

IRAO OFFICE USE ONLY	
Received	10/18/16
In Banner	
MTVCOMP/Codeset	
Master Curriculum	
CIP Code	
Program Code	
Program Description	

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

Reset Form

NEW OR MODIFY PROGRAM CODE

New Program Code **Modify Program Code**

Date: October 3, 2016

REQUESTOR CONTACT INFORMATION

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

NEW PROGRAM CODE TO CREATE

Institution MAN - UH Manoa Campus MAN - UH Manoa
 Level UG - Undergraduate Effective Term Fall 2016

	Code (Max. Characters)	Description	Check if requesting new code:
College	(2) <u>25</u>	<u>College of Education</u>	<input type="checkbox"/> See Banner form STV_COLL
Department	(4) <u>TECS</u>	<u>Teacher Ed & Curr Studies</u>	<input type="checkbox"/> See Banner form STV_DEPT
Degree/Certificate	(6) <u>BEEd</u>	<u>Bachelor of Education</u>	<input type="checkbox"/> See Banner form STV_DEGC
Major	(4) <u>EDEL</u>	<u>Elem Education, Multilingual</u>	<input type="checkbox"/> See Banner form STV_MAJR
Concentration	(4) <u>EEML</u>		<input type="checkbox"/> See Banner form STV_MAJR
Minor	(4) _____		<input type="checkbox"/> See Banner form STV_MAJR

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

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

Is this major/concentration code being used the same way at the other UH campuses? 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.

4.000 years

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

ADDITIONAL COMMENTS

Create new program code for Elem Education, Multilingual Learning

ATTACHMENTS

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

BOR Meeting Minutes & Supporting Documents Curriculum

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

Memo from Chancellor to notify VPAA about new program Curriculum

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

BEd Elementary Education

VERIFICATIONS

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

Registrar:

STUART LAM

Print Name

[Signature]

Signature

10/3/16

Date

Financial Aid Officer:

Vodie Kuba

Print Name

[Signature]

Signature

10/12/16

Date

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

Print Name

Signature

Date



UNIVERSITY
of HAWAII
MĀNOA

RECEIVED

16 MAY 16 12:37

MANOA CHANCELLOR'S
OFFICE

May 13, 2016

MEMORANDUM

TO: Reed W. Dasenbrock
Vice Chancellor for Academic Affairs

FROM: Donald B. Young
Dean, College of Education

SUBJECT: Request to Add a Dual Licensure in Multilingual Learning/ Elementary Education (K-6) Specialization to the Bachelor of Education in Elementary Education

A handwritten signature in black ink, appearing to read 'Donald B. Young', written over the 'FROM' field.

SPECIFIC ACTION REQUESTED:

It is requested that the Vice Chancellor for Academic Affairs approve the addition of a **Dual Licensure in Multilingual Learning/ Elementary Education (K-6) Specialization** to the Bachelor of Education in Elementary Education. The proposal, supported by the College of Education Faculty Senate and Dean's Office, is an expansion of existing programs.

RECOMMENDED EFFECTIVE DATE:

Fall 2016

ADDITIONAL COST:

Staffing and resources for the program are already in place.

PURPOSE:

The purpose of the **Dual Licensure in Multilingual Learning/ Elementary Education (K-6) Specialization** is to provide a preparation program that leads to a Bachelor of Education degree with qualification for working in K-6 multilingual settings as a language support specialist and as a general education teacher. Graduates will be recommended for licensure in K-6 Teaching English to Speakers of Other Languages (TESOL) and Elementary Education.

BACKGROUND:

The Bachelor of Education in Elementary Education offers specializations in elementary education (K-6), dual preparation in elementary education (K-6) and early childhood education (PK-3), dual preparation in elementary education (K-6) and special education (K-6), and early

childhood education (PK-3) and early childhood special education (PK-3). The College of Education requests to add a new specialization in multilingual learning (which includes TESOL) and elementary education (K-6).

