### Approvals

Name of Proposal: Hawaiian Studies Major & Minor, Hawaiian Language Minor & Certificate
Submitted by: Kali Fermantez  
Signature: [Signature]

Date: 05/31/2017

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Recommendation/Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Vote: 2, Against 0, Abstain 0, Absent 0</td>
<td></td>
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</tbody>
</table>
| 1. Approved by Department                      | Signature: Tevta O. Ka'iil  
Chair: Tevta Ka'il | 5/31/17 |
| 2. Approved by College                         | Signature: Phillip McArthur  
Dean: Phillip McArthur | 6/1/17 |
| 3. Approved by General Education               | Signature: Russel Carlson  
GE: Russel Carlson | 6/5/17 |
| 4. Approved by University Curriculum Committee | Signature: Jennifer Lane  
UCC: Jennifer Lane | 6/5/17 |
| 5. Approved by Deans' Council                  | Signature: John Bell  
AVP: John Bell | 6/6/17 |
| 6. Approved by the President's Council (for new majors) | Signature: N/A  
Pres: John Tanner |          |
General Education Category: Arts & Humanities

Summary: We are proposing that the Hawaiian Studies Curriculum be changed in the following ways:

- The “tracks” of the current Hawaiian Studies Major be dropped and the new major requirements will have both language and culture components and be broadly similar and comparable to peer institutions.
- The current Hawaiian Studies Minor will be modified to become a modular minor as part of the new GE program.
- A Hawaiian Language Minor, also modular, is proposed.
- A Hawaiian Language Certificate is proposed that will be more rigorous and comparable to a traditional minor and comparable to peer institution minors.

The Hawaiian Studies curriculum has not changed basically since the creation of the program while both the department/program as well as the institution have changed. In the most recent self-study and program review, curriculum change was mentioned as a priority in order for the program to grow and be sustained. We were fortunate to have reviewers from both UH Manoa and UH Hilo (and one of those reviewers is now in our program). We feel our curriculum should be comparable to peer institutions and that all of our students should have proficiency in ʻōlelo Hawaiʻi (Hawaiian Language) as well as have an understanding of Hawaiian culture, values, practices, history, arts, politics etc. Because of this we are proposing that the “tracks” be done away with and the major requirements include classes which cover this broad range of content along with senior experience options including an internship, project, or research. We were working toward these changes prior to the new modular GE proposal.

With the new GE program, we propose to modify our current Hawaiian Studies Minor to be a 16 credit modular minor with HWST 101 as the gateway class, with a language class requirement, and three elective courses.

Our new Hawaiian Language Minor is proposed as a 16 credit modular minor consisting of the four 4 credit first and second year Hawaiian Language classes (Hawaiian 202 we propose to be changed back to a 4 credit class which is comparable to peer institutions).

We want to create a Hawaiian Language Certificate that is more rigorous than the modular minor and comparable to traditional minors at peer institutions.

The student credit load to complete program requirements (on paper) will change from currently 40 credits as listed on the MRS to 47 credits in this proposal. HOWEVER the increase in credits results from including HAWN 201 (4 credits) as part of our requirement which were previously “hidden” credits in the past because students either took or tested out of this class. In addition, we are including HWST 101 (3 credits) in the major requirements because as a gateway class it provides the foundation for our HWST major and minor (whereas it previously fulfilled a GE requirement).

With recent personnel changes in our program, our full time faculty teaching load has been evolving. Despite these changes, it is anticipated that the teaching load of full time faculty will be comparable to the past and that we will continue to use a number of special instructors in order to fully deliver our curriculum.
Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new program proposal.

Effective Date: Immediately upon approval

College: College of Arts and Humanities

Abbreviations: HWSTBA, MIHWST, MIHAWN, CTHAWN

I. The following MRS for the Hawaiian Studies Major and Minor will replace the existing MRS in the online catalog. The following proposed MRS for the Minor and Certificate in Hawaiian Language will be added to the catalog. (See attached)

II. The following revisions to course titles, numbers, and credits are proposed:

HWST 385 R number be changed to "HWST 285 R"
HWST 380 course title be changed from Malama Kai to "Malama Wa‘a"
HWST 312 number of credits be changed from 2 credits to 3 credits and the HWST 312 Lab done away with
HAWN 202 number of credits be changed from 3 credits to 4 credits

*Mapper - Discontinue mrs 955, 957 & 813 after Spring 2017
## Hawaiian Studies Required Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
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<tbody>
<tr>
<td>HWST 101</td>
<td>Introduction to Hawaiian Studies</td>
<td>3</td>
<td></td>
<td>F,W,S</td>
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<tr>
<td>HWST 275</td>
<td>Moʻolelo: Hawaiian Histories</td>
<td>3</td>
<td>HWST 101</td>
<td>W</td>
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<tr>
<td>HWST 301</td>
<td>Contemporary Hawaii</td>
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<td>HWST 101</td>
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<tr>
<td>HAWN 201</td>
<td>Ke Kahua o ka 'Olelo- Kau Mua- The Foundation</td>
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<td>HAWN 202</td>
<td>Ke Kahua o ka 'Olelo- Kau Hope- The Foundation Part 2</td>
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<td>HAWN 301</td>
<td>Hoʻokukulu 'Olelo- Kau Mua- The Building Part I</td>
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<td>HAWN 302</td>
<td>Hoʻokukulu 'Olelo-Kau-Kau Hope-The Building Part II</td>
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<td>HAWN 301</td>
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<tr>
<td>HWST 312</td>
<td>Malama ‘Aina-Land Responsibility</td>
<td>2</td>
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<td>HWST 412L</td>
<td>Malama ‘Aina Lab - Land Responsibility Lab</td>
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<td>HWST 380</td>
<td>Malama Kai- Sea Responsibility</td>
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<tr>
<td>HWST 380L</td>
<td>Malama Kai Lab- Sea Responsibility Lab</td>
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<td>HWST 380</td>
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<td>HWST 385R</td>
<td>Hawaiian Material &amp; Literary Topics</td>
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<td>HWST 490</td>
<td>Senior Seminar</td>
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### Emphasis Track

