

**New Program Code**       **Modify Program Code**

Date: 3/25/2020

**REQUESTOR CONTACT INFORMATION**

Name Stephanie Kailiawa      Campus Mānoa, UH  
 Title Assistant Registrar      Email stephk@hawaii.edu  
 Office/Dept Office of the Registrar      Phone 808-956-8010

**NEW PROGRAM CODE TO CREATE**

Institution MAN - University of Hawaii at Manoa      Campus MAN - University of Hawaii at Manoa  
 Level GR - Graduate      Effective Term Fall 2020

	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>EDCS</u>	<u>Curriculum Studies</u>	<input type="checkbox"/> See Banner form STVMAJR
Concentration	(4) <u>SRE</u>	<u>Sustainability &amp; Resilience Ed</u>	<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: \_\_\_\_\_

If new major, please list the BOR's approved Classification of Instructional Programs (CIP) Code: \_\_\_\_\_  
 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.*      1 Year

**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  
 Uncheck

**IRAO USE ONLY: DATE RECEIVED**

**ADDITIONAL COMMENTS (for modifying existing program codes, specify the term to turn on/off the online application, the recruitment/admission term, and the general student/history/degree term.)**

The College of Education would like to request a new graduate certificate program code: EDSC-GCER-SRE (EDCS-Sustainability & Resilience Education-GCERT).

**ATTACHMENTS**

**BOR Approved:** Sole-credential Certificates, Associate (excluding ATS), Bachelor and Graduate Degrees, and sole credential certificates

- BOR Meeting Minutes & Supporting Documents  Curriculum

**Chancellor Approved:** Concentrations, Certificates and Associate in Technical Studies (ATS) Degree

- Memo from Chancellor to notify Vice President for Academic Planning and Policy regarding program action.  
 Curriculum

**CERTIFICATES ONLY: Please check one (1) statement.** This certificate is a...

BOR approved certificate. BOR Meeting/Approval Date: \_\_\_\_\_

Chancellor approved within an authorized BOR program. BOR Program: \_\_\_\_\_

Chancellor approved CO in accordance with UHCCP 5.203, Section IV.B.10.

**VERIFICATIONS**

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

<b>Registrar</b> (Print Name) <b>Stephanie Kailiawa</b> _____ <i>Stephanie Kailiawa 03/27/2020</i> Signature Date	<b>Financial Aid Officer</b> (Print Name) <b>Jodie Kuba</b> _____ <i>Jodie Kuba 3/31/20</i> Signature Date	<b>For Community Colleges,</b> <b>verification of consultation with</b> <b>OVPCC Academic Affairs:</b> Tammi Oyadomari-Chun _____ Signature Date
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UNIVERSITY of HAWAI'I MĀNOA

RECEIVED

20 MAR -9 P1:57

3/06/2020

MANOA CHANCELLOR'S OFFICE

MEMORANDUM

TO: David Lassner President

FROM: Michael Bruno Provost

Handwritten signature of Michael Bruno

SUBJECT: REQUEST TO APPROVE THE GRADUATE CERTIFICATE IN SUSTAINABILITY AND RESILIENCE EDUCATION

SPECIFIC ACTION REQUESTED:

It is requested that the new Graduate Certificate in Sustainability and Resilience Education administered by the Department of Curriculum Studies in the College of Education be approved.

RECOMMENDED EFFECTIVE DATE:

Fall 2019.

ADDITIONAL COST:

None.

PURPOSE:

To prepare school- and community-based educators to integrate place-based, local and indigenous knowledge and 21st century sustainability research and literacies into their curricula.

BACKGROUND:

UH Executive Policy E5.205 grants the Chancellor authority to approve certificate programs in specific subjects that represent the recognition of work taken within (or among) exiting BOR-authorized programs. The proposed Graduate Certificate in Sustainability and Resilience Education will act as a pathway to various interdisciplinary areas of the MEd in Curriculum Studies, which is focused on social justice and sustainability.

ACTION RECOMMENDED:

It is recommended that the new Graduate Certificate in Sustainability and Resilience Education administered by the Department of Curriculum Studies in the College of Education be approved.

APPROVED/DISAPPROVED:

Handwritten signature of David Lassner

MAR 16 2020

David Lassner President

Date



UNIVERSITY  
of HAWAII  
MĀNOA

19 APR 29 P2:27

April 3, 2019

**MEMORANDUM**

TO: Michael Bruno, Provost

VIA: Krystyna Aune  
Dean, Graduate Division *Krystyna Aune*

FROM: Nathan M. Murata *Nathan M. Murata*  
Dean, College of Education

SUBJECT: Graduate Certificate in Sustainability and Resilience Education

**SPECIFIC ACTION REQUESTED:**

It is requested that the Provost approve the proposal for a graduate certificate in Sustainability and Resilience Education in the Department of Curriculum Studies.

**RECOMMENDED EFFECTIVE DATE:** Fall 2019

**ADDITIONAL COST:** None

**PURPOSE:**

The purpose of the Graduate Certificate in Sustainability and Resilience Education (SRE) is to prepare formal, school-based and informal, community-based PreK-20 educators to integrate place-based, local and indigenous knowledge, and 21<sup>st</sup> Century sustainability research and literacies into their curricula. The themes of sustainability, resilience, place, culturally responsive education and teacher leadership support programs that are oriented to specific communities and issues.

**BACKGROUND:**

The proposed Sustainability and Resilience Graduate certificate is aligned to the UH System's focus on sustainability and the Department of Curriculum Studies' vision statement:

‘O ke kākō‘o ‘ana i nā alaka‘i i mākaukau me ka pono no ko Hawai‘i Pae ‘Āina a puni, me ka ho‘okumu ‘ana i nā hana e pono ai ka ‘āina, a me ka noho maluhia ‘ana o Kānaka.  
(Curriculum Studies supports curricular leaders who are committed to collaborating with their

Michael Bruno  
April 3, 2019  
Page 2

communities, particularly in Hawai'i and the Pacific, to build a more socially just, sustainable, and equitable society.)

The proposed graduate certificate supports our Department's growth in our interdisciplinary tracks, which are focused on PreK-12+, interdisciplinary, place-based education and teacher leadership (e.g. Aloha 'Āina Education & Leadership, Literacy Leader, Ethnomathematics, National Board Certification Teacher Leader, Science, Technology, Engineering, Mathematics, Social Sciences, and Sense of Place (STEMS<sup>2</sup>), Place-Based and Sustainability Education). The proposed certificate serves as a pathway to these diverse interdisciplinary areas of MEd in Curriculum Studies noted above.

The proposed program has been reviewed and recommended for approval by the College of Education's Committee on Curriculum & Program Planning (CCPP) and Faculty Senate and Graduate Division. My staff and I have reviewed the proposal, and we recommend your approval.


ACTION RECOMMENDED:

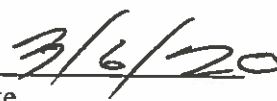
It is recommended that the Provost approve the proposal for a graduate certificate in Sustainability and Resilience Education in the Department of Curriculum Studies.

