

IRAO OFFICE USE ONLY	
Received	6/7/16
In Banner	
MTVCOMP/Codeset	
Master Curriculum	
CIP Code	
Program Code	
Program Description	

University of Hawai'i
Code Request Form for Academic Programs

REPLACE PROGRAM CODE

Date: _____

REQUESTOR CONTACT INFORMATION

Name Stuart Lau Campus UH Manoa
 Title University Registrar Email stuartl@hawaii.edu
 Office/Dept Office of the Registrar Phone 956-5322

NEW PROGRAM CODE TO CREATE

Institution MAN - UH Manoa Campus MAN - UH Manoa
 Level GR - Graduate Effective Term Summer 2016

	Code (Max. Characters)	Description	Check if requesting new code:
College	(2) <u>50</u>	<u>Graduate Division</u>	<input type="checkbox"/> See Banner form STVCOLL
Department	(4) <u>EDCS</u>	<u>Curriculum Studies</u>	<input type="checkbox"/> See Banner form STVDEPT
Degree/Certificate	(6) <u>GCER</u>	<u>Graduate Certificate</u>	<input type="checkbox"/> See Banner form STVDEGC
Major	(4) <u>LITL EDCS</u>	<u>Literacy Leader Curriculum Studies</u>	<input type="checkbox"/> See Banner form STVMAJR
Concentration	(4) <u>LL</u>	<u>Literacy Leader</u>	<input checked="" type="checkbox"/> See Banner form STVMAJR
Minor	(4) _____	_____	<input type="checkbox"/> See Banner form STVMAJR

If a similar major/concentration code exists in Banner, please list the code: _____

Justification to warrant a new major/concentration code similar to an existing major/concentration code: _____

BOR = EDCS - MED

Is this major/concentration code being used the same way at the other UH campuses? Yes No
 Should this program be available for applicants to select as their planned course of study on the online application? *If yes, student may select the code as their only program of study.* Yes No

RULES PERTAINING TO FINANCIAL AID AND 150% DIRECT SUBSIDIZED LOAN LIMIT LEGISLATION

Is 50% or greater of the classes in this program offered at a location other than the Home Campus? Yes No
 Is this program/major/certificate financial aid eligible? Yes No
 Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)? Yes No
 See <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html>

Program Length
(In academic years; decimals are acceptable.) The length of the program should match what is published by the campus in any online and/or written publication. 38.000 weeks

Special Program Designations A B N P T U
 See Special Program Designations Code Definitions on IRAO Program Code Request webpage

Required Terms of Enrollment Fall Spring Summer Extended

CL = 08

EXISTING PROGRAM CODE TO REPLACE

Program Code	RK12-GCERT	Program Description	Reading K12-GCERT
Institution	MAN - UH Manoa <input type="text"/>	Campus	MAN - UH Manoa <input type="text"/>
College	50	Department	EDCS
Level	GR - Graduate <input type="text"/>		

Are current students "grandfathered" under the program code? Yes No

Should the old program code be available for use in Banner? Yes No

Effective Summer 2016, old program code will no longer be available to admit or recruit students.
Term (ie. Fall 2014)

This will turn off the online application, recruitment (effects Banner forms SRASUMI and SRAQUIK) and admissions (effects Banner forms SAADCRV, SAAADMS, SAASUMI, SAAQUIK, and SAAQUAN) Banner modules.

Effective Summer 2016, old program code will no longer be available to award degree to students.
Term (ie. Fall 2014)

This will turn off the general student (effects Banner form SGASTDN) and academic history (effects Banner form SHADEGR) Banner modules.

ATTACHMENTS

BOR Approved: Associate, Bachelor and Graduate Degrees, and sole credential certificates

- BOR Meeting Minutes & Supporting Documents ¹ Curriculum
- Memo with President's Approval, with cc to VPAA, to change existing code ²

Chancellor Approved: Certificates (eg. Certificate of Achievements, Certificates of Competence, Subject Certificates, Academic Subject Certificates) & Associate in Technical Studies (ATS) Degree

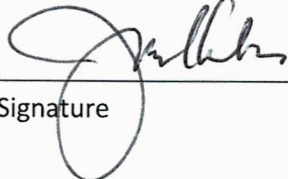
- Memo from Chancellor to VPAA to change existing code and create new code Curriculum

VERIFICATIONS

Registrar:

Stuart Lau		6-2-16
Print Name	Signature	Date

Financial Aid Officer:

Jodie Kuba		6/7/16
Print Name	Signature	Date

For Community Colleges, verification of consultation with OVPCC Academic Affairs:

_____	_____	_____
Print Name	Signature	Date

¹ Required for change in degree.

² Required for program title with no substantive change in curriculum.

IRAO OFFICE USE ONLY	
Received	5/6/16
In Banner	
MTVCOMP/Codeset	
Master Curriculum	
CIP Code	
Program Code	
Program Description	

Reset Form

University of Hawai'i
Code Request Form for Academic Programs for

NEW OR MODIFY PROGRAM CODE

New Program Code **Modify Program Code** Date: _____

REQUESTOR CONTACT INFORMATION

Name	Stuart Lau	Campus	UH Manoa <input type="button" value="v"/>
Title	University Registrar	Email	stuartl@hawaii.edu
Office/Dept	Office of the Registrar	Phone	956-5322

NEW PROGRAM CODE TO CREATE

Institution	MAN - UH Manoa <input type="button" value="v"/>	Campus	MAN - UH Manoa <input type="button" value="v"/>
Level	GR - Graduate <input type="button" value="v"/>	Effective Term	Summer 2016

	Code (Max. Characters)	Description	Check if requesting new code:
College	(2) 50	Graduate Division	<input type="checkbox"/> See Banner form STVCOLL
Department	(4) EDCS	Curriculum Studies	<input type="checkbox"/> See Banner form STVDEPT
Degree/Certificate	(6) GCER	Graduate Certificate	<input type="checkbox"/> See Banner form STVDEGC
Major	(4) LITL ✓	Literacy Leader ✓	<input checked="" type="checkbox"/> See Banner form STVMAJR
Concentration	(4) _____	_____	<input type="checkbox"/> See Banner form STVMAJR
Minor	(4) _____	_____	<input type="checkbox"/> See Banner form STVMAJR

If a similar major/concentration code exists in Banner, please list the code: _____

Justification to warrant a new major/concentration code similar to an existing major/concentration code: _____

Is this major/concentration code being used the same way at the other UH campuses?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Should this program be available for applicants to select as their planned course of study on the online application? <i>If yes, student may select the code as their only program of study.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

RULES PERTAINING TO FINANCIAL AID AND 150% DIRECT SUBSIDIZED LOAN LIMIT LEGISLATION

Is 50% or greater of the classes in this program offered at a location other than the Home Campus?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is this program/major/certificate financial aid eligible?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)? <i>See http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Program Length
In academic years; decimals are acceptable. The length of the program should match what is published by the campus in any online and/or written publication.

38.000 weeks

Special Program Designations A B N P T U

Required Terms of Enrollment: Fall Spring Summer Extended

ADDITIONAL COMMENTS

Program replaces existing program RK12-GCERT.

