Statistics for Decision Making; or  
PUBA 341 Statistics for Decision Making in Public Administration; or equivalent

5. Research methods course: SSCI 301 Methods and Techniques in Social Science Research; or equivalent.
6. Ethics course: Any 300-400 level Ethics course; MGT 301 recommended.
7. Capstone course: Students select the capstone course for their concentration: APSC 486F Senior Project; or APSC 490F Senior Practicum

#### **Concentration Requirements and Electives in Facilities Management (39 credits):**

- FMGT 300 Principles & Practices for Facilities Mgt
- FMGT 301 Finance, Business & Project Mgt for Facilities or equivalent (ITS/BUSA 410)
- FMGT 302 Operations, Leadership & Strategy & Maintenance Mgt for Facilities
- FMGT 401 Environmental, Health & Safety Mgt for Facilities
- FMGT 402 Corporate Real Estate Mgt for Facilities
- FMGT 403 Sustainable Strategies for Facilities
- FMGT 410 Financial Management for Facilities or equivalent (BUSA/ECON 321)
- FMGT 420 Multisite Management for Facilities
- FMGT 430 Information Management for Facilities or equivalent (BUSA 345)
- FMGT 440 Quality Management for Facilities
- FMGT 450 Critical Infrastructure Mgt for Facilities
- BUSA 440 Business Communications
- PUBA 462 Disaster Recovery & Business Continuation

The Faculty contact for the Facilities Management concentration is:

- Joel Nonnweiler  
Email: jnonn@hawaii.edu; Phone (808) 689-2333

#### **INFORMATION SECURITY & ASSURANCE (ISA)**

The concentration in Information Security and Assurance (ISA) offers both a four-year program at UH West O'ahu and transfer pathways for University of Hawai'i Community College students who have completed articulated Associate of Science (AS) or Associate of Applied Science (AAS) degrees. These include the AS degree in CSNT at Honolulu Community College, the AS in ICS at Leeward Community College and the AS in Information Technology at Kapi'olani Community College. Students may be eligible for this pathway program with the successful completion of similar programs elsewhere. The BAS-ISA program offers the opportunity to earn a baccalaureate degree and to continue for advanced education in Information Security and Assurance. This program is designated as a National Center of Academic Excellence in Cyber Defense Education (CAE-CDE) by the National Security Agency (NSA) and the Department of Homeland Defense (DHS) through academic year 2021.

Upon successful completion of the concentration in **Information Security & Assurance (ISA)**, students will be able to:

- **CLO1** - Demonstrate basic skills in Information Security and Assurance.
- **CLO2** - Demonstrate advanced skills within at least one of the following: Network Security, Digital Forensics, Active Information System Security, Secure Software Coding, or Cyber Conflicts.
- **CLO3** - Explore the linkages between modern organizational behaviors or issues and Information Security.

#### **Bachelor of Applied Science Core for Information and Security Assurance (18-21\* credits):**

1. ENG 200 Composition II, ENG 209, ENG 210, or ENG 215
2. MATH 103 College Algebra, or MATH 115 Statistics, or higher MATH.
3. ICS 101 Digital Tools for the Information World
4. Statistics course: SSCI 210 Statistical Analysis I
5. Research methods course: SSCI 301 Methods and Techniques in Social Science Research.
6. 300-400 level course with an Ethics designation (\*may be combined with other requirements)
7. Capstone course: Students select the capstone course for their concentration: APSC 486S Senior Project; or APSC 490S Senior Practicum

#### **Lower Division Concentration Requirements (32 credits)**

(For students completing the complete four-year program at UH West O'ahu; students with completed AS or AAS degrees accepted into the BAS-ISA program meet lower level concentration requirements with equivalent coursework):

- ICS 111 Introduction to Computer Science I
- ICS 129 Introduction to Databases
- ICS 184 Introduction to Networking
- ICS 211 Introduction to Computer Science II
- ICS 240 Operating Systems
- ISA 275 Security Essentials; or CSNT 275 Security Essentials
- MATH 115 Statistics
- MATH 241 Calculus I (4)
- MATH 242 Calculus II (4)

#### **Upper Division Concentration Requirements (18 credits)**

- ISA 320 Fundamentals of Secure Software Programming
- ISA 330 Introduction to Proactive System Security
- ISA 340 Introduction to Digital Forensics
- ISA 400 Management of Information Security
- ISA 450 Modern Cyber Conflicts
- ITS 410 IT Project Management

**Upper Division Electives (18 credits):**

- 300 -400 level ISA, CSNT, IT, MATH, PUBA or Business Area electives (Business Area is meant to reflect any course in core or concentration areas within the BA in Business Administration Programs including BUSA, ECON, FIN, FMGT, HOST, MKT or MGT.)
- **Optional CSNT Focus Area:** ISA students may choose an optional CSNT focus area by completing four 300-level CSNT electives (12 credits) at Honolulu Community College as part of the National Center of Academic Excellence in Cyber Defense Education (CAE-CD) designation and partnership.
- All ISA students are encouraged to complete 15 credit hours of mathematics that include math statistics (MATH 115) and both differential and integral calculus (MATH 241 and 242) in order to promote eligibility for specialized professional employment opportunities in cybersecurity and scientific career fields.
- Students are encouraged to complete 15 credit hours of any combination of statistics and mathematics that include differential and integral calculus in order to promote eligibility for specialized professional employment opportunities in cybersecurity and scientific career fields.

Additional courses as needed to complete General Education, BAS Core, and Graduation requirements for BAS at UH West O'ahu.

The Faculty contact for the Information Security and Assurance concentration is:

- Dr. Matthew Chapman  
Email: mchapman@hawaii.edu; Phone (808) 689-2333

**INFORMATION TECHNOLOGY (IT)**

The concentration in Information Technology (IT) offers a transfer pathway for students with an Associate of Science (A.S.) degree in IT or similar major/concentration. The BAS-IT program offers the opportunity to earn a baccalaureate degree and to continue for advanced education in Information Technology.

Upon successful completion of the concentration in **Information Technology (IT)**, students will be able to:

- **CLO1** - Demonstrate basic skills in information technology.
- **CLO2** - Demonstrate advanced skills within one of three areas: management information systems, business, or management and health care administration.
- **CLO3** - Explore the linkages between modern organizational behaviors or issues and the IT environment.
- **CLO4** - Integrate IT professional skills into IT-specific problem solving and communication.

**Bachelor of Applied Science Core for Information Technology (18-21\* credits):**

1. ENG 200 Composition II, ENG 209, ENG 210, or ENG 215
2. MATH 103 College Algebra, or MATH 115 Statistics, or higher MATH.
3. ICS 101 Digital Tools for the Information World
4. Statistics course: SSCI 210 Statistical Analysis I; or  
BUSA 320 Statistics for Decision-Making; or  
PUBA 341 Statistics for Decision Making in Public Administration.
5. Research methods course: SSCI 301 Methods and Techniques in Social Science Research.
6. 300-400 level course with an Ethics designation (\*may be combined with other requirements)
7. Capstone course: Students select the capstone course for their concentration: APSC 486I Senior Project; or  
APSC 490I Senior Practicum

**Concentration Requirements and Electives in Information Technology (36 credits):**

1. 18 credits of 300-level courses from University of Hawaii Community Colleges or UH West O'ahu (18 credits):
  - ITS 324 PC & Network Security and Safeguards
  - ITS 327 Dynamic Hyper Text Markup Language (DHTML)
  - ITS 328 Advanced Database Programming with VB Net
  - ITS 344 Small Business Server Administration
  - ITS 347 Active Server pages-Web Development
  - ITS 381 Topics in Information Technology
  - Any other ITS 300 or 400 level ITS class not used to meet other requirements
2. 6 credits of 400-level courses at UH West O'ahu:
  - ISA 400 Management of Information Security
  - ITS 410 Project Management
3. 9 credits of upper division (300-400 level) electives in Business (any course in core or concentration areas within the Business Administration programs including BUSA, ECON, FIN, HOST, FMGT, MKT or MGT), PUBA, ISA or ITS not used to meet other requirements.
4. Additional courses as needed to complete General Education, BAS Core, and Graduation requirements for BAS at UH West O'ahu.

The Faculty contact for the Information Technology concentration is:

- Dr. Matthew Chapman  
Email: mchapman@hawaii.edu; Phone (808) 689-2333

## RESPIRATORY CARE (RESP)

The concentration in respiratory care (RESP) offers working professionals who have earned the Associate in Science (A.S.) degree in respiratory care at Kapi'olani Community College (KCC) the opportunity to earn a baccalaureate degree and to continue for advanced education in respiratory care. The additional requirements in the liberal arts and sciences will contribute to increasing academic skills development, advancing knowledge, attaining career goals, and meeting the needs of the health care community in the areas of leadership, clinical practice, research and education.

Upon successful completion of the concentration in **Respiratory Care (RESP)**, the student will be able to:

- **CLO1** - Demonstrate clinical ability using respiratory therapy "best practices."
- **CLO2** - Articulate the fundamentals of health care administration and policy in the rapidly changing medical system of the US.
- **CLO3** - Explore the linkages between health care policy, case management processes, and the practice of respiratory therapy, and examine relevant case management models.
- **CLO4** - Understand how research findings are analyzed and used to inform best-practice models in patient management, including protocols related to particular conditions.

### Bachelor of Applied Science Core for Respiratory Care (21 credits):

1. ENG 200 Composition II, ENG 209, ENG 210, or ENG 215
2. MATH 100 Survey of Mathematics, or higher MATH.
3. ICS 101 Digital Tools for the Information World; or  
PUBA 335 Technology in Public Administration
4. Statistics course: SSCI 210 Statistical Analysis I; or  
BUSA 320 Statistics for Decision-Making; or  
PUBA 341 Statistics for Decision Making in Public Administration.
5. Research methods course: SSCI 301 Methods and Techniques in Social Science Research.
6. 300-400 level course with an Ethics designation
7. Capstone course: Students select the capstone course for their concentration: APSC 486R Senior Project; or  
APSC 490R Senior Practicum

### Concentration Requirements and Electives in Respiratory Care (40 credits):

1. Twenty eight credits of 300-level concentration courses from Kapi'olani Community College in Respiratory Care including:
  - RESP 300 Case and Disease Management in Cardiopulmonary Care (3)

- RESP 301 Neonatal/Pediatric Respiratory Care (3)
- RESP 302 Clinical Practice IV (4)
- RESP 312 Clinical Practice V (4)
- RESP 313 Current Concepts in Cardiopulmonary Care (3)
- RESP 316 Cardiopulmonary Diagnostics (3)
- RESP 320 Respiratory Care Seminar I (4)
- RESP 322 Clinical Practice VI (4)

### 2. Concentration courses to be taken at UH West O'ahu (12 credits)

- PUBA 301 Health Care Administration
- PUBA 302 Health Policy, Politics and the Law
- PUBA 307 Community Health
- PUBA 411 Emergency Management and Disaster Preparedness

### 3. Additional requirements (3-9 credits)

- 3 cr Social Science elective at the lower or upper division level
- Additional credits to meet the minimum 30 semester credit UH West O'ahu residency requirement, Health Care Administration electives (recommended: PUBA 446 Contemporary Issues in Health Care, and PUBA 480 Organizational Behavior)

Note: Upper-division credits must include nine (9) credits of Writing Intensive (WI) coursework to meet UH West O'ahu graduation requirements. A minimum of six credits of upper division WI must come from coursework outside of capstone (APSC 486 or 490).

Dr. Ricardo Custodio is the faculty contact for this program. For additional information, Dr. Custodio may be contacted at [ricardo8@hawaii.edu](mailto:ricardo8@hawaii.edu) or by phone at (808) 689-2327.

## SUSTAINABLE COMMUNITY FOOD SYSTEMS (SCFS)

The concentration in Sustainable Community Food Systems (SCFS) in the Bachelor of Applied Sciences at UH West O'ahu will prepare students for jobs in the sustainable food and agriculture sector in Hawai'i and beyond. The SCFS concentration will provide a multi-disciplinary, experiential and applied education that develops student comprehension of key ecological and social issues in food and agricultural systems. Problem-based and hands-on learning will be key educational strategies used to develop environmental professionals capable of solving real-world problems and transitioning Hawai'i agriculture toward greater ecological and social sustainability. The concentration is designed to prepare students for work in multiple fields, including the following: natural resource management, agriculture and food policy, K-12 education, business, social enterprise, non-profit organizations, social work, production agriculture, or pursue graduate education in relevant disciplines.



Upon successful completion of the concentration in **Sustainable Community Food Systems (SCFS)**, students will demonstrate the following learning outcomes:

- **CLO1** - Demonstrate knowledge of key ecological and social issues in modern agriculture and their proximate and systemic causes.
- **CLO2** - Demonstrate knowledge of the functional role of biodiversity in provisioning globally important ecosystem services to and from agroecosystems.
- **CLO3** - Demonstrate knowledge of key socio-economic and political factors influencing ecological and social sustainability in agriculture.
- **CLO4** - Demonstrate the ability to read, write, speak and think critically about contemporary social and environmental issues in food and agriculture at the local, state, national and international level.
- **CLO5** - Demonstrate practical skills associated with diversified organic agricultural production for the Hawai'i context.

#### **Sustainable Community Food Systems Program Requirements:**

1. General Education Core and Focus requirements (see pages 62-63)
2. Bachelor of Applied Science Core requirements (page 122)
3. SCFS core concentration/elective/complementary area requirements (42 credits)

#### **Bachelor of Applied Science Core for Sustainable Community Food Systems (18 credits):**

1. ENG 200 Composition II, ENG 209, ENG 210, or ENG 215
2. ICS 101 Digital Tools for the Information World, or PUBA 335 Technology in Public Administration
3. Statistics course: Students select one statistics course that best fits their career plans:
  - SSCI 210 Statistical Analysis I; or
  - BUSA 320 Statistics for Decision-Making; or
  - PUBA 341 Statistics for Decision Making in Public Administration; or equivalent
4. Research methods course: SSCI 301 Methods and Techniques in Social Science Research
5. Ethics course: Students select the ethics course that best fits their career plans:
  - PHIL 482 Environmental Ethics
  - SCFS 484 Agriculture, Food & Human Values
  - SCFS 485 Cross-Cultural Environmental Ethics
6. Capstone (6 cr):
  - APSC 490X Senior Practicum; and
  - SCFS 490X Sustainable Agriculture Practicum

#### **Sustainable Community Food Systems Concentration Requirements (15 credits):**

- SCFS 300 Survey of Sustainable Community Food Systems of Hawai'i
- SCFS 310 Introduction to Agroecology
- SCFS 320 Theory and Practice of Sustainable Agriculture
- SCFS 335 Politics of Food (also cross-list POLS)
- SCFS 490 Sustainable Agriculture Practicum

SCFS electives: 12 credits chosen from the following:

- MET 209 Introduction to Climate Studies
- SCFS 336 Politics of Water (xlst POLS)
- SCFS 340 Food Sovereignty, Nutrition & Human Well-Being: Reconnecting Food, Nature and Community
- SCFS 345 Native Planters: Traditional Agriculture Systems of Hawai'i and the Pacific
- SCFS 350 Natural History of Bees, Beekeeping and Honey Hunting
- SCFS 360 Survey of Literature on Agriculture, Food and the Environment
- SCFS 370 Ahupua'a – Hawaiian Natural Resource Management from Mountain to Sea
- SCFS 385 Loko i'a and Near Shore Fisheries Management of Hawai'i
- SCFS 415 Mahi 'ai Kalo: Hawaiian Taro Production
- SCFS 455 Indigenous and Western Environmental Worldviews
- Or any SCFS 300 or 400 level course.

**SCFS Interdisciplinary Area:** 12 credits of Hawaiian Pacific Studies/Social Science/Education chosen from this list:

- EDUC 120 'Aina/Place-Based Education
- HAW 101/102 Beginning Hawaiian I/II
- HAW 201/202 Intermediate Hawaiian I/II
- HAW 301/302 Third-Level Hawaiian I/II
- HPST 304 Hawaiian/Pacific Traditions
- HPST 328 Culture and Environment (xlst GEOG)
- POLS 342 Indigenous Peoples & Modernity (xlst HPST)
- HPST 365 Geography of the Pacific (xlst GEOG)
- POLS 381 Hawai'i Politics (xlst HPST)
- HPST 440 Native Hawaiian Law (xlst POLS)
- HPST 471 Polynesia Before European Contact (xlst HIST)
- HIST 384 Hawai'i From European Contact to the Overthrow (xlst HPST)
- HPST 483 Archaeology of Hawai'i (xlst HIST)
- HIST 488 Twentieth Century Hawai'i (xlst HPST)
- POLS 326\* Environmental Politics
- POLS 371\* Global Futures
- SOC 423 Social & Cultural Change (xlst ANTH)

\*Recommended to meet General Education Diversification Social Sciences requirement.

Dr. Albie Miles is the faculty contact for this program. For additional information, Dr. Miles may be reached at albie@hawaii.edu or at (808) 689-2376.

## NEW APSC CONCENTRATIONS

### HAWAIIAN AND INDIGENOUS HEALTH AND HEALING (HIHH)

The Hawaiian & Indigenous Health & Healing BAS Concentration strives to create a pathway for the dissemination of traditional healing knowledge and skill that will serve as a model for other indigenous groups. Training in the Native Hawaiian traditional healing practices will focus on ho'oponopono (conflict resolution), lomilomi (massage) and lā'au lapa'au (herbal medicines). An overarching goal is to work towards eliminating health disparities in Native Hawaiian, Pacific Islander and other underserved communities by creating a collaboration between Traditional and Western Medicine. As a student-centered concentration, HIHH seeks to promote the integration of underserved and underrepresented students into an academic and cultural milieu that supports educational achievement and economic success.

- **CLO1** - Identify, analyze, document and write about local and global issues affecting Native Hawaiian and Indigenous health and healing within physical, mental, social, and spiritual domains.
- **CLO2** - Demonstrate knowledge of and communicate orally aspects of Native Hawaiian and Indigenous health and healing values, methods, and practice
- **CLO3** - Conduct research involving Native Hawaiian and Indigenous Health and Healing issues utilizing cultural research methodologies.
- **CLO4** - Provide solutions to Native Hawaiian and Indigenous healthcare disparities, and ethical and cultural dilemmas through policies, principles, & practices within the fields of social work, public health, and healthcare.
- **CLO5** - Identify and apply Native Hawaiian and Indigenous frameworks, models, values and protocols within health and healing practices.

### Bachelor of Applied Science Core for Hawaiian and Indigenous Health and Healing (18 credits):

1. ENG 200 Composition II, ENG 209, ENG 210, or ENG 215
2. ICS 101 Digital Tools for the Information World; or  
PUBA 335 Technology in Public Administration
3. Statistics course: Choose one of the following:  
SSCI 210 Statistical Analysis I; or

BUSA 320 Statistics for Decision-Making; or

PUBA 341 Statistics for Decision Making in Public Administration; or equivalent

4. Research methods course: SSCI 301 Methods and Techniques in Social Science Research;
5. Ethics course: Students select the ethics course that best fits their career plans:
  - MGT 301 Business Ethics; or
  - PUBA 477 Ethics in Health Care Administration; or
  - PUBA 481 Ethics and Administration; or
  - SCFS 485 Cross-Cultural Environmental Ethics; or
  - other 300-400 level course with an Ethics designation.
6. Capstone course:  
APSC 486J Senior Project-HIHH (Kaumaha)

### Hawaiian and Indigenous Health and Healing Introductory Requirements (9 credits):

- HLTH 204 Intro to Native Hawaiian & Indigenous Health & Healing
- HLTH 205 Hawaiian Ways of Healing
- And select one from the following:
  - PUBA 104 Intro to Community Health; or
  - HLTH 117 Survey of Health Professions; or
  - HLTH 123 Intro to Clinical Skills & Patient Care

### Concentration Requirements for Hawaiian and Indigenous Health and Healing (15 credits):

- HLTH 300 Ho'oponopono – Novice Level
- PUBA 302 Health Policy, Politics & Law
- PUBA 307 Community Health Analysis
- SCFS 340 Food Sovereignty, Nutrition & Human Wellbeing: Reconnecting Food, Nature & Community
- HLTH 401 Ho'oponopono (Novice B) (in development)

### Concentration Electives for HIHH: Select 12 credits from below:

- ANTH 350 Pacific Island Cultures
- ANTH 448 Micronesian Cultures
- ANTH 480 Land, Culture & Social Justice
- ANTH 481 Anthropology in Action & Building a Career
- EDUC 210 Hawaiian Ways of Knowing in Education
- HPST 212 Pa'a Ke Kahua: Hula Foundations
- HPST 304 Hawaiian-Pacific Traditions
- HPST 312 Kūnihi Ka Mauna: Hula Journeys
- HPST 327 Mālama 'Āina: Land-Based Literacies
- HPST 342 Indigenous Peoples & Modernity (xlst POLS)
- HPST 365 Geography of the Pacific
- HPST 381 Hawai'i Politics (xlst POLS)

## OTHER PROGRAMS

- HPST 384 Hawai‘i from European Contact (xlst HIST)
- HPST 430 Contemporary Pacific Globalization & Change
- HPST 437 Pacific Archeology (xlst ANTH, HIST)
- HPST 440 Kānāwai Hawai‘i: Native Hawaiian Law (xlst POLS)
- HPST 450 Pacific Islander Diaspora Experiences
- HPST 471 Polynesia Before European Contact
- HPST 482 Pacific Islands
- HPST 483 Archeology of Hawai‘i
- HPST 488 Twentieth Century Hawai‘i (xlst HIST)
- HPST 489 Political Conflict in the Pacific (xlst POLS)
- POLS 381 Hawai‘i Politics
- POLS 450 Pacific Asian Politics
- Only 3 credits from the following:
  - HAW 101 Elementary Hawaiian 1
  - HAW 102 Elementary Hawaiian 2
  - HAW 201 Intermediate Hawaiian 1
  - HAW 202 Intermediate Hawaiian 2
  - HAW 301 Third-Level Hawaiian 1
  - HAW 302 Third-Level Hawaiian 2
  - HAW 401 Fourth-Level Hawaiian 1
  - HAW 402 Fourth-Level Hawaiian 2

### Health, Culture & Food Elective Courses, 9 credits:

- BIOC 141 Fundamental Biochemistry
- BIOL 171/L Intro to Biology I (3) & Lab (1)
- BIOL 172/L Intro to Biology I (3) & Lab (1)
- BIOL 275/L Cell and Molecular Biology (3) & Lab (1)
- CHEM 161/L General Chemistry I (3) & Lab (1)
- CHEM 162/L General Chemistry II (3) & Lab (1)
- CHEM 272/L Organic Chemistry I (3) & Lab (2)
- CHEM 273/L Organic Chemistry II (3) & Lab (2)
- HLTH 200α Intro to Hawaiian Health & Healing (1)
- HLTH 202 Healing Practices Across Cultures
- HLTH 395 Health & Wellness for Life
- HPST 328 Culture & Environment (xlst GEOG)
- PHYL 141/L Human Anatomy & Physiology I (3) & Lab (1)
- PHYL 142/L Human Anatomy & Physiology II (3) & Lab (1)
- PHYS 151/L College Physics I (3) & Lab (1)
- PHYS 152/L College Physics II (3) & Lab (1)
- PSY 474 Culture & Mental Illness (xlst PUBA)
- PUBA 307 Community Health Analysis
- PUBA 319 Long-Term Care
- PUBA 327 Indigenous Governance

- PUBA 334 The Intersection of Community & Global Health
- PUBA 338 Cultural Competence in Health Care
- PUBA 354 Program Planning & Eval in Health Care
- PUBA 368 Foundations in Community Health & Health Behavior
- PUBA 436 Sex Crimes and Offenders
- PUBA 445 Domestic Violence
- PUBA 446 Contemporary Issues in Health Care
- PUBA 461 Social Dimensions of Disaster Response
- SCFS 300 Survey of Sustainable Food Systems in Hawai‘i
- SCFS 335 Politics of Food (xlst POLS)
- SCFS 336 Politics of Water (xlst POLS)
- SCFS 340 Food Sovereignty, Nutrition & Human Well Being: Reconnecting Food, Nature & Community
- SCFS 345 Native Plants & Indigenous Natural Resource Management (xlst HPST)
- SCFS 360 Survey of Literature on Agriculture Food & the Environment
- SCFS 370 Ahupua‘a – Hawaiian Natural Resource Management from Mountain to Sea
- SCFS 385 Loko I‘a & Near Shore Fisheries Management of Hawai‘i
- SCFS 415 Mahi‘ai Kalo: Hawaiian Taro Production
- SCFS 450 Climate Change, Food Security & Resilience
- SCFS 455 Indigenous & Western Environmental Worldviews
- SCFS 484 Agriculture, Food & Human Values
- SOC 324 Sociology of Race & Ethnic Relations
- SOC 353 Sociology of Aging
- SOC 354 Medical Sociology
- SOC 355 Death, Dying, & Bereavement
- SOC 362 Gender, Culture, & Society
- SOC 369 Sociology of Men & Masculinities
- SOC 431 Juvenile Delinquency (xlst PUBA) SOC 479 Applied Sociology: Community-Based Participatory Research in Health
- SOC 451 Analysis of Marriage & Family
- SOC 456 Peoples of Hawai‘i (xlst HPST)
- SSCI 326 Hawaiian and Pacific Environments

Dr. Ricardo Custodio is the faculty contact for this program. For additional information, Dr. Custodio may be reached at [ricardo8@hawaii.edu](mailto:ricardo8@hawaii.edu) or by phone at (808) 689-2480.

**HEALTH INFORMATION MANAGEMENT (HIM)**

The Health Information Management (HIM) concentration equips students with integrated knowledge of medicine, science, technology, and management. HIM students acquire skills that provide them with a strong foundation for managing health information and information systems, medical billing, coding and reimbursement processes, and other administrative medical record functions. Students are prepared to collaborate with interdisciplinary healthcare professionals in compliance and quality improvement efforts as they relate to the health information function. Students also develop critical-thinking, problem-solving, and decision-making skills that are integral to the management of health information.

- **CLO1** - Exhibit ethical behavior and cultural competency skills that correspond to HIM professional practice standards.
- **CLO2** - Present oral and written communication that corresponds to HIM professional practice standards.
- **CLO3** - Build and work effectively within teams designated to perform HIM-related tasks and functions.
- **CLO4** - Employ critical and creative thinking skills in decision-making and problem-solving processes related to the management of health information.
- **CLO5** - Apply anatomy and physiology, pathophysiology, pharmacology, and medical terminology concepts in the management of health information.
- **CLO6** - Analyze and interpret health data in accordance with public health research methodologies, healthcare statistics, and economic principles.
- **CLO7** - Administer and evaluate health information in accordance with legal and ethical principles and regulatory guidelines.
- **CLO8** - Plan, analyze, and use health informatics, health information technologies, and health information systems in accordance with federal, regional, and industry standards.
- **CLO9** - Apply clinical nomenclatures, vocabularies, classification systems, and reimbursement methodologies according to federal, regional, and industry standards.
- **CLO10** - Administer health information services in accordance with strategic, financial, human resource, and project management principles and practices.

**Bachelor of Applied Science Core for Health Information Management (22 credits):**

1. ENG 200 Composition II, ENG 209, ENG 210, or ENG 215
2. ICS 101 Digital Tools for the Information World
3. Statistics course: BUSA 320 Statistics for Decision-Making

4. Research methods course: PUBA 308 Community Engaged Research Methods
5. Ethics course: PUBA 477 Ethics in Health Care Administration
6. Capstone requirements (7 cr): Student must take both:
  - HIM 490 HIM Practicum & RHIA Exam Prep (4 cr)
  - APSC 486H Senior Project

**Health Information Management Concentration Requirements (49-53 credits):**

- PHYL 141 Human Anatomy and Physiology I
- PHYL 141L Human Anatomy and Physiology Lab I (1)
- PHYL 142 Human Anatomy and Physiology II
- PHYL 142L Human Anatomy and Physiology Lab II (1)
- HLTH 242 Medical Terminology
- HLTH 243 Human Pathophysiology & Pharmacology
- HIM 201 Health Information Management Theory & Practice
- HIM 203 Health Informatics & Information Systems
- HIM 304 Clinical Classification I: Basic Diagnosis Coding
- HIM 305 Clinical Classification II: Basic Procedure Coding
- HIM 306 Operational Management of Health Information Services
- HIM 309 Healthcare Statistics & Data Analytics
- HIM 403 Healthcare Insurance, Reimbursement, & Economics
- HIM 404 Clinical Classification III: Intermediate Coding
- HIM 405 Clinical Classification IV: Advanced Coding
- HIM 406 Strategic Management of Health Information Services
- HIM 408 HIM Cooperative Education
- PUBA 314 Community Epidemiology & Population Health
- PUBA 351 Human Resources Administration

Dr. Lynette Williamson is the faculty contact for this program. For additional information, Dr. Williamson may be reached at [lwll3@hawaii.edu](mailto:lwll3@hawaii.edu).



## HEALTH PROFESSIONS (HP)

The Health Professions concentration in the Bachelors of Applied Science is a health program that offers students a focused, effective start to a career in healthcare. The concentration is modeled on an integrated curriculum that includes foundational courses in the natural sciences, social sciences, and the liberal arts, as well as application-based coursework in healthcare. The program also offers the opportunity for students to continue their undergraduate education after achieving an associate's degree in a related healthcare or science field. During their senior year, students participate in a Capstone Project intended to broaden and integrate the knowledge, skills, and experience gained from the student's chosen field of study. Graduates are prepared for entry-level career opportunities in healthcare and health-related services or for entry into graduate and professional programs. Students interested in graduate school in medicine, physical therapy, occupational therapy, and physician assistant studies may opt to follow a pre-health focus, which includes courses required for entrance into graduate school.

- **CLO1** - Explain the foundational biological principles and the concepts of chemistry, physics, and math as they apply to the study of human health and disease
- **CLO2** - Apply health science research and quantitative analysis to critically analyze, monitor, and assess the health status of individuals relevant to improving health
- **CLO3** - Infuse Native Hawaiian values and culture into concepts of patient care and professionalism to articulate an understanding of cultural differences **CLO4** - Work as part of a team to integrate and apply concepts in the health sciences into class activities, group projects and clinical/community experiences

### Bachelor of Applied Science core for Health Professions (21 credits):

1. ENG 200 Composition II, ENG 209, ENG 210, or ENG 215; with a grade of C- or higher.
2. ICS 101 Digital Tools for the Information World
3. Statistics course: HLTH 350 Biostatistics
4. Research methods course:
  - BIOL 365 Research Methods in Biology
  - For General Health Science track only, options also include PUBA 308 Community Engaged Research Methods; or PUBA 310 Research Methods in the Public Sector
5. Ethics course: BIOL 401 Ethics for Biologists; or  
PUBA 477 Ethics in Health Care Administration

6. Capstone (6 cr): Student must take a Senior Project and a Senior Practicum:
  - APSC 486P Senior Project; and
  - APSC 490P Senior Practicum

### Foundations Requirements, 15-18 credits:

- HLTH 117 Survey of Health Professions
- HLTH 123 Intro to Clinical Skills & Patient Care
- HLTH 204 Intro to Native Hawaiian & Indigenous Health & Healing
- PSY 100 Survey of Psychology
- HLTH 243 Human Pathophysiology & Pharmacology
- HLTH 395 Health and Wellness for Life

**Health Professions Tracks:** Students choose one track in General Health Sciences, Pre-Physical Therapy, Pre-Physician Assistant Studies, Pre-Occupational Therapy, or Pre-Medical.

### Track: General Health Sciences Requirements (26-36 cr)

- BIOL 171/L Introduction to Biology I and Lab
- BIOL 172/L Introduction to Biology II and Lab
- BIOL 302 The One Health Approach to Infectious Disease
- CHEM 161/L General Chemistry I and Lab
- CHEM 162/L General Chemistry II and Lab
- HLTH 242 Medical Terminology
- PHYL 141/L Human Anatomy & Physiology I and Lab
- PHYL 142/L Human Anatomy & Physiology II & Lab
- PUBA 104 Intro Community Health
- PUBA 314 Community Epidemiology & Population Health

**General Health Sciences Elective courses:** Students must choose upper division electives in addition to the course listed in the above track. Some courses may have prerequisites. One course must be writing intensive. Courses with an (\*) are highly recommended for graduate school. Please speak with a faculty advisor.

Choose SIX courses (18 credits) from the following:

- ANTH 425 Medical Anthropology
- ANTH 480 Land, Culture, and Social Justice
- ANTH 384/L Human Skeletal Biology & Lab (x1st BIOL)
- BIOL 340 Genetics, Evolution, and Society
- BIOL 390 Writing & Communicating for Life Sciences
- ECON 334 Economics of Health
- HPST 328 Culture and Environment (x1st GEOG)
- POLS 308 Science and the Modern Prospect (x1st HIST)
- MICR 351/L Biology of Microorganisms & Lab

- PHYL 354/L Exercise Physiology & Lab
- PSY 371 Abnormal Psychology
- PSY 473 Psychology of Healing (xlst PUBA)
- PUBA 302 Health Policy, Politics & Law
- PUBA 319 Survey of Long-Term Care
- PUBA 334 Intersection of Community & Global Health
- PUBA 338 Cultural Competency in Health Care
- PUBA 354 Program Planning & Evaluation in Health
- PUBA 446 Contemporary Issues in Health Care
- SCFS 340 Food Sovereignty, Nutrition & Human Wellbeing: Reconnecting Food, Nature & Community
- SOC 354 Survey of Medical Sociology
- SOC 355 Death, Dying, and Bereavement

### Track: Pre-Physical Therapy Requirements (38-45 credits)

- BIOL 171/L Introduction to Biology I & Lab
- BIOL 172/L Introduction to Biology II & Lab
- CHEM 161/L General Chemistry I & Lab
- CHEM 162/L General Chemistry II & Lab
- PSY 240 Developmental Psychology
- HLTH 242 Medical Terminology
- PHYS 151/L College Physics I & Lab
- PHYS 152/L College Physics II & Lab
- PHYL 141/L Human Anatomy & Physiology I & Lab
- PHYL 142/L Human Anatomy & Physiology II & Lab
- HLTH 353 Structural Kinesiology (in development)
- PHYL 354/L Exercise Physiology & Lab

**Pre-Physical Therapy Elective courses:** Students must choose upper division electives in addition to the course listed in the above specialization. Some courses may have pre-requisites. One course must be writing intensive. Courses with an (\*) are highly recommended for graduate school. Please speak with a faculty advisor.

Select SIX courses (18 credits) from list below:

- ANTH 425 Medical Anthropology
- ANTH 384/L Human Skeletal Biology & Lab (xlst BIOL)
- BIOC 441 Biochemistry
- BIOL 302 The One Health Approach to Infectious Disease
- BIOL 340 Genetics, Evolution, and Society
- BIOL 375/L Genetics and Lab
- BIOL 390 Writing & Communicating for Life Sciences
- MICR 351/L Biology of Microorganisms & Lab
- PSY 371\* Abnormal Psychology
- PSY 473\* Psychology of Healing (xlst PUBA)

- PUBA 314\* Community Epidemiology & Pop Health
- PUBA 319\* Survey of Long-Term Care
- PUBA 334 Intersection of Community & Global Health
- PUBA 338\* Cultural Competency in Health Care
- PUBA 354 Program Planning & Evaluation in Health
- PUBA 446 Contemporary Issues in Health Care
- SCFS 340 Food Sovereignty and Nutrition
- SOC 354 Survey of Medical Sociology
- SOC 479 Applied Sociology: Community-Based Participatory Research in Health

### Track: Pre-Physician Assistant Studies Requirements (25-35 credits)

- SOC 100 Survey of General Sociology
- HLTH 242 Medical Terminology
- BIOL 171/L Introduction to Biology I & Lab
- BIOL 172/L Introduction to Biology II & Lab
- CHEM 161/L General Chemistry I & Lab
- CHEM 162/L General Chemistry II & Lab
- MICR 130/140L General Microbiology & Lab
- PHYL 141/L Human Anatomy & Physiology I & Lab
- PHYL 142/L Human Anatomy & Physiology II & Lab

**Pre-Physician Assistant Studies Elective courses:** Students must choose upper division electives in addition to the course listed in the above specialization. Some courses may have pre-requisites. One course must be writing intensive. Courses with an (\*) are highly recommended for graduate school. Please speak with a faculty advisor.

Select SIX courses (18 credits) from list below:

- ANTH 384/L Human Skeletal Biology & Lab (xlst BIOL)
- ANTH 425 Medical Anthropology
- ANTH 480 Land, Culture & Social Justice
- BIOC 441 Biochemistry
- BIOL 302 The One Health Approach to Infectious Disease
- BIOL 375/L Genetics and Lab
- BIOL 390 Writing & Communicating for Life Sciences
- ECON 334 Economic of Health
- HPST 328 Culture & Environment (xlst GEOG)
- PHYL 354/L Exercise Physiology & Lab
- POLS 308 Science and the Modern Prospect (xlst HIST)
- PSY 371\* Abnormal Psychology
- PSY 473\* Psychology of Healing (xlst PUBA)
- PUBA 314\* Community Epidemiology & Pop Health
- PUBA 319\* Survey of Long-Term Care
- PUBA 334 Intersection of Community & Global Health

- PUBA 338\* Cultural Competency in Health Care
- PUBA 354 Program Planning & Evaluation in Health
- PUBA 446 Contemporary Issues in Health Care
- SCFS 340 Food Sovereignty, Nutrition & Human Wellbeing: Reconnecting Food, Nature & Community
- SOC 354 Survey of Medical Sociology
- SOC 355 Death, Dying and Bereavement

### Track: Pre-Occupational Therapy Requirements (20-30 credits)

- SOC 100 Survey of General Sociology
- CHEM 161/L General Chemistry I & Lab; or  
PHYS 151/L College Physics I and Lab
- PSY 240 Developmental Psychology
- PSY 371 Abnormal Psychology
- HLTH 242 Medical Terminology
- PHYL 141/L Human Anatomy & Physiology I & Lab
- PHYL 142/L Human Anatomy & Physiology II & Lab
- HLTH 353 Structural Kinesiology (in development)
- PUBA 314 Community Epidemiology & Population Health

**Pre-Occupational Therapy Elective courses:** Students must choose upper division electives in addition to the course listed in the above specialization. Some courses may have pre-requisites. One course must be writing intensive. Courses with an (\*) are highly recommended for graduate school. Please speak with a faculty advisor.

Select FIVE courses (15-17 credits) from list below:

- ANTH 384/L Human Skeletal Biology & Lab (xlst BIOL)
- ANTH 425 Medical Anthropology
- BIOL 302 The One Health Approach to Infectious Disease
- BIOL 340 Genetics, Evolution, and Society
- BIOL 390 Writing & Communicating for Life Sciences
- MICR 351/L Biology of Microorganisms & Lab
- PHYL 354/L Exercise Physiology & Lab
- PSY 473\* Psychology of Healing (xlst PUBA)
- PUBA 319\* Survey of Long-Term Care
- PUBA 334 Intersection of Community & Global Health
- PUBA 338\* Cultural Competency in Health Care
- PUBA 354 Program Planning & Evaluation in Health
- PUBA 446 Contemporary Issues in Health Care
- SOC 354 Survey of Medical Sociology
- SCFS 340 Food Sovereignty, Nutrition & Human Wellbeing: Reconnecting Food, Nature & Community

### Track: Pre-Medical Requirements (37-47 credits)

- BIOL 171/L Introduction to Biology I and Lab
- BIOL 172/L Introduction to Biology II and Lab
- BIOL 275/L Cell and Molecular Biology and Lab
- CHEM 161/L General Chemistry I and Lab
- CHEM 162/L General Chemistry II and Lab
- CHEM 272/L Organic Chemistry I and Lab
- CHEM 273/L Organic Chemistry II and Lab
- MATH 241 Calculus I
- PHYS 151/L College Physics I and Lab
- PHYS 152/L College Physics II and Lab
- BIOC 441/L Biochemistry and Lab (in development)
- PUBA 331 Community Epidemiology & Population Health

**Pre-Medical Elective courses:** Students must choose upper division electives in addition to the course listed in the above specialization. Some courses may have pre-requisites. One course must be writing intensive. Courses with an (\*) are highly recommended for graduate school. Please speak with a faculty advisor.

Select SIX courses (18 credits) from list below.

- ANTH 425\* Medical Anthropology\*
- BIOL 302 The One Health Approach to Infectious Disease
- BIOL 375\*/L\* Genetics and Lab\*
- BIOL 384/L Human Skeletal Biology & Lab
- BIOL 390 Writing & Communicating for Life Sciences
- HLTH 353 Structural Kinesiology (in development)
- HPST 328 Culture and Environment
- MICR 351/L \* Biology of Microorganisms & Lab\*
- PHYL 354/L\* Exercise Physiology & Lab\*
- PSY 371 Abnormal Psychology
- PSY 473\* Psychology of Healing\* (xlst PUBA)
- PUBA 319 Survey of Long-Term Care
- PUBA 334 Intersection of Community & Global Health
- PUBA 338\* Cultural Competency in Health Care\*
- PUBA 354 Program Planning & Evaluation in Health
- PUBA 446 Contemporary Issues in Health Care
- SOC 355\* Death, Dying and Bereavement\*
- SOC 354 Survey of Medical Sociology
- SOC 479 ASCP Research in Health
- SCFS 340 Food Sovereignty and Nutrition

Dr. Rebecca Romine is the faculty contact for this program. For additional information, Dr. Romine may be reached at [rromine@hawaii.edu](mailto:rromine@hawaii.edu) or by phone at (808) 689-2480.

## **DISTANCE LEARNING (DISTANCE EDUCATION)**

To meet the educational needs of students who reside on the neighbor islands, UH West O'ahu offers a Distance Learning Program. The baccalaureate programs delivered through Distance Learning have been established as transfer programs for students who have completed the first two years of course work (freshman and sophomore) from a neighbor island community college in the UH system.

The Distance Learning Program consists of online courses, classes delivered through Interactive Television (ITV), and classes delivered at a few off-campus sites. To accommodate the schedules of working adults, most ITV and off-campus courses are taught in the evenings or on weekends.

UH West O'ahu offers three Bachelor of Arts degrees and four certificate programs through distance education:

- BA in Business Administration, with concentrations in: General Business Administration, Accounting, Hospitality & Tourism, or Marketing
- BA in Social Sciences, with concentrations in: Political Science, Psychology or Early Childhood Education
- BA in Public Administration with concentrations in: Community Health, General Public Administration, Disaster Preparedness & Emergency Management, Health Care Administration, Justice Administration
- Certificate in Substance Abuse and Addictions Studies (SAAS)
- Certificate in Health Care Administration (HCAD)
- Certificate in Disaster Preparedness & Emergency Management (DPEM)
- Certificate in Risk Management and Insurance (RMI)

Admission and graduation requirements for students engaged in Distance Learning programs are the same as those established for UH West O'ahu students at the main campus on O'ahu.

Academic advising is provided by Faculty and Success Advisors in Student Affairs in-person, by phone, or through email. Registration is completed online. Students may contact faculty and staff at UH West O'ahu during normal business hours by calling the toll free number at (866) 299-8656.

The UH West O'ahu No'eau Center for Academic Success offers online tutoring in a variety of formats. For more information, contact the center. Contact information is available on the No'eau Center website at [go.hawaii.edu/xR](http://go.hawaii.edu/xR)

Students engaged in research may access online databases from the James & Abigail Campbell Library at <https://westoahu.hawaii.edu/library>.

Students taking courses from UH West O'ahu may purchase textbooks online through West O'ahu Bookstore ([www.bookstore.hawaii.edu/westoahu](http://www.bookstore.hawaii.edu/westoahu)). Books for courses offered by other campuses need to be purchased through the bookstore for that campus.

Student tutorials on computer requirements for UH West O'ahu online and hybrid courses as well as how to use basic tools in Lulima are available at <https://westoahu.hawaii.edu/distancelearning/>. Information Technology Services (ITS) also provides information for students using Lulima at [www.hawaii.edu/talent/lulima\\_students.htm](http://www.hawaii.edu/talent/lulima_students.htm).

Additional information about the UH West O'ahu Distance Learning programs, is available online at <https://westoahu.hawaii.edu/distancelearning/>.

## **BACHELOR OF ARTS IN BUSINESS ADMINISTRATION**

The Bachelor of Arts in Business Administration (BABA) with a concentration in General Business Administration (GBUS), Accounting (ACC), Hospitality & Tourism (HOST), or Marketing (MKT) is offered through online classes or other distance delivery mode. Classes may be held synchronously or asynchronously. The Bachelor of Arts in Business Administration is a part-time, three-year degree program.

## **BACHELOR OF ARTS IN PUBLIC ADMINISTRATION**

The Bachelor of Arts in Public Administration (BAPA) with concentrations in Community Health (CH), General Public Administration (PUBG), Disaster Preparedness and Emergency Management (DPEM), Health Care Administration (HCAD), and Justice Administration (JAD), is a distance learning program which is offered to students through the online (internet-based) modality. This degree may be completed on a part-time or full-time basis. It prepares students for supervisory, management, and leadership roles.

## **BACHELOR OF ARTS IN SOCIAL SCIENCES EARLY CHILDHOOD EDUCATION (ECED)**

The Bachelor of Arts in Social Sciences with a concentration in Early Childhood Education (ECED) is a distance learning program offered to students on the islands of O'ahu, Kaua'i, Maui, Moloka'i, and Hawai'i.

The field of Early Childhood Education encompasses the growth, development and education of children from birth through age eight. This program focuses on the preschool years (ages 3-5) from a theoretical orientation which places early childhood education within broader social, historical, political,



and cultural contexts. Course work in other areas of the social sciences provides a context for students to critically examine early education and care.

Current research on brain development and longitudinal studies on Head Start indicate a strong relationship between early learning and school success. This can be achieved by developmentally appropriate and culturally responsive curricula and a positive working relationship between schools and their families and communities. Students in this program will examine how parents and other family members work collaboratively with teachers to build a learning and home environment that stimulates curiosity through informal educational opportunities. Concepts, advocacy, equity, social justice and diversity as well as critical thinking and reflective teaching will be infused throughout the Early Childhood course work. Early Childhood Education is an exciting and dynamic field in which professional expectations for teachers are being raised and career opportunities are constantly developing.

NOTE: The Early Childhood Education concentration has been developed in partnership with the Associate in Science (A.S.) degree programs in Early Childhood Education from Hawai'i Community College, Honolulu Community College, Kaua'i Community College, and the University of Hawai'i Maui College. An articulation agreement has been developed to facilitate the transfer of students from the UH community colleges to UH West O'ahu. Students who transfer to UH West O'ahu under the terms of the articulation agreement(s) should consult a Success Advisor in Student Affairs prior to beginning their program. See program requirements on pages 114-115.

### **POLITICAL SCIENCE (POLS)**

The Bachelor of Arts in Social Sciences with a concentration in Political Science is offered in both distance and in-person modalities. See program requirements on page 116.

### **PSYCHOLOGY (PSY)**

The Bachelor of Arts in Social Sciences with a concentration in Psychology is offered in both distance and in-person modalities. See program requirements on pages 117-118.

## **CERTIFICATES**

### **CERTIFICATE IN SUBSTANCE ABUSE AND ADDICTIONS STUDIES (SAAS)**

In addition to the Bachelor of Arts in Social Sciences, a certificate program in Substance Abuse and Addictions Studies (SAAS) is offered. This certificate program is designed to help students meet the State education requirements for certification as substance abuse counselors and to provide continuing education opportunities for professionals in the addictions field. Although not required for certification, students are strongly encouraged to concurrently complete the Bachelor of Arts degree in Social Sciences – Psychology.

Students will receive a strong theoretical foundation in substance use disorders and exposure to the knowledge, skills, and attitudes identified by the federal Substance Abuse and Mental Health Services Administration (SAMHSA) as the basis for effective treatment of substance-related problems. Completion of the Certificate satisfies current state education requirements for substance abuse counselors (note: the state education requirements may also be satisfied with other social science course work). State certification further requires fieldwork hours and a written and oral examination. For more information on the State certification call (808) 692-7518 or visit their website at: [health.hawaii.gov/substance-abuse/counselor-certification/](http://health.hawaii.gov/substance-abuse/counselor-certification/).

Students who apply to the SAAS program must meet the same admissions requirements established by UH West O'ahu. Those planning to complete the certificate should have taken an expository writing course (e.g., ENG 100) and an introductory Psychology course (e.g., PSY 100). In addition, a course in Abnormal Psychology should have been completed within the last five years with a grade of "C" or better. This requirement may be satisfied by taking either PSY 371 Abnormal Psychology or PSY 474 Culture and Mental Illness at UH West O'ahu.

Kanoa Meriwether is the faculty contact for this program. For more information, Mr. Meriwether may be contacted by email at [kanoa@hawaii.edu](mailto:kanoa@hawaii.edu). See program requirements on page 120.

### **CERTIFICATE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT (DPEM)**

Completion of the 18-credit cluster of courses will lead to a Certificate in Disaster Preparedness and Emergency Management (DPEM). These courses meet the national standards established by the United States Department of Homeland Security (DHS) and the Federal Emergency Management Agency (FEMA) Higher Education project. The goal of this Certificate is to provide DPEM practitioners with a broad range of administrative skills and knowledge that are ideally suited to meet the critical needs of DPEM administrators.

Note: A maximum of nine credits successfully earned with the degree program may be used toward the certificate program.

Dr. Ross Prizzia and Dr. Jason Levy are the faculty contacts for this certificate. Dr. Prizzia may be reached at [rprizzia@hawaii.edu](mailto:rprizzia@hawaii.edu) or at (808) 689-2365 and Dr. Levy may be reached at [jlevy@hawaii.edu](mailto:jlevy@hawaii.edu) or at (808) 689-2492. See program requirements on page 108.

### **CERTIFICATE IN HEALTH CARE ADMINISTRATION (HCAD)**

The certificate program in Health Care Administration provides students and health care practitioners with a broad range of administrative skills and knowledge needed in the dynamic and growing health care field. Ongoing changes in the system have resulted in an array of opportunities for health care administrators to make significant contributions to improving health care for all. Completion of the 18-credit cluster of courses will lead to the certificate in Health Care Administration. These courses have been selected because they are ideally suited to meet the critical needs of health care administrators.

Note: A maximum of nine credits successfully earned with the degree program may be used toward the certificate program.

Dr. Kristina Lu is Director for this certificate. Dr. Lu can be contacted at [kguo@hawaii.edu](mailto:kguo@hawaii.edu) or at (808) 689-2361. See program requirements on page 109.

### **CERTIFICATE IN RISK MANAGEMENT AND INSURANCE (RMI)**

The Certificate in Risk Management and Insurance is designed to prepare students to become working professionals in the property and casualty insurance industry and to provide students with the information needed to pass licensure examinations such as the Chartered Property Casualty Underwriters series. Completion of the 18-credit cluster of courses below will lead to a certificate in Risk Management and Insurance.

- BUSA 324 Business Law
- BUSA 301 Personal Finance
- BUSA 308 Principles of Risk Management and Insurance
- BUSA 328 Personal Insurance
- BUSA 338 Commercial Insurance BUSA 428 Enterprise Risk Management

The Risk Management and Insurance certificate is also available to neighbor island students via distance delivery.

The Faculty contact for the Risk Management and Insurance certificate is:

- Edward Keaunui  
Email: [ekaunui@hawaii.edu](mailto:ekaunui@hawaii.edu); Phone (808) 689-2393

## **RESERVE OFFICERS TRAINING CORPS (ROTC)**

The University of Hawai'i offers instruction in Aerospace Studies and Military Science and Leadership for students interested in the Reserve Officers Training Corps programs of the Air Force and Army. While UH West O'ahu does not offer either program, students may register in Aerospace Studies and Military Science and Leadership courses at UH West O'ahu and attend those classes at UH Mānoa. Credits for these courses will be granted by the UH West O'ahu and may be used as electives for the baccalaureate degree. See below for additional information regarding the Air Force Reserve Officer Training Corps. For general information about the Army ROTC program or specifics on eligibility requirements, contact the Enrollment Officer in the Military Science Building at 1311 Lower Campus Road or call CPT J. Cruz or 1LT F. Calvo at (808) 956-7766/7744/4137.

## **AIR FORCE RESERVE OFFICER TRAINING CORPS (AFROTC)**

University of Hawai'i at Mānoa; Detachment 175 AFROTC is a nationwide program that allows students to pursue commissions (become officers) in the United States Air Force (USAF) while simultaneously attending college. AFROTC classes are held on college campuses throughout the United States and Puerto Rico; students can register through normal course registration processes. AFROTC consists of four years of Aerospace Studies classes (Foundations of the USAF, Evolution of USAF and Space Power, Air Force Leadership Studies, and National Security Affairs/Preparation for Active Duty), and a corresponding Leadership Laboratory for each year (where students apply leadership skills, demonstrate command and effective communication, develop physical fitness, and practice military customs and courtesies). College students enrolled in the AFROTC program (known as "cadets") who successfully complete both AFROTC training and college degree requirements will graduate and simultaneously commission as Second Lieutenants in the Active Duty Air Force. On O'ahu, the AFROTC program is currently offered at University of Hawai'i at Mānoa, AFROTC Detachment 175. Det 175 has a crosstown agreement that allows our students to enroll in AFROTC and become full-fledged cadet participants. There are three and four year programs available. The program is divided into two phases, the general military course (GMC—freshman and sophomore years) and the professional officer course (POC—junior and senior years). The first two years of the AFROTC program consist of one hour of classroom work and two hours of leadership lab each week. The GMC is an opportunity for students not on ROTC scholarship to try out the program with no obligation. You can only enter the POC once you have successfully completed the GMC and field training. The POC conduct the leadership labs and manage the unit's cadet corps.

Once you are enrolled in the POC you are enlisted in the Air Force Reserve and assigned to the Obligated Reserve Section. For more information on AFROTC course descriptions, please review the Aerospace Studies section in the course listings. For more information on the AFROTC program, please review <https://manoa.hawaii.edu/undergrad/aerospace/>

See Course Descriptions for a listing of courses.

# Academy for Creative Media – West O’ahu

The Academy for Creative Media System (ACMS) is by design and need a system-wide endeavor built on existing resources to look beyond the present toward how technology is transforming entertainment and education. Since its inception, the Academy for Creative Media System (ACMS) has recognized the compelling need for digital media and visual literacy among all of Hawai‘i’s students in the 21st century knowledge-based economy. ACMS currently supports and includes the Academy for Creative Media – West O’ahu and ‘Ulu‘ulu, the Henry Ku‘ualoha Giugni Moving Image Archive of Hawai‘i.



Academy for Creative Media  
WEST O’AHU

## ACADEMY FOR CREATIVE MEDIA – WEST O’AHU

91-1001 Farrington Highway

Kapolei, HI 96707

Email: [uhwoacm@hawaii.edu](mailto:uhwoacm@hawaii.edu)

Website: <http://acmsystem.hawaii.edu/campus/uh-west-oahu/>

## ACM - WO FACULTY & STAFF

Sharla Hanaoka, MFA, Director

Rian Barreras, Ph.D. candidate, Acting Assistant Professor

Laurie Sumiye, MFA, Assistant Professor

Jeffrey Galicinao, Equipment and Lab Manager

## THE ACADEMY FOR CREATIVE MEDIA – WEST O’AHU

Under the auspices of the Academy for Creative Media System, a UH system-wide and multi-campus program initiative, the center for the Academy for Creative Media – West O’ahu serves as the hub for creative media education state-wide.

As a center, it resides directly under Academic Affairs and is designed to provide creative media education, research and media-related programs to university students, and the general public through a variety of methods including classroom instruction, seminars, workshops, publications and the use of the public media.

## GENERAL INFORMATION

Students who chose to study creative media will receive is a broad innovative transdisciplinary educational experience that interlaces the domains of art and design, narrative, information science and technologies with extended study and field practice to strengthen students’ integrative literacies necessary for a broad range of careers in government and non-government organizations, education institutions, technological firms and



private firms. It will primarily (a) build on a core set of ideas (assumptions, foundations or canons), (b) explore and instruct in order to expand both conceptual as well as technical/pragmatic knowledge and skills, and (c) provide learners opportunities to build critical thinking, leadership, civic engagement, and problem-solving competence.