Attachments:

Graduate Certificate in Sustainability and Resilience Education Proposal  
EDCS 696 New Capstone Course Proposal, Syllabus - KSCM  
EDCS 608 (SUST) UHM-2 Form, Syllabus

APPROVED / DISAPPROVED:

  
\_\_\_\_\_  
Michael Bruno  
Provost

  
\_\_\_\_\_  
Date



*Presented to the Mānoa Faculty Senate by the Committee on Academic Policy & Planning (CAPP) for a vote of the full Senate on February 19, 2020, a resolution supporting the proposal for a graduate certificate in sustainability and resilience education. Approved by the Mānoa Faculty Senate on February 19, 2020 with 42 votes in support of approval; 2 votes against; and 0 abstentions.*

**RESOLUTION SUPPORTING THE PROPOSAL FOR A GRADUATE CERTIFICATE IN  
SUSTAINABILITY AND RESILIENCE EDUCATION**

**WHEREAS**, the purpose of the Graduate Certificate in Sustainability and Resilience Education (SRE) is to prepare formal, school-based and informal, community-based preschool through graduate school (PreK-20) educators to integrate place-based, local, and indigenous knowledge, and 21st-century sustainability research and literacies into their curricula; and

**WHEREAS**, the educational focus of the proposed certificate and its placement in the College of Education differentiates it from other graduate certificates currently offered at the University of Hawai'i at Mānoa; and

**WHEREAS**, the proposed certificate is aligned with the UH System's goals of developing appropriate new courses and programs related to sustainability, as well as the goals of the College of Education and the Department of Curriculum Studies; and

**WHEREAS**, the proposed certificate is a 15-credit program including a 3-unit capstone project where students will apply primary and/or secondary research practices appropriate to their professions; and

**WHEREAS**, there are no additional resources or faculty required for this program; and

**WHEREAS**, the proposal for this program was reviewed by the Graduate Council program committee and approved by the Graduate Council on April 23, 2019 pending conditions being met; and

**WHEREAS**, the proposal was reviewed by the UHMFS Committee on Academic Policy and Planning, which determined conditions had been met; therefore,

**BE IT RESOLVED**, that the Mānoa Faculty Senate recommends approval of the proposal to establish a Graduate Certificate in Sustainability and Resilience Education in the Curriculum Studies Department of the College of Education at the University of Hawai'i at Mānoa.



*Supporting Documents:*

- [\*Proposal Memorandum for a Graduate Certificate in SRE dated April 3, 2019.\*](#)
- [\*Graduate Certificate in SRE - Rational Document EDC 696 Graduate Certification Capstone Review May 14, 2019.\*](#)
- [\*Graduate Certificate in SRE - Responses to Course Committee Feedback dated May 14, 2019.\*](#)

# UNIVERSITY OF HAWAII AT MĀNOA

## UHM-2 FORM (MODIFY/DELETE A COURSE)

See *Guidelines* for instructions and deadlines. List one course per form. Attach additional sheets as needed.

<b>1. Transaction Type</b> <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Delete	<b>2. Course Subject and Number</b> EDCS 608	<b>3. Existing Full Course Title</b> Literacy Across the Disciplines, K-12	<b>4. Effective Term of Change</b> Fall 2019																				
<b>5. Honors Counterpart Exists?</b> <input checked="" type="checkbox"/> No (To add honors counterpart course also check Box 8n) <input type="checkbox"/> Yes - Honors Program must sign box 11. Specify course:			<b>7. Existing Diversification, Foundations, Hawaiian/Second Language Designation</b> If requesting change to designation also fill out Box 8f None																				
<b>6. Existing Cross-Listed Course(s)</b> Signature of cross-listed department(s) required in Box 11 and Dean(s) in "Approved By" section. To remove cross-listed status also check Box 8n. None			<b>GEC Use:</b> <input type="checkbox"/> Continue <input type="checkbox"/> Remove  <b>GEC Initials</b>																				
<b>8. Type of Change</b> Check all that apply. For each change, fill in CHANGE DETAILS below. Read instructions carefully before completing this section. Use additional sheets if needed. <table style="width: 100%; font-size: small;"> <tr> <td><input type="checkbox"/> a. Course Subject &amp;/or Number</td> <td><input type="checkbox"/> e. Grade Option</td> <td><input type="checkbox"/> g. Contact Hours/Number of Credits/Repeat Limit/Credit Limit</td> <td><input type="checkbox"/> k. Class Standing Restrictions</td> <td><input checked="" type="checkbox"/> m. Catalog Description</td> </tr> <tr> <td><input type="checkbox"/> b. Frequency</td> <td><input type="checkbox"/> f. Diversification, Foundations, Hawaiian/Second Language Designation</td> <td><input type="checkbox"/> h. Schedule Type</td> <td><input type="checkbox"/> l. (i) Prerequisite Course(s) (ii) Prerequisite Grade Requirement (iii) Blanket Requirements</td> <td><input checked="" type="checkbox"/> n. Cross-listed/Honors Course(s) - Signatures required in Box 11 (&amp; "Approved By" section for cross-listings). Submit syllabus for honors courses</td> </tr> <tr> <td><input checked="" type="checkbox"/> d. Full Course Title/Banner Title (Banner title 30 char max incl spaces/punctuation)</td> <td></td> <td><input type="checkbox"/> i. Co-requisite Course(s)</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td><input type="checkbox"/> j. Major Restrictions</td> <td></td> <td></td> </tr> </table>				<input type="checkbox"/> a. Course Subject &/or Number	<input type="checkbox"/> e. Grade Option	<input type="checkbox"/> g. Contact Hours/Number of Credits/Repeat Limit/Credit Limit	<input type="checkbox"/> k. Class Standing Restrictions	<input checked="" type="checkbox"/> m. Catalog Description	<input type="checkbox"/> b. Frequency	<input type="checkbox"/> f. Diversification, Foundations, Hawaiian/Second Language Designation	<input type="checkbox"/> h. Schedule Type	<input type="checkbox"/> l. (i) Prerequisite Course(s) (ii) Prerequisite Grade Requirement (iii) Blanket Requirements	<input checked="" type="checkbox"/> n. Cross-listed/Honors Course(s) - Signatures required in Box 11 (& "Approved By" section for cross-listings). Submit syllabus for honors courses	<input checked="" type="checkbox"/> d. Full Course Title/Banner Title (Banner title 30 char max incl spaces/punctuation)		<input type="checkbox"/> i. Co-requisite Course(s)					<input type="checkbox"/> j. Major Restrictions		
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		<input type="checkbox"/> j. Major Restrictions																					
CHANGE DETAILS																							
<b>Change Type</b> (Specify letter noted above)		<b>Existing Data</b> (Check Banner to confirm)																					
<b>Proposed Data</b> (Enter data as it should appear AFTER change. Use Box 9 to describe change)																							
d Literacy Across the Disciplines, K-12		Literacy Across the Disciplines																					
m See attached sheet		- See attached sheet (SUST)																					
n none																							
<b>9. Description of Change(s) &amp; Justification</b> Describe the change and why it is being requested, including its relationship to your overall curriculum. Attach additional sheets if needed. Attach a course syllabus for the modified course specifying student learning objectives for the course. Syllabi are not required for "-99" courses.  Please see attached.																							
<b>10. Consultation:</b> If other UHM departments and/or UH-system campuses will be affected, have they been consulted? (e.g., course is a prerequisite, required for another major, offered at another UH campus, etc.) <span style="float: right;"> <input checked="" type="checkbox"/> Yes - Indicate offices/campuses. Sustainability Not applicable         </span>																							
<b>11. Cross-listed Department(s)/Honors Program</b> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Dept/Unit</th> <th style="width: 25%;">Chair/Director</th> <th style="width: 25%;">Signature</th> <th style="width: 25%;">Date</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>				Dept/Unit	Chair/Director	Signature	Date																
Dept/Unit	Chair/Director	Signature	Date																				
<b>12. Requested By</b> I certify that the student learning objectives for this modified course are consistent with the learning objectives of each program under which the course is listed.																							
Curriculum Studies	Patricia Halagao	Signature	Date																				
Dept/Unit	Chair/Director	Signature	Date																				
COLLEGE OF EDUCATION	Amelia Jenkins		9/21/18																				
1 <sup>st</sup> College/School	Dean	Signature	Date																				
2 <sup>nd</sup> College/School	Dean	Signature	Date																				
<b>General Education (Undergraduate courses numbered 100-199)</b>																							
Director		Signature	Date																				
<b>Graduate Division (600 level and above)</b>																							
Dean		Signature	Date																				
<b>Mānoa Chancellor's Office</b>																							
Vice Chancellor for Academic Affairs		Signature	Date																				



## UHM-2 FORM: EDCS 608 Literacy Across the Disciplines, K-12

### m. Course Description

#### Existing data:

explores theoretical and practical principles of literacy across academic disciplines K-12, investigating the role of language and literate practices of reading writing, speaking, visualizing, and representing in social, cultural, and educational contexts.