ATTACHMENTS

BOR Approved: Associate, Bachelor and Graduate Degrees, and sole credential certificates

BOR Meeting Minutes & Supporting Documents

Curriculum

Chancellor Approved: Certificates related to authorized BOR program & Associate in Technical Studies (ATS) Degree

Memo from Chancellor to notify VPAA about new program

Curriculum

For new certificates approved by the Chancellor, the related BOR authorized academic program is:

VERIFICATIONS

By signing below, I verify that I have reviewed and confirm the above information that is pertinent to my position.

Registrar:

Stuart Lau



4/14/16

Print Name

Signature

Date

Financial Aid Officer:

Jodie Kuba



5/6/16

Print Name

Signature

Date

For Community Colleges, verification of consultation with OVPCC Academic Affairs:

Print Name

Signature

Date

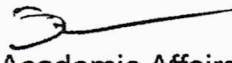



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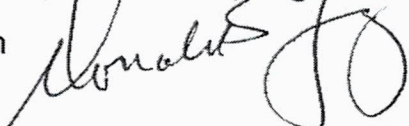
March 1, 2016

MEMORANDUM

TO: Robert Bley-Vroman
Interim Chancellor

VIA: Reed Dasenbrock 
Vice Chancellor for Academic Affairs

VIA: Krystyna Aune, Dean 
Office of Graduate Education

FROM: Donald B. Young, Dean 
College of Education

SUBJECT: Request to Remove Stop-Out of Admissions, and to Rename
the Reading K-12 Graduate Certificate Program

SPECIFIC ACTION REQUESTED:

It is respectfully requested that the Chancellor approve the removal of the stop-out of admissions to the Reading K-12 Graduate Certificate Program, and change the name of the program to Literacy Leader Graduate Certificate Program.

RECOMMENDED EFFECTIVE DATE:

Effective Summer 2016.

ADDITIONAL COST:

No additional cost.

PURPOSE:

The purpose of this action is to remove the admissions stop-out and change the name of the Reading K-12 Certificate Program to Literacy Leader Graduate Certificate Program.

BACKGROUND INFORMATION:

Pursuant to Board of Regents' Policy 5-1(f), Chancellors may approve admission stop-outs of up to two years.

The Reading K-12 Graduate Certificate in the College of Education was approved in March 2012 as UH Mānoa's response to a national effort to improve the preparation of educators in the area of reading. In August 2015, admissions to the certificate program

was stopped out so that the program could be modified to address the Hawaii Teacher Standards Board's recently approved licensure field, Literacy Specialist. The program has since been modified to include two tracks: Reading K-12, and Literacy Specialist. Information on the revised program may be found in the attached document. We are requesting that the name of the program be changed to reflect the focus on literacy leadership, and that the stop-out of admissions be lifted so that we may enroll students for Summer 2016.

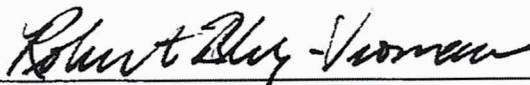
ACTION RECOMMENDED:

It is recommended that the Chancellor remove the admissions stop-out to the Reading K-12 Graduate Certificate Program, and change the name of the program to Literacy Leader Graduate Certificate Program.

Attachments

1. Memo re: Request for Approval of Proposed Stop-Out of Admissions to the Reading K-12 Graduate Certificate, approved by Chancellor 09/03/15
2. Memo re: Request to Approve the Reading K-12 Graduate Certificate Modification, dated 01/25/16 from K. Aune to R. Dasenbrock

APPROVED / DISAPPROVED:



Robert Bley-Vroman, Interim Chancellor



Date

- c: Risa Dickson, Vice President for Academic Affairs
Jarren Miki, Director of Graduate Student Services
Stuart Lau, Registrar
Diane Nakashima, Catalog Coordinator
Beth Pateman, Associate Dean, College of Education
Andrea Bartlett, Chair, Department of Curriculum Studies



UNIVERSITY
of HAWAII
MĀNOA

RECEIVED
GRADUATE DIVISION

15 AUG 19 11:45

College of Education
Office of the Dean

August 4, 2015

MEMORANDUM

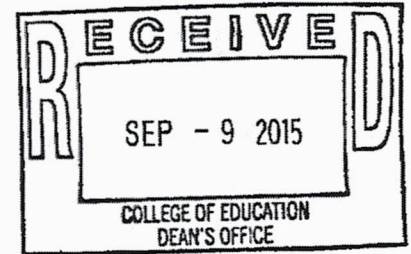
TO: Robert Bley-Vroman
Chancellor

VIA: Reed Dasenbrock
Vice Chancellor for Academic Affairs

VIA: Krystyna Aune
Dean, Graduate Education

FROM: Donald B. Young
Dean

SUBJECT: Request for Approval of Proposed Stop-Out of Admissions to the Reading K-12 Graduate Certificate



SPECIFIC ACTION REQUESTED:

We are requesting the stop-out of new admissions in the Reading K-12 Graduate Certificate of the Curriculum Studies Department in the College of Education for a period of two (2) years beginning in the Fall 2015 semester through the Spring 2017 semester.

RECOMMENDED EFFECTIVE DATE:

We request an effective date beginning in the Fall 2015 semester for up to two years through the Spring 2017 semester.

ADDITIONAL COSTS:

There will be no additional costs associated with this request.

PURPOSE:

To suspend and stop-out the admissions of any new students into the Reading K-12 Graduate Certificate for up to two years. This will allow us to seek approval for a program modification.

BACKGROUND:

In accordance with the Board of Regents' policy, Chapter 5, Academic Affairs and Executive Policy E5.202: Review of Established Programs, authority to approve a stop-out of admissions for less than two (2) years is delegated to the Chancellor.

1776 University Avenue
Every Hall, Room 128
Honolulu, Hawai'i 96822
Fax: (808) 956-3106

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Robert Bley-Vroman
August 4, 2015
Page 2

No students are currently enrolled in the Reading K-12 Graduate Certificate program. However, we started a related program in Summer 2015 to address the Hawai'i Teacher Standards Board's recently approved licensure field, Literacy Specialist. Once the stop-out is approved, we plan to submit a Graduate Certificate modification request for a Literacy Leader GCERT with two tracks, Literacy Specialist and Reading K-12.

ACTION RECOMMENDED:

We recommend the stop-out of new admissions in the Reading K-12 Graduate Certificate of the Curriculum Studies Department in the College of Education for a period of two (2) years beginning in the Fall 2015 semester through the Spring 2017 semester, while we seek program modification.

APPROVED/ DISAPPROVED:

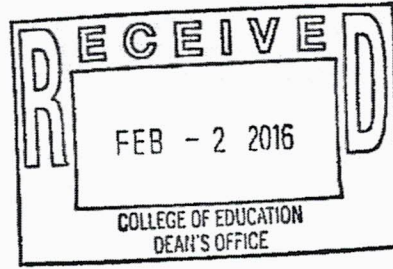
R Bley-Vroman
Robert Bley-Vroman, Chancellor

9/3/15
Date

c: Beth Pateman, Associate Dean, College of Education
Andrea Bartlett, Chair, Department of Curriculum Studies



UNIVERSITY
of HAWAI'I
MĀNOA




Office of Graduate Education
Office of the Dean

January 25, 2016

MEMORANDUM

TO: Reę Dasenbrock
Vice Chancellor
for Academic Affairs

FROM: Krystyna S. Aune, Dean 
Graduate Education

SUBJECT: Request to Approve the Reading K-12 Graduate Certificate Modification

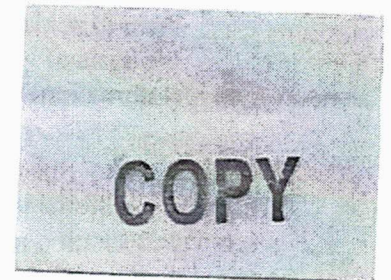
I request your approval of the attached Reading K-12 Graduate Certificate modification in the Department of Curriculum Studies, College of Education.

