

New Program Code       Modify Program Code

Date: \_\_\_\_\_

**REQUESTOR CONTACT INFORMATION**

Name \_\_\_\_\_ Campus \_\_\_\_\_  
 Title \_\_\_\_\_ Email \_\_\_\_\_  
 Office/Dept \_\_\_\_\_ Phone \_\_\_\_\_

**NEW PROGRAM CODE TO CREATE**

Institution \_\_\_\_\_ Campus \_\_\_\_\_  
 Level \_\_\_\_\_ Effective Term \_\_\_\_\_

	Code (Max. Characters)	Description	Check if requesting new code:
College	(2) _____	_____	<input type="checkbox"/> See Banner form STVCOLL
Department	(4) _____	_____	<input type="checkbox"/> See Banner form STVDEPT
Degree/Certificate	(6) _____	_____	<input type="checkbox"/> See Banner form STVDEGC
Major	(4) _____	_____	<input 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: \_\_\_\_\_

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.*

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

**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.)

**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.*

**Registrar**  
(Print Name)

**Financial Aid Officer**  
(Print Name)

**For Community Colleges,  
verification of consultation with  
OVPC Academic Affairs:**  
Tammi Oyadomari-Chun

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature

Date

Signature

Date

Signature

Date



BB JAN 23 P2:14

January 24, 2020

**MEMORANDUM**

TO: Laura Lyons  
Interim Associate Vice Chancellor for Academic Affairs, University of Hawai'i at  
Mānoa

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

SUBJECT: Request to Add a Dual Licensure in Hawaiian Language Immersion and Elementary  
Education (Kaia'ōlelo-Kaiapuni K-6) to the Specialization to the Bachelor of  
Education in Elementary Education

**SPECIFIC ACTION REQUESTED:**

The College of Education requests that the Interim Associate Vice Chancellor approve the addition of a dual licensure track in Hawaiian Language Immersion and Elementary Education (Kaia'ōlelo-Kaiapuni K-6) to the Bachelor of Elementary Education program. The proposal, supported by the College of Education Faculty Senate and Dean's Office, is an expansion of existing programs.

**RECOMMENDED EFFECTIVE DATE:**

Fall 2021

**ADDITIONAL COST:**

Two permanent faculty (est. 2 @ \$70,000 - \$130,000) will be requested for program support and potentially a third as enrollment increases.

**PURPOSE:**

The purpose of a **dual licensure track in Hawaiian Language Immersion and Elementary Education (Kaia'ōlelo-Kaiapuni K-6)** is to provide a teacher preparation program that leads to dual licensure in Elementary Education and Hawaiian language immersion at the Bachelor's Degree level.

BACKGROUND:

Currently the Institute for Teacher Education (ITE) offers programs initial licensure for Hawaiian language immersion only at the graduate degree level through the Master of Education in Teaching levels. A track of dual elementary education and Hawaiian language immersion at the baccalaureate level will fill this gap in the COE teacher preparation offerings and create a much needed pathway to licensure for Hawaiian Immersion teachers, and alleviate the Hawaiian immersion teacher shortage statewide.

The dual Hawaiian Language Immersion and Elementary Education track (Kaia'ōlelo-Kaiapuni K-6) will use the same course numbers as the current Elementary track, with the exception of the special education course. Like all COE teacher preparation programs, the elementary track will be field-based, with candidates taking part in classroom observation and participation experiences in each semester prior to full-time clinical experience/student teaching in the final semester.

This proposal has tremendous support from the Hawaiian Immersion Educational community. Included in the proposal are letters of support from the HIDEOE, 'Aha Kauleo, as well as HSTA as Hawaiian language immersion is identified as a state and federal shortage area.

The addition Hawaiian Language Immersion and Elementary Education (Kaia'ōlelo-Kaiapuni K-6) track was approved by the College of Education Faculty Senate on November 8, 2019.

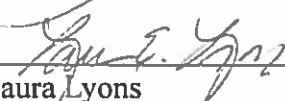
ACTION RECOMMENDED:


The College of Education requests that the Interim Associate Vice Chancellor approve the addition of a dual licensure track in **Hawaiian Language Immersion and Elementary Education (Kaia'ōlelo-Kaiapuni K-6)** to the Bachelor of Elementary Education program. The proposal, supported by the College of Education Faculty Senate and Dean's Office, is an expansion of existing programs.