#### Proposed data:

explores theoretical and practical principles of literacy and sustainability across academic disciplines, investigating the role of language and literate practices of reading writing, speaking, visualizing, and representing in social, cultural, and educational contexts.

### #9 Description of Change(s) & Justification

This form is submitted in response to VCAA/VCR Michael S. Bruno's invitation to build UHM's Sustainability offerings by cross-listing courses with strong sustainability and resilience components with "SUST." As shown in the syllabus, EDCS 608 prepares students to teach sustainability and resilience in their schools and agencies through an expanded view of literacy (e.g., ecological, disciplinary, cultural, visual, digital, critical, political).

EDCS will be a core course in our department's Sustainability and Resilience GCERT, currently under review, and it enhances our overall goal to strengthen sustainability content throughout our programs. In addition, the Sustainability cross-list would make the course available to students outside our usual population, creating a more diverse group and increasing enrollments.

Changes in the title and catalog description reflect the emphasis on sustainability. Deleting "K-12" from the title communicates the broad scope of the course and makes the course more appealing to students not working in schools. Adding "sustainability" to the catalog description makes that emphasis more explicit. Deleting "K-12" from the description parallels the title change.



## EDCS 608 Literacies Across the Disciplines, K-12 (S)

Fall 2019

*A sense of purpose, a sense of place: Preparing knowledgeable, effective, and caring educators to contribute to a just, diverse, and democratic society*

Instructor: Andrea Bartlett  
Contact information: bartlett@hawaii.edu  
Office location: Laulima  
Office hours: By appointment

### I. Catalog course description

**EDCS 608 Literacy Across the Disciplines, K-12:** explores theoretical and practical principles of literacy and sustainability across academic disciplines K-12, investigating the role of language and literate practices of reading writing, speaking, visualizing, and representing in social, cultural, and educational contexts.

### II. Course information, policies and resources

- a. Focus designation and hallmarks: Applying for S (Sustainability)
- b. Use of Internet, mobile devices, and social media

This is an online/hybrid course, requiring you to participate in a variety of platforms and with various tools of technology. As a general rule of thumb, you are expected to demonstrate **ethical and responsible behavior** when using technology for this course.

- c. Statement on Disability: KOKUA Program

If you have a disability and related access needs, please contact the KOKUA program (UH Disabled Student Services Office) at 956-7511, KOKUA@hawaii.edu, or go to Room 013 in the Queen Lili'uokalani Center for Student Services. Please know that I will work with you and KOKUA to meet your access needs based on disability documentation.

- d. Academic Integrity and Ethical Behavior

Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. Failure to meet this expectation will result in failure of the course and possible dismissal from the program. Plagiarism means using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately. Although I encourage collaboration with peers, all work that candidates ultimately submit in this course must be their own in their own words. If you are in doubt about whether your work is paraphrased or plagiarized, see the UH General



and Graduate Information Catalog under "Student Regulations" and the UH Student Conduct Code ([http://studentaffairs.manoa.hawaii.edu/policies/conduct\\_code/](http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/)) for specific guidelines related to ethical behavior.

- e. Office of Title IX (see below)

### III. Course Content and Learning Objectives

#### a. Course Content

The aim of EDCS 608 is to create a dynamic learning environment in which teachers and other educators can explore, apply and provide leadership regarding disciplinary literacy and sustainability in their workplaces. The course satisfies the requirements of the Common Core State Standards, Next Generation Science Standards, and the International Literacy Association. Additionally, it will be a core course in the Sustainability and Resilience GCERT program, currently under review.

EDCS 608 supports critical and transformed understandings of the role literacy plays in disciplinary K12 classrooms and other educational settings. It explores current and historic theoretical principles, as well as practical implications of literacy across disciplines, with specific focus on and investigation of the role language and literate practices (reading, writing, speaking, visualizing, listening, and representing) play in social, cultural, ecological and educational contexts. Approaches that accomplish disciplinary goals, practices and contexts in diverse settings are emphasized (International Literacy Association, 2017).

Sustainability is a major thread running throughout the course. Students will learn about ecological challenges within and beyond Hawai'i, and apply what they learn to schools, communities and/or organizations. As educators, we need to address how the nature of reading is changing through on-line texts and how new forms of literacy, e.g, landscapes as cultural texts, are changing human interaction and challenging the monomodality of conventional school-based forms of literacy learning. This is an exciting time for educators to redefine new ways to teach and inspire their students to communicate across multiple and intersecting language forms!

#### b. Institutional Learning Objectives

Advanced Degree ILOs (attached)

Conceptual Framework of the College of Education

This course will support you in becoming:

- *Knowledgeable* with respect to pedagogy and learners;
- *Effective* in using your professional experience and skills to ensure all children learn;
- A *caring* professional sensitive to students, their families and communities.

#### c. Program/Course Learning Objectives

Department of Curriculum Studies Learning Objectives:



1. Develop well-informed and reflective practitioners.
2. Enhance teachers' knowledge and their instructional skills.
3. Foster the application of new knowledge in the schools.
4. Enhance teachers' ability to understand and implement research.
5. Encourage and increase the professionalism of teachers in Hawai'i, as well as other States and nations of the Pacific Rim.

EDCS 608 Course Learning Objectives:

Graduate students will:

1. explore the nature of literacy as a transactional process;
2. explore literacy theory, as well as methodology in disciplinary events;
3. explore the role of talk in comprehension and composition processes;
4. explore the complexities of educational spaces and how they might establish rich literate contexts;
5. explore ecological issues in Hawai'i and beyond;
6. analyze, critique and apply principles found in professional articles/publications pertinent to disciplinary literacy and sustainability issues; and
7. design and implement projects that support literacy development and understanding of and interest in sustainability.

## IV. Texts and Readings

### Required Texts:

Goleman, D., Bennett, L., & Barlow, Z. (2012). *Ecoliterate: How educators are cultivating emotional, social, and ecological intelligence*. San Francisco, CA: Jossey-Bass. (eBook 2013)

Lent, R. L. C. (2014). *This is disciplinary literacy: Reading, writing, thinking, and doing ... content area by content area*. Thousand Oaks, CA: Corwin. (also available as eAudiobook, CDs)

### Supplementary Readings/Viewings (Readings available on Laulima):

Benham, M. (2012). 21st century teaching grounded on students' culture and local stories. Video, 26:46 min.

Burgess, P. (2013). Building the beloved community: A life practice. *Hūlili: Multidisciplinary Research on Hawaiian Well-Being*, 9.

Coiro, J., & Moore, D.W. (2012). New literacies and adolescent learners: An interview with Julio Coiro. *Journal of Adolescent & Adult Literacy*, 55(6), pp. 551-553.

Dweck, C. (2014). Developing a Growth Mindset. Video, 9:36 min.





edutopia (2011). Integrated Studies: What Experts Say.

George Lucas Educational Foundation (2011). Top Ten Tips for Assessing Project-Based Learning

Grant, A. Carl (2012). Cultivating Flourishing Lives: A Robust Social Justice Vision of Education. *American Education Research Journal*, 49(5), pp. 910-934.

Harrison, Cindy and Killion, Joellen (2007). Ten Roles for Teacher Leaders. *Teachers as Leaders*, 65(1), pp. 74-77.