The Academy for Creative Media recognizes the continuously evolving technology that drives content creation and emerging global dissemination platforms and distribution systems. While honoring the legacy film school curricula based in the analog era of the last century, UH West O’ahu’s Creative Media program embraces digital media literacy experienced through transmedia production (e.g., YouTube), animation, video games, social media platforms, apps, virtual and augmented reality, and computational media (the nexus of visual storytelling and coding).

Programs supported by the Academy for Creative Media include:

- Bachelor of Arts in Humanities with a concentration in Creative Media (see pgs 88-89)
- Bachelor of Applied Science with a concentration in Creative Media (see pages 123-124)

## LEARNING OUTCOMES

To assure educational quality and curricular coherence, UH West O’ahu has identified learning outcomes appropriate for Creative Media students. Students at UH West O’ahu are expected to apply certain knowledge and skills towards mastering material in an academic major and concentration. These skills are listed in a set of Degree and Concentration Learning Outcomes.

### DEGREE LEARNING OUTCOMES

Graduates with a major in **Creative Media** from UH West Oahu will be able to:

- **DLO1** - Synthesize multiple creative media forms (e.g., game design, internet platforms, mobile apps, sound design, motion graphics, graphic design, storytelling) including at least two or more tools and technology in an appropriate body of work that focuses on the creative media of tomorrow.
- **DLO2** - Use research and information-gathering skills to identify, analyze, and propose solutions.
- **DLO3** - Make sound ethical and legal decisions in creating and using creative media.
- **DLO4** - Evaluate and critique work in chosen field including self-work by using professional terminology and criteria.

- **DLO5** - Communicate ideas to peers, clients, and intended audiences using visual, oral, and written presentation skills relevant to their chosen media field.
- **DLO6** - Produce a body of work suitable for seeking professional opportunities in their chosen media field.
- **DLO7** - Work productively as members of creative media teams.

### CONCENTRATION LEARNING OUTCOMES

Graduates with a concentration in **General Creative Media (GCM)** from UH West O’ahu will have:

#### Production Skills and Technical Knowledge

- **CLO1** - Produce, format and distribute content across all major media platform.
- **CLO2** - Produce video and audio content such as recording on location and in the studio, editing, and creating basic media graphics.

#### Conceptual Thinking

- **CLO3** - Identify, gather, assess, record, and research relevant information for a project.
- **CLO4** - Identify and apply interviewing techniques as part of the interview and investigation process.
- **CLO5** - Analyze and discuss media trends and issues.

#### Written and Oral Communication

- **CLO6** - Communicate concepts and ideas for a media project using industry terminology, both verbally and in writing.
- **CLO7** - Evaluate and critique work in chosen medium.

#### Visual Communication Skills

- **CLO8** - Apply basic design principles to various types of video, print, and interactive media.

#### Professional Readiness

- **CLO9** - Produce a professional portfolio to acquire a job within the media industry or corporate environment.
- **CLO10** - Practice meeting deadlines and submit work according to professional presentation standards.

Students with a concentration in **Communications and New Media Technologies (COMN)** from UH West O’ahu will have:

#### Production Skills and Technical Knowledge

- **CLO1** - Produce video and audio content such as recording on location and in the studio, editing, and creating basic media graphics.
- **CLO2** - Produce, format and distribute content across all major media platforms.

#### Conceptual Thinking

- **CLO3** - Identify, gather, assess, record, and research

relevant information for a story.

- **CLO4** - Identify and apply interviewing techniques as part of the interview and investigation process.
- **CLO5** - Analyze and discuss media trends and issues.
- **CLO6** - Develop unique, original story ideas.

#### **Written and Oral Communication**

- **CLO7** - Produce scripts, features, articles and other written content for media coverage in various platforms.
- **CLO8** - Communicate concepts and ideas for a media project using industry terminology, both verbally and in writing.
- **CLO9** - Evaluate and critique work within the chosen medium.

#### **Visual Communication**

- **CLO10** - Rapidly visualize story ideas in the pre-production and production stage.
- **CLO11** - Apply basic design principles to various types of video, print, and interactive media.

#### **Professional Readiness**

- **CLO12** - Produce a professional reel to acquire a job within the media industry or corporate environment.
- **CLO13** - Practice meeting deadlines and submit work according to professional presentation standards.

Students with a concentration in **Design and Media (DM)** from UH West O'ahu will have:

#### **Production Skills and Technical Knowledge**

- **CLO1** - Demonstrate an understanding of current interactive technologies, tools, and apps by effectively using them to execute projects.
- **CLO2** - Demonstrate programming and coding skills by building functional products and prototypes that simulate the intended interactive experience.

#### **Conceptual Thinking**

- **CLO3** - Collect data appropriate for a given project.
- **CLO4** - Use research findings to develop design ideas centered on target users.
- **CLO5** - Identify user demographics and diagram the user experience.
- **CLO6** - Produce a consistent interactive experience in a medium appropriate to the user's needs.
- **CLO7** - Analyze and discuss design trends and issues.

#### **Written and Oral Communication**

- **CLO8** - Clearly and professionally present work and ideas.
- **CLO9** - Evaluate and critique work in chosen medium.

#### **Visual Communication**

- **CLO10** - Apply grid-based visual compositions that demonstrate the principles of design.
- **CLO11** - Apply typographic theory to choices that effectively communicate information hierarchy and mood towards a given a platform.
- **CLO12** - Demonstrate effective use of color and imagery for an intended audience.

#### **Professional Readiness**

- **CLO13** - Produce a cohesive portfolio tailored to reflect stated career goals.
- **CLO14** - Work cooperatively and effectively in a professional production environment.
- **CLO15** - Practice meeting deadlines and submit work according to professional presentation standards.

Students with a concentration in **Video Game Design and Development (VGD)** from UH West O'ahu will be able to:

#### **Production Skills and Technical Knowledge**

- **CLO1** - Demonstrate proficiency with technology related to contemporary game production.
- **CLO2** - Create design documentation and detailed paper maps for a professional preproduction package.
- **CLO3** - Effectively use visual and code-based scripting to implement game and level mechanics.

#### **Conceptual Thinking**

- **CLO4** - Identify, gather, assess, record, and research relevant information for a game idea.
- **CLO5** - Design, organize, and build game prototypes in established game engines.
- **CLO6** - Analyze and discuss game trends and issues.

#### **Written and Oral Communication**

- **CLO7** - Clearly and professionally present work and ideas.
- **CLO8** - Evaluate and critique work in chosen game area.

#### **Visual Communication**

- **CLO9** - Integrate objects, environments, characters, and props into a cohesive game experience.
- **CLO10** - Use appropriate media to communicate ideas throughout the design process.
- **CLO11** - Draw, design, and render forms (2D/3D) to game industry standards.

#### **Professional Readiness**

- **CLO12** - Produce a professional demo reel or portfolio which meets industry standards.
- **CLO13** - Work cooperatively and effectively in a professional production environment.
- **CLO14** - Identify strengths within game development

and/or design and develop a portfolio tailored to showcase them.

- **CLO15** - Practice meeting deadlines and submit work according to professional presentation standards.

## CREATIVE MEDIA MAJOR REQUIREMENTS

Students majoring in Creative Media must complete the following:

1. Students complete these two courses:

- ART 112 Introduction to Digital Art
- CM 120 Introduction to Digital Video

And an additional four courses (12 credits), from list below:

- ART 101 Introduction to Visual Arts
- ART 107D Introduction to Digital Photography
- ART 113D Introduction to Digital Drawing
- ART 126 3D Computer Graphics I
- ART 221 Design for Print & Web
- ART 229 Interface Design I
- ART 231 Art Through Applied Geometry
- ART 240 Typography and Color in Design
- CM 140 History of Video Games
- CM 142 Introduction to Video Game Design
- CM 143 Introduction to Game Art
- CM 150 Film Analysis and Storytelling
- CM 151 Pre-Production: Digital Video
- CM 152 Principles of Video Editing
- CM 153 Sound Design for Digital Media
- CM 155 Introduction to Screenwriting
- CM 160 The Mobile World
- CM 161 Intro to iOS Mobile App Development
- CM 251 Animation & Special Effects
- ICS 101 Digital Tools for the Information World
- ICS 111 Introduction to Computer Science I

2. Twenty-one credits of CM Core Requirements

- CM 256 Creatives in Media (in development)
- CM 314 Music, Sound & Media
- CM 320 Topics in Creative Producing
- CM 401 Creative Professionals
- ENG 313 Introduction to Creative Writing
- HIST 363 20th Century Popular, Mass & Counter-Culture
- SD 360 Dynamics of Effective Leadership

3. 12 credits in a concentration area: General Creative Media, Design & Media, Video Game Design & Development; or Communications & New Media Technologies.

4. 9 credits of Concentration Electives.

5. 6 credits capstone, CM 489 Pre-Capstone Experience; and either CM 490 Senior Project or CM 491 Senior Practicum.

**CREATIVE MEDIA CONCENTRATIONS****GENERAL CREATIVE MEDIA (GCM)****General Creative Media Concentration Requirements:**

Complete four classes (12 credits) from the following list:

- ART 320 Web Design & Development
- CM 315 Interactive Applications
- CM 316 User Experience
- CM 317 Motion Graphics
- CM 340 The Modern Game Industry
- CM 341 Writing & Storytelling for Video Games
- CM 342 Applied Game Design
- CM 343 Game Level Design
- CM 350 Creative Strategy
- CM 351 Innovative Advertising
- CM 352 Transmedia and Emerging Media
- CM 353 Making a Short Film
- CM 358 Web Series Production
- CM 359 Branded Entertainment: Online Video Campaign
- CM 378 Visual Distributions of the Human Experience & Media Power
- CM 390 Creative Media Internship
- CM 391 Game Design Project
- CM 400α Creative Media Master Class
- CM 402 Moving Image Archives for Film
- CM 403 Special Projects
- CM 430 Mastering Social Media

**General Creative Media Concentration Electives:** Complete three classes (9 credits) from the list below. \*Courses may only be used once to fulfill the Concentration or Elective requirement.

- ART 311D Design in Public Spaces
- \*ART 320 Web Design & Development
- BUSA 300 Principles of Marketing
- BUSA 304 Consumer Behavior
- BUSA 305 Advertising & Promotion Management
- CM 201 Forensic Photography
- \*CM 315 Interactive Applications
- \*CM 316 User Experience
- \*CM 317 Motion Graphics
- \*CM 340 The Modern Game Industry
- \*CM 341 Writing & Storytelling for Video Games
- \*CM 342 Applied Game Design
- \*CM 343 Game Level Design
- \*CM 350 Creative Strategy
- \*CM 351 Innovative Advertising
- \*CM 352 Transmedia and Emerging Media
- \*CM 353 Making a Short Film

- \*CM 358 Web Series Production
- \*CM 359 Branded Entertainment: Online Video Campaign
- \*CM 378 Visual Distributions of the Human Experience & Media Power
- CM 385 Game Design & Development
- \*CM 390 Creative Media Internship
- \*CM 391 Game Design Project
- \*CM 400α Creative Media Master Class
- \*CM 402 Moving Image Archives for Film
- \*CM 403 Special Projects
- \*CM 430 Mastering Social Media
- ENG 317 Pidgin Creative Writing Workshop
- ENG 300C Topics in Literary Theory: Intro to Cultural Theory
- ENG 360 Literature & Film
- ENG 361 History of Film
- ENG 367α Film Genres & Directors
- ENG 368α Topics in Television Studies
- ENG 385 Fairy Tales and their Adaptations
- ENG 441 Gender & Sexuality in Literature & Film
- HIST 243 Asia Cool: Modern Asia & Pop Culture
- HIST 311 Chinese Culture
- HIST 321 Japanese Culture
- HIST 325 Asian Economies, Business & Consumers
- HIST 326 Asia Cool: Anime, Manga, and Film
- HPST 304 Hawaiian-Pacific Traditions
- HPST 461 Traditional Art of Hawaii
- HPST 462 Traditional Art of the Pacific
- HPST 477 Polynesian and Micronesian Mythology
- HPST 478 Hawaiian Mythology II
- HPST 479 Hawaiian Mythology I
- ICS 129 Introduction to Databases
- ICS 184 Network Fundamentals
- ICS 211 Intro to Computer Science II
- ICS 240 Operating Systems
- MGT 301 Business Ethics
- MGT 320 Fundamentals of Entrepreneurship & Small Business Management
- PHIL 439 Philosophy & Film

The faculty contact for the General Creative Media concentration is:

- Sharla Hanaoka  
Email: shanaoka@hawaii.edu; Phone (808) 689-2392



## COMMUNICATIONS & NEW MEDIA TECHNOLOGIES (COMN)

**Communications & New Media Technologies Concentration Requirements:** Complete four classes (12 credits) from the following list:

- CM 317 Motion Graphics
- CM 351 Innovative Advertising
- CM 352 Transmedia and Emerging Media
- CM 353 Making a Short Film
- CM 358 Web Series Production
- CM 359 Branded Entertainment: Online Video Campaign
- CM 390 Creative Media Internship
- CM 400α Creative Media Master Class
- CM 402 Moving Image Archives for Film
- CM 403 Special Projects
- CM 430 Mastering Social Media

**Communications & New Media Technologies Concentration Electives:** Complete three classes (9 credits) from the list below. \*Courses may only be used once to fulfill the Concentration or Elective requirement.

- ART 311D Design in Public Spaces
- ART 320 Web Design & Development
- BUSA 300 Principles of Marketing
- BUSA 304 Consumer Behavior
- BUSA 305 Advertising & Promotion Management
- CM 201 Forensic Photography
- CM 315 Interactive Applications
- CM 316 User Experience
- \*CM 317 Motion Graphics
- CM 340 The Modern Game Industry
- CM 341 Writing and Storytelling for Video Games
- CM 342 Applied Game Design
- CM 343 Game Level Design
- CM 350 Creative Strategy
- \*CM 351 Innovative Advertising
- \*CM 352 Transmedia and Emerging Media
- \*CM 353 Making a Short Film
- \*CM 358 Web Series Production
- \*CM 359 Branded Entertainment: Online Video Campaign
- CM 378 Visual Depictions of the Human Experience and Media Power
- \*CM 390 Creative Media Internship
- CM 391 Game Design Project

- \*CM 400α Creative Media Master Class
- \*CM 402 Archival Research for Media Makers
- \*CM 403 Special Topics
- \*CM 430 Mastering Social Media
- ENG 317 Pidgin Creative Writing Workshop
- ENG 300C Topics in Literary Theory: Intro to Cultural Theory
- ENG 360 Literature & Film
- ENG 361 History of Film
- ENG 367α Film Genres and Directors
- ENG 368α Topics in Television Studies
- ENG 385 Fairy Tales and Their Adaptations
- ENG 441 Gender & Sexuality in Literature & Film
- HIST 243 Asia Cool: Modern Asia & Pop Culture
- HIST 311 Chinese Culture
- HIST 321 Japanese Culture
- HIST 325 Asian Economies, Business & Consumers
- HIST 326 Japan Cool: Anime, Manga, and Film
- HPST 304 Hawaiian-Pacific Traditions
- HPST 461 Traditional Art of Hawaii
- HPST 462 Traditional Art of the Pacific
- HPST 477 Polynesian and Micronesian Mythology
- HPST 478 Hawaiian Mythology II
- HPST 479 Hawaiian Mythology I
- ICS 129 Introduction to Databases
- ICS 184 Network Fundamentals
- ICS 211 Introduction to Computer Science II
- ICS 240 Operating Systems
- MGT 301 Business Ethics
- MGT 320 Fundamentals of Entrepreneurship & Small Business Management
- PHIL 439 Philosophy and Film

The faculty contact for the Communications & New Media Technologies concentration is:

- Sharla Hanaoka  
Email: shanaoka@hawaii.edu; Phone (808) 689-2392

**DESIGN & MEDIA (DM)**

**Design & Media Concentration Requirements:** Complete four classes (12 credits) from the following list:

- ART 320 Web Design & Development
- CM 315 Interactive Applications
- CM 316 User Experience
- CM 317 Motion Graphics
- CM 350 Creative Strategy
- CM 351 Innovative Advertising
- CM 352 Transmedia & Emerging Media
- CM 358 Web Series Production
- CM 378 Visual Depictions of the Human Experience and Media Power
- CM 390 Creative Media Internship
- CM 400α Creative Media Master Class
- CM 403 Special Projects

**Design & Media Concentration Electives:** Complete three classes (9 credits) from the list below. \*Courses may only be used once to fulfill the Concentration or Elective requirement.

- ART 311D Design in Public Spaces
- \*ART 320 Web Design & Development
- BUSA 300 Principles of Marketing
- BUSA 304 Consumer Behavior
- BUSA 305 Advertising & Promotion Management
- CM 201 Forensic Photography
- \*CM 315 Interactive Applications
- \*CM 316 User Experience
- \*CM 317 Motion Graphics
- CM 340 The Modern Game Industry
- CM 341 Writing & Storytelling for Video Games
- CM 342 Applied Game Design
- CM 343 Game Level Design
- \*CM 350 Creative Strategy
- \*CM 351 Innovative Advertising
- \*CM 352 Transmedia and Emerging Media
- CM 353 Making a Short Film
- \*CM 358 Web Series Production
- CM 359 Branded Entertainment: Online Video Campaign
- \*CM 378 Visual Depictions of the Human Experience & Media Power
- CM 385 Game Design & Development
- \*CM 390 Creative Media Internship
- CM 391 Game Design Project

- \*CM 400α Creative Media Master Class
- CM 402 Moving Image Archives for Film
- CM 403 Special Projects
- CM 430 Mastering Social Media
- ENG 317 Pidgin Creative Writing Workshop
- ENG 300C Topics in Literary Theory: Intro to Cultural Theory
- ENG 360 Literature & Film
- ENG 361 History of Film
- ENG 367α Film Genres & Directors
- ENG 368α Topics in Television Studies
- ENG 385 Fairy Tales and their Adaptations
- ENG 441 Gender & Sexuality in Literature & Film
- HIST 243 Asia Cool: Modern Asia & Pop Culture
- HIST 311 Chinese Culture
- HIST 321 Japanese Culture
- HIST 325 Asian Economies, Business & Consumers
- HIST 326 Asia Cool: Anime, Manga, and Film
- HPST 304 Hawaiian-Pacific Traditions
- HPST 461 Traditional Art of Hawaii
- HPST 462 Traditional Art of the Pacific
- HPST 477 Polynesian and Micronesian Mythology
- HPST 478 Hawaiian Mythology II
- HPST 479 Hawaiian Mythology I
- ICS 129 Introduction to Databases
- ICS 184 Network Fundamentals
- ICS 211 Intro to Computer Science II
- ICS 240 Operating Systems
- MGT 301 Business Ethics
- MGT 320 Fundamentals of Entrepreneurship & Small Business Management
- PHIL 439 Philosophy & Film

The faculty contact for the Design & Media concentration is:

- Sharla Hanaoka  
Email: shanaoka@hawaii.edu; Phone (808) 689-2392

**VIDEO GAME DESIGN & DEVELOPMENT (VGD)****Video Game Design & Development Concentration**

**Requirements:** Complete four classes (12 credits) from the following list:

- CM 340 The Modern Game Industry
- CM 341 Writing and Storytelling for Video Games
- CM 342 Applied Game Design
- CM 343 Game Level Design
- CM 352 Transmedia and Emerging Media
- CM 358 Web Series Production
- CM 359 Branded Entertainment: Online Video Campaign
- CM 385 Game Design & Development
- CM 390 Creative Media Internship
- CM 391 Game Design Project
- CM 400a Creative Media Master Class
- CM 402 Moving Image Archives for Film
- CM 403 Special Projects

**Video Game Design & Development Concentration**

**Electives:** Complete three classes (9 credits) from the list below. \*Courses may only be used once to fulfill the Concentration or Elective requirement.

- ART 311D Design in Public Spaces
- ART 320 Web Design & Development
- BUSA 300 Principles of Marketing
- BUSA 304 Consumer Behavior
- BUSA 305 Advertising & Promotion Management
- CM 201 Forensic Photography
- CM 315 Interactive Applications
- CM 316 User Experience
- CM 317 Motion Graphics
- \*CM 340 The Modern Game Industry
- \*CM 341 Writing and Storytelling for Video Games
- \*CM 342 Applied Game Design
- \*CM 343 Game Level Design
- CM 350 Creative Strategy
- CM 351 Innovative Advertising
- \*CM 352 Transmedia and Emerging Media
- CM 353 Making a Short Film
- \*CM 358 Web Series Production
- \*CM 359 Branded Entertainment: Online Video Campaign
- CM 378 Visual Depictions of the Human Experience & Media Power

- \*CM 385 Game Design & Development
- \*CM 390 Creative Media Internship
- \*CM 391 Game Design Project
- \*CM 400a Creative Media Master Class
- \*CM 402 Moving Image Archives for Film
- \*CM 403 Special Projects
- CM 430 Mastering Social Media
- ENG 317 Pidgin Creative Writing Workshop
- ENG 300C Topics in Literary Theory: Intro to Cultural Theory
- ENG 360 Literature & Film
- ENG 361 History of Film
- ENG 367a Film Genres & Directors
- ENG 368a Topics in Television Studies
- ENG 385 Fairy Tales and their Adaptations
- ENG 441 Gender & Sexuality in Literature & Film
- HIST 243 Asia Cool: Modern Asia & Pop Culture
- HIST 311 Chinese Culture
- HIST 321 Japanese Culture
- HIST 325 Asian Economies, Business & Consumers
- HIST 326 Asia Cool: Anime, Manga, and Film
- HPST 304 Hawaiian-Pacific Traditions
- HPST 461 Traditional Art of Hawaii
- HPST 462 Traditional Art of the Pacific
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- HPST 478 Hawaiian Mythology II
- HPST 479 Hawaiian Mythology I
- ICS 129 Introduction to Databases
- ICS 184 Network Fundamentals
- ICS 211 Intro to Computer Science II
- ICS 240 Operating Systems
- MGT 301 Business Ethics
- MGT 320 Fundamentals of Entrepreneurship & Small Business Management
- PHIL 439 Philosophy & Film

The faculty contact for the Design & Media concentration is:

- Sharla Hanaoka  
Email: shanaoka@hawaii.edu; Phone (808) 689-2392

## **‘ULU‘ULU: THE HENRY KU‘UALOHA GIUGNI MOVING IMAGE ARCHIVE OF HAWAI‘I**

James & Abigail Campbell Library, First Floor  
 91-1001 Farrington Highway  
 Kapolei, HI 96707  
 Website: [uluulu.hawaii.edu](http://uluulu.hawaii.edu)  
 Email: [uluulu@hawaii.edu](mailto:uluulu@hawaii.edu)  
 Hours: M-Th 9 am – 5 pm; F 9 am – 4 pm  
 Research by appointment

### **‘ULU‘ULU – STAFF**

Janel Quirante, Head Archivist  
 Heather Giugni, Collections Specialist/Producer  
 M. Hōkū Ka‘aha‘aina, Assistant Archivist for Processing  
 P. Koa Luke, Assistant Archivist for Cataloging  
 Tisha Aragaki, Assistant Archivist for Reference and Outreach  
 Robert Omura, Digital Media Specialist  
 Chris Lee, ACM System Director



## **‘ULU‘ULU: THE HENRY KU‘UALOHA GIUGNI MOVING IMAGE ARCHIVE OF HAWAI‘I**

Located in the UH West O‘ahu James & Abigail Campbell Library, ‘Ulu‘ulu is Hawai‘i’s official state archive for moving images and is dedicated to the care, preservation, and digitization of film and videotape related to the history and culture of Hawai‘i. Founded in 2009, ‘Ulu‘ulu was developed as and remains a project of the Academy for Creative Media System at the University of Hawai‘i and is the first realization of the collaborative foundation of ACM’s system-wide program.

‘Ulu‘ulu is a Hawaiian word meaning collections, assembly, or gathering. This archive is not just a collection of moving image items, but also an assembly of voices, communities and stories; a gathering place for people to share Hawai‘i’s culture, traditions and collective memory.

‘Ulu‘ulu’s collection contains over 45,000 videotapes and films and 2,000 hours of digitized archival footage that illuminates life in Hawai‘i from different regions and eras.

Resources for UHWO students, faculty and staff include:

- Searchable catalog and streaming video clips online at [uluulu.hawaii.edu](http://uluulu.hawaii.edu)
- Exhibit area with collection footage on multiple monitors and a special Daniel K. Inouye exhibit with footage and memorabilia related to the Senator’s life and career
- In-person and online reference services
- Course reserves for semester-long access to full-length footage on our streaming server
- Archive tours and in-class instruction upon request
- Internship and Senior Practicum opportunities for students in Humanities, Social Sciences and Creative Media







# Center for Labor Education & Research

## Center for Labor Education and Research

91-1001 Farrington Highway  
Kapolei, HI 96707

Phone: (808) 689-2760

FAX: (808) 689-2761 Email: [clear@hawaii.edu](mailto:clear@hawaii.edu)

Website: [westoahu.hawaii.edu/clear](http://westoahu.hawaii.edu/clear)

## CLEAR FACULTY

Dr. William Puette, Director

Christopher Conybeare, J.D.

Dr. Lawrence Boyd

Dr. Leslie Lopez

The Center for Labor Education and Research (CLEAR) is an endowed, outreach program established in 1976 by State Law, HRS §304A-1601 (Act 202). The Hawai'i State Legislature, in recognition of "substantial contributions of organized labor to the improvement of the social, political, and economic well-being of our citizenry" enacted Act 202 establishing the Center for Labor Education and Research and charged it with the following responsibilities:

- 1) To provide labor education instruction, labor-related research and educational services for workers and their organizations;
- 2) To provide labor education to the public;
- 3) To advise and assist in the development of labor education programs, courses, activities for use within the DOE, including teacher preparation;
- 4) To advise and assist in the implementation of labor studies degree programs in the University of Hawai'i system;
- 5) To be a clearinghouse for labor education matters in the State.

As a center under Academic Affairs, UH West O'ahu, CLEAR is designed to provide labor education, research and labor-related programs to workers, their organizations, university students, and the general public through a variety of methods including classroom instruction, seminars, workshops, publications and the use of the public media.

Located in the UH West O'ahu James & Abigail Campbell Library, CLEAR maintains a research collection and archive of labor history and law, a labor research web site and publishes a variety of books and handbooks, including a guide to Hawai'i Labor History, in addition to producing the televised documentaries in its Rice & Roses series.

The Center's non-credit programs feature classes on Labor History, Workers' Compensation, Grievance Handling, Labor Law, Collective Bargaining, Preventing Employment Discrimination, Conflict Resolution, Parliamentary Procedure, and Leadership Skills.

Like its research projects, the Center's seminars and educational programs are all designed to be of practical application to workers, their organizations and policy-makers.

A recipient of the 2016 John Sessions Memorial Award, the labor history archive contains a clipping file on local unions in Hawai'i, as well as an ever-growing collection of contracts, union newsletters, books, pamphlets and artifacts that record and preserve Hawai'i's rich labor history from plantation days to the present.

Among the most highly prized components of this special collection are: The Isami Enomoto Labor History Murals, John Reinecke's research files, the late Professor Emeritus Ed. Beechert's Hawai'i sugar plantation files, The Honolulu Record, the old "day-books" of the Hawai'i Carpenters' Union, videotapes and transcripts of interviews, documents





and photographs of over 90 informants involved in the Great Hawai'i Sugar Strike of 1946; the correspondence files of the former Hawai'i office of the AFL-CIO from 1940 to 1982; the files of the Honolulu Central Labor Council; production files and interview tapes from its many Rice & Roses research projects; and authors' notes and research files for CLEAR's labor history publications.

Access to the Center's video library and special collections is by appointment only and must be arranged in advance. The research library contains the basic BNA loose-leaf services as well as many supplemental materials.

### CLEAR LEARNING OUTCOMES

The Labor Studies faculty at the Center for Labor Education and Research assist UH West O'ahu students to:

- **CLO 1** - Explain the role of labor in society.
- **CLO 2** - Demonstrate critical thinking, reflection and constructive action on the importance of social, political, and economic issues as they relate to the workplace.
- **CLO 3** - Use insights drawn from literature, history, and philosophy in order to reflect critically on issues of work and society.
- **CLO 4** - Demonstrate knowledge of various aspects of labor law, including collective bargaining worker and individual rights.
- **CLO 5** - Explain labor and workplace issues in a global context.
- **CLO 6** - Use the communication skills (such as negotiation and mediation) necessary to intervene wisely in shaping their environment.
- **CLO 7** - Demonstrate the ethics, knowledge, skills, and attitudes necessary for working in labor relations.

The Center for Labor Education and Research offers credit courses in Labor Studies in anticipation of the development of a formalized Labor Studies program at UH West O'ahu.

Currently, there are approximate 30 Labor Studies degree programs offered in colleges and universities across the United States. Labor Studies programs include labor history, collective bargaining, labor contract administration and other courses that seek to prepare professionals for labor relations experiences and careers in union and non-union environments. Our courses equip students to think critically about the relationship between our work and quality of life. Labor studies courses provide students with the opportunity to view race, culture, gender, economics, political science, anthropology, history, and the future of work from a labor lens. Labor Studies not only prepares students for graduate school in law or social sciences field, it provides students with skillsets in understanding the details of the broader global economy as it impacts working people.

According to industry sector estimates, there is a need for courses in labor relations in Hawai'i. There are 65 local unions and union offices in the State of Hawai'i alone with many of them having agents in Guam and Saipan. Typically, union administrative offices are staffed by agents or representatives employed to organize, negotiate, provide social services for members, research, provide media support, and organize and administer collective bargaining agreements. Labor Studies as an applied focus will equip graduates for work in labor relations as business agents, stewards, or social services providers in both private and public sector unions, in addition to research writing, labor-related governmental agencies, labor-related community organizations and politics. Labor Studies is an interdisciplinary academic field including labor history, economics, leadership skills, research writing and worker advocacy.

For more information about the program, please contact Dr. Leslie Lopez (Email: lalopez@hawaii.edu; Phone: (808) 689-2764).





# Course Descriptions

*This course listing describes the courses in the disciplines. Please note that this listing may change depending on changes instituted by these areas. Each semester, the classes that are available for that particular semester may be found at [westoahu.hawaii.edu/schedule](http://westoahu.hawaii.edu/schedule). For General Education requirements or Major requirements, please see the appropriate sections of the catalog.*

All classes are offered for letter grade (A-F) unless otherwise noted. See grade coding in the Academic Records section.

## COURSE NUMBERING SYSTEM

100-299 Lower division course work

300-499 Upper division course work

### Special Numbers

-99 Directed Reading/Research

-98 Special Topics in Area (experimental courses not listed in the Catalog)

Note: 100-200 level courses are lower division; 300-400 level are upper division.

## ABBREVIATION KEY

**α or**

**(alpha)** A course that has different topics; each alpha indicates a different topic or focus for the course.

**Coreq** Corequisite: indicates classes that must be taken in conjunction with another class or classes.

**Pre** Prerequisite: indicates classes necessary to register for this course; may include courses, class standing, or instructor approval. Some prerequisites may be taken concurrently.

**WI** Writing Intensive (Note: all WI sections of a course have the following prerequisite: Completion of, or concurrent enrollment in ENG 200.)

**(v)** Variable Credit

## GENERAL EDUCATION DESIGNATIONS

### FOUNDATIONS

FGA Global & Multicultural Perspectives; Group A (ex., ANTH 151, HIST 151, ENG 253)

FGB Global & Multicultural Perspectives; Group B (ex., ANTH 152, GEOG 102, HIST 152)

FGC Global & Multicultural Perspectives; Group C (Currently no offerings at UH West O'ahu)

FS Foundations Symbolic Reasoning (for students who entered the UH system prior to Fall 2018)

FQ Foundations Quantitative Reasoning (for students entering the UH system Fall 2018)

FW Foundations Written Communication (ex., ENG 100)

### DIVERSIFICATIONS

DA Diversification Arts

DB Diversification Biological Science

DH Diversification Humanities

DL Diversification Literatures

DP Diversification Physical Science

DS Diversification Social Science

DY Diversification Science Laboratory

### FOCUS

HAP Hawaiian, Asian, and Pacific Issues

OC Oral Communication

ETH Contemporary Ethical Issues

WI Writing Intensive

**Writing Intensive Requirement:** All baccalaureate degree programs require three classes of upper division Writing Intensive (WI) course work.

## ACCOUNTING

### ACC 201 Introduction to Financial Accounting (3)

Pre: Placement into ENG 100 or equivalent.

An introduction to accounting principles and practices used to record and communicate financial information. Analyze methods for valuing assets, liabilities, and equity of an organization.

### ACC 202 Introduction to Managerial Accounting (3)

Pre: ACC 201 with C- or better.

An introduction to managerial accounting methods for evaluating performance including cost accounting, budgeting, break-even analysis, ration analysis, standard cost systems, and reporting for internal decision making.

### ACC -98 Selected Topics (v 1-6)

Topics selected will be based on program relevancy and student interest. Course content will vary. May be repeated for credit.

### ACC -99 Directed Reading and Research (v)

Pre: Instructor approval.

Individual projects in various subjects. To be arranged with the instructor.

## AEROSPACE STUDIES

*Note: ROTC courses are held at the University of Hawai'i at Mānoa campus.*

The leadership laboratory is required for all courses. Conducted within the framework of organized cadet corps with progression of experiences designed to develop leadership potential. Involves Air Force customs and courtesies, drills, and career progression.

### AS 101 Foundations of the United States Air Force (1)

Study of the total force structure, strategic offensive and defensive, general purpose, and aerospace support forces of the Air Force in the contemporary world. A-F only.

### AS 101L Initial Military Training I (1)

Laboratory consists of activities that focus and promote the Air Force way of life. Instruction will include leadership and followership development, teamwork, physical fitness training, and activities designed to build camaraderie and esprit de corps. Course is open to all majors. CR/NC only.

### AS 102 Foundations of the United States Air Force (1)

Continuation of 101. A-F only.

### AS 102L Initial Military Training II (1)

Laboratory consists of activities that focus and promote the Air Force way of life. Instruction will include leadership and followership development, teamwork, physical fitness training, and activities designed to build camaraderie and esprit de corps. Course is open to all majors. CR/NC only.

### AS 201 Evolution of USAF Air and Space Power (2)

Study of Air Force heritage, Quality Air Force principles, ethics, and an introduction to leadership and group leadership problems. Application of written and verbal communication skills is included. A-F only.

### AS 201L Field Training Preparation I (1)

Pre: consent.

Laboratory consists of preparing second-year AFROTC cadets with the skills needed to successfully complete AFROTC Field Training. Students will learn basic military skills, Field Training skills, and participate in physical fitness training. CR/NC only.

### AS 202 Evolution of USAF Air and Space Power (2)

Continuation of 201. A-F only.

### AS 202L Field Training Preparation II (1)

Pre: consent.

Continuation of 201L. CR/NC only.

### AS 251L Leadership Laboratory (1)

Coreq: AS 101 and 201; or consent.

Laboratory on the basic skills of leadership and followership. Lab includes application of leadership/followership skills, various field trips to military installations, group projects, and physical training. Repeatable one time. CR/NC only. (Fall only)

### AS 252L Leadership Laboratory II (1)

Coreq: AS 102 and 202; or consent.

Continuation of 251L. Repeatable unlimited times, but credit earned one time only. Sophomore standing or higher. Open to all majors. CR/NC only. (Spring only)

### AS 301 Air Force Leadership Studies (3)

Integrated management course emphasizing the military officer as a manager in Air Force, including individual motivational and behavioral processes, leadership, communication and group dynamics. A-F only.

### AS 301L Intermediate Cadet Leader I (1)

Pre: must have completed AFROTC Field Training; or consent.

Laboratory consists of demonstration of leadership and management skills needed to successfully function as an Air Force officer. Instruction will include lessons covering

planning, organizational and communication skills, and the ability to use available resources to complete an assigned task. CR/NC only.

### **AS 302 Air Force Leadership Studies (3)**

Pre: must have completed 301.

Continuation of 351. A-F only.

### **AS 302L Intermediate Cadet Leader II (1)**

Pre: must have completed AFROTC Field Training; or consent.

Continuation of 301L. CR/NC only.

### **AS 401 National Security Affairs (3)**

Pre: 352 or consent.

Study of the national security process, regional studies, advanced leadership, ethics, and Air Force doctrine. Special focus placed on preparation for active duty and current issues affecting professionalism. A-F only. (Fall only)

### **AS 401L Senior Cadet Leader I (1)**

Pre: must have completed 351 and 352L; or consent.

Laboratory consists of providing prospective Air Force officers opportunities to continue to develop leadership, managerial, and supervisory skills. Instruction will include preparation for active duty. CR/NC only. (Fall only)

### **AS 402 National Security Affairs (3)**

Pre: 401 or consent.

Continuation of 401. A-F only.

### **AS 402L Senior Cadet Leader II (1)**

Pre: must have completed 351 and 352L; or consent.

Laboratory consists of providing prospective Air Force officers opportunities to continue to develop leadership, managerial, and supervisory skills. Instruction will include preparation for active duty. CR/NC only.

## **ANTHROPOLOGY**

### **ANTH 122 Introduction to Sustainability and the Travel Industry in Hawai'i (3)**

In both a local and larger global context, we will examine the current trends in the travel industry, as well as its future for understanding the importance of sustainability. Students will explore the economic, environmental political, cultural and societal components of sustainable tourism. There will be offsite visits in which students experience and learn from local practitioners promoting sustainability and authenticity in the tourism industry. Both off site hosts and speakers will share about both successes and challenges they encounter as well as logistical aspects of the industry. (Cross-list BUSA 122)

### **ANTH 151 Emerging Humanity (3)**

This course is an introduction to human biological evolution and the archaeology of culture in the world, prior to AD 1500. (FGA)

### **ANTH 152 Culture and Humanity (3)**

This course is an introduction to cultural anthropology. It looks at the interaction among the natural environment, human cultures, and the system of symbols through which they interpret the world. (FGB)

### **ANTH 181 Archaeological Field Techniques - Historic Archaeology (3)**

This introductory-level class features a multi-disciplinary approach to investigating and interpreting historic archaeological sites, focusing on sites dating from the late 19th century to the present. It includes fieldtrips; guest lectures; field and artifact photography; application of historic archival and photographic materials; training in the use of GPS, instrument mapping, metal detecting, and some excavating; and historic sites recording and historic preservation.

### **ANTH 210 Introduction to Archaeology (3)**

Pre: ENG 100.

Archaeology is the study of past cultures and societies through their material remains. This course explores different types of archaeology and examines theory, methods, and techniques for investigating, reconstructing, interpreting, preserving, and learning from the past. Additionally, the course examines archaeology as a discipline and its varied forms of study, research, and employment. (DS)

### **ANTH 215 Biological Anthropology (3)**

Pre: ENG 100.

Coreq: ANTH 215L.

Physical anthropology is a biological science which focuses on adaptations, variability, and the evolution of humans and their nearest relatives, living and fossil. This course serves as an introduction to the field. The areas to be covered include the principles of evolution, biological basis of life, Mendelian and population genetics, human diversity, human (climatic) adaptability, growth and nutrition, biological classification, the biology and behavior of non-human primates (primatology), and the study of primate and human fossils (paleoanthropology). (DB)

### **ANTH 215L Biological Anthropology Lab (1)**

Pre: ENG 100.

Coreq: ANTH 215 (unless with consent of instructor)

This course serves as the laboratory study of human and population genetics, human variability, primatology, human osteology, and human and primate paleontology. (DY)

**ANTH 305 Historical Archaeology (3)**

Pre: ENG 100.

This course is intended to be a rigorous survey of the field known alternately as “historical”, “contemporary”, “modern”, “colonial” archaeology. We will cover the historical development of the field, the different theoretical approaches applied by practitioners and the main methodological approaches that distinguish this field from other archaeological disciplines. The course will take a global approach, recognizing the geographic scope of the field.

**ANTH 321 World Archaeology I (3)**

Pre: ENG 100.

This course is an archaeological survey course from the beginnings of humanity to the development of the domestication of plants and animals. This course begins with a brief introduction to archaeological method and theory. The course examines the archaeology of human origins, Paleolithic cultures of Africa, the human diaspora into Europe, Asia, Australia, and North America. Following this will be an examination of the process and archaeology of the domestication of plants and animals on a global scale in the North/South America and Asia and the spread of agriculture into Europe as well as the rise of villages and sedentism.

**ANTH 322 World Archaeology II (3)**

Pre: ENG 100.

This course is an archaeological survey course that details the archaeology of complex societies, including the rise of urbanism, state-level societies in Asia and North/South America. The secondary rise of states in the Mediterranean, Europe, and Asia will be examined as will complex societies (chiefdoms) in North America (Pacific Northwest, Southeast, Southwest) and the diaspora of humans into the Pacific. Historic and industrial archaeology will be examined in Europe, North America, Asia, and the Pacific as well as the archaeology of colonialism.

**ANTH 350 Pacific Islands Cultures (3)**

Pre: ENG 100.

Examining anthropological materials from Polynesia, Micronesia and Melanesia, this course builds upon ethnographic research in these regions. The course explores the formation and peopling of the islands; subsistence practices and exchange, ideas about health and illness; different social, political, economic, and religious systems; and the history of Western imperialism in the Pacific Islands. Scholarship by Native anthropologists of the Pacific will be key to this course that explores the above topics while paying particularly close attention to the topics of climate change, environmental/food justice, and indigenous social movements. (DS)

**ANTH 378 Visual Depictions of the Human Experience and Media Power (3)**

Pre: ENG 100.

Visual anthropology is an area of expertise within the discipline concerned with the portrayal and understanding of people through visual modes that include artifacts, ethnographic film, photography, performance art, and computer based multi-media. The course provides hands on experience in learning about these specific modes, overviews the history and theory of visual anthropology, and explores ethical considerations regarding the portrayal of “others.” The course additionally explores how media in society, ranging from social media to television, is a powerful medium for conveying the narratives that groups create to advance their views of reality. (Cross-list CM 378) (DS)

**ANTH 380 Field Archaeology: Pre-European Times (3)**

Students will learn the techniques of archaeological fieldwork with a focus on the archaeology of pre-European and early post-European contact times in the Hawaiian Islands and the Pacific. Lectures cover the history and settlement patterns of the lands (ahupua’a) within the district (moku) in which the field site is located (based on archaeology, oral history and archival information), site and artifact types, archaeological field techniques, lab analyses, historic preservation laws, and case studies. Hands-on fieldwork will occur at Native Hawaiian historic sites, primarily of pre-European age, and will include mapping and excavation. (Cross-list HPST 380)

**ANTH 381 Archaeological Field Techniques-Historic Archaeology (3)**

This class features a multi-disciplinary approach to investigating and interpreting historic archaeological sites, focusing on sites dating from the late 19th century to the present. It includes fieldtrips; guest lectures; field and artifact photography; application of historic archival and photographic materials; training in the use of GPS, instrument mapping, metal detecting, and some excavating; and historic sites recording and historic preservation.

**ANTH 382 Archeological Laboratory Techniques (4)**

Pre: ENG 100; and ANTH 210 or ANTH 380 or ANTH 381.

This course introduces the principles and practices of laboratory techniques and analysis for hypothesis-driven research. Topics will include cataloging and data-basing archaeological materials and the analysis of stone/bone/historical artifacts, ceramics, as well as floral and faunal remains. An emphasis will be on quantitative and qualitative analysis of these different categories of archaeological remains.)



**ANTH 383 Museum Studies (3)**

Pre: ENG 100.

This course introduces students to an overview of the history, philosophy, and current status of museums; legal and ethical issues; and current debates and perspectives about museum practices, including the issues of collection, preservation, and interpretation. Museum professionals join the class as guest speakers and discussants for course topics. Fieldtrips to local museums are also featured.

**ANTH 384 Human Skeletal Biology (3)**

Pre: Any ANTH or BIOL course; biological anthropology course is strongly recommended.

Coreq: ANTH 384L (unless with the consent of instructor.)

This lecture course presents an introduction to human osteology (the study of human bones). The course will cover the basics of skeletal growth, the function of skeletal structures in the human body, the identification of human skeletal elements, standard methods for developing a biological profile (age, sex, stature, ancestry) from skeletal remains, and ways that osteology is important to forensic anthropology, bioarchaeology, physical anthropology, and human evolution. (Cross-list BIOL 384) (DB)

**ANTH 384L Human Skeletal Biology Lab (1)**

Pre: ENG 100; and completion of or concurrent enrollment in ANTH 384.

This course serves as the laboratory study of human skeletal biology. (Cross-list BIOL 384L) (DY)

**ANTH 389 Cultural Resource Management (3)**

Pre: ENG 100.

This course serves as an undergraduate level course covering historic preservation issues and laws on the Federal, State, and local level that regulate the protection and treatment of historic properties.

**ANTH 415 Human Ecological Adaptation (3)**

Pre: Any BIOL or ANTH course; biological anthropology course is strongly recommended.

This course investigates the relationship of humans and the natural environment. Emphasis is placed on an understanding of human ecological adaptation that is evolutionary and holistic. It will investigate human variation in response to conditions of heat, cold, altitude, diet, and disease. In particular, it will focus on subsistence practices, and especially how past human societies and cultures adapted to the environment and changed over time. The complexity of how human societies both exploit and are limited by their environment will be stressed. (DB)

**ANTH 421 Sustainability in Tourism (3)**

Pre: ENG 100.

This course will focus on practices including a conscientious and authentic approach to tourism that embraces the culture of Hawai'i. We will look at the trends in sustainability and tourism including the future of the industry and understanding the impact tourism has on a local and global perspective as well as the economic, political and societal influences the industry faces. There will be offsite visits where students will experience and learn from local practitioners that are promoting sustainability in the tourism industry including the challenges they face as well as the positive impact they are making. (Cross-list BUSA 421)

**ANTH 425 Medical Anthropology (3)**

Pre: ENG 100.

From a cross-cultural perspective, medical anthropology is the biocultural study of different understandings of health, approaches to health, and the causes of poor health. This course will explore both Western biomedical and non-Western approaches to disease and illness. It will situate these approaches in a global context and emphasize that health is a human right.

**ANTH 437 Pacific Archaeology (3)**

This course investigates the origins of Pacific peoples and their settlement and adaptation to the islands in Melanesia, Micronesia, and Polynesia. Evidence will be drawn from archaeological sites, artifacts, languages, and oral traditions. (Cross-list HIST/HPST 437) (DH)

**ANTH 448 Micronesian Cultures (3)**

Pre: ENG 100.

This course explores the dozens of distinct cultures and the important historical events and changes to the "little islands" of Micronesia. Micronesian cultures are noted for careful adaptations to their physical environments, some described as "marginal". They are renowned as navigators. They have some of the most highly developed chiefdoms and extensive empires within the Pacific. Over centuries of European and Asian presence in the region, Micronesians came into contact with whalers, traders, missionaries, colonists, and the military. Micronesia was a major arena during World War II and an important site of postwar nuclear weapons testing. Today, the region has achieved a measure of political independence. But, Micronesia's strategic location continues to be of global interest. Life has changed significantly, yet tradition remains strong. (DS)

**ANTH 457 Okinawans Locally and Globally (3)**

Pre: ENG 100.

This seminar-format course uses sociological and anthropological concepts and theories to examine the historical

conditions which sparked Okinawan immigration to Hawai'i and globally. It will survey Ryukyuan and Okinawan history and cultural elements, impact of the Pacific War and current events which have affected Okinawan communities in Hawai'i and globally. (Cross-list SOC 457)

### **ANTH 458 Forensic Anthropology (3)**

Pre: ENG 100.

This course applies concepts and methods from physical anthropology to problems in human identification. These allow the investigator to determine age, sex, ancestry, diseases, and pathologies found in human remains. The course also considers DNA testing and its role in the courts. In addition, a review of actual case studies and a special field trip to the Central Identification Laboratory are also featured. (DB)

### **ANTH 460 Advanced Techniques in Forensic Anthropology (3)**

Pre: ANTH 384 or instructor consent.

This course concentrates upon specific forensic anthropology skills in detail, as used by practitioners in the field. Topics include assessment of age, sex, ancestry, stature, trauma, osseous pathology, taphonomic history, methods of individualization/positive identification, and forensic entomology/time since death. The course will include lectures and also feature practical training with osteological specimens. Students will complete a research project on one of the forensic topics covered in the course. (DB)

### **ANTH 469 History of Archaeological Thought (3)**

Pre: ANTH 210 or permission of instructor.

Historical survey of archaeology as a discipline; focusing on theoretical, methodological, and substantive advances that changed archaeology.

### **ANTH 475 The Analysis of Animal Remains in Archaeology, Biology and Forensics (3)**

Pre: ENG 100.

Analysis of archaeologically recovered faunal collections with emphasis on identification and interpretation of nonhuman vertebrate remains. This course concentrates on developing skills to identify and analyze animal bones recovered from archaeological sites and other contexts (forensic, biological, etc.). These skills are valuable for both laboratory and field work, such as quickly determining the presence of human versus non-human remains. A specific emphasis is placed on laboratory projects, including research design, report writing, and oral presentation of project findings. (Cross-list BIOL 475) (DB)

### **ANTH 480 Land, Culture, and Social Justice (3)**

Pre: ENG 100.

Due to displacement from the land, the plundering of its

resources and the resulting climate change, indigenous peoples worldwide suffer from socio-economic instability, cultural loss, and poor health. This course will examine how social justice movements protect sacred land and its attached cultural practices.

### **ANTH 481 Anthropology in Action and Building a Career (3)**

Pre: ENG 100 and any ANTH course.

Applied anthropology uses the discipline's methods to identify and apply solutions to real life problems. Students will learn about its history, theories, methods, ethical issues, and applications. The course will focus on how students can put their knowledge into practice by identifying different employment opportunities, ranging from the corporate world to non-profit organizations, in and outside of academia.

### **ANTH 483 Archaeology of Hawai'i (3)**

This course will explore Hawaiian prehistory from the time of original settlement of the Islands until the arrival of Captain James Cook. Evidence will be gained from the investigation of archaeological sites, settlements, artifacts, and other physical remains, and from recorded Hawaiian oral traditions. These data will be used to reconstruct ancient Hawaiian life, and ways to trace the development of Hawaiian society. (Cross-list HPST/HIST 483) (DH)

### **ANTH 490 History and Theory of Anthropology (3)**

Pre: ENG 100 and any ANTH course, or instructor consent.

An examination of the emergence of the discipline and contemporary theoretical issues and perspectives. Major theories in the study of human nature and culture will be discussed in their historical contexts. Special attention will be given to cultural ecology, structuralism, structural-functionalism, political economy, symbolic anthropology, post-structuralism, reflexive anthropology. (DS)

### **ANTH 495 Research Seminar (3)**

Pre: ENG 100 and SSCI 210.

Seminar on recent literature in some field (mutually selected by faculty and student) and appropriate alternative research strategies and techniques.

### **ANTH -98 Selected Topics in Anthropology (v)**

Topics selected will vary with student interests; emphasis will be on relevancy and application of theory and analysis to problem solving. May be repeated for credit.

### **ANTH -99 Directed Reading and Research (v)**

Pre: Instructor consent.

To be arranged with the instructor.

## APPLIED SCIENCE

### APSC 486 (alpha) Senior Project (3)

Pre: Consent of instructor; one class of upper division writing intensive course work; and completion of concentration requirements.

With assistance from an applied science Faculty Advisor, students will complete a project based on original or library research related to a particular problem or issue in their chosen field of study. Students will share the results of this learning process with peers and will assist each other in refining communications skills, developing research and information retrieval techniques, and other research-related competencies. A: Creative Media; C: Computing, Electronics & Networking Technology; F: Facilities Management; M: Culinary Management; P: Health Professions; R: Respiratory Care; X: Sustainable Community Food Systems.

### APSC 486H Senior Project-HIM (3)

Pre: Consent of instructor; one class of upper-division writing intensive course work; and completion of concentration requirements: HIM 201, HIM 203, HIM 304, HIM 305, HIM 306, HIM 309, HIM 403, HIM 404, HIM 406, HIM 408, HLTH 242, HLTH 243, PUBA 308, and PUBA 477.

Coreq: HIM 490.

With assistance from a faculty advisor, students complete a capstone project based on primary and secondary research related to the health information management profession. Students share the results of this learning process with peers and assist each other in refining communications skills, developing research and information retrieval techniques, and other research-related competencies.

### APSC 486I Senior Project-IT (3)

Pre: ENG 200 and ITS 410; completion of or concurrent enrollment in courses to satisfy concentration requirements..

With assistance from an applied science Faculty Advisor, students will complete a project based on original or library research related to a particular problem or issue in their chosen field of study. Students will share the results of this learning process with peers and will assist each other in refining communications skills, developing research and information retrieval techniques, and other research-related competencies.

### APSC 486J Senior Project-HIHH-Kaumaha (3)

Pre: Consent of instructor; one class of upper division writing intensive course work; and completion of concentration requirements.

With assistance from a Faculty Advisor, students will complete a project based on original or library research related to a particular problem or issue in their chosen field of study.

This course explores Hawaiian practices that help to deal with the loss of a beloved one for restoring harmony and balance with self and with others. Based on previous learnings about the process of restoring pono in self, attention is given to those practices that are socially acceptable of the many different moods and expressions of grief. Students will share the results of this learning process with peers and will assist each other in refining communications skills, developing research and information retrieval techniques, and other research-related competencies.

### APSC 486S Senior Project-ISA (3)

Pre: ENG 200 and ITS 410; completion of or concurrent enrollment in courses to satisfy concentration requirements..

With assistance from an applied science Faculty Advisor, students will complete a project based on original or library research related to a particular problem or issue in their chosen field of study. Students will share the results of this learning process with peers and will assist each other in refining communications skills, developing research and information retrieval techniques, and other research-related competencies.

### APSC 490 (alpha) Senior Practicum (3)

Pre: Consent of instructor; one class of upper-division writing intensive course work; and completion of concentration requirements.

With assistance from an applied science Faculty Advisor, students will complete a practicum or internship with an appropriate community agency or institution. As an intern, the student is delegated the responsibility of developing the solution to a well-defined problem, or is asked to complete a field-relevant task. Students report on the experience using their understanding of the field in which they are working. Students will share the results of this learning process with peers and will assist each other in refining communications skills. A: Creative Media; C: Computing, Electronics & Networking Technology; F: Facilities Management; I: Information Technology; M: Culinary Management; P: Health Professions; R: Respiratory Care; S: Information Security & Assurance; X: Sustainable Community Food Systems.

## ART

### ART 101 Introduction to the Visual Arts (3)

Pre: Placement in ENG 100.

Introduction to the visual arts, the nature of the visual arts, and their expression in various forms. (DA)

### ART 107D Introduction to Digital Photography (3)

This course is an introduction to digital photography. Students will learn basic camera techniques and how to process their

images in digital format. This course will provide the student with basic aesthetic principles as well as an extensive range of practical photographic techniques needed for entry into the photographic workplace and/or for artistic expression. It provides experience in traditional and contemporary photographic techniques for art, multimedia, and television. (DA)

### **ART 112 Introduction to Digital Art (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

This course is an introduction to the technology, vocabulary and procedures of computer produced images. Students will study the basic principles of art and the elements of design, creative process and methods of visual communication. Using the computer as the artist's tool, students will study the creation of art and design through the usage of layout devices such as composition, visual hierarchy, content development and concept development. (DA)

### **ART 113D Introduction to Digital Drawing (3)**

An introduction course for students who are interested in developing communication skills in the area of two-dimensional drawing as it relates to computer-based imaging. Fundamental drawing concepts, creative problem solving techniques and basic design principles will be covered. Material covered in this course may be useful to any area of study where visual enhancement may apply. This includes ICS and Business. (DA)

### **ART 126 3D Computer Graphics I (3)**

Pre: ART 112 with a grade of C or higher.

This course explores introductory level conceptual and technical topics in 3D computer graphics. Autodesk Maya and related applications will be utilized to develop projects which integrate 3D modeling, UV layout, texture mapping, lighting and rendering.

### **ART 221 Design for Print & Web (3)**

Recommended: ICS 101

Introduction to the development principles related to graphic design terminology, tools and media, and layout design concepts. Emphasis on typesetting and composing for print and web products. (DA)

### **ART 229 Interface Design I (3)**

Pre: ART 112 with a grade of C or better, or consent of instructor.