The modification request was reviewed by members of the Program Committee of the Graduate Council. Drs. Andrea Bartlett, Sarah Twomey and Amelia Jenkins attended the Graduate Council meeting to answer questions and address concerns. The request received unanimous approval by members of the Graduate Council.

I recommend your review and approval of the attached modification.

Attachment

c: Dean Donald Young ✓
Associate Dean Beth Pateman
Chair Andrea Bartlett, Curriculum Studies
Associate Dean Julie Maeda, OGE



2540 Maile Way, Spalding Hall 360
Honolulu, Hawai'i 96822
Telephone: (808) 956-7541
Fax: (808) 956-4261

An Equal Opportunity/Affirmative Action Institution



October 9, 2015

MEMO

To: Reed Dasenbrock, VCAA, Academic Affairs

Via: Krystyna S. Aune, Dean, Office of Graduate Education

Via: Donald B. Young, Dean, College of Education

From: Andrea Bartlett, Department and Graduate Chair, Curriculum Studies

Re: Modification request: Reading K12 Graduate Certificate

The purpose of this memo is to request approval to modify our department's existing Reading K12 Graduate Certificate. We would like to expand it to become a **Literacy Leader Graduate Certificate** with two tracks, *Reading K12* and *Literacy Specialist*. The title of the graduate certificate would be changed from Reading K12 to Literacy Leader.

Any applicant who meets admission requirements may apply to the Literacy Leader Graduate Certificate program. Both tracks will also be concentrations in the MEd-Curriculum Studies (MEd-CS), and the Literacy Specialist track will be a concentration in the MEd-Special Education (MEd-SPED). MEd-CS and MEd-SPED students may take the master's and certificate concurrently, and graduates will receive both a master's degree and a certificate.

Both tracks of the Literacy Leader Graduate Certificate are based on the following definition of literacy:

Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context. The ability to read, write, and communicate connects people to one another and empowers them to achieve things they never thought possible. Communication and connection are the basis of who we are and how we live together and interact with the world.
(International Literacy Association, 2015. <http://www.literacyworldwide.org/why-literacy>)

In the Literacy Specialist track, the three courses offered by the Department of Special Education offer an additional perspective: "Meaning in language is found in words and their morphemes, in sentence structure, and the context of the communication" (Moats, 2010, p. 176). This track is based on both International Literacy Association Standards and International Dyslexia Association Standards. Exposing students to these two viewpoints enhances understanding of the field.



The Reading K12 track is mainly for teachers who wish to lead from their classrooms, and the Literacy Specialist track is for teachers who seek school or district literacy leadership positions. A related program in the Department of Curriculum Studies--MEd-CS, Language Arts/Literacy concentration (not part of this proposal)--appeals to teachers who choose to focus on improving their literacy instruction and are less interested in leadership. Teachers in the Language Arts/Literacy concentration are often new teachers, since the leadership tracks require 2 and 3 years of teaching, respectively. A description of the two tracks and the rationale for this modification follow.

Reading K12

Approved as a temporary program in Spring 2012, the Reading K12 Graduate Certificate focuses on classroom and school-level reading leadership. This graduate certificate addresses the International Literacy Association Standards (2010) and has been approved by the Hawai'i Teacher Standards Board to add the field, *Reading*, to a Hawai'i teacher license when part of the 30-credit MEd-CS degree. In the three cohorts that have completed the GCERT program so far nearly all of the teachers have planned to stay in their classrooms and impact school reading programs through informal leadership roles. Cohort enrollments were 8 (campus), 12 (campus), and 10 (Kaua'i), for a total of 30.

The Reading K12 Graduate Certificate is made up of five courses (15 credits), all within our department: EDCS 605 *Literacy Coaching & Leadership*, 607 *New Literacies Leadership*, 646 *Literacy Assessment, Instruction & Intervention*, 647 *Classroom & School Literacy Assessment*, and 690 *Practicum: Leadership in School Reading Improvement*. This semester, we submitted a title and course description change for 690 (new title: *School and District Literacy Leadership*) as part of our ongoing review and update of courses.

In the current proposal, we are substituting EDSC 607 *New Literacies Leadership* for EDSC 601 *Advanced Topics in Reading*, which was part of the earlier Reading K-12 Graduate Certificate. *New Literacies Leadership* provides an expanded view of literacy by emphasizing "new approaches to analyzing 21st century literacies K-12, including visual, media, digital, and critical literacies as well as developing leadership practices in multi-literacies pedagogy" (catalog description). In all of our courses, we address foundations of language and literacy as needed for student success, and this topic is a section of the integrative final project, the Professional Teaching Portfolio.

The Reading K12 certificate is currently stopped out because we did not have enough faculty to run it at the same time as the new Literacy Specialist program. However, we are scheduled to advertise for a new literacy faculty member this Fall. We could also hire well-qualified instructors to cover some courses if necessary.

The Reading K12 certificate has been a highly successful program, and there have been many inquiries about it since the last two cohorts graduated in 2013 (e.g., 19 inquiries Fall 2014). There are also opportunities for cohorts in school complexes around the state. For example, the Educational Specialist in the Windward District, a former student, and her Complex



Superintendent have expressed interest in creating cohorts in their district. Administrators see value in having teams of teachers take courses together and support each other as they improve their instruction and impact others.

The Reading K12 track of the Literacy Leader Graduate Certificate addresses a long-standing problem in our schools: Teachers interested in school leadership have had to leave the classroom for positions such as principal or curriculum coordinator. Now, educators increasingly recognize the need for teacher leadership in school-based reform. For example, Teacher Leader Model Standards have been published (Teacher Leadership Exploratory Consortium, 2011); the Hawai'i Teacher Standards Board recently added *Teacher Leader* to the fields that may be added to teaching licenses; and the Hawai'i Department of Education website states one of their goals is to "cultivate a culture of leadership among teachers and principals." By developing teacher leadership in this program, we encourage retention of excellent classroom teachers and support application of their expertise to school improvement.

Literacy Specialist

A collaboration between the Departments of Curriculum Studies and Special Education, an 18-credit Literacy Specialist program addresses the standards from both fields and consists of three courses from each department. The program is currently endorsed by the COE, having been approved by our two departments, our Dean's office, and the College Curriculum and Program Planning Committee of the COE Senate.

In addition, the MEd in Curriculum Studies and MEd in Special Education degree programs, with the 18-credit Literacy Specialist concentration, have been approved by the Hawai'i Teacher Standards Board (HTSB) to add the field, *Literacy Specialist*, to a Hawai'i Teacher license. According to HTSB, "Literacy Specialists are professionals holding a Literacy Specialist license who meet HTSB adopted standards and whose goal is to improve literacy achievement in their assigned school, district, or state positions...." Addition of this new licensure field (March 2014) shows the value of, and need for, Literacy Specialists in our State.