Hōkūle'a (n.d.). The Worldwide Voyage Learning Center. hokulea.com

International Literacy Association (2015). *Collaborating for success: The vital role of content area teachers in developing disciplinary literacy with students in grades 6-12*. [https://www.literacyworldwide.org/docs/default-source/where-we-stand/ccss-disciplinary-literacy-statement.pdf?sfvrsn=33beaf8e\\_12](https://www.literacyworldwide.org/docs/default-source/where-we-stand/ccss-disciplinary-literacy-statement.pdf?sfvrsn=33beaf8e_12)

International Literacy Association (2017). *Content area and disciplinary literacy: Strategies and frameworks*. [https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-content-area-disciplinary-literacy-strategies-frameworks.pdf?sfvrsn=e180a58e\\_6](https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-content-area-disciplinary-literacy-strategies-frameworks.pdf?sfvrsn=e180a58e_6)

Johnston, V., Dibella, K.S., & Martelli, C.D. (2016). *Disciplinary literacy and the value of making connections*. <https://www.literacyworldwide.org/blog/literacy-daily/2016/10/13/disciplinary-literacy-and-the-value-of-making-connections>

Kimmerer, R. W., Kimmerer, R. W., & Tantor Media. (2016). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Old Saybrook, Conn: Tantor Media. (selected chapters, also available as eAudiobook, CD, and print)

Leander, K., & Boldt, G. (2012). Rereading "A Pedagogy of Multiliteracies": Bodies, texts, and emergence. *Journal of Literacy Research*, 45(1), 22-46.

Lent, R. L. C., & Voigt, M. (2018). *Disciplinary literacy in action: How to create and sustain a school-wide culture of deep reading, writing, and thinking*. Thousand Oaks, CA: Corwin. (chapters 1 & 9)

Luke, A. (2012). Critical literacy: Foundational notes. *Theory into Practice*, 51, pp. 4-11.

Margolin, Malcolm. (2005) Indian pedagogy: A look at traditional California Indian teaching techniques. In Stone, M.K. & Barlow, Z. (Eds.) *Ecological literacy: Educating our children for a sustainable world*. San Francisco: Sierra Club Books, pp. 67-79.

Orr, David W. (2005). Place and pedagogy. In Stone, M.K. & Barlow, Z. (Eds.). *Ecological literacy: Educating our children for a sustainable world*. San Francisco: Sierra Club Books, pp. 85-95.



Spiller, C., Barclay-Kerr, H., & Panofo, J. (2015). *Wayfinding leadership: Ground-breaking wisdom for developing leaders*. Wellington, New Zealand: Huia. (Introduction)

Teacher Leadership Exploratory Consortium (2012). *Teacher Leader Model Standards*.  
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Yamashiro, A., & Goodyear-Ka'ōpua, N. (Eds.) (2014). *The value of Hawai'i 2: Ancestral roots, oceanic visions*. Honolulu, HI: UH Press. (selected chapters, available as print & eBook)

Zygouris-Coe, V. (2012). *Eyes on disciplinary literacy*.  
<https://www.literacyworldwide.org/blog/literacy-daily/2012/07/24/eyes-on-disciplinary-literacy>

## V. **Course Assignments, Assessment and Grading** *(Students want detailed information about course assignments, assessment procedures, and grading. This information should be provided in syllabi when classes begin.)*

### a. Assignments

#### 1. Insight Paper & Presentation (20 points)

Each student will give a presentation on a topic related to disciplinary literacy that relates to his/her position. Submit a 1-2 page paper, with bibliography of at least five academic references (i.e., journal articles or book chapters) in APA format on the day of your presentation.

#### 2. Ecological Literacy Project and Presentation (individual or group, select one, 70 points)

Longer paper: This option is a 7-10 page paper, with at least 10 scholarly references, on disciplinary literacies applied to a sustainability topic. Your paper should include why you selected the topic and how you will implement the ideas discussed.

School, community or organization-based project: Please see instructor to discuss.

Unit: This instructional option involves planning and teaching a 3-5 lesson unit that applies disciplinary literacy approaches to a sustainability topic. The idea is to stretch your teaching to include disciplinary literacy as well as new literacies (e.g., critical, visual, media, and/or technology literacies).



Write, teach, and evaluate a unit that includes: (1) description of the school and your students in terms of diversity issues, your students' interests, and your current instruction, (2) how/why you selected your approaches and how they fit the cultural, linguistic and learning needs of your students; (3) a short literature review on the approaches used in your unit, citing at least 5 scholarly readings (e.g., journal articles, book chapters); (4) standards-based unit plan, using at least 2 different types of student assessment; (5) self-evaluation stating how well you achieved your objectives and your future plans for teaching disciplinary literacy; and (6) references for scholarly readings cited and texts used. Presentations should include samples of your students' work.

3. Active participation/attendance (10 points)

To make up 1 or 2 excused absences, submit 1-2 pg. reports on the day's topic.

b. Assessment

The following criteria are used to evaluate papers and projects:

- Completeness
- Organization
- Quality of content
- Analysis of topic /issue and connection to your practice
- Quality of the writing including grammar and punctuation
- Thoughtfulness and application

c. Grading

Your final letter grade will be calculated according to the scale below.

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 0-59



## VI. Calendar

Week	Topic	Readings, Assignments, Due Dates
1 – 2	Unlocking Disciplinary Literacy  Literacy within the Disciplines Introduction to Ecoliteracy Five Practices of Emotionally and Socially Engaged Ecoliteracy	Laulima: Lent & Voigt, 2018, ch 1 Lent & Voigt (2014) ch. 1 G, B & B (Introduction) G, B & B, pp 12-20
3 – 4	Reading within the Disciplines Ecology Stories from the Field: Energy (Coal & Oil)	Lent & Voigt (2014) ch. 2 G, B & B, Part 1
5 – 6	Writing within the Disciplines Ecology Stories from the Field: Water	Lent & Voigt (2014) ch. 3 G, B & B, Part 2
7 – 8	Inquiry within the Disciplines Ecology Stories from the Field: Food	Lent & Voigt (2014) ch. 4 G, B & B, Part 3
9	Insight Presentations	Paper due
10 -11	New Literacies within the Disciplines  Collaborative Learning within the Disciplines	Laulima: Coiro & Moore; Leander & Boldt; Luke  Lent & Voigt (2014) ch. 5
12 - 13	This is Disciplinary Literacy Principles of Leadership	Lent & Voigt (2014) ch. 6 Laulima: Spiller (Intro)
14-15	Professional Development Strategies in Ecoliteracy Conclusion: Hands-on Hope in Ecoliteracy Leading the Disciplinary Literacies Charge	G, B & B, Section 2 G, B & B, pp 133-134 Laulima: Lent & Voigt, 2018, ch 9
16	Final Presentations of Ecological Literacy Projects	Projects due today





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## **Safety and Campus Security**

University of Hawaii at Mānoa Campus Security provides protection and security for the campus community and the physical plant 24 hours a day throughout the year. The telephone number for Campus Security is 808-956-6911 and 808-956-8211 (non-emergencies). The contact information for Campus Escort Service is tel.: 808-956-SAFE (7233) and website: <http://manoa.hawaii.edu/dps/escort.html>.



## EDCS 696 Graduate Certificate Capstone

Spring, —

*A sense of purpose, a sense of place: Preparing knowledgeable, effective, and caring educators to contribute to a just, diverse, and democratic society*

Instructor: TBD  
Contact information: TBD  
Office location: TBD  
Office hours: TBD

### I. Catalog course description

**EDCS 696 Graduate Certificate Capstone (V)** Independent study and/or seminar for students working on a capstone for a graduate certificate. A-F only. Repeatable.

### II. Course information, policies and resources

- a. Focus designation and hallmarks: NA
- b. Use of Internet, mobile devices, and social media

As a general rule of thumb, you are expected to demonstrate **ethical and responsible behavior** when using technology for this course.

- c. Statement on Disability: KOKUA Program

If you have a disability and related access needs, please contact the KOKUA program (UH Disabled Student Services Office) at 956-7511, [KOKUA@hawaii.edu](mailto:KOKUA@hawaii.edu), or go to Room 013 in the Queen Lili'uokalani Center for Student Services. Please know that I will work with you and KOKUA to meet your access needs based on disability documentation.