This course provides a foundation of interface design skills, techniques, and principles necessary to design visually effective, user-friendly websites. Through lessons, demonstrations, and hands-on projects, this course explores how the fundamental elements and principles of graphic design are applied through

the design process for creating interactive interfaces. Students go through the analysis, information architecture, conceptual planning, and visual layout designing stages of the web design process and document their findings through client documentation and presentations. (DA)

### **ART 231 Art Through Applied Geometry (3)**

Pre: Placement into MATH 100 or higher; and placement into ENG 100.

This course will cover topics related to the geometrical foundations of design, specifically focused on constructing geometric designs that will be translated to small art quilts. Design concepts will be rooted in concepts from Euclidean and non-Euclidean geometry. It is recommended that students have an understanding of geometry (high school level) and can use basic drawing and measurement instruments.

### **ART 240 Typography and Color in Design (3)**

Pre: ART 112 with a grade of C or higher.

This is a design foundation course that introduces students to color theory and typography and its application in two and three dimensional design. Emphasis is on developing the ability to use color and type effectively in two and three dimensional design applications by studying traditional design elements, gestalt grouping principles, theories of color organization, color and spatial perception, and color interaction. Students will develop effective arrangements of text, information, and visuals with typographic elements.

### **ART 311D Design in Public Spaces (3)**

Pre: ART 112, ENG 100.

Students learn theory and discourse related to designing for public spaces by examining case studies and examples of social entrepreneurship applied through graphic design vehicles. Students will employ graphic design techniques and utilize industry standard software with the intent to discuss and reflect on approach, method, and theory. (Cross-list PUBA 311)(DA)

### **ART 320 Web Design & Development (3)**

Pre: ART 112.

Students will plan, design, and launch a complete website with creative interfaces, strong graphic images, functional site organization, and logical navigation.

## **ASTRONOMY**

### **ASTR 110 Survey of Astronomy (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course introduces the astronomical universe, including: the solar system with its diverse planets, moons, etc.; more



distant celestial objects; theories for the origin of the universe and the formation of our Milky Way and other galaxies, comparative cosmologies including at least western and Hawaiian; concepts of distance and deep time.

## BIOCHEMISTRY

### BIOC 141 Fundamentals of Biochemistry (3)

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T; and MATH 25 or higher.

This course is a systematic study of the principles of general, organic, and biochemistry as they apply to living systems. It prepares students for technical training in life sciences. (DP)

## BIOLOGY

### BIOL 100 Human Biology (3)

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Designed for the non-biologist who wishes to learn more about fundamental biological concepts, with emphasis on humans and the human body. Topics covered will include the structure and function of cells, tissues, organs, and organ systems of the human body, which will be related to physical fitness, nutrition, health, disease and genetics. Evolution of humans and their role in the biosphere will also be covered. Not intended for science majors. (DB)

### BIOL 101 Biology & Society (3)

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: BIOL 101L.

This course introduces students to the characteristics of science, the historical development of biological concepts, and the interactions of society with biological science. Designed for the non-biologist who wishes to learn more about fundamental biological concepts, including evolution, biodiversity, cellular and molecular biology, physiology, genetics and ecology. Application of biological knowledge to current problems, such as biotechnology and human impacts on the biosphere, will also be covered. Not intended for science majors. (DB)

### BIOL 101L Biology & Society Laboratory (1)

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: BIOL 101.

This course introduces students to the characteristics of science, using scientific inquiry and topics in the biological sciences. Topics covered will include the major concepts of biology, including evolution, biodiversity, cellular and

molecular biology, physiology, genetics and ecology. Not intended for science majors. (DY)

### BIOL 123 Hawaiian Environmental Biology (3)

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: BIOL 123L.

This course will describe characteristics and theories of science as they interact with and impact modern society and the Hawaiian environment. Emphasis will be on biological sciences and local Hawaiian issues. However, examples from other places and other sciences (geology, oceanography, etc.) will add depth of understanding and relate Hawai'i to its global context.

### BIOL 123L Hawaiian Environmental Biology Lab (1)

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: BIOL 123

This laboratory will investigate the characteristics and theories of science as they interact with and impact modern society and the Hawaiian environment. The laboratory will focus on the environment of Hawai'i, the physical factors that affect the habitats in the islands, the arrival of plants, animals, and humans in these environments, and how the plants and animals have changed following their introductions. The last section of the laboratory will focus on current environmental issues facing the populations in Hawai'i. This course satisfies the General Education requirement for a science laboratory. (DY)

### BIOL 124 Environment and Ecology (3)

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T

Designed to equip students with the inspiration and knowledge needed to make a difference in solving today's environmental issues, the course provides a comprehensive introduction to global environmental problems while providing a balanced discussion of potential solutions. Case studies offer current examples of present environmental problems and scenarios for solutions. Key themes explored in the course include: Humans and Ecological Sustainability; Science, Ecological Principles and Sustainability; Sustaining Biological Diversity; Sustaining Natural Resources, Sustaining Environmental Quality; and Sustaining Human Societies. (DB)

### BIOL 171 Introduction to Biology I (3)

Pre: Completion of or concurrent enrollment in either CHEM 151 or 161.

Coreq: BIOL 171L.

This course is an introduction to biology for life science majors that integrates traditional and modern biological approaches. Topics covered include cell structure and chemistry, growth, reproduction, basic cell biology, genetics and evolution,

phylogeny and systematic, and biodiversity of viruses and bacteria. (DB)

### **BIOL 171L Introduction to Biology Lab I (1)**

Coreq: BIOL 171.

Laboratory to accompany Introduction to Biology I. This course should provide the student with an understanding of cell structure and chemistry, growth, reproduction, genetics, evolution, viruses, and bacteria, as well as an introduction to the techniques used in the study of biology. (DY)

### **BIOL 172 Introduction to Biology II (3)**

Pre: BIOL 171.

Continuation of Introduction to Biology I. Topics covered include anatomy, physiology, and systematics of plants and animals; behavior; ecosystems, populations, and communities. (DB)

### **BIOL 172L Introduction to Biology Lab II (1)**

Coreq: BIOL 172

Laboratory to accompany Introduction to Biology II. This course should provide the student with an understanding of the characteristics of organisms and their interactions with the biological and physical environment; an introduction to the diversity of living forms, and an introduction to the techniques used in the study of biology. (DY)

### **BIOL 200 Coral Reefs (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course is an introduction to the biology, ecology and geology of corals and the reef structures they build. Topics will include the physical and chemical properties of coral reef habitats, reef geology, the physiology, anatomy, ecology and evolution of coral reef organisms, and the human use and management of human impacts on coral reefs. Emphasis will be on the coral reefs of Hawai'i, but comparisons will be made among reefs from other areas. (DB)

### **BIOL 265 Ecology & Evolutionary Biology (3)**

Pre: BIOL 172 and BIOL 172L

Coreq: BIOL 265L.

Principles of ecology and evolution for life science majors stressing integrated approaches and recent advances.

### **BIOL 265L Ecology and Evolutionary Biology Lab (1)**

Pre: BIOL 172 and BIOL 172L

Coreq: BIOL 265.

Principles of ecology and evolution for life science majors stressing integrated approaches and recent advances.

### **BIOL 275 Cell and Molecular Biology (3)**

Pre: BIOL 171/171L with a C or higher, and CHEM 272/272L.

Integrated cell and molecular biology for life science majors.

Modern advances in recombinant DNA technology.

### **BIOL 275L Cell and Molecular Biology Lab (1)**

Pre: BIOL 171/171L with a C or higher and CHEM 272/272L.

Laboratory to accompany BIOL 275.

### **BIOL 302 The One Health Approach To Infectious Disease (3)**

Pre: BIOL 171 and 171L; and BIOL 172 and 172L.

This course will study human infectious diseases using a one health approach which is a transdisciplinary approach to understanding the interconnectedness of people, animals and the environment. It will include overviews of human pathogens, host immune responses, social/cultural/environmental factors affecting disease prevalence, and infectious disease interventions and policy. These concepts will be applied to infectious diseases endemic to Hawai'i and the Pacific Rim and case studies of local cases/outbreaks.

### **BIOL 310 Statistics for Biologists (3)**

Pre: MATH 135.

Theory and applications of statistic reasoning for biologists.

Descriptive and inferential reasoning. Single and multiple variable analyses of data sets.

### **BIOL 340 Genetics, Evolution and Society (3)**

Pre: BIOL 101, or BIOL 123, or BIOL 171, or consent.

The role of genetics in evolution, medicine, behavior, plant and animal breeding and technology and its impact on today's society.

### **BIOL 360 Island Ecosystems (3)**

Pre: BIOL 101, or BIOL 123, or BIOL 171, or consent.

Characteristics of island biota; examples from Hawai'i and the Pacific; impacts of island and continental cultures; ecosystem endangerment; contemporary legislation, policy and management practices.

### **BIOL 365 Research Methods in Biology (3)**

Pre: BIOL 101 or BIOL 171.

Introduction to the scientific literature, development of a research proposal, methods of experimental design and analysis, and the process of scientific writing.

### **BIOL 375 Genetics (3)**

Pre: BIOL 275 or consent of instructor.

Genetic concepts at advanced undergraduate level; genetic transmission, recombination, gene action, mutation, population, and evolutionary genetics.

**BIOL 375L Genetics Lab (2)**

Coreq: BIOL 375 or consent of instructor.

Experiments with a variety of organisms to illustrate the principles discussed in BIOL 375.

**BIOL 384 Human Skeletal Biology (3)**

Pre: Any ANTH or BIOL course; biological anthropology course is strongly recommended.

Coreq: BIOL 384L (unless with the consent of instructor.)

This lecture course presents an introduction to human osteology (the study of human bones). The course will cover the basics of skeletal growth, the function of skeletal structures in the human body, the identification of human skeletal elements, standard methods for developing a biological profile (age, sex, stature, ancestry) from skeletal remains, and ways that osteology is important to forensic anthropology, bioarchaeology, physical anthropology, and human evolution. (Cross-list ANTH 384) (DB)

**BIOL 384L Human Skeletal Biology Lab (1)**

Pre: ENG 100; and completion of or concurrent enrollment in BIOL 384.

This course serves as the laboratory study of human skeletal biology. (Cross-list ANTH 384L) (DY)

**BIOL 390 Communicating in Biological Sciences (3)**

Pre: C or better in BIOL 171/171L, BIOL 172/172L, and ENG 100.

Combined Lecture/Lab imparts essential knowledge and skills in technical writing, poster design, and oral presentations for effective communication of life science majors. Research papers, lab reports, project proposals, conference presentations are covered.

**BIOL 405 Ethics for Biologists (3)**

Pre: BIOL 101 or BIOL 171.

Introduction to the principles of ethics and their application to biology, particularly with respect to the conduct of research, care of subjects, and appropriate presentation of research results.

**BIOL 475 The Analysis of Animal Remains in Archaeology, Biology and Forensics (3)**

Pre: ENG 100.

Analysis of archaeologically recovered faunal collections with emphasis on identification and interpretation of nonhuman vertebrate remains. This course concentrates on developing skills to identify and analyze animal bones recovered from archaeological sites and other contexts (forensic, biological, etc.). These skills are valuable for both laboratory and field work, such as quickly determining the presence of human versus non-human remains. A specific emphasis is placed on laboratory projects,

including research design, report writing, and oral presentation of project findings. (Cross-list ANTH 475)

**BIOL 490 Mathematical Biology Seminar (1)**

Pre: Instructor consent.

Reports on research in mathematical biology, reviews of literature, and research presentation. May be repeated once for credit applied towards the degree.

**BIOL -98 Selected Topics in Biology (v)**

Topics selected will vary with program relevancy and student interest. May be repeated for credit.

**BIOL -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.

**BOTANY****BOT 101 General Botany (3)**

Pre: ENG 100.

An introductory course in plant biology. Topics to be covered are the structure and function of plant cells, tissues, and organs such as roots, stems, leaves, and flowers; concepts of biological evolution and classification; the diversity of plants and plant-like organisms; genetics; and ecology. (DB)

**BOT 101L General Botany Lab (1)**

Pre: ENG 100; and BOT 101 or concurrent enrollment.

This course focuses on laboratory observations and experiments illustrating basic principles of plant biology. (DY)

**BOT 105 Ethnobotany (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course will emphasize Hawaiian ethnobotany, exploring how the Hawaiian people used plants to accomplish the necessary tasks of daily living, in the absence of pottery and metals. Botanical structures will be learned in the context of how they impact the way the plants are used. Pacific island voyagers introduced most of the plants they needed, then also adopted some native plants for specialized purposes.

**BUSINESS ADMINISTRATION****BUSA 120 Introduction to Business (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

This course will provide an overview to students of the issues facing managers and businesses in the contemporary business world. The student will gain a basic understanding of key business concepts entrepreneurship and global business. (DS)

**BUSA 122 Introduction to Sustainability and the Travel Industry in Hawai'i (3)**

In both a local and larger global context, we will examine the current trends in the travel industry, as well as its future for understanding the importance of sustainability. Students will explore the economic, environmental political, cultural and societal components of sustainable tourism. There will be offsite visits in which students experience and learn from local practitioners promoting sustainability and authenticity in the tourism industry. Both off site hosts and speakers will share about both successes and challenges they encounter as well as logistical aspects of the industry. (Cross-list ANTH 122)

**BUSA 300 Principles of Marketing (3)**

Examines the revolution in marketing. Applies the fundamental principles of successful marketing including segmentation, targeting, product development, positioning, packaging, placement, pricing, promotion, service, and relationship-building to the development of marketing plans.

**BUSA 301 Personal Finance (3)**

This course focuses on the management of personal finance. Broad coverage of personal financial decisions, including basic financial planning, use of credit, purchasing an automobile and home, insurance, tax issues, investing, retirement, and estate planning. (Cross-list FIN 301)

**BUSA 304 Consumer Behavior (3)**

Examination of major influences on those who buy and use products. Assessing social, personal, and psychological influences including reference groups in the purchasing decision process. Application of principles to select marketing problems.

**BUSA 305 Advertising & Promotion Management (3)**

Pre: BUSA 300.

Applies research findings to advertising, direct marketing, and public relations materials and campaigns. Develops copywriting and visual design skills for effective print ads and press releases. Integrates marketing communications activities including tracking and evaluating results.

**BUSA 306 Hospitality and Travel Administration (3)**

Overview of the hospitality and tourism industry from a leadership perspective. Students will prepare for roles in management through practical applications in assessing current issues and understanding trends as well as utilizing case studies and an interactive approach to researching topics in the travel industry. Through an administrative approach to viewing topics within the travel industry, students will learn to develop and expand their skills and knowledge as the advance in their careers.

**BUSA 307 Corporate Finance (3)**

Pre: BUSA/ECON 321.

This course focuses on the development and analysis of modern financial theory and its implications for management decisions: time value of money, market efficiency, capital asset pricing, valuation, firm investment decisions, capital structure, dividend policy, and cost of capital. (Cross-list FIN 307.)

**BUSA 308 Principles of Risk Management and Insurance (3)**

The primary focus will be on risk management and insurance techniques for dealing with potential losses to individuals and organizations. We will examine the principles of insurance and insurance contracts as well as discussing insurance industry operations and the various professions within the industry.

**BUSA 309 Hospitality Accounting (3)**

Pre: ACC 201 and ACC 202.

This course evaluates hospitality accounting and the use of financial statements. The focus of this course will cover income statements, budgeting, managing cash and receivables, controlling costs, pricing, performance, and assessing performance of the business.

**BUSA 311 Accounting for Entrepreneurs (3)**

Pre: MATH 103 and sophomore standing.

This course is intended for students interested in entrepreneurship and/or management. The course is an introduction to accounting concepts and the use of financial statements. The principles of financial and managerial accounting are introduced. The focus of this course is the interpretation and use of accounting information for decision making. Students are exposed to standard accounting language and tools to facilitate business decision making and communication. This course does not meet the requirements for students seeking a degree in Business.

**BUSA 312 Intermediate Financial Accounting I (3)**

Pre: ACC 202.

Accounting process and the application of generally accepted accounting principles to the preparation of general purpose



financial statements, with special emphasis upon the recognition and measurement of cash, receivables, inventories, property, plant and equipment, depreciation and depletion, and intangibles.

### **BUSA 313 Intermediate Financial Accounting II (3)**

Pre: BUSA 312.

Application of generally accepted accounting principles to the recognition and measurement of liabilities, contingencies, contributed capital, retained earnings, investments, accounting changes and errors, income recognition, accounting for income taxes, pensions, leases, and the statement of cash flows.

### **BUSA 318 Intermediate Managerial Accounting (3)**

Pre: ACC 202.

Output of cost accounting systems relevant to managerial decision-making, planning, and control. Topics include: job order, process, direct and standard cost systems, with emphasis on the creative application and analysis of costs.

### **BUSA 319 Federal Tax: Individual Income (3)**

Pre: BUSA 312.

Examines federal taxation of individuals including the following: individual tax formula, gross income, inclusions, exclusions, deductions, exemptions, and tax credits.

### **BUSA 320 Statistics for Decision-Making (3)**

Pre: MATH 103 or MATH 115 or equivalent course with a grade of "C-" or better; or COMPASS math placement into MATH 135 or higher.

Statistical application to business processes and decisions. Topics include: descriptive statistics probability, random variables, statistical inference, time series and forecasting techniques. Examples are drawn from finance, personnel, productivity and quality management.

### **BUSA 321 Business Finance (3)**

Pre: ACC 201 and ACC 202, or equivalent; and completion of or concurrent enrollment in BUSA 320 or equivalent.

Introduction to the theory and practice of financial management: analysis and decision making for asset management, capital budgeting, and capital structure. (Cross-list ECON 321)

### **BUSA 322 Money & Capital Markets (3)**

Pre: ECON 130 and ECON 131 or equivalent courses.

This course will look at the major types of financial institutions and financial instruments such as stocks, securities, and mortgages. It will look at how and why the system of money and capital markets exists and how it is changing. Also, it will provide an explanation of how interest rates and security values are determined and used. Further, it will discuss the current

and future trend of the globalization of the financial markets. (Cross-list ECON/FIN 322)

### **BUSA 324 Business Law (3)**

Introduction to the legal environment in which business operates with particular attention to principles of law relating to contracts, agencies, partnerships, corporations, and government regulations. (Not recommended for those who have completed BLAW 200 or equivalent.)

### **BUSA 325 Asian Economies, Business & Consumers (3)**

The world economy is undergoing a dramatic transformation with the rapid rise of China, and the global reach of the Japanese and South Korean economies. This course will look at the business, economies, and consumers of East Asia in a historical, cultural and business perspective. The period covered runs from pre-modern Asian economies in the 19th century through the 20th century, and especially focuses on post-WWII economic development. Students will also receive hands-on experience with Asian businesses via field trips and guest speakers. (Cross-list HIST 325) (DH)

### **BUSA 326 Investments (3)**

Pre: BUSA/ECON 321.

Introduction to various investment media and capital markets. Topics include the analysis of security returns using techniques such as the Beta coefficient, investment valuation models, portfolio selection, and portfolio theory. (Cross-list FIN 326)

### **BUSA 328 Personal Lines Insurance (3)**

Pre: Completion of or concurrent enrollment in BUSA 308.

This course provides an in-depth study of personal risk management and insurance. Each individual faces risk and must treat risk to continue to live and prosper. This course will examine personal property and liability insurance, life and health insurance, and retirement planning. It will emphasize the provisions of the insurance coverages and how the insurance is used to address personal risk management and financial planning needs. Upon completing the course, you should better understand the risks you face. You should be able to assist others, such as clients, with determining what types of insurance they should purchase and how they might address the risks which are not insurable. You should also be able to discuss underwriting concerns associated with these risks and how insurers address the concerns in their personal underwriting, pricing, and product development decision making. Finally, you should be prepared to take and pass CPCU 553 and the licensing exam for Life and Health insurance.

### **BUSA 331 Marketing Research (3)**

Pre: BUSA 300 and BUSA 320 with a grade of C- or better; and completion of or concurrent enrollment in ENG 200.

This course is an introduction to marketing research---the process of designing, collecting, analyzing, and reporting information to address marketing problems. Topics include identifying marketing opportunities and challenges; generating, improving, and evaluating potential marketing actions; and monitoring marketing performance.

### **BUSA 332 Contemporary Business Issues (3)**

This course provides an overview of contemporary business issues and examines how business organizations interact with society and the larger business environment. Topics to be examined include the role of business in American society, the stakeholder model, social responsibilities of business, business and government, and issues management.

### **BUSA 335 Social Entrepreneurship (3)**

This course will examine the role of entrepreneurial thinking in social value creation. Students will learn basic entrepreneurial skills from the perspective of social change agents. Additional topics include identifying social injustices, planning sustainable ventures, and measuring social impact.

### **BUSA 338 Commercial Insurance (3)**

Pre: Completion of or concurrent enrollment in BUSA 308. The objective of this course is to examine the principles and basic concepts of commercial lines property and casualty insurance. The primary emphasis will be on the property and liability loss exposures faced by most organizations and the corresponding types of insurance for covering those loss exposures. We will also overview other risk financing plans.

### **BUSA 340 Business Intelligence (3)**

Pre: ICS 101 or BUS 101 or equivalent; and ENG 200 or ENG 209 or equivalent.

This hands-on course provides students with experience visualizing data and using visualizations to tell the story of the data. This course also explores broader ethical issues including those related to the use of data and data governance.

### **BUSA 342 Practical Programming: Python (3)**

Pre: ICS 111 or ITS 148 or permission of instructor.

This course covers main data types, data structures, and control structures in Python. Students will learn to develop, document, and implement algorithms working through modular programming as well as the object-oriented paradigm. Python applications will be explored as they relate to both business applications and information security.

### **BUSA 345 Management of Information Systems (3)**

Pre: ICS 101 or equivalent course work.

Students will explore how the continual evolution of technology and information security affect all levels of an

organization including tactical, operational, and strategic.

Topics include networks and the Internet, malicious software, hacking, encryption, industrial espionage, cybersecurity and security policy.

### **BUSA 348 Data Analytics for Business (3)**

Pre: BUSA 320 or MATH 361 or SSCI 210.

This hands-on course provides students opportunities to use R to analyze problems and make decisions. Students will present their assignments in class.

### **BUSA 349 Data Analytics on the Cloud (3)**

Recommended: Prior exposure to or very strong interest in data analytics.

Beginning with relational databases and structured query language (SQL), this course provides students with hands-on examples and assignments with the data analytics workflow on the cloud.

### **BUSA 350 Managing Change in Organizations (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

This course will focus on the issues of implementing change in organizations. The topics will include understanding organizational theory and design, culture and the recent leadership techniques to implement a successful change strategy. (Cross-list MGT 350)

### **BUSA 351 Human Resources Administration (3)**

Pre: Sophomore standing.

This course provides a general survey of theories and contemporary practices in the process of public and private personnel administration. In addition to topics such as recruitment and placement, training and development, compensation and performance appraisal, this course will also focus on techniques for motivation, productivity, and creativity associated with individual and organizational effectiveness. (Cross-list PUBA 351)

### **BUSA 355 Labor-Management Relations (3)**

Study of labor-management relations: the history, organization, and relationship to the administrative process. Primary focus is on labor-management relations in the private sector, but course will also cover the basic factors which distinguish private from public employment relations. Specific consideration given to current problems on the mainland and in Hawai'i. (Cross-list PUBA 355)

### **BUSA 364 Retailing Management (3)**

Pre: BUSA 300.

Principles, functions, and analyses of problems in retailing: location and layout, merchandise planning, buying and selling,

organization, expense analysis and control, coordination of store activities.

### **BUSA 370 Global External Environment (3)**

Pre: ENG 100 or concurrent enrollment in ENG 100T.

This course will examine the impact of the non-business environment (country and political risk) on foreign direct investment and international trade decisions. Students will learn to assess the impact of ethnic tensions, terrorism, political instability, corruption, and other risk factors on business operations. An emphasis will be placed on understanding the relationship between socioeconomic factors and global business. (Cross-list MGT 370)

### **BUSA 376 International Business Management (3)**

Analysis of cultural, political, social, and economic aspects of doing business abroad. Theories of international trade, international transfer of technology, global business strategy, and foreign investment. Examination of contemporary international management issues.

### **BUSA 386 Global Management & Organizational Behavior (3)**

Analysis of theories and concepts underlying domestic and global organizations including behavioral and personnel issues. Emphasis on leadership, teamwork, and cultural differences, particularly in the Asian-Pacific region.

### **BUSA 390 (alpha) Topics in Hospitality & Tourism (3)**

Topics in Hospitality and Tourism will vary with program relevancy and student interest. May be repeated for credit with a different alpha. C) Chinese Tourism in Hawai'i.

### **BUSA 395 (alpha) Internship Experience (v 1-3)**

This is a field exercise course that does not fulfill the capstone requirement for Business Administration majors. Students are provided internships in either business, education, or government. Students report on their experience using their understanding of administrative theory and practice. Note: Students must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to the instructor prior to beginning any off-campus activity. A: Accounting; B: General Business; E: Facilities Management; F: Finance; H: Hospitality & Tourism; L: Management; M: Marketing.

### **BUSA 403 Revenue Management for the Hospitality and Tourism Industry (3)**

Revenue Management is a process of maximizing revenue for the organization. The importance of revenue management to sustain and profit within the Hospitality and Tourism Industry

will be learned through practical applications and real life examples. Students will learn how to "charge the right price, to the right customer, for the right product, through the right channel, at the right time."

### **BUSA 408 International Marketing (3)**

Pre: BUSA 300.

This course focuses on the opportunities, problems, and decisions facing managers of international marketing. It considers the full range of international marketing involvement from the exporter to the multinational firm.

### **BUSA 409 Hospitality and Tourism Marketing (3)**

Pre: BUSA 300.

This course focuses on the development of marketing strategies in the travel and hospitality industry. Topics covered will be integrated marketing communications, market research, sales and public relations.

### **BUSA 410 IT Project Management (3)**

Pre: BUSA 345 or a 300-level CENT, ISA, or ITS course.

This course exposes the student to and provides the opportunity for students to practice the application and integration of the project management body of knowledge (PMBOK) areas to managing information technology (IT) projects. The primary focus of this course is on project management principles associated with managing an IT project's goal, scope, schedule, and budget. Some additional topics that will be covered include quality, risk and knowledge management as well as software tools that support the activities associated with project management. (Cross-list ITS 410)

### **BUSA 412 Futures & Options (3)**

Pre: Completion of or concurrent enrollment in BUSA/FIN 326.

This course provides the foundation for understanding the price and risk management of derivative securities. The course starts with simple derivatives (e.g., forwards and futures) and develops the concept of arbitrage-free pricing and hedging. This course is designed to provide an understanding of options, futures, forwards, and the use of these instruments in managing business and financial risks. The use of derivative instruments in speculation, hedging, and arbitrage will also be emphasized. (Cross-list FIN 412)

### **BUSA 414 Governmental Accounting (3)**

Pre: BUSA 312.

Concepts and principles for not-for-profit entities with emphasis on governmental units. Introduction to the fundamentals of fund accounting and financial reporting for state and local government.

### **BUSA 415 Auditing (3)**

Coreq: BUSA 313.

Discussion of auditing concepts, including standards, objectives and ethics for external auditors. Emphasis on reporting standards, internal control, evidence, statistical sampling, and EDP audits.

### **BUSA 416 Accounting Information Systems (3)**

Pre: BUSA 312.

Introduction of the basic theoretical, conceptual, and practical aspects of the accounting information system (AIS). The course will emphasize the design, use, management, audit, and maintenance of such systems, including the latest developments. The course includes hands-on microcomputer spreadsheet and general ledger and associated computer applications.

### **BUSA 418 Advanced Accounting (3)**

Pre: BUSA 313.

Advanced accounting topics include business acquisition and combinations, consolidations, consolidating worksheets and consolidating financial statements. Also included are accounting for partnerships, intercompany transactions, and foreign currency translation.

### **BUSA 419 Corporate and Partnership Tax (3)**

Pre: BUSA 312.

An introduction to the federal income tax structure as it applies to corporations and partnerships. The major focus will be upon the conceptual and legal underpinnings of the Internal Revenue Code.

### **BUSA 420 Professional Certifications in Accounting (3)**

Pre: Consent of instructor; restricted to students in ACC concentration.

This course is used as a guide in studying for all four parts of the Certified Public Accounting (CPA) exams. Restricted to students with a concentration in Accounting.

### **BUSA 421 Sustainability in Tourism (3)**

Pre: ENG 100.

This course will focus on practices including a conscientious and authentic approach to tourism that embraces the culture of Hawai'i. We will look at the trends in sustainability and tourism including the future of the industry and understanding the impact tourism has on a local and global perspective as well as the economic, political and societal influences the industry faces. There will be offsite visits where students will experience and learn from local practitioners that are promoting sustainability in the tourism industry including the challenges they face as well as the positive impact they are making. (Cross-list ANTH 421)

### **BUSA 422 International Financial Management (3)**

Pre: BUSA/ECON 321.

Financial decision-making in an international setting: analysis of direct foreign investment; economic, accounting and regulatory environments, including taxation; international money and capital markets; import and export financing; multinational working capital management, and risk aspects of international finance.

### **BUSA 423 Hotel Investments (3)**

Pre: ACC 201 and ACC 202.

This course evaluates hotel investments. Topics include investment strategies, hotel valuation, revenue management, and the legal environment of the hotel industry.

### **BUSA 427 Topics and Cases in Business Finance (3)**

Pre: BUSA/ECON 321.

Application of financial principles and analytical techniques to financial problems and developments. Lecture, discussions and case methods will be utilized.

### **BUSA 428 Enterprise Risk Management (3)**

Pre: Completion of or concurrent enrollment in BUSA 308.

This course examines how corporations approach the problem of dealing with risks in today's complex marketplace. Emphasis is given to the economic impact of losses on the firm, and alternative methods of dealing with managing and financing risk. Methods include loss prevention, risk retention, self-insurance, insurance purchasing, and risk financing techniques available through the capital markets. We also discuss today's global marketplace and the risks faced by multinational firms.

### **BUSA 432 Forecasting & Risk Management (3)**

Pre: BUSA 320 or SSCI 210 or equivalent.

Analysis of time series data for forecasting and risk management. Forecasts for smoothing, decomposition, multiple regression, Box Jenkins, auto-correlation, moving average, auto-regression. Comparison and selection of suitable forecasting methods for a given application. Use of computer packages. (Cross-list ECON 432)

### **BUSA 435 Strategic Management (3)**

Pre: BUSA 300 and BUSA/ECON 321.

Business policy development and implementation. Analysis of external and internal forces that influence a course of action. Consequences of proactive and reactive policies in organizations in a competitive global marketplace, and implications for management.

### **BUSA 440 Business Communications (3)**

Pre: Completion of or concurrent enrollment in ENG 200.

This course is designed to provide necessary communication skills needed in the workplace and examines how changing



business environments provides challenges and opportunities to excel in group and independent working environments. Topics include professional communication in the digital, social and mobile world; challenges in a global and diverse marketplace; preparing and writing business messages, proposals, presentations and reports.

### **BUSA 448 Methods for Data Analytics (3)**

Pre: BUSA 320 or instructor approval. Recommended: BUSA 348. This hands-on course introduces students to the data analytics workflow. Beginning with methods for extract, transform, load (ETL), the course continues with analytical methods based on linear regression. The course discusses assumptions for regression, and examines violations of those assumptions, such as heteroskedasticity, and introduces students to methods for time series analysis. The course also stresses completing the data analytics workflow by presenting findings.

### **BUSA 459 Estate and Gift Taxation (3)**

Pre: BUSA 319 with a grade of "C-" or better. This course is a survey of the Federal wealth transfer tax system. Topics include computation of the gift tax and the estate tax, and gift and estate compliance requirements.

### **BUSA 460 Environmental Policy Planning & Administration (3)**

This course will focus on the organization of government agencies in the formation and implementation of public policy on environmental issues. Assessment questions, laws and regulation, and the role of public participation will be covered. This course will also cover environmental management as it relates to both the private and public sector. (Cross-list PUBA 460)

### **BUSA 461 International Trade and Finance (3)**

Pre: ECON 301 and one of these 3 courses: ECON 300, ECON 340 or BUSA/FIN 307.

This course will survey the theory of international trade and finance, gains from specialization and exchange and the impact of trade restrictions such as tariffs and quotas. Also monetary aspects of international economics, optimum reserves, exchange rates, balance of payments and capital movements. (Cross-list ECON/FIN 461) (DS)

### **BUSA 462 Disaster Recovery & Business Continuation (3)**

This course is intended for novices in business continuity and disaster recovery planning. Topics include business continuity planning; recovery of information and communication systems; the purpose, goals, and objectives of plan development; and initial response to catastrophic events. (Cross-list PUBA 462)

### **BUSA 465 International Disaster Management (3)**

Pre: Instructor approval.

This course examines the actions and interventions that are performed in pursuit of disaster risk reduction, incident response, and disaster recovery at the national and international levels in the Asia-Pacific region. Emphasis is placed on developing an operational understanding of the emergency management functions that have national and global application, and on the various governmental and nongovernmental stakeholders. Students will investigate the roots of risk and vulnerability, including the links that exist between poverty, vulnerability, and disasters, and will consider the impact and effectiveness of resilience efforts taking place at the regional and global levels (including the work of ASEAN, SPC, UNISDR, and other regional and global IGOs). (Cross-list PUBA 465)

### **BUSA 476 Health Care Marketing (3)**

This course introduces students to methods and models for the analysis, evaluation, and implementation of marketing strategies within the health care environment. Designed to develop skills in segmenting customer and health care markets, brand products and services, enhance a communication strategy to the consumer, and develop pricing approaches. (Cross-list PUBA 476)

### **BUSA 479 Principles of Public Relations (3)**

This course will examine the role of public relations in society, the activities of public relations, what influences organizational behavior, and ethics of individuals in the private and public sector.

### **BUSA 480 Organizational Behavior (3)**

Pre: ENG 100.

The focus of this course is on the impact of the organizational and industrial environment on the personality of the individual. Course content includes a survey of the factors involved in industry and organizational life such as job analysis; selection; training; motivation; worker satisfaction; and styles of leadership. (Cross-list PSY/PUBA 480)

### **BUSA 481 Ethics & Administration (3)**

Consideration of the ethical problems that face administrators in the public and private sectors from a theoretical point of view and in application to particular cases. Such issues as corporate responsibility to communities; shareholders and competitors; bribery; honesty; racialism; ecology; and false or misleading advertising will be discussed. (Cross-list PHIL481)

**BUSA 482 Executive Lecture Series - Hospitality & Tourism (3)**

Pre: Junior or senior standing.

Executives from various industries within the business community will share their valuable insight and knowledge on their organization and market. Students will have rotating opportunities to lead the discussion and facilitate a meaningful dialogue with prior research done on the individual and organization with prepared questions. They will go through the steps of planning their own event and learn proper business etiquette and skills to enter the workforce.

**BUSA 485 Electronic Commerce with International Perspectives (3)**

Pre: BUSA 345.

Survey of electronic commerce business models and concepts, strategies, social issues, and technologies. The course also covers online and mobile marketing concepts, international e-commerce practices, and the process of building an e-commerce presence. The course includes a hands-on technical component.

**BUSA 486 (alpha) Senior Project (v)**

Pre: Consent of division and one class of upper division writing-intensive (WI) course work; and .completion or concurrent enrollment in BUSA 435.

With assistance from an advisor, students will complete a project based on original or library research related to a particular problem or issue in the chosen field of study. Students will share the results of this learning process with peers and will assist each other in refining communication skills, developing research and information retrieval techniques, and other research-related competencies. A: Accounting; B: General Business; E: Facilities Management; F: Finance; H: Hospitality & Tourism; L: Management; M: Marketing.

**BUSA 488 (alpha) Senior Case Studies (3)**

Pre: Consent of division and one class of upper division writing-intensive (WI) course work; and .completion or concurrent enrollment in BUSA 435.

Case studies will be used in this course to develop students' analytic and sequential thinking skills. Data and information drawn from various cases will be analyzed and discussed to improve decision-making skills. Students will have to present both orally and in writing, their findings and justifications for their decisions. A: Accounting; B: General Business; E: Facilities Management; F: Finance; H: Hospitality and Tourism; L: Management; M: Marketing

**BUSA 490 (alpha) Administrative Practicum (v)**

Pre: Consent of division and one class of upper division writing-intensive (WI) course work; and .completion or concurrent enrollment in BUSA 435.

This is a field exercise course. Students are provided internships in either business, education, or government. As an intern, the student is delegated the responsibility of developing the solution to some problem, or asked to complete a relevant or characteristic task. Students report on their experience using their understanding of administrative theory and practice. Note: Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity. A: Accounting; B: General Business; E: Facilities Management; F: Finance; H: Hospitality and Tourism; L: Management; M: Marketing.

**BUSA 491 Entrepreneurial Service Learning (3)**

Pre: ECON 130 or ECON 131.

Students will design and implement economically focused projects for middle and high school students that demonstrate how the free enterprise system and entrepreneurship functions in our economic system. Students will be given an opportunity to implement these projects in an educational environment within the schools in the communities surrounding UH West O'ahu. This course will allow students to learn about the free enterprise system in a real or simulated working environment. This course will challenge students to use the knowledge they have obtained in the classroom to improve their surrounding communities. In addition, students may help mentor at risk students or budding entrepreneurs get their plans off the ground. (Cross-list ECON/ FIN 491)

**BUSA 494 Small Business Institute Supervised Field Study (3)**

The purpose of this course is to provide assistance to a select business. A binding non-disclosure agreement is required. As part of a consulting team, participants identify significant problems, analyze them, compare options, and make specific recommendations for improvement. Team develops a written report and oral presentation. Pre: Senior standing, successful completion of all required Business Administration courses with a grade of B or better, and approval by a faculty committee. Note: Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity.

**BUSA -98 Selected Topics in Business Administration (v 1-6)**

Topics will vary with program relevancy and student interest. May be repeated for credit

**BUSA -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with instructor.

**CHEMISTRY****CHEM 100 Chemistry and Society (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: CHEM 100L.

Introduction to chemistry for non-science majors. Discussion of basic chemistry concepts and their application to everyday life. Emphasis is on forensic perspective and critical thinking. (DP)

**CHEM 100L Chemistry and Society Lab (1)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: CHEM 100.

This course and its laboratory will introduce basic principles of chemistry and their impact on modern society and environment. It is designed for non-science majors and therefore presented from a simplified chemical viewpoint. Emphasis will be on everyday phenomena and local Hawaiian issues. However, examples from other places and other sciences (environment science and forensics, etc.) will add depth of the understanding of scientific issues at global context. (DY)

**CHEM 131 Preparation for General Chemistry (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T or consent.

This is a basic chemistry course, intended for students lacking preparation in chemistry. It provides background in algebra and elementary concepts of chemistry in preparation for entering the General Chemistry sequence. (DP)

**CHEM 161 General Chemistry I (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T and MATH 103 with a C or higher or concurrent enrollment in MATH 241.

Coreq: CHEM 161L.

This course will provide an introduction to the discipline of chemistry. It will deal with the basic principles of chemistry including: stoichiometry, solution phase chemistry, thermodynamics, atomic structure, chemical bonding, molecular structure, and gas phase chemistry. (DP)

**CHEM 161L General Chemistry Lab I (1)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T and MATH 103 with a C or higher or concurrent enrollment in MATH 241.

Coreq: CHEM 161.

This course will consist of laboratory experiments introducing techniques and fundamental principles of chemistry. (DY)

**CHEM 162 General Chemistry II (3)**

Pre: CHEM 161 with a C or better

Coreq: CHEM 162L

This course is an introduction to principles of chemistry. It deals with solutions, chemical kinetics, chemical equilibrium (gas-phase, acid-phase, and solubility), thermodynamics, and electrochemistry. (DP)

**CHEM 162L General Chemistry Lab II (1)**

Pre: CHEM 161 with a C or better

Coreq: CHEM 162

This laboratory course introduces students to techniques of qualitative and quantitative measurements, preparation of laboratory report and concepts of laboratory safety. (DY)

**CHEM 272 Organic Chemistry I (3)**

Pre: A grade of C or better in CHEM 162.

Coreq: CHEM 272L.

Molecular structure, nomenclature, stereochemistry, reactions and mechanisms, synthesis of organic compounds. (DP)

**CHEM 272L Organic Chemistry I Lab (2)**

Pre: A grade of C or better in CHEM 162L.

Coreq: CHEM 272.

Techniques, synthesis, qualitative organic analysis and applications of spectroscopy. (DY)

**CHEM 273 Organic Chemistry II (3)**

Pre: A grade of C or better in CHEM 272.

Coreq: CHEM 273L.

This course is a continuation of CHEM 272. Molecular structure, nomenclature, stereochemistry, reactions and mechanisms, synthesis of organic compounds. (DP)

**CHEM 273L Organic Chemistry II Lab (1)**

Pre: A grade of C or better in CHEM 272L.

Coreq: CHEM 273.

Techniques, synthesis, qualitative organic analysis and applications for spectroscopy. (DY)

**CHEM -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with instructor.

**CHINESE****CHNS 100 Introduction to Chinese Art, Culture and Language (3)**

This course introduces Chinese culture to students through its traditional and modern art forms and beginning conversational skills without necessarily obtaining mastery of the language.

Students will be introduced to the practice of Chinese arts, along with cultural information and the fundamentals of the Chinese language. This course can serve as an introduction for students who wish to continue their studies of the Chinese language. May be taken as CR/NC. (DA)

### **CHNS 101 Elementary Chinese I (4)**

First half of the elementary course on spoken and written Chinese, and is designed to teach the fundamentals of the language and the culture of modern China. Emphasis is placed on the development of listening, speaking, reading, and writing skills.

### **CHNS 121 Practical Mandarin for Beginners I (3)**

This fun and practical course helps beginners develop their communicative skills in Chinese (Mandarin). With dialogues on everyday-life situations, students will learn how to use Chinese effectively and creatively at a beginner level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations and functions of real-life. Good for students who would like to have basic conversation with native speakers of Chinese at home, restaurants, stores, or hotels or who would like to travel to China. This course may be taken as CR/NC.

### **CHNS 122 Beginning Practical Mandarin II (3)**

Pre: CHN 101, CHNS 121, or instructor's permission  
This fun and practical course helps beginners develop their communicative skills in Chinese (Mandarin). With dialogues on everyday-life situations, students will learn how to use Mandarin effectively and creatively at a beginner level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations and functions of real-life. Good for students who would like to have basic conversation with native speakers of Mandarin at home, restaurants, stores, or hotels or who would like to travel to China. This course may be taken as CR/NC.

### **CHNS 186 (alpha) Topics in Spoken Mandarin (1)**

This hands-on course focuses on spoken Chinese (Mandarin) language skills for immediate use in a specific situation such as work, travel, or hobbies. This course introduces authentic vocabulary and expressions that true beginners can use in a specific real-life situation. Students will be able to use

memorized fixed expressions appropriately while developing a basic understanding of grammar. Listening and speaking will be mainly emphasized with a simple introduction of reading and writing. Topics may include: B: travel; C: cooking; D: customer service; E: arts. No previous Chinese language experience is necessary. Credits may be repeated for a maximum of four credits with different alphas. This course may be taken as CR/NC.

## **CREATIVE MEDIA**

### **CM 120 Introduction to Digital Video (3)**

Pre: Placement in ENG 100.

In the course, students will develop basic skills in video production. The course will emphasize the technical aspects of digital cinematography and sound recording as well as fundamentals of field production in terms of conceptual development, planning, writing, storyboarding, editing, and project management. In addition, students will be introduced to basic rules of visual composition, sequencing and storytelling.

### **CM 140 History of Video Games (3)**

Pre: Placement in ENG 100.

This is an introductory course on the video game industry from its early beginning with Tennis for Two and Computer Space!, through the golden age of Atari, through Nintendo, Sega, Sony and Microsoft. Students will learn the origins of major game developers, past and present, and experience the classic games that inspired the hits of today. (DH)

### **CM 142 Introduction to Video Game Design (3)**

Pre: Placement in ENG 100.

In this course, students will learn what goes into a modern game. They will explore many key elements of game design, including how to think of and expand on, fun and innovative game ideas. Finally, they will put their knowledge to use by creating an original game idea and using it to write pitch and design documents.

### **CM 143 Introduction to Game Art (3)**

Pre: ART 112 with a C or higher.

This course teaches the fundamentals of game art production from a broad perspective. Students will learn to work within multiples specialties within the game art field in order to build up a general understanding of the pipeline and processes involved. Emphasis is placed on strong foundational skills, compelling conceptual ideas, and self-motivated problem solving.

### **CM 150 Film Analysis and Storytelling (3)**

Pre: Placement in ENG 100.

This course explores the fundamental principles and techniques



of effective visual storytelling in film, television, and online video. Topics include shot composition, camera angles, camera movement, use of light, cuts, sequencing, transitions, montage, mise en scene, blocking, sound and music. (DA)

### **CM 151 Pre-Production: Digital Video (3)**

Pre: Placement in ENG 100.

This course introduces industry-standard pre-production techniques and tools employed in film and video production. Students learn proper treatment and script format utilized in both fiction and non-fiction, visualization techniques such as storyboarding and animated video storyboarding, and animated video storyboarding, and organization techniques which involve crafting shot lists, and lined scripts.

### **CM 152 Principles of Video Editing (3)**

Pre: Placement in ENG 100.

This course introduces the theory, and aesthetics of non-linear video editing. Students learn how to effectively set the mood, utilize pacing, build suspense, build continuity, and structure their content. In addition to aesthetic considerations, the course also introduces vocabulary and essential technical skills such as importing, tagging, exporting, and working with various video formats.

### **CM 153 Sound Design for Digital Media (3)**

Pre: Placement in ENG 100.

This course introduces students to the theory, aesthetics, processes, production and post-production techniques in the field of sound design for digital media. Students learn how to effectively set the mood, utilize pacing, build suspense, build continuity, and structure their content. In addition to aesthetic considerations, the course also introduces vocabulary and essential technical skills such as recording, importing, exporting, and working with various media formats.

### **CM 155 Introduction to Screenwriting (3)**

Pre: ENG 100 or equivalent with a C or better.

Students will learn basic principles of screenwriting such as the narrative, and technical aspects of screenwriting. This includes story development and structure, appropriate terminology, and the experience of the rewriting process. Activities include scriptwriting, viewing and analyzing short films, in-class writing assignments, reading essays, and reading and critiquing short screenplays.

### **CM 160 The Mobile World (3)**

This course provides students with a history of the mobile industry movement from both software development to hardware advancements. Students will learn about historical milestones and breakthroughs that served as catalysts in mobile technologies as well as follow recent developments

in the industry. Students will also receive an introduction to mobile development software, platforms, and an Introduction to principles in user experience and design as it relates to both software and hardware.

### **CM 161 Introduction to iOS Mobile Application Development (3)**

This course provides students with an introduction to iOS Mobile Application Development. Additionally, students will learn the process of creating mobile applications including creating user stories, wire frames, as well as strategies in application development and design. Students will also learn programming basics in Objective-C, tools that will help them in development as well as an Introduction to Xcode, Apple's development software.

### **CM 201 Forensic Photography (3)**

Pre: ART 107D or instructor consent. Experience with a DSLR camera is required.

This is an introductory digital photography course developed for law enforcement first responders and criminal investigators, who are responsible for photographically documenting crime scenes, traffic accident scenes, injuries, or any other type of evidence associated with a criminal investigation. This fast-paced course begins with the fundamentals associated with controlling a photographic exposure using a Digital Single-lens Reflex (DSLR) camera system. Through a combination of lecture and scenario-based, hands-on laboratories, the student develops the necessary skills associated with properly operating a digital camera to capture the high quality, evidence-grade photographs required in law enforcement. Students must provide their own DSLR camera for use in class. (Cross-list FORS 201)

### **CM 251 Animation and Special Effects (3)**

Pre: Completion of or concurrent enrollment in CM 120.

This course covers basic animation, compositing and special effects techniques often employed in video production. Students learn how to properly plan for, and storyboard for visual effects sequences. They learn how to work in teams to setup, light and shoot with a green screen in a variety of situations. They learn how to design a visual effects production and post-production workflow that meets the specific goals of the project. They learn the basic compositing and animation concepts, terminologies, and tools necessary to make such projects a reality.

### **CM 314 Music, Sound and Media (3)**

Pre: ENG 100; or instructor consent.

This course focuses on the history and practice of the integration of music and sound with speech and image in creative media. Students learn historical precedents, expand

their music vocabulary, and develop an ability to select an appropriate music track for various creative media projects. (Cross-list MUS 314) (DA)

### **CM 315 Interactive Applications (3)**

Pre: ART 112 and ART 229, both with a C or higher; or instructor's consent.

This course focuses on designing and developing native applications for mobile devices and other media devices. Topics will include the differences between apps, website, and mobile websites, utilizing designer-centric programming languages and SDKs, and industry requirements for developers and publishing apps. Students will explore designing for different types of user interfaces. Students will create, test, publish, and distribute their mobile applications and games.

### **CM 316 User Experience (3)**

Pre: ART 112 and ART 229, both with a grade of "C" or higher; or instructor's consent.

This course focuses on the Information Architect as point person in the planning and development stages to ensure an interactive product for the operating vehicle, such as the internet, that best serves the user. The specific tasks indigenous to this role will be explored in-depth.

### **CM 317 Motion Graphics (3)**

Pre: ART 112 with a grade of "C" or higher; or instructor's consent.

This course introduces projects that incorporate typography, shape, and image within time-based presentations. Students will creatively employ and integrate the elements of time, sound, motion, typographic effects, layering, and transition, to focus on interactive and sequential organization of information.

### **CM 320 (alpha) Topics in Creative Producing (3)**

Pre: ART 112 with a C or better; and ENG 100.

This course addresses various aspects of creative media production processes. Topics include A) Representations of Film/TV Productions; B) Art of "the Pitch"; C) Documentary Film Research and Development; and D) Online Video. Repeatable with a different alpha.

### **CM 340 The Modern Game Industry (3)**

Pre: CM 140 with a C or better.

The game industry is rapidly changing to adapt to both new technology and an ever evolving consumer base. In this course students will analyze and discuss current gaming platforms and trends, along with political and sociological issues that affect the industry. Students will also form theories about how the industry will continue to grow and change over the coming years.

### **CM 341 Writing and Storytelling for Video Games (3)**

Pre: CM 140; and CM 142 with a C or better.

Video games contain some of the deepest and most creative stories to be found in modern media. Students will analyze a variety of game stories, both classic and modern, to learn how to craft a detailed world with believable characters and an involving storyline. They will also study how player interaction and choice makes writing for video games far different than any other medium.

### **CM 342 Applied Game Design (3)**

Pre: CM 140; CM 142 with a C or better.

Students will gain an in-depth knowledge of critical game design elements including controls, camera angles, and character attributes. They will then put these skills to use by designing and creating a small but fully playable original game or mod, either on their own or as part of a small team.

### **CM 343 Game Level Design (3)**

Pre: CM 140; CM 142 with a C or better.

Level design is responsible for the moment to moment flow of a game, including mapping out environments; positioning items, enemies, and obstacles; and fine tuning these creations to ensure optimal pacing and difficulty. Level design must also adapt to a variety of different genres and play styles. Students will analyze existing levels to identify strengths and weaknesses, and will design original levels of their own.

### **CM 350 Creative Strategy (3)**

Pre: ART 112 with a C or higher; and ENG 100.

This course focuses on the role of strategy in modern applied creativity. Students will develop strategies that support conversations between businesses and people based on observations of culture and the marketplace. This course will have specific emphasis on how creative strategy articulates product and consumer understanding to better reach advertising and communication objectives.

### **CM 351 Innovative Advertising (3)**

Pre: ART 112 with a C or better; and ENG 100.

This course will provide students with the skill set to take their concepts beyond print, outdoor, and TV executions. Students will work together to create new ways to entertain and inform. Particular emphasis will be paid to the intersection of creative media to create powerful new conversations with consumers.

### **CM 352 Transmedia and Emerging Media (3)**

Pre: CM 120.

This course examines the emerging video-centric Internet and Mobile Media. Topics include personalized computational projects, multiplatform storytelling, multiscreen storytelling, and storytelling delivered through other innovative means, which

leverage emerging technologies. The course covers research and analysis, and includes conceptualization, and pitching of Transmedia projects.

### **CM 353 Making a Short Film (3)**

Pre: CM 120.

In this course, students are introduced to all stages of making a narrative short film. The course provides hands-on experience in a variety of areas such as ideation, writing, planning, producing, cinematography, directing, editing, and publishing. The course emphasizes effective narrative storytelling, and as such, uses these skills in the context of their service to story.

### **CM 358 Web Series Production (3)**

Pre: CM 120.

This course explores principles of storytelling, audience building practices, user experience design, discovery, and social media distribution in the context of conducting day-to-day operation and production of a web series. This hands-on course emphasizes teamwork and cross-disciplinary collaboration. The course adopts the culture of a new media production studio where the goals for the web series are clearly defined, and the show's performance data guides its future direction.

### **CM 359 Branded Entertainment: Online Video Campaign (3)**

Pre: CM 120.

This course explores best practices in creating and distribution of a branded entertainment online video campaign. Topics include video conceptualization, writing, storyboarding, pitching, pre-production, scheduling, and budgeting, as well as branding, social media strategy, and a distribution strategy.

### **CM 378 Visual Depictions of the Human Experience and Media Power (3)**

Pre: ENG 100.

Visual anthropology is an area of expertise within the discipline concerned with the portrayal and understanding of people through visual modes that include artifacts, ethnographic film, photography, performance art, and computer based multi-media. The course provides hands on experience in learning about these specific modes, overviews the history and theory of visual anthropology, and explores ethical considerations regarding the portrayal of "others." The course additionally explores how media in society, ranging from social media to television, is a powerful medium for conveying the narratives that groups create to advance their views of reality. (Cross-list ANTH 378) (DS)

### **CM 385 Game Design and Development (3)**

Pre: ART 112 with a grade of C or better, or the consent of the instructor.

This course provides an introduction to video game design and

development. Students form interdisciplinary teams to design, build and demonstrate video games or related interactive entertainment environments and applications. Topics covered will focus on emerging computer science techniques that are relevant to the development of these types of environments.

### **CM 390 Creative Media Internship (3)**

Pre: Junior standing and instructor consent.

Creative Media students will apply existing knowledge and gain new skills as they engage with Industry through an internship.

### **CM 391 Game Design Project (3)**

Pre: CM 342 with a C or better; CM 343 with a C or better.

This course acts as a capstone to the game design track. Students will form teams and use everything they've learned to plan, design, and develop a small but polished game or demo as a portfolio piece and for possible public release. The focus will be on teamwork, time management, and putting previously learned art, programming and design skills to good use.

### **CM 400 (alpha) Creative Media Master Class (3)**

Pre: ART 112 with a C or higher; and ENG 100.

Taught by a visiting artist or practitioner, this course provides students with an advanced workshop in a creative media technique or skill-set. Possible topics include A: Advanced Screenwriting; and B: Stop-Motion Animation; C: Visual Design for Mobile Applications; D: Documentary Arts.

### **CM 401 Creative Professionals (3)**

Pre: ART 112 and ENG 100.

For content creators and artists, producing, sharing and profiting from their work product occupies the forefront of their training and education at a University. Having a basic knowledge of the legal landscape of the industry will provide a foundation for future work. While this course is an overview, it will give artists and content creators the fundamental tools to protect their works from infringement. The course will also give basic information on fair use, licensing and other areas regarding usage of existing and commissioned content.

### **CM 402 Moving Image Archives for Film (3)**

Pre: ENG 100 with a C or better.

This course covers the basic concepts, principles and technology of moving image archives and teaches research methods and tools of discovery and access for filmmakers wishing to incorporate archival footage in documentary, narrative, and experimental productions. The course also introduces basic archival processes that can be incorporated into existing production workflows to ensure videos made today are available, findable and playable in the future.

### **CM 403 Special Projects (3)**

Pre: Junior standing; instructor approval.