Attachment:

1. Proposal with Appendices

APPROVED/DISAPPROVED

  
\_\_\_\_\_  
Laura Lyons

  
\_\_\_\_\_  
Date

Interim Associate Vice Chancellor for Academic Affairs

- c: Amelia Jenkins, Interim Associate Dean for Academic Affairs  
Ku'u lei Serna, Director, ITE Elementary Education  
Denise Nakaoka, Director, Office of Student Academic Services



Proposal:

**BEEd Elementary: Dual Licensure in Elementary Education &  
Hawaiian Language Immersion  
(EEHLI)  
Institute for Teacher Education**

**Introduction**

The Dual Licensure BEEd in Elementary Education and Hawaiian Language Immersion is a 97 credit program, which includes 31 credits of Hawaiian language courses and 66 credits in a licensure track cohorted program. Upon completion, graduates will be recommended for licensure in Elementary Education (K-6) and Hawaiian Language Immersion (Kaia'ōlelo-Kaiapuni K-6). The Hawaiian Language Immersion component of the program entails completing 31 credit hours in Hawaiian language. Teacher candidates will have three semesters of field experience and one semester of student teaching in a Hawaiian Language Immersion (Kula Kaiapuni).

**Need for the Program**

Currently there is no Hawaiian Language Immersion licensure available at the undergraduate level. In the mid-1990s, prior to the establishment of the Hawaii Teacher Standards Board (HTSB) when the Hawaii Department of Education was responsible for teacher licensure, the COE offered a BEEd Dual Elementary/Hawaiian Language Immersion program. Due to changing of faculty, lack of sufficient student enrollment, and transitioning of the licensure board, the COE never formally applied to the HTSB for program approval. In 2017, the need for the dual Hawaiian language immersion and elementary education track became more evident as we worked with the Office of Hawaiian Education and the Hawai'i Teacher Standards Board to create the Hawaiian Permit to reduce the number of teacher vacancies across the state in Hawaiian language immersion programs which is estimated at 40-50 per year. This permit is currently available for candidates that meet the following criteria: 1) minimum of a high school diploma; 2) assessed as proficient in the Hawaiian language by the Office of Hawaiian Education (OHE) in collaboration with an Hawaiian Language Immersion educator preparation program (HLI EPP); 3) complete thirty hours of induction by the Office of Hawaiian Education (OHE) in collaboration with an HLI EPP; 4) submit a cultural growth and development plan on how you will complete a Hawai'i educator preparation program and obtain licensure, to be monitored annually by the OHE

or in collaboration with a HLI EPP; 5) Clear the professional fitness check; and 6) Pay the permit fee. These candidates need more pathways to attain licensure after securing their Hawaiian Permit.

As an educational system with two official languages, new Hawaiian language immersion sites are emerging in previously underserved communities (Lāhainā, Hāna, Blanche Pope, and Pū'ōhala), as well as increasing numbers of students at current sites. As such, there is increased demand for these highly specialized teachers, bi-lingual teachers, that are able to deliver content through the Hawaiian language.

### **Rationale for a Dual Program**

The dual licensure will help to address the shortage in Hawai'i of qualified educators to work with Hawaiian language learners, and prepare classroom teachers to effectively work with this growing population. Embedding the Hawaiian language throughout the curriculum means that these teacher candidates will experience the languaging and pedagogical strategies necessary to teach each content area. The Dual Licensure in Elementary and Hawaiian Language Immersion is modeled after other successful dual licensure programs offered through the College of Education at the University of Hawai'i at Mānoa. Currently the university offers several other dual licensure programs in the Elementary Education Program, including Early Childhood (EC) (PreK-6), Multilingual, Special Education (SPED grades K-6) and EC/SPED (grades PreK-3).

### **Program Model and Courses**

The Elementary Education Program and Hawaiian Language Immersion Program will be a two-year, field-based program that begins in their junior year after students complete their university general education requirements. ([See Program Sheet - Appendix A](#)) Teachers will be admitted in groups of approximately 20 students and take courses together as a cohort for two years with the guidance of two cohort coordinators. Graduates of the program will complete 97 credits, (including 31 credits of Hawaiian language courses and 66 credits of the elementary emphasis and elementary courses). The coursework will be comprised of existing courses. Upon completion the candidates will be recommended for two licenses one in Elementary Education and one in Kaia'ōlelo-Kaiapuni K-6. ([See Table 1: Courses for the Dual Licensure Elementary Education and Hawaiian Language Immersion Program - Appendix B](#))

**Pre-requisites.** The prerequisite courses for the EEHLI are similar to other elementary cohort programs currently offered at the College of Education that provide students a strong foundation in education. 31 credits of Hawaiian language will be taken in order to ensure that candidates have a firm linguistic competence. ([See Four-Year Academic Plan - Appendix C](#)) While

the plan lists that this program will take four years, many interested students will enter university at a 200, or 300 level of Hawaiian language proficiency which will expedite their progress towards the 31 credits they will need.

**Policies.** Students will need a cumulative 2.75 grade point average or above to be considered for acceptance into this program. However, they will need a 3.0 cumulative grade point average in the 31 credits of Hawaiian language courses as this will be the primary language of instruction. A grade of C or above will be considered a passing grade for all students enrolled in the Dual Licensure EEHLI program. Students earning a C- or below, will have to retake the course. In addition, field courses may only be repeated once; failure to meet requirements will result in dismissal from the program.