There is a significant and pressing need nationally and in Hawai'i for teachers who are fully credentialed to work with multilingual children, which is inclusive of English learners (ELs). All classroom teachers and language support specialists should be knowledgeable and skilled in working with multilingual children. Hawai'i ranks fifth in the nation in terms of percentage of multilingual learners in schools according to the U.S. Department of Education. Unfortunately, as an aggregate, indicators of educational success show that these students are not faring well. For example, the STRIVE HI (2014-2015) data reveal that only about 30% of EL students are performing proficiently. The graduation rates are particularly alarming with only 53% of EL students graduating from high school. There is a clear and urgent need for systematic improvements related to educational services for multilingual learners, which motivated the Hawai'i Board of Education Student Achievement Committee to pass Policy 105.14 Multilingualism for Equitable Education. One of the three goals of the policy is to, "Provide effective educators with appropriate knowledge, skills, and instructional materials." This is a critical goal to address the alarming data on academic performance outlined above. Educators who are knowledgeable and skilled in multilingual learning is considered the most important in-school factor affecting student success (Calderón, Slavin, & Sánchez, 2011). Prospective teachers need targeted coursework focusing on the unique needs of multilingual learners. Research has indicated that many teachers are not receiving adequate preparation to work with multilingual students and that many states need significant program development in teacher preparation and professional development (Ballantyne et al., 2008; Nutta, Mokhtari, Strelb, 2012). The 2014 exit surveys of UHM College of Education students indicates that new graduates feel inadequately prepared to work with children and families who are multilingual. The purpose of this program is to address these pressing needs.


ACTION RECOMMENDED:

It is recommended that the Vice Chancellor for Academic Affairs approve the addition of a Dual Licensure in Multilingual Learning and Elementary Education (K-6) Specialization to the Bachelor of Education in Elementary Education.

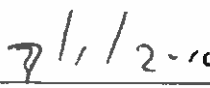
Attachment:

1. Proposal

APPROVED / DISAPPROVED:



Reed W. Dasenbrock
Vice Chancellor for Academic Affairs



Date

Proposal:
**BEEd Elementary: Dual Licensure in Elementary Education & Multilingual Learning
(EEML)**
Institute for Teacher Education

February, 2016

Introduction

The Dual Licensure BEEd in Elementary Education and Multilingual Learning (EEML) is a 78-credit program. Upon completion, graduates will be recommended for licensure in Elementary Education (K-6) and Teaching English to Speakers of Other Languages (TESOL; K-6). The Multilingual Learning/ TESOL component of the program entails completing 18 credit hours, 12 of which are in addition to credits teacher candidates complete for the Elementary Education Program. Three new courses have been developed and approved for this program and are aligned to the InTASC and TESOL/NCATE Standards. The remaining credits are from established courses and will be offered in partnership with the Departments of Linguistics, Second Language Studies, and Educational Foundations. Teacher candidates will have three semesters of field experience and one semester of student teaching in elementary schools with high percentages of multilingual learners (currently referred to as English learners or ELs by the Department of Education). Teacher candidates will be mentored by both general education and EL specialist teachers.

The term “multilingual learner” is used whenever possible in this document. Multilingual learner is the preferred term over other frequently used terms such as English language learner (ELL) or English as a second language (ESL) because multilingual focuses on the assets learners and families bring to schools. ELL and ESL focus on what students and families are lacking and such labels can have negative repercussions for learning and development (García & Kleifgen, 2010). Multilingual learning integrates other terms used in the language education profession such as TESOL, bilingual education (BE), and the teaching of the heritage language (HL), and helps the profession to be centered on the learners (García & Kleifgen, 2010). On Tuesday, February 2, 2016, The Hawai‘i Board of Education passed the Multilingualism for Equitable Education Policy (105.14) calling for the recognition of students who speak multiple languages, including English learners (EL), as multilingual learners (Appendix A).

Need for the Program

Multilingual and immigrant children encompass the fastest growing segment of the national population (Suárez-Orozco, Abo-Zena, and Marks, 2015). It is projected that by 2050, 33 percent of children under the age of 18, or approximately one out of every three, will be immigrant-origin. These children are being raised in homes with a remarkable variety of languages. Four hundred and sixty different languages are currently spoken in homes throughout the United States. Clearly, these shifts in demographics and expansion in the number of languages used in homes throughout the nation is profoundly impacting education. Yet, teacher preparation programs are lagging behind the changing demographics, and educators are not being sufficiently prepared (Suárez-Orozco, Abo-Zena, and Marks, 2015).