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<th>Notes</th>
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<tr>
<td>Hawaiian Language Track</td>
<td>(mrs 955)</td>
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<tr>
<td>HAWN 302</td>
<td>Hoʻokuku kuʻ Olelo-Kau Hope-The Building Part II</td>
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<tr>
<td>HAWN 401</td>
<td>Hoʻopa’a Kauhulu-Kau Mua- The Ridge Pole Part 1</td>
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<tr>
<td>HAWN 402</td>
<td>Hoʻopa’a Kauhulu-Kau Hope-The Ridge Pole Part 2</td>
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</table>

| Hawaiian Cultural Studies Track | (mrs 957) |
| HIST 365 | Hawaiian History I— Pre-Western Contact to Kamehameha V | 3 | | E | |
| HIST 366 | Hawaiian History II—Elected Monarchs, Overthrow, Restoration | 3 | | W | |
| HIST 492 | Hawaiian Public History | 3 | | variable | |

### Electives

<table>
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<tr>
<td>ANTH 210</td>
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<tr>
<td>BIOL 204</td>
<td>Pacific Natural History</td>
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<td>GEOG 471</td>
<td>Geography of the Pacific</td>
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<tr>
<td>HAWN 225</td>
<td>Hoʻoikaika Kamaʻ ilio-Traditional Oratorical Styles</td>
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<td>HAWN 335</td>
<td>Hoʻoikaika Kakau-Strength in the Language</td>
</tr>
<tr>
<td>HAWN 401</td>
<td>Hoʻopa’a Kauhulu-Kau Mua- The Ridge Pole Part 1</td>
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<td>HAWN 402</td>
<td>Hoʻopa’a Kauhulu-Kau Hope-The Ridge Pole Part 2</td>
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<td>HWST 385R</td>
<td>Hawaiian Material &amp; Literary Topics</td>
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<td>Malama Waʻa</td>
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<tr>
<td>HWST 390R</td>
<td>Special Topics</td>
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<td>HWST 461</td>
<td>Pana Hawaiʻi: Legendary Places of Hawaiʻi</td>
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<td>HIST 365</td>
<td>Hawaiian History I</td>
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<td>HIST 366</td>
<td>Hawaiian History II</td>
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<tr>
<td>HIST 250</td>
<td>History of Eastern Oceania</td>
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The terms of this MRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.
<table>
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<td>HIST 362</td>
<td>History of the Pacific</td>
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<td>ICS 261</td>
<td>Cultures of Oceania</td>
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<td>HUM 301</td>
<td>History of Western Oceania</td>
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<td>Oceanic Governments</td>
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<td>Church History in the Pacific</td>
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<td>REL 261</td>
<td>Family History (Genealogy)</td>
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<td>REL 262R</td>
<td>Family History Research Lab</td>
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<td>REL 361</td>
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**Total Credits Mapped for Graduation:**

No grade lower than a C- is allowed within the major requirements.
Hawaiian Studies Minor

HIHWST.2017 (mrs #13) 16 credits

Effective Date: 09/2017

<table>
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<td>Date</td>
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<td>Introduction to Hawaiian Studies 3</td>
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<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
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<td>Title</td>
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<tr>
<td>HAWN 101</td>
<td>Elementary Hawaiian I</td>
</tr>
<tr>
<td>HAWN 102</td>
<td>Elementary Hawaiian II</td>
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<tr>
<td>HAWN 107</td>
<td>Accelerated First Level Hawaiian</td>
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<td>HAWN 201</td>
<td>Intermediate Hawaiian</td>
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<td>HAWN 202</td>
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<tr>
<td>HWST 275</td>
<td>Moʻolelo: Hawaiian Histories</td>
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<td>Contemporary Hawaii</td>
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<td>HWST 312</td>
<td>Malama ʻAina</td>
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<tr>
<td>HWST 380</td>
<td>Malama Waʻa</td>
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<tr>
<td>HWST 461</td>
<td>Pana Hawaiʻi: Legendary Places of Hawaiʻi</td>
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<td>HAWN 301</td>
<td>Hoʻokukulu ‘Olelo, Kau Mua</td>
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<tr>
<td>HAWN 302</td>
<td>Hoʻokukulu ‘Olelo, Kau Hope</td>
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<tr>
<td>HAWN 335</td>
<td>Hoʻoikaika Kakau</td>
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<tr>
<td>HAWN 401</td>
<td>Hoʻopa’a Kauhulu, Kau Mua</td>
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<td>HAWN 402</td>
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<tr>
<td>HIST 365</td>
<td>Hawaiian History I</td>
</tr>
<tr>
<td>HIST 366</td>
<td>Hawaiian History II</td>
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</table>

Total Credits Mapped for Graduation:

All passing grades will be accepted in fulfilling minor or certificate requirements.

The terms of this mRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.
Hawaiian Language Minor  
MIHAWN.2017  
16 credits  

Effective Date: 09/2017

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Sem.</th>
<th>Grade</th>
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<tr>
<td>HAWN 107*</td>
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<tr>
<td></td>
<td>is the equivalent of HAWN 101 &amp; 102</td>
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<td>HAWN 102</td>
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Total Credits Mapped for Graduation:

*Students can choose to take HAWN 101 and HAWN 102 or just HAWN 107.

All passing grades will be accepted in fulfilling minor or certificate requirements.

The terms of this mRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.
The terms of this mRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.