**Program Objectives and Outcomes.** Teacher candidate progress throughout the program (GPAs, completion rate, and time-to-completion), and competency attainment data will be used in constructing the AAQEP accreditation reports for internal program evaluation and improvement. Upon the completion of the EEHLI program, teacher candidates will be prepared to work with Hawaiian Immersion learners. In addition, teacher candidates will complete all required Praxis (i.e. basic skills and principles of learning and teaching) for licensure. Program effectiveness will be addressed in several ways. The College of Education will track the number of graduates from the program and where graduates from the program are hired within the HODOE. In addition, data will be collected regarding the type of position candidates are in. Program graduates will also be asked to complete program satisfaction surveys aimed at examining their perception of how prepared they are for teaching Hawaiian Immersion learners. Surveys will also be sent to the employers to graduates in order to assess their perception of preparedness of our graduates.

**Scheduling.** The EEHLI program will be offered as a cohort program with a minimum of 10 students in the first cohort as the program is piloted. If a minimum of 10 students are not admitted for the Fall 2021 cohort, COE will decide whether to run that cohort with fewer than 10 or to delay first implementation until Fall 2022. If the decision is to delay until Fall 2022, students will be informed that they can choose another teacher preparation program or wait until the following year to begin. Cohorts will be admitted to the program every other year in order to recruit a sufficient number of teacher candidates with a projected 20 students per cohort after initial pilot year. Classes will be held at the UH Mānoa Campus and through hybrid distance delivery to maximize our potential to reach neighbor island participants in the Fall and Spring semesters.

### **Recruitment and Tuition Support**

Advertising for the Dual Licensure EEHLI program will begin Fall 2020. The first cohort will be admitted in Spring 2021, and the program will begin in the Fall 2021. Recruitment meetings

will be conducted by the Office of Student Academic Services (OSAS) and potential candidates interviewed Spring 2021.

Recruitment activities will include substantial information on obtaining scholarships and financial aid. Kamehameha Schools currently has the Ho‘okawowo, need-based scholarship that prioritizes funding students that are pursuing licensure specific to Hawaiian education; Hawaiian Language Immersion is at the top of this priority list. A long-term goal is to partner with other Hawaiian educational stakeholders (‘Aha Kauleo, Office of Hawaiian Education, Office of Hawaiian Affairs, Native Hawaiian Education Council, Hawai‘i State Teacher Association, etc.) to provide financial support and incentives for candidates to complete the EEHLI program.

#### **Personnel Resources**

As all courses will be imbued with Hawaiian language, culture and history, the elementary content methods will be taught through the medium of Hawaiian language. We will begin by creating a pool of current classroom teachers licensed in Hawaiian Language Immersion Education that may co-teach these courses with university instructors. This model has worked well for the MEdT Professional Development Schools and has led to mutually beneficial experiences for both students and teachers. In addition to these instructors, we will also be requesting two to three additional permanent positions through the Institute of Teacher Education to support this new licensure track in Spring 2020. Two permanent faculty (est. 2 @ \$70,000 - \$130,000) will be requested for program support and potentially a third as enrollment increases.

#### **Relationship to College and University Goals**

This new track in EEHLI directly supports the *Goal #1* on the UHM Strategic Plan (Draft 2019) of becoming a Hawaiian place of learning and Indigenous serving institution. Nested within this larger goal are four strategic areas, 1) Native Hawaiian Student Success; 2) Native Hawaiian staff and faculty development and the development of all staff and faculty to engender a campus environment that embraces Native Hawaiian people and places; 3) Cultivating a Native Hawaiian Environment; and lastly 4) Native Hawaiian Community Engagement. This licensure pathway is a direct result of prioritizing areas 1, 3, and 4, and by extension area 2. Quality teacher preparation programs contribute Native Hawaiian Student Success by creating pathways for Hawai‘i’s high school graduates into the UH system.

Within the College of Education’s newly drafted strategic plan, the EEHLI is also in direct alignment with the vision of the COE,



The College of Education envisions a Native Hawaiian place of learning and teaching sustained by a collaborative community of educators who provide innovative research, teaching, and leadership. In an effort to further the field of education and prepare professionals to contribute to a just, diverse, and democratic society, and prioritize the educational well-being of the Native Hawaiian people and others across the Pacific through education. Our vision guides the direction and work of the college in and beyond lāhui Hawai'i and is informed by tenets of aloha 'āina , a'o, mālama, 'ike Hawai'i, and pono, creating our sense of purpose and a sense of place.

Teacher recruitment, licensure and retention has been an ongoing goal for the College of Education in alignment with the Hawai'i Department of Education.

### **Impact on Other State Agencies**

The United States Department of Education has also identified Hawaiian language, and Hawaiian language immersion as Federal Teacher Shortage areas ([See Federal Teacher Shortage Areas - Appendix D](#)). This designation demonstrates that there is a recognition at both the Federal and State levels that there is a need to increase the teacher licensure pathways for this shortage area. The Hawai'i State Teachers Association has also identified Hawaiian Language Immersion as the highest need group for teacher recruitment in the state right now.