An advanced course that provides students with on-the-job experience in a classroom environment. Emphasis is on production such as but not limited to videos, printed materials, electronic files, web design and other forms of publication from conception to finished collateral. Extensive use of computer and other media skills.

### **CM 430 Mastering Social Media (3)**

Mastering Social Media provides students with the skills needed to be healthy and informed consumers and users of social media. Throughout this course, students will explore a variety of popular and less known social media platforms, learning how to most effectively use them in a variety of contexts. Through highly interactive exercises, they will analyze the pros and cons of different forms of social media relevant to today's modern, technology-centered society.

### **CM 490 Creative Media Practicum (3)**

Pre: Admission into the Humanities Creative Media Concentration.

This course provides practical work experience in Creative Media where students will apply their classroom lab knowledge and develop job competencies. Students will be placed in an internship of at least 120 hours. Generally, this internship will take place in a facility on O'ahu. In some cases it can be on another island or the mainland. Positions may also be offered on the UH West O'ahu campus. This class will allow students to experience production in a real-world situation.

### **CM 491 Senior Project (3)**

Pre: Consent of instructor and one class of upper division writing intensive (WI) course work.

Working with a Creative Media faculty advisor, students will complete an original work of scholarship in the field of creative media. Students will share the results of this project via a substantial thesis oriented paper and brief oral presentation.

### **CM -98 Selected Topics in Creative Media (v 1-6)**

Topics will vary with student interest and relevancy to the program. May be repeated for credit.

### **CM -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.

## **EARLY CHILDHOOD EDUCATION**

*Note: The following set of core Early Childhood Education courses, or equivalents, is required as program prerequisites prior to taking any UH West O'ahu ECED course work. These courses can be taken at Hawai'i Community College, Kauai Community College, Honolulu Community College or Maui College.*

ECED 105 Introduction to Early Childhood Education

ECED 110 Developmentally Appropriate Practice

ECED 131 Early Childhood Development: Theory into Practice

ECED 140 Guiding Young Children in Group Settings

ECED 151 & 191v/190 Practicum in Early Childhood Education

ECED 115 or 215 Health, Safety, and Nutrition for the Young Child (Healthy Young Children)

ECED 245/FAMR 235 Child, Family and Community

ECED 263 Language and Creative Expression Curriculum

ECED 264 Inquiry and Physical Curriculum

ECED 296C/P & 291v Field Experience in Early Childhood Education

### **ECED 320 Issues, Trends and Leadership in Early Childhood Education (3)**

Pre: Required ECED core courses at the lower division.

This course includes the study, discussion and critique of topics related to contemporary issues and trends that influence early childhood programs and policies. Students will demonstrate how child development knowledge, leadership skills, professional and ethical standards, and advocacy for young children and their families are fundamental to the changing field of ECE. Students will select a national or international ECE topic of interest to write an in-depth analysis.

### **ECED 340 Communication and Relationships in Early Childhood Education (3)**

Pre: Required ECED core courses at the lower division.

This course explores social and cultural influences that impact relationships and communication in early childhood settings. Students will analyze skills and strategies for maintaining positive relationships with children, staff, and families and for dealing with challenging behaviors. Students will demonstrate how multicultural Education, culturally relevant teaching and the social/political context of learning inform relationships in ECE settings. Students will reflect on their relationships with children and families from diverse backgrounds.

### **ECED 401 Curricular Models in Early Childhood Education (3)**

Pre: Required ECED core courses at the lower division.

This course compares and contrasts a variety of national and



international curricular models in early childhood education. Programs select the curricular model(s) that reflects theoretical orientations and the culture of their learning communities. Connecting theory and practice, students will reflect on their own cultural biases and professional preferences. Students will examine and critique programs such as: The Project Approach, High Scope, Reggio Emilia, Behavior Analysis, Bank Street, Montessori, Waldorf Education, Head Start, and Culturally Relevant, Multicultural/Anti-Bias models.

### **ECED 402 Emergent Literacy in the Home, School and Community (3)**

Pre: Required ECED core courses at the lower division.  
This course examines the theoretical foundations of emergent literacy and learning activities designed to enhance literacy development of young children in different socio-cultural communities of learning. Students will analyze the interrelatedness of emergent reading and writing, and the development of speaking and listening skills. Students will demonstrate how emergent literacy evolves for all children and how culturally sensitive home-school relationships can enhance literacy awareness.

### **ECED 420 Administration and Supervision of Early Childhood Programs (3)**

Pre: Required ECED core courses at the lower division.  
This course addresses principles of leadership and effective program management and the diverse roles and responsibilities of staff in early childhood settings. Students will analyze topics such as: the selection and training of personnel, budget and financial planning, state licensing regulations, program accreditation, and professional ethics. Students will prepare teacher and parent handbooks or an administrative center overview, which includes program assessment, staff performance evaluation, and building family and community relationships.

### **ECED 440 Instruction and Assessment in Early Childhood Education (3)**

Pre: Required ECED core courses at the lower division.  
This course examines how instruction and student assessment informs the decision-making process for creating effective curriculum for preschoolers. Students will demonstrate the use of student observation to plan effective individualized teaching, the implementation of developmental assessment tools to inform practice, the identification and use of authentic assessment, and the integration of culturally relevant content into curricular planning. Students will critique inauthentic and inappropriate assessment and the effect on student learning.

### **ECED -98 Selected Topics in Early Childhood Education (v 1-6)**

Topics will vary with student interest and relevancy to the program. May be repeated for credit.

### **ECED -99 Directed Reading and Research (v)**

Pre: Instructor approval.  
To be arranged with the instructor.

## **ECONOMICS**

### **ECON 120 Introduction to Economics (3)**

One-semester survey of microeconomics and macroeconomics with a focus on understanding current economic events for students in all disciplines. (DS)

### **ECON 130 Principles of Microeconomics (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.  
Examination of the decision-making process of households and firms. Analysis of the functioning of market systems, using supply and demand models. This analysis includes both input and output markets. Additional topics include the role of government in a market system, and the effects of competitive strategy. (DS)

### **ECON 131 Principles of Macroeconomics (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.  
Examination of the workings of the overall economy from a national perspective. Topics include the determination of national income; causes and effects of inflation; unemployment and income inequality; causes and consequences of international differences in economic growth; analysis of business cycles; and role of government policy in stabilizing the economy. Additional topics include taxation, budgets, and trade. (DS)

### **ECON 300 Intermediate Macroeconomic Theory (3)**

Pre: ECON 131 or equivalent.  
National income accounts and determination, Keynesian multiplier analysis, IS-LM model, national economic policy to combat unemployment and inflation.

### **ECON 301 Intermediate Microeconomic Theory (3)**

Pre: ECON 130 or equivalent.  
Price determination and resource allocation under various market structures, consumer theory, theory of the firm, externalities.

### **ECON 302 Managerial Economics (3)**

Pre: Introductory economics class or ECON 130 or 310; and MATH 103 or higher level math.  
Application of economic and statistical concepts for business decisions. Topics include demand and supply analysis, production, case analysis, forecasting, technological change, capital budgeting, input output analysis, and computer techniques for business problems.

**ECON 311 Hawai'i's Economy (3)**

Economic history of Hawai'i from pre-Captain Cook to the present, current economic problems, trends and alternative economic futures for Hawai'i.

**ECON 321 Business Finance (3)**

Pre: ACC 201 and ACC 202 or equivalent; and completion of or concurrent enrollment in BUSA 320 or equivalent. Introduction to the theory and practice of financial management: analysis and decision making for asset management, capital budgeting, and capital structure. (Cross-list BUSA 321)

**ECON 322 Money and Capital Markets (3)**

Pre: ECON 130 and ECON 131 or equivalent courses. This course will look at the major types of financial institutions and financial instruments such as stocks, securities, and mortgages. It will look at how and why the system of money and capital markets exists and how it is changing. Also, it will provide an explanation of how interest rates and security values are determined and used. Further, it will discuss the current and future trend of the globalization of the financial markets. (Cross-list BUSA/FIN 322)

**ECON 324 Analyzing & Presenting Economic Data (3)**

Pre: ECON 130 and ECON 131  
In this course students will learn how to access and use databases containing economic and financial information. Students will develop economic predictions and investment recommendations while using these databases and present their findings to the class. Topics will include a review of major economic data concepts, an overview of the Federal Reserve Economic Database, an overview of financial trading platforms, and a discussion of how to present economic predictions and financial recommendations that are based on quantitative data.

**ECON 334 Economics of Health (3)**

Pre: Completion of or concurrent enrollment in ECON 120 or ECON 130 or ECON 131.  
Private and public demand for health, health insurance, and medical care; efficient production and utilization of services; models of hospital and physician behavior; optimal public policy; and community health issues. (DS)

**ECON 340 Money and Banking (3)**

Nature and role of money; money creation; commercial banking and financial intermediaries; role of central banks and monetary policy; international aspects of monetary problems.

**ECON 342 History of Economic Thought (3)**

Pre: ECON 130 and one of these 3 courses: ECON 131, HIST 151 or HIST 152.

This course introduces major western economic theorists and ideas since around the 1700s and considers the history of views on work, poverty, the market and government, and the relationship of those doctrines to society, philosophy, and public policy. (Cross-list HIST 342)

**ECON 358 Environmental Economics (3)**

Pre: ECON 131 or equivalent course.  
Economic analysis of environmental issues. Questions addressed are: How much pollution is too much? Can government solve the pollution problem? Can incentives be used to affect the amount of pollution? How can global issues be resolved?

**ECON 370 Government Finance (3)**

Pre: Completion of or concurrent enrollment in ECON 130; and ECON/BUSA 321.  
This course examines the role of the government in the economy and how the government finances its operations. Among the topics to be discussed will be why the government intervenes in the economy, how the government affects the economy, the extent of intervention in the economy by the government, and an extensive discussion of how the government finances its operations through taxation.

**ECON 396 Contemporary Economic Issues (3)**

Pre: ECON 130 or 131.  
Explores the relevance of economic principles to such current economic problems as inflation, unemployment, balance of payments, energy crisis, distribution of income, discrimination, and other topics of current interest. Approach will be analytical, with the student posing and analyzing problems using economic concepts.

**ECON 410 Economic Development (3)**

Pre: ECON 300 and ECON 301.  
Problems of contemporary economically less-developed countries; agricultural employment and urbanization/ industrialization, savings and investment, foreign sector, population growth, strategies for development.

**ECON 432 Forecasting and Risk Management (3)**

Pre: BUSA 320 or SSCI 210 or equivalent.  
Analysis of time series data for forecasting and risk management. Forecasts for smoothing, decomposition, multiple regression, Box Jenkins, auto-correlation, moving average, auto-regression. Comparison and selection of suitable forecasting methods for a given application. Use of computer packages. (Cross-list BUSA 432)

**ECON 461 International Trade and Finance (3)**

Pre: One of these three courses: ECON 300, ECON 340, or BUSA/FIN 307.

This course will survey the theory of international trade and finance, gains from specialization and exchange and the impact of trade restrictions such as tariffs and quotas. Also monetary aspects of international economics, optimum reserves, exchange rates, balance of payments and capital movements. (Cross-list BUSA/FIN 461) (DS)

### **ECON 491 Entrepreneurial Service Learning (3)**

Pre: ECON 130 or ECON 131

Students will design and implement economically focused projects for middle and high school students that demonstrate how the free enterprise system and entrepreneurship functions in our economic system. Students will be given an opportunity to implement these projects in an educational environment within the schools in the communities surrounding UH West O'ahu. This course will allow students to learn about the free enterprise system in a real or simulated working environment. This course will challenge students to use the knowledge they have obtained in the classroom to improve their surrounding communities. In addition, students may help mentor at risk students or budding entrepreneurs get their plans off the ground. (Cross-list BUSA/FIN 491)

### **ECON 495 Urban Economics (3)**

Pre: ECON 301.

Residential and industrial location, land and housing markets, effects of zoning, social problems of an urban economy, and urban administration; focus on State of Hawai'i and City and County of Honolulu.

### **ECON -98 Selected Topics in Economics (v 1-6)**

Topics selected will vary, emphasis on relevancy and application of theory and analysis to problem solving. Examples: natural resource economics, law and economics, women and the economy, economics of information, and cost-benefit analysis. May be repeated for credit.

### **ECON -99 Directed Reading and Research (v)**

Pre: Instructor approval.

Individual projects in various fields. To be arranged with the instructor.

## **EDUCATION**

### **EDUC 120 'Āina/Place-Based Education (3)**

This course provides strategies and skills for effectively conceptualizing, planning, and implementing 'Āina, place and community-based education with a focus on sustainability and environmental stewardship. Using participatory action research (PAR), students will research and plan a community-based education project that links the university and local community.

Through project development, research and course readings and assignments, students will enhance academic writing and oral communication while developing project management and leadership skills. (Cross-list SCFS 120)

### **EDUC 121 Garden Education (3)**

This course provides strategies and skills for effectively conceptualizing, planning, and implementing Garden Education into the school curriculum. (Cross-list SCFS 121)

### **EDUC 210 Hawaiian Ways of Knowing in Education (3)**

Pre: ENG 100 and HWST 107; or instructor consent.

This course introduced concepts and methods related to Hawaiian ways of knowing, including Hawaiian epistemology, 'ike kapuna, cultural transmission and Hawaiian values. This course aims to build and sustain a community of learners interested in building a foundation for teaching through a Hawaiian lens in education, both in the schools and in community education programs. (Cross-list HPST 210)

### **EDUC 225 Introduction to Book Clubs (3)**

This course is a means to engage in critical thinking and analysis across all literary genres: fiction, non-fiction, and poetry. Oral presentations are central to course assignments, in support of student development of conversation, discussion, and presentation skills. Primary focus is on literature for children and adolescents, grades K-12. Open to all majors.

### **EDUC 400 Alternative Pathways to Licensure (3)**

Pre: Admission to Alternative Pathways to Licensure Program.

An introduction to the process of obtaining a standard teaching license in the State of Hawai'i via alternate pathways. Intended for emergency hired, K-12 classroom teachers.

### **EDUC 410 Reading & Writing Across the Curriculum (3)**

Pre: APTE approval.

Coreq: EDEF 404; and SPED, 405; and EDSE 430 or EDML 430  
Coreq: EDML 428 (English) and EDML 440; or, EDML 448 (Social Studies) and EDML 440; or EDSE 428 (English) and EDSE 440; or EDSE 448 (Social Studies) and EDSE 440.

Explores teaching and literacy learning (reading and writing) across curricular content areas, in grades 6-12, with emphasis on developmentally appropriate and culturally responsive pedagogy. This course is designed for middle-level and secondary education majors. Restricted to major.

### **EDUC 495 Action Research (3)**

Pre: Instructor approval.

This course introduces the theoretical and practical dimensions of school-based action research on topics related to curriculum, instruction, and learning; students conduct an action research project; intended for in-service teachers and pre-service teacher candidates.

**EDUC -98 Selected Topics in Education (v 1-6)**

Topics will vary with student interest and relevancy to the program.  
May be repeated for credit.

**EDUC -99 Directed Reading and Research (v)**

Pre: Instructor approval. To be arranged with instructor.

**EDUCATION: ELEMENTARY**

EDEE courses are restricted to Education majors.

*\*Note: Approval of the Application for the Professional Teacher Education (APTE) is required for enrollment into the 400-level Elementary Education courses. Requirements include: passing scores on the Praxis I; completion of a minimum of 45 credits; and a minimum 2.5 cumulative (overall) GPA; fingerprinting and background check completed by Hawai'i Department of Education. Additionally, minimum grades of C- or better in the following courses: EDEF 200, 201, 310, MATH 111, ENG 200, PSY 340, and PSY 342.*

**EDEE 300 Service Learning (v 1-3)**

Pre: Sophomore or higher level standing; EDEE 200 and 201 (or concurrent enrollment).

In this field-based course, students participate in a minimum of 45 hours (per credit hour) of volunteer work, utilizing cultural and scientific community resources, which in turn provide the contexts for understanding the impact of educational initiatives in a global society. Students gain valuable, first-hand experience with contemporary issues in education, within the context of service to the local community.

**EDEE 324 Health, Physical Education & Movement (3)**

Pre: Completion of EDEE 310 with a C- or higher grade or concurrent enrollment.

Provides experiences for elementary teacher candidates to create interactive learning opportunities for children, as they develop personal and social responsibility for a healthy lifestyle. Emphasis is placed on integrating concepts of health, physical education, and movement across all subject areas in the elementary school curriculum. Focus on National and Hawai'i Health Education Standards.

**EDEE 325 Creative & Performing Arts (3)**

Pre: Completion of EDEE 310 with a C- or higher grade or concurrent enrollment.

An invitation to engage with creative and performing works of art, revealing the possibilities of imagination within education. Through experiences with creativity, conventional understandings can be expanded, offering new perspectives and alternatives to everyday learning. Developing creative rituals, experiencing various arts, and conversing critically will encompass the overall structure of the course.

**EDEE 402 Social Studies Methods (3)**

Pre: APTE approval.

Coreq: EDEF 404; EDEE 406; SPED 405.

This course in elementary school social studies methods focuses on teaching and learning social studies in grades K-6. The purpose is to enable teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered social studies curriculum.

**EDEE 406 Block 1 Practicum with Seminar (3)**

Pre: APTE approval.

Coreq: EDEE 402, EDEF 404, and SPED 405.

Block 1 Practicum with Seminar focuses on developmentally appropriate and culturally relevant pedagogy, K-6. Teacher candidates complete 45 hours of supervised practicum in an elementary school classroom where they put into practice methods and materials that have been studied in their on-campus social studies and teaching culturally and linguistically diverse learner courses. During the embedded seminar, special attention is given to issues related to curriculum and instruction, classroom management, assessment, and home/school/community relations.

**EDEE 422 Reading Methods (3)**

Pre: Completion of Block 1 courses with a grade of C- or higher in all courses; prior or concurrent enrollment in ENG 383 or approved children's literature course

Coreq: EDEE 424 and EDEE 426.

This course in elementary school reading methods focuses on teaching and learning to read in grades K-6. The purpose is to enable teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered reading curriculum.

**EDEE 424 Language Arts Methods (3)**

Pre: Completion of Block 1 courses with a grade of C- or higher in all courses; prior or concurrent enrollment in ENG 383 or approved children's literature course.

Coreq: EDEE 424 and EDEE 426.

This course in elementary school language arts methods focuses on teaching and learning the English language arts in grades K-6. The purpose is to enable teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered language arts curriculum.

**EDEE 426 Block 2 Practicum with Seminar (3)**

Pre: Completion of Block 1 courses with a grade of C- or higher



in all courses; prior or concurrent enrollment in ENG 383 or approved children's literature course.

Coreq: EDEE 422 and EDEE 424

Block 2 Practicum with Seminar focuses on developmentally appropriate and culturally relevant pedagogy, K-6. Teacher candidates complete 45 hours of supervised practicum in an elementary school classroom, where they put into practice methods and materials that have been studied in their on-campus reading and language arts courses. During the embedded seminar, special attention is given to issues related to curriculum and instruction, classroom management, assessment, and home/school/community relations.

### **EDEE 462 Math Methods (3)**

Pre: Completion of MATH 111 and MATH 112 with a grade of C- or higher; completion of Block 1 and Block 2 courses with a grade of C- or higher in all courses

Coreq: EDEE 464 and EDEE 466.

This course in elementary school mathematics methods focuses on teaching and learning math in grades K-6. The purpose is to enable teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered mathematics curriculum.

### **EDEE 464 Science Methods (3)**

Pre: Completion of MATH 111 and MATH 112 with a grade of C- or higher; completion of Block 1 and Block 2 courses with a grade of C- or higher in all courses.

Coreq: EDEE 462 and EDEE 466.

Elementary school science methods focuses on teaching and learning science in grades K-6. The purpose is to enable teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a standards-based science curriculum.

### **EDEE 466 Block 3 Practicum with Seminar (3)**

Pre: Completion of MATH 111 and MATH 112 with a grade of C- or higher; completion of Block 1 and Block 2 courses with a grade of C- or higher in all courses.

Coreq: EDEE 462 and EDEE 464.

Block 2 Practicum with Seminar focuses on developmentally appropriate and culturally relevant pedagogy, K-6. Teacher candidates complete 45 hours of supervised practicum in an elementary school classroom where they put into practice methods and materials that have been studied in their on-campus mathematics and science courses. During the embedded seminar, special attention is given to issues related to curriculum and instruction, classroom management, assessment, and home/school/community relations.

### **EDEE 490 Student Teaching (12)**

Pre: Application and formal admission to the Professional Student Teaching semester

Coreq: EDEE 492 Student Teaching is a full-time, 15-week, supervised classroom experience. A gradual release of responsibility by the mentor teacher leads to a minimum of 15 days of solo teaching. Emphasis is placed on the application of best practice methods and materials learned during methods course work with practicum. Mandatory CR/NC.

### **EDEE 492 Student Teaching Seminar (3)**

Pre: Application and formal admission to the Professional Student Teaching semester; successful completion of all field experience, practicum, and methods courses with a grade of C- or higher; 2.75 or higher GPA for methods and co-requisite practicum courses; 2.5 overall GPA.

Coreq: EDEE 490 Student Teaching.

Examines current issues in education, including contemporary ethical issues; fulfills E-focus (Ethics) graduation requirement. Further study of foundations, classroom organization and management, and disciplinary methods applied to classroom teaching and learning; Praxis II exam preparation; final preparation and sharing of electronic professional portfolio.

### **EDEE -98 Selected Topics in Elementary Education (v 1-6)**

Topics will vary with student interest and relevancy to the program. May be repeated for credit.

### **EDEE -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.

## **EDUCATION: MIDDLE-LEVEL**

*EDML courses are restricted to Education majors.*

### **EDML 428 Middle-level English Language Arts Methods (3)**

Pre: Completion of Middle-level Block 1 with no grade lower than C- in all courses.

Coreq: EDML 440.

Prepares teacher candidates to obtain the knowledge, skills, and dispositions necessary to plan for developmentally appropriate content and pedagogy associated with teaching and learning the English Language Arts: Listening, Speaking, Reading, Writing, Visualizing, Visually Representing in grades 6-8.

### **EDML 430 Block 1 Practicum with Seminar (3)**

Pre: APTE approval.

Coreq: EDEF 404; EDUC 410; and SPED 405.

A 45-hour supervised field experience focusing on developmentally appropriate and culturally relevant pedagogy for grades 6-8 English, Social Studies, Mathematics, or General Science. Seminar topics include

curriculum & instruction, classroom management, assessment, and home-school communications

### **EDML 438 Middle-Level Math Methods (3)**

Pre: Completion of Middle-Level Block 1 with no grade lower than C- in a Block 1 course.

Coreq: EDML 440.

This course focuses on teaching and learning mathematics in grades 6-8. The purpose is to enable teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered mathematics curriculum.

### **EDML 440 Block 2 Practicum with Seminar (3)**

Pre: Completion of Middle-level Block 1 with no grade lower than C- in all courses.

Coreq: EDML 428, EDML 438, EDML 458, or EDML 448.

A 45-hour supervised field experience focusing on developmentally appropriate and culturally relevant pedagogy for grades 6-8 English, Social Studies, Mathematics, or General Science. Seminar topics include curriculum & instruction, classroom management, assessment, and home-school communications.

### **EDML 448 Middle-level Social Studies Methods (3)**

Pre: Completion of Middle-level Block 1 with no grade lower than C- in all courses.

Coreq: EDML 440.

Explores various aspects of teaching and learning social studies in the middle grades (6-8). The course considers the values, philosophies, and politics of social studies education in the middle school to prepare teacher candidates to be thoughtful creative, and critical teachers who effectively plan and implement a student-centered social studies curriculum.

### **EDML 458 Middle-Level General Science Methods (3)**

Pre: Completion of Middle-Level Block 1 with no grade lower than a C- in any Block 1 course.

Coreq: EDML 440.

Middle-level General Science Methods enables teacher candidates to become thoughtful, creative and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered science curriculum in the middle schools, grades 6-8. Includes laboratory techniques for general sciences.

### **EDML 490 Student Teaching (12)**

Pre: Application and formal admission to the Professional Student Teaching semester.

Coreq: EDML 492, Student Teaching Seminar

Student Teaching is a full-time, 15-week, supervised classroom experience. A gradual release of responsibility by the mentor teacher leads to a minimum of 15 days of solo teaching. Emphasis is placed on the application of best practice methods and materials learned during methods course work with practicum for grades 6-12. Mandatory CR/NC

### **EDML 492 Student Teaching Seminar (3)**

Pre: Application and formal admission to the Professional Student Teaching semester; successful completion of all field experience, practicum, and methods courses with a grade of C or higher; 2.75 or higher GPA for methods and co-requisite practicum courses; 2.5 overall GPA.

Coreq: EDML 490 Student Teaching

Examines current issues in education, including contemporary ethical issues. Further study of foundations, classroom organization and management, and disciplinary methods applied to classroom teaching and learning; final preparation and sharing of electronic professional portfolio.

## **EDUCATION: SECONDARY**

*EDSE courses are restricted to Education majors.*

### **EDSE 428 Secondary English Language Arts Methods (3)**

Pre: Completion of Secondary Block 1 with no grade lower than C- in all courses. Coreq: EDSE 440.

Prepares teacher candidates to obtain the knowledge, skills, and dispositions necessary to plan for developmentally appropriate content and pedagogy associated with teaching and learning the English Language Arts: Listening, Speaking, Reading, Writing, Visualizing, Visually Representing in grades 6-12.

### **EDSE 430 Block 1 Practicum with Seminar (3)**

Pre: APTE approval.

Coreq: EDEF 404; EDUC 410; and SPED 405.

A 45-hour supervised field experience focusing on developmentally appropriate and culturally relevant pedagogy for grades 6-12 English, Social Studies, Mathematics, or Biology. Seminar topics include curriculum & instruction, classroom management, assessment, and home-school communications.

### **EDSE 437 Secondary Math Methods (3)**

Pre: Completion of Secondary Block 1 with no grade lower than C- in all courses.

Coreq: EDSE 440.

This course focuses on teaching and learning mathematics in grades 6-12. The purpose is to enable teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered mathematics curriculum.

**EDSE 440 Block 2 Practicum with Seminar (3)**

Pre: Completion of Secondary Block 1 with no grade lower than C- in all courses.

Coreq: EDSE 428, EDSE 437, EDSE 448, or EDSE 457.

A 45-hour supervised field experience focusing on developmentally appropriate and culturally relevant pedagogy for grades 6-12 English, Social Studies, Mathematics, or Biology. Seminar topics include curriculum & instruction, classroom management, assessment, and home-school communications.

**EDSE 448 Secondary Social Studies Methods (3)**

Pre: Completion of Secondary Block 1 with no grade lower than C- in all courses.

Coreq: EDSE 440.

Explores various aspects of teaching and learning social studies in the middle grades (6-8). The course considers the values, philosophies, and politics of social studies education in the secondary school to prepare teacher candidates to be thoughtful, creative, and critical teachers who effectively plan and implement a student-centered social studies curriculum.

**EDSE 457 Biological Science Methods (3)**

Pre: Completion of Secondary Block 1 with no grade lower than C- in all courses.

Coreq: EDSE 440.

Secondary Biological Science Methods enables teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered science curriculum in the secondary school, grades 6-12. Includes laboratory techniques for the biological sciences.

**EDSE 458 Secondary General Science Methods (3)**

Pre: Completion of Secondary Block 1 with no grade lower than C- in all courses.

Coreq: EDUC 410 and EDSE 440.

Secondary General Science Methods focuses on teaching and learning science inquiry skills, content, and attitudes for middle-level and secondary school classrooms. This course provides teacher candidates with a deep understanding of how students in grades 6-12 learn science curricula and gives them the skills needed to address curriculum adaptations that meet the needs of all learners. This course also provides opportunities for teacher candidates to become thoughtful, creative, and effective teachers.

**EDSE 490 Student Teaching (12)**

Pre: Application and formal admission to the Professional Student Teaching semester.

Coreq: EDSE 492, Student Teaching Seminar

Student Teaching is a full-time, 15-week, supervised classroom

experience. A gradual release of responsibility by the mentor teacher leads to a minimum of 15 days of solo teaching. Emphasis is placed on the application of best practice methods and materials learned during methods course work with practicum for grades 6-12. Mandatory CR/NC.

**EDSE 492 Student Teaching Seminar (3)**

Pre: Application and formal admission to the Professional Student Teaching semester; successful completion of all field experience, practicum, and methods courses with a grade of C- or higher; 2.75 or higher GPA for methods and co-requisite practicum courses; 2.5 overall GPA.

Coreq: EDSE 490 Student Teaching

Examines current issues in education, including contemporary ethical issues. Further study of foundations, classroom organization and management, and disciplinary methods applied to classroom teaching and learning; final preparation and sharing of electronic professional portfolio.

**EDUCATIONAL FOUNDATIONS**

*EDEF courses are restricted to Education majors.*

**EDEF 107 Careers in Education (3)**

In this course students begin the process of understanding the nature of teaching and what it means to be a teacher. Being a good teacher is a complex endeavor that requires a thoughtful, caring and committed individual. They observe teachers and other educators on campus and through the process of metacognition develop a greater awareness about the teaching profession and its impact on the community. This course is designed to promote open discussion through active inquiry and participation. Students are expected to devote a minimum of 9- hours a week engaging in reflective practices about your experiences, beliefs, and perceptions; and completing assigned readings.

**EDEF 200 Early Field Experience (1)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T; and evidence of liability insurance and a cleared Hawai'i DOE criminal history check before registering for this course.

Coreq: EDEF 201.

45 hours of supervised field experiences that engage the pre-service teacher candidate in a Professional Development School (PDS) teaching and learning environment. Requires weekly reflections that are grounded in critical thinking about issues in teaching and learning, along with attention to the ethical standards of the teaching profession. Student must obtain liability insurance and have been cleared the Hawai'i DOE criminal history check before registering for this course. Mandatory CR/NC.

**EDEF 201 Introduction to Teaching as a Career (2)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: EDEF 200.

Introduces the teacher candidate to the process of becoming a highly qualified teacher in the State of Hawai'i. Topics include: an overview of the Teacher Education program, K-6; an introduction to the multiple dimensions of teaching, including the "why" of teaching (entering the profession); the "who" of teaching (students), the "what" of teaching (curriculum), and the "how" of teaching (pedagogy); an initiation into the lifelong process of reflection and growth; and initial development of the Professional Portfolio.

**EDEF 281 Education in the Pacific Islands (3)**

Pre: ENG 100 or instructor approval.

Recommended: HWST 107 and/or PACS 108.

This course introduces concepts and methods related to educational processes, pedagogies, and systems in the Pacific Islands, including indigenous epistemologies, cultural transmission, and their interactions with western schooling. This course emphasizes the development of oral communication skills through focused discussions and evaluations of readings on education in the Pacific Islands. (Cross-listed HPST 281)

**EDEF 310 Education in American Society (3)**

Pre: Sophomore or higher level standing; completion of EDEF 200 and 201 with a C- or higher or concurrent enrollment.

This course focuses on interrelated historical, political, philosophical, and socio-cultural factors influencing education in today's society. Teacher candidates also participate in a minimum 20 hours of volunteer work, utilizing cultural and scientific community resources, which in turn provide the contexts for understanding the impact of educational initiatives in American society.

**EDEF 345 Introduction to Middle-Level/Secondary Education (3)**

Pre: EDEF 200, EDEF 201 with a C- or higher; and prior or concurrent enrollment in EDEF 310.

Introduces concepts and methods related to middle-level and secondary teaching and learning, including adolescent development, identity, and middle-level/secondary pedagogy and philosophy. The course includes a field placement component where students will gain experience in a middle-level/secondary classroom.

**EDEF 404 Teaching Culturally and Linguistically Diverse Learners (3)**

Pre: APTE approval.

Coreq: Elementary: EDEE 402, EDEE 406, and SPED 405.

Middle-Level (Grades 6-8): EDUC 410, EDML 430, SPED 405

Secondary (Grades 6-12): EDUC 410, EDSE 430, SPED 405

Provides an in-depth study of diversity in the educational environment and its impact on teaching and learning. Teacher

candidates examine the social, political, curricular, ethical, and instructional implications for elementary classroom teachers. Attention is given to multicultural frameworks and theories; includes the senior "capstone" project.

**EDUCATIONAL TECHNOLOGY**

*ETEC courses are restricted to Education majors.*

**ETEC 279 Educational Media & Technology (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

An introduction to educational media and technology theory and practice with an emphasis on meaningful integration of technology and media into a variety of face-to-face and online learning environments for diverse populations. Attention is given to practical applications and the acquisition of skills relevant to the classroom teaching and learning environment, as well as non-school settings.

**ETEC 379 Advanced Educational Media & Technology (3)**

Pre: MATH 241 with a C- or higher.

This is an educational course designed to explore the essential elements needed for the acquisition of knowledge and universal design for learning. Students will explore instructional technology, 508 Compliance, media literacy, and competencies to promote 21st century learning skills. In addition, students will apply new knowledge to different disciplines deepening their learning experiences. This course incorporates hands-on activities and adaptive learning materials to promote students' diverse, digital, and global learning needs.

**ENGINEERING, INTERDISCIPLINARY****ENGR 101 Introduction to Engineering (3)**

Pre: Placement into MATH 103; and placement into ENG 100 or concurrent enrollment in ENG 100T.

An introduction to engineering design through a variety of projects, including experimentation, data analysis, and development of computer skills. Exposure to several engineering disciplines through problem solving for the purpose of providing information to assist students in choosing Science, Technology, Engineering and Mathematics (STEM) related majors.

**ENGR 121 Building Science (4)**

Pre: ENGR 101 with a C or better; and MATH 103 with a C or better.

This course will provide students with an overview of wood, steel, masonry, and concrete designs, and will explore design alternatives of various architectural structures. In addition, wind and seismic provisions from current building codes will



be included to help students apply theory to practice.

### **ENGR 213 Introduction to Engineering Design (4)**

Pre: ENGR 101 and MATH 103, both with a C or better; and completion of or concurrent enrollment in MATH 135 or higher MATH.

Students will be introduced to the design process and graphical communications tools used by engineers. Students will create a portfolio as documentation of design from freehand sketching and engineering drawings through advanced 3-D rendering using Computer-aided design software. Students will engage in basic descriptive geometry and become with using AutoCAD 7 and SolidWorks as a design tools. Students will gain experience in communication, presentation development and delivery, professional ethics, social responsibility, engineering economics, and quality control. Teamwork and individual conceptual design projects will be presented in class. This course has three hours of lecture and three hours of laboratory each week.

### **ENGR 221 Electrical Systems for Facilities (3)**

Pre: ENGR 121, and MATH 135, and PHYS 151/151L, all with a C or better.

Basic electrical theory, safety procedures, power distribution, and energy conservation will be covered to develop a practical understanding of electricity and its use in commercial facilities.

### **ENGR 231 Mechanical and Plumbing Systems for Facilities (3)**

Pre: ENGR 121 and MATH 135 and CHEM 161/161L, all with a C or better.

Students will learn about the causes of indoor environmental quality (IEQ) problems and the relationships between cause, control, occupant sensitivity, and ventilation, to develop a reliable method of diagnosis and remediation.

### **ENGR 301 Automation and Robotics (3)**

Pre: ENGR 213 with a C or better and MATH 135 with a C or better.

The automation and robotics course will provide students with a sufficient overview of automation and robotics for them to and explore design alternatives of various automation processes and complete related engineering tasks to construct automation systems and robots to meet parameters specified within various national and international robotics competitions. In addition, students will be engaged in mentoring middle and/or high school robotics teams.

### **ENGR 321 Advanced Electrical and Mechanical Systems for Facilities (3)**

Pre: ENGR 221 and ENGR 231 and MATH 140, all with a C or better.

Students will learn advanced electrical theory, safety

procedures, power distribution, and energy conservation to develop a practical understanding of electricity and its use in commercial facilities. Participants will also learn the fundamentals of automatic control systems for building mechanical systems to target possible inefficiencies in their HVAC systems and to evaluate potential problems as part of an enhanced operation and maintenance program.

### **ENGR 330 Environmental Engineering (3)**

Pre: ENGR 213 with a C or better.

Students will be introduced to environmental engineering including parameters and indices of environmental quality; materials balances; chemical kinetics; ideal reactor models; water and air pollution control; solid and hazardous waste management; emphasis on instruction in writing lab reports.

### **ENGR 333 Assessing and Auditing Facility Quality (3)**

Pre: ENGR 321 and MATH 241, both with a C or better.

Students will learn information gathering and analysis and create a prioritized scope of work for finding opportunities for energy saving operational adjustments to plan a building tune-up project. They will also learn how to perform quantifiable evaluations of facilities energy use in order to be able to target prospects for energy conservation.

## **ENGLISH**

### **ENG 100 Composition I (3)**

Pre: Placement into ENG 100.

This course will expand on students' foundational knowledge of critical reading and writing techniques and help them develop rhetorical strategies for college-level composing. Students will cultivate these strategies as they compose a variety of texts while enacting a recursive process of composing that includes intervention, outlining, drafting, researching, revising, and editing that involves careful, rhetorical considerations of one's audience, genre, context, and rhetorical situation. This course will also introduce students to the social practices of the writing process through workshops and basic research and information literacy practices to help them create effective, persuasive, and informed texts. (FW)

### **ENG 100T Composition with Tutorial (5)**

This course will expand on students' foundational knowledge of critical reading and writing techniques and help them develop rhetorical strategies for college-level composing. Students will cultivate these strategies as they compose a variety of texts while enacting a recursive process of composing that includes intervention, outlining, drafting, researching, revising, and editing that involves careful, rhetorical considerations of one's audience, genre, context, and rhetorical situation. This course

will also frequently explore, develop, and practice these strategies in one-on-one tutoring settings, and will also introduce students to the social aspects of the writing process through workshops and help them develop basic research and information literacy practices. (FW)

### **ENG 200 Composition II (3)**

Pre: ENG 100.

This course will build on the critical thinking and composing techniques developed in ENG 100. It will provide students with additional rhetorical strategies for composing a variety of texts while enacting a recursive process of composing that includes invention, outlining, drafting, researching, revising, and editing that involves careful, rhetorical consideration of one's audience, genre, context, and rhetorical situation. As an intermediate composition course, ENG 200 will also help students further hone their research and information literacy skills: exploring how to locate and evaluate primary and secondary research materials from a wide array of academic and online sources, integrating source materials into texts, and employing proper citation conventions in order to create effective, persuasive, and informed arguments.

### **ENG 205 Introduction to Journalism (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Practice and instruction in reporting, interviewing, and news and feature writing techniques.

### **ENG 209 Business Writing (3)**

Pre: ENG 100.

This intermediate composition course will provide students with argumentative, analytical, and effective communication in business writing. Students will write several short essays, reports, memos, and students will write a research paper or formal report.

### **ENG 240 Introduction to Literary Studies (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course introduces students to basic skills for interpreting fiction, poetry, drama, and film. (DL)

### **ENG 250 American Literature Survey (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course provides an overview of American literature from translation/transcriptions of pre-contact Native American oral traditions through fiction, life-writing, poetry, drama, and cinema 1500-present. (DL)

### **ENG 253 Survey of World Literature I (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course offers a broad survey of world literature written before the 16th century. Representing literary genres such as the epic and the tragedy, primary texts will be drawn from a variety of global cultures, including those of the Middle East, Europe, Asia, Africa, and the Americas. (FGA)

### **ENG 254 World Literature II (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course surveys world literature written after 1600. Texts will be drawn from a variety of global cultures, including those of the Middle East, Europe, Asia, Africa, and the Americas.

### **ENG 257 (alpha) Literary Themes (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course covers selected themes in literary works drawn from diverse periods and cultures. A: Crime and Mystery; B: Multi-Ethnic American Literature (this course focuses on multi-ethnic literature of the United States with an emphasis on race, gender and class. Fulfills Humanities multicultural requirement); C: Hip Hop Literature; D: World Literature in English. Other possible variations include food in literature and sports in literature. May be repeated for credit with a different topic. (DL)

### **ENG 260 British Literature I (800-1700) (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

A study of British Literature from the ninth through early eighteenth centuries. The course will include study of Old English poetry and prose in translation. The course will also concentrate on such major authors as Chaucer, Spenser, Marlowe, and early Shakespeare. Literary works will be studied in their cultural and historical context. (DL)

### **ENG 261 British Literature II (1700-Present) (3)**

Pre: ENG 100.

This course treats British Literature from eighteenth centuries through the present. The course will include study of major trends, movements, genres, and authors within the context of history, society, and politics.

### **ENG 272 Introduction to Literature: Culture and Literature (3)**

This course introduces students to methodologies for interpreting cultural texts drawn from popular literature, cinema, music, advertising, architecture, subcultural practice, and other media. A central focus will be directed to ideology critical approaches

(e.g. critical gender studies and postcolonial theory) and primary texts drawn from Hawai'i and Oceania. (DL)

### **ENG 273 Introduction to Literature: Creative Writing & Literature (3)**

Pre: ENG 100, ENG 100T, or concurrent enrollment in ENG 200.

Study of significant works through analytical and creative writing. (DA)

### **ENG 274 Introduction to Rhetoric and Composition (3)**

Pre: Placement into or concurrent enrollment in ENG 100.

This course introduces students to the field of rhetoric and composition by exploring language and textual practices through the lens of the field's history as a discipline and some current debates and themes. Our explorations will facilitate critical inquiry of what doing work in rhetoric and composition means; negotiation of ourselves within the field; and consideration of its professional and academic career paths. (DL)

### **ENG 300 (alpha) Topics in Literary Theory (3)**

Pre: ENG 100 with a C or higher grade.

This variable topic course treats various methods of literary interpretation. Possible iterations include A: Postmodernism; B: Feminist Criticism; and C: Introduction to Cultural Theory; D: Structuralism & Post-Structuralism; E: Post-Colonialism; F: Expository Writing for Teachers; G: Queer Theory. May be repeated for credit with a different topic. (DL)

### **ENG 312 Creative Writing Strategies for Teachers (3)**

Pre: ENG 200 with a C or better.

This experiential learning course is designed to familiarize K-12 teachers with specific writing strategies for elementary or secondary classroom use. The course will cover basic literary theory/structure; analysis of poetry and creative prose; role playing of classroom writing techniques; and workshop-style discussion of the resultant creative writing, leading to extensive revisions and a finished portfolio of each student's work. The major focus is on experiential learning which will apply directly to the classroom. (DA)

### **ENG 313 Introduction to Creative Writing (3)**

Pre: ENG 100.

This course is a workshop dealing with poetry, fiction, and creative non-fiction written by students. Emphasis is on originality and structural unity based on conventional creative writing theory, with publishable writing as an end product. (DA)

### **ENG 316 Writing Fellows: Peer Tutoring Theory & Practice (3)**

Pre: ENG 100 or ENG 100T with a B or better; and instructor consent.

Students will explore a variety of peer tutoring and writing center theories, methods, and strategies by examining major texts and issues in writing center studies and applying this knowledge through hands-on tutoring experiences in ENG 100/100T. Through the coordinating of supplemental instruction (SI), participation in monthly Writing Fellow meetings and completion of bi-weekly reading assignments and reflections, Writing Fellows will receive professional development that will prepare them to better meet the needs of UH West O'ahu's No'eau Center clientele.

### **ENG 317 Pidgin Creative Writing Workshop (3)**

Pre: ENG 100; and completion of or concurrent enrollment in ENG 200.

This writing workshop course focuses on creative writing written in Hawai'i Creole English, known in Hawai'i as pidgin. The bulk of the course is a workshop in which writing exercises/modeling lead students to create a portfolio of original work—poetry, fiction, or non-fiction—for analysis, feedback, and revision; a significant portion of each text must be in pidgin so some facility with pidgin is required. (DA)

### **ENG 320 (alpha) World Literature (3)**

Pre: ENG 100.

Selected topics in World Literature, such as European Literature, Asian Literature, Latin American Literature, and African Literature. Readings will introduce students to the style and vision of particular regions, periods, and literary movements. The course also allows a detailed examination of works by individual authors. A: Magic Realism, B: Literature of War; C: Short Story. May be repeated for credit with a different topic.

### **ENG 331 (alpha) Topics in British Literature Pre-1700 (3)**

Pre: ENG 100 or concurrent enrollment; and ENG 260 and/or one literature course recommended.

Students will focus on a particular period or theme, with at least 75% of the material from the time prior to 1700. The course will provide in-depth analysis of the literary work and its cultural context in medieval and/or Renaissance England. Works from other national literatures will be included as appropriate. A: Allegory; B: Folktales and Legends. May be repeated for credit with a different topic. (DL)

### **ENG 332 (alpha) Topics in British Literature Post-1700 (3)**

Pre: ENG 100.

Students analyze diverse examples of British literature gathered under period, theme, genre, and other foci. Variations include A: Victorian Literature; B: British Imperial Adventure; and C: British Modernism. May be repeated for credit with a different topic. (DL)

**ENG 340 (alpha) Topics in American Literature Pre-1700 (3)**

Pre: ENG 100.

This course treats diverse examples of later American literature gathered under period, theme, genre, and other foci. Variations may include A: The American Puritans, B: The American Captivity Narrative, and C: American Literatures of Exploration, Colonization, and Resistance. May be repeated for credit with a different topic. (DL)

**ENG 341 (alpha) Topics in American Literature Post-1700 (3)**

Pre: ENG 100.

This course treats diverse examples of later American literature gathered under period, theme, genre, and other foci. Variations may include courses such as A: The American Renaissance, B: Fourth World Literatures of the United States, and C: 20th Century American Literature; D: Literatures of the American West. May be repeated for credit with a different topic.

**ENG 350 Composition Studies (3)**

Pre: ENG 100.

This course surveys the historical paradigm shifts, major theoretical movements, prominent scholars, and disciplinary growth of the field of composition studies. The course will also explore current and emerging topics and theories in the field and introduce students to the professionalization of the discipline through its national organizations.

**ENG 353 (alpha) Topics in Rhetoric & Composition (3)**

Pre: Completion of or concurrent enrollment in ENG 200.

This course covers current and special interest topics in the field of rhetoric and composition. Possible topics to be covered include: (B) Race in American Political Rhetoric.

**ENG 354 Second Language Writing (3)**

Pre: Completion of or concurrent enrollment in ENG 200.

Within and beyond the writing classroom, we come into contact with a number of languages, literacies, and modalities—how we interact with the array of diversified practices and texts in our everyday lives is the topic of our course. Through close reading, focused discussions, classroom observations, and critical self-reflection, we explore how translingual perspectives can give us insight into second language writing. Translingualism sees language in a constant process of negotiation, translation, and revision; therefore, this approach encourages us to consider innovative ways of interrogating the relationship between language and meaning within our unique Hawaiian context. (DH)

**ENG 357 Rhetorical Theory (3)**

Pre: ENG 100.

This course will introduce students to the key concepts in the study of rhetoric; ideologies underpinning the conception and employment of rhetoric at various time periods; frameworks useful for the analysis of texts, events, communication, and other phenomenon; and principles of rhetoric in the contexts of many media and cultures. The course will trace Western rhetoric as it evolved and changed throughout its 2,500 year history. Beginning with fifth century BCE Greece and ending with twenty-first century CE United States, the course will survey rhetorical history, observing the ways rhetoric shifted from an art for oral performance to an epistemic lens for understanding and creating meaning. In addition, the course will explore the ways in which language has been used across times and places to create a shared reality, to change reality, and to secure power within that reality. In the process, students will discover the intimate connection between rhetoric and philosophy, rhetoric and community, rhetoric and media, and rhetoric and the real world they occupy. (DL)

**ENG 358 Research Methods in Rhetoric and Composition (3)**

Pre: Completion of or concurrent enrollment in ENG 200.

This course introduces students to the methodological frameworks used when working within rhetoric and composition studies, such as ethnographic (qualitative) to corpus linguistic (quantitative) analyses. We apply these methods by interrogating the uses of the English language in creating, maintaining, and challenging borders found in a wide-range of contexts from popular media to writing classrooms. We work together not only to understand how borders are articulated in our increasingly multicultural and globalized world, but also to develop unique ways to challenge and/or cross those very borders that may limit and/or hinder us. (DA)

**ENG 359 Writing for (New) Media (3)**

Pre: ENG 100.

This course will introduce students to key concepts in the study of media writing; major media writing professions, and the effects of Web 2.0 and convergence culture on digital media writing. Students will explore best practices, foundational knowledge, and key strategies for news writing (reporting and interviewing, hard news, feature writing, radio and television news writing, and copyediting); public relations writing; advertising (print, online, radio and television); and business communication. The course will conclude with an exploration of the emerging convergence culture online and the ways in which Web 2.0 capabilities and social media platforms alter and create new media writing opportunities. Throughout the semester, students will also review and learn basic style, grammar, spelling, and punctuation conventions for media writing.



**ENG 360 Literature and Film (3)**

Pre: ENG 100.

Literature/film adaptation is the primary subject of this course, alongside genre studies and literary treatments of the cinema. In addition to film screenings, course readings will include primary literary texts and film criticism.

**ENG 361 History of Film (3)**

Pre: ENG 100.

A chronological survey of the many forms and interpretations of the cinema: technological and aesthetic developments, competing movements and schools of filmmaking, and tensions between the individual director-auteur and the “culture industries” of Hollywood. Emphasizing canonical films by famous directors, the course also alerts students to alternative film historiographies.

**ENG 367 (alpha) Film Genres and Directors (3)**

Pre: ENG 100.

An examination of major film genres and the film makers who have contributed to their development. Readings and discussions will focus upon negotiations between generic convention and artistic innovation. A: Film Noir; B: The Western; C: Gangster Film; D: Science Fiction Film; E: The Road Trip. May be repeated for credit with a different topic. (DL)

**ENG 368 (alpha) Topics in Television Studies (3)**

Pre: ENG 100.

This course allows students the opportunity to pursue various topics in the area of television studies including A: TV and American Culture; B: The TV Medical Drama; and C: Television Auteurs. Repeatable with a different alpha. (DL)

**ENG 372 Asian American Literature (3)**

Pre: ENG 100.

An examination of contemporary Asian American and Asian/Pacific American Literature. Various topics such as the treatment of the immigrant versus the national, language acquisition, and differences between Asian American and Asian/Pacific American will be covered. (DL)

**ENG 380 Multicultural & Postcolonial Literatures (3)**

Pre: ENG 100.

With recourse to the work of writers from around the world, this course explores the tension in literary studies between cultural diversity and political resistance. Central issues include the composition of literary canons and the role of literature in imperialism and decolonization. (DL)

**ENG 381 (alpha) Studies in Popular Literature (3)**

Pre: ENG 100.

Basic concepts and representative texts for the study of popular

literature genres, such as A) The Detective Story; B) Roman Noir; C) Science Fiction; D) Adventure; E) Westerns; F) Gothic Horror. May be repeated with a different alpha.

**ENG 383 Children's Literature (3)**

Pre: ENG 100.

This course will analyze diverse examples of children's literature, including folk-tales, picture books, and chapter books. (DL)

**ENG 385 Fairy Tales and their Adaptations (3)**

Pre: Completion of or concurrent enrollment in ENG 200.

Comparative analysis of selected tales of magic and their adaptations across history, cultures, and media. The course emphasizes feminist approaches to the genre. (DL)

**ENG 386 Adolescent Literature (3)**

Pre: ENG 100.

Concentrating on the novel and short fiction, this course surveys literature written for young adults. Prominent issues treated in the course include the coming-of-age story, diversity, and the relationship between adolescent literature and broad historical/social contexts such as the Enlightenment and Modernism. (DL)

**ENG 402 History of the English Language (3)**

Pre: ENG 200.

A study of the origins, changes, and reasons for changes in the grammar, sounds, and vocabulary of English from the beginnings of the language to modern times.

**ENG 411 Poetry Workshop (3)**

Pre: ENG 273 or ENG 313 or instructor consent.

Writing, evaluating poems. (DA)

**ENG 412 Nonfiction Writing (3)**

Pre: ENG 313 or instructor consent.

Workshop analysis of nonfiction as a literary form. (DA)

**ENG 413 Form and Theory of English (3)**

Pre: ENG 313.

Narrative techniques for students interested in writing fiction.

**ENG 414 Fiction Workshop (3)**

Pre: ENG 313 or instructor consent.

Writing, evaluating fiction. (DA)

**ENG 440 (alpha) Major Author (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

Students will focus on the work of one literary, cinematic, or theoretical author (or a small group of closely related authors). The course will provide an in-depth analysis of the work produced by the author as well as a selection of criticism about

the author and studies of the author's later influence. Author(s) may be of any national origin. A: Dante; B: Morrison and Yamanaka; C: Spenser; D: James Baldwin; E: Margaret Atwood and Angela Carter; F: Foucault; G: Sara Ahmed. May be repeated for credit with a different topic. (DL)

### **ENG 441 Gender & Sexuality in Literature & Film (3)**

Pre: ENG 100.

An examination of the representation of gender roles and sexual identities in a sample of literary works and films. (DL)

### **ENG 445 Shakespeare (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course will cover 6-8 Shakespeare plays. Course will focus on live performance issues and consider filmed versions and live performances (when available). The selected plays will represent various genres and different historical points in Shakespeare's work. Course will also include selections from recent scholarship. (DL)

### **ENG 456 (alpha) Topics in Literary Press Management (v 3-6)**

Pre: ENG 100, ENG 200 and one upper division WI course.

A practicum-style course focused on various writing, programming and promotional tasks required to operate a literary press. May include researching and contracting of writers; programming literary events; promotional or social media campaigns; web/flyer graphic design; writing author bios, text summaries, book reviews, news articles, or blogs; writing grant proposals or corporate donation requests to fund events. A: Literary Arts in the Community; B: Writing for and Managing a Literary Press.

### **ENG 462 (alpha) Studies in Drama (3)**

Pre: ENG 100.

Students will focus on a particular period or theme in drama. The course will provide an in-depth analysis of the dramatic works and their cultural context. A: Ancient Drama in the Modern World; B: Opera; C: The Devil on Page, Stage and Screen; D: Opera & Musical Theatre; E: Popular Theatre; F: Drama of Ancient Greece. May be repeated for credit with a different topic.

### **ENG 465 History of Theatre (3)**

Pre: ENG 100 or concurrent enrollment.

Students will learn about the history of theatre, from its beginnings in Greece to its modern manifestations around the world. The course will provide survey of drama and its cultural context. Dramatists might include Sophocles, Euripides, Shakespeare, Moliere, Schiller, Brecht, Beckett, and Baraka, and anonymous medieval plays. Readings will include plays and theoretical essays.

### **ENG 470 Literature as History (3)**

Pre: ENG 100.

An examination of works whose popularity offers valuable insights into the historical periods in which they were written. The books will be studied for their cultural and historical importance as well as their literary merit. Among the works to be covered: F. Scott Fitzgerald, *The Great Gatsby*; Henry Adams, *Democracy*; John Steinbeck, *The Grapes of Wrath*. Taught primarily as a seminar. (Cross-list HIST 470)

### **ENG 476 Contemporary Literature of Hawai'i (3)**

Pre: ENG 100.