Hawai'i ranks fifth in the nation in terms of percentage of multilingual learners in schools. Unfortunately, as an aggregate, indicators of educational success show that these students are not faring well. For example, the 2014-2015 STRIVE HI data reveal that only about 30% of EL students are performing proficiently. The graduation rates are particularly alarming with only 53% of EL students graduating from high school (Hawai'i Board of Education memo). There is a clear and urgent need for systematic improvements related to educational services for multilingual learners, which motivated the Hawai'i Board of Education passed Policy 105.14, *Multilingualism for Equitable Education*. One goal of the policy is to, "Provide effective educators with appropriate knowledge, skills, and instructional materials." This is a critical goal to address the alarming data on academic performance outlined above. Educators who are knowledgeable and skilled in teaching multilingual learners are considered the most important in-school factor affecting student success (Calderón, Slavin, & Sánchez, 2011). Prospective teachers need targeted coursework focusing on the unique needs of multilingual learners. Research has indicated that many teachers are not receiving adequate preparation to work with multilingual students and that many states need program development in teacher preparation and professional development (Ballantyne et al., 2008; Nutta, Mokhtari, Strebel, 2012). Graduates in 2014 of the University of Hawai'i College of Education reported that new teachers feel inadequately prepared to work with children and families who are multilingual.

Because of the dramatic growth in multilingual learner population and lag in sufficient teacher preparation and professional development, there is a shortage of qualified educators to serve these students (Nutta, Mokhtari, Strebel, 2012; U.S. Department of Education, 2009) and urgent need for graduates of programs such as the one outlined in this document. Teacher candidates with qualifications in both general education and education of multilingual learners will be highly employable and sought after by schools in Hawai‘i and nationwide.

Rationale for a Dual Program

The dual licensure will help address the shortage in Hawai‘i and nationwide of qualified educators to work with multilingual learners, and prepare classroom teachers to effectively work with this growing population. All classroom teachers will need to know how to work with children who speak multiple languages, many of whom are learning in English in addition to their home language. Research that identified exemplary schools for multilingual learners found that teachers at those schools had extensive preparation in embedding language instruction across the entire curriculum (Suárez-Orozco, Abo-Zena, and Marks, 2015). Embedding these skills across the curriculum means that language instruction is not just the responsibility of the language support specialist, but that the general education teachers also need to integrate language instruction into all content areas. Current practices such as pullout and frequent transition puts multilingual learners at a disadvantage and that consistency is important. Preparing the general education and language support specialists to collaborate and take joint responsibility for multilingual learners is important for students’ social and academic success (Nutta, Mokhtari, Strebel, 2012). Teacher candidates graduating from this program will have a grounding in how to collaborate and integrate language instruction across the curriculum.

The Dual Licensure in Elementary Education and Multilingual Learning 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 four dual licensure programs: (a) dual preparation in elementary and early childhood education through the Institute for Teacher Education (ITE), (b) merged dual preparation program in elementary and special education (ITE and SPED), (c) a blended early childhood-special education program (ITE and SPED), and (d) a dual preparation in secondary general education and special education. This new program will address the gap in available programs to prepare educators for working in linguistically and culturally diverse settings.

Program Model and Courses

The Elementary Education Program and Multilingual Learning Program (EEML) will be a two-year, field-based program. Teacher candidates will be admitted in groups of approximately 20 students and take classes together as a cohort for the two years with the guidance of two cohort coordinators. Graduates of the program will complete 78 credits, 18 of which have the multilingual learning emphasis (Table 1). The coursework will be comprised of existing courses and three newly approved courses focusing on multilingual learning. Upon completion, candidates will be recommended for two licenses, one in Elementary Education (K-6) and the other in TESOL (K-6).

Pre-requisites. The pre-requisite courses for the EEML program are similar to the other elementary education cohort programs currently offered at the College of Education that provide candidates a strong foundation in the psychological foundations of education (EDEP 311), the foundations of education in American society (EDEF 310), and an introduction to multicultural education (ITE 360). An additional pre-requisite for the EEML program will provide teacher candidates a foundation in linguistics and the study of language (LING 102).