Teachers highly value the ability to add a field to their teaching licenses, since it shows their expertise and is advantageous when applying for new positions. Our first Literacy Specialist cohort began in Summer Session II, 2015. The response was even better than anticipated with 18 master's and doctoral students in our first cohort. We already have a waiting list for a cohort to begin in Summer 2016, and expect these numbers to grow even further with more marketing and word of mouth.

Completion of this Literacy Specialist concentration can increase students' job options as well as provide credits to be used toward salary increases. For this reason, we expect adding this program to the Literacy Leader GCERT will attract teachers who already have a master's degree, thereby increasing enrollment. As it stands now, teachers with master's degrees who are pursuing this concentration would be unclassified and ineligible for financial aid or many scholarships. If this concentration can become a track in a graduate certificate, teachers would be eligible for financial aid and scholarships. As a form of professional development, the pursuit of



a graduate certificate offers a better sense of achievement. It would be noted as such on an official transcript, and provides a more recognized outcome than the current offering.

The Literacy Specialist concentration is an innovative program that includes two sets of standards and requires collaboration between two departments within the College of Education—Curriculum Studies and Special Education. No similar program is known to exist, so it could be a model for other universities and provide exciting research/grant opportunities for faculty.

A graduate certificate with two tracks under an expanded title provides teachers with choices concerning the direction of their professional and leadership growth. Reading K12 is a program for those who wish to lead from their own classrooms. Literacy Specialist, on the other hand, serves teachers who wish to leave the classroom to assume positions such as Literacy Coach/Specialist. While the two tracks will have commonalities, they differ in standards, coursework and emphases.

The table below elucidates the two tracks of our proposed modification. The middle column represents the Reading K12 track, while the right column is the proposed Literacy Specialist track. Three courses—New Literacies Leadership, Classroom & School Literacy Assessment, and Literacy Coaching & Leadership—are shared by both tracks and will be the core courses for the certificate.

PROPOSED LITERACY LEADER GRADUATE CERTIFICATE

TRACKS	READING K12	LITERACY SPECIALIST
Focus	Class and school reading improvement; informal leadership	School and district Literacy Specialist positions
Admissions	BEd, or equivalent, leading to initial teaching licensure 2 years K-12 teaching experience Access to groups of students	BEd, or equivalent, leading to initial teaching licensure 3 years K-12 teaching experience Access to groups of students
Standards	International Literacy Assoc (ILA)	ILA & Int. Dyslexia Assoc.
Departments	Curriculum Studies (CS)	CS and Special Education
Credits	15	18
Time to completion	2.5 years	1 year
Max # students per cohort	20	20
Format	F2F/Blended learning	Online
Admission term	Fall, every 3 years	Summer, annually



Courses (all 3 credits, with scheduling information)	<p><u>Fall</u>: EDCS 607 New Literacies Leadership</p> <p><u>Spring</u>: EDCS 646 Literacy Assessment, Instruction, and Intervention</p> <p><u>Fall</u>: EDCS 647 Classroom & School Literacy Assessment</p> <p><u>Spring</u>: EDCS 605 Literacy Coaching & Leadership</p> <p><u>Fall</u>: EDCS 690 School and District Literacy Leadership</p>	<p><u>Summer Session</u>: SPED 637 Topics & Issues in Reading Difficulties</p> <p><u>Fall</u>: SPED 638 Fundamentals of Language & Literacy EDCS 647 Classroom & School Literacy Assessment</p> <p><u>Spring</u>: SPED 639 Advanced Fundamentals of Language & Literacy EDCS 605 Literacy Coaching & Leadership</p> <p><u>Summer Session</u>: EDCS 607 New Literacies Leadership</p>
Capstone	Portfolio	Portfolio
Approved by dept(s) & COE	Yes	Yes
Approved as grad cert	Yes	No
Approved as add a field (with MEd-CS)	Yes	Yes (also with MEd-SPED)

Literacy Leader Graduate Certificate

Taken together, the two tracks of the Literacy Leader GCERT will provide a strong response to the needs of the Hawai'i Department of Education (DOE) to improve literacy instruction in the context of children's home cultures and languages. This Certificate also builds on the Department of Curriculum Studies' existing programs to provide increased statewide, national and international visibility in the area of literacy. The rationale and objectives of the modified graduate certificate follow.

Rationale. The Literacy Leader Graduate Certificate will enhance the ability of the College of Education to accomplish a core mission—to contribute to the improvement in Hawai'i's schools. The proposed certificate addresses Goal 2 of the COE 2011-16 Strategic Plan. "Prepare educational leaders able to transform organizations while being sensitive to socio-cultural, historical and philosophical contexts," in that this program modification would increase the "percentage of graduates holding leadership roles in P-20 organizations."

Similarly, the *UHM Strategic Plan: Defining Our Destiny, 2002-2010* states: "As a public university, we remain deeply committed to the educational needs of the people of Hawai'i" (p. 13), and the 2011-2015 update of that document notes "significant support for Mānoa to expand professional programs" (p. 10). The Board of Regents' criteria provide further support by declaring the University's commitment "to the professional, economic, social, occupational and general educational needs of Hawai'i (Section 5-2(2))."



Program Objectives. The objectives of the Literacy Leader Graduate Certificate are to:

- a. Prepare literacy leaders for Hawai'i's schools, including literacy specialists, literacy coaches, and teachers who are curriculum leaders in the area of literacy;
- b. Provide two tracks, so students may select the one that meets their career goals (classroom teacher leader or school/district literacy specialist) and standards that match their philosophy of teaching/learning (Standards of the International Literacy Association (ILA) or the ILA plus the International Dyslexia Association Standards);
- c. Facilitate candidates' development of standards-based Professional Teaching Portfolios and encourage later application for National Board of Professional Teaching Standards (NBPTS) Certification;
- d. Increase already high enrollments in the M.Ed. in Curriculum Studies, M.Ed. in Special Education, and COE doctoral programs; and
- e. Fulfill a need expressed by Hawai'i DOE administrators, political leaders, and community members to improve literacy instruction in Hawai'i's schools, K-14th grade.

Please see the International Literacy Association Standards and International Dyslexia Association Standards (attached) for student learning objectives.

Students. The Literacy Leader Graduate Certificate is designed for in-service teachers who want to become literacy specialists/coaches or teacher leaders in the area of literacy. As evidenced in our previous cohorts, educators already serving in these roles who lack needed preparation will also enroll.

After receiving their certificates, it is likely many of the students will continue their educations by obtaining a master's and/or doctoral degree. In our previous Reading K12 GCERT cohorts, all 30 completers received their MEd-CS in addition to the certificate! The graduate certificate may also encourage educators with graduate degrees to enroll, since that has happened in our current Literacy Specialist cohort.

Admissions. Since the Reading K12 is currently stopped out, we will begin accepting students into the Literacy Leader GCERT with the cohort that immediately follows approval of this modification. Ideally, we would begin the Literacy Specialist Track Summer 2016, and Reading K12 Track Fall 2017.

In conclusion, we believe offering the *Literacy Leader Graduate Certificate with Reading K12* and *Literacy Specialist* tracks will serve teachers who have different goals and interests, thereby enhancing our programs and accommodating an expansion of our enrollment. We view this modified graduate certificate as an essential way to continue to attract high numbers of teachers into our programs to further impact Hawai'i schools.