- d. Academic Integrity and Ethical Behavior

Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. Failure to meet this expectation will result in failure of the course and possible dismissal from the program. Plagiarism means using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately. Although I encourage collaboration with peers, all work that candidates ultimately submit in this course must be their own in their own words. If you are in doubt about whether your work is paraphrased or plagiarized, see the UH General





and Graduate Information Catalog under "Student Regulations" and the UH Student Conduct Code ([http://studentaffairs.manoa.hawaii.edu/policies/conduct\\_code/](http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/)) for specific guidelines related to ethical behavior.

- e. Office of Title IX (see below)

### III. Course Content and Learning Objectives

#### a. Course Content

This required course is designed for students pursuing their Graduate Certificate in their final semester of the program. The course content will be related to their Graduate Certificate and result in a capstone, which may take the form of a variety of arrangements, such as a project, presentation, portfolio, and/or field experience. Assignments are related to the Graduate Certificate requirements.

#### b. Institutional Learning Objectives

Advanced Degree ILOs

Conceptual Framework of the College of Education

This course will support you in becoming:

- *Knowledgeable* with respect to pedagogy and learners;
- *Effective* in using your professional experience and skills to ensure all children learn;
- *A caring* professional sensitive to students, their families and communities.

#### c. Program/Course Learning Objectives

Department of Curriculum Studies Learning Objectives:

1. Develop well-informed and reflective practitioners.
2. Enhance teachers' knowledge and their instructional skills.
3. Foster the application of new knowledge in the schools.
4. Enhance teachers' ability to understand and implement research.
5. Encourage and increase the professionalism of teachers in Hawai'i, as well as other States and nations of the Pacific Rim.

EDCS XXX Course Learning Objectives:

Graduate students will:

1. Envision their role as individuals and as leaders
2. Work independently or in a group to share their capstone
3. Design and/or implement a capstone such as a project, presentation, portfolio and/or field experience that displays their culminating understanding of course content and assignments



## IV. Texts and Readings

### Required Texts:

TBD by Graduate Certificate Instructor

## V. Course Assignments, Assessment and Grading *(Students want detailed information about course assignments, assessment procedures, and grading. This information should be provided in syllabi when classes begin.)*

### a. Assignments

Assignments are related to the Graduate certificate requirements.

### b. Assessment

TBD by Graduate Certificate Instructor

### c. Grading

Your final letter grade will be calculated according to the scale below.

A 90-100

B 80-89

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D 60-69

F 0-59



## VI. Calendar

TBD by Graduate Certificate Instructor

Week	Topic	Readings, Assignments, Due Dates
1 - 2		
3 - 4		
5 - 6		
7 - 8		
9		
10 -11		
12 - 13		
14-15		
16		



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## GUIDELINES FOR ACADEMIC SUBJECT CERTIFICATE PROPOSALS

University of Hawai'i at Mānoa

**Graduate Certificate in Sustainability and Resilience Education  
Department of Curriculum Studies****1. What is the purpose and objectives of the proposed academic subject certificate program, including the relationship to existing degree programs(s), if any?**

The purpose of the Graduate Certificate in Sustainability and Resilience Education (SRE) is to prepare formal, school-based and informal, community-based PreK-20 educators to integrate place-based, local and indigenous knowledge, and 21<sup>st</sup> Century sustainability research and literacies into their curricula. It accomplishes this by providing a coherent set of education and content area courses spanning various disciplines--e.g., science, new literacies, and cultural diversity. The themes of sustainability, resilience, place, culturally responsive education and leadership are relevant to programs outside the College of Education that focus on specific communities and place-based issues. The sustainability and resilience education focus of the proposed SRE Graduate Certificate differs from other graduate certificates at the University of Hawai'i at Mānoa: the Renewable Energy and Island Sustainability (REIS) Graduate Certificate focuses on energy and economics; the Graduate Resource Management Certificate focuses on urban and regional planning; and the Ethnomathematics Graduate Certificate focuses on mathematics education.

This program adopts the UH System definition of sustainability as “serving the needs of the present without jeopardizing the needs of the future” (4.202). This definition is congruent with the 1987 United Nation Bruntland Commission’s definition of sustainability as “meeting the needs of the present without compromising the ability of future generations to meet their own needs.” Both recognize the dynamic relationship of humans and their environment as linked social-ecological systems. Resilience may be narrowly defined as “the ability of natural or human systems to survive in the face of great change...” (Worldwatch, 2009, p. 203). More broadly, “general resilience” is the capacity of social-ecological systems to adapt or transform in response to unfamiliar, unexpected events and extreme shocks (Folke et al 2016). Thus “sustainability science is a different kind of science that is primarily use-inspired, as are agricultural and health sciences, with significant fundamental and applied knowledge components, and commitment to moving such knowledge into societal action” (Kates, 2011).

The proposed SRE Graduate Certificate is based on research related to place-based, culturally responsive professional development that prepares school and community-based educators to provide their students with real world interdisciplinary curricula. Topics important to Hawai'i's unique social ecosystems enable educators to develop project and problem-based curricula addressing current issues. In EDCS 640P Place-based Seminar, community partners contribute to

field studies on climate change and invasive species, enabling development of place and problem-based curricula. Invasive species, (e.g., mosquitoes that transmit dengue and Zika) and climate change present economic, cultural, and ecological threats to Hawai‘i. Working together across disciplines to address place-based, social ecological issues develops integrated knowledge, personal connections to culturally significant species and landscapes, and supports a more sustainable and resilient social ecosystem. Summarizing, the proposed SRE Graduate Certificate integrates teaching and learning about natural and social systems towards the goal of actions oriented to more sustainable, resilient social ecosystems.

The Sustainability and Resilience Education Graduate Certificate also integrates the most recent conceptions of literacy, emphasizing disciplinary literacy and new literacies, particularly ecological literacy. Therefore, educators in the program will learn to teach their students how to read, write, speak, listen, research, and think like experts in sustainability-related subject areas (ILA, 2015). They will also become “orchestrators of learning contexts rather than dispensers of knowledge” (Leu, Kinzer, Coiro, Castel & Henry, 2013, p. 1163), as required by the rapidly changing, multimodal nature of literacy. In the area of ecological literacy, we draw upon Goleman, Bennet and Barlow (2012), among others, who emphasize teaching both cognitive and affective dimensions of learning about nature; that is, how it sustains life and a sense of caring about all forms of life. The social nature of literacy is reinforced throughout the program by applications to indigenous knowledge and place-based examples. We agree with Senegalese environmentalist, Baba Dioum (1968): *“In the end we will conserve only what we love, and we will love only what we understand, and we will understand only what we are taught.”*

The SRE Graduate Certificate may be pursued concurrently with the Master of Education in Curriculum Studies by College of Education students who want both the certificate and master's degree. Other programs' master's students may also pursue this Graduate Certificate concurrently with the approval of their degree program. Or, Certificate courses may be taken by professionals in fields such as resource management where educational outreach is expected. One of the elective courses for the proposed Graduate Certificate may be taken outside the College of Education.

**2. How will the program be administered? Who will be responsible for advising of students (e.g., department chair, program director or staff, individual faculty from the various participating departments)?**

A program coordinator from Curriculum Studies will administer the program and be responsible for advising incoming students. As they progress through the program, students will be advised by program staff primarily from, but not limited to Curriculum Studies in the College of Education.

**3. What units (e.g., programs, departments, schools, colleges) are involved? Who are the faculty involved in the planning process and who will be involved in implementing the proposed academic subject certificate?**

Curriculum Studies will be the primary department for the certificate program with Dr. Pauline Chinn as program coordinator and program advisor. Faculty from Curriculum Studies, College of Education will teach courses, co-plan, evaluate, and advise students who are developing capstone projects in their area of expertise. A student may choose a capstone project advisor and second reader, one of whom must be within the College of Education. Students who are developing projects requiring disciplinary expertise external to the College of Education may select an advisor external to the College of Education or University with the approval of the program advisor.