Multilingual learning courses. Three recently developed and approved courses will be part of the Dual Licensure EEML program. These courses focus on multilingual learning and will teach the specialized knowledge and skills educators working in linguistically and culturally diverse settings need. The courses were developed in alignment with the Interstate New Teacher Assessment Consortium (InTASC) and Teaching English to Speakers of Other Languages (TESOL/NCATE) standards. Following is a brief description of the three new courses:

(1) *Instructional & Assessment Methods for Multilingual Learners (ITE 320)*: An introduction to language use and development as it relates to multilingual learners (MLL). Candidates analyze and apply strategies to create inclusive and collaborative classrooms for learners at various levels of English language development.

(2) *Curriculum, Materials & Assessment Development for Multilingual Learners (ITE 327)*: An introduction to the development of curriculum, materials, and assessments for diverse and multilingual learners. Candidates will develop their ability to organize learning around standards-based subject matter and language learning objectives. Candidates will evaluate, create, and adapt curriculum, materials, and assessments for multilingual learners.

(3) *Responsive Pedagogy for Multilingual Learners (ITE 328)*: This course is an introduction to the teaching of multilingual learners (MLL) in an elementary school context. Candidates will study the characteristics and history of language teaching together with specific strategies and methods for teaching non-native speakers of English. Candidates will learn how to develop a standards and proficiency-based lesson in order to teach and integrate language skills (i.e., listening, speaking, reading, and writing) in language and content-based lessons.

In addition to the three newly approved courses listed above, teacher candidates in the program will take a course offered through the Second Language Studies department that focuses on second language acquisition (SLS 302).

Policies. A grade of C or above will be considered a passing grade for all students enrolled in the Dual Licensure EEML program. Students earning a C- or below, will need to retake the course. In addition, field courses may only be repeated once; failure to meet requirements will lead to dismissal from the program.

Table 1. Courses for the Dual Licensure EEML Program

<p>78 Credits total (18 credits MLL emphasis): 12 credit hours in addition to the Elementary Education Program</p>	
<p>Courses taken before the program:</p> <p>SPED 304 Foundations of Inclusive Schooling (Elem. Emphasis - 3)</p> <p>STRONGLY recommend taking BEFORE the program</p> <p><u>Elementary Education Emphasis Courses</u> (6 credits)</p> <ol style="list-style-type: none"> EDEF 310 Education in American Society (3) EDEP 311 Psychological Foundations (3) <p><u>Multilingual Learning Emphasis</u> (6 credits)</p> <ol style="list-style-type: none"> ITE 360 Introduction to Multicultural Education or EDEF 360 (3) LING 102 Introduction to the Study of Language (3) <p>Note: 120 credits required for graduation</p>	<p>Courses taken during the program:</p> <p><u>Additional Elementary Education Emphasis Courses</u> (3 credits)</p> <p>SPED 444 Educating Exceptional Students in Regular Classrooms (3) is block scheduled for your cohort during the program.</p> <p><u>Additional Multilingual Learning Emphasis</u> (12 credits)</p> <ol style="list-style-type: none"> ITE 320 Instructional & Assessment Methods for Multilingual Learners (3) ITE 327 Curriculum, Materials & Assessment Development for MLLs (3) ITE 328 Responsive Pedagogy for Multilingual Learners (3) SLS 302 Second Language Acquisition for Teachers of MLLs (3) <p><u>The Professional Education Core</u> (48 credits)</p> <ol style="list-style-type: none"> 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 322 Social Studies, Elementary (W) (3) ITE 323 Science, Elementary (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 317 Field Experience, three semesters (9) ITE 390 Student Teaching, semester 4 (10) ITE 391 Student Teaching Seminar, semester 4 (W) (E) (2) <p>W – writing intensive O- oral focus E – Ethics focus</p>

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 CAEP accreditation reports for internal program evaluation and improvement. Upon completion of the EEML program, teacher candidates will be prepared to work with multilingual learners as the general education classroom teacher or the language support specialist. In addition, teacher candidates will complete all required Praxis (i.e., basic skills, principles of learning and teaching, and TESOL) 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 HIDOE. In addition, data will be collected regarding the type of position candidates are in (i.e., general education, EL specialist). Program graduates will also be asked to complete program satisfaction surveys aimed at examining their perception of how prepared they are for teaching multilingual learners. Surveys will also be sent to the employers of graduates in order to assess their perception of the preparedness of our graduates.