Attachments: International Literacy Association Standards

International Dyslexia Association Standards



Re: Graduate Certificate in Literacy Leader

1 message

Andrea Bartlett <bartlett@hawaii.edu>

Wed, Apr 13, 2016 at 3:43 PM

To: Stuart Lau <stuartl@hawaii.edu>

Stuart-

In that case, please use LitL for the code.

The length would be 38 weeks, since our courses are compressed to give the teachers in our program a little personal time before school starts again in July.

Thank you for your help!

Andrea

On Wed, Apr 13, 2016 at 3:01 PM, Stuart Lau <stuartl@hawaii.edu> wrote:

Hi,

The code can be up to four characters. If the program covers just Fall and Spring, ten 30 weeks would be appropriate. If summers are required then it should be longer. A normal summer session is 6 weeks. Hope this helps.

Stuart

On Wed, Apr 13, 2016 at 2:49 PM, Andrea Bartlett <bartlett@hawaii.edu> wrote:

Stuart-

Thank you so much! I'm very excited to hear that.

1. Are codes just 2 letters? If so, LL makes sense. If not, LitLead or something similar would be easier to identify.
2. Length of the program is one year. However, more than 30 weeks: Summer (3 or 4), Fall (15), Spring (15), Summer (3 or 4). But it's online, so about half is asynchronous. Do you think we should say 36 weeks?

Thanks again!

On Wed, Apr 13, 2016 at 1:34 PM, Stuart Lau <stuartl@hawaii.edu> wrote:

Dear Chair Bartlett:

We are currently working on establishing the code for the Graduate Certificate in Literacy Leader and have a couple of questions:

1. Would the major code of "LL" be acceptable
2. Indicate the length of the program in weeks (Note: Most graduate certificates are 30 weeks with 30 weeks in a year).

Your response to these questions will facilitate the process to have the codes created.

Sincerely,
Stuart Lau

--

Stuart Lau
University Registrar
Office of the Registrar
University of Hawaii at Manoa
Ph: 808 956-8010

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--

Andrea Bartlett, Curriculum Studies Chair
University of Hawai`i at Mānoa
Honolulu, HI 96822 808-956-4403

--

Stuart Lau
University Registrar
Office of the Registrar
University of Hawaii at Manoa
Ph: 808 956-8010

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--


Andrea Bartlett, Curriculum Studies Chair
University of Hawai`i at Mānoa
Honolulu, HI 96822 808-956-4403

CC: Risa Dickson,
VPAPP

February 24, 2016

MEMORANDUM

TO: Reed Dasenbrock
Vice Chancellor for Academic Affairs

FROM: Wendy Pearson 
Academic Affairs Program Officer

SUBJECT: Reading K-12 Graduate Certificate Modification & Related Actions

Attached please find a request to modify the Reading K-12 Graduate Certificate program in the College of Education. I recommend your approval.

There are three requests related to this program modification.

- 1) Removal of Admissions Stop-Out and Name Change to Literacy Leader Graduate Certificate Program. Both actions require the Chancellor's approval. I drafted the approval memo and forwarded to Beth Pateman. She will have Dean Young sign and route through you for the Chancellor's approval.
- 2) Modification of MEd in Curriculum Studies (to add Literacy Leader Concentration), and MEd in Special Education (to add Literacy Leader and Reading K-12 Concentrations). You have the authority to approve program modifications. I drafted the memos and forwarded to Beth Pateman. She will have Dean Young sign and route through Graduate Education for your approval.

Let me know if you have questions.

Attachment



UNIVERSITY
of HAWAII
MĀNOA

RECEIVED

Office of Graduate Education
Office of the Dean

16 FEB -1 12:37

MANOA CHANCELLOR'S
OFFICE

January 25, 2016

MEMORANDUM

TO: Reed Dasenbrock
Vice Chancellor
for Academic Affairs

FROM: Krystyna S. Aune, Dean
Graduate Education

SUBJECT: Request to Approve the Reading K-12 Graduate Certificate Modification

I request your approval of the attached Reading K-12 Graduate Certificate modification in the Department of Curriculum Studies, College of Education.

The modification request was reviewed by members of the Program Committee of the Graduate Council. Drs. Andrea Bartlett, Sarah Twomey and Amelia Jenkins attended the Graduate Council meeting to answer questions and address concerns. The request received unanimous approval by members of the Graduate Council.

I recommend your review and approval of the attached modification.

Attachment

- c: Dean Donald Young
- Associate Dean Beth Pateman
- Chair Andrea Bartlett, Curriculum Studies
- Associate Dean Julie Maeda, OGE

Effective Term: Summer 2016

APPROVED / DISAPPROVED

Reed Dasenbrock
Vice Chancellor for Academic Affairs

2/16/16

Date

2540 Maile Way, Spalding Hall 360
Honolulu, Hawai'i 96822
Telephone: (808) 956-7541
Fax: (808) 956-4261

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October 9, 2015

MEMO

To: Reed Dasenbrock, VCAA, Academic Affairs

Via: Krystyna S. Aune, Dean, Office of Graduate Education

Via: Donald B. Young, Dean, College of Education

From: Andrea Bartlett, Department and Graduate Chair, Curriculum Studies

Re: Modification request: Reading K12 Graduate Certificate

The purpose of this memo is to request approval to modify our department's existing Reading K12 Graduate Certificate. We would like to expand it to become a **Literacy Leader Graduate Certificate** with two tracks, *Reading K12* and *Literacy Specialist*. The title of the graduate certificate would be changed from Reading K12 to Literacy Leader.

Any applicant who meets admission requirements may apply to the Literacy Leader Graduate Certificate program. Both tracks will also be concentrations in the MEd-Curriculum Studies (MEd-CS), and the Literacy Specialist track will be a concentration in the MEd-Special Education (MEd-SPED). MEd-CS and MEd-SPED students may take the master's and certificate concurrently, and graduates will receive both a master's degree and a certificate.

Both tracks of the Literacy Leader Graduate Certificate are based on the following definition of literacy:

Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context. The ability to read, write, and communicate connects people to one another and empowers them to achieve things they never thought possible. Communication and connection are the basis of who we are and how we live together and interact with the world.
(International Literacy Association, 2015, <http://www.literacyworldwide.org/why-literacy>)

In the Literacy Specialist track, the three courses offered by the Department of Special Education offer an additional perspective: "Meaning in language is found in words and their morphemes, in sentence structure, and the context of the communication" (Moats, 2010, p. 176). This track is based on both International Literacy Association Standards and International Dyslexia Association Standards. Exposing students to these two viewpoints enhances understanding of the field.



The Reading K12 track is mainly for teachers who wish to lead from their classrooms, and the Literacy Specialist track is for teachers who seek school or district literacy leadership positions. A related program in the Department of Curriculum Studies--MED-CS, Language Arts/Literacy concentration (not part of this proposal)--appeals to teachers who choose to focus on improving their literacy instruction and are less interested in leadership. Teachers in the Language Arts/Literacy concentration are often new teachers, since the leadership tracks require 2 and 3 years of teaching, respectively. A description of the two tracks and the rationale for this modification follow.