The Hawai'i Department of Education has also highlighted UH Mānoa's intention to create this pathway as responsive to the Department and community needs. Their five-prong approach identifies five strategies to increase the Hawaiian language immersion licensed teacher pool, 1) Hawaiian Permit (HTSB); 2) College Recruitment (UHM, UHH); 3) Teacher Incentives, 4) Increase 'Ōlelo Hawai'i (Hawaiian language courses to licensed teachers in various content areas) and 5) 'Ōlelo Hawai'i. The College of Education has been integral in goals 1 and 2. This BEd licensure pathway is highly anticipated as a necessary pathway to both increase Hawaiian Language Immersion pathways but also to extend UH Mānoa's reach to our neighbor island populations. Supporting the strategic goals of the HDOE, The Hawai'i Board of Education Policy 105-8(4) states:

The program's success is largely dependent on the capacity, capability and expertise of the program's professional staff. The Department will establish professional qualifications and develop training programs internally and/or in cooperation with stakeholder groups/universities. The goal is for program professionals to be qualified in both English as

a medium of instruction and Hawaiian as a medium of instruction and appropriately compensated for these additional qualifications.

This policy confirms the need for this dual licensure track. In addition to the educational stakeholder groups, the recent *Clarabal v. Department of Education of the State of Hawai‘i*, Hawai‘i Supreme Court case reaffirms that “providing reasonable access to a Hawaiian immersion program is an essential component of any Hawaiian education program reasonably calculated to revive and preserve ‘ōlelo Hawai‘i, and is thus required by [the Hawai‘i State Constitution].” The court went on to provide some suggestions to how this may be accomplished specifically for Lāna‘i (but also for all islands to increase immersion teacher pool);

- Providing greater financial or other incentives to attract immersion teachers to Lāna‘i,
- Furnishing transportation for a teacher to commute to Lāna‘i,
- Using multiple instructors to share teaching duties,
- Partnering with community members knowledgeable in ‘ōlelo Hawai‘i,
- Modifying school days or hours of instruction to accommodate the availability of a teacher, or
- Adopting any other alternative method of providing access to a Hawaiian immersion program.

The Hawai‘i Supreme Court ruling clarifies that HIDOE must be proactive in supporting Hawaiian Language Immersion throughout the state. The UHMCOE Dual Licensure BEd in Elementary Education and Hawaiian Language Immersion is critical in the goal of providing licensed teacher candidates for our Hawaiian Language Immersion schools.

In addition, included in this proposal are two letters of support, one from the ‘Aha Kauleo, ([Appendix E](#)) the statewide council for the Papahana Kaiapuni Hawai‘i, inclusive of Department of Education and Public Charter Hawaiian Immersion Schools, which provides proactive leadership, direction, and advocacy for the development and growth of its Hawaiian medium schools. The second letter is from the Office of Hawaiian Education ([Appendix F](#)) within the Hawai‘i Department of Education.

## References

- Clarabal v. Dept. of Ed State of Hawai'i, 145 HI. 69 (Hawai'i, 2019)
- Hawai'i Teacher Standards Board (2016). *New Business Item 16-06: Hawaiian Language Immersion Licences and Permits*. Honolulu, HI.
- Hawai'i Teacher Standards Board (2015). *New Business Item 15-06: Adoption of Recommendations of the 2014-2015 Hawaiian Focus Work Group*. Honolulu, HI.
- Hawaiian Language Immersion Program (2015). *Foundational and Administrative Framework for Kaiapuni Education*. Honolulu, HI.
- Kishimoto. C. M. Hawai'i Department of Education (2019). *Federal Teacher Shortage Areas*. Honolulu, HI.

**University of Hawai'i at Mānoa – Four-Year Academic Plan**  
**College of Education**

**Bachelor of Education (BEd) in Elementary Education**

Specialization: Elementary Education & Hawaiian Language Immersion

This is a sample academic plan. Students should meet with an academic advisor prior to registration to formulate their own plan.

Year 1		Year 2		Year 3		Year 4	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
MATH 111 HAW 101 FW FG (A/B/C) DP (or DB) DY		HAW 301 EDEP 311 HDFS 230 or PSY 240 (DS) EDEF 352 (preferred) or EDEF 310 SPED 304 (DS)					
Credits 17	Credits 15	Credits 14	Credits 14				
<b>Spring</b>	<b>Spring</b>	<b>Spring</b>	<b>Spring</b>	<b>Spring</b>	<b>Spring</b>	<b>Spring</b>	<b>Spring</b>
MATH 112 (FQ) HMST 107 (DH) HAW 102 FG (A/B/C) MUS 253 (DA)	Submit Application in In January HAW 302 DB (or DP) HAW 300+ EDEF/ITE 360						
Credits 16	Credits 12	Credits 14	Credits 12				
<b>Summer</b>	<b>Summer</b>	<b>Summer</b>	<b>Summer</b>	<b>Summer</b>	<b>Summer</b>	<b>Summer</b>	<b>Summer</b>
HAW 201 HAW 202	HAW 401+ HAW 402*						
Credits 8	Credits 6	Credits 0	Credits 0				
<b>Total Credits</b>	<b>Total Credits</b>	<b>Total Credits</b>	<b>Total Credits</b>	<b>Total Credits</b>	<b>Total Credits</b>	<b>Total Credits</b>	<b>Total Credits</b>
41	74	102	128				

**Notes:**

Additional Admission Requirements: 40 hours of documented experience; interview; 55 credits.