Pauline Chinn (Science Education) and Andrea Bartlett (Emeritus Professor of Literacy Education/former Chair) led the planning process, with ample input from department faculty. **Those present at our August 25, 2017 CS faculty meeting voted unanimously in support of this new graduate certificate, as did the COE Committee for Curriculum and Program Planning (October 11, 2017). ATP 1 & 2 were approved 12/29/17.**

This program also adheres to the Criteria for Sustainability-focused Courses shared by Institute for Sustainability and Resilience Director Makena Coffman during a January 11, 2019 meeting with CS Chair Patricia Halagao and faculty members Pauline Chinn and Andrea Bartlett (ISR, 1/8/19, Draft for comments). The document presents two goals for students:

- 1) Understanding of the interconnectivity of human and natural systems; and
- 2) Evidence-based reasoning on the implications of sustainability problems and/or proposed solutions.

At the 1/8/19 meeting, Professor Coffman generously offered to consult while the SRE GCERT program is under review and to market it on their website once it is approved.

Furthermore, Dr. Coffman and Curriculum Studies faculty with place-based, culturally sustaining, sustainability-related programs -- Drs. Linda Furuto, Paul Deering, Tara O'Neill, Pauline Chinn, and Andrea Bartlett (Kimo Cashman was unable to attend) -- met February 7, 2019 for a second planning meeting called by CS Chair Patricia Halagao. Everyone reviewed the proposed Graduate Certificate in Sustainability and Resilience Education, discussed how it might relate to their programs and provided very helpful feedback.

**4. What population will be served by the program (e.g., graduate students enrolled in degree programs at the University; professionals working in the community who wish to upgrade knowledge and skills, desire a certificate only, and will not enroll in a degree program;**



**undergraduate students enrolled in degree program at the University (full-time, part-time)? What is the anticipated number of students to be served each year?**

Our population will be graduate students enrolled in degree programs at the university and professionals from the community wishing to upgrade skills and knowledge who only desire a certificate. *EDCS 640P Seminar in Place-based Education* currently enrolls educators from public, charter, and private schools and professionals from government agencies. The SRE Graduate Certificate program will be accessible to graduate students enrolled in degree programs at the University as well as professionals in the field as classes are offered on weekends and after work hours. Given the awareness of and interest in sustainability and resilience in Hawai'i, across fields spanning tourism to public health, we expect 12-15 students per cohort.

**5. How is the program organized?**

**a. What are the foundation courses and prerequisites needed for acceptance into the program (e.g., graduate or undergraduate status, grade point average; work experience)?**

To be considered, applicants must hold a bachelor's degree with a 3.0 grade point average for undergraduate coursework and for any post-baccalaureate or graduate course work. For international applicants, students are required to meet Graduate Divisions requirements and take either the TOEFL or the IELTS. Students must score at or above the following: TOEFL: 100 (internet-based), or 600 (paper-based) or IELTS: 7.0 In addition, students for whom English is a non-native language may be required to have a Skype, Zoom, or in-person interview so we may get a sense of their English proficiency.

In addition to the requirements of the Graduate Division, applicants for the graduate certificate program must provide the following:

1. Evidence of course work and/or experience and/or interest related to sustainability and resilience as expressed in an application letter.
2. Evidence of teaching and/or experience and/or interest in designing and implementing curriculum in informal or formal educational settings as expressed in an application letter.
3. Three (3) professional references from people who are able to comment on the quality of the applicant's experience, ability to pursue graduate study, and character.

**b. What are the fields of concentration (tracks, areas of specialization) in the program? If there is more than one concentration, how do the fields differ?**



The Graduate Certificate in Sustainability and Resilience Education concentrates on the overlapping fields of sustainability and resilience with individuals focusing on specific aspects as expressed in their application letter.

- c. **What are the number of credits required for the academic subject certificate? (Note that the minimum required credits for graduate and undergraduate academic subject certificates are 15.)**

The Graduate Certificate in Sustainability and Resilience Education is a 15-credit program, ideally beginning with EDCS 640P (SUST) and ending with EDCS 696 Capstone.

- d. **What courses are required for the certificate program? What is the rationale for including these courses? A culminating experience is also required – link to requirements for GCERT: <https://manoa.hawaii.edu/graduate/content/graduate-certificate>.**

The Graduate Certificate in Sustainability and Resilience is composed of five courses: four core courses offered during spring or fall semesters, including the culminating capstone and one elective content course which may be taken when offered, i.e., spring, fall, or summer. The recommended sequence of courses and rationale for each course follow:

***EDCS 640P(SUST) Seminar in Place-based Education (3)***: prepares students with community mapping and curricular mapping strategies to identify place-based resources, partners, and issues that support writing and teaching of lessons that address issues of sustainability and resilience relevant to their communities. (Core course; SUST cross-list)

***Content course (3)***: students select a course inside or outside the College of Education with advisor consent to build content expertise in an area related to sustainability and resilience (Elective)

***EDCS 623 Science & Science Curriculum (3)***: prepares students to design and develop place-based curricula oriented to sustainability science and resilience that address standards relevant to students' professions. (Core course) UHM-2 Form for SUST to be submitted.

***EDCS 608 Literacy Across the Disciplines (3)***: explores theoretical and practical principles of literacy, sustainability and resilience across academic disciplines, investigating the role of language and literate practices of reading, writing, speaking, visualizing, and representing in social, cultural, and educational contexts. (Core course, UHM-2 Form for SUST designation submitted Spring 2019)

***EDCS 696. Graduate Certificate Capstone (3):*** Independent study, seminar, and presentations for students working on a graduate certificate capstone project on a sustainability and resilience education topic. The course is instructed by Curriculum Studies faculty and is variable to allow students to enroll again as an independent study if they need additional time to complete their capstone project beyond the 3-credit designation. The student may select a capstone advisor from Graduate Certificate program faculty or a professional outside the College of Education or university who has specialized expertise needed for the project. In this case, the second reader is an instructor from the Graduate Certificate SRE program. The capstone culminates in a product and presentation to program participants, advisors, faculty and interested community members. (Core Capstone course, KSCM UHM1 form for EDCS 696 to be submitted Spring 2019.)

- e. **What is the structure of the program (e.g., first-semester courses; required or core courses; electives)?**

As noted above, there are four core courses--EDCS 640P (SUST), EDCS 623, EDCS 608, EDCS 696-- and one elective (a content area course inside or outside the College of Education with advisor consent). Courses begin with EDCS 640P and end with the 696 capstone course. The program is expected to span two semesters and a summer, culminating with EDCS 696, a final capstone course in the spring of the first or second year, in which students from diverse professional settings apply their accumulated knowledge and experiences to a final individual or team project culminating in a paper or product in a format appropriate to the student's profession to present in a seminar and/or symposium format.

The individual or team capstone project is developed by the student(s) with advisor input. We intend the capstone for this graduate certificate to 1) guide independent research, synthesis and application of coursework; 2) to facilitate sharing of knowledge with peers, program faculty, and community partners; and 3) to advance students' understanding of complex sustainability and resilience issues through real world applications and network building.

- f. **Will a practicum or internship be required for the academic subject certificate? If so, how will the certificate program arrange for and administer the practicum?**

The Graduate Certificate in Sustainability and Resilience is comprised of five 3-credit courses, most with applied projects; therefore no additional practicum or internship is required.

- g. **Is there an integrative experience at the end of the certificate program and if so, of what nature, e.g., scholarly paper, research project, written examination, integrative interdisciplinary seminar?**

Students will complete an integrative final project during their EDCS 696 Capstone applying primary and/or secondary research practices appropriate to their professions, e.g., a place-based research project, school improvement plan, or Professional Teaching Portfolio (PTP) as the capstone for the SRE Graduate Certificate. Program advisor Dr. Pauline Chinn, capstone advisor and reader selected by students will guide students' development of integrative projects throughout the program culminating in a presentation and final product in EDCS 696 an integrative, interdisciplinary seminar. K-12 educators and those who work with K-12 educators and students may choose to complete a curricular project or an electronic PTP to showcase learning aligned with the *Next Generation Science Standards* (NGSS) and *Nā Hopena A 'o*, a Hawai'i Department of Education "framework of outcomes designed to develop the skills, behaviors and dispositions that are reminiscent of Hawai'i's unique context, and to honor the qualities and values of the indigenous language and culture of Hawai'i." The learning outcomes of NGSS and *Nā Hopena A 'o* are oriented to sustainable, resilient communities. Candidates select artifacts aligned to standards from assignments throughout the program, address how they applied what they have learned in their schools, districts, or other organization, make connections to related literature, and conclude with their future plans.