Reading K12

Approved as a temporary program in Spring 2012, the Reading K12 Graduate Certificate focuses on classroom and school-level reading leadership. This graduate certificate addresses the International Literacy Association Standards (2010) and has been approved by the Hawai'i Teacher Standards Board to add the field, *Reading*, to a Hawai'i teacher license when part of the 30-credit MED-CS degree. In the three cohorts that have completed the GCERT program so far nearly all of the teachers have planned to stay in their classrooms and impact school reading programs through informal leadership roles. Cohort enrollments were 8 (campus), 12 (campus), and 10 (Kaua'i), for a total of 30.

The Reading K12 Graduate Certificate is made up of five courses (15 credits), all within our department: EDCS 605 *Literacy Coaching & Leadership*, 607 *New Literacies Leadership*, 646 *Literacy Assessment, Instruction & Intervention*, 647 *Classroom & School Literacy Assessment*, and 690 *Practicum: Leadership in School Reading Improvement*. This semester, we submitted a title and course description change for 690 (new title: *School and District Literacy Leadership*) as part of our ongoing review and update of courses.

In the current proposal, we are substituting EDCS 607 *New Literacies Leadership* for EDCS 601 *Advanced Topics in Reading*, which was part of the earlier Reading K-12 Graduate Certificate. *New Literacies Leadership* provides an expanded view of literacy by emphasizing "new approaches to analyzing 21st century literacies K-12, including visual, media, digital, and critical literacies as well as developing leadership practices in multi-literacies pedagogy" (catalog description). In all of our courses, we address foundations of language and literacy as needed for student success, and this topic is a section of the integrative final project, the Professional Teaching Portfolio.

The Reading K12 certificate is currently stopped out because we did not have enough faculty to run it at the same time as the new Literacy Specialist program. However, we are scheduled to advertise for a new literacy faculty member this Fall. We could also hire well-qualified instructors to cover some courses if necessary.

The Reading K12 certificate has been a highly successful program, and there have been many inquiries about it since the last two cohorts graduated in 2013 (e.g., 19 inquiries Fall 2014). There are also opportunities for cohorts in school complexes around the state. For example, the Educational Specialist in the Windward District, a former student, and her Complex



Superintendents have expressed interest in creating cohorts in their district. Administrators see value in having teams of teachers take courses together and support each other as they improve their instruction and impact others.

The Reading K12 track of the Literacy Leader Graduate Certificate addresses a long-standing problem in our schools: Teachers interested in school leadership have had to leave the classroom for positions such as principal or curriculum coordinator. Now, educators increasingly recognize the need for teacher leadership in school-based reform. For example, Teacher Leader Model Standards have been published (Teacher Leadership Exploratory Consortium, 2011); the Hawai'i Teacher Standards Board recently added *Teacher Leader* to the fields that may be added to teaching licenses; and the Hawai'i Department of Education website states one of their goals is to "cultivate a culture of leadership among teachers and principals." By developing teacher leadership in this program, we encourage retention of excellent classroom teachers and support application of their expertise to school improvement.

Literacy Specialist

A collaboration between the Departments of Curriculum Studies and Special Education, an 18-credit Literacy Specialist program addresses the standards from both fields and consists of three courses from each department. The program is currently endorsed by the COE, having been approved by our two departments, our Dean's office, and the College Curriculum and Program Planning Committee of the COE Senate.

In addition, the MEd in Curriculum Studies and MEd in Special Education degree programs, with the 18-credit Literacy Specialist concentration, have been approved by the Hawai'i Teacher Standards Board (HTSB) to add the field, *Literacy Specialist*, to a Hawai'i Teacher license. According to HTSB, "Literacy Specialists are professionals holding a Literacy Specialist license who meet HTSB adopted standards and whose goal is to improve literacy achievement in their assigned school, district, or state positions...." Addition of this new licensure field (March 2014) shows the value of, and need for, Literacy Specialists in our State.

Teachers highly value the ability to add a field to their teaching licenses, since it shows their expertise and is advantageous when applying for new positions. Our first Literacy Specialist cohort began in Summer Session II, 2015. The response was even better than anticipated with 18 master's and doctoral students in our first cohort. We already have a waiting list for a cohort to begin in Summer 2016, and expect these numbers to grow even further with more marketing and word of mouth.

Completion of this Literacy Specialist concentration can increase students' job options as well as provide credits to be used toward salary increases. For this reason, we expect adding this program to the Literacy Leader GCERT will attract teachers who already have a master's degree, thereby increasing enrollment. As it stands now, teachers with master's degrees who are pursuing this concentration would be unclassified and ineligible for financial aid or many scholarships. If this concentration can become a track in a graduate certificate, teachers would be eligible for financial aid and scholarships. As a form of professional development, the pursuit of



a graduate certificate offers a better sense of achievement. It would be noted as such on an official transcript, and provides a more recognized outcome than the current offering.

The Literacy Specialist concentration is an innovative program that includes two sets of standards and requires collaboration between two departments within the College of Education—Curriculum Studies and Special Education. No similar program is known to exist, so it could be a model for other universities and provide exciting research/grant opportunities for faculty.

A graduate certificate with two tracks under an expanded title provides teachers with choices concerning the direction of their professional and leadership growth. Reading K12 is a program for those who wish to lead from their own classrooms. Literacy Specialist, on the other hand, serves teachers who wish to leave the classroom to assume positions such as Literacy Coach/Specialist. While the two tracks will have commonalities, they differ in standards, coursework and emphases.

The table below elucidates the two tracks of our proposed modification. The middle column represents the Reading K12 track, while the right column is the proposed Literacy Specialist track. Three courses—New Literacies Leadership, Classroom & School Literacy Assessment, and Literacy Coaching & Leadership—are shared by both tracks and will be the core courses for the certificate.

PROPOSED LITERACY LEADER GRADUATE CERTIFICATE

TRACKS	READING K12	LITERACY SPECIALIST
Focus	Class and school reading improvement; informal leadership	School and district Literacy Specialist positions
Admissions	BEd, or equivalent, leading to initial teaching licensure 2 years K-12 teaching experience Access to groups of students	BEd, or equivalent, leading to initial teaching licensure 3 years K-12 teaching experience Access to groups of students
Standards	International Literacy Assoc (ILA)	ILA & Int. Dyslexia Assoc.
Departments	Curriculum Studies (CS)	CS and Special Education
Credits	15	18
Time to completion	2.5 years	1 year
Max # students per cohort	20	20
Format	F2F/Blended learning	Online
Admission term	Fall, every 3 years	Summer, annually



Courses (all 3 credits, with scheduling information)	<p><u>Fall</u>: EDCS 607 New Literacies Leadership</p> <p><u>Spring</u>: EDCS 646 Literacy Assessment, Instruction, and Intervention</p> <p><u>Fall</u>: EDCS 647 Classroom & School Literacy Assessment</p> <p><u>Spring</u>: EDCS 605 Literacy Coaching & Leadership</p> <p><u>Fall</u>: EDCS 690 School and District Literacy Leadership</p>	<p><u>Summer Session</u>: SPED 637 Topics & Issues in Reading Difficulties</p> <p><u>Fall</u>: SPED 638 Fundamentals of Language & Literacy EDCS 647 Classroom & School Literacy Assessment</p> <p><u>Spring</u>: SPED 639 Advanced Fundamentals of Language & Literacy EDCS 605 Literacy Coaching & Leadership</p> <p><u>Summer Session</u>: EDCS 607 New Literacies Leadership</p>
Capstone	Portfolio	Portfolio
Approved by dept(s) & COE	Yes	Yes
Approved as grad cert	Yes	No
Approved as add a field (with MEd-CS)	Yes	Yes (also with MEd-SPED)

Literacy Leader Graduate Certificate

Taken together, the two tracks of the Literacy Leader GCERT will provide a strong response to the needs of the Hawai'i Department of Education (DOE) to improve literacy instruction in the context of children's home cultures and languages. This Certificate also builds on the Department of Curriculum Studies' existing programs to provide increased statewide, national and international visibility in the area of literacy. The rationale and objectives of the modified graduate certificate follow.