Hawaiian Language Certificate
CTHAWN.2017
19 credits

**Effective Date:** 09/2017

**Required** 7 Credits

*Complete 7 Credits from any HAWN language course beyond the 1st year level*

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
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<tr>
<td>HAWN 201</td>
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**Electives: Choose four** 12 Credits

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<td>HAWN 301</td>
<td>Hoʻokukulu ʻOlelo, Kau Mua</td>
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<td>HAWN 202</td>
<td>F</td>
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<tr>
<td>HAWN 302</td>
<td>Hoʻokukulu ʻOlelo, Kau Hope</td>
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<td>HAWN 301</td>
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<td>HAWN 335</td>
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<td>HAWN 401</td>
<td>Hoʻopaʻa Kauhuhu, Kau Mua</td>
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<td>HAWN 402</td>
<td>Hoʻopaʻa Kauhuhu, Kau Hope</td>
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<td>HWST 461</td>
<td>Pana Hawaiʻi: Legendary Places of Hawaiʻi</td>
<td>3</td>
<td>HAWN 201</td>
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</table>

Total Credits Mapped for Graduation:

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Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: immediately upon approval
College: Arts & Humanities
Course Prefix: HAWN
Course Number: 107

NEW COURSE.

Full Title: Accelerated First Level Hawaiian
Short Title (for Transcript, 30-char max): Accelerated First Level Hawaiian
Catalog Entry (50-word recommended maximum): The equivalent of HAWN 101 AND HAWN 102, the first year of ʻōlelo Hawai‘i offered in a single semester.
Prerequisites: None
Equivalency: HAWN 101 & HAWN 102 (combined)
Credit Hours: 8 credits
Frequency: S
Grading Method: A-F
Course Fees: None

Learning Objectives: Each student who passes this course will be able to do the following:
1. Read, write, and orally express the Pepeke Henua, Pepeke Painu, Pepeke ʻAike ʻO, Pepeke ʻAike He, and Pepeke ʻAikeona sentence structures with at least a 70% accuracy level
2. Memorize approximately 50 new vocabulary words for each chapter. (Students should study vocabulary at least 15-20 minutes each day for homework.)
3. Memorize approximately 5-10 ʻŌlelo Pōkole (short phrases) each chapter.
4. Memorize, sing, or chant Hawaiian Studies Program songs such as, Hiki Mai E Nā Pua, at the beginning of each class period, welcome ceremonies, the End-of-Semester party, and other Hawaiian Studies gatherings.
5. Use correct sentence structures, vocabulary, and pronunciation when giving short verbal presentations, such as introducing oneself.
6. Demonstrate Hawaiian values, for example; aloha and mahalo when interacting with others.

Immediately following this page, attach a sample syllabus if needed.
KA ‘IKEPILI KUMU (Teacher Information)
Kumu (Teacher):
Ke‘ena (Office):
Kelepona (Telephone):
Hola Ke‘ena (Consultation Hours):
Leka uila (Email):

‘ŌWEHE PAPA (Course Description)
The content of HAWN 101 and HAWN 102 will be covered in one semester. The class will focus on the development and strengthening of analytical skills to improve listening, speaking, reading, and writing skills at the first year level. The course will be taught partially in Hawaiian.

NĀ PUKE/KUMU WAIWAI (Books/Resources)
Required: Nā Kai ‘Ewalu Beginning Hawaiian Lessons, Puke 1
Students should also have access to the following resources:
• Quizlet – Nā Kai ‘Ewalu Puke 1, Ka Hala ‘Ula O Ke‘elikolani – Hilo, HI
https://quizlet.com/join/28BaD9QzK
• Hawaiian Dictionary (na Puku‘i a me Elbert)
• Māmaka Kaiao: A Modern Hawaiian Vocabulary (published by the Hale Kuamo‘o & ‘Aha Pūnana Leo)
• wehewehe.org (Hawaiian Electronic Dictionary)

NĀ PĀHUHOPU (Course Goals)
1. Understand and communicate the Hawaiian language, both written and spoken, at a level appropriate to first-year Hawaiian with a solid foundation in grammar and phonology, the history and origin of the language, as well as it’s current status relative to the traditional and contemporary culture of Hawai‘i.
2. Gain the tools necessary to deliver an effective speech at a level appropriate to first-year Hawaiian.
3. Become familiar with, demonstrate, and practice appropriate elements of the Kumu Honua Mauli Ola philosophy.
4. Perform Hawaiian chants and songs of the Hawaiian Studies program.
5. Increase self awareness and cultural identity through the use and knowledge of the Hawaiian language and culture.

HOPENA A‘O HAUMĀNA (Student Learning Outcomes)
1. Read, write, and orally express the Pepeke Henua, Pepeke Painu, Pepeke ‘Aike ‘O, Pepeke ‘Aike He, and Pepeke Nono ‘a sentence structures with at least a 70% accuracy level
2. Memorize approximately 50 new vocabulary words for each chapter. (Students should study vocabulary at least 15-20 minutes each day for homework.)
3. Memorize approximately 5-10 ‘Ōlelo Pōkole (short phrases) each chapter.
4. Memorize, sing, or chant Hawaiian Studies Program songs such as, Hiki Mai E Nā Pua, at the beginning of each class period, welcome ceremonies, the End-of-Semester party, and other Hawaiian Studies gatherings.
5. Use correct sentence structures, vocabulary, and pronunciation when giving short verbal presentations, such as introducing oneself.
6. Demonstrate Hawaiian values, for example; aloha and mahalo when interacting with others.
HOPENA AʻO PAPAHANA HAʻAWINA HAWAIʻI (Hawaiian Studies Program Learning Outcomes)
1. Demonstrate greater awareness, understanding and appreciation of Hawaiʻi’s people, culture and language.
2. Demonstrate deep understanding of issues affecting the Kanaka Maoli (indigenous people) in the context of contemporary Hawaiʻi with resolve through cultural and global perspectives.
3. Demonstrate competency in critical thinking with research skills, analysis, application, evaluation, communication and problem solving.
4. Demonstrate greater confidence and competency in adapting and adopting skills, attitudes and understanding towards cultural, social and professional development.
5. Demonstrate greater understanding in a selected area of emphasis toward professional and career development.