**6. What resources are required for program implementation and operation? How will these resources be obtained? Are additional resources required for the operation of the program?**

The initial advisor for GCERT candidates will be Pauline Chinn, Curriculum Studies. Faculty in Curriculum Studies will teach the core courses, except for one elective inside or outside the College of Education selected by the student (with advisor consent) to develop disciplinary content knowledge. Faculty in the Department of Curriculum Studies will be selected by students to advise them through the capstone course. Since the SRE Graduate Certificate draws upon existing courses, no additional faculty resources are anticipated, and no other resources are required to operate the program.

**7. How will the effectiveness of the program be demonstrated and measured? How will student learning be assessed?**

Graduate students entering the program will meet with program advisor Dr. Pauline Chinn to develop an individualized plan based on their application letter and proposed integrative project. The first core class 640P Place-based Seminar taught by program advisor Chinn engages students in primary and secondary research to develop place-based knowledge for their project. EDCS 640P culminates in project presentations to which the EDCS 623 Science Curriculum and EDCS 608 Literacy across the Disciplines instructors will be invited to attend to facilitate program continuity. Students select an advisor and a second reader, one within the GCERT faculty, the other selected for professional expertise in the student's area of interest after their

third course in the program. Program advisor Dr. Chinn, program faculty, advisors and readers will be invited to attend and provide feedback at final project presentations in the EDCS 696 capstone. Student evaluations of core and elective courses, collections of final projects, and summative candidate results will be compiled and analyzed by program faculty for program improvement.

- 8. Are the program objectives appropriate functions of the college and university? (Applies to proposals for all graduate certificates and for undergraduate certificates that involve units in more than one college or that require the commitment of new resources by the University.) Discuss relationship to University and campus mission and evidence of continuing need for the program.**

The Sustainability and Resilience Graduate Certificate is aligned with the University and campus mission of research, education, and service. The “Overview of the Strategic Plan Vision and Values” states that “many of the major research activities at the University of Hawai‘i at Mānoa are directed at solving problems of vital importance to the State’s citizens, e.g., in the marine sciences, agriculture, energy and water resources, climate change, and medicine.” Furthermore, the certificate supports the *Ka Ho‘okō Kuleana* report, which “emphasizes the importance of fulfilling the kuleana we have as agents of the University of Hawai‘i at Mānoa to Hawai‘i’s land, her first people, and to the communities who will mālama our beloved home for generations” (UHM Strategic Plan, 2015-21, Report Draft, 2016).

As defined in UH System policy 4.202, “sustainability means serving the needs of the present without jeopardizing the needs of the future.” Given its importance for Hawai‘i’s future, one of the System’s specific curriculum goals is “development of appropriate new courses and programs related to sustainability.” Toward that end, the University of Hawai‘i at Mānoa established an Institute for Sustainability and Resilience July 7, 2017, where we submitted EDCS 640P Seminar in Place-based Education and EDCS 433 Interdisciplinary Science Curriculum, and received SUST cross-listings. The SRE Graduate Certificate program is a new program aligned with the specific curricular goals of sustainability and resilience.

Preparation of educators is the primary mission of the College of Education:

As a land-grant institution, the University of Hawai‘i is committed to improving education in Hawai‘i and the Pacific Island regions it serves, preschool through graduate school. Ours is a complex and robust college providing educational research, policy studies, curriculum development, professional development, and education services as well as teacher and educational leader preparation programs. The College of Education has over 1600 students and approximately 350 faculty providing innovative and stimulating programs for students

seeking licensure as teachers and preparation for leadership in education through graduate programs that serve the broad range of educational needs (<http://coe.hawaii.edu/about>)

In addition to UH and UHM initiatives, this certificate addresses a key College of Education emphasis—to care for Planet Earth—exemplified in the Worldwide Voyage and Promise to Children. As the Promise states, “We believe the betterment of humanity is inherently possible and we believe our schools, from early childhood education through advanced graduate studies, are a powerful force for good.”

Finally, the certificate furthers the Department of Curriculum Studies' vision statement: 'O ke kākō'o 'ana i nā alaka'i i mākaukau me ka pono no ko Hawai'i Pae 'Āina a puni, me ka ho'okumu 'ana i nā hana e pono ai ka 'āina, a me ka noho maluhia 'ana o Kānaka. (Curriculum Studies supports curricular leaders who are committed to collaborating with their communities, particularly in Hawai'i and the Pacific, to build a more socially just, sustainable, and equitable society.) The certificate also supports the department's efforts to provide programs that are PreK-12+, interdisciplinary and teacher leader in focus.





EDCS 696

Graduate Certificate  
Capstone

InWorkflow

Spring 2020

Proposal Information

Duplicate

Workflow Status

> Graduate Course Review > Graduate Course Review

- Julienne K Maeda - Review

Print

Audit Log

College (College of ...	
✓ College Dean	
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Prev	Next

College (College of Education) \\ College Dean

- ✓ Amelia Jenkins  
Approved 2-25-2019
- Tracey Siu
- Lauren Saito

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    1. Basic Info
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    6. Course Dependencies

A. Proposal Details

A.1) Proposer Name ⓘ

Brandy Ader for Professor  
Patricia Halagao

A.2) Justification/Description of Change ⓘ

As the Department of Curriculum Studies moves forward with creating new Graduate Certificates, it makes sense to develop a generic capstone course that can be used across all proposed Graduate Certificates. While the course title is generic, the course syllabus and content will be tailored to reflect the specific focus of the graduate certificate. Please see rationale and sample syllabus of what the capstone course can look like when it is tied to a specific g-certification program, such as the proposed Sustainability and Resilience Education Graduate Certificate program.

This proposal does not impact graduate certificate programs that have a capstone course already in place.

**A.3) Request for General Education Designation ?**

\* No Designation

**A.4) Proposal Supporting Documents ?**

- Rationale Document\_G-Cert Capstone (EDCS 696).docx  
(/api/cm/files/5c61f809896b452400b8a4ca)
- Rationale Document\_EDC 696 Graduate Certificate Capstone.rev. 02.07.19.docx  
(/api/cm/files/5c61f81e6a86eb2400c4e6b7)

**A.5) Other Affected Departments / Programs / Campuses ?**

none

**A.6) Have Other Departments/Programs/Campuses Been Consulted? ?**

NA

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**1. Basic Info**

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**1.1) Start Term ?**

Spring 2020

**1.2) Subject Code ?**

EDCS

**1.3) Number ?**

696

**1.4) Course Title ?**

Graduate Certificate Capstone

**1.5) Course Articulation: Similar courses at other UH campuses. ?**

No Course Matches

**1.6) Department ?**

## 2. General Information

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### 2.1) Transcript Title

Graduate Certificate Capstone

### 2.2) Course Description ?

Independent study and/or seminar for students working on a capstone for a graduate certificate.

### 2.3)

Experimental

Course ?

No

### 2.4) Published

?

Yes

### 2.5) Crosslisted and Honors Course(s) ?

### 2.7) Credit Options ?

Fixed

### Fixed (ex. 3 credits) ?

3

### Contact Hours ?

45

### Contact Hours Additional

Comments ?

### 2.8) Repeatability ?

Course is Repeatable

### 2.9) Grading Options ?

Credit/No Credit

### Repeat Limit

3

### Max Credits ?

12

### 2.10) Catalog Requisite Information ?

Independent study and/or seminar for students working on a capstone for a graduate certificate.