Scheduling. The EEML program will be offered as a cohort program (minimum of 10 students in the first cohort as the program is piloted; 20 students per cohort thereafter) once every year. Class sessions will be held at the UH Mānoa Campus in the Fall and Spring semesters. ITE 320 will be offered each semester as it is required for all elementary candidates. Different cohorts will take it in different semesters during the two-year program. ITE 328 will be offered each Fall (for all first semester EEML candidates). As of Fall 2017, ITE 327 will also be offered in the fall (for all third semester EEML candidates). SLS 302 will be offered each spring (for second semester EEML candidates).

All Elementary core courses, including 320, are block scheduled by the program Director, Donna Grace. Thus, the 320 course will be staggered throughout the two-year program for all cohorts. The Institute of Teacher Education, Elementary Education Program was approved to search for a second Multilingual Learning/ ELL tenure line faculty member due to the need to better prepare all elementary education teacher candidates in this area and to also offer the EEML program. The search was unsuccessful so we have hired a lecturer to teach one section of 320 and another of 328 in the fall. We will re-open the search for a tenure line MLL Assist Professor in the fall.

Agreements have been established with Second Language Studies and Linguistics to insure availability of the courses from those departments.

Recruitment and Tuition Support

Advertising for the Dual Licensure EEML program will begin Spring, 2016. The first cohort will be admitted in Spring, 2016, and the program will begin in Fall, 2016. Recruitment meetings will be conducted by the Office of Student Academic Services (OSAS) and potential candidates interviewed in Spring, 2016. A memorandum of understanding is currently being drafted with Kapi'olani Community College to establish articulation of graduates from the Second Language Teaching program into the Dual Licensure EEML program.

Recruitment activities will include substantial information on obtaining scholarships and financial aid. The U.S. Department of Education offers a substantial Professional Development Grant to Support Educators of English Learner Students that can be used to offset tuition costs for educators completing licensure programs. A long-term goal is to apply for the Professional Development grant and others to provide financial support and incentives for candidates to complete the EEML program.

Personnel Resources

The Elementary Education portion of the EEML program will be offered as part of the existing programs. A new faculty member, Brook Chapman de Sousa, was hired in August, 2015 to develop the multilingual learning program. Brook will serve as a cohort coordinator for the EEML along with Ronnie Tiffany-Kinder, a faculty member in the Elementary Education Program. She will be available to teach some of the multilingual courses for the EEML program. Brook's teaching load also includes Instructional and Assessment Methods for Multilingual Learners (ITE 320), a required course for the Elementary Education Program. In order to cover the multilingual courses for the Elementary Education Programs and this new Dual Licensure in EEML, a new faculty member is in the process of being hired.

Relationship to College and Departmental Goals

"A sense of purpose, a sense of place: Preparing knowledgeable, effective, and caring educators to contribute to a just, diverse, and democratic society." These words reflect the goals of the College of Education. Because of the dramatic shifts in demographics in Hawai'i and the nation, preparing knowledgeable and effective educators for 21st century schools, necessitates a program with a foundation in multilingual learning. The Dual Licensure in EEML program will

provide teacher candidates the knowledge base and specific skills necessary to effectively teach multilingual children. The College of Education and Elementary Education Program's principle goal is to prepare educators to teach in Hawai'i's schools. Therefore, this program is needed to help the College of Education and Elementary Education Program fulfill its goals. Indicators of the need can be seen in exit surveys of College of Education graduates stating they feel underprepared to work with multilingual learners and the recently passed Board of Education Policy titled Multilingualism for Equitable Education (105.14) emphasizing the need for qualified educators.

Impact on Other State Agencies

The Dual Licensure in EEML will afford the Hawai'i Department of Education (DOE) opportunities to hire educators that are prepared to work in diverse settings as a language specialist or general education teacher. Graduates of this program will have experience collaborating with colleagues and understand the importance of integrating language instruction into all educational settings and content areas. Graduates will be able to differentiate and scaffold instruction to minimize the need to pullout multilingual learners from the classroom, something the Department of Education Assistant Superintendent Suzanne Mulcahy stated is a long-term goal of the Department during a recent Board of Education meeting.