HOPENA AʻO KULANUI (Institutional Learning Outcomes)
1. ‘Ike (Knowledge): Student has a breadth of knowledge (General Education & Religion) and a depth of knowledge of a particular discipline (Major).
2. ‘Imi Na‘auao (Inquiry): Student demonstrates information literacy and critical thinking to understand, use, and evaluate evidence and sources.
4. Hoʻokaʻaʻike (Communication): Student communicates effectively in both written and oral form, using integrity, good logic and appropriate evidence.
5. Kūʻiʻo (Integrity): Student integrates spiritual and secular learning and behaves ethically.
6. Kuleana (Stewardship): Student uses knowledge, reasoning and research to take responsibility for and make wise decisions about the use of resources.
7. Lawelawe (Service): Student uses knowledge, reasoning and research to solve problems and serve others.

NĀ HŌʻIKE / KUISA (Exams / Quizzes)
• Vocabulary quizzes will be given each chapter to ensure that students are prepared for the chapter test
• A test will be administered at the end of each chapter to assess each student’s proficiency before proceeding to the next chapter
• A final exam will be given

NĀ HAʻAWINA (Assignments)
You may be assigned some homework every day. These could be writing about readings or activities, exercises from the book, short memorization activities, short speeches, etc. Haʻawina are designed to give you additional practice on the material presented in class. Therefore, completion of all haʻawina is essential to your progress and understanding of the Hawaiian language. Assignments will be checked and/or discussed on a daily basis. Failure to submit assignments on time will adversely affect your final grade. E hele mai me ka mākaukau mau! (Always come prepared!)

NĀ KAHA (Grades)
Hōʻi ke Mokuna/Kuisa (Chapter Tests/Quizzes) 30%
Haʻawina Hoʻi hoʻi (Homework) 25%
Hōʻi ke Hope Loa (Final Exam) 20%
Hele i ka Papa (Attendance) 20%
End-Of-Semester Hōʻi ke (Performance Assessment) 5%
KA HELE PAPA A ME KE KOMO PIHA (Attendance & Participation)
Language class is a commitment. Due to the amount of material that will be covered throughout the semester, daily attendance is expected. In the event of an illness or family emergency, please communicate your absence to me before the start of class. I reserve the right to determine whether or not an absence is excused. Unexcused absences will affect both your attendance and overall grade. E hoʻokaʻaʻike mai.

LĀ ‘ANO NUI (Important Dates)
First day of class
Add/Drop Deadline (Full Semester)
All Adding ends
Withdrawals begins as W or WF
Holiday: Labor Day
Withdraw Deadline (Full Semester)
Pāʻina Pani Kau (End-of-Semester Party)
Last day of class instruction
Final exam

KA ‘ŌLELO AʻOAʻO (Advising Statement)
Advising is designed to help students complete the requirements of the University and their individual majors. Students should make contact with their advisors at least once a semester to decide on courses, check progress toward graduation, and discuss career options and other educational opportunities provided by BYUH. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements.

NĀ KULEKELE LAULĀ (General Policies)
Respectful Learning Community: Please help us make our class a focused and stimulating place of learning by being polite and respectful. Respect in our classroom includes but is not limited to coming on time, dressing appropriately, keeping cell phones, laptops, and other mobile devices off and put away, not talking while someone else has the floor, and not sleeping in class.

Honor Code & Academic Honesty: My expectation is that you will live by the honor code (including dress and grooming standards) and adhere to our academic honesty policy which states—BYUH students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct. Please refer to the honor code: http://services.byuh.edu/honorcode
If you violate the academic honesty policy the consequences could include failing the assignment, failing the course, and being reported to the honor code office.

Students with Disabilities: If you have a disability and need accommodations, contact Leilani Auna at the Services for Students with Special Needs Office, McKay 181, phone: 808-675-3518 or 808-675-3999, email address: aunal@byuh.edu

Sexual Harassment is unwelcome speech or conduct of a sexual nature and includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct. Conduct is unwelcome if the individual toward whom it is directed did not request or invite it and regarded the conduct as undesirable or offensive.
Preventing Sexual Harassment: Brigham Young University – Hawai’i is committed to a policy of nondiscrimination on the basis of race, color, sex (including pregnancy), religion, national origin, ancestry, age, disability, genetic information, or veteran status in admissions, employment, or in any of its educational programs or activities. University policy and Title IX of the Education Amendments of 1972 prohibits sexual harassment and other forms of sex discrimination against any participant in an educational program or activity at BYUH, including student-to-student sexual harassment. The following individual has been designated to handle reports of sexual harassment and other inquiries regarding BYUH compliance with Title IX:

Debbie Hippolite-Wright  
Title IX Coordinator  
Vice President of Student Development & Life  
Lorenzo Snow Administrative Building  
Office Phone: 808-675-4819  
Email: Debbie.hippolite.wright@byuh.edu  
Sexual Harassment Hotline: 808-780-8875

BYU-Hawai’i’s Office of Honor upholds a standard which states that parties can only engage in sexual activity freely within the legal bonds of marriage between a man and a woman. Consensual sexual activity outside the bonds of marriage is against the Honor Code and may result in probation, suspension, or dismissal from the University.

Note: The syllabus, policies, and course calendar are guidelines that may be subject to change in the interest of fairness, in order to accommodate unforeseen scheduling problems, or to improve students’ educational experience.
Section 5 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: immediately upon approval
College: Arts & Humanities
Course Prefix: HWST
Course Number: 275

NEW COURSE.

Full Title: Mo'olelo: Hawaiian Histories
Short Title (for Transcript, 30-char max): Mo'olelo: Hawaiian Histories
Catalog Entry (50-word recommended maximum): This course will examine Hawaiian history from various approaches ranging from traditional to modern mo'olelo (stories, tales, myths, histories) and students will identify, analyze, perform, create, and research various modes of presenting history.
Prerequisites: HWST 101
Equivalency: None
Credit Hours: 3
Frequency: W
Grading Method: A-F
Course Fees: none

Learning Objectives: Each student who passes this course will be able to do the following:
1. Identify and analyze different modes of producing and presenting Hawaiian History.
2. Improve critical reading and writing skills through close readings of assigned articles, analyzing videos, and producing short written assignments.
3. Develop oral and embodied communication skills through group discussion, oral presentation, and performance of traditional and modern modes of story-telling.
4. Develop research competency and creative capacity by producing a mo'olelo/history.
5. Synthesize various kinds of historical information and modes of representation in both written and oral examinations.