A study of writers who either came from, or have written about, Hawai'i. This course may begin with 19th century "sojourner literature" and will emphasize the modern writers. (Cross-list HPST 476) (DL)

### **ENG 477 Polynesian and Micronesian Mythology (3)**

This class introduces students to a wide range of traditional oral literature from islands within Polynesia and Micronesia, the parts of the Pacific nearest to Hawai'i. The literature covers traditional time periods - stories common just before European Contact, from the late 1700's to the early 1800's. Literature includes tales of the different gods of these islands and the creation of the universe, the islands, and man; myths of the afterlife; stories of cultural heroes like Maui and Tahaki in Polynesia; stories of the arrival of settling groups headed by certain chiefs; and more factual oral historical accounts of pre-European rulers and chiefs and battles for political control. (Cross-list HPST 477) (DH)

### **ENG 478 Hawaiian Mythology II (3)**

This class is taught as a companion class to Hawaiian Mythology I (ENG 479). The class further introduces students to the range of traditional Hawaiian oral literature. These include stories and prayers involving major and local gods, family 'aumakua (focusing on sharks), the Pele and Hi'iaka story, Kamapua'a (the 1860s Fornander Collection version), the Maui stories, accounts of voyaging to Kahiki, and the late period dynastic accounts of the rulers of the Kingdom of O'ahu. The cultural setting of these stories is discussed in the context of where they took place, and of Hawaiian culture and its changes. How these stories were recorded in the 1800s and changes in them, since then, are analyzed. The background of key collectors of oral stories is also reviewed. (Cross-list HPST 478). (DH)

### **ENG 479 Hawaiian Mythology I (3)**

This class is taught as a companion class to Hawaiian Mythology II (ENG 479). The class introduces students to the range of traditional Hawaiian oral literature. These include tales and prayers involving the gods, the creation of the islands and man, stories of menehune, Pele (her arrival, and the local stories of Hawai'i Island), Kamapua'a (the 1891 version), Ku'ula and

'Ai'ai, and the late period dynastic oral accounts of rulers of the Kingdom of Hawai'i. The cultural setting of these stories is discussed in the context of where they took place, and of Hawaiian culture and its changes. How these stories were recorded in the 1800s and changes in them, since then, are analyzed. The background of key collectors of oral stories is also reviewed. (Cross-list HPST 479) (DH)

### **ENG 480 Contemporary Literature of the Pacific (3)**

Pre: ENG 100. This course surveys the new emerging English literature by native South Pacific Islanders from 1960-1995. Emphasis on contemporary themes and issues in the novels, poetry, short stories, and essays from New Zealand, Papua New Guinea, Fiji and other areas. (Cross-list HPST 480)

### **ENG 481 Plantation Fictions (3)**

Pre: ENG 100.  
Literary and cinematic treatments of the American plantation experience in Hawai'i and the continental United States. Including works by writers such as Mark Twain, Charles Chesnutt, Toni Morrison, and Milton Murayama.

### **ENG 482 (alpha) Topics in Literature & Sexuality & Gender (3)**

Pre: ENG 240.  
Intensive study of selected problems and issues in the construction and representation of sexuality and gender in specific genres, social and cultural contexts, or thematic/figurative clusters. A: The Body; B: 20th Century Women Writers. Repeatable with a different alpha. (DL)

### **ENG 490 Senior Practicum (3)**

Pre: Consent of instructor, and one class of upper division writing-intensive (WI) course work.  
Students are provided an internship with an appropriate community agency. As an intern, the student is delegated the responsibility of developing the solution to a well-defined problem or is asked to complete a relevant task. Students report on the experience using their understanding of the field in which they are working.

### **ENG 491 Senior Project (3)**

Pre: Consent of instructor, and one class of upper division writing-intensive (WI) course work.  
Working with an English Faculty Advisor, students will complete an original work of scholarship in the field of literary and/or cultural studies. Students will share the results of this project via a substantial thesis-oriented paper and brief oral presentation.

### **ENG -98 Selected Topics in English (v 1-6)**

Topics selected will be based on program relevancy and student interest. Course content will vary. May be repeated for credit.

### **ENG -99 Directed Reading and Research (v)**

Pre: Instructor approval.  
Individual projects in various subjects. To be arranged with the instructor. Reserved for advanced students who have completed at least three literature courses.

## **FACILITIES MANAGEMENT**

### **FMGT 300 Principles & Practices for Facilities Management (3)**

Pre: MATH 103 or higher MATH, and ENG 200 or higher, both with a C- or higher grade.  
Coreq: FMGT 301 and FMGT 302.  
This course introduces students to the relevant principles and practices for the delivery of efficient and effective facility management services including organizational, managerial, ethical, and legal principles. Students will understand the history of FM; interrelationships between the facility unit and the overall corporate structure; regulatory and legal issues; corporate culture; contracts; purchasing & procurement; ethical principles; and project and personnel management.

### **FMGT 301 Project Management for Facilities (3)**

Pre: Completion of FMGT 300 with a C- or higher; or concurrent.  
This course introduces students to all aspects of project management principles including fundamental concepts for planning, scoping, scheduling, costing, managing, and evaluating physical asset projects. Students will utilize software such as Gantt Project to demonstrate "hard" PM skills for monitoring, analyzing, and reporting on the project's cost, time and quality progress for making informed budget control, risk assessment, and resource allocation decisions. Students will also practice "soft" PM skills for negotiation and conflict resolution.

### **FMGT 302 Operations & Maintenance Management for Facilities (3)**

Pre: FMGT 300 with a C- or higher; or concurrent.  
This course introduces students to best-practices for operations and maintenance of the organization's critical physical assets. Students will utilize software to demonstrate a basic understanding of the sustainable operation and maintenance requirements for a building's service equipment and infrastructure systems for architectural, structural, civil, HVAC, plumbing, electrical, IT, landscaping, etc.

### **FMGT 401 Environmental, Health, & Safety Management for Facilities (3)**

Pre: FMGT 300.  
This course provides students a solid foundation in the concepts of environmental, health and safety management to promote

and protect health, safety, security of the organization's human resources. Students will understand what constitutes a best-practice EHS management system. Students will learn the relevant moral and legal issues; laws and regulations; fire protection and life safety; accident causation and prevention; emergency preparedness; ergonomics; indoor air quality; and hazardous waste disposal principles to enhance organizational performance, comfort, and satisfaction.

### **FMGT 402 Corporate Real Estate Management for Facilities (3)**

Pre: FMGT 300.

This course introduces students to the best-practices for managing the corporate real estate (CRE) portfolio. Students will utilize CRE knowledge and tools to effectively manage property assets as an investment and/or profit center. Students will apply CRE concepts for master planning, property financial analysis, market and value analysis, acquisition assessment, ownership/leasing management, and constituent service. Students will also understand concepts for interior programming, space planning, and property/facility design parameters as well as legal issues, disposal issues, and future trends.

### **FMGT 403 Sustainable Strategies for Facilities (3)**

Pre: FMGT 300.

This course introduces students to the best practices for sustainable facilities management. Students will learn the eight major categories of sustainability for energy, water, materials and resources, workplace management, indoor environment, services, waste, and site impact that promote sustainable business management practices. Students will also learn electrical theory, safety procedures, power distribution, and energy conservation concepts to cost effectively operate and maintain building service equipment for intelligent buildings. (Previously FMGT 330)

### **FMGT 410 Financial Management for Facilities (3)**

Pre: FMGT 300.

This course provides students an understanding of FMGT financial functions that include: facilities investment decisions; budget development and execution; taxation; control of expenditures; and operational and long-term planning of facilities and the facility management unit. They require a working knowledge of accounting, financial and economic principles and procedures in order to manage the finances of the facility function. This includes making the most effective use of funds to maximize the value of the owner's equity.

### **FMGT 420 Multi-Site Management for Facilities (3)**

Pre: FMGT 300.

This course surveys the best practice technology and information systems for multi-site facility management (MSFM). Students will learn MSFM best practice from real-world case studies. Students will then use these MSFM best practices to efficiently

and cost-effectively support an organization's strategic, tactical, and operational policies and procedures by efficiently monitoring, adapting, and reporting on the cost-effectiveness of geographically remote FM functions.

### **FMGT 430 Information Management for Facilities (3)**

Pre: FMGT 300.

This course provides students with an understanding of the inter-connectability between facility information management (FIM) technology systems and the organization's integrated decision-making processes. Students will learn relevant big data analytic best-practices for FIM technology systems to efficiently and cost-effectively manage service outcomes from core business functions. Students will also develop an understanding of a six-dimensional Building Information Model (BIM) and its need for implementing uniform data protocol frameworks such as CoBie.

### **FMGT 440 Quality Management for Facilities (3)**

Pre: FMGT 300.

This course provides students with a basic understanding of the fundamental concepts and principles for planning and managing the core facility and business processes: (a) establishing KPIs for SMART objectives; (b) assessing level/quality of process outputs/service outcomes; (c) evaluating organization's efficiency and cost-effectiveness using best-practice benchmark systems. Students will also learn the basics for managing audit activities; monitoring continuous improvement initiatives; and implementing quality management systems such as ISO 9000.

### **FMGT 450 Critical Infrastructure Management for Facilities (3)**

Pre: FMGT 300.

This course provides students with the basic fundamentals to harden, operate, and maintain Hawai'i's critical infrastructure systems for energy, water, transportation, and telecommunication in a sustainable manner. Students will use GIS and BIM technologies to examine regulatory resiliency requirements for important resiliency spatial inter-relationships. Students will understand basic fundamentals in resiliency scenario evaluation in order to make effective emergency management decisions during catastrophic man-made and natural disasters.

### **FMGT -98 Selected Topics in Facilities Management (v 1-6)**

Topics selected will be based on program relevancy and student interest. Course content will vary. May be repeated for credit.



## FILIPINO

### FIL 186 (alpha) Topics in Spoken Filipino (1)

A hands-on course focuses on spoken Filipino language skills for immediate use in a specific situation such as work, travel, or hobbies. This course introduces authentic vocabulary and expressions that true beginners can use in a specific real-life situation. Students will be able to use memorized fixed expressions appropriately while developing a basic understanding of grammar. Listening and speaking will be mainly emphasized with a simple introduction of reading and writing. Topics may include: B: travel; C: cooking; D: customer service, E: art. No previous Filipino language experience is necessary. Credits may be repeated for a maximum of four credits with different alphas. This course may be taken for CR/NC.

## FINANCE

### FIN 301 Personal Finance (3)

This course focuses on the management of personal finance. Broad coverage of personal financial decisions, including basic financial planning, use of credit, purchasing an automobile and home, insurance, tax issues, investing, retirement, and estate planning. (Cross-list BUSA 301)

### FIN 307 Corporate Finance (3)

Pre: BUSA/ECON 321.

This course focuses on the development and analysis of modern financial theory and its implications for management decisions: time value of money, market efficiency, capital asset pricing, valuation, firm investment decisions, capital structure, dividend policy, and cost of capital. (Cross-list BUSA 307)

### FIN 322 Money and Capital Markets (3)

Pre: ECON 130 and ECON 131 or equivalent courses.

This course will look at the major types of financial institutions and financial instruments such as stocks, securities, and mortgages. It will look at how and why the system of money and capital markets exists and how it is changing. Also, it will provide an explanation of how interest rates and security values are determined and used. Further, it will discuss the current and future trend of the globalization of the financial markets. (Cross-list ECON 322)

### FIN 326 Investments (3)

Pre: BUSA/ECON 321.

Introduction to various investment media and capital markets. Topics include the analysis of security returns using techniques such as the Beta coefficient, investment valuation models, portfolio selection, and portfolio theory. (Cross-list BUSA 326)

### FIN 412 Futures and Options (3)

Pre: Completion of or concurrent enrollment in BUSA/FIN 326.

This course provides the foundation for understanding the price and risk management of derivative securities. The course starts with simple derivatives (e.g., forwards and futures) and develops the concept of arbitrage-free pricing and hedging. This course is designed to provide an understanding of options, futures, forwards, and the use of these instruments in managing business and financial risks. The use of derivative instruments in speculation, hedging, and arbitrage will also be emphasized. (Cross-list BUSA 412)

### FIN 429 Estate Planning (3)

This course examines important estate planning issues such as the probate process, property transfers, and trusts from many different perspectives. Several areas of coverage include incapacity planning, qualified interest trusts, planning weaknesses, and valuation techniques. Other planning techniques involve charitable donations and business transfers.

### FIN 431 Retirement Planning and Employee Benefits (3)

Pre: FIN 301, BUSA 308, and FIN 326.

This course covers most all aspects of retirement planning and employee benefits which includes a needs analysis for achieving retirement goals, investment decisions, different choices of plan designs for businesses, effects of employer-sponsored benefits, and rules and options as it pertains to social security, Medicare, and Medicaid.

### FIN 461 International Trade and Finance (3)

Pre: ECON 301 and one of these 3 courses: ECON 300, ECON 340 or BUSA/FIN 307.

This course will survey the theory of international trade and finance, gains from specialization and exchange and the impact of trade restrictions such as tariffs and quotas. Also monetary aspects of international economics, optimum reserves, exchange rates, balance of payments and capital movements. (Cross-list BUSA/ECON 461) (DS)

### FIN 491 Entrepreneurial Service Learning (3)

Pre: ECON 130 or ECON 131.

Students will design and implement economically focused projects for middle and high school students that demonstrate how the free enterprise system and entrepreneurship functions in our economic system. Students will be given an opportunity to implement these projects in an educational environment within the schools in the communities surrounding UH West O'ahu. This course will allow students to learn about the free enterprise system in a real or simulated working environment. This course will challenge students to use the knowledge they have obtained in the classroom to improve their surrounding

communities. In addition, students may help mentor at risk students or budding entrepreneurs get their plans off the ground. (Cross-list BUSA/ECON 491)

### **FIN -98 Selected Topics in Finance (v 1-6)**

Topics selected will be based on program relevancy and student interest. Course content will vary. May be repeated for credit.

### **FIN -99 Directed Reading and Research (v)**

Pre: Instructor approval.

Individual projects in various subjects. To be arranged with the instructor.

## **FOOD SCIENCE & HUMAN NUTRITION**

### **FSHN 185 The Science of Human Nutrition (3)**

This course integrates concepts of science with the study of human nutrition. Course content includes what nutrients are and what they do for humans, how healthy people can obtain the nutrients they need, how people and the environment change foods and their nutrient content, and nutrition issues of current interest. This course is designed for students entering the medical professions or interested in proper nutrition.

## **FORENSICS**

### **FORS 101 Introduction to Forensic Science (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Co-req: FORS 101L.

Forensic science is the study and application of science to the processes of law and involves the collection, examination, evaluation and interpretation of evidence. This course introduces the field of forensic science through an exploration of its applications to criminal investigation. This field encompasses many scientific areas which, if used properly, can make invaluable contributions to the resolution of social and legal disputes. The course will review the basic applications of selected forensic science disciplines and will explore the underlying scientific principals and methods used within each. (DP).

### **FORS 101L Introduction to Forensic Science Lab (1)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T; and completion of or concurrent enrollment in FORS 101. This course serves to reinforce concepts from the forensic sciences by the practical application of scientific protocol and processes used in forensic laboratories and crime scene investigation. (DY)

### **FORS 201 Forensic Photography (3)**

Pre: ART 107D or instructor consent. Experience with a DSLR camera is required.

This is an introductory digital photography course developed for law enforcement first responders and criminal investigators, who are responsible for photographically documenting crime scenes, traffic accident scenes, injuries, or any other type of evidence associated with a criminal investigation. This fast-paced course begins with the fundamentals associated with controlling a photographic exposure using a Digital Single-lens Reflex (DSLR) camera system. Through a combination of lecture and scenario-based, hands-on laboratories, the student develops the necessary skills associated with properly operating a digital camera to capture the high quality, evidence-grade photographs required in law enforcement. Students must provide their own DSLR camera for use in class. (Cross-list CM 201)

## **GEOGRAPHY**

### **GEOG 102 World Regional Geography (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course will familiarize students with the major regions of the world and their physical, cultural, economic, historical and political characteristics. A brief introduction to physical geography terms and concepts will be followed by an in-depth investigation of each of the earth's regions and the complex web of relationships among them. (FGB)

### **GEOG 328 Culture and Environment (3)**

Pre: GEOG 102 or HWST 107 or PACS 108 or HPST 304.

The course provides an introduction to cultural geography, the cultural landscape, and built environment. It focuses on the relationship between culture and the environment as reflected in the cultural landscape. Through this course students learn to "read" landscapes as text that represent and reproduce culture. This practical component will help students understand how our environment works to express collective values and meanings, and also to reproduce social relations. (Cross-list HPST 328) (DS)

### **GEOG 365 Geography of the Pacific (3)**

In this course, we will study the geography of the Pacific Islands or Oceania, a geographic realm that encompasses the regions of Melanesia, Micronesia, and Polynesia. Within this geographic realm, Hawai'i is an integral part being strategically located at the crossroads of cultural, social, economic, and political exchanges between the East and West and its Pacific Island neighbors. (Cross-list HPST 365) (DH)

### **GEOG -98 Selected Topics in Geography (v 1-6)**

Topics selected will be based on program relevancy and student interest. Course content will vary. May be repeated for credit.

**GEOG -99 Directed Reading and Research (v)**

Pre: Instructor approval.

Individual projects in various subjects. To be arranged with the instructor.

**GEOLOGY****GEOL 101 Dynamic Earth (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

The study of the natural physical environment with emphasis placed on the materials, surface features, structures, various erosional and depositional processes, the role of plate tectonics, and the effects of human use of the Earth and its resources. Prepares students for further studies in geology. (DP)

**GEOL 101L Dynamic Earth Laboratory (1)**

Pre: Completion of or concurrent enrollment in GEOL 101. Laboratory to accompany GEOL 101 Dynamic Earth. Reinforces major concepts from the study of the Earth, with emphasis placed on practical experiences with earth materials (minerals and rocks), examination of models of surface features (basic techniques of topographic and geologic mapping), application of virtual tools to study plate tectonics, and other hands-on activities. (DY)

**GEOL 122 Introduction to Earth Science (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course is designed for non-science majors and prospective elementary teachers. This course will aid students in developing meaningful and functional understanding of key earth systems and their interrelations. Topics of study will include, but are not limited to Geology, Earth History, Hydrology, Oceanography, Meteorology, and Astronomy. This course will also provide students with activities that facilitate insight into the nature of science as an intellectual activity and to help students develop more positive attitudes about science and increase their confidence in their ability to do science. (DP)

**GEOL 122L Introduction to Earth Science Lab (1)**

Coreq: GEOL 122.

Laboratory to accompany GEOL 122. This laboratory course will provide students with inquiry and hands-on activities designed to not only build on experiences in their lecture, but to facilitate insight into the nature of science as an intellectual activity as well as to help students develop more positive attitudes about science and increase their confidence in their ability to do science. The activities in this course will reinforce major concepts from the study of the Earth Sciences, including but not limited to observational Astronomy with emphasis

placed on Hawaiian Constellations, practical experiences within the study of Meteorology including measuring weather and modeling climate, first hand experiences with earth materials (minerals and rocks) as well as an examination of models of surface features including techniques of topographic and geologic mapping, the application of virtual tools to study plate tectonics, and other hands-on activities that will include, but are not limited to Earth History, Hydrology, and Oceanography. (DY)

**GEOL 130 Geological Hazards (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Introductory course covering the causes of, and effects from earthquakes, tsunamis, volcanic eruptions, landslides, rockfalls, and other natural geologic phenomena. (DP)

**GEOL 200 Geologic Inquiry (3)**

Pre: GEOL 101 or GEOL 101/GEOL 101L with a C or better grade.

This second course in Geology focuses on the study of the Earth's history, with emphasis placed on the concepts of geologic time, the role of plate tectonics, basic evolutionary processes, dominant land and marine species of the various geologic eras, relative and absolute age, and understanding the fundamental difference between science and pseudoscience. This course prepares students for further studies in geology. (DP)

**GEOL 200L Geologic Inquiry Lab (1)**

Pre: GEOL 101 or GEOL 101/GEOL 101L with a C or better grade.

Coreq: GEOL 200.

The Earth History lab is designed to provide some hands-on experience with topics related to Earth History. We will focus on some specific skills, such as interpreting geologic maps, identifying fossils, and understanding age relations based on understandings of relative and absolute age. (DY)

**GEOL 205 Geology of the Hawaiian Islands (3)**

Pre: Completion of or concurrent enrollment in both ENG 100 and MATH 103.

This course tells the story about how the Hawaiian Islands formed, provides an overview of the geology of the Hawaiian islands, and how the world's most active volcanoes work, starting with an introduction of geological topics relevant to Hawai'i.

**GEOL 300 Volcanology (3)**

Pre: GEOL 130 or GEOL 200 with a C or better; or instructor approval.

This course is about volcanic eruptions and their consequences.

Includes models for volcanic eruptions, including explosive eruptions and lava flows, monitoring of active volcanoes, evaluation and impacts of volcanic hazards, and mitigation of volcanic risk. Field trips may be included. This course is designed for students in Middle-Level and Secondary Science Education as well as students interested in taking further studies in geology.

### **GEOL 368 Planetary Science in the Classroom (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: GEOL 368L

This course is specifically designed for pre-service and in-service teachers. The objectives of this lecture course are to aid students in developing meaningful and functional understanding of key planetary science concepts (volcanism, impact cratering, remote sensing, etc.) and their interrelations through inquiry based, hands-on laboratory activities and investigations designed for use in K-12 classrooms; to provide students with open-ended problems solving environments that facilitate insight in the nature of science as an intellectual activity; to explore alternated conceptions of scientific phenomena; to help students develop more positive attitudes about science and increase their confidence in their ability to do science. (DP)

### **GEOL 368L Planetary Science in the Classroom Lab (1)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: GEOL 368..

This course is specifically designed for pre-service and in-service teachers. The objectives of this laboratory course are to aid students in developing meaningful and functional understanding of key planetary science concepts (volcanism, impact cratering, remote sensing, etc.) and their interrelations through inquiry based, hands-on laboratory activities and investigations designed for use in K-12 classrooms; to provide students with open-ended problems solving environments that facilitate insight in the nature of science as an intellectual activity; to explore alternated conceptions of scientific phenomena; to help students develop more positive attitudes about science and increase their confidence in their ability to do science. (DY)

## **HAWAIIAN**

### **HAW 101 Elementary Hawaiian I (4)**

This class is the introductory class in Hawaiian language. Students will begin to develop basic skills in speaking, writing, reading, and listening. Pronunciation, basic grammar, and increasing vocabulary are important elements of the class. Students will learn to have basic conversations, and they will learn how to write and read simple descriptive sentences. This

will be done through reading chapters in the book linked with classroom lectures, activities, drills, and reviews. The class will be taught within the context of Hawaiian culture and history.

### **HAW 102 Elementary Hawaiian II (4)**

Pre: HAW 101.

This class is the continuation of HAW 101 Elementary Hawaiian I. Students will continue to develop basic skills in speaking, writing, reading, and listening comprehension. Pronunciation, basic grammar, and increasing vocabulary are important elements of the class. Students will continue to learn basic conversation skills, and they will learn how to write and read more complex descriptive sentences. This will be done through reading chapters in the book linked with classroom lectures, activities, drills and reviews. The class will be taught within the context of Hawaiian culture and history.

### **HAW 121 Intro to Hawaiian Conversation (1)**

This is an introductory conversation course on Hawaiian language, in which students will learn pronunciation, basic conversation patterns, and vocabulary.

### **HAW 201 Intermediate Hawaiian I (4)**

Pre: HAW 102.

This class is the continuation of HAW 102. Students will continue to develop skills in speaking, writing, reading, and listening comprehension to an intermediate level, focusing on pronunciation, basic grammar, and vocabulary. Stories published in Hawaiian language newspapers and texts will be used as resource material, along with the introduction of videos and tapes of native speakers. The class will be taught within the context of Hawaiian culture and history.

### **HAW 202 Intermediate Hawaiian II (4)**

Pre: HAW 201.

This class is the continuation of HAW 201. Students will continue to develop skills in speaking, writing, reading and listening comprehension. Pronunciation, basic grammar, and increasing vocabulary are important elements of this class. Traditional stories published in Hawaiian language newspapers and texts will be used as resource material, along with videos and tapes of native speakers. The class will be taught within the context of Hawaiian culture and history.

### **HAW 301 Third-Level Hawaiian I (3)**

Pre: HAW 202.

This class is the continuation of HAW 202. Traditional stories published in Hawaiian language newspapers and texts will be used as resource material, along with videos and tapes of native speakers. This course is taught entirely in Hawaiian and within the context of Hawaiian culture and history.



**HAW 302 Third-Level Hawaiian II (3)**

Pre: HAW 301.

This class is the continuation of HAW 301. Students will continue to develop skills in speaking, writing, reading and listening comprehension. Pronunciation, basic grammar, and increasing vocabulary are important elements of this class. Traditional stories published in Hawaiian language newspapers and texts will be used as resource material, along with videos and tapes of native speakers. This course is taught in Hawaiian and within the context of Hawaiian culture and history.

**HAW 321 Kama`ilio Hawai'i (Conversational Hawaiian) (3)**

Pre: HAW 202 or instructor approval.

This course will focus on the systematic practice of various topics for control of spoken Hawaiian.

**HAW 401 Fourth-Level Hawaiian I (3)**

Pre: HAW 302 or instructor approval.

This course requires reading, writing, and discussion of advanced Hawaiian language texts and newspapers, as well as the transcribing and translation of native speaker recordings. This course is taught in Hawaiian and within the context of Hawaiian culture and history.

**HAW 402 Fourth-Level Hawaiian II (3)**

Pre: HAW 401 or instructor approval.

This course is a continuation of HAW 401. It requires reading, writing, and discussion of advanced Hawaiian language texts and newspapers, as well as the transcribing and translation of native speaker recordings. This course is taught in Hawaiian and within the context of Hawaiian culture and history.

**HAW -98 Selected Topics in Hawaiian (v 1-6)**

Topics selected will be based on program relevancy and student interest. Course content will vary. May be repeated for credit.

**HAW -99 Directed Reading and Research (v)**

Pre: Instructor approval.

Individual projects in various subjects. To be arranged with the instructor.

**HAWAIIAN STUDIES****HWST 107 Hawai'i: Center of the Pacific (3)**

This is a survey course exploring various themes in Hawaiian Studies, including origins, land use and tenure, historical perspectives, language, spirituality, art, and contemporary issues. Course will focus largely on Hawai'i as our home land/base, but will also include relevant information and discussion on similar issues throughout Polynesia and the Pacific. (DH)

**HWST -98 Selected Topics in Hawaiian (v 1-6)**

Topics selected will be based on program relevancy and student interest. Course content will vary. May be repeated for credit.

**HWST -99 Directed Reading and Research (v)**

Pre: Instructor approval.

Individual projects in various subjects. To be arranged with the instructor.

**HAWAIIAN-PACIFIC STUDIES****HPST 121 (alpha) Class Instruction I (2)**

Basic principles of performance; relevant problems in literature.

F: Beginning Slack Key Guitar; Z: Beginning Ukulele. Repeatable for credit up to four (4) credits per alpha. (Cross-list MUS 121F, MUS 121Z) (DA)

**HPST 210 Hawaiian Ways of Knowing in Education (3)**

Pre: ENG 100 and HWST 107; or instructor consent.

This course introduced concepts and methods related to Hawaiian ways of knowing, including Hawaiian epistemology, 'ike kapuna, cultural transmission and Hawaiian values. This course aims to build and sustain a community of learners interested in building a foundation for teaching through a Hawaiian lens in education, both in the schools and in community education programs. (Cross-list EDUC 210)

**HPST 211 Introduction to Hawaiian Ensemble (2)**

Pre: Able to play a guitar, ukulele or bass, and/or sing.

Performance of Hawaiian music for groups of various sizes at an introductory level. Exploration of basic principles of ensemble performance and relevant problems in the literature. Students learn to play while singing. Ability to read music not required. Repeatable up to 4 credits. (Cross-list MUS 211) (DA)

**HPST 212 Pa'a Ke Kahua: Hula Foundations (3)**

This is an introductory course on basic foundations of Hula (Hawaiian dance) that incorporates a survey of the history and literature of hula with the learning and performing of dances and chants. We will study hula in both its traditional and contemporary aspects. In this course, we will learn the feet movements that are foundational to hula, as well as several dances that represent the various aspects of hula that we will study.

**HPST 281 Education in the Pacific Islands (3)**

Pre: ENG 100 or instructor approval. Recommended: HWST 107 and/or PACS 108.

This course introduces concepts and methods related to educational processes, pedagogies, and systems in the Pacific Islands, including indigenous epistemologies,

cultural transmission, and their interactions with western schooling. This course emphasizes the development of oral communication skills through focused discussions and evaluations of readings on education in the Pacific Islands. (Cross-list EDEF 281)

### **HPST 284 History of the Hawaiian Islands (3)**

A survey of Hawai'i's history from Polynesian chiefdoms to Hawaiian Kingdom to American territory and state. (Cross-listed HIST 284) (DH)

### **HPST 288 Survey of Pacific Islands History (3)**

Survey of Pacific Islands history including early settlement, cultural contact, colonization, decolonization, and contemporary issues---with a focus on indigenous Pacific Islander and Native Hawaiian interpretations and experiences. (Cross-listed HIST 288) (DH)

### **HPST 304 Hawaiian-Pacific Traditions (3)**

This class provides an introductory, multi-disciplinary overview of the cultural traditions of the native peoples of the Pacific Islands and Hawai'i. The student will learn the location and physical nature of the major island groups. History and general cultural patterns from settlement to the present are reviewed - looking at various themes, issues, and case studies. The student will also receive introductory exposure to traditional and contemporary art, music, dance and literature. (DH)

### **HPST 311 Hawaiian Ensemble (2)**

Pre: Must be able to sing or play an instrument; instructor approval required.

Performance of Hawaiian music for groups of various sizes. Exploration of principles of ensemble performance, relevant problems in the literature, and analysis of mele composition. Ability to read music is not required. Repeatable up to 4 credits. (Cross-list MUS 311) (DA)

### **HPST 312 Kūnihi Ka Mauna: Hula Journeys (3)**

Pre: HAW 101, HWST 107, or prior hula experience with consent of instructor.

This course will incorporate the learning and performance of hula (Hawaiian dance) and oli (chant) with the study of origins, histories, literatures, and contemporary practices of hula.

### **HPST 327 Mālama 'Āina: Land-Based Literacies (var 1-3)**

Pre: HWST 107, HAW 102 or consent of instructor.

Study of traditional Hawaiian cultural practices through active engagement at various work sites, such as lo'i (wetland garden), loko i'a (fishponds), and in other 'āina (land) and kai (ocean) practices. These site visits will be supplemented with lectures and/or readings.

### **HPST 328 Culture and Environment (3)**

Pre: GEOG 102 or HWST 107 or PACS 108 or HPST 304.

The course provides an introduction to cultural geography, the cultural landscape, and built environment. It focuses on the relationship between culture and the environment as reflected in the cultural landscape. Through this course students learn to "read" landscapes as text that represent and reproduce culture. This practical component will help students understand how our environment works to express collective values and meanings, and also to reproduce social relations. (Cross-list GEOG 328) (DS)

### **HPST 342 Indigenous Peoples and Modernity (3)**

This course offers a comparative understanding of the growing importance of nations not represented by states - the indigenous peoples of the fourth world. Case studies will draw from the experience of Native Hawaiians, Native Americans, Australian Aborigines, and South African San (among others) to clarify struggles for cultural and political sovereignty, and the growing contribution of such earth-based societies to politics and cosmology beyond modernity. The goal will be to facilitate constructive discourse between indigenous peoples and the citizens of industrial nations. (Cross-list POLS 342)

### **HPST 345 Native Planters: Traditional Agriculture Systems of Hawai'i and the Pacific (3)**

Pre: ENG 200, upper division standing or permission of instructor.

This 3-unit lecture and field course provides an analysis of pre-and post-contact traditional food and farming systems of Hawai'i and the Pacific Islands. Drawing extensively from selected texts, peer-reviewed literature in the natural and social sciences, and the experiences of practitioners of traditional food ways in Hawai'i today, the course seeks to develop a deep understanding of the botany, horticulture, ecology and culture of indigenous natural resources management systems of Hawai'i and the Pacific. (Cross-list SCFS 345)

### **HPST 365 Geography of the Pacific (3)**

In this course, we will study the geography of the Pacific Islands or Oceania, a geographic realm that encompasses the regions of Melanesia, Micronesia, and Polynesia. Within this geographic realm, Hawai'i is an integral part being strategically located at the crossroads of cultural, social, economic, and political exchanges between the East and West and its Pacific Island neighbors. (Cross-list GEOG 365) (DH)

### **HPST 380 Field Archaeology: Pre-European Times (3)**

Students will learn the techniques of archaeological fieldwork with a focus on the archeology of pre-European and early post-European contact times in the Hawaiian Islands and the Pacific. Lectures cover the history and settlement patterns of the lands (ahupua'a) within the district (moku) in which the field site is located (based

on archaeology, oral history and archival information), site and artifact types, archaeological field techniques, lab analyses, historic preservation laws, and case studies. Hands-on fieldwork will occur at Native Hawaiian historic sites, primarily of pre-European age, and will include mapping and excavation. (Cross-list ANTH 380)

### **HPST 381 Hawai'i Politics (3)**

What are Hawai'i's most urgent problems? What are their roots? What are the solutions? Pre-contact Native Hawaiian "island politics" is used as a baseline for evaluating the last 200 years of Americanization. This course offers an in-depth understanding of the basic values, institutions, and practices of government in Hawai'i, setting up a conversation between indigenous (Native) Hawaiian, European, Asian and other Polynesian voices. The course focuses on economic policy, environmental issues, and democratic participation in decision-making. (Cross-list POLS 381) (DS)

### **HPST 384 Hawai'i from European Contact to the Overthrow (3)**

Pre: ENG 100.

Survey of the social, economic, and political history of the Islands from European contact to the overthrow of the Kingdom of Hawai'i. Emphasis is on the elements of change and continuity that have shaped the culture and history of the Islands. The contributions of the diverse ethnic groups will be stressed. (Cross-list HIST 384)

### **HPST 430 Contemporary Pacific: Globalization & Change (3)**

Pre: PACS 108, or HWST 107, or HPST 304 or HPST/GEOG 365.

Many of the processes happening elsewhere in the world directly affect the Pacific or Oceania despite the fact that the Pacific Islands are popularly envisioned as remote and isolated from these global activities. The course analyzes some critical issues facing Pacific Island societies today, as well as their responses to these processes. Chief among these, are discussions and debates about economic and cultural transformations induced by development and globalization.

### **HPST 437 Pacific Archaeology (3)**

This course investigates the origins of Pacific peoples and their settlement and adaptation to the islands in Melanesia, Micronesia, and Polynesia. Evidence will be drawn from archaeological sites, artifacts, languages, and oral traditions. (Cross-list ANTH/HIST 437) (DH)

### **HPST 440 Kānāwai Hawai'i: Native Hawaiian Law (3)**

Pre: HWST 107 or HPST 304.

This course will examine the ways in which Native Hawaiians have engaged with, and been engaged by, this thing known as "kānāwai" in Hawaiian and "law" in English. We will study traditional Hawaiian forms of law and also trace the evolution of

law in Hawai'i following American and European contact. The course will include an examination of the ways that international law, as well as US federal and state legislation and judicial decisions have affected and continue to affect Native Hawaiian identity, rights, and entitlements in the modern era. (Cross-list POLS 440)

### **HPST 450 Pacific Islanders Diaspora Experiences (3)**

Pre: HWST 107 or PACS 108 or HPST 304.

This interdisciplinary course is an overview of today's Pacific from the perspective of its native peoples and explores the complexities of Pacific Islander American experiences. We will examine the historical relationships between the USA and Pacific Island nations, Pacific Islander migrations to the Pacific Rim countries mainly the United States including Australia and New Zealand, as other important nations in the diaspora experience of Pacific Islanders. (DH)

### **HPST 456 Peoples of Hawai'i (3)**

An interdisciplinary course utilizing a variety of theoretical perspectives for examining the creation of Hawai'i's multi-ethnic culture and society. Topics include the foundation provided by the indigenous culture, changes wrought by cultural contacts, demographic changes, and social movements. (Cross-list SOC 456)

### **HPST 461 Traditional Art of Hawai'i (3)**

This class introduces students to different kinds of traditional arts in Hawai'i - kapa (bark cloth), mats, feather work, three-dimensional images, neck pendants, etc. For each type of art, lectures will review traditional examples with pictures and a discussion of manufacturing and styles. Current artists will visit the class and present basic information on art form manufacture and styles. Museum collections will also be visited. The goals of this class are: 1) to introduce students to different types of traditional arts in Hawai'i; 2) to introduce students to some of the current artists still practicing these arts; 3) to introduce students to some of the more public collections of traditional arts; and 4) to enable the student to research and learn more details about one type of art through a class research paper. (DH)

### **HPST 462 Traditional Art of the Pacific (3)**

This class looks at different kinds of arts in the regions of Polynesia and Micronesia within the Pacific. The focus is on traditional times - just prior to European contact into early post-contact times, roughly the 1700's to mid-1800's. Arts reviewed will include clothing (tapa bark-cloth, woven banana-fiber cloth, flax cloth); headdresses and ornaments of higher ranking people; house architecture, mats and containers (carved wooden boxes, plaited baskets) found within houses; three-dimensional carved religious and ancestral images; and weapons (carved spears, long clubs, hand clubs). For each type of art, lectures will discuss how they were used and made, and

describe different styles of art form. Current artists may visit the class and present basic information on art form manufacture and styles. Museum collections will also be visited. The goals of this class are: 1) to introduce students to different types of traditional art forms in Polynesia and Micronesia; 2) to introduce public collections of traditional arts; and 3) to enable the student to research and learn more details about one type of art through a class research paper. (DH)

### **HPST 471 Polynesia Before European Contact (3)**

This course is a detailed overview of Polynesian history from initial settlement to European contact, covering the spread of settlement through Polynesia and the histories of selected island groups. A multi-disciplinary approach to history is used, looking at oral historic, early historic, historical linguistic, and archaeological information. Among the islands usually studied are Tonga, Samoa, the Marquesas, the Tuamotus, Mangareva, Easter Island, the Society Islands (Tahiti), the Southern Cooks, Aotearoa (New Zealand), and the little known Chatham Islands. Among the subjects covered are the rise of the Tongan kingdom, the initial settlement of Eastern Polynesia from Samoa, the formation of stratified countries in Tahiti, Aotearoa's smaller societies with raiding and fortifications, and Easter Island's history with its large statues. The student will also get a more detailed knowledge of one island group through a research paper, learning basic research and writing methods. (Cross-list HIST 471) (DH)

### **HPST 476 Contemporary Literature of Hawai'i (3)**

Pre: ENG 100.

A study of writers who either came from, or have written about Hawai'i. This course may begin with 19th century "sojourner literature" and will emphasize the modern writers. (Cross-list ENG 476) (DL)

### **HPST 477 Polynesian and Micronesian Mythology (3)**

This class introduces students to a wide range of traditional oral literature from islands within Polynesia and Micronesia, the parts of the Pacific nearest to Hawai'i. The literature covers traditional time periods - stories common just before European Contact, from the late 1700's to the early 1800's. Literature includes tales of the different gods of these islands and the creation of the universe, the islands, and man; myths of the afterlife; stories of cultural heroes like Maui and Tahaki in Polynesia; stories of the arrival of settling groups headed by certain chiefs; and more factual oral historical accounts of pre-European rulers and chiefs and battles for political control. (Cross-list ENG 477) (DH)

### **HPST 478 Hawaiian Mythology II (3)**

This class is taught as a companion class to Hawaiian Mythology I (HPST 479). The class further introduces students to the range

of traditional Hawaiian oral literature. These include stories and prayers involving major and local gods, family 'aumakua (focusing on sharks), the Pele and Hi'iaka story, Kamapua'a (the 1860s Fornander Collection version), the Maui stories, accounts of voyaging to Kahiki, and the late period dynastic accounts of the rulers of the Kingdom of O'ahu. The cultural setting of these stories is discussed in the context of where they took place, and of Hawaiian culture and its changes. How these stories were recorded in the 1800s and changes in them, since then, are analyzed. The background of key collectors of oral stories is also reviewed. (Cross-list ENG 478) (DH)

### **HPST 479 Hawaiian Mythology I (3)**

This class is taught as a companion class to Hawaiian Mythology II (HPST 478). The class introduces students to the range of traditional Hawaiian oral literature. These include tales and prayers involving the gods, the creation of the islands and man, stories of menhune, Pele (her arrival, and the local stories of Hawai'i Island), Kamapua'a (the 1891 version), Ku'ula and 'Ai'ai, and the late period dynastic oral accounts of rulers of the Kingdom of Hawai'i. The cultural setting of these stories is discussed in the context of where they took place, and of Hawaiian culture and its changes. How these stories were recorded in the 1800s and changes in them, since then, are analyzed. The background of key collectors of oral stories is also reviewed. (Cross-list ENG 479) (DH)

### **HPST 480 Contemporary Literature of the Pacific (3)**

This course surveys the new emerging English literature by native South Pacific Islanders from 1960-1995. Emphasis on contemporary themes and issues in the novels, poetry, short stories, and essays from New Zealand, Papua New Guinea, Fiji and other areas. (Cross-list ENG 480)

### **HPST 482 Pacific Islands (3)**

European impact and native response on major island groups from exploration to annexation, independence, and trusteeship. (Cross-list HIST 482) (DH)

### **HPST 483 Archaeology of Hawai'i (3)**

This course will explore Hawaiian prehistory from the time of original settlement of the Islands until the arrival of Captain James Cook. Evidence will be gained from the investigation of archaeological sites, settlements, artifacts and other physical remains, and from recorded Hawaiian oral traditions. These data will be used to reconstruct ancient Hawaiian life, and ways to trace the development of Hawaiian society. (Cross-list ANTH/HIST 483) (DH)

### **HPST 488 Twentieth Century Hawai'i (3)**

Pre: ENG 100.

An examination of 20th century Hawai'i emphasizing social and



political developments. The formation of labor, the impact of World War II and the growth of the Democratic Party will be studied to understand the dynamics of contemporary Island life. (Cross-list HIST 488)

### **HPST 489 Political Conflict in the Pacific(3)**

Pre: GEOG 102 or HPST/GEOG 365.

This course examines historical, social, cultural, economic and political factors producing tension and conflict in Oceania, as well as ongoing attempts at conflict resolution. Topics covered may include colonial and political developments and post-colonial arrangements, socioeconomic issues, governance, indigenous and western legal forms. The course analyzes these issues from a multidisciplinary lens. Case studies will be used to examine the themes and will integrate indigenous perspectives from the region to give a holistic analysis of these issues. (Cross-list POLS 489)

### **HPST 490 Senior Practicum (3)**

Pre: Consent of instructor; and one class of upper division writing-intensive (WI) course work.

Students are provided an internship with an appropriate community agency. As an intern, the student is delegated the responsibility of developing a solution to a well-defined problem or is asked to complete a relevant task. Students report on the experience using their understanding of the field in which they are working and its relationship to the field of Hawaiian-Pacific Studies. Note: Students participating in practicum must sign UH West O'ahu's Assumption of Risk and Release form. This form must be completed prior to beginning this off-campus activity.

### **HPST 491 Senior Project (3)**

Pre: Consent of instructor; and one class of upper division writing-intensive (WI) course work.

With assistance from an advisor, students will complete a project based on original or library research related to a particular problem or issue in the field of Hawaiian-Pacific Studies. Students will share the results of this learning process with peers and will assist each other in refining communication skills, developing research and information retrieval techniques, and other research-related competencies.

### **HPST 495 (alpha) Research Methods (3)**

This class teaches students how to do research on Hawaiian-Pacific Studies topics (using primary sources and data) and how to present findings. Each course will focus on a specific research topic. Relevant basic sources and data and their location will be discussed, and the student will learn how to obtain information from these sources (e.g., notes, interviews, etc.). Students will conduct research on the class topic. Findings will be presented in oral and/or written formats. The course is taught primarily

in a seminar format, promoting student participation. Course content will vary with the research topic, discipline of focus, and instructor. A: Hawaiian & Polynesian Warfare. May be repeated for credit towards graduation with different focus/topics. (DH)

### **HPST -98 Selected Topics in Hawaiian-Pacific Studies (v 1-6)**

Topics selected will vary with program relevancy and student interests. May be repeated for credit.

### **HPST -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.

## **HEALTH**

### **HLTH 117 Survey of Health Professions (3)**

This course will explore the health profession from many different perspectives, including health professionals, health science, behavioral health, health organizations, certification and licensure, community and patient experience. The concept of professionalism and transdisciplinary teamwork will be introduced from the beginning of the course. Starting with the history and organization of the various entities that provide healthcare, the health policy concept of the "Iron Triangle" (Access, Cost and Quality) will be utilized as a framework for analysis throughout. Past, present and future demographic trends will be discussed to explain the shortage of healthcare workers and the proposed solutions. There will be site visits to various organizations that provide healthcare. Finally, current healthcare professionals, nurses and health science staff from different disciplines will provide guest presentations about the responsibilities, training requirements and share a typical day related to their specific job positions and will "talk story" about their journey of how they got to where they are today.

### **HLTH 120 Introduction to the Health Professions (1)**

This course introduces students to concepts of health and disease, health care systems, organizational structure and function of primary, tertiary, and community-based health facilities, health care ethics, and the health care team in individualized patient care.

### **HLTH 123 Introduction to Clinical Skills & Patient Care (3)**

This course examines the healthcare system from a historical, community and workforce perspective. OSHA and HIPPA training will be offered. Basic skills in first aid, CPR and patient care will be covered and practiced.

**HLTH 200 (alpha) Introduction to Hawaiian Health & Healing (1)**

Introduction to Native Hawaiian health issues and traditional healing practices. Students will learn core practices that make up a Hawaiian sense of wellness.

- A: Mo'olelo and Mahina (Stories and Moon Knowledge);
- B: 'Ike Maui Ola (Holistic Wellness. Coreq: A);
- C: Ho'oponopono (Healing through Communication. Coreq: A and B)

**HLTH 202 Healing Practices Across Cultures (1)**

This course is an exploration of healing practices in Hawaii and the world. Students will understand the purpose, function, and meaning of various health practices across cultures.

**HLTH 204 Introduction to Native Hawaiian and Indigenous Health & Healing (3)**

This course will explore health and healing practices of indigenous island people from a historical, economic, community, clinical and policy perspective. Through a combination of foundation lectures, guest speakers and site visits, students will be address the concept that health and healing is not just taking medicine, but is also determined by the interplay of health, food, community and culture.

**HLTH 205 Hawaiian Ways of Healing (3)**

Indigenous ways of knowing and being are vital to understand and implement for planetary healing. Here in the Islands, Hawaiian ways of knowing and being are thus vital to the health and healing of the original peoples of Hawai'i-nui-ākea. This course aims to expose students to three Hawaiian healing practices: ho'oponopono, lā'au lapa'au, and lomilomi. In this way new understandings can help families practice ancient ways connected to place, people, story and ancestral values hidden and unused in modern Hawai'i. The following trilogy of Hawaiian healing practices will be contextualized within kaulana mahina, moon understanding, found within context.

- Ho'oponopono: healing through ritualized communication through self and 'ohana;
- Lā'au lapa'au: helaing through ritualized use of native plants and intention; and
- Lomilomi: healing though ritualized touch and intention.

**HLTH 242 Medical Terminology (3)**

Pre: PHYL 142 and 142L.

This course develops students' understanding of the language of medicine from a body systems approach. Topics include word roots, prefixes, suffixes, and combining forms. Students also gain basic knowledge of diagnostic, laboratory, and surgical procedures.

**HLTH 243 Human Pathophysiology & Pharmacology (3)**

Pre: HLTH 242.

This course provides an overview of common disease states and conditions that impact each of the major body systems and the reproductive process. Topics include etiology, signs and symptoms, and prognoses of diseases and conditions. Pharmacological concepts including drug nomenclatures, sources of drugs, drug actions and dosage, and routes of administration are also explored.

**HLTH 300 Ho'oponopono: Novice Level (3)**

This course examines a Hawaiian practice for restoring harmony and balance among family members, in self, and in community from pre-historic times to its current use with families. Attention is on integrating the function and essence of ho'oponopono and social work with 21st century families at a ho'oponopono introductory level.

**HLTH 350 Biostatistics (3)**

Pre: MATH 135 or instructor consent.

An introduction to the fundamental concepts in biostatistics and how to apply these concepts for epidemiologic studies related to health science using statistical programming language. Topics covered include data collection; data analyses using descriptive statistics, probability distributions, hypothesis testing, t-tests, linear regression, and logistic regression; and interpretation of results.

**HLTH 395 Health and Wellness for Life (3)**

Pre: ENG 100; and sophomore standing.

This course is an introduction to topics pertaining to personal health and wellness. It is designed to provide the student with knowledge of current health problems. Emphasis will be placed on adaption of attitudes and practices to encourage healthful behavior, prevention of illness and disease, and promotion of wellness throughout the lifespan.

**HEALTH INFORMATION MANAGEMENT****HIM 201 Health Information Management Theory and Practice (3)**

Pre: ENG 100 or equivalent.

This course introduces students to the organization and structure of federal, state, and local healthcare delivery systems with international comparisons. Topics include healthcare regulation, content and structure of health records, records management, data governance, sources of data, data storage and retrieval, and legal and ethical principles in healthcare.

**HIM 203 Health Informatics & Information Systems (3)**

Pre: ENG 200 or equivalent.

This course introduces students to common healthcare information systems and technologies. Topics including information exchange, information standards, data security and integrity, strategic and contingency planning, and current and future trends in health information governance are explored in this course.

**HIM 304 Clinical Classification I: Basic Diagnosis Coding (3)**

Pre: HIM 201 and HLTH 243.

This course introduces students to the International Classification of Diseases, Tenth Revision, Clinical Modification (ICD-10-CM) manual. Topics include ICD-10-CM guidelines and conventions for symptoms, signs, and abnormal clinical and laboratory findings, diseases, conditions, and external causes of morbidity.

**HIM 305 Clinical Classification II: Basic Procedure Coding (3)**

Pre: HIM 304.

This course introduces students to the International Classification of Diseases, 10th Revision, Procedure Coding System (ICD-10-PCS) manual. Topics include ICD-10-CM/PCS guidelines and conventions for symptoms, signs, and abnormal clinical and laboratory findings, diseases, conditions, and external causes of morbidity.

**HIM 306 Operational Management of Health Information Services (3)**

Pre: HIM 201, 203, 304, and PUBA 477

This course provides students with a comprehensive understanding of management theories as they relate to HIM practice. Management concepts including leadership, planning, controlling, directing, teamwork, problem-solving, and decision-making are explored.

**HIM 309 Healthcare Statistics and Data Analytics (3)**

Pre: HIM 201, BUS 320, and PUBA 308.

This course emphasizes the role of HIM professionals in calculating and mining healthcare statistics for financial, research, data quality, and other purposes. Topics include hospital statistics, and morbidity, mortality, and other rates. Data analysis techniques including scrubbing, mapping, and predicting are also explored.

**HIM 403 Healthcare Insurance, Reimbursement, and Economics (3)**

Pre: HIM 304 and PUBA 477.

This course introduces students to the revenue cycle management process and reimbursement methodologies used in healthcare. It provides a deeper understanding of medical coding and the wider implication of this process in healthcare planning, financing, and

economics. Topics include healthcare vocabularies, nomenclatures, managed care models, and third-party payers in the U.S. with international comparisons.

**HIM 404 Clinical Classification III: Intermediate Coding (3)**

Pre: HIM 305 and HIM 403.

This course continues to develop students' understanding of ICD-10-CM coding guidelines. Students are also introduced to the CPT/HCPCS coding manual and the use of health information technologies (HIT's) in the coding process. Topics include ICD-10-CM/PCS and CPT/HCPCS guidelines for symptoms, signs, and abnormal clinical and laboratory findings, diseases, conditions, procedures, and external causes of morbidity.

**HIM 405 Clinical Classification IV: Advanced Coding (3)**

Pre: HIM 404.

This course explores advanced concepts in medical coding, insurance, and reimbursement from a management perspective. Topics include planning and staffing in the coding department, the use of HIT's in the revenue cycle management process, and coding compliance issues.

**HIM 406 Strategic Management of Health Information Services (3)**

Pre: HIM 306.

This course explores the strategic management of health information services. Topics include effective communication, employee motivation, and quality and performance improvement efforts. Concepts related to the governance of health information systems, and financial, project, and change management in the administration of health information services are also explored.

**HIM 408 HIM Cooperative Education (3)**

Pre: HIM 203, 305, 306, 309, and 403

This course provides students with the opportunity to perform functional HIM duties under the supervision of a preceptor in an inpatient, outpatient, or alternative care setting. Students integrate didactic knowledge and practical application of HIM operations while employing professional work ethics in a real-world setting.

**HIM 490 HIM Practicum and RHIA Exam Prep (4)**

Pre: Consent of instructor.

This course provides students with the opportunity to perform managerial HIM duties under the supervision of a preceptor in an inpatient, outpatient, or alternative care setting. Topics include career portfolio development and registered health information administrator (RHIA) exam preparation.

## HISTORY

### **HIST 151 World History to 1500 (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

A global and historical survey focusing on human societies and cross-cultural interactions to 1500 C.E. Includes historical narratives and global perspectives on human societies and cross-cultural interactions, and also ways to think about the past and use primary sources. (FGA)

### **HIST 152 World History since 1500 (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

A global and historical survey focusing on human societies and cross-cultural interactions since 1500 C.E. Includes historical narratives and global perspectives on human societies and cross-cultural interactions, and also ways to think about the past and use primary sources. (FGB)

### **HIST 231 European Civilization, 1500-1800 (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

This lower-division survey course examines a three hundred year interval known as the early modern period of European history. Topics include religious conflict, property and crime, gender and sexuality, scientific inquiry, witchcraft, overseas settlement, and the transatlantic slave trade. Through a combination of lectures, major historical problems, issues of interpretation and historical scholarship on the period, with an emphasis on developing skills in primary-source analysis and critical thinking. (DH)

### **HIST 232 Modern European Civilization (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This is a lower division survey course designed to provide an overview of the major historical events, developments, and modes of thoughts in Europe from the eighteenth century through the present. Through a combination of lectures and class discussions, students will be introduced to the major historical problems, issues of interpretation, and historical scholarship on the period, with an emphasis on developing skills in primary-source analysis and critical thinking. Topics to be addressed include the development of the nation and nationalism, scientific thought, industrialization and class conflict, imperialism, fascism, and communism, and a multitude of social struggles centered on gender, race and sexuality. (DH)

### **HIST 241 Civilizations of Asia (3)**

Pre: placement into ENG 100 or concurrent enrollment in ENG 100T.

This class is a survey of major civilizations of Asia from earliest times to 1500, and will cover East Asia, Southeast Asia, and South Asia. (DH)

### **HIST 243 Asia Cool: Modern Asia & Pop Culture (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This class will explore modern East Asian history through its popular culture, such as the anime and manga culture of Japan, the K-pop and TV dramas of South Korea, and the wuxia (Kung Fu) movies of China. We will also examine how popular culture reveals issues of gender, class and nationalism. (DH)

### **HIST 281 Introduction to American History I (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course provides a survey of the history of the United States from the beginnings of European explorations of North America to the close of the Civil War. We will cover, among other things, the European settlement of America, Native American responses to Europeans, the British colonies in North America, the American Revolution, the development of slavery, westward movement into Native American lands and the Civil War. (DH)

### **HIST 282 Introduction to American History II (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course provides a survey of the history of the United States from the end of the Civil War to the present. The subjects covered will include Reconstruction, industrialization, immigration, urbanization, populism and progressivism, imperialism, World War I, the 1920s, the Great Depression and the New Deal, World War II, post-war politics, Korea and the Cold War, Vietnam, the Civil Rights movement, the conservative reaction, and the new world of the 21st Century. (DH)

### **HIST 284 History of the Hawaiian Islands (3)**

A survey of Hawai'i's history from Polynesian chiefdoms to Hawaiian Kingdom to American territory and state. (Cross-listed HPST 284) (DH)

### **HIST 288 Survey of Pacific Islands History (3)**

Survey of Pacific Islands history including early settlement, cultural contact, colonization, decolonization, and contemporary issues with a focus on indigenous Pacific Islander and Native Hawaiian interpretations and experiences. (Cross-listed HPST 288) (DH)



**HIST 294 History of the Philippines (3)**

Traces developments in Philippine history and society from pre-colonial to contemporary times and explores ways in which the peoples of the Philippines embraced, resisted, or negotiated new modes of thought, behavior and social organization influenced by the Spanish, American, and Japanese regimes as well as the post-colonial global order. (DH)

**HIST 306 History of Southeast Asia (3)**

Pre: ENG 100.

This course will focus on the broad themes of regional unity and diversity in Southeast Asia, namely how local cultures adapted to religious, economic, political, and intellectual influences from outside the region. The course will study the history of the peoples of this region beginning with the classical maritime and mainland empires to the onset of Western colonialism and the rise of nationalistic resistance, and conclude with a study of postwar Southeast Asia.