Students must incorporate all focus requirements into this plan. Focus designations (i.e., W, E, O, H) are CRN specific & semester specific.

Please see a COE OSAS advisor for the latest information.

Minimum 45 upper division (300+ course) credits are required.

\* If not available, could be done in year 3.

Students may progress more quickly through their Hawaiian language sequence by taking a placement exam.

Planned offering every other year.

**University of Hawai'i at Mānoa**  
**College of Education Program Sheet 2021-2022**

**Bachelor of Education (BEd) in Elementary Education**  
**Specialization: Elementary Education & Hawaiian Language Immersion**  
**Admissions: Selective Process: Application**  
**Min. Total Credits: 128**

<b>UHM General Education Core Requirements</b>
<b>Foundations</b>
<input type="checkbox"/> FW ENG 100, 100A, 190, ESL 100, or AMST 111
<input type="checkbox"/> FO* MATH 112
<input type="checkbox"/> FG (A / B / C)
<input type="checkbox"/> FG (A / B / C)
<i>*Note: This requirement changed in Fall 2018. If you entered the UH System prior to that, please see your college/school advisor.</i>
<b>Diversification</b>
<input type="checkbox"/> DA MUS 253, THEA 470 or DNCE 490 highly recommended
<input type="checkbox"/> DH HWST 107
<input type="checkbox"/> DB
<input type="checkbox"/> DP
<input type="checkbox"/> DY
<input type="checkbox"/> DS SPED 304
<input type="checkbox"/> DS HDFS 230 or PSY 240
<i>* See degree, college and major requirements for courses that can also fulfill these.</i>
<b>UHM Graduation Requirements</b>
<b>Focus</b>
<input type="checkbox"/> H
<input type="checkbox"/> E (300+)
<input type="checkbox"/> O (300+)
<input type="checkbox"/> W
<input type="checkbox"/> W
<input type="checkbox"/> W
<input type="checkbox"/> W (300+)
<input type="checkbox"/> W (300+)
<b>Hawaiian / Second Language</b>
<ul style="list-style-type: none"> <li>Hawaiian Language prerequisite courses are listed on page 2</li> </ul>
<b>Credit Minimums</b>
<ul style="list-style-type: none"> <li>120 total applicable</li> <li>30 in residence at UHM</li> <li>45 upper division (300+ level) credits</li> </ul>
<b>Grade Point Average</b>
<ul style="list-style-type: none"> <li>2.0 cumulative or higher (<i>Note: Other GPAs may be required</i>)</li> <li>To graduate from COE, students must meet the College's higher GPA requirement(s).</li> <li>Good academic standing</li> </ul>

<b>Licensure Track Admission Requirements</b>
<ul style="list-style-type: none"> <li>Fall admission only.</li> <li>Submit an application no later than the following: <ul style="list-style-type: none"> <li>March 1 for fall semester (Feb 1 priority deadline)</li> </ul> Apply: <a href="https://Makalei.coe.hawaii.edu">https://Makalei.coe.hawaii.edu</a> </li> <li>2.75 cumulative GPA in all post-secondary institutions</li> <li>55 credits</li> <li>Completion of all UHM General Education Core and any additional Licensure Track Prerequisites.</li> <li>Applicants who have completed an articulated A.A. degree from a UH Community College are considered to have met the UHM General Education Core Requirements with possible exceptions (see an academic advisor).</li> <li>Once you are admitted to the College of Education, you are required to verify with a College of Education OSAS advisor when you have completed one of the following degrees (if applicable): <ul style="list-style-type: none"> <li>AAT from Leeward Community College</li> <li>AS in Human Services w/Early Childhood Specialization from Maui College</li> <li>AA in Liberal Arts- Concentration in Education from Kapi'olani Community College</li> <li>AS in Early Childhood Education-Preschool Option from Honolulu Community College</li> <li>AS in Early Childhood Education from Kaua'i Community College</li> <li>AS in Early Childhood Education from Hawai'i Community College</li> </ul> </li> <li>40 hours of documented current group leadership involvement with elementary-aged youth.</li> <li>Personal admissions interview.</li> </ul>
<b>Licensure Track Prerequisites</b>
<input type="checkbox"/> HDFS 230* <sup>DS</sup> or PSY 240* <sup>DS</sup> ; and <input type="checkbox"/> SPED 201* <sup>DS</sup> or any other DS course
<input type="checkbox"/> HWST 107* <sup>DH</sup> ; and <input type="checkbox"/> MUS 253* <sup>DA</sup> , THEA 470, DNCE 490 (highly recommended) or any other DA course
<input type="checkbox"/> MATH 111
<input type="checkbox"/> MATH 112* <sup>FQ</sup>
<input type="checkbox"/> SPED 304
<input type="checkbox"/> EDEF/ITE 360
Hawaiian Language prerequisite courses are listed on page 2
<b>Required Graduation Grade Point Averages</b>
<ul style="list-style-type: none"> <li>2.75 cumulative GPA or higher</li> </ul>