Immediately following this page, attach a sample syllabus if needed.
Moʻolelo: Hawaiian Histories
Class # …………. (3 credits) Meeting days/times, Classroom

Instructor: Dr. Kali Fermantez
Office: McKay 170 B
Telephone: 675-3834
Email: kdf5@byuh.edu
Office Hours: Monday: 1:15-2:45
Tuesday: 8:15-9:15
Wednesday: 8:15-9:45
Thursday: 2:00-3:00

COURSE DESCRIPTION
In this course we will be exploring moʻolelo which in a broad sense can refer to different ways of teaching and learning about Hawaiian History. Reaching back to ancient oral traditions, on to literacy and recent scholarship, and further to modern modes and technologies of story-telling, this class will examine various ways contemporary Hawaiians can come to understand the past in the context of the present as we move forward (or backward depending on your perspective) into the future. This class builds on Hawaiian Studies 101: Introduction to Hawaiian Studies and we will read, view, perform, write, analyze, interpret, discuss, research, create, and present various kinds of moʻolelo.

STUDENT LEARNING OUTCOMES
1. Identify and analyze different modes of producing and presenting Hawaiian History.
2. Improve critical reading and writing skills through close readings of assigned articles, analyzing videos, and producing short written assignments.
3. Develop oral and embodied communication skills through group discussion, oral presentation, and performance of traditional and modern modes of story-telling.
4. Develop research competency and creative capacity by producing a moʻolelo/history.
5. Synthesize various kinds of historical information and modes of representation in both written and oral examinations.

PROGRAM LEARNING OUTCOMES
1. Demonstrate greater awareness, understanding and appreciation of Hawaiʻi’s people, culture and language.
2. Demonstrate deep understanding of issues affecting the Kanaka Maoli (indigenous people) in the context of contemporary Hawaiʻi with resolve through cultural and global perspectives.
3. Demonstrate competency in critical thinking with research skills, analysis, application, evaluation, communication and problem solving.
4. Demonstrate greater confidence and competency in adapting and adopting skills, attitudes and understanding towards cultural, social and professional development.
5. Demonstrate greater understanding in a selected area of emphasis toward professional and career development

**COURSE REQUIREMENTS:**
I encourage meaningful and respectful dialog in class and my expectation is that students will complete the assigned reading and come prepared to lead and participate in class discussions. Students will do a substantial amount of writing in this class, including short writing assignments and a research paper. Students will also conduct and present their own research and demonstrate what they have learned in examinations.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation/Attendance</td>
<td>15%</td>
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<tr>
<td>Writing Assignments</td>
<td>30%</td>
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<tr>
<td>Discussion Leadership</td>
<td>5%</td>
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<tr>
<td>Performing History</td>
<td>10%</td>
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<tr>
<td>Moʻolelo Project</td>
<td>15%</td>
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<tr>
<td>Essay Exams &amp; Oral Final</td>
<td>25%</td>
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</tbody>
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A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F=59% and below

*Participation/Attendance (15%):* Attending and participating in all classes is a requirement for this course. To assess your attendance, I will take roll or give short in-class assignments. I encourage meaningful dialog in class lectures as well as in small group discussions and expect students to ask questions and make comments and participate fully in class. Students should respectfully express their opinions and take stands on issues. I feel strongly that you need to not only be in class, but also actively engaged in what is going on and you may not receive credit if you are not participating or paying attention. Students will also be graded on the way they help fellow students who are facilitating discussions by addressing the questions posed by them. Part of your attendance grade will be based on short in-class writing assignments or activities. We will also have opportunities to hold class outside in the ‘āina.

Technology and Participation: We will be using Canvas and in addition to participating in class, this course will on occasion have online instruction. As part of your participation grade, you will be required to complete online assignments. There are times when I will allow you to use your phones, laptops, or mobile devices in class. However, most of the time when we meet face to face, **cell phones, laptops, and other mobile devices should be OFF AND PUT AWAY during class time** – your attendance grade will be affected if you do not abide by this policy.

*Writing Assignments (30%):* A basic requirement of this class is to complete the ten reading or video assignments and to write a 1.5-2 page typed and double spaced reading response for each reading. Readings will be provided either in hard copy, as PDF files on Canvas, or will be available electronically. Video based material will be posted on Canvas. Your papers should be a response and NOT only a summary. The first paragraph of your response should be a description of the material. Most of your
response should be just that, your mana’o (thoughts, feelings, opinions) and critical analysis (what you liked, disliked, had questions about etc. – supported by scholarly and cultural knowledge).

**Discussion Leadership (5%):** During the semester, each student will have the opportunity to help facilitate a 20-30 minute class discussions based on the week’s reading or video based assignment. Students will prepare to lead the discussion by thoroughly studying the assigned material and preparing questions to ask the rest of the class.

Leading the discussion does not mean that you will do all of the talking. You should begin by summarizing and elaborating on key points, but most of the time should be spent leading the discussion by presenting questions and commentary on the material you have been assigned.

Don’t worry, I will help you, but you need to be prepared. Your peers will also help you because they will be going through the material and submitting a response to me. You will sign up to schedule your turn to lead.

**Performing History (10%):** Throughout the semester, students will have the opportunity to perform history through various oral traditions (song, chant, dance, skits/plays). Recognizing various levels of experience in these performative aspects of history, grading will be more participation based (and this part of the class should be both educational and entertaining).

**Mo’olelo Project (15%):** In consultation with me, students will research and create a mo’olelo that represents an event from Hawaiian history. I encourage you to find creative ways to portray the past. You will need to consult with me throughout the semester and you can use various modes of representation to share your mo’olelo.

**Essay Examinations & Oral Final (25%):** There will be two examinations that require essay responses. Exams will be based especially on the material discussed in the Writing Assignments. I will provide study guides and exams will be in the Testing Center. The Final Exam will have a written component and an oral component. You will write a 2-3 page reflective (take home) essay about what you learned and I will conduct a short oral group interview with the class on the day of the final.