Rationale. The Literacy Leader Graduate Certificate will enhance the ability of the College of Education to accomplish a core mission—to contribute to the improvement in Hawai'i's schools. The proposed certificate addresses Goal 2 of the COE 2011-16 Strategic Plan, "Prepare educational leaders able to transform organizations while being sensitive to socio-cultural, historical and philosophical contexts," in that this program modification would increase the "percentage of graduates holding leadership roles in P-20 organizations."

Similarly, the *UHM Strategic Plan: Defining Our Destiny, 2002-2010* states: "As a public university, we remain deeply committed to the educational needs of the people of Hawai'i" (p. 13), and the 2011-2015 update of that document notes "significant support for Mānoa to expand professional programs" (p. 10). The Board of Regents' criteria provide further support by declaring the University's commitment "to the professional, economic, social, occupational and general educational needs of Hawai'i (Section 5-2(2))."



Program Objectives. The objectives of the Literacy Leader Graduate Certificate are to:

- a. Prepare literacy leaders for Hawai'i's schools, including literacy specialists, literacy coaches, and teachers who are curriculum leaders in the area of literacy;
- b. Provide two tracks, so students may select the one that meets their career goals (classroom teacher leader or school/district literacy specialist) and standards that match their philosophy of teaching/learning (Standards of the International Literacy Association (ILA) or the ILA plus the International Dyslexia Association Standards);
- c. Facilitate candidates' development of standards-based Professional Teaching Portfolios and encourage later application for National Board of Professional Teaching Standards (NBPTS) Certification;
- d. Increase already high enrollments in the M.Ed. in Curriculum Studies, M.Ed. in Special Education, and COE doctoral programs; and
- e. Fulfill a need expressed by Hawai'i DOE administrators, political leaders, and community members to improve literacy instruction in Hawai'i's schools, K-14th grade.

Please see the International Literacy Association Standards and International Dyslexia Association Standards (attached) for student learning objectives.

Students. The Literacy Leader Graduate Certificate is designed for in-service teachers who want to become literacy specialists/coaches or teacher leaders in the area of literacy. As evidenced in our previous cohorts, educators already serving in these roles who lack needed preparation will also enroll.

After receiving their certificates, it is likely many of the students will continue their educations by obtaining a master's and/or doctoral degree. In our previous Reading K12 GCERT cohorts, all 30 completers received their MEd-CS in addition to the certificate! The graduate certificate may also encourage educators with graduate degrees to enroll, since that has happened in our current Literacy Specialist cohort.

Admissions. Since the Reading K12 is currently stopped out, we will begin accepting students into the Literacy Leader GCERT with the cohort that immediately follows approval of this modification. Ideally, we would begin the Literacy Specialist Track Summer 2016, and Reading K12 Track Fall 2017.

In conclusion, we believe offering the *Literacy Leader Graduate Certificate with Reading K12 and Literacy Specialist* tracks will serve teachers who have different goals and interests, thereby enhancing our programs and accommodating an expansion of our enrollment. We view this modified graduate certificate as an essential way to continue to attract high numbers of teachers into our programs to further impact Hawai'i schools.

Attachments: International Literacy Association Standards

International Dyslexia Association Standards

**Graduate Council
Meeting Minutes
October 20, 2015
Gilmore 212**

Quorum = 11 members (Current membership = 21)

Present: D. Sanders, K. Rao, C. Sorensen Irvine , M. McNally, L. Wong, B. Sipes, M. Kataoka-Yahiro, M. Babcock, G. Arslan, A. Wertheimer, M. Mottl, J. Dial, K. Aune, J. Maeda

Excused: B. Kim, J. Reider, T. Ranker, R. Gazan, K. Mossakowski , B. Shiramizu, A. McKee

Approval of Minutes – September meeting

- Minutes were sent ahead of the meeting for review. One correction was made to the name of the Advisory Committee. The draft minutes did not have a “y” at the end of Advisory. One addition was to add the number of Graduate Council members to maintain a quorum to the minutes. The Graduate Council membership is currently missing three members. Potential members have yet to be identified and appointed. Until then, quorum for business is 11 members being present throughout the meeting.
- No discussion or further questions. **Vote: In favor, 11, plus, 5 in absentia; 1 abstention**

Announcements

- Dean Aune apologized for oversight in not sending out the agenda for the meeting ahead of time.
- A presentation regarding the review of the Annual Graduate Program report by OGE IT will be postponed to the November meeting. An error in the system needed to be corrected.
- Founder Region Fellowship Info was shared via a slip of paper with information to all members. Information is also available via the OGE web site. Contact person is Tasha Kawamata Ryan in OGE at 956.7541 or tkawamat@hawaii.edu
- Graduate Assembly – Thursday, October 22, 2015 in Kuykendall 101 from 12:00p – 1:30p.
- Next Leadership Matters Session on Hiring is November 5, 2015
- Integrated online application – D. Sanders mentioned interest from a IT person in IfA. Dean Aune requested he ask the IT person to contact her for meeting information. A group will be convened to discuss development of an integrated system for supplemental materials and the application with UH ITS.
- Electronic submission of Theses and Dissertations is forthcoming. Summer 2016 is projected as a pilot term for candidates for graduation to upload their theses or dissertations to the ProQuest system. Hamilton will have access to download them to make accessible via Scholar Space.

Old Business –

- *Certificate in Reading, K-12 - Modification*
 - There was much discussion on this certificate’s proposed modifications at the last meeting. Members from the committee that submitted this proposed modification attended to help answer any further questions or concerns. Guests were Drs. Andrea Bartlett, Chair of Curriculum Studies, Sarah Twomey, Associate Professor and committee member, and Amelia Jenkins, Chair of Special Education. Comments from a few Graduate Council

member indicated that the proposal was substantially different and improved. Comments also included that it was a better proposal. No questions or discussion occurred.