This program will also afford the Hawai'i DOE opportunities to hire educators that are qualified in order to meet federal requirements and the Hawai'i Board of Education's goals outlined in Policy 105.4 (Appendix A).

Lastly, this program will affect other agencies such as Community Colleges in that a goal of the program is to form articulation agreements so that graduates with an Associate Degree from the community colleges can continue their education and become licensed educators. For example, a memorandum of understanding is being established with Kapi'olani Community College to provide opportunities for graduates of their Second Language Teacher program to continue their education. Such partnership will open up more pathways for students from diverse communities to become educators.

References

- Ballantyne, K.G., Sanderman, A.R., Levy, J. (2008). *Educating English language learners: Building teacher capacity*. Washington, DC: National Clearinghouse for English Language Acquisition. Available at http://www.ncele.gwu.edu/practice/mainstream_teachers.htm.
- Caldrón, M., Slavin, R., and Sánchez, M. (2011). Effective instruction for English learners. *Future of Children*, 21(1), 103-127.
- García, O., & Kleifgen, J. (2010). *Educating emergent bilinguals: Policies, programs, and practices for English language learners*. New York: Teachers College Press.
- Nutta, J., Mokhtari, K, & Strelbel, C. (2012). *Preparing every teacher to reach English learners*. Cambridge: Harvard Education Press.
- Suárez-Orozco, C., Abo-Zena, M., & Marks, A. *Transitions: The development of children of immigrants*. New York: New York University Press.
- US Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey”, 2011-12 v.1a
- U.S. Department of Education (2009). *State and Local Implementation of the No Child Left Behind Act, Volume VIII—Teacher Quality: Final Report*. By Beatrice Birman, Andrea Boyle, Kerstin Carlson Le Floch, Amy Elledge, Deborah Holtzman, Mengli Song, Kerri Thomsen, Kirk Walters, and Kwang-Suk Yoon. Washington, D.C.: U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, Policy and Program Studies Service.



University of Hawai'i at Mānoa
College of Education Program Sheet 2016-2017
Bachelor of Education (BEd) in Elementary Education
Specialization: Elementary Education & Multilingual Learning
Admissions: Selective Process: Application
Min. Total Credits: 120 (109 in core & major + 11 in electives)

UHM General Education Core Requirements
Foundations
<input type="checkbox"/> FW ENG 100, 100A, 190, ESL 100, or AMST 111
<input type="checkbox"/> FS MATH 112
<input type="checkbox"/> FG (A / B / C)
<input type="checkbox"/> FG (A / B / C)
Diversification
<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 FAMR 230 or PSY 240
<i>* See degree, college and major requirements for courses that can also fulfill these.</i>
UHM Graduation Requirements
Focus
<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+)
Hawaiian / Second Language
• The Hawaiian or Second Language requirement is not required for students admitted to the College of Education.
Credit Minimums
• 120 total applicable
• 30 in residence at UHM
• 45 upper division (300+ level) credits
Grade Point Average
• 2.0 cumulative or higher (<i>Note: Other GPAs may be required</i>)
• To graduate from COE, students must meet the College's higher GPA requirement(s).
• Good academic standing