**GENERAL POLICIES**

**Absences** While absences for legitimate (and documented) reasons may be excused, there is no real way to make up for missing class. For absences to be excused, students must contact me prior to their absence if they are able. Even if absences are excused, students are still responsible for the material missed in class. While excused absences in general should not hurt your grade, excessive unexcused absences (the equivalent of missing two weeks of class during in a semester) will lower your grade and may result in a failing grade.
Late Assignments
I am not obligated to accept late assignments without a valid excuse. Students should provide their reason for late submission on Canvas (in the notes when you submit online).

Extra Credit
I generally will not give extra credit but may decide to offer extra credit if it will enhance student learning and benefit the community.

Respectful Learning Community
Please help us make our class a focused and stimulating place of learning by being polite and respectful. Respect in our classroom includes but is not limited to coming on time, dressing appropriately, keeping cell phones, laptops, and other mobile devices off and put away, NOT talking while someone else has the floor, and NOT sleeping in class (unless the person sleeping is me)

Honor Code & Academic Honesty
My expectation is that you will live by the honor code (including the dress and grooming standards) and adhere to our academic honesty policy which states:

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

Please refer to the honor code: http://honorcode.byuh.edu/

If you violate the academic honesty policy the consequences could include failing the assignment, failing the course, and being reported to the honor code office.

University Policies
The Honor Code exists to provide an education in an atmosphere consistent with the ideals and principles of the Church of Jesus Christ of Latter-day Saints. Students, faculty and staff are expected to maintain the highest standards of honor, integrity, morality, and consideration of others in personal behavior. Academic honesty and dress and grooming standards are to be maintained at all times on and off campus. For specific information see http://honorcode.byuh.edu/

Discrimination: The University is committed to a policy of nondiscrimination on the basis of race, color, sex, pregnancy, religion, national origin, age, disability, genetic information or veteran status in admissions, employment or in any of its educational programs or activities. For specific information see the non-discrimination policy at https://policies.byuh.edu/
Title IX and Sexual Misconduct: The University will not tolerate any actions proscribed under Title IX legislation, specifically sexual harassment, sexual violence, domestic or dating violence or stalking perpetrated by or against any university students, university employees or participants in university programs. For specific information see [https://titleix.byuh.edu/](https://titleix.byuh.edu/)

All faculty and staff are deemed responsible reporting parties and as such mandated to report incidents of sexual misconduct including sexual assault to the Title IX Coordinator:

Debbie Hippolite-Wright, PhD  
Title IX Coordinator  
Vice President of Student Development & Services  
Lorenzo Snow Administrative Building  
55-220 Kulanui Street  
Laie, HI 96762  
Office Phone: (808) 675-4819  
E-Mail: titleix@byuh.edu

Student Academic Grievance policy: Students who feel that their work has been unfairly or inadequately evaluated by an instructor are encouraged to pursue the matter as an Academic Grievance by following the steps found in the Academic Grievance policy at [http://catalog.byuh.edu/node/300](http://catalog.byuh.edu/node/300)

Disability Services: If you have a disability and need accommodations, you need to contact the Disability Officer/Coordinator at:

Disability Services  
McKay 181  
Phone: (808) 675-3518 or (808) 675-3999  
Email address: leilani.auna@byuh.edu

REPORT A CONCERN:  
If you have a concern to report go to [http://about.byuh.edu/reportaconcern](http://about.byuh.edu/reportaconcern)

Note: The syllabus, policies, and course calendar are guidelines that may be subject to change in the interest of fairness, in order to accommodate unforeseen scheduling problems, or to improve students’ educational experience.
Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

**Effective Date:** immediately upon approval

**College:** Arts & Humanities

**Course Prefix:** HWST

**Course Number:** 461

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**NEW COURSE.**

**Full Title:** Pana Hawai‘i: Legendary Places of Hawai‘i

**Short Title (for Transcript, 30-char max):** Pana Hawai‘i Legendary Places

**Catalog Entry (50-word recommended maximum):** This course is a survey of famous O‘ahu place names. Taught in Hawaiian.

**Prerequisites:** HAWN 201

**Equivalency:** None

**Credit Hours:** 3

**Frequency:** S

**Grading Method:** A-F

**Course Fees:** none

**Learning Objectives:** Each student who passes this course will be able to do the following:
1. Research stories, chants, songs, wise sayings, and historical information about legendary places in Hawai‘i.
2. Increase Hawaiian language fluency by applying language skills in a specific content area.
3. Use correct sentence structures, vocabulary, and pronunciation when giving presentations.
4. Demonstrate Hawaiian values as outlined in the Kumu Honua Mauli Ola philosophy.

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Immediately following this page, attach a sample syllabus if needed.
HWST 461 – Pana Hawai‘i: Legendary Places of Hawai‘i (3 credits)

Ka ‘Ikepili Kumu (Teacher Information):
Kumu (Teacher):
Ke‘ena (Office):
Keleona (Telephone):
Hola Ke‘ena (Consultation Hours):
Leka uila (Email):

‘Ōwehe Papa (Course Description)
This course includes a survey of famous O‘ahu place names including traditional Hawaiian stories, heros, wise sayings, songs, hula, heiau, fishponds, wind, rain names, and their metaphoric value in Hawaiian literature. This course is taught in Hawaiian.

Nā Puke/Kumu Waiwai (Books/Resources)
Students should have access to the following resources:
• Hawai‘i Place Names (Pukui, Elbert, & Mookini)
• Sites of O‘ahu (Bernice P. Bishop Museum)
• Hānau Ka Ua (Kamehameha Publishing)
• Atlas of Hawai‘i, 3rd Edition (Sonia & James Juvik)
• Hawaiian Dictionary (Pukui a me Elbert)
• Māmaka Kaiao: A Modern Hawaiian Vocabulary (Hale Kuamo‘o & ‘Aha Pūnana Leo)
• wehewehe.org (Hawaiian Electronic Dictionary)

Nā Pahuho'pu (Course Goals)
1. Understand the traditional knowledge and customs of Hawaiian people and how they connect to the land.
2. Apply Hawaiian language listening, reading, writing, and speaking skills while gathering and presenting information on specific legendary places.
3. Become familiar with and practice appropriate elements of the Kumu Honua Mauli Ola philosophy.
4. Perform Hawaiian chants and songs of the Hawaiian Studies program.
5. Increase self awareness and cultural identity through the use and knowledge of the Hawaiian language and culture.