*This program sheet was prepared to provide information and does not constitute a contract. Meet regularly with your department's undergraduate advisor to ensure you are on track with your major requirements.*

**Major Requirements for BEd in Elementary Education**

Specialization: Elementary Education and Hawaiian Language Immersion

Admission to Licensure Track: Complete all General Education, Licensure Track prerequisites and Hawaiian Language prerequisites.

Application: Deadline = Fall entrance only. February 1-priority; March 1-final.

Min. major credits: 97

Min. C grade (not C-) in all Licensure Track Core and Elementary Education Emphasis courses

Min. B grade (not B-) in all Pre-licensure Hawaiian Language courses

**Requirements****Elementary Education Emphasis Courses (12 credits)***For pre-licensure and licensure students*

<b>Emphasis Courses</b>	<input type="checkbox"/> EDEF 310* <sup>DS</sup> or EDEF 352	<input type="checkbox"/> EDEP 311* <sup>DS</sup>	<input type="checkbox"/> EDEF/ITE 360
	<input type="checkbox"/> SPED 304* <sup>DS</sup>		

*Prior to the start of the licensure track courses, students must take SPED 304 and EDEF/ITE 360.**Students are strongly advised to complete EDEF 310 or EDEF 352 and EDEP 311 prior to admission to the licensure track program.***Highly Recommended Elective Courses (to be taken before starting the Licensure Track)**

<input type="checkbox"/> DNCE 490	<input type="checkbox"/> LTEC 112	<input type="checkbox"/> MUS 353
<input type="checkbox"/> PHIL 492	<input type="checkbox"/> SPED 480	<input type="checkbox"/> THEA 470

**Licensure Track Core Courses (54 credits)**

<b>Required Courses</b>	<input type="checkbox"/> ITE 312	<input type="checkbox"/> ITE 313	<input type="checkbox"/> ITE 314* <sup>DL</sup>	<input type="checkbox"/> ITE 317
	<input type="checkbox"/> ITE 317	<input type="checkbox"/> ITE 317	<input type="checkbox"/> ITE 320	<input type="checkbox"/> ITE 322
	<input type="checkbox"/> ITE 323	<input type="checkbox"/> ITE 324	<input type="checkbox"/> ITE 325	<input type="checkbox"/> ITE 326
	<input type="checkbox"/> ITE 329	<input type="checkbox"/> ITE 390C	<input type="checkbox"/> ITE 391C	<input type="checkbox"/> SPED 444

*ITE 317 (taken three times) is two full days of field experience (7:30 am – 2:30 pm) each week in K-6 classrooms.**ITE 390 & 391: concurrent registration required. Content knowledge verification must meet one of the HTSB-approved options in order to submit a Student Teaching Application.***Pre-licensure requirements in Hawaiian Language Courses (31 credits)***Prior to the start of the licensure track courses, students must successfully complete the following Hawaiian Language courses with a grade of B or better:*

<input type="checkbox"/> HAW 101	<input type="checkbox"/> HAW 102	<input type="checkbox"/> HAW 201	<input type="checkbox"/> HAW 202
<input type="checkbox"/> HAW 301	<input type="checkbox"/> HAW 302	<input type="checkbox"/> HAW 401	<input type="checkbox"/> HAW 402
<input type="checkbox"/> HAW 300+			

**Notes**

College of Education, Office of Student Academic Services: Everly 126; (808) 956-7915; osas@hawaii.edu; coc.hawaii.edu

Director: Denise Nakaoka; Everly 126; (808) 956-4274; nakaoka@hawaii.edu

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Pu'uohonua: Hale for Native Hawaiian Student Support, puuhonua@hawaii.edu

Puahia: First Year &amp; Transfer Student Support, puahia@hawaii.edu

Tinalak: Filipino Student Support, tinalak@hawaii.edu

**Specialization: Elementary Education and Hawaiian Immersion**

**Admission to Licensure Track: Complete all General Education, Licensure Track prerequisites and Hawaiian Language prerequisites.**

**Application: Deadline = Fall entrance only. February 1-priority; March 1-final.**

**Min. major credits: 97**

**Min. C grade (not C-) in all Licensure Track Core and Elementary Education Emphasis courses**

**Min. B grade (not B-) in all Pre-licensure Hawaiian Language courses**

**Requirements**

**Elementary Education Emphasis Courses (12 credits)**

*For pre-licensure and licensure students*

**Emphasis Courses**       EDEF 310\*<sup>DS</sup> or EDEF 352       EDEP 311\*<sup>DS</sup>       EDEF/ITE 360  
 SPED 304\*<sup>DS</sup>