**2.11) Prerequisites**

None

**2.12) Corequisites**

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**3. Delivery**

**3.1) Intended Offering**

**Terms**

Fall

Spring

Summer

**3.2) Schedule Types**

Discussion

Internship Instruction

Lecture/Lab

Seminar

Hybrid-Technology

Intensive

Fieldwork

Practicum Instruction

Directed Reading &

Research

Lecture/Discussion

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**4. Attachments**

**4.1) Syllabus**

- GCERT Capstone Syllabus\_SUST focus.pdf  
(/api/cm/files/5c61fc7b00140524002dc032)
- EDCS 696\_G-Cert Capstone Syllabus\_Generic.docx  
(/api/cm/files/5c6210276a86eb2400c4e7d6)

**4.2) Syllabus**

Syllabus attached

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**5. Approved General Education Designations**

**5.1) General Education**

**5.2) General Education**

**Categories**

**Comments**

\* No Designation

5.3) GE Start Term

5.4) GE End Term

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**6. Course Dependencies**

**6.1) Dependencies**

There are no dependencies



**EDCS 696 (SUST) CAPSTONE in Sustainability and Resilience Education (3)**  
Spring \_\_\_\_\_

**Catalog Description: EDCS 696 (SUST) Capstone in Sustainability and Resilience Education (3)** research, and problems of developing and implementing sustainability and resilience educational programs in formal or informal settings. Pre: teaching experience or consent. SUST indicates sustainability designation:

**Conceptual Framework of the College of Education**

This course will support you in becoming:

- *Knowledgeable* with respect to pedagogy and learners;
- *Effective* in using your professional experience and skills to ensure all students learn;
- *A caring* professional sensitive to students, their families and communities.

**Course Goals and Objectives:**

The UH System defines sustainability as “serving the needs of the present without jeopardizing the needs of the future” (4.202). “General resilience” is the capacity of social-ecological systems to adapt or transform in response to unfamiliar, unexpected events and extreme shocks” (Folke et al 2016). “Sustainability science...is primarily use-inspired, as are agricultural and health sciences, with significant fundamental and applied knowledge components, and commitment to moving such knowledge into societal action” (Kates, 2011). Thus, students in the final semester of the Graduate Certificate in Sustainability and Resilience Education develop and present an individual or team capstone project that demonstrates “understanding of the interconnectivity of human and natural systems,” *i.e.*, how natural and economic or social systems interact to foster or prevent sustainability [and resilience], including underlying processes or stressors. The capstone project will demonstrate “evidence-based reasoning on the implications of sustainability problems and/or proposed solutions” in educational contexts. The project could “analyze the local, national or global scale of sustainability challenges and contribute to developing solutions” leading to increased sustainability and resilience. The capstone will also address “the ethical or justice implications of sustainability [and resilience] actions” for education practices and policies (Criteria for SUST courses, Jan. 8, 2019). Students will contribute to and lead class meetings, including arranging field trips and speakers related to their capstone projects.

**Instructional Procedures:** Guest speakers, field trips, readings, class discussion, and peer presentations will deepen understanding of key sustainability drivers focused on Hawai‘i and the Pacific.

**COURSE REQUIREMENTS:****Four Papers and Presentations (APA 6<sup>th</sup> Ed.)**

Three short (3-5 pages) papers on a capstone project approved by your advisor connect readings, prior coursework, and research to the capstone project. The fourth culminating capstone paper and presentation may be an individual or team project. Each paper will be shared and discussed in class. Students are encouraged to present their capstone project in professional settings to peers and partners.

1. **Capstone Project:** Describe sustainability and resilience issue(s) and how your project proposes to address them in educational contexts. Include references.  
4-5 pages, 20 points
  2. **Capstone Progress Report 1:** Describe strategies to address issue(s) in formal or informal educational contexts. Include references. 4-5 pages, 20 points
  3. **Capstone Progress Report 2:** Ethical, social, eco-justice implications of sustainability actions. Include references. 4-5 pages, 20 points
  4. **Capstone Project Presentation and Paper:** Educational outcomes of capstone research: curricular product(s), ethical and policy implications. 20-25 pages, 100 points
  5. **Participation/attendance:** Sustainable and resilient social ecosystems require a shared vision, ongoing teaching and learning, and contributions of diverse knowledge and experiences. Active participation is critical. 20 points
4. **Extra credit:** Host the class at your school or community site, co-present with a speaker related to your capstone. 20 points

**TOTAL POINTS POSSIBLE**

**180 + 20 Extra = 200**

**Grading Policy:** A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%

**Attendance policy:** Seminar format requires active participation, initiative, and leadership. Contact instructor to make up absence(s) with readings, reports, related activities.

**Office Hours:** TBD and by appointment.

#### **A Note on Ethical Behavior**

Please be aware that all work you submit as yours must include proper documentation and crediting of the source. Failure to properly introduce and document paraphrased material or a borrowed idea is plagiarism. Plagiarism will result in sanctions. A discussion of Academic Dishonesty may be found in the *UH General and Graduate Information Catalogue* under "Student Regulations". Also see the *UH Student Conduct Code* for specific guidelines.

#### **Disability Statement**

The University of Hawaii at Manoa provides access or other reasonable assistance for students with recognized disabilities. If you need accommodations, please contact me during the first week of the course or contact KOKUA (Queen Lili'uokalani Center for Students Services, Room 013, 956-7511), the UH office for students with disabilities, for assistance.

### **EDCS 696 SCHEDULE**

#### **Before class 1:**

1. **Watch:** "HĀ — BREATH" <https://vimeo.com/219016009?ref=fb-share>

#### **Class 1. 696 Overview/Guest speaker-Biodiversity**

1. Focused Free write 2. How does your culture or community approach sustainability? Consider *He ali 'i ka 'āina; he kauwā ke kanaka*. The land is a chief; man is its servant, Pukui (No. 531)
2. Discuss “HĀ — BREATH” <https://vimeo.com/219016009?ref=fb-share>
3. Discuss Paper 1. Capstone Project: What issue(s) will your capstone address to promote a more sustainable, resilient social ecosystem.

**Class 2 Site visit/Guest Speakers: Energy and Food**

TBD: Exemplary educational site

HW Paper 1.

**Class 3 Paper 1. Capstone Project Presentation:** Describe sustainability issue(s) and how your project proposes to address them in educational contexts. Advisors and second readers welcomed.HW Watch: *Taking Waikīkī*: <https://www.youtube.com/watch?v=vGbc4wfft84>**Class 4 Site visit/Guest Speaker: Water**

Discuss “Taking Waikiki” from sustainability, resilience, economic, political, cultural perspectives

HW Paper 2 Strategies to address issue(s)

**Class 5 Paper 2 Presentation:** Strategies to address issue(s)**Class 6. Independent research/meet with advisor**

HW Paper 3.

**Class 7. Paper 3 Presentation:** Ethical, sociocultural, eco-justice implications

HW Submerging Paradise: Climate Change in the Pacific Islands, <http://climate.org/submerging-paradise-climate-change-in-the-pacific-islands/>  
 Impacts of *Climate. Change* on World. Heritage *Coral Reefs*. A First Global Scientific Assessment, <https://whc.unesco.org/document/158688>  
 How does climate change affect coral reefs?  
<https://oceanservice.noaa.gov/facts/coralreef-climate.html>  
 Saving Coral <https://www.bbcearth.com/blog/?article=saving-coral#>

**Class 8. Site visit/Guest Speaker: Climate change**

Implications for education

**Class 9 Site visit/Guest Speaker: Pollution****Class 10 Independent research/meet with advisor, second reader**

HW Capstone Presentation and Report

**Classes 11-12 Capstone Reports: Advisors, second readers, community partners invited****ALL ASSIGNMENTS DUE BY 4:30 P.M., May\_\_\_\_\_**