Hopena A‘o Haumāna (Student Learning Outcomes)
1. Research stories, chants, songs, wise sayings, and historical information about legendary places in Hawai‘i.
2. Increase Hawaiian language fluency by applying language skills in a specific content area.
3. Use correct sentence structures, vocabulary, and pronunciation when giving presentations.
4. Demonstrate Hawaiian values as outlined in the Kumu Honua Mauli Ola philosophy.
HOPENA A‘O PAPAHANA HA‘AWINA HAWAI‘I (*Hawaiian Studies Program Learning Outcomes*)

1. Demonstrate greater awareness, understanding and appreciation of Hawai‘i’s people, culture and language.
2. Demonstrate deep understanding of issues affecting the Kanaka Maoli (indigenous people) in the context of contemporary Hawai‘i with resolve through cultural and global perspectives.
3. Demonstrate competency in critical thinking with research skills, analysis, application, evaluation, communication and problem solving.
4. Demonstrate greater confidence and competency in adapting and adopting skills, attitudes and understanding towards cultural, social and professional development.
5. Demonstrate greater understanding in a selected area of emphasis toward professional and career development.

HOPENA A‘O KULANUI (*Institutional Learning Outcomes*)

1. ‘Ike (Knowledge): Student has a breadth of knowledge (General Education & Religion) and a depth of knowledge of a particular discipline (Major).
2. ‘Imi Na‘auao (Inquiry): Student demonstrates information literacy and critical thinking to understand, use, and evaluate evidence and sources.
4. Ho‘oka’a‘iike (Communication): Student communicates effectively in both written and oral form, using integrity, good logic and appropriate evidence.
5. Kū‘i‘o (Integrity): Student integrates spiritual and secular learning and behaves ethically.
6. Kuleana (Stewardship): Student uses knowledge, reasoning and research to take responsibility for and make wise decisions about the use of resources.
7. Lawelawe (Service): Student uses knowledge, reasoning and research to solve problems and serve others.

NĀ KAHA (*Grades*)

- Hele i ka Papa (Attendance) 20%
- Ha‘awina Ho‘iho‘i (Homework) 15%
- Hō‘ike / Kuīsa (Tests/Quizzes) 20%
- Hō‘ike Pana (Legendary Place Presentation) 25%
- Pāhana Kākau (Project Paper) 10%
- Kumu Honua Mauli Ola (Performance Assessment) 10%

KA HELE PAPA A ME KE KOMO PIHA (*Attendance & Participation*)

Attending class is a commitment. Due to the amount of material that will be covered throughout the semester, daily attendance is expected. In the event of an illness or family emergency, please communicate your absence to me before the start of class. I reserve the right to determine whether or not an absence is excused. Unexcused absences will affect both your attendance and overall grade. *E ho‘oka’a‘i ke mai!* (*Communication is key!*)
Ha‘awina Ho‘iho‘i / Ho‘ike / Kuisa (Homework / Tests / Quizzes)
Students will learn about the various land divisions (mokupuni, moku, ahupua‘a) that existed anciently and in modern times on the island of O‘ahu. Homework assignments, short quizzes, and tests will be given during the semester to help students prepare for their written project paper and oral presentations that will be given as culminating projects at the end of the semester.

Pāhana Kākau & Ha‘iwaha (Project Paper and Oral Presentation)
Each student will find a traditional story about an O‘ahu legendary place. Information for the story can come from the following resources: old Hawaiian newspapers, recordings of native Hawaiian speakers, Hawaiian literature, and personal interviews with native speakers. The student will gather the information and write a short story in his/her own words using modern Hawaiian orthography. Original sources and references must be cited. The story can be a traditional legend or a lesser known story passed down by kūpuna regarding a place on this island. Students will present the stories orally either in class or on a planned field trip to the sites researched.

Ho‘ike Pana (Legendary Place Presentation)
Each student will choose a legendary place on O‘ahu. Students will research multiple sources to find the meaning, wise sayings, legends, chants, songs, stories, rain and wind names, historical information, as well as any other interesting facts about the place. Each student will create a powerpoint presentation and share the information in Hawaiian with the other members of the class.

Analoi Kumu Honua Mauli Ola (KHMO Performance Assessment)
After learning about the Kumu Honua Mauli Ola philosophy, each student will be evaluated at least 3 times during the semester using the attached Kumu Honua Mauli Ola rubric. The four areas that will be assessed include Hawaiian behavior, language, traditional practices/knowledge, and respect/reverence.

Lā ‘Ano Nui (Important Dates)
First day of class
Add/Drop Deadline (Full Semester)
All Adding ends
Withdrawals begins as W or WF
Holiday: Labor Day
Withdraw Deadline (Full Semester)
Pā‘ina Pani Kau (End-of-Semester Recital)
Last day of class instruction
Final exam

Ka ‘Ōlelo A‘o‘o (Advising Statement)
Advising is designed to help students complete the requirements of the University and their individual majors. Students should make contact with their advisors at least once a semester to decide on courses, check progress toward graduation, and discuss career options and other educational opportunities provided by BYUH. Advising is a shared
responsible, but students have final responsibility for meeting degree requirements.

**Nā Kulelele Laulā (General Policies)**

Respectful Learning Community: Please help us make our class a focused and stimulating place of learning by being polite and respectful. Respect in our classroom includes but is not limited to coming on time, dressing appropriately, keeping cell phones, laptops, and other mobile devices off and put away, not talking while someone else has the floor, and not sleeping in class.