**HIST 308 Science and the Modern Prospect (3)**

Examines the history, philosophy and politics of science. Studies of major ideas in the history of science and of contemporary perspectives on the methods, purpose, scope, and limits of science. Offers students an understanding of scientific thought and practice from a humanistic perspective. (Cross-list POLS 308)

**HIST 311 Chinese Culture (3)**

Pre: ENG 100.

A topical survey of Chinese civilization from its origins to the 17th century. Traces the major themes of Chinese civilization and assesses Chinese cultural contributions. Emphasis on philosophical, literary, and historical traditions. (DH)

**HIST 312 Modern China (3)**

Pre: ENG 100.

A historical survey of China from the 17th century to the present, placing major emphasis on political and social developments, especially in the 20th century. (DH)

**HIST 318 Asian American History (3)**

Pre: ENG 100.

This course will examine the experience of Asian immigrants and their citizen descendants in the United States, with an emphasis on Hawai'i. The groups covered include Chinese, Filipino, Japanese, Korean, South Asian, and Southeast Asian Americans. Topics include discussion of: 1) historical forces in the Asian countries and in the U.S. which shaped Asian immigration; 2) the development of ethnic communities; and 3) the struggle of Asians against American nativist feelings and discrimination. This course will also examine the broader question of how race is formed in America, and how racial categories affect our daily lives and the way we see the world. (DH)

**HIST 321 Japanese Culture (3)**

Pre: ENG 100.

Examines the major aesthetic themes in Japanese civilization; the development of the Zen ethic, and the emergence of the bushido or samurai spirit. Other currents such as the adaptation of foreign values to the Japanese setting and the recurrence of Japanese patterns will also be stressed. Surveys Japan's religious, philosophical, literary, and historical traditions. May be taken as CR/NC. (DH)

**HIST 322 Modern Japan (3)**

Pre: ENG 100.

A survey of Japanese history and culture from the 18th century with emphasis on developments in the 20th century. Considers topically major themes and issues of Japan's emergence to world prominence. May be taken as CR/NC. (DH)

**HIST 325 Asian Economies, Business & Consumers (3)**

Pre: ENG 100.

The world economy is undergoing a dramatic transformation with the rapid rise of China, and the global reach of the Japanese and South Korean economies. This course will look at the business, economies, and consumers of East Asia in a historical, cultural and business perspective. The period covered runs from pre-modern Asian economies in the 19th century through the 20th century, and especially focuses on post-WWII economic development. Students will also receive hands-on experience with Asian businesses via field trips and guest speakers. May be taken as CR/NC. (Cross-list BUSA 325) (DH)

**HIST 326 Japan Cool: Anime, Manga, and Film (3)**

Pre: ENG 100.

Learn about the world of Japanese anime, manga, and films, and how producers and audiences interact to create meaning in popular culture products. What can we learn about Japanese audiences from Japanese popular media culture? This class will focus on issues of gender, national identity, and race throughout modern Japanese history. (DH)

**HIST 328 Modern Korea (3)**

Pre: ENG 100.

This course is a historical survey of North and South Korea from the 17th century to the present, placing major emphasis on political and social developments in the 20th century. We will examine issues in the creation of modern North and South Korea and the rise of Korean nationalism, social and political changes, and issues faced by Koreans from a Japanese invasion, to a bloody inter-Korean war, to postwar reconstruction, to South Korea's emergence as an economic and cultural superpower and North Korea's standoff with the United States. May be taken as CR/NC. (DH)

**HIST 342 History of Economic Thought (3)**

Pre: ECON 130 and one of these 3 courses: ECON 131, HIST 151 or HIST 152.

This course introduces major western economic theorists and ideas since around the 1700s and considers the history of views on work, poverty, the market and government, and the relationship of those doctrines to society, philosophy, and public policy. (Cross-list ECON 342)

**HIST 350 History of Terrorism (3)**

Pre: ENG 100.

This course will explore outbreaks of terrorism in a variety of world regions and historical contexts, including the 19th century anarchists, Latin American guerrilla groups of the 1960s and 1970s, the Irish Republican Army, the German Red Army Faction, and contemporary Islamic extremists. We will consider the goals, strategies, and self-conceptions of would-be terrorists, as well as state counter-terror responses and the broader cultural impact of extended terror scares. (DH)

**HIST 354 History of Russia (3)**

A survey of the growth of civilization in Russia with major emphasis on the social and cultural life of the Russian people. At least one major Russian novel will be read along with historical works.

**HIST 361 U.S. Women's History (3)**

Pre: ENG 100.

Our understanding of the past is transformed when we consider it through women's experiences. This course surveys American history and examines the broad themes that have shaped women's lives in the United States from the colonial period to the present. Topics covered include the movement for suffrage, women reformers and activists, and women and wars. While tracing larger trends and identifying common experiences, we will also pay close attention to the specific experiences of individual women in order to shed light on the differences and divisions among them. (DH)

**HIST 363 20th Century U.S. Popular, Mass & Counter-Culture (3)**

Pre: ENG 100.

This course examines twentieth century U.S. culture through the lens of popular culture, mass culture, and counter cultures. The course will examine how political and social events and trends shaped these three and vice versa. The course will also examine how the industries behind these cultural productions, such as the Hollywood Studios and comic book distributors, and how the workings of these industries have affected the content being produced. Students will be exposed to a range of cultural artifacts during the course and will be provided with the opportunity and the tools needed to analyze these as from a historical perspective. (DH)

**HIST 364 World History through Music (3)**

Pre: ENG 100. This course uses music to study world historical themes such as migrations and diasporas, imperialism, resistance, and the environment. Through an examination of music that has been shared, adapted, and developed as a result of transnational relationships and events, the course allows for the study of large historical processes and the intimate ways they are experienced, shaped, and reacted to by people from around the world. (DH)

**HIST 366 Women in Oceania (3)**

Pre: ENG 100.

This course explores historical processes that have impacted the lives of indigenous women in Oceania, and women's engagements with those processes over time. Topics include orality, matrilineality, land and power, art and material culture, third gender identities, exoticism and eroticism, imperialism, world war, nuclear testing, decolonization, migration, and climate change. (DH)

**HIST 367 Women in World History (3)**

This course focuses on the contributions of women in world history and emphasizes the study of women and gender as a lens to examine world history. Topics covered include women's roles and experiences in the expansion of empire, resistance to imperialism, and revolutions, among others. (DH)

**HIST 369 K-Pop and J-Pop: Korean & Japanese Popular Music & Society (3)**

Pre: ENG 100.

This course examines modern Japan and Korea through a historical investigation of popular music such as chart-topping idols, boy and girl groups, as well as "traditional" Korean trot and Japanese enka. We will also look at the "Pop Pacific," where Japanese and Korean popular music, with heavy American influence, was created by cultural exchange through Japantowns and Koreatowns in the U.S, American bases in East Asia, TV, and the Internet. No musical knowledge is required for this course. (Cross-list MUS 369) (DH)

**HIST 370 U.S. Immigration History (3)**

This course explores the major frameworks, developments, and debates in U.S. immigration history with an emphasis on the early nineteenth century to the present. (DH)

**HIST 379 American Empire**

Pre: ENG 100.

This course examines the history of the United States as an empire from early settlement to the present day from the perspectives of both the empire and those colonized, dispossessed, and/or occupied by the United States. The course not only covers the actual imperial projects that literally shaped

the United States, but the cultural and intellectual traditions within the United States that shaped and were shaped by the growth of the empire. (DH)

### **HIST 384 Hawai'i from European Contact to the Overthrow (3)**

Pre: ENG 100.

Survey of the social, economic, and political history of the Islands from European contact to the overthrow of the Kingdom of Hawai'i. Emphasis is on the elements of change and continuity that have shaped the culture and history of the Islands. The contributions of the diverse ethnic groups will be stressed. (Cross-list HPST 384)

### **HIST 387 Crime and Corruption in Modern Hawai'i**

Pre: ENG 100.

This course examines corruption and crime in 20th Century Hawai'i, focusing on the interplay between power, race, culture, and land. Crime and corruption are by no means unique to Hawai'i, but our history has led to a unique set of conditions within which crime and corruption have developed. The course examines these conditions through incidents such as the Massie trial and the Broken Trust scandal, as well as through themes such as patronage. (DH)

### **HIST 393 U. S. Military History (3)**

A survey of American wars, warriors, and strategic thought from the Revolutionary War to Vietnam.

### **HIST 433 Middle Ages, 300-1300 A.D. (3)**

Pre: ENG 100.

Development of European civilization through the coalescence of the classical tradition, Christian religion, and Germanic society. Examines cultural, political, and intellectual advances that accompany the High Middle Ages. (DH)

### **HIST 437 Pacific Archaeology (3)**

This course investigates the origins of Pacific peoples and their settlement and adaptation to the islands in Melanesia, Micronesia, and Polynesia. Evidence will be drawn from archaeological sites, artifacts, languages, and oral traditions. (Cross-list ANTH/HPST 437) (DH)

### **HIST 443 Nazi Germany (3)**

Pre: ENG 100.

This course will examine the dramatic rise and fall of the Nazi movement in Germany, beginning with the turbulent political climate of the 1920s and moving through the Second World War. The course will place the Nazi party within a broader social context by looking at the political and cultural experimentation of the Weimar Period (1919-1933) and the National Socialist response to the challenges of modernity: the construction of a

utopian "racial state" and a German-dominated world order. We will study the structure of the Nazi state, the culture wars of the 1920s and 1930s, the significance of Hitler in the Third Reich, the march toward World War, and the Nazis' "war against Jews"--the Holocaust. (DH)

### **HIST 459 Europe Since 1945 (3)**

Pre: ENG 100.

This upper-division seminar will examine the major events and developments of postwar, Cold War, and contemporary Europe. Through a combination of mini-lectures and class discussions, we will explore a variety of historical problems, issues of interpretation, and historical scholarship on the period, with an emphasis on developing skills in critical thinking and understanding the origins of the challenges Europe and the world grapple with today. Topics include postwar reconstruction, decolonization, Stalinism and the Cold War, 1960s/70s radicalism, changing gender relations, and the influx of immigrants of non-European origin, who have helped to dramatically transform European national identities and popular culture. (DH)

### **HIST 466 U.S. in the Pacific (3)**

Pre: ENG 100.

This course examines American activities and relations in the Pacific Islands region including Hawai'i and the Philippines from the late eighteenth century to the present. Special attention is given to U.S. political, economic, and socio-cultural expansion in the region and indigenous encounters with and responses to various American encroachments. (DH)

### **HIST 469 The Cold War (3)**

Pre: ENG 100.

This course examines the history of the Cold War, combining political, economic, military, and cultural history. It includes not only the armed conflicts and military buildups commonly associated with the cold war, but also the ideological and cultural underpinnings of the war and its affect on societies and peoples around the globe. (DH)

### **HIST 470 Literature as History (3)**

Pre: ENG 100.

An examination of works whose popularity offers valuable insights into the historical periods in which they were written. The books will be studied for their cultural and historical importance as well as their literary merit. Among the works to be covered: F. Scott Fitzgerald, *The Great Gatsby*; Henry Adams, *Democracy*; John Steinbeck, *The Grapes of Wrath*. Taught primarily as a seminar. (Cross-list ENG 470)

### **HIST 471 Polynesia before European Contact (3)**

This course is a detailed overview of Polynesian history from

initial settlement to European contact, covering the spread of settlement through Polynesia and the histories of selected island groups. A multi-disciplinary approach to history is used, looking at oral historic, early historic, historical linguistic and archaeological information. Among the islands usually studied are Tonga, Samoa, the Marquesas, the Tuamotus, Mangareva, Easter Island, the Society Islands (Tahiti), the Southern Cooks, Aotearoa (New Zealand), and the little known Chatham Islands. Among the subjects covered are the rise of the Tongan kingdom, the initial settlement of Eastern Polynesia from Samoa, the formation of stratified countries in Tahiti, Aotearoa's smaller societies with raiding and fortifications, and Easter Island's history with its large statues. The student will also get a more detailed knowledge of one island group through a research paper, learning basic research and writing methods. (Cross-list HPST 471) (DH)

### **HIST 482 Pacific Islands (3)**

European impact and native response on major island groups from exploration to annexation, independence, and trusteeship. (Cross-list HPST 482) (DH)

### **HIST 483 Archaeology of Hawai'i (3)**

This course will explore Hawaiian prehistory from the time of original settlement of the Islands until the arrival of Captain James Cook. Evidence will be gained from the investigation of archaeological sites, settlements, artifacts and other physical remains, and from recorded Hawaiian oral traditions. These data will be used to reconstruct ancient Hawaiian life, and ways to trace the development of Hawaiian society. (Cross-list ANTH/HPST 483) (DH)

### **HIST 486 Marshall Islands Histories (3)**

This course uses a thematic approach to explore the people and histories of the Marshall Islands. Topics include Marshallese origins and historiography, Christian conversions, land issue, colonialism, nuclear testing, decolonization and the Compact of Free Association, migration and diaspora, identity, climate change, and contemporary arts and culture. (DH)

### **HIST 487 Hawai'i During World War II (3)**

Pre: ENG 100.

Owing to Hawai'i's role in the Second World War and the sudden intensification of American military activity, the lives of kama'aina were permanently altered, as the Hawaiian Islands became more deeply integrated into mainstream American culture and politics. Topics for discussion in this course include martial law, race relations, gender relations, the militarization of O'ahu, community mobilization, the internment of civilians, and the experience of Japanese American men who volunteered for the armed forces.

### **HIST 488 Twentieth Century Hawai'i (3)**

Pre: ENG 100.

An examination of 20th century Hawai'i emphasizing social and political developments. The formation of labor, the impact of World War II, and the growth of the Democratic Party will be studied to understand the dynamics of contemporary Island life. (Cross-list HPST 488)

### **HIST 490 Senior Practicum (3)**

Pre: Consent of instructor; and one class of upper division writing-intensive (WI) course work.

Students are provided an internship with an appropriate community agency. As an intern, the student is delegated the responsibility of developing a solution to a well-defined problem or is asked to complete a relevant task. Students report on the experience using their understanding of the field in which they are working. Note: Students participating in practicum must sign the UH West O'ahu Assumption of Risk and Release form. This form must be completed prior to beginning this off-campus activity.

### **HIST 491 Senior Project (3)**

Pre: Consent of instructor; and one class of upper division writing-intensive (WI) course work.

With assistance from an advisor, students will complete a project based on original or library research related to a particular problem or issue in the chosen field of study. Students will share the results of this learning process with peers and will assist each other in refining communication skills, developing research and information retrieval techniques, and other research-related competencies.

### **HIST -98 Selected Topics in History (v 1-6)**

Topics selected will be based on program relevancy and student interest. Course content will vary. May be repeated for credit.

### **HIST -99 Directed Reading and Research (v)**

Pre: Instructor approval.

Individual projects in various fields. To be arranged with the instructor.

## **HOSPITALITY & TOURISM**

### **HOST 101 Introduction to Tourism (3)**

This course gives an overview of hospitality and tourism industry, including the traveling public, tourism promoters, suppliers and the tourism environment. Topics include the government tourism agencies, understanding the different aspects and perspectives of tourism and looking at current issues and trends in the travel industry. This course provides a global as well as local outlook of the hospitality and tourism industry. (DS)



**HOST 313 Foodservice Management (3)**

Pre: ENG 200.

Foodservice Management covers a practical overview of foodservice operations and business principles in the areas of food safety, human resources, finance, equipment, design, and marketing. Students will learn the managerial aspects of running a food service organization and gain an understanding of issues and current trends within the industry.

**HOST 314 Lodging Operations Management (3)**

Pre: HOST 101 or instructor approval.

Lodging Operations Management provides an overview of hotel operations from the perspective of the general manager for a full service, mid-range hotel including Human Resources; Controller; The Front Office; Housekeeping; Food and Beverage; Safety and Property Security; Sales and Marketing; Accounting; and Facility Engineering and Maintenance. Concepts and procedures can be applied to new lodging opportunities from personal vacation rentals to large, luxury properties globally as well as locally.

**HUMANITIES****HUM 300 Humanities Seminar (3)**

The Humanities Seminar further emphasizes the multi-disciplinary perspectives important in Humanities. Each Humanities faculty member will give at least one lecture on their teaching and research interests, which will illustrate to students how the different disciplines contribute to an understanding of the Humanities.

**HUM 491 Community-Based Education and Service Learning (v 1-3)**

This course helps to fulfill UH West O'ahu's mission for development of public service activities. Each semester the course will focus on one or more of the following activities: tutoring and/or mentoring immigrant students and/or their parents; working with community resource people; conducting research on Hawai'i's multi-cultural communities and issues of importance to them; participating in workshops that will provide appropriate background and training for these activities. Requirements: 8 hours per week (on-site, workshops, etc.). (Cross-list SSCI 491)

Note: This course can also be used as a senior practicum site, with the approval of the student's Faculty Advisor. Students participating in off-campus service learning or practicum activities must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to the instructor prior to beginning this off-campus activity.

**HUM -98 Selected Topics in Humanities (v 1-6)**

Topics will vary with student interest and relevancy to the program. May be repeated for credit.

**HUM -99 Directed Reading and Research (v)**

Pre: Instructor approval.

Individual projects in various fields. To be arranged with the instructor.

**ILOKANO****ILO 100 Introduction to Ilokano Art, Culture and Language (3)**

The course will take a journey to the northernmost islands of Batanes, the Cordillera highlands, the central plains of Luzon, the Queen City of the south, and the bustling cities outside of the Philippines to peer into multi-cultural practices of the Amianan people. This class introduces Amianan culture to students through its indigenous and modern art forms and also beginning conversational skills without necessarily obtaining mastery of the language. Students will be introduced to the practice of Amianan arts, along with cultural information and an introduction to the fundamentals of the Ilokano language. This course can serve as an introduction for students who wish to continue their studies of the language to ILO 101. May be taken as CR/NC. (DA)

**ILO 101 Beginning Ilokano (4)**

This is an introductory course in Ilokano language that aims to increase the reading comprehension of students and develop their linguistic skills in Ilokano, which will ultimately lead to communicative proficiency. Since culture is closely related to the study of language, this course will also provide students with the means to integrate their previous language learning and experiences in promoting their cultural appreciation and critical awareness of the target culture. Students are expected to demonstrate and showcase learned skills, both in written and oral forms.

**ILO 102 Beginning Ilokano II (4)**

Pre: ILO 101 or instructor consent.

This is an introductory course in Ilokano language that aims to increase the reading comprehension of students and develop their linguistic skills in Ilokano, which will ultimately lead to communicative proficiency. Since culture is closely related to the study of language, this course will also provide students with the means to integrate their previous language learning and experiences in promoting their cultural appreciation and critical awareness of the target culture. Students are expected to demonstrate and showcase learned skills, both in written and oral formats.

**ILO 186 (alpha) Introduction to Ilokano Art, Culture and Language (3)**

The course will take a journey to the northernmost islands of Batanes, the Cordillera highlands, the central plains of Luzon, the Queen City of the south, and the bustling cities outside of the Philippines to peer into multi-cultural practices of the Amianan people. This class introduces Amianan culture to students through its indigenous and modern art forms and also beginning conversational skills without necessarily obtaining mastery of the language. Students will be introduced to the practice of Amianan arts, along with cultural information and an introduction to the fundamentals of the Ilokano language. This course can serve as an introduction for students who wish to continue their studies of the language to ILO 101. May be taken as CR/NC.

**ILO 201 Intermediate Ilokano I (4)**

Pre: Ilokano 102 or equivalent

This course aims to increase the reading comprehension of students and to develop their different linguistic skills in Ilokano, which will ultimately lead to communicative proficiency. Since culture is closely linked to the study of language, this course will also provide students the means to integrate their previous language learning and experiences in promoting their cultural appreciation and critical awareness on the target culture. Students are expected to demonstrate/showcase learned skills, both in written and oral formats. May be taken as CR/NC.

**INFORMATION & COMPUTER SCIENCE****ICS 101 Digital Tools for the Information World (3)**

Fundamental information technology concepts and computing terminology, productivity software for problem solving, computer technology trends and impact on individuals and society. Emphasizes the utilization of operating systems and the production of professional documents, spreadsheets, presentations, databases, and web pages. Keyboarding experience and qualification for ENG100 and MATH103 are recommended prior to taking this course.

**ICS 111 Introduction to Computer Science I (3)**

Pre: ICS101 or equivalent, all with a grade of C or better, or consent of instructor.

An overview of the fundamentals of computer science emphasizing problem solving, algorithm development, implementation, and debugging/testing using an object-oriented programming language is covered.

**ICS 129 Introduction to Databases (3)**

Pre: MATH 103 or equivalent.

This course covers the fundamental concepts in database technology, including storage structures, access methods, recovery, concurrency and integrity. The relational model and its implementation will be covered in depth together with an overview of SQL and its role in application development. The course will also present an overview of database administration, including modeling and design activities. A substantial part of the course involves the development of an understanding of database concepts.

**ICS 184 Network Fundamentals (3)**

Pre: ICS 101 or ICS 111.

Introduces the student to the concepts of data communications, telecommunications, and networking. It provides a conceptual view of networking and will bring together the acronyms, protocols, and components used in today's networks. It is designed to specifically provide the student with a practical and comprehensive working knowledge of networking.

**ICS 211 Introduction to Computer Science II (3)**

Pre: ICS 111 with a grade of "B" or higher, or instructor consent.

Reinforce and strengthen problem-solving skills using abstract data types and introduce software development practices. Emphasize the use of searching and sorting algorithms and their complexity, recursion, object-oriented programming, and data structures.

**ICS 240 Operating Systems (3)**

Pre: ICS 111 with a grade of C or better or instructor approval.

This course introduces students to various aspects of Operating Systems. This course examines and explores the structure, basic functionality, administration, troubleshooting, and installation of operating systems and related applications. Advanced topics include scripting, operating system security, maintenance and services.

**INFORMATION SECURITY & ASSURANCE****ISA 275 Security Essentials (3)**

Pre: ICS 101, ICS 111, and ICS 184/ITS 124.

This course will provide the student with an introduction to the basics of information security. Topics include risk identification and mitigation; security controls used to maintain confidentiality, integrity and availability; and the identification of appropriate technologies and products used to secure an information system. Awareness of applicable policies, laws and regulations, infrastructure, application, and information security are also discussed in this course.

**ISA 305 Information Systems Security (3)**

Pre: ICS 184 or ITS 142.

This course introduces the fundamental concepts of security as applied to information systems. Topics include developing security policies, host-based security, network security, security software tools, layered security and the use of security devices on the network such as firewalls and packet filters. Intrusion detection, incident handling, and legal, ethical, and professional issues are also covered.

**ISA 320 Fundamentals of Secure Software Programming (3)**

Pre: ICS 111 or equivalent.

This course primarily focuses on security throughout the software development lifecycle. This means knowing and understanding common risks (including implementation bugs and architectural flaws), designing for security, and subjecting software artifacts to thorough, objective risk analyses and testing.

**ISA 330 Introduction to Proactive System Security (3)**

Pre: ICS 184 or CENT 275 or ITS 142.

This course introduces students to how hackers attack computers and networks and how to protect against these attacks. This is a hands-on learning course where students will be exposed to and perform many of the various types of attacks in order to understand how to defend against them. Legal implications and ethical issues will also be addressed.

**ISA 340 Introduction to Digital Forensics (3)**

Pre: ICS 184 or CENT 275 or ITS 142.

This course is designed to provide the students with a good understanding on the field of digital forensics. The course will focus on the field of Digital Forensics including legal and investigative viewpoints. Forensic analysis and digital evidence over a wide range of technologies (like Networks, mobile devices, and Windows, Linux, Mac and embedded systems) will be reviewed.

**ISA 360 Cyber Competitions (3)**

Pre: ISA 330.

Cybersecurity competitions provide students with virtual training grounds to develop, practice, and validate cybersecurity knowledge and skills learned through the Information Security and Assurance (ISA) curriculum. Both individual and team competitions provide students with a unique opportunity to both research and execute offensive and defense cyber operations. Cybersecurity competitions are supported by academia, industry and government organizations to promote cyber workforce development. This course provides students the opportunity to research major topics in cybersecurity, present findings to their peers, and actively participate individually and as a team.

**ISA 395 (alpha) Internship Experience (v 1-3)**

This is a field exercise course that does not fulfill the capstone requirement for Business Administration majors. Students are provided internships in either business, education, or government. Students report on their experience using their understanding of administrative theory and practice. Note: Students must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to the instructor prior to beginning any off-campus activity.

**ISA 400 Management of Information Security (3)**

Pre: ISA 330 or CENT 275 or CENT 305.

This course primarily focuses on the managerial aspects of information security, such as access control models, information security governance, and information security program assessment and metrics. Coverage on the foundational and technical components of information security is included to reinforce key concepts.

**ISA 430 Cybersecurity for Supervisory Control and Data Acquisition (SCADA) (3)**

Pre: ICS 111 and ISA 330.

Cybersecurity for Supervisory Control and Data Acquisition (SCADA) systems explores the fundamentals of SCADA network architecture and associated communication protocols. Topics covered include Industrial Control Systems (ICS), embedded systems, and hardware/firmware security.

**ISA 450 Modern Cyber Conflicts (3)**

Pre: ISA 330 or CENT 275.

This course explores the battlefields, participants, tools and techniques used in modern cyber conflicts. An overview of how cyber conflicts are carried out, how they will change in the future, and how to detect and defend against espionage (like hactivism, insider threats, and non-state actors like organized criminals and terrorists) will be accomplished.

**ISA 480 (alpha) Topics in Information Security and Assurance (3)**

Pre: ISA 330 and ISA 340.

Topics will vary with program relevancy and student interest. May be repeated for credit with a different alpha. C) Communications; D) Digital Forensics; E) Electronics; G) Global Cyber Issues; I) Cyber Investigations; P) Programming; R) Cyber Detection and Response; V) Vulnerability Analysis.

## INFORMATION TECHNOLOGY

### ITS 410 IT Project Management (3)

Pre: 300-level CENT, ISA, or ITS course.

This course exposes the student to and provides the opportunity for students to practice the application and integration of the project management body of knowledge (PMBOK) areas to managing information technology (IT) projects. The primary focus of this course is on project management principles associated with managing an IT project's goal, scope, schedule, and budget. Some additional topics that will be covered include quality, risk and knowledge management as well as software tools that support the activities associated with project management. (Cross-list BUSA 410)

## JAPANESE

### JPNS 100 Introduction to Japanese Art, Culture and Language (3)

This course introduces Japanese culture to students through its traditional and modern art forms and beginning conversational skills. Students will be introduced to the practice of Japanese arts, along with cultural information and the fundamentals of the Japanese language. This course can serve as an introduction for students who wish to continue their studies of the language. May be taken as CR/NC. (DA)

### JPNS 101 Elementary Japanese I (4)

Pre: Instructor consent.

This course is the first half of an elementary course on spoken and written Japanese designed for beginning student.

### JPNS 102 Elementary Japanese II (4)

Pre: JPNS 101 or instructor consent.

This course is the second half of an elementary course on spoken and written Japanese designed for beginning students. Continuation of JPNS 101.

### JPNS 121 Beginning Practical Japanese I (3)

This fun and practical course helps beginners develop their communicative skills in Japanese. With dialogues on everyday-life situations, students will learn how to use Japanese effectively and creatively at a beginner level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations and functions of real-life. Good for students who would like to have basic conversation

with native speakers of Japanese at home, restaurants, stores, or hotels or who would like to travel to Japan. This course may be taken as CR/NC.

### JPNS 122 Practical Japanese for Beginners II (3)

Pre: JPNS 121, JPNS 101 or instructor's permission

This fun and practical course is the second in the elementary beginner's class to help helps students develop their communicative skills in Japanese. With dialogues on everyday-life situations, students will learn how to use Japanese effectively and creatively at a beginner level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations and functions of real-life. Good for students who would like to have basic conversation with native speakers of Japanese at home, restaurants, stores, or hotels or who would like to travel to Japan. This course may be taken as CR/NC.

### JPNS 186 (alpha) Topics in Spoken Japanese (1)

A hands-on course focuses on spoken Japanese language skills for immediate use in a specific situation such as work, travel, or hobbies. This course introduces authentic vocabulary and expressions that true beginners can use in a specific real-life situation. Students will be able to use memorized fixed expressions appropriately while developing a basic understanding of grammar. Listening and speaking will be mainly emphasized with a simple introduction of reading and writing. Topics may include: B: travel; C: cooking; D: customer service; E: Arts. No previous Japanese language experience is necessary. Course may be repeated with a different alpha for a maximum of four credits. May be taken for CR/NC.

### JPNS 201 Intermediate Japanese I (4)

Pre: JPNS 102 or instructor consent.

Listening, speaking, reading, writing, grammar. Continuation of JPNS 102.

### JPNS 202 Intermediate Japanese II (4)

Pre: JPNS 201 or instructor consent.

Listening, speaking, reading, writing, grammar. Continuation of JPNS 201.

### JPNS 221 Practical Japanese for Intermediates I (3)

Pre: JPNS 102, 122 or instructor's permission.

This practical course is the first in the intermediate series to help students develop their communicative skills in Japanese. With dialogues on everyday-life situations, students will learn how to use Japanese effectively and creatively at an intermediate level with knowledge of basic grammar. This course covers



essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations. Good for students who would like to have conversation with native speakers of Japanese about hobbies, employment, information, experience, etc. in a daily life or at work. May be taken as CR/NC.

### **JPNS 222 Intermediate Practical Japanese II (3)**

Pre: JPNS 201, 221 or instructor's permission.

This practical course is the second in the intermediate series to help students develop their communicative skills in Japanese. With dialogues on everyday-life situations, students will learn how to use Japanese effectively and creatively at an intermediate level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations. Good for students who would like to have conversation with native speakers of Japanese about incidents and accidents, personal opinions and feelings, Japanese culture and tourist sites, or who would like to visit or live in Japan. May be taken as CR/NC.

### **JPNS 331 Japanese Reading Comprehension (1)**

Pre: JPNS 201, 221 or instructor permission.

This class develops students' reading comprehension and literary skills in reading Japanese texts such as newspapers, magazines, comics or professional books (like tourist guide-books). Topics include student-selected, faculty guided reading of Japanese texts, and communicating about the text to demonstrate comprehension. May be taken as CR/NC. Repeatable for up to three credits.

### **JPNS 495 Japanese Language Internship Training (1)**

Pre: JPNS 202 or equivalent, or instructor consent.

This course will serve as preparation for an entry level internship at companies that use Japanese language. It will involve intensive language and culture training with a focus on spoken Japanese. Upon successful completion, students can do an internship in the remaining 12 weeks of class with companies that have agreed to host an internship with UH West O'ahu Japanese language students. Students may also independently set up their own internship at a company of their choice. A dress code and behavior code will be required for all student participants.

## **KOREAN**

### **KOR 100 Introduction to Korean Art, Culture and Language (3)**

This class introduces Korean culture to students through its traditional and modern art forms and also beginning conversational skills without necessarily obtaining mastery of the language. This course can serve as an introduction for students who wish to continue their studies of the language to KOR 101. May be taken as CR/NC. (DA)

### **KOR 101 Elementary Korean I (4)**

This is the first half of the elementary course on spoken and written Korean, and is designed to teach the fundamentals of the language and the culture of modern Korea. Emphasis is placed on the development of listening, speaking, reading and writing skills.

### **KOR 102 Elementary Korean II (4)**

Pre: KOR 101, two years of high school Korean, or instructor's consent.

This is the second half of the elementary course on spoken and written Korean, and is designed to teach the fundamentals of the language and the culture of modern Korea. Emphasis is placed on the development of listening, speaking, reading and writing skills.

### **KOR 121 Beginning Practical Korean I (3)**

This practical course introduces beginners to the foundational communicative skills in Korean. With dialogues on everyday-life situations, students will learn how to use Korean effectively and creatively at an absolute beginner level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations and functions of real-life. Good for students who would like to learn basic conversational phrases for use Korean at home, restaurants, or stores, or students who would like to travel to Korea. May be taken as CR/NC.

### **KOR 122 Beginning Practical Korean II (3)**

PRE: KOR 101, 121 or instructor permission

This fun and practical course helps beginners develop their communicative skills in Korean. With dialogues on everyday-life situations, students will learn how to use Korean effectively and creatively at a beginner level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations and functions of real-life. Good for students

who would like to have basic conversation with native speakers of Korean at home, restaurants, stores, or hotels or who would like to travel to Korea. May be taken as CR/NC.

### **KOR 186 (alpha) Topics in Spoken Korean (1)**

A hands-on course that focuses on spoken Korean language skills for immediate use in a specific situation such as work, travel, or hobbies. This course introduces authentic vocabulary and expressions that true beginners can use in a specific real-life situation. Students will be able to use memorized fixed expressions appropriately while developing a basic understanding of grammar. Listening and speaking will be mainly emphasized with a simple introduction of reading and writing. Topics may include: B: travel; C: cooking; D: customer service; E: arts. No previous Korean experience is necessary. Course may be repeated with a different alpha for a maximum of four credits. May be taken as CR/NC.

### **KOR 201 Intermediate Korean I (4)**

Pre: KOR 102 or instructor consent.

Listening, speaking, reading, writing and grammar.

Continuation of KOR 102.

### **KOR 202 Intermediate Korean II (4)**

Pre: KOR 201 or instructor approval. This is a continuation of the KOR 201 Intermediate Korean I course. It covers all four language skills at the low-intermediate level in Korean: listening, speaking, reading, and writing. Vocabulary and grammar are also emphasized. May be taken as CR/NC.

### **KOR 221 Intermediate Practical Korean I (3)**

Pre: KOR 102, 122 or instructor's permission.

This practical course is the first in the intermediate series to help students develop their communicative skills in Korean. With dialogues on everyday-life situations, students will learn how to use Korean effectively and creatively at an intermediate level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations. Good for students who would like to have conversation with native speakers of Korean about hobbies, employment, information, experience, etc. in a daily life or at work. May be taken as CR/NC.

### **KOR 222 Intermediate Practical Korean II (3)**

Pre: KOR 201, KOR 221 or instructor's permission.

This practical course is the second in the intermediate series to help students develop their communicative skills in Korean. With dialogues on everyday-life situations, students

will learn how to use Korean effectively and creatively at an intermediate level with knowledge of basic grammar. This course covers essential vocabulary and simple expressions of themes related to daily life such as greetings, ordering food, shopping, daily activities, providing directions, making a phone call, etc. Real-life tasks and interactive role-plays will enable students to acquire grammar and expressions and apply it to everyday situations. Good for students who would like to have conversation with native speakers of Korean about incidents and accidents, personal opinions and feelings, Korean culture and touristic places or who would like to visit Korea or live in Korea. May be taken as CR/NC.

## **LABOR STUDIES**

### **LBST 100 Introduction to Labor Studies (3)**

This is a survey course providing the basic concepts, theories, and skills for analyzing labor in society, and the conditions of work from a labor perspective.

### **LBST 200 Hawai'i Labor History: Media & Film (3)**

Hawai'i Labor History, and the social, political, economic, and cultural effects of media are examined to understand their impact on perspectives of organized labor.

## **MANAGEMENT**

### **MGT 301 Business Ethics (3)**

This course explore a wide range of ethical issues in all areas of business to which employees are exposed and focuses on moral reasoning in business, moral issues within the corporation, and ethics in international business. The course also gives students a comprehensive review of ethics and the knowledge to recognize ethical dilemmas and resolve them through active deliberation and sound decision making in the new millennium. (ETH)

### **MGT 310 Principles of Management (3)**

This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.

**MGT 320 Fundamentals of Entrepreneurship & Small Business Management (3)**

Pre: MGT 310 or PUBA 303.

This course will provide students with the knowledge and tools they need to launch a business so that it has the greatest chance of success. The course also addresses the unique entrepreneurial experience of conceiving, evaluating, creating, managing, and potentially selling a business.

**MGT 322 Leadership in Organizations (3)**

Pre: MGT 310.

This course examines organizational leadership in the context of managing continuous change. Topics include models and theories of leadership, leading organizational culture, power and influence, theories and applications of change management, and leading innovation and organizational learning.

**MGT 325 Operations Management (3)**

Pre: MGT 310.

This course depicts how operations managers analyze processes ensure quality, create value, and manage the flow of information regarding products and services. An increased emphasis is placed on supply chain management, designing and managing operations.

**MGT 330 Human Resource Management (3)**

Pre: MGT 310.

This course will address authoritative and accurate information on Human Resource related responsibilities and personnel management by focusing on practical applications, concepts, and techniques that all managers can use in business.

**MGT 341 Behavior in Organizations (3)**

Pre: MGT 310.

This course in organizational behavior encompasses the study of individual and group behavior in organizational settings. Managing organizational behavior challenges individual and group behavior in organizational settings. Managing organizational behavior challenges individuals to understand and embrace human processes, group dynamics, elements of influence and power, and organizational processes.

**MGT 343 Comparative Management: US & Japan (3)**

Pre: MGT 310.

Similarities and differences in managers, in process of management, and in relevant environmental constraints in Japan and the U.S.

**MGT 350 Managing Change in Organizations (3)**

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

This course will focus on the issues of implementing change

in organizations. The topics will include understanding organizational theory and design, culture and the recent leadership techniques to implement a successful change strategy. (Cross-list BUSA 350)

**MGT370 Global External Environment (3)**

Pre: ENG 100 or concurrent enrollment in ENG 100T.

This course will examine the impact of the non-business environment (country and political risk) on foreign direct investment and international trade decisions. Students will learn to assess the impact of ethnic tensions, terrorism, political instability, corruption, and other risk factors on business operations. An emphasis will be placed on understanding the relationship between socioeconomic factors and global business. (Cross-list BUSA 370)

**MATHEMATICS****MATH 100 (alpha) Survey of Mathematics (3)**

Pre: Grade of "C" or better in MATH 25, or MATH 82, or equivalent within the past two years; placement into MATH 100; or consent of instructor.

This course covers selected mathematical topics in an effort to acquaint students with examples of mathematical reasoning. Upon successful completion of the course, students should be able to: model applied problems symbolically and perform manipulations on the symbols within an appropriate mathematical or logical formal system; distinguish between a rigorous proof and a conjecture; author an elementary proof; apply formal rules or algorithms to solve numeric, symbolic, graphical and/or applied problems; and assess the reasonableness of, then appropriately communicate, the solutions to problems. Math 100 is not intended as, and does not qualify as, a prerequisite for advanced mathematics courses. H: Through Hōkūle'a. (FS, FQ)

**MATH 103 College Algebra (3)**

Pre: Grade of "C" or better in Math 25, or MATH 82, or equivalent within the past two years; placement into MATH 103.

This course follows the elementary algebra sequence and will prepare students for pre-calculus, statistics, or other courses requiring algebraic, geometric or symbolic thinking and deduction. Students will apply algebraic and geometric techniques to solve problems, including simplifying, factoring, and/or solving radical expressions; linear, quadratic, absolute value, and literal equations; and working with inequalities, complex numbers, quadratic systems, logarithms, and introductory functions and graphs. (FS, FQ)

**MATH 103L College Algebra Lab (2)**

Coreq: MATH 103M.

This lab provides in-depth guidance in problem solving, as well as instruction in collaborating with others and developing skills to communicate mathematical ideas.

**MATH 103M College Algebra with Tutorial (3)**

Pre: Grade of "C" or better in Math 24, or placement into MATH 82 or 103.

Coreq: MATH 103L.

This course follows the elementary algebra I and will prepare students for pre-calculus, statistics, or other courses requiring algebraic, geometric techniques to solve problems, including simplifying, factoring, and/or solving radical expressions; linear, quadratic, absolute value, and literal equations; and working with inequalities, complex numbers, quadratic systems, logarithms, and introductory functions and graphs. (FS, FQ)

**MATH 111 Mathematics for Elementary School Teachers I (3)**

Pre: Grade of C or better in MATH 103 or equivalent course work within the past two years; or placement into MATH 111; or consent of instructor.

This course is the first in the sequence of two math courses required for students in the K-6 B.Ed. degree program.

Emphasis will be placed on problem solving, communication, representation, reasoning, and mathematical connections. Topics covered include operations on sets, natural numbers, integers, fractions, reals, and functions; the properties of these operations; patterns and algebra. Prospective elementary education majors only. (FQ)

**MATH 112 Mathematics for Elementary School Teachers II (3)**

Pre: Completion of MATH 111 with a grade of "C" or better, or instructor consent.

This course is the second in the sequence of two math courses required for students in the K-6 B.Ed. degree program. Topics covered include operations on the natural numbers and rational numbers; properties of those operations; connections to other parts of mathematics and applications. (FS, FQ)

**MATH 115 Statistics (3)**

Pre: Grade of C or better in MATH 25 or MATH 82, or higher within the past two years; placement into MATH 100; or consent of instructor.

This course encompasses an introduction to topics in statistics, including descriptive statistics, elementary probability theory, normal distributions and linear correlation, and methods of statistical inference. (FS, FQ)

**MATH 135 Pre-Calculus: Elementary Functions (3)**

Pre: Grade of "C" or better in MATH 103 or equivalent course work within the past two years; placement into MATH 135; or consent of instructor.

This course includes a variety of selected mathematical topics designed to acquaint students with a functional approach to algebra, including polynomial, exponential, and logarithmic functions; higher degree equations; inequalities; sequences; the binomial theorem; and partial fractions. This course is recommended for students pursuing further studies in business, economics, mathematics, and/or science-related fields. (FS, FQ)

**MATH 140 Pre-Calculus: Trigonometry and Analytic Geometry (3)**

Pre: Grade of "C" or better in MATH 135 or equivalent course work within the past two years; placement into MATH 140; or consent of instructor.

This course is a study of the properties and graphs of trigonometric, circular, and inverse functions; solutions of triangles; identities; solution of trigonometric equations; conic sections; polar coordinates; and parametric equations. This course is recommended for students pursuing further studies in business, economics, mathematics, and/or science-related fields. (FS, FQ)

**MATH 140X Accelerated Pre-Calculus: Elementary Functions, Trigonometry, & Analytic Geometry (4)**

Pre: MATH 103 with a C or better, or equivalent course work within the past 2 years; placement into MATH 140X; or consent of instructor.

This course is designed to provide an accelerated path to Calculus for students who have a strong background in College Algebra. Topics include the essential pre-calculus skills needed for success in calculus: functions, with special attention to polynomial, rational, exponential, logarithmic, and trigonometric functions; plane trigonometry; polar coordinates; and conic sections. (FS, FQ)

**MATH 241 Calculus I (4)**

Pre: Grade of "C" or better in MATH 140 or equivalent course work (within the past two years); or placement into MATH 241; or instructor consent.

This course includes a variety of selected mathematical topics including limits, continuity and derivatives. Computations of derivatives---sum, product, and quotient formulas; implicit differentiation; chain-rule. Study of algebraic and trigonometric functions with the analysis of their derivatives. Linear approximation and Newton's method. Applications of derivatives to maximum-minimum problems and related rate problems. Mean-value theorem. Definite integrals and the Fundamental Theorem of Calculus. Applications of definite integrals to computations of areas, volumes, arc lengths, surface areas, etc. Simple differential equations. Simpson's rule. (FS, FQ)



**MATH 242 Calculus II (4)**

Pre: Grade of "C" or better in MATH 241, or equivalent course work (within the past two years); or placement into MATH 242; or consent of instructor.

This is the second course in the calculus sequence. The course extends differentiation and integration to inverse trigonometric, logarithmic, and exponential functions, and covers such topics as basic techniques of integration, improper integrals, Taylor's series of functions and their applications and differential equations. (FS)

**MATH 243 Calculus III (3)**

Pre: Grade of "C" or better in MATH 242, or equivalent course work (within the past two years); or placement into MATH 243; or consent of instructor.

Calculus III is the third course in the calculus sequence. The course covers vector algebra and geometry, vector-valued functions and motion in space, polar coordinates, differentiation in several variables, and optimization. (FS)

**MATH 244 Calculus IV (3)**

Pre: Grade of "C" or better in MATH 243, or equivalent course work (within the past two years); placement into MATH 244; or consent of instructor.

Calculus IV is the fourth course in the calculus sequence. The course covers multiple integrals, integration in vector fields, line integrals and Green's Theorem, surface integrals, and Stokes' and Gauss' Theorems. (FS)

**MATH 245 Multivariable Calculus (4)**

Pre: MATH 242.

This course covers 2 and 3 spaces, calculus of vector valued functions, partial derivatives of functions of several variables, extreme values and saddle points, iterated integrals, Green's theorem, Stokes theorem, and path independence.

**MATH 301 Introduction to Discrete Mathematics (3)**

Pre: MATH 241, 242, 243, or 244; or instructor consent.

This course covers symbolic logic, sets, relations, functions, induction and other methods of proof, algorithms, trees, and other graphs.

**MATH 304 Mathematical Modeling: Deterministic Models (4)**

Pre: MATH 242.

Deterministic mathematical modeling emphasizing models and tools used in the sciences. Mathematical topics include optimization, difference equations, and qualitative behavior solutions of differential equations. A computer lab is included.

**MATH 307 Linear Algebra & Differential Equations (3)**

Pre: Math 243 (or concurrent), or consent from the instructor. Introduction to linear algebra, application of eigenvalue techniques to the solution of differential equations, introduction to dynamical systems and its applications, including stability of solutions, bifurcation analysis, and chaos. Students may receive credit for only one of 307 or 311.

**MATH 311 Introduction to Linear Algebra (3)**

Pre: ENG 200 and MATH 243 or concurrent; or equivalent coursework within the past two years; or instructor consent. Algebra of matrices, linear equations, real vector spaces and transformations. Emphasis on concepts, abstraction, and instruction of careful writing. Students may receive credit for only one of MATH 307 or MATH 311.

**MATH 321 Introduction to Advanced Mathematics (3)**

Pre: ENG 200 and MATH 243 or concurrent; or equivalent coursework within the past two years; or instructor consent. Formal introduction to the concepts of logic, finite and infinite sets, functions, methods of proof and axiomatic systems. Mathematical expression in written form is an integral part of the course.

**MATH 327 Origins of Mathematics (3)**

Pre: Completion of or concurrent enrollment in MATH 241. A historical development of mathematical techniques and ideas, including the inter-relationships of mathematics and sciences. Highlights include: Euclidean geometry and number theory including classical constructions, history of calculus, foundations for analysis, polynomial equations, and set theory and logic.

**MATH 331 Introduction to Real Analysis (3)**

Pre: MATH 242; and MATH 321 (or concurrent); or consent of instructor.

This course encompasses the logic of mathematical proofs, completeness, topology of the plane, continuity and limits of functions, differentiation, and integration.

**MATH 351 Foundation of Euclidean Geometry (3)**

Pre: MATH 243; and MATH 321 (or concurrent); or consent of instructor.

This course covers axiomatic Euclidean geometry and an introduction to the axiomatic method, with an emphasis on writing instruction.

**MATH 361 Applied Probability Theory (3)**

Pre: MATH 242; or consent of instructor.

This course covers sets, discrete sample spaces, problems in combinatorial probability, random variables, mathematical expectations, classical distributions, and real-world applications.

**MATH 405 Ordinary Differential Equations and Stability Theory (3)**

Pre: MATH 302 or MATH 307 or MATH 311.

General theory of initial value problems, linear systems and phase portraits, linearization of nonlinear systems, stability and bifurcation theory, and an introduction to chaotic dynamics.

**MATH 407 Numerical Analysis (3)**

Pre: MATH 307 or MATH 311 with a C or better; or MATH 242 and ICS 111 or other programming experience; or consent of instructor.

Numerical solutions of equations, interpolation, numerical differentiation and integration, and numerical solution of differential equations.

**MATH 411 Linear Algebra (3)**

Pre: Grade of "B" or better in MATH 311; or consent of instructor.

This course covers vector spaces over arbitrary fields, minimal polynomials, invariant subspaces, canonical forms of matrices, unitary and Hermitian matrices, and quadratic forms.

**MATH 412 Introduction to Abstract Algebra (3)**

Pre: MATH 307 or MATH 311; or consent of instructor.

This course is an introduction to basic algebraic structures. Topics include: groups, finite groups, abelian groups, rings, integral domains, fields, factorization, polynomial rings, field extensions, and quotient fields with an emphasis on writing instruction. These topics are covered in the year sequence MATH 412-413.

**MATH 413 Introduction to Abstract Algebra (3)**

Pre: MATH 412; or consent of instructor.

This is the second course of a year sequence and should be taken in the same academic year as MATH 412. Emphasis on writing instruction.

**MATH 417 Linear Algebra: Theory and Application (3)**

The course assumes basic acquaintance with solving linear systems of equations, matrix algebra, inverses, determinants, eigenvalues, and vectors. The emphasis in this course is both on theoretical considerations with rigorous proofs of results and on applications using mathematical software.

**MATH 444 Introduction to Complex Analysis (3)**

Pre: MATH 242.

This is an introductory course to the beautiful theory of complex numbers. The course starts with an instruction to the complex number system, then dives into the properties of analytic functions, the Cauchy integral theorem, series representations, residue theory. Time permitting an exploration of linear transformation, and conformal mapping will be included.

**MATH 461 Applied Statistics (3)**

Pre: MATH 361; or consent of instructor.

Expands on the material from MATH 361 and overviews sampling distributions, properties of point estimators, methods of estimation, hypothesis testing, tests of significance, concept of power, method of least squares, and more.

**MATH 480 Senior Seminar (1)**

Pre: One 400-level mathematics course; or consent of instructor.

This course is a seminar for senior mathematics majors, including an introduction to methods of research. A significant portion of class time is dedicated to the instruction and critique of oral presentations. All students must give the equivalent of three presentations. Mandatory CR/NC.

**MATH 491 Senior Project (3)**

Pre: Consent of instructor and one class of upper division writing intensive (WI) course work.

Working with a Mathematics faculty advisor, students will complete an in depth research paper on a topic of interest to the student. Student will share the results of this project via a substantial thesis-oriented paper and brief oral presentation.

**MATH -98 Selected Topics (v 1-6)**

Topics will vary with student interest and relevancy to the program. May be repeated for credit.

**MATH -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.

**METEOROLOGY****MET 101 Introduction to Meteorology (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T; and completion of or concurrent enrollment in any 100-level or higher physical or biological science.

This course is designed for students in any major. The objectives of the course are to aid students in developing meaningful and functional understanding of key concepts and

interrelations that occur within and between the Earth's Atmosphere, Geosphere, Hydrosphere, and Cryosphere. Topics of study will include, but are not limited to severe weather, El Nino/La Nina, Remote Sensing, and the physical conditions that drive local, regional, and global weather and climate. This course will also provide students with activities that facilitate insight into the nature of science as an intellectual activity and to help students develop more positive attitudes about science and increase their confidence in their ability to do science. (DP)

### **MET 101L Introduction to Meteorology Lab (1)**

Coreq: MET 101.

This laboratory course will provide students with inquiry and hands-on activities designed to build on experiences in the lecture, and to facilitate insight into the nature of science as an intellectual activity, and increase their confidence in the ability to understand science. The activities in the course will reinforce major concepts from the study of Meteorology, including but not limited to, exercises with meteorological data and measurement systems. Characteristics of Hawaiian winds, temperatures, and rainfall, and other practical experiences within the study of Meteorology including modeling climate. (DY)

### **MET 209 Introduction to Climate Studies (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T; and completion of or concurrent enrollment in any 100 level or higher physical or biological science.

This course is designed for students in any major. The objectives of the course are to aid students in developing meaningful and functional understanding of key concepts and interrelations that occur within the Earth's Climate. Topics of study will include, but are not limited to Climate Variability and Change, Global Water Cycle, Energy and Mass Transfers, Solar Energy and Climate, and Geoengineering. This course will also provide students with activities that facilitate insight into the nature of science as an intellectual activity and to help students develop more positive attitudes about science and increase their confidence in their ability to do science. (DP)

### **MET 209L Introduction to Climate Studies Lab (1)**

Coreq: MET 209.

Laboratory to accompany Introduction to Climate Studies, MET 209. This laboratory course will provide students with inquiry and hands-on activities designed to not only build on experiences in their online lecture course, but to facilitate insight into the nature of science as an intellectual activity as well as to help students develop more positive attitudes about science and increase their confidence in their ability to do science. The activities in this course will reinforce major concepts from the study of the Climate, including but not limited to, exercises with climatological data and measurement systems. Characteristics of Hawaiian winds, temperatures, and rainfall and other practical experiences within the study of Meteorology including modeling climate. (DY)

## **MICROBIOLOGY**

### **MICR 130 General Microbiology (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This introductory course covers the fundamentals of microbiology, and how microorganisms affect people, property, and the environment. Topics covered will include biochemistry, genetics, molecular biology, and physiology of microbes; host-parasite relationships, public health, bacterial, mycotic and viral diseases; epidemiology; ecology of soils and water; environmental pollution; food microbiology; and industrial applications of microbiology. (DB)

### **MICR 140L General Microbiology Lab (2)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This laboratory course complements General Microbiology (MICR 130). Experiments involving aseptic techniques and manipulations of microorganisms under laboratory conditions will be performed to illustrate the basic principles of microbiology. (DY)

## **MILITARY SCIENCE & LEADERSHIP**

*Note: ROTC courses are held at the University of Hawai'i at Mānoa campus.*

For MSL 301, 302, 401, and 402 a weekly two-hour leadership laboratory is required for all courses. The laboratory includes practical application of leadership skills taught in the classroom. In addition, students are required to participate in the Army Physical Fitness Training (APFT) on Monday, Wednesday, and Friday mornings.

### **MSL 100 Intro to Physical Fitness (1)**

Hands-on participatory course following the Army's physical fitness program. Classes conducted three days per week with Army ROTC cadets. Focus is on aerobic conditioning, muscular strength and endurance. Repeatable three times.

### **MSL 101 Intro to Military Science I (2)**

Introduces cadets to personal challenges and competencies critical for effective leadership; personal development of life skills such as goal setting, time management, physical fitness, and stress management related to leadership, officership, and the Army profession. Focus on developing basic knowledge and comprehension of Army Leadership Dimensions while understanding the ROTC program, its purpose in the Army, and its advantages for the student.

**MSL 101L Intro to Military Sci I Lab (1)**

Practical application in adventure training, one-rope bridges, rifle marksmanship, land navigation, drill and ceremonies, physical training.

**MSL 102 Intro to Military Science II (2)**

Overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback and using effective writing skills. Explores leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Cadre role models and building relationships among cadets through common experience and practical interaction are critical.

**MSL 102L Intro to Military Sci II Lab (1)**

Practical application in adventure training, one-rope bridges, rifle marksmanship, land navigation, drill and ceremonies, physical training.

**MSL 201 Intermediate Military Sci I (3)**

Explores creative and innovative tactical leadership strategies and styles through historical case studies and engaging in interactive student exercises. Cadets practice aspects of personal motivation and team building by planning, executing, and assessing team exercises. Focus is on continued development of leadership values and attributes through understanding of rank, uniform, customs and courtesies.

**MSL 202 Intermediate Military Sci II (3)**

Challenges of leading complex, contemporary operational environments. Dimensions of cross-cultural challenges of leadership in a constantly changing world are highlighted and applied to practical Army leadership tasks and situations. Cadets develop greater self-awareness as they practice communication and team building skills, and tactics in real world scenarios. Provides a smooth transition to MSL 301.

**MSL 203 ROTC Basic Camp (6)**

Pre: Consent.

Four-week summer course conducted at Ft. Knox, Kentucky. Substitutes for ROTC basic course (101, 102, 201, and 202) and fulfills course requirement for admission to ROTC advanced courses. Credit will be given for 203 or basic courses, but not both.

**MSL 301 Leading Small Organizations I (4)**

Pre: MSL 201, 202, consent of instructor.

Series of practical opportunities to lead small groups and receive personal assessments and encouragement. Uses small unit defensive tactics and opportunities to plan/conduct training. Includes field training sessions, student-taught classes, and presentations/briefings.

**MSL 302 Leading Small Organizations II (4)**

Pre: MSL 301, consent of instructor.

Analyze tasks and prepare written or oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Examine and apply lessons from leadership case studies. Examine importance of ethical decision-making. Includes field training sessions, student-taught classes, and presentations/briefings.

**MSL 303 ROTC Advanced Camp (6)**

Pre: MSL 301, 302, consent of instructor.

A 32 day summer field training exercise conducted at Fort Lewis, Washington. Arduous and intensified leadership training is conducted throughout the 32 day period. Required for U.S. Army commissioning.