*Prior to the start of the licensure track courses, students must take SPED 304 and EDEF/ITE 360.*

*Students are strongly advised to complete EDEF 310 or EDEF 352 and EDEP 311 prior to admission to the licensure track program.*

**Highly Recommended Elective Courses (to be taken before starting the Licensure Track)**

DNCE 490       LTEC 112       MUS 353  
 PHIL 492       SPED 480       THEA 470

**Licensure Track Core Courses (54 credits)**

**Required Courses**       ITE 312       ITE 313       ITE 314\*<sup>DL</sup>       ITE 317  
 ITE 317       ITE 317       ITE 320       ITE 322  
 ITE 323       ITE 324       ITE 325       ITE 326  
 ITE 329       ITE 390C       ITE 391C       SPED 444

*ITE 317 (taken three times) is two full days of field experience (7:30 am – 2:30 pm) each week in K-6 classrooms.*

*ITE 390 & 391: concurrent registration required. Content knowledge verification must meet one of the HTSB-approved options in order to submit a Student Teaching Application.*

**Pre-licensure requirements in Hawaiian Language Courses (31 credits)**

*Prior to the start of the licensure track courses, students must successfully complete the following Hawaiian Language courses with a grade of B or better:*

HAW 101       HAW 102       HAW 201       HAW 202  
 HAW 301       HAW 302       HAW 401       HAW 402  
 HAW 300+

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**Table 1: Courses for the Dual Licensure Elementary Education and Hawaiian Language Immersion Program**

<p>97 Credits Total (includes 31 credit hours in Hawaiian Language courses in addition to the Elementary Education Program)</p>	
<p><b>Courses taken before the program:</b></p> <p><u>Elementary Emphasis Courses</u> (6 credits)                  SPED 304 Foundations of Inclusive Schooling (3)                  EDEF/ITE 360 Introduction to Multicultural Education (3)</p> <p><u>Hawaiian Language Courses</u> (31 credits)                  HAW 101 Elementary Hawaiian (4)                  HAW 102 Elementary Hawaiian (4)                  HAW 201 Intermediate Hawaiian (4)                  HAW 202 Intermediate Hawaiian (4)                  HAW 301 Third level Hawaiian (3)                  HAW 302 Third level Hawaiian (3)                  HAW 401 Fourth level Hawaiian (3)                  HAW 402 Fourth level Hawaiian (3)                  HAW 300+ Elective Course (3)</p> <p><b>STRONGLY recommend taking before the program</b></p> <p><u>Elementary Emphasis Courses</u> (6 credits)                  EDEF 310 Education in American Society OR EDEF 352 History of Education in Hawai'i                  EDEP 311 Introduction to Educational Psychology</p>	<p><b>Courses taken during the program</b></p> <p><u>Additional Elementary Education Emphasis Courses</u> (3 credits)                  SPED 444 Educating Exceptional Students in Regular Classrooms (3) is block scheduled for your cohort during the program.</p> <p><u>The Professional Education Core (Hawaiian Medium)</u> (48 Credits)                  ITE 312 Introduction to Teaching (W) (3)                  ITE 313 Principles and Methods of Reading Instruction (W) (3)                  ITE 314 Principles and Methods of Writing Instruction (W) (3)                  ITE 317 Field Experience, 3 semesters (9 )                  ITE 322 Social Studies, Elementary (W) (3)                  ITE 323 Science, Elementary (W) (3)                  ITE 324 Mathematics I, Elementary (3)                  ITE 325 Mathematics II, Elementary (3)                  ITE 326 Visual Arts, Elementary (3)                  ITE 329 Performing Arts Expression (O) (3)                  ITE 390C Student Teaching, semester 4 (10)                  ITE 391C Student Teaching Seminar, semester 4 (2)  <u>The Professional Education Core (English Medium)</u> (3 credits)                  ITE 320 Instructional &amp; Assessment Methods for MLLs (3)</p> <p>W- Writing Intensive O - Oral Communication E - Ethical Issues</p>

*Note: 120 credits required for graduation*





STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

May 10, 2019

TO: Deputy Superintendent  
Complex Area Superintendents  
Principals (All)  
Personnel Regional Officers  
Teachers

FROM: Dr. Christina M. Kishimoto  
Superintendent

A blue ink handwritten signature of Dr. Christina M. Kishimoto.

SUBJECT: Federal Teacher Shortage Areas

The United States Department of Education has notified the Hawaii State Department of Education (Department) that its proposal to designate the following subject areas as teacher shortage areas for the 2019-2020 school year has been approved:

- Career and Technical Education;
- Language Arts – English;
- Mathematics;
- Science;
- Special Education;
- Teachers of English to Speakers of Other Languages;
- World Languages;
- World Languages – Hawaiian; and
- World Languages – Hawaiian Immersion.