Honor Code & Academic Honesty: My expectation is that you will live by the honor code (including dress and grooming standards) and adhere to our academic honesty policy which states—BYUH students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct. Please refer to the honor code: [http://services.byuh.edu/honorcode](http://services.byuh.edu/honorcode)

If you violate the academic honesty policy the consequences could include failing the assignment, failing the course, and being reported to the honor code office.

Students with Disabilities: If you have a disability and need accommodations, contact Leilani Auna at the Services for Students with Special Needs Office, McKay 181, phone: 808-675-3518 or 808-675-3999, email address: aunal@byuh.edu

Sexual Harassment is unwelcome speech or conduct of a sexual nature and includes unwelcome sexual advances, requests for sexual favors, and/or verbal, nonverbal, or physical conduct. Conduct is unwelcome if the individual toward whom it is directed did not request or invite it and regarded the conduct as undesirable or offensive.

Preventing Sexual Harassment: Brigham Young University – Hawai‘i is committed to a policy of nondiscrimination on the basis of race, color, sex (including pregnancy), religion, national origin, ancestry, age, disability, genetic information, or veteran status in admissions, employment, or in any of its educational programs or activities. University policy and Title IX of the Education Amendments of 1972 prohibits sexual harassment and other forms of sex discrimination against any participant in an educational program or activity at BYUH, including student-to-student sexual harassment. The following individual has been designated to handle reports of sexual harassment and other inquiries regarding BYUH compliance with Title IX:

Debbie Hippolite-Wright  
Title IX Coordinator  
Vice President of Student Development & Life  
Lorenzo Snow Administrative Building  
Office Phone: 808-675-4819  
Email: Debbie.hippolite.wright@byuh.edu  
Sexual Harassment Hotline: 808-780-8875
BYU-Hawai‘i’s Office of Honor upholds a standard which states that parties can only engage in sexual activity freely within the legal bonds of marriage between a man and a woman. Consensual sexual activity outside the bonds of marriage is against the Honor Code and may result in probation, suspension, or dismissal from the University.

*Note:* The syllabus, policies, and course calendar are guidelines that may be subject to change in the interest of fairness, in order to accommodate unforeseen scheduling problems, or to improve students’ educational experience.
<table>
<thead>
<tr>
<th><strong>Analo Kumu Honua Mauli Ola (KHMO Grading Scale)</strong></th>
<th>Haumāna (Student):</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 kō mau (consistently demonstrated)</td>
<td></td>
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<tr>
<td>3 kō pinepine (frequently demonstrated)</td>
<td></td>
</tr>
<tr>
<td>2 kō i ke kah manawa (sometimes demonstrated)</td>
<td></td>
</tr>
<tr>
<td>1 kō kāka’ikahi (rarely demonstrated)</td>
<td></td>
</tr>
<tr>
<td>0 kō ‘ole (not demonstrated)</td>
<td></td>
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<tr>
<td>X ‘a‘ohe pili (not applicable)</td>
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<tr>
<th><strong>Papa (Class):</strong></th>
<th><strong>Kau (Semester):</strong></th>
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<tr>
<th><strong>Lawena (Behavior)</strong></th>
<th>Huinanui</th>
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<tbody>
<tr>
<td>Hō‘ea (arrives on-time)</td>
<td></td>
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<tr>
<td>Lohe i ke a‘o (attentive to instruction)</td>
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<tr>
<td>Hana (works hard)</td>
<td></td>
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<tr>
<td>Ma‘ema‘e (neat and organized)</td>
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</tr>
<tr>
<td>Mākaukau (demonstrates preparedness)</td>
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<tr>
<th><strong>‘Olelo (Language)</strong></th>
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<tbody>
<tr>
<td>He ‘ōlelo Hawai‘i (uses Hawaiian consistently)</td>
<td></td>
</tr>
<tr>
<td>Hikaloi (self-evaluates language)</td>
<td></td>
</tr>
<tr>
<td>Kōkua (assists others)</td>
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<tr>
<td>Ho‘oulu (increases language base/vocabulary)</td>
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</tbody>
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<tr>
<th><strong>‘Ike Ku‘una (Traditional Practices/Knowledge)</strong></th>
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<tbody>
<tr>
<td>Ho‘okanakamakua (conducts self with maturity and makes sound decisions)</td>
<td></td>
</tr>
<tr>
<td>Hana laulima (works with others in order to accomplish task)</td>
<td></td>
</tr>
<tr>
<td>‘Auamo Kuleana (knows and fulfills responsibilities)</td>
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</tr>
<tr>
<td>Mālama honua (cares for the physical environment and personal property)</td>
<td></td>
</tr>
<tr>
<td>Mālama pilina hanana (maintains intergenerational responsibilities)</td>
<td></td>
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<tr>
<td>Kilo (observes and analyzes critically)</td>
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<tr>
<th><strong>Pili ‘Uhane (Respect / Reverence)</strong></th>
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<tbody>
<tr>
<td>Launa maika‘i (interacts well with others)</td>
<td></td>
</tr>
<tr>
<td>‘Imi i ka ho‘oikaika (strives for improvement)</td>
<td></td>
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<tr>
<td>No‘ono‘o i ka nui, ‘a‘ole i ka ho‘okahi (values what is good for the group as a whole, not just personal interests)</td>
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<tr>
<td>Nānā kekahi i ka pono o kekahi (respects others)</td>
<td></td>
</tr>
<tr>
<td>Ho‘opono po (resolves conflict)</td>
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</table>
Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

**Effective Date:** immediately upon approval

**College:** Arts & Humanities

**Course Prefix:** HWST

**Course Number:** 385R

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**Change Course Number.** Old Course HWST 385R, New Course number HWST 285R

Make inactive after Spring 2017

**Equivalency:** HWST 285R
Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

**Effective Date:** immediately upon approval

**College:** Arts & Humanities

**Course Prefix:** HWST

**Course Number:** 380, 312, 312L, 202

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**HWST 380**

**Full Title:** Malama Wa’a

**Short Title:** Malama Wa’a

**HWST 312**

**Credits:** 3

**HWST 312L**

Make inactive after Spring 2017

**HAWN 202**

**Credits:** 4

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