**MSL 391 American Military History (3)**

Pre: Consent of instructor.

Lecture and discussion on the art and science of warfare throughout the history of the United States. Restricted to students enrolled in the Army ROTC program.

**MSL 399 Directed Reading and Research (v)**

Pre: Consent of instructor.

Limited to military science students who have had at least one previous military science course for which a grade of B or higher was earned and a cumulative GPA of 2.0 or better.

**MSL 401 Leadership Challenges and Goal Setting (4)**

Pre: MSL 301, 302, consent of instructor.

Plan, conduct and evaluate activities of the ROTC cadet organization. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Includes field training sessions, student taught classes, and presentations/briefings.

**MSL 402 Transition to Lieutenant (4)**

Pre: MSL 401, consent of instructor.

Continues the methodology from MSL 401. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law as related to leading as an officer in the Army. Prepare for a future as a successful Army officer. Includes field training sessions, student-taught classes, and presentations/briefings.

**MSL 499 Directed Reading and Research (v)**

Pre: Consent of instructor.

Limited to military science students who have had at least one previous military science course for which a grade of B or higher was earned and a cumulative GPA of 2.0 or better.



## MUSIC

### MUS 106 Introduction to Music Literature (3)

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This introductory music survey course explores elements, forms and styles of music from the Middle Ages to the present. Emphasis is placed on active listening and the discovery of music's cultural and historical contexts. Live music concert attendance is required. (DH)

### MUS 107 Music in World Cultures (3)

An exploration of folk, popular, and art music from major regions of the world, with particular emphasis on Asia and the Pacific. Examines music as an expressive culture with regional differences in sound organization and style, highlighting the relationship between music and the society that produces it. (DH)

### MUS 108 Fundamentals of Western Music (3)

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

In this introductory course which requires no music background, basic concepts of music as an expressive art form in Western culture are explored, including the acculturation of Western music in Hawai'i. Students assume roles of active listener, performer, and composer. Basic music literacy is developed through regular reading, writing, listening and music-making assignments. (DA)

### MUS 114 University Chorus (2)

Rehearsal and performance of choral literature from the Renaissance to the present. Vocal technique, musicianship, listening and ensemble skills are emphasized. Open to all students, faculty and the community (audition necessary for section placement). Repeatable unlimited number of times, but credit limited to twelve (12) credits. (DA)

### MUS 121 (alpha) Class Instruction I (2)

Basic principles of performance; relevant problems in literature. B: Beginning Voice; C: Beginning Piano; D: Beginning Guitar; F: Beginning Slack Key Guitar; Z: Beginning Ukulele. Repeatable for credit up to four (4) credits per alpha. (Cross-list HPST 121F, HPST 121Z) (DA)

### MUS 125 First-Level Secondary Piano (1)

Co-req: MUS 281 or consent.

Piano as secondary performance area; application of theoretical concepts to problems in keyboard harmonization, accompaniment, improvisation, transposition, and sightreading.

### MUS 126 First-Level Secondary Piano (1)

Pre: MUS 125.

Piano as secondary performance area; application of theoretical concepts to problems in keyboard harmonization, accompaniment, improvisation, transposition, and sightreading. Continuation of MUS 125.

### MUS 208 Introduction to Songwriting (3)

Pre: Must sing or play an instrument.

Project-based introductory course in songwriting, focusing on lyric and music creation, and basic music theory concepts including rhythm, meter, pitch, melody and harmony. Students gain an awareness of the music industry through interactive talk-story sessions with local guest artists and exploration of basic digital audio recording techniques. (DA)

### MUS 211 Introduction to Hawaiian Ensemble (2)

Pre: Able to play a guitar, ukulele or bass, and/or sing.

Performance of Hawaiian music for groups of various sizes at an introductory level. Exploration of basic principles of ensemble performance and relevant problems in the literature. Students learn to play while singing. Ability to read music not required. Repeatable up to 4 credits. (Cross-list HPST 211) (DA)

### MUS 240 Introduction to Music Technology (3)

Recommended Pre: MUS 108, 114, or 121 (alpha)

Description: A project-oriented introduction to tools and technology currently used to create and disseminate music and multi-media. Hands-on use of software (multi-track MIDI and digital audio sequencers, music notation, web authoring and movie creation programs) and hardware (microphone, digital audio interface, MIDI keyboard, computer). Emphasis on practical skills which include recording, editing, and mixing. Recommended: MUS 108, 114, 121(alpha) or consent. Basic computer skills required.

### MUS 265 History of Western Music to 1750 (3)

Pre: MUS 282 or consent.

A study of the development of Western music from its origins to 1750. Styles, genres, schools, instruments and composers are explored in their cultural and historical contexts.

### MUS 266 History of Western Music after 1750 (3)

Pre: MUS 282 or consent.

A study of the development of Western music from 1750 to the present. Styles, genres, schools, instruments and composers are explored in their cultural and historical contexts.

### MUS 269 Pygmy Pop to Poly Swag: World Music & Globalization (3)

Pre: ENG 100.

An exploration of interactions between traditional musics and culture in today's globalized 21st century world, including

how traditional musics have adapted or been repackaged in contemporary culture, how new musical traditions have blossomed through intercultural exchange, and what social/religious/national issues are involved with the creation and perpetuation of these musics. (DH)

### **MUS 280 Basic Theory and Aural Skills (3)**

Pre: MUS 108 or consent.

In this introductory course to the music theory sequence, students develop skills in music reading and music perception through notation, sight singing and dictation exercises. (DA)

### **MUS 281 Music Theory I (2)**

Pre: MUS 280 or instructor consent.

Coreq: MUS 283 or instructor consent.

In this first of three sequential core music theory courses (Theory I-III) for the music concentration, students study of the materials and organization of Western music through analysis, writing, and keyboard applications. Basic concepts, elements and structures of Western music are explored.

### **MUS 282 Music Theory II (2)**

Pre: MUS 281 or instructor consent.

Coreq: MUS 284 or instructor consent.

In this second of three sequential core music theory courses (Theory I-III) for the music concentration, students continue the study of the materials and organization of Western music through analysis, writing, and keyboard applications, including a final songwriting project. Basic concepts, elements and structures of Western music are explored.

### **MUS 283 Aural Training I (1)**

Pre: MUS 280 or instructor consent.

Coreq: MUS 281 or instructor consent.

In this first of two sequential core aural training courses (Aural Training I-II) for the music concentration, students improve aural skills and general musicality through sight-singing; rhythmic, melodic, and harmonic dictation; and error detection. Students progress in their ability to hear music notation internally (i.e., without the aid of an instrument) and to notate musical sounds they hear.

### **MUS 284 Aural Training II (1)**

Pre: MUS 283 or instructor consent.

Coreq: MUS 282 or instructor consent.

In this second of two sequential core aural training courses (Aural Training I-II) for the music concentration, students improve aural skills and general musicality through rhythmic, melodic, and harmonic dictation; sight-singing; and error detection. Students progress in their ability to hear notated music internally (i.e., without the aid of an instrument) and to notate the musical sounds they hear.

### **MUS 285 Music Theory III (3)**

Pre: MUS 282, MUS 284 or consent of instructor.

In this third of three sequential core music theory courses (Theory I-III) for the music concentration, students consolidate knowledge and techniques introduced in Theory I and II and apply them to specific writing and performance projects covering a range of diverse musical styles. Fluency and competency are increased through 1) the analysis of a stylistic model; 2) the internalization of the model's defining characteristics; and 3) the creation of a compositional essay demonstrating a fluency in the style.

### **MUS 289 Intro to Music Writing (2)**

Pre: MUS 282 or instructor consent.

Instrumental and vocal music writing projects for media at an introductory level based on historical and contemporary models. Development of skills in counterpoint and harmony in acoustic and electronic music contexts, including integration of Digital Audio Workstation tools in music writing process. Class is prerequisite for MUS 389.

### **MUS 308 Songwriting II (3)**

Pre: MUS 208 and MUS 280, or instructor consent.

This is a project-based course in songwriting, focusing on music theory concepts in music creation contexts. Through the songwriting, recording and lead-sheet notation process, students gain an increased appreciation for theory and its application in the creative process. (DA)

### **MUS 311 Hawaiian Ensemble (2)**

Pre: Must be able to sing or play an instrument; instructor approval required.

Performance of Hawaiian music for groups of various sizes. Exploration of principles of ensemble performance, relevant problems in the literature, and analysis of mele composition. Ability to read music is not required. Repeatable up to 4 credits. (Cross-list HPST 311) (DA)

### **MUS 314 Music, Sound and Media (3)**

Pre: ENG 100 or instructor consent.

This course focuses on the history and practice of the integration of music and sound with speech and image in creative media. Students learn historical precedents, expand their music vocabulary, and develop an ability to select an appropriate music track for various creative media projects. (Cross-list CM 314) (DA)

### **MUS 345 Music Industry Survey (3)**

Pre: ENG 100.

A survey of today's music industry and potential career opportunities, with special emphasis on practical strategies for studio musicians and music content creators. Includes

historical developments leading to today's quickly-changing industry and addresses current issues affecting the local and global music industries.

### **MUS 363 Contemporary Histories of Traditional Musics (3)**

Pre: ENG 100.

This class explores contemporary histories of traditional music and culture in a globalized 21st century world, examining how traditional musics have been adapted or repackaged in contemporary culture, how new musical traditions have blossomed through intercultural exchange, and what social/religious/national etc. issues are involved with the creation and perpetuation of these musics. In this issues-driven class, students address contemporary cultural concerns such as: globalization, authenticity, hybridity, preservation, museumization, and simple binaries (domination/resistance, self/other, traditional/modern, nature/culture, cores/peripheries, etc.). (DH)

### **MUS 366 Stormy Weather: Jazz History (3)**

Pre: Junior/Senior standing or instructor approval.

An examination of major styles and artists in Jazz music, from the 19th century through the present, with emphasis on the music's relation to social and historical contexts and aesthetic developments. (DH)

### **MUS 367 History of American Pop Music (3)**

Pre: ENG 100.

An examination of American popular music from the 19th through 21st centuries with emphasis on the music's relation to cultural and historical contexts, and technological and aesthetic developments. Listening and discussions focus on a variety of music including jazz, blues, rock and roll, reggae and hip hop. (DH)

### **MUS 368 Cool Runnings: A Reggae History (3)**

Pre: Junior/senior standing or instructor approval.

An examination of one of the least understood and most influential music of the past half-century, exploring musico-historical perspectives as well as social issues including cultural identity, politics, localization, globalization, integration, pluralism, and spirituality. (DH)

### **MUS 369 K-Pop and J-Pop: Korean & Japanese Popular Music & Society (3)**

Pre: ENG 100.

This course examines modern Japan and Korea through a historical investigation of popular music such as chart-topping idols, boy and girl groups, as well as "traditional" Korean trot and Japanese enka. We will also look at the "Pop Pacific," where Japanese and Korean popular music, with heavy American

influence, was created by cultural exchange through Japantowns and Koreatowns in the U.S, American bases in East Asia, TV, and the Internet. No musical knowledge is required for this course. (Cross-list HIST 369)

### **MUS 389 Intermediate Music Writing for Media (3)**

Pre: MUS 289.

Instrumental and vocal music writing projects for media at an intermediate level based on historical and contemporary models. Continuing development of skills in counterpoint and harmony in acoustic and electronic music contexts, including integration of Digital Audio Workstation tools in music writing process. Repeatable for up to 6 credits.

### **MUS 410 (alpha) Ensembles (2)**

Pre: Audition and consent.

Performance of literature for ensembles and performing groups of various sizes and kinds. H: University Strings; S: Studio Lab. Repeatable unlimited number of times, but limited to twelve (12) credits. (DA)

### **MUS 419 University Band (2)**

Pre: Audition and instructor consent.

Performance of symphonic wind ensemble and band literature, including works by contemporary composers. Repeatable unlimited times. (DA)

### **MUS 489 Advanced Music Writing for Media (3)**

Pre: 6 credits of MUS 389 with a C or higher grade.

Instrumental and vocal music writing projects for media at an advanced level based on historical and contemporary models. Continuing development of skills in counterpoint and harmony in acoustic and electronic music contexts, including integration of Digital Audio Workstation tools in music writing process. Repeatable for up to 6 credits.

## **OCEANOGRAPHY**

### **OCN 201 Science of the Sea (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course is an overview of the science of oceanography. Topics covered include the physical and chemical properties of seawater, waves, tides, currents, the geology of the ocean floor, life in the ocean, human use of ocean resources, and environmental concerns. (DP)

## PACIFIC ISLANDS STUDIES

### PACS 108 Pacific Worlds: Introduction to Pacific Islands Studies (3)

This course introduces students to issues involving the Pacific colonization, diaspora, governance, regionalism, globalism, tourism, development, and contemporary events of the Pacific Islands region also known as Oceania. (DS)

## PHARMACOLOGY

### PHRM 203 General Pharmacology (3)

Pre: Completion of or concurrent enrollment in PHYL 142.

This course is designed to build an understanding of the fundamental principles of drug therapy, including the application of specific drugs in the treatment of disease; normal and abnormal responses to drug therapy; and the appropriate nursing actions to achieve the desired outcome of drug therapy. This course is a required course for all nursing students and students in other related fields of study.

## PHILOSOPHY

### PHIL 100 Introduction to Philosophy: Survey of Problems (3)

Discussion of great philosophical problems such as our knowledge of reality, the freedom of the will, the relation of the mind and body, the sources of self-identity, the meaning of life and the existence of God. (DH)

### PHIL 102 Introduction to Philosophy: Asian Traditions (3)

Discussion of great philosophical traditions of Asian civilizations such as, but not limited to, India, China, and Japan. (DH)

### PHIL 103 Introduction to Philosophy: Environmental Philosophy (3)

This course will introduce students to philosophical thinking through the critical examination of a wide range of environmental issues. Including analyzing various relationships of human beings to nature, an overview of classic positions in environmental ethics, and exposure to relevant concepts and ideas within the general field of philosophy and environmental philosophy, specifically. (DH)

### PHIL 208 Reasoning and Media Literacy (3)

An examination into the logic of argument and persuasion such as informal fallacies, syllogisms, basic logical operators, and

both deductive reasoning and inductive reasoning as well as a critical application of logic to the broad media environment such as advertising, political campaigns, journalism, film and social media.

### PHIL 210 Social and Political Philosophy (3)

Introduction to classical, modern and contemporary social and political theories, as well as issues in a global context. (DH)

### PHIL 211 Ancient Greek and Roman Philosophy (3)

A study of ancient Greek and Roman philosophies such as, but not limited to, Presocratics, Plato, Aristotle, and Hellenistic philosophy.

### PHIL 213 Modern Western Philosophy (3)

A study of 17th-18th century Western philosophies such as, but not limited to, Descartes, Locke, Leibniz, Berkeley, Hume, and Kant. (DH)

### PHIL 220 Introduction to Feminism (3)

Study of feminism as a philosophical movement of the 20th century, its historical background, and contemporary feminist issues and theories. (DH)

### PHIL 302 Political Philosophy (3)

A study of classical and contemporary political philosophies such as, but not limited to, Hobbes, Locke, Rousseau, Kant, Marx and Mill. Eastern alternatives and feminist critiques will also be included. (DH)

### PHIL 308 Philosophy of Science (3)

Study of the history of philosophy of science, including its inquiries, methods and moral concerns. Non-Western and feminist perspectives, including the relevance of gender in scientific inquiries, will also be discussed. (DH)

### PHIL 309 Philosophers on Race (3)

A study of the concept of race primarily during the Enlightenment period of the late 17th to early 19th century proposed by philosophers such as, but not limited to, Locke, Hume, Kant and Hegel; philosophers in later periods may also be included at the discretion of the instructor. (DH)

### PHIL 310 Understanding Contemporary Philosophy (3)

Study of the 20th century thinkers and ideas which have most influenced contemporary life. Studies the relations of thought and action, attempts to resolve the age-old human dilemmas by new techniques of analysis and description, evolutionary thinking, the crisis of the individual in the technological world, and other contemporary issues. Recommended for students in all divisions. (DH)



**PHIL 311 Philosophy of Law (3)**

Why do we have laws? Study of the origin and justifications of legal systems, who makes the laws, what makes laws just, and the relation of law to ethical and other non-legal values. (DH)

**PHIL 312 Ethical Studies (3)**

Study of major ethical theories such as Virtue Ethics, Deontology, Utilitarianism, Existential Ethics, and Care Ethics as well as contemporary ethics issues such as abortion, death penalty, same-sex marriage, and bio-ethics. (DH)

**PHIL 325 Philosophy of Economics (3)**

Study of the philosophical basis of modern economic systems, the role of economics in social life and the competing visions of society. (DH)

**PHIL 401 Existentialism and the Human Condition (3)**

Study of the nineteenth and twentieth century thematic explorations of human consequences, freedom, choice, death, and the precarious and often baffling nature of human existence, as expressed in philosophy, literature, and film. (DH)

**PHIL 418 Feminist Philosophy (3)**

A study of contemporary developments of feminist philosophy in various areas such as, but not limited to, history of philosophy, ethics, epistemology, phenomenology, science, and religion.

**PHIL 435 The Religious Dimension of Human Life (3)**

Examination of problems concerning the existence and nature of God, the human need for religion, types of religious experience, immortality, and the attempts of modern social and physical sciences to understand and interpret religion. (DH)

**PHIL 439 Philosophy and Film (3)**

This course addresses the unique properties of the film medium and how they have been exploited, through the viewing and analysis of a number of films, both American and foreign. We will study the particular aesthetics of film from the points of view of technique, style, and content; film analysis and criticism; the social and commercial context of film-making and viewing. (DH)

**PHIL 470 (alpha) Studies in Asian Philosophy (3)**

Examination of the philosophy and practice of selected philosophical schools of Asia. Emphasis is upon those schools which present living options and which may enrich and enhance Western ways of thought and action. A: Buddhism; B: Confucianism; C: Daoism. (DH)

**PHIL 481 Ethics and Administration (3)**

Consideration of the ethical problems that face administrators in the public and private sectors from a theoretical point of view and in application to particular cases. Such issues as corporate responsibility to communities; shareholders and competitors; bribery; honesty; racialism; ecology; and false or misleading advertising will be discussed. (Cross-list BUSA 481)

**PHIL 482 Environmental Ethics (3)**

This course will examine the history of philosophical and ethical systems and their implications for human interactions with the Earth's environment. This course will be centered around readings and discussions of selections from historically important works in the field (such as *A Sand County Almanac* by Aldo Leopold) in the context of current controversies involving environmental ethics. (DH)

**PHIL 490 Senior Practicum (3)**

Pre: Consent of instructor; one class of upper division writing-intensive (WI) course work.  
Internship with an appropriate community agency relating to the application of philosophy. Students must sign the UH West O'ahu Assumption of Risk and Release form prior to beginning practicum.

**PHIL 491 Senior Project (3)**

Pre: Consent of instructor; one class of upper division writing-intensive (WI) course work. An in-depth research project focusing on a particular problem or issue in philosophy.

**PHIL -98 Selected Topics in Philosophy (v 1-6)**

Topics selected will be based on program relevancy and student interest. May be repeated for credit.

**PHIL -99 Directed Reading and Research (v)**

Pre: Instructor approval.  
Individual projects in various fields. To be arranged with the instructor.

**PHYSIOLOGY****PHYL 141 Human Anatomy and Physiology I (3)**

Pre: Completion of or concurrent enrollment in ENG 100.  
The first semester of a comprehensive two-semester course which provides a thorough introduction to the structure and function of the human body. This course covers gross anatomy, histology, and physiology of the cells and tissues, and the integumentary, skeletal, muscular and nervous systems. Students will be expected to learn the details of anatomy and physiology as well as applying those details in the broader context of whole body function and homeostasis. (DB)

**PHYL 141L Human Anatomy and Physiology Lab I (1)**

Coreq: PHYL 141.

Laboratory to accompany Human Anatomy and Physiology I. Reinforces major concepts of human anatomy and physiology through dissections, examination of models, laboratory experiments, and other hands-on activities. (DY)

**PHYL 142 Human Anatomy and Physiology II (3)**

Pre: PHYL 141 and 141L.

The second semester of a comprehensive two-semester course which provides a thorough introduction to the structure and function of the human body. This course covers gross anatomy, histology, physiology of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive systems, as well as basic concepts of inheritance and development. Students will be expected to learn details of anatomy and physiology as well as applying those details in the broader context of whole body function and homeostasis. (DB)

**PHYL 142L Human Anatomy and Physiology Lab II (1)**

Pre: PHYL 141 and 141L.

Coreq: PHYL 142.

Laboratory to accompany Human Anatomy and Physiology II. Reinforces major concepts of human anatomy and physiology through dissections, examination of models, laboratory experiments, and other hands-on activities. (DY)

**PHYL 354 Exercise Physiology (3)**

Pre: PHYL 142/142Lab, or BIOL 172/172Lab; or consent.

Coreq: PHYL 354L.

This course examines the physiological effects of exercise on the human body. Major topics include energy use, the muscular, cardiovascular, respiratory and nervous systems, metabolism, body composition, temperature regulation, and training guidelines, as related to strength, muscular endurance, and cardio-respiratory endurance. Practical application of topics will be emphasized. (DB)

**PHYL 354L Exercise Physiology Lab (1)**

Pre: PHYL 142/142L, or BIOL 172/172L; or consent.

Coreq: PHYL 354.

Laboratory section to accompany and reinforce principles and theories covered in PHYL 354. This course will provide theoretical knowledge and hands-on experience using laboratory equipment to collect data and conduct analyses of physiological responses to exercise. Major topics include energy use, the muscular, cardiovascular, and respiratory systems, and body composition as related to strength, muscular endurance, and cardio-respiratory endurance. A-F only. (DY)

**PHYSICS****PHYS 100 Survey of Physics (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: PHYS 100L.

This course and its laboratory will introduce basic principles of Physics. It is designed for non-science majors. The following concepts will be discussed: mechanics, electricity and magnetism, waves, optics, atomic and nuclear physics. Emphasis will be on learning how things work. (DP)

**PHYS 100L Survey of Physics Laboratory (1)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: PHYS 100.

This course and its laboratory will introduce basic principles of Physics. It is designed for non-science majors. The following concepts will be discussed: mechanics, electricity and magnetism, waves, optics, atomic and nuclear physics. Emphasis will be on learning how things work. (DY)

**PHYS 151 College Physics (3)**

Pre: MATH 140 with a C or better.

Co-req: PHYS 151L.

This course is the first half of a two-semester introduction to the fundamentals of physics, and will cover kinematics, mechanics, waves, and heat. Lectures and problem-solving will regularly use the mathematical tools of algebra, geometry, trigonometry, and vectors, but not calculus. (DP)

**PHYS 151L College Physics Lab (1)**

Pre: MATH 140 with a C or better.

Co-req: PHYS 151L.

This is the laboratory portion to accompany the PHYS 151 course which covers the first half of a two-semester introduction to the fundamentals of physics, and will cover kinematics, mechanics, waves, and heat. Lectures and problem-solving will regularly use the mathematical tools of algebra, geometry, trigonometry, and vectors, but not calculus. (DY)

**PHYS 152 College Physics (3)**

This course is the second half of a two-semester introduction to the fundamentals of physics, and will cover electricity, magnetism, optics, special relativity, and atomic & nuclear physics. Lectures and problem-solving will regularly use the mathematical tools of algebra, geometry, trigonometry, and vectors, but not calculus. It is strongly recommended, but it is not mandatory for all students in PHYS 152 lecture. that you take PHYS 152L concurrently. (DP)

**PHYS 152L College Physics Laboratory (1)**

This is the laboratory portion to accompany the PHYS 152, course which covers the second half of a two-semester introduction to the fundamentals of physics, and will cover electricity, magnetism, optics, special relativity, and atomic & nuclear physics. Lectures and problem-solving will regularly use the mathematical tools of algebra, geometry, trigonometry, and vectors, but not calculus. (DY)

**POLITICAL SCIENCE****POLS 110 Introduction to Political Science (3)**

Pre: ENG 100.

This course introduces the possibilities of politics arising from its founding Socratic question: "How should we live?" The course surveys and evaluates some of the major resulting belief systems, ideologies, political orders, forms of government, institutions, activities, and modes of inquiry. Special attention is given to the problems and controversies of our age. (DS)

**POLS 130 Introduction to American Politics (3)**

Pre: ENG 100.

This course will serve as an introduction to central concepts of the American political system and will prompt students to gain a basic understanding of the three-branch structure of American government, the balance of power between the executive, legislative and judicial branches of government, as well as policy issues raised by each of those segments of the American political structure. It will also encourage students to revise their assumptions about American politics. Finally, the course will address issues of civic engagement and citizenship.

**POLS 302 Political Philosophy (3)**

Pre: ENG 100; ENG 200 recommended.

Political philosophy is the search for "the best way to live" – what Socrates and Plato called "the Good Life". This is the foundational course of political science. It approaches the problems of contemporary life, as experienced by the individual, from a "big picture" understanding of human nature. This draws from anthropology, psychology, and world history. It brings to bear on the present the wisdom of primordial, classical, modern, and post-modern political philosophy.

**POLS 306 Comparative Politics (3)**

This course is designed to give students an understanding of the value and limits of a comparative approach to dealing with political conflict and transformation. It focuses on two or more distinct national and regional political orders, and does so with awareness of an increasingly globalized and crisis-plagued world economy.

**POLS 308 Science and the Modern Prospect (3)**

Pre: ENG 100; ENG 200 recommended.

Examines the history, philosophy and politics of science. Studies major ideas in the history of science and of contemporary perspectives on the methods, purpose, scope, and limits of science. Offers students an understanding of scientific thought and practice from a humanistic perspective. (Cross-list HIST 308)

**POLS 316 Constitutional Law: Civil Rights and Civil Liberties (3)**

Pre: ENG 100; ENG 200 recommended.

Constitution and other legal provisions and the role of the courts in interpreting freedom of expression and conscience, due process, and equal protection of the laws will be covered. Cultural pluralism's relationship with the law will also be examined. (DH)

**POLS 320 Global Issues (3)**

Pre: ENG 100; ENG 200 recommended.

For the last 400 years, the quality of life on the planet has been increasingly shaped by global forces, many of which now seem out of control and increasingly destructive. The key players have been large centralized organizations: first nation-states and their empires, now multinational corporations. This course looks at global trends by focusing on illuminating area case studies. It attempts to offer lessons relevant to local issues and lives. (DS)

**POLS 326 Environmental Politics (3)**

Pre: ENG 100; ENG 200 recommended.

This course looks at the current environmental crisis from the perspective of the two revolutions in humanity's relationship with the natural world: the development of agriculture 10,000 years ago, and the development of industrial-urban society beginning 400 years ago. This provides a context for evaluating the environmental politics of the United States, other industrial nations, and multinational corporations. The course concludes with a focus on Hawai'i and a consideration of alternative approaches. (DS)

**POLS 330 American Politics (3)**

Pre: ENG 100; ENG 200 recommended.

This course offers an in-depth understanding of the basic values and institutions of American government. The course includes a dialogue between indigenous (native) American and European sources. The focus is on the values of democracy; freedom; individualism; social responsibility; and the institutions of republicanism: the separation of powers; checks and balances; and the free market. The course also provides opportunities to integrate personal experiences with a demonstration of students' understanding of a variety of contemporary political issues. (DS)

**POLS 335 Politics of Food (3)**

Pre: ENG 100; ENG 200 recommended.

In this course, students will learn about the processes of food production and how government and corporate involvement have changed the way society eats. We will discuss how food has shaped global history. This class should serve as a space to question our assumptions about political issues surrounding food production and consumption, the links between agribusiness and the food we put on our respective tables, as well as a new way of understanding food issues through a political perspective. (Cross-list SCFS 335) (DS)

**POLS 336 Politics of Water (3)**

Pre: ENG 100; SCFS 300 recommended.

With current events surrounding water issues locally, nationally, and globally, this class will examine water policies in Hawai'i, nationally, and from a global perspective. Local, national, and international cases will be analyzed as examples of political protest and activism surrounding water policy and politics and how they have the potential to impact daily life. Students will learn how government and corporate involvement have changed the way water is distributed as well as how access to water has shaped Hawai'i/Hawaiian history, along with a larger national and global historical and political context. (Cross-list SCFS 336)

**POLS 339 Feminist Theory (3)**

Pre: ENG 100; ENG 200 recommended.

This class will examine current debates in feminist theory by questioning race, class, gender and sexual orientation as analytic categories through various lenses. Four key components of the class follow: 1) the background to understanding mainstream feminist theory to serve as a baseline; 2) the uses of writing about sexuality further feminist thought; 3) the intersection of post-colonial thought with feminist theory as well as writings by feminists of color and Third World feminists; and 4) the epistemology behind some of the preceding issues. (DS)

**POLS 342 Indigenous Peoples and Modernity (3)**

Pre: ENG 100; ENG 200 recommended.

This course offers a comparative understanding of the growing importance of nations not represented by states - the indigenous peoples of the fourth world. Case studies will draw from the experience of Native Hawaiians, Native Americans, Australian Aborigines, and South African San (among others) to clarify struggles for cultural and political sovereignty, and the growing contribution of such earth-based societies to politics and cosmology beyond modernity. The goal will be to facilitate constructive discourse between indigenous peoples and the citizens of industrial nations. (Cross-list HPST 342)

**POLS 370 Politics and Public Policy (3)**

Pre: ENG 100; ENG 200 recommended.

An introduction to the processes through which public policy is formulated and executed in the United States and selected foreign political systems. Concern is focused on the comparative study of political relationships of administrative agencies with clientele; interest groups; and the legislative, executive, and administrative branches. Special attention is also given to questions of administrative responsibility and ethics in the public services.

**POLS 371 Global Futures (3)**

Pre: ENG 100; ENG 200 recommended.

This course tries to make sense of the multiple crises afflicting industrial society, e.g.: endemic warfare; terrorism; permanent damage to the biosphere; starvation; over-consumption; and the disintegration of family and community life. The following questions are considered: What is the connection between crisis and transformation? How was the world view that sustains our life created? How do world views come and go? The course surveys the creative cutting edge of several disciplines from cultural history to psychology and the natural sciences, clarifying signs of radical transformation. What is the role of the individual in envisioning a future society?

**POLS 378 Meaning of Mass Media (3)**

Pre: ENG 100; ENG 200 recommended.

This course examines how mass communications increasingly shapes modern values and behavior. The birth of mass communication with the industrial production line at the beginning of the 19th century is traced to the electronic revolution of satellite communication and the Internet. The analysis includes: the differences between propaganda, socialization and education; the central role of advertising and entertainment in modern culture; whose messages get communicated, why, and to what effect; and the ways in which the medium itself determines the content of the message. Possibilities for preferred change are considered. (DH)

**POLS 381 Hawai'i Politics (3)**

Pre: ENG 100; ENG 200 recommended.

What are Hawai'i's most urgent problems? What are their roots? What are the solutions? Pre-contact Native Hawaiian "island politics" is used as a baseline for evaluating the last 200 years of Americanization. This course offers an in-depth understanding of the basic values, institutions, and practices of government in Hawai'i, setting up a conversation between indigenous (Native) Hawaiian, European, Asian and other Polynesian voices. The course focuses on economic policy, environmental issues, and democratic participation in decision-making. (Cross-list HPST 381) (DS)



**POLS 384 Women and Politics (3)**

Pre: ENG 100; ENG 200 recommended.

This course will serve as an examination of women and politics from three different perspectives: local, national, and global. The class examines a broad range of women's issues. The course will enable students to analyze the formation of gender identity in relation to identities based on race, class, ethnicity, sexual orientation, religion, culture, etc. The class will also consider women as they have been defined throughout time by a society based on men's ideas of women. This class will focus heavily on women's activism and resistance as understood through a feminist lens. (DS)

**POLS 430 Politics and Film (3)**

Pre: ENG 100; ENG 200 recommended.

This course offers a holistic understanding of the unique capacity of film to shape culture, consciousness, society, and politics. In addition to dealing with the explicitly political content and impact of specific films, the course also covers the politics of film: the political economy of film production and distribution. This course is interdisciplinary, integrating material from psychology, anthropology, political economy, and history. (DH)

**POLS 440 Kānāwai Hawai'i: Native Hawaiian Law (3)**

Pre: HWST 107 or HPST 304.

This course will examine the ways in which Native Hawaiians have engaged with, and been engaged by, this thing known as "kānāwai" in Hawaiian and "law" in English. We will study traditional Hawaiian forms of law and also trace the evolution of law in Hawai'i following American and European contact. The course will include an examination of the ways that international law, as well as US federal and state legislation and judicial decisions have affected and continue to affect Native Hawaiian identity, rights, and entitlements in the modern era. (Cross-list HPST 440)

**POLS 450 Pacific Asian Politics (3)**

Pre: ENG 100; ENG 200 recommended.

This course examines the political and social factors which determine domestic and foreign policy in China, Japan, India and other Asian nations as well as these countries' political and socioeconomic links with and throughout the Pacific/Oceania. Topics covered include: political development, immigration and economic issues, government institutions, the forced shaping political decisions and processes of revolution. Previously Asian Politics.

**POLS 489 Political Conflict in the Pacific(3)**

Pre: GEOG 102 or HPST/GEOG 365

This course examines historical, social, cultural, economic and political factors producing tension and conflict in Oceania, as

well as ongoing attempts at conflict resolution. Topics covered may include colonial and political developments and post-colonial arrangements, socioeconomic issues, governance, indigenous and western legal forms. The course analyzes these issues from a multidisciplinary lens. Case studies will be used to examine the themes and will integrate indigenous perspectives from the region to give a holistic analysis of these issues. (Cross-list HPST 489)

**POLS -98 Selected Topics in Political Science (v 1-6)**

Topics selected will vary, with emphasis on relevancy and student interest. Topics may include: Politics in Films; Foreign Policy; and other topics. May be repeated for credit.

**POLS -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.

**PSYCHOLOGY****PSY 100 Survey of Psychology (3)**

This course offers an overview of the history and major areas of psychology, including memory and learning, cognition, personality, social psychology, physiological psychology, abnormal psychology, and therapy. (DS)

**PSY 212 Survey of Research Methods (3)**

Pre: ENG 100, PSY 100 and completion or concurrent enrollment in SSCI 210.

A survey of the empirical methods used in psychological research. Topic covered include the scientific method; reviewing literature for hypothesis development; ethical issues in research; the operational definition of variables; observational, self-report and experimental methods; data analysis; inferential hypothesis testing; and the American Psychological Association writing style.

**PSY 231 Physiological Psychology (3)**

Pre: ENG 100 and PSY 100.

A survey of the neural and physiological basis of human behavior. This course examines the organization of the nervous system, basic neurophysiology, biological drivers (e.g., eating, drinking, and sexuality), emotions, sleep/wake cycles, brain development, sensory systems, and the neural basis of learning, memory and selected psychopathologies. (DB)

**PSY 240 Developmental Psychology (3)**

Pre: ENG 100 and PSY 100.

This course is designed to explore historical and contemporary perspectives in typical and atypical human growth, development and learning styles. Utilizing a systemic

perspective, the course examines physical, emotional, mental, cultural, sexual and moral development throughout the life span.

### **PSY 245 Health Psychology (3)**

Pre: ENG 100 and PSY 100.

This course is designed to provide students with a broad overview of the interdisciplinary field of health psychology, which bridges the worlds of psychology, biology, and sociology. The course will survey historical foundations of the field, efforts people make in promoting good health and preventing illness, treatment people receive for medical problems, effective and evidence-based coping methods used to reduce distress and pain associated with disease outcomes, the role of lifestyle factors in maintaining health and disease onset, patient adjustment through recovery and rehabilitation, and psychosocial factors related to prevention, outreach, health, illness, healthcare systems, and provide-patient relationships across the life span.

### **PSY 250 Social Psychology (3)**

A survey of how the thoughts, feelings and behaviors of the individual both influence and are influenced by interactions with others. Specific topics covered include: the history of social psychology, self concepts, social perceptions, prejudice, social attitudes, conformity, group processes, interpersonal relationships, helping behavior and aggression.

### **PSY 260 Psychology of Personality (3)**

This course provides a critical examination of major perspectives on personality development, function, measurement, and change.

### **PSY 322 Learning, Motivation, and Behavior Modification (3)**

Pre: ENG 100 and PSY 100.

This course provides the conceptual tools for analyzing the functional relationships between behavior and the environment. Practical applications of learning theory principles are developed through behavior modification exercises designed to help students in their own self development efforts.

### **PSY 323 Comparative Animal Psychology (3)**

Pre: ENG 100 and PSY 100.

Biological, ecological, social, and learned bases of animal behavior based on laboratory and field investigations.

### **PSY 324 Psychology of Emotion (3)**

Pre: ENG 100 and PSY 100.

Survey of traditional views and leading theories, and research in related topics.

### **PSY 325 Cognitive Psychology (3)**

Pre: ENG 100 and PSY 100.

Theories, assumptions, empirical findings, and applications of cognitive psychology. Topics include attention, learning, memory, concept formation, communication, inference, and imagery.

### **PSY 340 Childhood and Adolescence (3)**

Pre: ENG 100 and PSY 100.

Several topics such as infant-caretaker interaction, the nature-nurture controversy, parenting strategies, identity development, and others will be selected and covered in depth. (DS)

### **PSY 342 Educational Psychology (3)**

Pre: ENG 100 and PSY 100.

The aim of this course is to furnish the prospective teacher with the basic psychological sophistication needed for classroom teaching. Topics include the role and scope of educational psychology; meaning and learning, evaluation and measurement; and social, affective, cognitive, and developmental factors in learning.

### **PSY 343 Adolescent Development (3)**

Pre: PSY 100.

This course is designed to explore historical and contemporary perspectives in adolescent growth and development. Specific emphasis will be on the physical, epigenetic, behavioral, cultural, moral, academic, career, and vocational development across the teen years.

### **PSY 352 Varieties of Sexual Expression (3)**

Pre: ENG 100 and PSY 100.

This course examines varieties of sexual behavior across cultures and across primate species. Special emphasis is placed on the relationship between social organization, psychological adjustment, and sexuality.

### **PSY 353 Conflict Resolution (3)**

Pre: ENG 100 and PSY 100.

Factors contributing to interpersonal and societal conflict are explored along with methods for resolution. Structured role play with mediation and other techniques will be included.

### **PSY 371 Abnormal Psychology (3)**

Pre: ENG 100 and PSY 100.

This course is designed to provide students with an understanding of the field of abnormal psychology, including the nature of, possible causes of, and classification of psychological disorders, as well as an overview of modern methods of treatment of abnormal behavior and psychiatric disorders. Ethical considerations as they apply to the field of abnormal psychology will be examined.

**PSY 372 Systems of Psychotherapy (3)**

Pre: ENG 100 and PSY 100.

A survey of psychotherapeutic approaches that includes each system's theory of personality development. Special attention will be given to the therapeutic process and the client-therapist relationship.

**PSY 373 Counseling Skills (3)**

Pre: ENG 100 and PSY 100.

Developing expertise in aspects of the helping relationship in group and individual models, including listening and reflection; goal setting; handling confrontation; concentration and denial; ethical and boundary issues; determining personal style; and group process.

**PSY 374 Ethics in Counseling and Psychotherapy (1)**

Pre: ENG 100 and PSY 100; and at least one of the following courses: PSY 372, 373, 406 or an appropriate lower-division course in counseling or psychotherapy.

This course familiarizes students with ethical principles, common ethical dilemmas, and processes of ethical decision-making within the fields of counseling and psychotherapy.

**PSY 396 Workshops & Special Seminars in Psychology (v)**

Pre: ENG 100 and PSY 100.

Topics may include parenting, eating disorders, and management of emotions such as anxiety and aggression. Instruction will be given in various formats that emphasize student participation. Class duration will vary depending on number of credits offered. May be repeated for credit.

**PSY 402 History and Systems of Psychology (3)**

Pre: ENG 100, PSY 100 and SSCI 300.

This course is designed to explore the evolution of the field of psychology from historical to contemporary perspectives.

**PSY 403 Causation & Prevention of Substance Abuse & Addiction (3)**

Pre: ENG 100 and PSY 100 and SSCI 300. This course covers the diagnosis of substance addiction, the nature of the addictive process, causal factors, and primary prevention.

**PSY 404 Social Correlates of Psychoactive Drug Use (3)**

Pre: ENG 100 and PSY 100.

An examination of the familial, social and cultural aspects of psychoactive drug use. Specific topics covered include a critical analysis of co-dependency; the relationship between drug use and crime; current and historical United States drug use practices and regulations; social aspects of drug use initiation, abuse, addiction and treatment; and drug use in special populations. (DS)

**PSY 405 Biological Correlates of Psychoactive Drug Use (3)**

Pre: ENG 100 and PSY 100.

An examination of the biological actions of psychoactive drugs on the human nervous system. This course covers the structure and function of the nervous system, neural communication, principles of psychopharmacology, the neural basis of drug dependence and biomedical aspects of psychoactive drug use.

**PSY 406 Assessment and Treatment of Substance Abuse and Addiction (3)**

Pre: ENG 100 and PSY 100.

Focuses on diagnosis, methods, and levels of evaluation; documentation; referral and case management issues; major treatment models (12-step relapse prevention, residential and group modalities, family interventions); stages and processes of change, and ethics.

**PSY 407 (alpha) Practicum in Psychology (v)**

Pre: Instructor consent.

Opportunities will be provided for supervised experience in local settings such as preschool; elementary school; hospital industry; YMCA; and crisis intervention centers. This course can be taken either in conjunction with an ongoing content course or as applied work after successful completion of an appropriate content course. May be repeated for credit with consent of instructor. Be advised that practicum sites may require current TB clearance and criminal background checks. Note: Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity.

**PSY 407B Psychology Practicum: Interventions Related to Substance Use (v)**

Pre: ENG 100 and PSY 100; and PSY 403 or 406; and PSY 373, or appropriate courses in counseling skills and substance-related problems.

Supervised experience working in a program focused on the prevention or treatment of substance-related problems. Be advised that practicum sites may require current TB clearance and criminal background checks. Note: Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity.

**PSY 408 Group Interventions in Substance Abuse and Addiction (3)**

Pre: ENG 100 and PSY 100.

This course provides an understanding of basic theory and practice in group treatment of substance-related disorders, and the opportunity to learn practical skills involved in facilitating

groups focused on substance abuse and addiction. Highly recommended for students seeking State certification as Substance Abuse Counselors.

### **PSY 410 Intimate Relationships (3)**

Pre: PSY 100 and ENG 100, both with a C or higher.

This course will provide students with an overview of the field of intimate relationships. Students will discover: the differences between casual and intimate relationships; what love is, or thought to be; how views on sex and sexuality have changed over time. This course also explores the "dark side" of relationships by investigating how jealousy, loneliness, power and violence exist within those relationships we feel are the most intimate.

### **PSY 412 Psychological Testing (3)**

Pre: ENG 100 and PSY 100.

The techniques for measuring differences in personality, aptitude and intelligence are covered in this course. The construction and validation of instruments are also treated. Participants learn the rudiments of administering tests and interpreting test scores.

### **PSY 422 Magic, Witchcraft, and the Supernatural (3)**

Pre: ENG 100 and PSY 100.

A cross-cultural investigation of religious beliefs and practices. The course will cover rites of transition; death and the afterlife; gods; ritual; charismatic religious leaders; religious movements; ghosts; traditional curing; shamanism; demons; witches; and sorcerers.

### **PSY 429 Seminar in Experimental Psychology (3)**

Pre: ENG 100 and PSY 100.

Seminar on recent literature in some field (mutually selected by faculty and student) and appropriate alternative research strategies and techniques. May be repeated for credit with consent of instructor.

### **PSY 442 Child Psychopathology (3)**

Pre: ENG 100 and PSY 100 and PSY 340 and PSY 371.

The purpose of this course is to present an overview of the constructs, models, challenges and cultural factors central to understanding the development of maladaptive behavior disorders in children and adolescents. The emphasis will be to link developmental influences of clinical disorders to normal childhood behavior and the practice of professional consultation and collaboration. The content will center around the etiology, epidemiology, symptomatology, comorbidity, diagnosis, and treatment of childhood psychopathologies. Intervention and prevention strategies and specific clinic/school.

### **PSY 450 Small Groups (3)**

Pre: ENG 100 and PSY 100.

This course will study the small group as a medium for personal growth and improvement of interpersonal communication skills. Special attention will be given to training in the dynamics of group participation and leadership. (Cross-list SOC 450)

### **PSY 470 Clinical Psychology (3)**

Pre: ENG 100 and PSY 100.

Nature, history, and contemporary state of the profession of clinical psychology. Theories, methods, and findings in assessment, intervention, research, and clinical practice. Multiple roles of the clinical psychologist, ethical and professional issues, standards of care, legal regulations of practice, and the mental health care system.

### **PSY 473 Psychology of Healing (3)**

Pre: ENG 100 and PSY 100.

This course examines the subjective experience of illness in its social context, the professional definitions of disease, and the effects these have in the psychology of treating patients with serious or chronic medical problems. Emphasis is placed on the connections between mind and body in illness and healing. Previously PSY 475. (Cross-list PUBA 473)

### **PSY 474 Culture and Mental Illness (3)**

Pre: ENG 100 and PSY 100.

A cross-cultural study of mental illness and therapeutic practices comparing Western and non-Western cultures. (Cross-list PUBA 474)

### **PSY 480 Organizational Behavior (3)**

Pre: ENG 100 and PSY 100.

The focus of this course is on the impact of the organizational and industrial environment on the personality of the individual. Course content includes a survey of the factors involved in industry and organizational life, such as job analysis; selection; motivation; worker satisfaction; and styles of leadership. (Cross-list BUSA/PUBA 480)

### **PSY -98 Selected Topics in Psychology (v 1-6)**

Pre: PSY 100.

Topics selected will vary with student interests; emphasis will be on relevancy and application of theory and analysis of problem solving. Examples: aging; early experience; humanism; dream analysis; extrasensory perception; comparative analysis of learning; and environmental problems. May be repeated for credit.

### **PSY -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.



## **PUBLIC ADMINISTRATION**

### **PUBA 100 Introduction to Public Administration (3)**

An introduction to public sector organizations, programs, management, and leadership. (DS)

### **PUBA 101 Introduction to Health Care Administration (3)**

This course introduces students to the fundamentals of health care administration and the U.S. health care system. Important topics such as the provision of health care, financing, delivery and resources are discussed in a wide variety of health care settings, ranging from hospitals to nursing homes to ambulatory care centers. The various roles of health care providers and administrators are also described. (DS)

### **PUBA 102 Introduction to Disaster and Emergency Management (3)**

This is an introductory course designed to expose practitioners and non-practitioners to disaster and emergency standards, techniques, and “best” practices of disaster and emergency management and government agencies and personnel at the national, state and local level. Emphasis will be placed on critical aspects of disaster and emergency management prior to, during and after the occurrence of a disaster and/or emergency. (DS)

### **PUBA 103 Introduction to Justice Administration (3)**

This course provides an introduction to criminal justice system in the United States. This course topics include description of the major components of the criminal justice system, including police, courts, and corrections. (DS)

### **PUBA 104 Introduction to Community Health (3)**

This course examines the history, philosophy, and principles of community health in efforts to teach students how to define community health problems, develop evidence-based recommendations for interventions, understand prevention and control measures, and implement and evaluate the impact of strategies for addressing a community health problem. Methods for changing health behavior, health communications methods, the roles and regulations of health service delivery institutions, financing mechanisms, and an understanding community health care and health systems including the quality of care, access to care and cost of care will also be addressed. (DS)

### **PUBA 203 Writing for Government (3)**

This is an introductory course designed to expose future and present government practitioners to the range of style and conventions of writing used in government. These include

proposal writing, policy and procedure writing, writing of reports and executive summaries, memorandum writing, writing for presentations, e-mail writing, and writing in a cultural context.

### **PUBA 301 Health Care Administration (3)**

This course introduces students to the fundamentals of health care management. Roles, functions and skills of health care managers necessary for the continuously changing health care environment are emphasized.

### **PUBA 302 Health Policy, Politics, and Law (3)**

This course examines the role of the United States government in health care; the formation of policy for the health care sector; health care interest groups; as well as political and legal issues for the administration of health care organizations.

### **PUBA 303 Financial Concepts in Health Management (3)**

This course explores the concepts involved in the role and structure of the finance function in health care organizations and examines knowledge and tools for budgeting, reporting, monitoring, and reimbursements.

### **PUBA 305 Managing Criminal Justice Agencies (3)**

Analysis of the structure and management of criminal justice agencies within a systems context. Topics include determining agency mission; policies and procedures; complexities of organizational structure; intra- and inter-governmental coordination of justice personnel.

### **PUBA 306 Principles of Public Administration (3)**

Pre: Sophomore standing.

Development of governmental administration in the United States and particularly in Hawai'i: theories of administrative organization; principles and methods of administrative management and executive leadership; interpersonal and intergroup relationships; levels of decision-making; ethics; and responsibility.

### **PUBA 307 Community Health Analysis (3)**

This course examines health data, health information resources, and analytical techniques derived from epidemiology to improve the health of communities.

### **PUBA 308 Community Engaged Research Methods (3)**

This course introduces students to research methodology, techniques, and design strategies involved in community health interventions. Students will also receive guided instruction on mapping, planning, organizing, recruiting, and conducting research projects and programs for identifying and solving problems unique to community health in Hawai'i. Course

content will also involve a review of Community Based Participatory Research techniques.

### **PUBA 309 Criminal Law and Procedures (3)**

Materials and cases treating criminal law and procedures within the context of the American polity. Systematic analysis of the role of the citizen in relationship to operational legal principles and procedures of criminal law. An emphasis on contemporary problems and recent court decisions.

### **PUBA 310 Research Methods in the Public Sector (3)**

Pre: Sophomore standing.

Examines various research methods as applied to different functional areas in the public sector including health care, human services, and others. Topics include field studies, experiments, content analysis, and surveys.

### **PUBA 311 Design in Public Spaces (3)**

Pre: ART 112, ENG 100.

Students learn theory and discourse related to designing for public spaces by examining case studies and examples of social entrepreneurship applied through graphic design vehicles. Students will employ graphic design techniques and utilize industry standard software with the intent to discuss and reflect on approach, method, and theory. (Cross-list ART 311D) (DA)

### **PUBA 312 Bureaucratic Politics (3)**

This course is designed to describe and explain the ways in which politics and administration relate. Policy analysis and social criticism are discussed within the context of public administration and the political environment.

### **PUBA 313 Communication Skills for Administrators (3)**

Pre: Sophomore standing.

Writing and public speaking for the improvement of communication for managers.

### **PUBA 314 Community Epidemiology & Population Health (3)**

This course examines generalizable principals of the scientific method while integrating skills including quantitative thinking, scientific inquiry and analysis, and teamwork that allow students to see epidemiology as a way of thinking about the health of communities within a population.

### **PUBA 316 Constitutional Law (3)**

An examination of the nature and development of the United States constitutional system. Emphasis on the role of the courts in interpreting the concepts of separation of powers, federalism, the police power, and the commerce clause. In addition, a study of fundamental rights as protected by the United States

Constitution and other legal provisions and the role of the courts in interpreting freedom of expression and conscience, due process, and equal protection of the laws will be covered.

### **PUBA 318 Managed Care (3)**

This course introduces students to the fundamentals of managed care and integrated delivery systems, and emphasizes the various managed care models applicable to the changing health care market.

### **PUBA 319 Survey of Long-Term Care (3)**

Pre: PUBA 101.

This course introduces students to the management concepts that can be applied to a wide range of long-term care settings, including provider, payer, and regulatory organizations.

### **PUBA 320 Correctional Administration (3)**

This course will provide an overview of correctional administration in America. It will examine corrections as a social institution; the place of corrections in the criminal justice system; federal and state prison systems; institutional management (staffing, programs and services); and future directions such as the current trend toward community-based corrections.

### **PUBA 321 Probation, Parole, and Community-Based Corrections (3)**

Administrative organization and management in probation and parole systems. Problems of work-release and school-release programs for institutional inmates; administration of halfway houses; non-residential programs for probationers, parolees, and drug abusers; community residences for juvenile offenders; supervision of foster care programs.

### **PUBA 322 Issues in Community Policing (3)**

An examination of community policing in theory and as actually practiced in various cities. Topics include historical evolution; rationale; implementation strategies; model programs; and methods of evaluating program effectiveness.

### **PUBA 323 Workplace Violence (3)**

This course will introduce students to the growing problem of workplace violence in Hawai'i and across the nation. Predictability and prevention theories and techniques will be examined closely, and applied in an incident analysis approach in a variety of workplace settings.

### **PUBA 324 Media, Violence, and Crime (3)**

The nature and scope of crime-related violence in the media with particular emphasis on television, newspapers, and the cinema. An analysis of the impact of media violence on individuals, groups, and society as a whole.

**PUBA 325 Policy Analysis (3)**

Recommended: PUBA 105.

Coreq: ENG 100 or ENG 200.

This course will explore the process by which individual and societal preferences are transformed into public policy. Through an examination of policy development students will learn how to analyze policy alternatives and influence the policymaking process. By developing a strong policy argument through research, analysis, and support students will uncover how to effectively analyze policy. Several forms of practical policy analysis will be explored including cost-benefit analysis and valuation of public goods.

**PUBA 326 Ethical Dilemmas in Criminal Justice (3)**

This course examines ethical issues faced by police, prosecutors, defense attorneys, and other participants in the justice system. Improving ethical behavior through better screening, training, and performance monitoring programs are explored.

**PUBA 327 Indigenous Governance (3)**

This course provides an overview of indigenous governing systems with a focus on those in the Americas and the Pacific. Students will learn the legal framework that governs indigenous public administration in the United States, the key principles of nation building, the importance of constitutions, and how indigenous governing institutions provide services to their citizens, including social services, cultural retention practices, and justice administration.

**PUBA 328 Public Finance and Fiscal Policy (3)**

Public finance involves a detailed examination of the processes and analytical techniques involved in developing and managing public budgets teaching students how to use financial information to make decisions in public and not-for-profit organizations, developing, implementing and controlling agency financial plans. An introduction to financial management, the development of operating budgets, tools for short-term decision-making, capital-budgeting decisions, and the analysis of long-term financial options. Students will spend considerable time on the analysis of public budgets as well as a detailed examination of current issues, controversies and research in public budgeting. Examination of the effects of government spending, borrowing, and taxation on efficiency, equity and economic stability and growth including economic, historical and statistical analyses and current policy debates in the U.S. and around the world.

**PUBA 334 The Intersection of Community & Global Health (3)**

This course examines the strong links between community health and global health. Students will gain an understanding

for the philosophy, and principals of global health in efforts identify global health problems, understand how prevention and control measures at the regional and national level affect global health, and implement and evaluate the impact of strategies for addressing global health problems. Methods for how changing demographics regarding fertility and mortality, patterns of disease, sanitation and global health regulations will also be addressed in this course.

**PUBA 335 Technology in Public Administration (3)**

The examination of e-government and how it the change to GIS systems affects citizen's ability to communicate with government offices and officials. Explore major issues of government in meeting the expectations of information dissemination, access to transaction, participation in the decision-making process, and advancement of policy initiatives. Information management and ethical issues in government use of data obtained from citizens.

**PUBA 338 Cultural Competence in Health Care (3)**

Pre: Completion of or concurrent enrollment in PUBA 101.

This course examines the importance of cultural competence as standards of care in the health care system. It is designed to provide students with knowledge and skills to work with diverse populations, develop cross-cultural competence, and identify and utilize culturally appropriate strategies to deliver cost effective, accessible and quality health care.

**PUBA 340 Administrative Decision-Making (3)**

Pre: Sophomore standing.

Provides an analysis of the managerial role as a decision-maker. It investigates the logic of the decision-making process, including the effect of environmental factors and the role of quantitative techniques. Consideration is also given to the behavioral implications of decision-making activities.

**PUBA 341 Statistics for Decision Making in Public Administration (3)**

Pre: MATH 100, MATH 103, MATH 115, or higher-level math with a "C" or better.

Statistical application to public administration. Topics include: descriptive statistics, probability, and applying the concept of statistical inference to actual issues faced by public administrators. This course will focus on examples from public administration such as public finance, criminal justice, and evaluation and planning of government programs at the national, state and local levels.