This approval may benefit student grant and loan recipients who are qualified to teach in the academic subject areas listed above. These benefits to student financial aid recipients, such as loan cancellations, are indicated in the following regulatory provisions:

- 34 CFR 682.210(b)(5)(ii), (b)(7), (q), and (s) enables a borrower who had no outstanding Federal Family Education Loan (FFEL) Program loan on July 1, 1987, but who had an outstanding FFEL Program loan on July 1, 1993, to qualify for deferment of loan repayment under the Stafford Loan Program anytime within the life of the borrower's loan(s) for up to three years of service as a full-time teacher in a private elementary or secondary school in a teacher shortage area designated by the Department, and as certified by the chief administrative officer of the particular school in which the borrower is teaching;

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- 34 CFR 674.53(c) enables Federal Perkins Loan borrowers who are full-time teachers of mathematics, science, foreign languages, bilingual education, or any other field of expertise where the State educational agency determined there is a shortage of qualified teachers, to qualify for cancellation of up to 100% of the outstanding balance on the borrower's Federal Perkins loans; and
- 34 CFR 686.12(d) enables grant recipients to fulfill their teaching obligation under the Teacher Education Assistance for College and Higher Education Grant Program (regarding the requirement to serve at least four academic years, within eight years of graduation) by teaching in a "high-need field," which includes academic disciplines/subject areas identified as teacher shortage areas at the time the grant recipient begins teaching in that field.

Stafford Loan and Supplemental Loans for Students borrowers who have questions concerning their loan(s), including the teacher shortage area deferment, should contact the Federal Student Aid Hotline at 1-800-4FED-AID.

Federal Perkins Loan borrowers who have questions concerning their loan(s) should contact the school where they received the loan.

Should you have any general questions, please contact Gabrielle Townsend, Acting Administrator, Personnel Management Branch, Office of Talent Management (OTM), at 441-8428 or via e-mail at Gabrielle\_Townsend@notes.k12.hi.us.

CMK:gt

- c: Dr. Philip J. Bossert, Executive Director, Hawaii Association of Independent Schools  
Hawaii State Teachers Association  
OTM - Teacher Recruitment



November 4, 2019

Aloha e ke College of Education Senate,

The 'Aha Kauleo is the statewide council for the Papahana Kaiapuni Hawai'i which provides proactive leadership, direction, and advocacy for the development and growth of its Hawaiian medium schools. The council advises the State of Hawai'i Department of Education directly through the Office of Hawaiian Education (OHE).

Our membership includes the 23 Hawaiian language public schools, including 17 Hawaiian language immersion schools under the HIDOE and 6 charter schools. In addition, the following community organizations and higher education institutions are represented on this consortium: 'Aha Pūnana Leo; Brigham Young University, Hawai'i; Hale Kuamo'o; Hawai'i Department of Education; Kamehameha Schools; Office of Hawaiian Affairs; University of Hawai'i at Hilo; University of Hawai'i at Mānoa; University of Hawai'i Maui College.

We, the 'Aha Ho'okō ('Aha Kauleo Board), are in strong support of the Elementary Education Hawaiian Language Immersion proposal submitted to the Senate for internal review and approval. The establishment of a Bachelor of Education program for Kaiapuni teachers at the University of Hawai'i at Mānoa is absolutely needed to effectively support a Kula Kaiapuni education in Hawai'i.

Me ka ha'aha'a,

Ka'ano'i Walk, Pelekikena (President)  
Kamoa'e Walk, Hope Pelekikena (Vice President)  
Keli'ikanoe Mahi, Kākau 'Ōlelo (Secretary)  
Kahele Dukelow, Kākau 'Ōlelo Kūka'i Leka



4 Nowemapa 2019

Aloha e nā lāiā o ka College of Education Senate ma ke Kula Ho'ona'auao ma UH Mānoa:

We are in strong support of the BEd Elementary Education: Dual Licensure in Elementary and Hawaiian Language Immersion (EEHLI) proposal submitted to the Senate for internal review and approval. The establishment of a Bachelor of Education program for Kaiapuni teachers at the University of Hawai'i at Mānoa is another necessary option in order to address our Kaiapuni teacher shortage.

Since 2017, the number of vacancies advertised in Teacher Assignment and Transfer Program (TATP) has jumped from 31 to 51 in 2019. This count does not include the number of vacancies in our Kaiapuni Charter schools or anyone that left after those vacancies were advertised. It is imperative that we find additional pathways and options for prospective Kaiapuni teachers to obtain a Kaiapuni teaching license and help to address this great need.

As such, the Office of Hawaiian Education strongly supports the EEHLI proposal that was submitted for your review.

Na mākou me ka 'oia'i'o,

Two handwritten signatures in blue ink. The first signature is on the left, and the second is on the right, with a small '4' written above it.

Na Dawn Kau'i Sang, Director of OHE

Na 'Ānela Iwane, ES Kaiapuni