- **Vote: In favor, 11, plus, 5 in absentia; 1 abstention**

New Business –

- Combined Undergraduate/Graduate Courses
 - Dean Aune shared that in a recent Dean's meeting, there was discussion about similar, but also different courses being offered together by one instructor. She had a list of such courses being offered together at the same time on the same day. Some were intermediate and advanced undergraduate courses, while others were more lecture oriented. Also included were undergraduate and graduate courses offered together at the same time and on the same day. She was asked by the VCAA if a policy existed that allowed such an offering at the graduate level. C. Sorensen asked if any COE courses were on the list. None were. She shared that there are some in the COE that are undergraduate and post baccalaureate courses for teacher licensure offered together. Coursework is differentiated.
 - A couple members of the Graduate Council expressed that it was their understanding and they were told such a practice to offer an undergraduate and graduate course together was prohibited. Dean Aune stated that presently, she is unaware of such a policy against such a practice. She would like to have this discussion to get the thoughts of the Graduate Council.
 - General discussion by the Graduate Council occurred about examples and benefits of this occurring at UHM as well as at another institution. Some of the examples were about master's and doctoral courses being offered together, while others were of undergraduate and graduate courses. A couple of the members were concerned about such an offering and it was difficult to see how it would be appropriate for both groups of students (i.e., undergraduates and graduate students). A. Wertheimer provided some examples as did M. McNally about how such a practice can work and be of mutual benefit to all of the students. J. Dial also shared a personal experience that demonstrated how both groups of students can benefit. His experience was also such that the depth of information necessary at the graduate level could also be received by the graduate students.
 - Questions facilitated discussion of whether such a practice would affect enrollment and faculty workload. Enrollment would remain specific to each course, thus, a small course would still show up as small in reports. However, with both an undergraduate and graduate course offered together, if both were small, the department could still provide a rationale that such an offering demonstrates a benefit for both levels of students, allows for courses to still be offered, even if with small enrollment, and shows workload efficiency on the part of the faculty member. A key part of such an offering that emerged was the importance of a differentiated syllabus or a syllabus for each course that clearly delineates the objectives and content to be learned by each group of students. It is to be more than simply more work by the graduate students. At times, the length of class may be lengthened to better accommodate the graduate student learning necessary in the course.
 - Some discussion focused on what level would be most appropriate – 400-level and 600-level courses seemed to have the most general agreement, although 300-level and

600-level courses were also discussed. M. Babcock shared that 300-level coursework for graduate students in ART are not uncommon. Much of the 400-level coursework tends to be for Art History students; the 300-level courses are more studio-related courses. Graduate Education allows upper division courses (300-400-level) to be counted toward a graduate degree. Programs have the responsibility to identify which courses they will count toward the degree, within general parameters set by OGE. It is feasible to have programs determine whether or not 300 and 600-level courses to be offered together could work for them. It would not necessarily work for all programs.

- A suggestion was made by a couple Graduate Council members that parameters to accommodate such a practice be developed and posted on the OGE web site. Such a practice's benefits seemed to outweigh any concerns, though no concrete concerns seemed to persist in the discussion. Some members may have still had reservations about such a practice, but the general consensus seemed in favor of allowing faculty to determine and maintain the rigor and integrity of graduate courses, if offered with an undergraduate course. It would be up to programs to determine the appropriateness for such a course offering.
 - Dean Aune suggested for those who had been told such a practice is prohibited to follow-up with their Deans and Department Chairs to discuss such an offering further. She would report back to the VCAA that there is no compelling information to prohibit this practice. Additionally, a statement of parameters for this practice will be drafted and sent for review and feedback by the Graduate Council.
- **Annual Graduate Program Report**
 - This report is due at the same time as the Mānoa Assessment report with the latter report also being publicly available. Dean Aune posed to the members their thoughts as to whether or not the annual graduate program report might also become publicly available?
 - Discussion was relatively brief in that there didn't seem to be any reasons against it. However, reservations were raised as to the timing of doing it this year. Writers of the report should be informed as it may affect how they write the report – internal versus external audiences. Having this report become publicly available next year, with announcements made to that end would be acceptable.
 - **Vote: Unanimous in favor.**
 - **Scholar Space**
 - This is UHM's institutional repository. They accept many forms of publications, papers, pre-prints, and projects. It is an open-access resource to allow more access to more research and information that originates from the UHM community.
 - Previously, all theses and dissertations via CDs, were sent to Hamilton Library to be printed and bound and more recently, uploaded into Scholar Space to be made more widely accessible. With the growth in open access materials and the shift from binding to electronic accessibility (i.e., theses and dissertations to be uploaded to ProQuest), all theses and dissertations will be uploaded and accessible via Scholar Space. Plan B projects are already uploaded into Scholar Space by programs who choose to use that medium. C. Sorensen Irvine shared that LTEC has done that for their students' Plan B projects.

- A. Wertheimer shared that this week is also Open Access Week and information about Scholar Space and this movement is being shared. This occurs every third week of October. This information has also been shared on the OGE home page. For any questions about sharing or uploading information to Scholar Space, please contact Sara Lee at saralee@hawaii.edu

Meeting was adjourned at 3:46p.

Next meeting: **November 17, 2015**

CC: Risa Dickson,
VPAPP

UNIVERSITY
of HAWAII
MĀNOA

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GRADUATE DIVISION


15 AUG 19 11:45

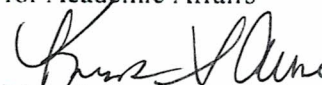
College of Education
Office of the Dean

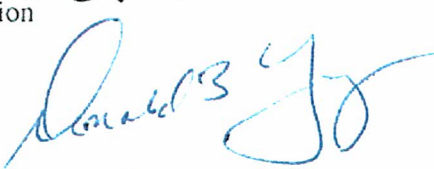
August 4, 2015

MEMORANDUM

TO: Robert Bley-Vroman
Chancellor

VIA: Reed Dasenbrock 
Vice Chancellor for Academic Affairs

VIA: Krystyna Aune 
Dean, Graduate Education

FROM: Donald B. Young 
Dean

SUBJECT: Request for Approval of Proposed Stop-Out of Admissions to the
Reading K-12 Graduate Certificate

SPECIFIC ACTION REQUESTED:

We are requesting the stop-out of new admissions in the Reading K-12 Graduate Certificate of the Curriculum Studies Department in the College of Education for a period of two (2) years beginning in the Fall 2015 semester through the Spring 2017 semester.

RECOMMENDED EFFECTIVE DATE:

We request an effective date beginning in the Fall 2015 semester for up to two years through the Spring 2017 semester.

ADDITIONAL COSTS:

There will be no additional costs associated with this request.

PURPOSE:

To suspend and stop-out the admissions of any new students into the Reading K-12 Graduate Certificate for up to two years. This will allow us to seek approval for a program modification.

BACKGROUND:

In accordance with the Board of Regents' policy, Chapter 5, Academic Affairs and Executive Policy E5.202: Review of Established Programs, authority to approve a stop-out of admissions for less than two (2) years is delegated to the Chancellor.

1776 University Avenue
Everly Hall, Room 128
Honolulu, Hawai'i 96822
Fax: (808) 956-3106

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2015 SEP 10 A 10: 51

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Robert Bley-Vroman
August 4, 2015
Page 2

No students are currently enrolled in the Reading K-12 Graduate Certificate program. However, we started a related program in Summer 2015 to address the Hawai'i Teacher Standards Board's recently approved licensure field, Literacy Specialist. Once the stop-out is approved, we plan to submit a Graduate Certificate modification request for a Literacy Leader GCERT with two tracks, Literacy Specialist and Reading K-12.

ACTION RECOMMENDED:

We recommend the stop-out of new admissions in the Reading K-12 Graduate Certificate of the Curriculum Studies Department in the College of Education for a period of two (2) years beginning in the Fall 2015 semester through the Spring 2017 semester, while we seek program modification.

APPROVED / DISAPPROVED:

R Bley-Vroman
Robert Bley-Vroman, Chancellor

9/3/15
Date

c: Beth Pateman, Associate Dean, College of Education
Andrea Bartlett, Chair, Department of Curriculum Studies

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AND SERVICES

2015 SEP 10 A 10: 51

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