**PUBA 345 Foundations of Gerontology (3)**

This course introduces students to the foundations of gerontology. Practical and theoretical concepts provide students with a broad understanding of the elderly and their

environment. Physiological, psycho-social, and functional issues of the older adult will be explored. Long-term needs, aging-in-place, and the continuum of care, will also be discussed.

### **PUBA 346 Long-Term Care Management (3)**

This course introduces students to the fundamentals of long-term care management. Roles, functions, and skills of long-term care managers necessary for the continuously changing environment are emphasized.

### **PUBA 351 Human Resources Administration (3)**

Pre: Sophomore standing.

This course provides a general survey of theories and contemporary practices in the process of public and private personnel administration. In addition to topics such as recruitment and placement, training and development, compensation and performance appraisal, this course will also focus on techniques for motivation, productivity, and creativity associated with individual and organizational effectiveness. (Cross-list BUSA 351)

### **PUBA 352 Comparative Public Administration (3)**

Comparative ecology of public administration in selected countries; analysis of similarities and differences in administrative structures and functions in developed and developing nations; practicalities of cross-cultural transferability of administrative concepts and processes.

### **PUBA 353 Nonprofit Management (3)**

Nonprofit management provides students with an understanding of the unique qualities, philosophies, and practices of the U.S. nonprofit mission-driven sector examining the sources and management of resources as well as strategies for their effective use. Nonprofit Management begins with a historical overview of the nonprofit sector and demonstrates its complex structure that provides a vital link in addressing the economic and social gaps in society that are not effectively addressed by government or the private sector. The Nonprofit Management area of study is designed to support both current and emerging leadership, ultimately leading to an increase in capacity. Nonprofits and their role in community building and shaping public policy are central to how strong coalitions impact housing, welfare and children's policy, organizing empowered communities, the influential and engaged donor and building the value of nonprofits.

### **PUBA 354 Program Planning & Evaluation in Health (3)**

Pre: Completion of or concurrent enrollment in PUBA 310. This course will provide knowledge in public health sciences, and skills to effectively plan, implement, and manage programs

that address public health problems in a variety of settings. Key concepts based on the public health pyramid model will be reviewed. The role of community members and strategies for community participation in planning and implementing of successful health promotion programs will be covered. Evaluation methods and designs as well as the steps involved in conducting an evaluation, communicating the results, and successful implementation and sustainability will be covered.

### **PUBA 355 Labor-Management Relations (3)**

Study of labor-management relations; the history, organization, and relationship to the administrative process. Primary focus is on labor-management relations in the private sector, but course will also cover the basic factors which distinguish private from public employment relations. Specific consideration given to current problems on the mainland and in Hawai'i. (Cross-list BUSA 355)

### **PUBA 368 Foundations in Community Health and Health Behavior (3)**

This course is designed to expose students to a broad introduction to theories in the field of community health. Students will receive an overview of the concepts health behavior practitioners and researchers use to address community health issues. Links between individual and community health behaviors, with an emphasis on social justice, cultural humility, and community-centered practices will also be addressed in this class. Real-life community programs and projects from those working in community health careers will illustrate the use of behavior theories in the field of community health.

### **PUBA 406 Contemporary Problems of Justice Administration in America (3)**

Survey of major issues and problems related to the administration of justice in America. Such issues as politics and administration of justice; police discretion; prosecutorial discretion; plea bargaining; criminal defense; trial and sentencing; probation; and parole will be discussed.

### **PUBA 402 Legislative Internship (v 6-12)**

Pre: One upper division course in Political Science or PUBA 306 or equivalent; and one HAP designated course. May be concurrent with Internship if it does not interfere with the legislative work schedule.

Open to the student awarded the UH West O'ahu Legislative Fellowship for placement in Hawai'i State Legislature, integrated with academic study. (Cross-list SSCI 402)

### **PUBA 409 Legal Foundations of Justice Administration (3)**

Local, state, and federal judicial systems; constitutional, judicial, and legislative influences on the administration of justice.



**PUBA 410 Issues in Criminal Investigation (3)**

Legal and scientific issues and techniques in criminal investigation. Consideration of conduct at the crime scene; interrogation of witnesses and suspects; legal implications of scientific technologies; and presentation of evidence in court.

**PUBA 411 Emergency Management and Disaster Preparedness (3)**

This course will examine emergency management, planning, and response techniques. Emphasis will be placed on effective training and coordination of medical facility personnel, public and non-profit agencies, and the military to deal with a variety of man-made and natural events.

**PUBA 414 Public Communication Campaigns (3)**

Pre: Sophomore standing.

Design and implementation of public communication campaigns in such areas as disaster preparedness; crime prevention; environmental protection; and social services. Use of media and interactive skills for increasing knowledge and modifying behavior in targeted populations.

**PUBA 425 Policy Advocacy (3)**

Recommended: PUBA 325.

Coreq: ENG 200.

Students will examine an array of public policy advocacy strategies, including organizing, public education, and lobbying. In addition to covering material on legal, structural, and strategic issues involved in advocacy a close examination of conceptual underpinnings in understanding advocacy will be incorporated. Students will have the opportunity to develop a mock advocacy campaign.

**PUBA 431 Juvenile Delinquency (3)**

An analysis of the different forms of juvenile deviance; their causes, means of control, and societal responses. (Cross-list SOC 431)

**PUBA 432 Crime and Literature (3)**

This course will explore great works of literature with the recurring theme of crime. Works will be chosen that will shed light on the public sector's response to crime.

**PUBA 434 Criminology (3)**

This course will explore the major theories of crime causation; the measurement of crime and its impact; various crime typologies; and the overall societal reaction to crime and criminal offenders. A major focus of this course is the exploration of possible social programs and policies that might be initiated to achieve a combination of crime reduction and social justice.

**PUBA 435 Domestic Violence (3)**

An examination of domestic violence including theories of causation; prevalence in American society; types of abuse; characteristics of victims and abusers; and responses by the criminal justice system.

**PUBA 436 Sex Crimes and Offenders (3)**

This course will look at the dynamics of sexual deviation, developmental theories of sexual abnormalities, and societal issues associated with different types of sexual offenses. Sexual behaviors to be examined include rape, nuisance sexual acts, incest, pedophilia, and pornography. The theories of sexual deviance, the role and interaction of law enforcement, victim and offender, and treatment and rehabilitation availability will be addressed.

**PUBA 446 Contemporary Issues in Health Care (3)**

This course provides an overview of the health care system including the growth and changes in the various health care providers, workforce, and settings in the delivery of care. This course also examines current and emerging management, behavioral, technological, and ethical issues in the health care field.

**PUBA 450 Nursing Home Administration (3)**

This course prepares students with the knowledge and skills necessary to master the competencies necessary to become a nursing home administrator. The Domains of Practice, the basis for the NAB national nursing home administrators' licensing examination, will be included. Note: Learners must also participate in an Administrator-in-Training program (2080 hours) to be eligible to take the licensing exam. This course does not provide that training.

**PUBA 451 Facilities Management in Health Care (3)**

Pre: Junior or Higher Standing.

This course surveys the best practices for health care facility management. Major topics include how best practices apply to organizations' strategic, tactical, and operational objectives, and comprehensive policies and procedures that effectively monitor, adapt and report the cost effectiveness of health care services.

**PUBA 460 Environmental Policy Planning and Administration (3)**

This course will focus on the organization of government agencies in the formation and implementation of public policy on environmental issues. Assessment questions, laws and regulations, and the role of public participation will be covered. This course will also cover environmental management as it relates to both private and public sector. (Cross-list BUSA 460)

**PUBA 461 Social Dimensions of Disaster Response (3)**

Overview of empirical vs. theoretical approaches; human behavior in disaster, myths and reality; group disaster behavior; community social systems and disaster; cultures, demographics and disaster behavior distinctions and model building in sociological disaster research.

**PUBA 462 Disaster Recovery & Business Continuation (3)**

This course is intended for novices in business continuity and disaster recovery planning. Topics include business continuity planning; recovery of information and communication system; the purpose, goals, and objectives of plan development; and initial response to catastrophic events. (Cross-list BUSA 462)

**PUBA 463 Disaster Recovery & Hazard Mitigation (3)**

Household, organizational, and community recovery from disasters discussed in the context of mitigation activities to reduce vulnerability to disasters. Recovery policies, processes, and outcomes are examined at the local, state, and federal levels. Issues related to local adoption of mitigation measures are considered. The course addresses chemical properties of hazardous materials and wastes; legal requirements for their handling, storage, transportation, and disposal; methods of protecting employees, facilities, and the community.

**PUBA 464 Terrorism and Emergency Management (3)**

This course will identify domestic and international terrorist organizations; analyze their objectives and tactics; and examine the law enforcement and military response. Topics will include biological, chemical, and nuclear terrorism; cyber-terrorism; and an assessment of the level of preparedness within the U.S.

**PUBA 465 International Disaster Management (3)**

Pre: Instructor approval.

This course examines the actions and interventions that are performed in pursuit of disaster risk reduction, incident response, and disaster recovery at the national and international levels in the Asia-Pacific region. Emphasis is placed on developing an operational understanding of the emergency management functions that have national and global application, and on the various governmental and nongovernmental stakeholders. Students will investigate the roots of risk and vulnerability, including the links that exist between poverty, vulnerability, and disasters, and will consider the impact and effectiveness of resilience efforts taking place at the regional and global levels (including the work of ASEAN, SPC, UNISDR, and other regional and global IGOs). (Cross-list BUSA 465)

**PUBA 466 Ethics in Disaster Preparedness & Emergency Management (3)**

Pre: Instructor approval.

The course will involve students in a review and focus on the ethical problems that face disaster managers and administrators in the public and private sector in theory and application before, during and after disasters and emergencies occur. Such issues as responsibility, fairness, equal treatment, and allocation of resources by Federal, State and County agencies regarding the most vulnerable, and least resilient communities will be discussed.

**PUBA 470 Program Planning and Evaluation (3)**

Principles and problems of program planning and evaluation. PPBS and other approaches to cost-effectiveness by state governments are explored. This course will also explore urban planning, its purpose, content, and problems as it relates to local units of government.

**PUBA 473 Psychology of Healing (3)**

Pre: PSY 100.

This course examines the subjective experience of illness in its social context, the professional definitions of disease, and the effects these have in the psychology of treating patients with serious or chronic medical problems. Emphasis is placed on the connections between mind and body in illness and healing. (Cross-list PSY 473)

**PUBA 474 Culture and Mental Illness (3)**

Pre: PSY 100.

A cross-cultural study of mental illness and therapeutic practices comparing Western and non-Western cultures. (Cross-list PSY 474)

**PUBA 475 Administrative Law (3)**

Pre: Sophomore standing.

Role and nature of administrative law; procedural requirements; and judicial review of administrative actions; safeguards against arbitrary action; delegation of legislative power; legal principles and trends in the development of public administration. Also includes review and analysis of contemporary problems in administrative law, regulatory administration, informal actions, administrative discretion, and its abuses.

**PUBA 476 Health Care Marketing (3)**

This course introduces students to methods and models for the analysis, evaluation, and implementation of marketing strategies within the health care environment. Designed to develop skills in segmenting customer and health care markets, brand products and services, enhance a communication strategy to the consumer, and develop pricing approaches. (Cross-list BUSA 476)

**PUBA 477 Ethics in Health Care Administration (3)**

This course examines global, organizational, and personal ethical issues that arise in the context of health care and introduces students to ethical principles and practices and professional codes of ethics that are relevant to understanding and resolving ethical problems and issues in health care.

**PUBA 480 Organizational Behavior (3)**

The focus of this course is on the impact of the organizational and industrial environment on the personality of the individual. Course content includes a survey of the factors involved in industry and organizational life such as job analysis, selection, training, motivation, worker satisfaction, and styles of leadership. (Cross-list BUSA/PSY 480)

**PUBA 481 Ethics and Administration (3)**

Consideration of the ethical problems that face administrators in the public and private sectors from a theoretical point of view and in application to particular cases. Such issues as corporate responsibility to communities, shareholders, and competitors, bribery, honesty, racialism, ecology, and false or misleading advertising will be discussed.

**PUBA 486 (alpha) Senior Project (v)**

Pre: Consent of instructor, one class of upper division writing-intensive (WI) course work.

With assistance from an advisor, students will complete a project based on original or library research related to a particular problem or issue in the chosen field of study. Students will share the results of this learning process with peers and will assist each other in refining communication skills, developing research and information retrieval techniques, and other research-related competencies. C: Community Health; D: Disaster Preparedness and Emergency Management; G: General Public Administration; H: Health Care Administration; J: Justice Administration.

**PUBA 490 (alpha) Administrative Practicum (v)**

Pre: Consent of instructor, one class of upper division writing-intensive (WI) course work.

This is a field exercise course. Students are provided internships in either business, education, or government. As an intern, the student is delegated the responsibility of developing the solution to some problem or asked to complete a relevant or characteristic task. Students report on their experience using their understanding of administrative theory and practice. Note: Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity. C: Community Health; D: Disaster Preparedness and Emergency Management; G: General Public Administration; H: Health Care Administration; J: Justice Administration.

**PUBA 490B Administrative Practicum (3)**

Pre: Consent of instructor.

This internship is intended for students pursuing the certificate in Health Care Administration to gain hands-on experience in the health care field. Students are provided with an internship with an appropriate community health care organization. As an intern, the student is delegated the responsibility of developing the solution to a well-defined problem or is asked to complete relevant administrative tasks. Students report on the experience using their understanding of the health care field.

Note: Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity. May be repeated for credit.

**PUBA -98 Selected Topics in Public Administration (v 1-6)**

Topics will vary with program relevancy and student interest. May be repeated for credit.

**PUBA -99 Directed Reading and Research (v)**

Pre: Instructor approval. To be arranged with instructor.

**SAMOAN****SAM 101 Elementary Samoan I (4)**

This class is the introductory class in Samoan language. Students will begin to develop basic skills in speaking, writing, reading, and listening comprehension. Pronunciation, basic grammar, and increasing vocabulary are important elements of the class. Students will learn to have basic conversations, and they will learn how to write and read simple descriptive sentences. This will be done through reading chapters in the book linked with classroom lectures, activities, drills, and reviews. The class will be taught within the context of Samoan culture and history.

**SAM 102 Elementary Samoan II (4)**

Pre: SAM 101.

This is the introductory class in Samoan language and designed to continue where Samoan 101 ended where students begin to develop basic skills in speaking, writing, reading, and listening comprehension. Pronunciation, basic grammar, and increasing vocabulary are important elements of the class. Classroom activities will again stress conversation in Samoan, but exercises will also include reading, writing and grammar. The class will be taught within the context of Samoan culture and history.

**SAM 201 Intermediate Samoan I (4)**

Pre: SAM 102.

This course is a continuation of SAM 102. It will stress the language skills of reading, writing, listening, and speaking, as well as cultural

knowledge and protocols at the intermediate level. In the course of six structured units, students will acquire these skills through various activities, including the memorization of dialogues and engagement in conversational topics, reading and writing of short journals and stories, as well as other supplementary activities, in order to develop literacy skills and fluency in conversation.

### **SAM 202 Intermediate Samoan II (4)**

Pre: SAM 201 or instructor consent.

This is a continuation of SAM 201 and will focus on improving the four language skills of reading, writing, listening and speaking. SAM 202 will also integrate cultural knowledge, protocols and oral traditions into traditional stories, newspaper articles, and oral and written exercises and activities to increase fluency in both formal ('t'-style) and colloquial ('k'-style) Samoan.

## **SOCIAL SCIENCES**

### **SSCI 210 Statistical Analysis I (3)**

Pre: MATH 103 or MATH 115 (or higher) with a grade of C- or better; or math placement test score into MATH 135 or higher. Methods to describe quantifiable data through frequency distribution and graphic methods, sampling, probability, estimation, hypothesis testing, and analysis of variance.

### **SSCI 300 Philosophy of the Social Sciences (3)**

The goals of this course are to understand the philosophical bases and historical origins of theories and methodologies in the social sciences. It is an interdisciplinary introduction to the social sciences: how they developed, how they are connected, and how they are used. (DS)

### **SSCI 301 Methods and Techniques in Social Science Research (3)**

An examination of the various stages involved in social research. Areas to be covered include the relationship between theory and research methods, sampling and measurement, research designs, data collection instruments, and data analysis and reporting. (DS)

### **SSCI 317 Fieldwork and Qualitative Methods (3)**

This course teaches students the analytical skill useful in social sciences research. It also encourages creativity, synthesis, and critical reflection in the research process. It emphasizes qualitative, experiential, cross-cultural research skills, as employed in the natural setting. It critically reflects on the role of the self; historical/political/cultural contexts of research; and the interactions with informants in the production of knowledge. The possibility of applied, collaborative research, and even activism, is examined. Students conduct small projects within the multicultural Hawai'i community.

### **SSCI 326 Hawaiian and Pacific Environments (3)**

This course will examine historic and current ecological principles and human impact on the environment. Course objectives include: 1) learning about underlying scientific principles which affect Earth's environment, 2) evaluating problems arising from human interaction with the environment, and 3) examining both scientific and cultural solutions to environmental problems, especially with reference to Hawai'i.

### **SSCI 402 Legislative Internship (v 6-12)**

Pre: One upper division course in Political Science or PUBA 306 or equivalent; and one HAP designated course. May be concurrent with Internship if it does not interfere with the legislative work schedule. Open to the student awarded the UH West O'ahu Legislative Fellowship for placement in Hawai'i State Legislature, integrated with academic study. (Cross-list PUBA 402)

### **SSCI 410 Statistical Analysis II (3)**

Pre: SSCI 210 or equivalent.

This course deals with the quantitative methods of regression, analysis of variance, and experimental design. It starts with a review of basic descriptive and inferential statistics, followed by simple and multiple regression. Then it covers the principles of experimental design and uses those concepts for analysis of variance. The approach is through case studies and real data analysis.

### **SSCI 486 (alpha) Senior Project (3)**

Pre: SSCI 210, SSCI 300, social science methods course required by the student's concentration (see below), one class of upper division writing-intensive (WI) course work, and consent of instructor.

With assistance from an advisor, students will complete a project based on original or library research related to a particular problem or issue in the chosen field of study. Students will share the results of this learning process with peers and will assist each other in refining communications skills, developing research and information retrieval techniques, and other research-related competencies.

Required methods for each concentration are as follows:

SSCI 486A (Anthropology): SSCI 317  
 SSCI 486E (Economics): SSCI 301 or 410  
 SSCI 486L (Political Science): SSCI 317  
 SSCI 486P (Psychology): PSY 212

A: Anthropology; E: Economics; L: Political Science; P: Psychology

### **SSCI 486S Senior Project-Sociology (3)**

Pre: SOC 321; SSCI 210; SSCI 300; one of the following: PSY 212, SSCI 301 or SSCI 317; one class of upper division writing-



intensive (WI) course work; and consent of instructor.

With assistance from an advisor, students will complete a project based on original or library research related to a particular problem or issue in the chosen field of study. Students will share the results of this learning process with peers and will assist each other in refining communications skills, developing research and information retrieval techniques, and other research-related competencies.

### **SSCI 490 (alpha) Social Sciences Practicum (3)**

Pre: Consent of instructor, one class of upper division writing-intensive (WI) course work.

Students are provided an internship with an appropriate community agency. As an intern, the student is delegated the responsibility of developing the solution to a well-defined problem or is asked to complete a relevant task. Students report on the experience using their understanding of the field in which they are working. Note: Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity.

B: Social Sciences (for Applied Track only); E: Economics; F: Applied Forensic Anthropology; L: Political Science.

### **SSCI 490A Social Sciences Practicum-Anthropology (3)**

Pre: SSCI 317; and completion of or concurrent enrollment in ANTH 490; one class of upper division writing-intensive (WI) course work; and instructor approval.

Students are provided an internship with an appropriate community agency. As an intern, the student is delegated the responsibility of developing the solution to a well-defined problem or is asked to complete a relevant task. Students report on the experience using their understanding of the field in which they are working. Note: Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity.

### **SSCI 490C Social Sciences Practicum-Early Childhood Education (6)**

Pre: Consent of instructor, one class of upper division writing-intensive (WI) coursework.

The ECE Senior Practicum/Action Research Project is a six-credit, capstone course in which students interrogate ideas, questions, theories, processes and/or policies in early childhood education. Students create a relevant, personal, research question, conduct research and implement change in their professional practice. Students participate 120 hours in an ECE practicum site where they work with mentor teachers on their action research project and 40 hours with seminar and data collection. An understanding and application of social justice underlies the course work in both the practicum and project. Students consider

the context and culture of Hawai'i and develop awareness of the political nature of teaching, perceiving education as a means for creating a democratic society. Note: Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity.

### **SSCI 490S Social Sciences Practicum-Sociology (3)**

Pre: SOC 321; consent of instructor; and one class of upper division writing-intensive (WI) course work. Students are provided an internship with an appropriate community agency. As an intern, the student is delegated the responsibility of developing the solution to a well-defined problem or is asked to complete a relevant task. Students report on the experience using their understanding of the field in which they are working. Note: Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity.

### **SSCI 491 Community-Based Education and Service Learning (v 1-3)**

This course helps to fulfill UH West O'ahu's mission for development of public service activities. Each semester the course will focus on one or more of the following activities: tutoring and/or mentoring immigrant students and/or their parents, working with community resource people, conducting research on Hawai'i's multi-cultural communities and issues of importance to them, participating in workshops that will provide appropriate background and training for these activities. Requirements: 8 hours per week (on-site, workshops, etc.). (Cross-list HUM 491)

Note: This course can also be used as a senior practicum site, with the approval of the student's Faculty Advisor. Students participating in Practicum must sign the UH West O'ahu Assumption of Risk and Release Form. This form must be completed and returned to instructor prior to beginning this off-campus activity.

### **SSCI -98 Selected Topics in Social Sciences (v 1-6)**

Topics will vary with student interest and relevancy to the program. May be repeated for credit.

### **SSCI -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with instructor.

## SOCIOLOGY

### SOC 100 Survey of General Sociology (3)

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

This course introduces the tools used by sociologists to explore and understand society. Social relationships, social structures and processes are explored through major concepts, theoretical perspectives and methods used by the discipline. (DS)

### SOC 300 Principles of Sociological Inquiry (3)

This course focuses on the linkage between sociological theories and sociological methods. Special emphasis will be given to the following procedures: (1) introduction to and implementation of quantitative data collection modes and analytical techniques such as survey analysis, secondary quantitative data analysis, quantitative text analysis, topic extraction, topic mapping and topic modeling; (2) introduction to and implementation of qualitative data collection and analytic techniques including preparation of semi-structured and unstructured interview questionnaires, field notes collection and organization, and interpretive analytic techniques via analysis of scripts, documents and images.

### SOC 309 Sociology of the Body (3)

This course draws from several areas of sociological research, including gender, race, sexuality, aging, disability, and health. In this class, key themes explored include: defining what counts as a body, visible and hidden embodiments, bodies in a cross-cultural context, structural processes that contain and restrain bodies, categorizing bodies, marginalization of anomalous bodies and ableism, working bodies, embodying resistance, bodily transformations, microscopic body parts, embodiment without bodies, and the life and death of the body.

### SOC 310 Globalization and Society (3)

Pre: ENG 100 and SOC 100; or instructor approval.

This course focuses on the study of modern globalization practices from a sociological perspective. The core theme of this course is how macro- societal processes impact individual lives. It also examines the effect of globalization on socioeconomic structural formation and cultural turns in national societies. This course will emphasize the sociological perspectives studying the local- global linkages, as well as the development of globalized social institutions with an emphasis on global movements, global socio-economic development and global inequalities.

### SOC 311 Social Stratification (3)

This course provides a study of the tendencies and problems involved in the distribution of wealth, power, status, and prestige in different kinds of social systems.

### SOC 312 Social Movements (3)

Pre: SOC 100 or instructor approval.

This course explores the impact of social movements and revolutions on structural and cultural changes in modern societies. Emphasis will be given to the interplay between theoretical and methodological approaches explaining the meaning of social action in collective manner. Contemporary events in the U.S., the E.U. Latin America and Africa will be thorough discussed. Also emphasis will be given to the role and the implications of collective behavior shaping social realities. This course will cover a range of topics including, the history of labor movements in Europe and the U.S., the cultural revolution in China, the great October socialist revolution in Russia, the fascist revolution in Italy, the classical anarchist social movement, the black power movement, the international human rights movement, the Arab Spring, occupy Wall Street and more. Finally the role of social movements in cultural and structural shifts will be discussed.

### SOC 313 Sociology of Work (3)

This course examines the changing nature and social organization of work. Topics include labor history and labor organization, employment and unemployment, occupations, impact of technology, and cross-national comparisons.

### SOC 315 Digital Society and Big Data (3)

Pre: ENG 100 and SOC 100; or instructor approval.

This course focuses on the societal repercussions of new information technologies in modern societies. Emphasis will be given on vanguard structural and cultural sociological theories denoting the impact of developing and establishing digital societies. The concepts of digital citizenship, digital power and exploitation, digital activism, and communities of meaning, are extensively covered. This course will also introduce several modern conceptualization approaches on Big Data emphasizing the ethical considerations, cultural interpretations and symbolic meanings.

### SOC 321 Survey of Sociological Theory (3)

Pre: SOC 100.

This course introduces students to the foundations of sociological theory, from its classical roots to its contemporary branches. Beginning with sociology's "Big Three", Marx, Weber, and Durkheim, this course examines many of the central concepts, analytic frameworks and theories social researchers use to understand and explain the social world. (Previously SOC 470)

### SOC 324 Race and Ethnic Relations (3)

A general survey of the field of race and ethnic relations with attention to general processes operating in intergroup contact. Areas to be covered include the social construction of race and

ethnicity, the social histories of selected American minorities, the structure of intergroup relations, and the nature, forms and consequences of prejudice and discrimination. (DS)

### **SOC 329 Organizations, Individuals, and Society (3)**

This course provides an analysis of rationally designed systems of interpersonal behavior. The characteristics, attributes, and problems of bureaucracies such as government, business, and non-profit agencies are considered, as are alternatives to bureaucracies.

### **SOC 334 Deviant Behavior (3)**

This offering focuses on the action systems occurring outside the range of institutional expectations. The analytical tools of sociology (e.g., race, status, reference group, opportunity structure) are applied to facilitate an understanding of aberrant behavior.

### **SOC 341 Survey of Social Psychology (3)**

The study of social behaviors from an interdisciplinary approach. Topics will include interpersonal and intergroup relations, class and cultural influences, group dynamics in prosocial and antisocial behavior, and social change.

### **SOC 352 Sociology of Education (3)**

The relationship between education and society is examined from a variety of sociological perspectives and empirical studies. Topics include social mobility and stratification, schools as organizations, and the dynamics of race, class, and gender in education.

### **SOC 353 Survey of Sociology of Aging (3)**

The study of aging in socio-cultural context, with emphasis on theories, methodologies, and research findings in the field. Topics include the status and roles of the aged, demography of aging, resources and social services and the elderly, employment and retirement, and personal and societal responses to aging. (Previously SOC 411)

### **SOC 354 Survey of Medical Sociology (3)**

Pre: Placement in ENG 100 or consent.  
Social factors in disease and treatment; illness behavior, roles of patients and healers; nature of healing professions; use of medical services; alternative systems of medical organization.

### **SOC 355 Death, Dying and Bereavement (3)**

This course examines the concepts, theories and principles related to death, dying and bereavement. An analysis of the needs and concerns of life-threatened individuals and survivors will be conducted. Emphasis will be placed upon effective support and grief recovery skills. Various social, psychological, cultural, and societal perspectives on dying and grief will be investigated.

### **SOC 362 Gender, Culture, and Society (3)**

An exploration of gender in individual, social, and cultural contexts. Examines the interrelationship of biological and environmental factors, socialization processes, institutional contexts, and prospects for change and gender equity.

### **SOC 369 Sociology of Men and Masculinities (3)**

Pre: SOC 100

This course is an introduction to the field of Men's Studies and how masculinity organizes and influences individuals, social interaction, organizations, social institutions and cultures. Topics include: general perspectives on masculinities, cross-cultural and ethnic perspectives on masculinities, boyhood, coming of age issues, variations in male experience by social class, race/ethnicity, age and sexual orientation, men and work, men and health, men in relationships, male sexualities, men in families, men and media and men's movements.

### **SOC 412 Analysis in Population and Society (3)**

Pre: SOC 100 and ENG 200; or instructor approval.

This course examines the Global and U.S. patterns of population growth, population size composition and distribution. Emphasis will be given to calculation of fertility; mortality; and migration rates, health, age, family and household transitions. Also it provides students with basic information and training in elementary demographic techniques; development issues and population policy.

### **SOC 413 Analysis in Economy & Society (3)**

This course will examine patterns of economic change and its impact on society. Emphasis will be given to the effect of international economic policy and the reformation of social structures in industrial and postindustrial national economies. Topics will cover the range of macro and meso level of analysis explaining and exploring the phenomena of global economic inequality, unemployment, income distribution, gender relations, and the organizational structures of international financial institutions.

### **SOC 431 Juvenile Delinquency (3)**

An analysis of the different forms of juvenile deviance, their causes, means of social control, and societal responses. (Cross-list PUBA 431)

### **SOC 450 Small Groups (3)**

This course will study the small group as a medium for personal growth and improvement of interpersonal communication skills. Special attention will be given to training in the dynamics of group participation and leadership. (Cross-list PSY 450)

### **SOC 451 Analysis of Marriage and the Family (3)**

This course emphasizes a critical examination of socio-

historical continuities and discontinuities in family formations, family dynamics, family activities, and family dissolution. Theoretical and methodological analysis and policy implications will be emphasized.

### **SOC 456 Peoples of Hawai'i (3)**

An interdisciplinary course utilizing a variety of theoretical perspectives for examining the creation of Hawai'i's multi-ethnic culture and society. Topics include the foundation provided by the indigenous culture, changes wrought by cultural contacts, demographic changes, and social movements. (Cross-list HPST 456)

### **SOC 457 Okinawans Locally and Globally (3)**

Pre: ENG 100.

This seminar-format course uses sociological and anthropological concepts and theories to examine the historical conditions which sparked Okinawan immigration to Hawai'i and globally. It will survey Ryukyuan and Okinawan history and cultural elements, impact of the Pacific War and current events which have affected Okinawan communities in Hawai'i and globally. (Cross-list ANTH 457)

### **SOC 459 Sociology of Popular Culture (3)**

Pre: SOC 100.

Application of sociological theories and concepts to the study of popular culture as manifested in social media, fashion, sports, films, magazines, TV, etc.; examination and analysis of the meaning, values, identities, expressions, institutions, larger trends and social influences related to contemporary popular culture.

### **SOC 469 Sociology of Sexuality (3)**

Pre: SOC 100 and placement in ENG 100; or consent of instructor.

Application of sociological theories and concepts to the study of human sexuality; examination and analysis of the sexual meaning, values, identities, expressions, institutions, larger trends and social influences related to contemporary sexuality.

### **SOC 479 Applied Sociology: Community-Based Participatory Research in Health (3)**

The intellectual focus of the course is on theories, using CBPR as an arena for studying basic topics in social stratification, power and influence, group dynamics, conflict resolution, social organization, socialization, and the broad context of social values. In addition, the course will review the general principles and strategies of CBPR, the practical and ethical issues in collaborating with communities, quantitative and qualitative techniques used in CBPR, and explore the interpersonal skills necessary to collaborate effectively with constituencies in geographic communities, communities of interest, and

organizations in action-oriented health research initiatives in Hawai'i.

### **SOC -98 Selected Topics in Sociology (v 1-6)**

Topics selected will vary with student interests; emphasis will be on relevancy and application of theory and analysis to problem solving. Example: The Japanese Community in Hawai'i. Course content will vary. May be repeated for credit.

### **SOC -99 Directed Reading and Research (v)**

Pre: Instructor approval.

To be arranged with the instructor.

## **SPECIAL EDUCATION**

Restricted to Education majors.

### **SPED 304 Foundations of Inclusive Schooling (3)**

Pre: EDEF 200 and EDEF 201 with a grade of C- or higher, or concurrent enrollment.

This course explores historical, legal, social, political and economic foundations of special education. Teacher candidates will explore strategies that work effectively with students with disabilities, their families and professionals to understand the culture of disability. Particular attention will be paid to differentiating instruction. There are 20 hours of service learning required as part of this course. (DS)

### **SPED 325 Positive Behavior Interventions & Supports: Managing Academic & Social Behavior (2)**

Pre: ENG 200; EDEF 200; EDEF 201; and completion of or concurrent enrollment in SPED 304.

Coreq: SPED 326.

In this course, teacher candidates learn the principles of Positive Behavior Interventions and Supports (PBIS) to establish a safe and nurturing learning environment that engenders the respect to foster an inclusive community of learners. Teacher candidates will conduct a functional assessment of behavior, develop and implement a positive behavior change plan.

### **SPED 326 Special Education Early Field Experience (1)**

Pre: ENG 200; EDEF 200; EDEF 201; and completion of or concurrent enrollment in SPED 304; and evidence of liability insurance and a cleared Hawai'i DOE criminal history check.

Coreq: SPED 325.

This course provides 45 hours of supervised field experiences that engage the pre-service special education teacher candidate in a professional learning community while reflecting on ethical principles and professional practice standards through required seminars. Mandatory CR/NC.



**SPED 405 Educating Students with Disabilities (3)**

Pre: APTE approval\*.

Coreq: EDEE majors - EDEE 402 and EDEE 406; or  
EDML majors - EDEF 404 and EDML 430; or  
EDSE majors - EDEF 404 and EDSE 430.

An introduction to collaborative strategies, and evidence based practices to support learners of diverse abilities in an inclusive learning environment. Methodologies focus on responsive instructional practices such as Universal Design for Learning, differentiated instruction, progress monitoring, curriculum based measurements, and multi-tiered frameworks such as Response to Intervention (RtI) and Positive Behavior Interventions and Supports (PBIS). Teacher candidates complete 45 hours of practicum in an inclusive classroom environment through concurrent enrollment in EDEE 406 for Elementary Education teacher candidates and EDML 430 for Middle level and EDSE 430 for Secondary Education teacher candidates.

**SPED 420 Language & Learning: Interventions for Communication & Literacy (3)**

Pre: SPED 405, SPED 325, and SPED 326.

Coreq: EDEE 440 or EDML 440 or EDSE 440 or SPED 470.

In this course teacher candidates develop an understanding of language development and disorders and the impact of language on learning. Topics will include an examination of current reading theory and research and its implications for assessment, instruction and interventions for students at risk for or experiencing reading failure. Emphasis will be on the use of effective evidence-based, high leverage practices in the prevention and remediation of language and literacy development for P-12 students with print disabilities. This course includes 30 hours of practicum experience concurrent with EDEE 440, EDML 440, EDSE 440 or concurrent providing supplemental and/or intensive intervention in English Language Arts (ELA), or concurrent enrollment in SPED 470.

**SPED 450 Special Education Methods (9)**

Pre: Application for Professional Teacher Education Program (APTE) approval; SPED 304, SPED 325 and SPED 326, all with a grade of C- or higher.

This course provides a comprehensive overview of specialized instruction for students with a range of disabilities that impact learning. The course applies an understanding of the legal, ethical, social emotional and academic aspects of individualized educational planning, assessment and positive behavior support to develop evidence-based strategies for specialized instruction.

**SPED 459 Evidence-Based Practices for Students with Mild to Moderate Disabilities (2)**

Pre: SPED 304, SPED 325, and SPED 326 with a grade of C- or higher. For Middle-Level/Secondary Education Majors:

Completion of or concurrent enrollment in EDEF 345.

For Elementary Education Majors: Completion of or concurrent enrollment in SPED 405.

Coreq: Enrollment in one of the following courses: SPED 470 or SPED 460.

This course provides the special education teacher candidate with core knowledge and application of specialized instruction. Teacher candidates will develop pedagogical skills for collaboratively teaching core content curriculum in oral language, reading, writing and math to students with academic and behavioral deficits. Teacher candidates will apply their understanding of evidence-based practices to design and implement individualized instruction for students with mild to moderate disabilities. Through field experience, teacher candidates will practice skills in collaborative development of standards-based individualized instruction.

**SPED 460 Enhanced Special Education Mild to Moderate Practicum (1)**

Pre: SPED 304, SPED 325, and SPED 326 with a grade of C- or higher.

Coreq: SPED 459; and EDEF 345 or EDEE 406, or SPED 470.

This practicum course includes 30-hours of field experience in a special education learning environment serving students with mild to moderate, high incidence disabilities. Under the guidance of a special education mentor teaching, and a university supervisor, the teacher candidate will participate in progress monitoring, data collection and analysis, identifying instructional accommodations, and observing how the individual education plan is used to guide specialized instructional planning.

**SPED 463 Enhanced Special Education Intellectual Disabilities and Autism Practicum (1)**

Pre: SPED 304, SPED 325, and SPED 326 with a grade of C- or higher.

Coreq: SPED 464 and EDEE 426 or EDML 430, or EDSE 430 or SPED 470.

This practicum includes 30 hours of field experience in a special education learning environment, serving students with cognitive disabilities, developmental disabilities, autism, and low incidence disabilities. Under the guidance of a special education mentor teaching, and a university supervisor, the teacher candidate will participate in progress monitoring, data collection and analysis, identifying instructional modifications, functional curricula, and inclusion of students with severe disabilities into an inclusive school environment. Mandatory CR/NC.

**SPED 464 Evidence-Based Practices for Students with Severe Developmental Disabilities (2)**

Pre: SPED 304 and SPED 325 and SPED 326, all with a grade of C- or higher.

Coreq: SPED 470 or SPED 463.

This course provides an overview of the curriculum priorities for students with severe developmental disabilities (e.g., intellectual disability, autism spectrum disorders). A balanced view of teaching academic content aligned with state standards, and functional life skills is presented. The modules also include information on instructional strategies, progress monitoring, assessment, transition planning, and selection of assistive technology and other supports.

### **SPED 470 Special Education Practicum (3)**

Pre: SPED 304, SPED 325, SPED 326, SPED 405 and SPED 450 with a grade of C- or higher.

A 60-hour supervised field-experience with weekly seminar focusing on developmentally appropriate and culturally relevant individualized special education services for students with moderate to severe disabilities. The grade level of the field experience placement will correspond to the B.Ed concentration that the teacher candidate is dually enrolled (K-6, 6-8 or 6-12). Seminar topics are divided into five categories including Ethics, Collaboration, Assessment, Transition Planning, Social/Behavioral and Individualized Instructional Planning.

### **SPED 481 Enhanced Special Education Transitions and Assessments Practicum (1)**

Pre: SPED 304, SPED 325, SPED 326 with a grade of C- or higher.

Coreq: SPED 480; and EDEE 466 or EDML 440 or EDSE 440 or SPED 470.

This practicum course includes 30-hours of field experience in a special education, serving students with disabilities focusing on the skills needed to prepare students with disabilities for transitions (Early childhood to Elementary, Elementary to Middle School, Middle to High School or post high school transition planning. Under the guidance of a special education mentor teaching, and a university supervisor, the teacher candidate will participate in assessments of the use of assistive technology, and identifying universal design strategies to promote inclusion of students with disabilities into an inclusive school environment during transitions. Collaboration with families and community-based partnerships will be emphasized. Mandatory CR/NC.

### **SPED 482 21st Century Learners with Disabilities: Interventions for STEM (2)**

Pre: APTE approval; SPED 325, SPED 326, SPED 405 with a grade of C- or higher.

Coreq: SPED 470 or SPED 481.

In this course, teacher candidates will develop the skills to ensure that students with disabilities have inclusive access to evidence based practices for inclusive STEM education. Teacher candidates will apply principles of differentiated instruction and universal design to differentiate lessons in STEM education.

Additionally, teacher candidates will advocate for inclusive STEM educational opportunities that equip students with disabilities with 21st century learning skills, and digital citizenship skills necessary for successful transitions to STEM related college and career opportunities.

### **SPED 490 Inclusive Student Teaching (12)**

Pre: Admission to Professional Student Teaching semester with optional licensure pathway in special education; successful completion of SPED 470 with a grade of C- or higher; 2.75 or higher GPA for methods and practicum courses; 2.5 overall GPA. Passing score on the Special Education Core Knowledge and Application Praxis Exam (#5354).

Coreq: SPED 492.

Inclusive student teaching is a full-time, 15-week, supervised classroom experience in an educational setting with students with and without disabilities. The 450 hours of required teaching experience will be equitably divided between students in both general education and students receiving special education services. A gradual release of responsibility by the special education mentor teacher leads to a minimum of 15 days of solo teaching. Mandatory CR/NC.

### **SPED 492 Inclusive Student Teaching Seminar (3)**

Pre: Admission to Professional Student Teaching semester with optional licensure pathway in special education; successful completion of SPED 470 with a grade of C- or higher; 2.75 or higher GPA for methods and practicum courses; 2.5 overall GPA. Passing score on the Special Education Core Knowledge and Application Praxis Exam (#5354).

Coreq: SPED 490.

This seminar course prepares the teacher candidate for the professional responsibilities associated with providing special education services in an inclusive setting. The course is designed to promote open discussion through active inquiry related to collaboration, family engagement, individualized educational planning, planning and delivery of standards-based differentiated instruction, data collection, assessment, progress monitoring, and positive behavior intervention and support.

## **SPEECH**

### **SP 151 Personal and Public Speaking (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

This course is designed to give students experience in public speaking, as well as to introduce students to the field of communication. The course is divided into four areas: 1) principles of communication, 2) interpersonal communication, 3) group and team communication, and 4) public communication.

## STUDENT DEVELOPMENT

### SD 100 The University Experience (1)

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

This course is designed to educate first-year students on how to succeed at the university, develop a better understanding of the learning process and acquire academic skills and knowledge essential for success in college and in life. It covers the purposes of higher education and potential roles of individual students within the university and other learning environments.

### SD 101 Summer Bridge (1)

Summer Bridge is a course that introduces first-time freshmen to University of Hawai'i – West O'ahu environment and college experience prior to entering the fall term. This course provides a bridge to help freshmen transition high school to college and assists these students by exposing them to college-level expectations in English, math and science coursework. The course also includes college study skills enrichment, and, provides the opportunity to build relationships and network with their peers, faculty and staff.

### SD 102 Identity, Place and Culture (1)

This course explores the basic notion of identity and sense of place in the context of personal development in an identified cultural setting. Students will engage in personal examination of culture and education as influential components of personal identity. Drawing from concepts rooted in Hawaiian values, practices and education, students will analyze their connection to their place, their understanding of self-identity, and their journey as a student and lifelong learner.

### SD 103 First Year Experience (3)

Pre: Placement in ENG 100 or consent of instructor.

This course is designed to orient first-time students to a college setting. Students will learn 1) the tools techniques, methods, procedures, processes, skills, resources, and attitudes for success; 2) the programs and services of a post-secondary institution of higher education; and 3) to design a personal, comprehensive, post-secondary academic plan.

### SD 105 (alpha) Career and Major Exploration (1 or 3)

A systematic exploration of individual values, personality, interests, skills, and career resources. Emphasis is placed on decision making, defining goals, and developing strategies to achieve those goals. B: Career and Major Exploration, Knowing Myself, Knowing My Options, Making a Decision (3 cr); C: Knowing Myself (1 cr); D: Knowing My Options (1 cr); E: Making a Decision (1 cr). Repeatable with a different alpha (C, D, and E only) up to 3 credits.

### SD 250 Personal Development for Effective Teams (3)

Pre: Completion of or concurrent enrollment in ENG 100.

Exploration and application of basic leadership theories and processes which foster personal and interpersonal development via cognitive experiential classroom methods and mentoring relationships with others.

### SD 360 Dynamics of Effective Leadership (3)

Theoretical approaches and an experimental orientation toward leadership in organized, team settings via classroom activities and practicum experiences with student organizations, worksites, community groups, etc.

### SD 370 Peer Leadership Education & Mentoring (3)

Pre: Completion of or concurrent enrollment in ENG 200.

Theoretical explorations and a supervised practicum experience in student peer leadership education and mentoring for students who will facilitate new student orientation sessions and conduct peer mentoring during the regular academic term. May be repeated once; maximum 6 credits.

### SD 371 Applications of Peer Leadership Education & Mentoring (3)

Pre: Eng 100 and SD 370 or instructor approval.

A continuation of theoretical explorations covered in SD 370. Includes a structured, supervised practicum experience in peer leadership education and mentoring for students who will facilitate and conduct peer mentoring in their practicum sites.

### SD -98 Selected Topics (v)

Pre: Placement in ENG 100 or concurrent enrollment in ENG 100T.

Topics will vary with student interest and relevancy to the program. May be repeated for credit.

### SD -99 Directed Reading and Research (v)

Pre: Instructor approval.

To be arranged with instructor.

## SUSTAINABLE COMMUNITY FOOD SYSTEMS

### SCFS 120 'Āina/Place-Based Education (3)

This course provides strategies and skills for effectively conceptualizing, planning, and implementing 'Āina, place and community-based education with a focus on sustainability and environmental stewardship. Using participatory action research (PAR), students will research and plan a community-based education project that links the university and local community. Through project development, research and course readings and assignments, students will enhance academic writing and oral communication while developing project management and leadership skills. (Cross-list EDUC 120)

**SCFS 121 Garden Education (3)**

This course provides strategies and skills for effectively conceptualizing, planning, and implementing Garden Education into the school curriculum. (Cross-list EDUC 121)

**SCFS 300 Survey of Sustainable Community Food Systems in Hawai'i (3)**

Pre: ENG 100 and upper division standing, or instructor approval.

Drawing extensively from the experiences of farmers and food systems professionals, the course provides a social and ecological analysis of the existing food and farming systems of Hawai'i. Discussion of the key social, economic, and political obstacles to greater sustainability in the Hawai'i food system will be emphasized.

**SCFS 310 Introduction to Agroecology (3)**

Pre: BIOL 101/101L or higher.

The course explores farming systems from an ecological perspective. Topics include: ecological and social impacts of agriculture; the agroecosystem concept; ecological processes in agriculture; principles and practices of ecologically based soil fertility and pest management; biodiversity and ecosystem services in agriculture; ecological and social indicators of agricultural sustainability; comparative analyses of agroecosystems; and socio-economic interactions with biophysical factors.

**SCFS 320 Theory and Practice of Sustainable Agriculture (3)**

Pre: ENG 100; BIOL 124 recommended.

This experiential and hands-on course explores both the theory and practice of sustainable agriculture. The fundamentals of horticulture science and the application of ecological principles to the design and management of certified organic horticultural systems will be emphasized. Involves hands-on learning labs in UH West O'ahu Student Organic Garden.

**SCFS 335 Politics of Food (3)**

Pre: ENG 100; ENG 200 recommended.

In this course, students will learn about the processes of food production and how government and corporate involvement have changed the way society eats. We will discuss how food has shaped global history. This class should serve as a space to question our assumptions about political issues surrounding food production and consumption, the links between agribusiness and the food we put on our respective tables, as well as a new way of understanding food issues through a political perspective. (Cross-list POLS 335) (DS)

**SCFS 336 Politics of Water (3)**

Pre: ENG 100; SCFS 300 recommended.

With current events surrounding water issues locally, nationally, and globally, this class will examine water policies in Hawai'i, nationally, and from a global perspective. Local, national, and international cases will be analyzed as examples of political protest and activism surrounding water policy and politics and how they have the potential to impact daily life. Students will learn how government and corporate involvement have changed the way water is distributed as well as how access to water has shaped Hawai'i/Hawaiian history, along with a larger national and global historical and political context. (Cross-list POLS 336)

**SCFS 340 Food Sovereignty, Nutrition & Human Well Being: Reconnecting Food, Nature & Community (3)**

Pre: ENG 100.

This is an upper division survey course that explores the human right to food, the relationship between food and health, and issues of ecological sustainability and social equity in the food system.

**SCFS 345 Native Planters: Traditional Agriculture Systems of Hawai'i & the Pacific (3)**

Pre: ENG 200, upper division standing or permission of instructor.

This 3-unit lecture and field course provides an analysis of pre- and post-contact traditional food and farming systems of Hawai'i and the Pacific Islands. Drawing extensively from selected texts, peer-reviewed literature in the natural and social sciences, and the experiences of practitioners of traditional food ways in Hawai'i today, the course seeks to develop a deep understanding of the botany, horticulture, ecology and culture of indigenous natural resources management systems of Hawai'i and the Pacific. (Cross-list HPST 345)

**SCFS 350 Natural History of Bees, Beekeeping & Honey Hunting (3)**

Pre: 100 level biology course and ENG 200; or instructor consent.

This course provides a comprehensive overview of European honeybee natural history, ecology and biogeography. The role of sustainable agriculture and pollinator conservation will be emphasized.

**SCFS 360 Survey of Literature on Agriculture, Food & the Environment (3)**

Pre: ENG 200.

This course is designed to engage students in the study of agriculture and the food system through close reading and analysis of key literary works. Drawing from fiction and non-fiction literature, students will be exposed to a critical retelling of the



history and future of food and agriculture. Literary methodology will be used to develop the close-readings skills essential to any critical approach to literature.

### **SCFS 361 Introduction to Geographic Information Systems (3)**

Pre: ANTH 210; or ANTH 481; or SCFS 300 (completed or concurrent).

Geographic Information Systems (GIS) have become popular in many industries and multidisciplinary field of study over the past 20 years. Having experience with GIS will broaden the opportunities of the student and challenge them to visualize their environments in new ways. This course is designed to introduce the basic concepts of GIS and implement them with hand on tutorials and lessons. (Cross-list ANTH 361)

### **SCFS 370 Ahupua'a - Hawaiian Natural Resource Management from Mountain to Sea (3)**

Pre: Completion of or concurrent enrollment in ENG 200.

This course focuses on Hawaiian Natural Resource Management. It will provide an in-depth understanding of Hawaiian natural resource management through the study of connections found between land and sea. Exploring historic as well as current documentation and case studies students will learn Natural Resource perspectives of Hawaiians pre-European contact. In addition, Students will learn how Hawaiian based environmental management practices are still alive today and can provide valuable insights as we as a greater society look to living more sustainably. The course is designed to examine many different facets of Hawaiian knowledge through readings, case studies, and field trip visits. Topics to be discussed include but are not limited to: place names, mo'olelo, chant and songs, and environmental relationships as a means to exploring and incorporating diverse perspectives in science based land management practices. In the process, students will become familiar with various methods of knowing a place and researching through Hawaiian sources online and in the library. It will help to lay a foundation of understanding through the concept of ahupua'a as it was developed by Hawaiian ancestors. Students will also see and learn about how this concept is still alive today, along with some of the struggles resource managers face when implementing the ahupua'a concept to resource management.

### **SCFS 385 Loko I'a & Near Shore Fisheries Management of Hawai'i (3)**

This course focuses on Hawaiian fisheries management past present and future. Centered around readings, case studies, guest presenters and field trips students will learn about Hawaiian based understandings of historical fisheries management. Included in this course will be in depth discussions about how and why Hawaiians designed built and managed fishponds

before Euro-American contact. In addition, the course will focus on teaching how many of these cultural practices are still relevant today. This course will include field trips to current fishponds that are being restored as a means to see current strategies for rebuilding and restoring Hawaiian fishpond and near shore fisheries for a more sustainable future. (DB)

### **SCFS 415 Mahi 'ai Kalo: Hawaiian Taro Production (3)**

This course will provide and in depth understanding of Hawaiian lo'i agricultural practices both before and after Euro-American contact. Through readings, guest presenters, and field trips students will learn and experience first hand the intricacies within Hawaiian cultural and scientific understandings within lo'i kalo. In addition, this course will examine how these understandings are as relevant today and in the future as they were in the past. (DB)

### **SCFS 450 Climate Change, Food Security, Resilience & Equity (3)**

Pre: Completion of or concurrent enrollment in BIOL 124 or MET 209; and ENG 200; and junior/senior standing.

This course provides an analysis of biophysical, socio-economic and political aspects of global climate change as it relates to agriculture and food security at the international, national and regional level. The course will explore the most current scientific findings on trends in anthropogenic climate forcing and the anticipated impacts on global and regional food systems; and it will examine specific climate change vulnerabilities of the industrial and globalized model of food production and distribution, and evaluate the efficacy of agroecology and community based food system. In addressing the climate change and food security crises.

### **SCFS 455 Indigenous & Western Environmental Worldviews (3)**

Pre: ENG 100.

This course provides an in-depth understanding of how worldview shapes education, on the ground management, and policies of natural resource management. Students will learn about Native American, Hawaiian, and Western European based environmental world and how these beliefs that are shaped by the foundational values and ethics within them affect natural resource management. In addition, students will learn about how understanding diverse perspectives can help provide more encompassing answers to the complex multilevel environmental issues we are facing today, leading to a more sustainable future.

### **SCFS 484 Agriculture, Food and Human Values (3)**

Pre: ENG 200.

This course is designed to engage students in the study of the moral status of non-human beings and ethical decision-making as it relates to our food, agriculture and the environment.

Students will analyze and deliberate upon the relevance and applicability of a range of ethical positions to contemporary issues in food, agriculture and the environment in order to help them make more clear and ethically determined judgments.

### **SCFS 485 Cross-Cultural Environmental Ethics (3)**

Pre: ENG 200

This course is designed to engage students in the study of comparative environmental ethics, surveying the diversity of moral and ethical traditions human cultures have developed in relationship to the non-human world.

### **SCFS 490 Sustainable Agriculture Practicum (3)**

Pre: One 300-level SCFS class, and instructor approval.

This practicum is designed to integrate the theory and practice of ecologically based agriculture through experiential and hands-on learning on commercial farms in Hawai'i.

## **WOMEN'S STUDIES**

### **WS 151 Introduction to Women's Studies (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Introduction to feminist interdisciplinary analysis from global and critical perspectives; relationships between women and men from Asia-Pacific, Hawaiian, and other cultures, with a focus on gender, race, class, and sexual dynamics; exploration of women's negotiations with institutional dynamics. (DS)

## **ZOOLOGY**

### **ZOOL 101 Principles of Zoology (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.128

Coreq: ZOOL 101L.

This course is an introduction to the study of animal life. basic principles of biology will be covered, including the mechanisms of digestion, circulation, osmoregulation, excretion, locomotion, nervous activity, and reproduction in representative animals. The evolution of animals and the mechanisms of genetics and evolution will also be covered. The interactions of organisms with their environment and basic ecological principles will be investigated. This course is designed for the non-science major.

### **ZOOL 101L Principles of Zoology Laboratory (1)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: ZOOL 101.

This course is a laboratory course to provide an introduction to the study of animal life. The basic principles of biology will be covered, including the mechanisms of digestion, circulation, osmoregulation, excretion, locomotion, nervous activity, and reproduction in representative groups of animals. The evolution of animals and the mechanisms of genetics and evolution will also be covered. The interactions of organisms with their environment and basic ecological principles will be investigated. This course is designed for the non-science major.

### **ZOOL 200 Marine Biology (3)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: ZOOL 200L.

This course is an introduction to the biological, chemical, and physical characteristics of marine environments, with a focus on Hawai'i. Hawaiian marine animals and plants, their ecological relationships, structures, and systematics will be investigated. Various shallow water habitats on O'ahu, including tidepools, mudflats, and coral reefs, will be explored. The use and pollution of these environments will be discussed. (DB)

### **ZOOL 200L Marine Biology Lab (1)**

Pre: Placement into ENG 100 or concurrent enrollment in ENG 100T.

Coreq: ZOOL 200.

Zoology 200L is an introduction to the biological, chemical, and physical characteristics of marine environments, with a focus on Hawai'i. Hawaiian marine animals and plants, their ecological relationships, structures, and systematics will be investigated. Various shallow water habitats on O'ahu, including tidepools, mudflats, and coral reefs, will be explored. The use and pollution of these environments will be investigated. (DY)

### **ZOOL 450 Natural History of the Hawaiian Islands (3)**

Pre: BIOL 101 or BIOL 123 or BIOL 171 or consent of instructor.

Geography, geology, climatology, biotic environment of the Pacific Basin and Hawaiian Islands; endemism and evolution in terrestrial and marine biota of islands.





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