College Requirements
Licensure Track Admission Requirements
• Fall admission only.
• Submit an application no later than the following: <ul style="list-style-type: none"> ◦ March 1 for fall semester (Feb 1 priority deadline)
• 2.75 cumulative GPA in all post-secondary institutions
• 55 credits
• Completion of all UHM General Education Core and any additional Licensure Track Prerequisites.
• 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).
• 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"> ◦ AAT from Leeward Community College ◦ AS in Human Services w/Early Childhood Specialization from Maui College ◦ AA in Liberal Arts- Concentration in Education from Kapi'olani Community College ◦ AS in Early Childhood Education-Preschool Option from Honolulu Community College ◦ AS in Early Childhood Education from Kaua'i Community College ◦ AS in Early Childhood Education from Hawai'i Community College
• Official minimum state passing scores on the basic skills licensure test(s) as approved by the College of Education (COE) and aligned with the Hawaii Teacher Standards Board (HTSB) policy. Note that HTSB and COE requirements may differ. Please see a COE OSAS advisor for the latest information.
• 40 hours of documented current group leadership involvement with elementary-aged youth.
• Personal admissions interview.
Licensure Track Prerequisites
<input type="checkbox"/> FAMR 230 ^{DS} or PSY 240 ^{DS} ; and <input type="checkbox"/> LING 102 ^{DS}
<input type="checkbox"/> HWST 107 ^{DH} ; and <input type="checkbox"/> MUS 253 ^{DA} , THEA 470, DNCE 490 (highly recommended) or any other DA course
<input type="checkbox"/> MATH 111
<input type="checkbox"/> MATH 112 ^{FS}
<input type="checkbox"/> SPED 304
Required Graduation Grade Point Averages
• 2.75 cumulative GPA or higher

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 & Multilingual Learning**Specialization: Elementary Education & Multilingual Learning****Admission to Licensure Track: Complete all General Education and Licensure Track prerequisites.****Application: Deadline = Fall entrance only. February 1-priority; March 1-final.****Min. major credits: 78****Min. C grade (not C-) in all Licensure Track Core and Elementary Education Emphasis courses****Requirements****Elementary Education Emphasis Courses (12 credits)***For pre-licensure and licensure students***Emphasis Courses** EDEF 310*^{DS} EDEP 311*^{DS} EDEF/ITE 360 SPED 304^{DS}*Prior to the start of the licensure track courses, students must take SPED 304.**Students are strongly advised to complete EDEF 310, EDEP 311, and EDEF/ITE 360 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 (51 credits)

Required Courses	<input type="checkbox"/> ITE 312	<input type="checkbox"/> ITE 313	<input type="checkbox"/> ITE 314* ^{DL}	<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.***Dual Preparation in Multilingual Learning (12 credits)***Pending sufficient enrollment**In addition to ITE 320 and EDEF/ITE 360, the following courses are required.*

Multilingual Learning Emphasis	<input type="checkbox"/> ITE 327	<input type="checkbox"/> ITE 328	<input type="checkbox"/> LING 102 ^{DS}	<input type="checkbox"/> SLS 302
---------------------------------------	----------------------------------	----------------------------------	---	----------------------------------

*Students are strongly advised to complete LING 102 prior to admission to the licensure track program.***Notes**

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

Education Faculty Advisors:

Denise Abara; Everly 126; (808) 956-5192; dabara@hawaii.edu

Laurie Akana; Everly 126; (808) 956-6695; akanalk@hawaii.edu

Reid Kuioka; Everly 126; (808) 956-5371; rkuioka@hawaii.edu

Niki Libarios; Everly 126; (808) 956-4268; nlibario@hawaii.edu

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

Karen Wilson; UH Ctr-Palmanui; (808) 209-8031; (808) 984-3526; wilsonkl@hawaii.edu

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

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

Tinalak: Filipino Student Support, tinalak@hawaii.edu



University of Hawai'i at Mānoa – Four-Year Academic Plan 2016-2017

College of Education

Bachelor of Education (BEd) in Elementary Education

Specialization: Elementary Education & Multilingual Learning

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	Credits	Fall	Credits	Fall	Credits	Fall	Credits
MATH 111	3	SPED 304 (DS)	3	ITE 328	3	ITE 327	3
FAMR 230 or PSY 240 (DS)	3	ITE 360	3	Elementary Education & Multilingual Learning Cohort Semester 1		Elementary Education & Multilingual Learning Cohort Semester 3	
FW	3	MUS 253 (DA)	3	Elementary Education & Multilingual Learning Cohort Semester 2		Elementary Education & Multilingual Learning Cohort Semester 4	
FG (A/B/C)	3	Elective	3	Elementary Education & Multilingual Learning Cohort Semester 2		Elementary Education & Multilingual Learning Cohort Semester 4	
DP (or DB)	3	Elective	3	Elementary Education & Multilingual Learning Cohort Semester 2		Elementary Education & Multilingual Learning Cohort Semester 4	
Credits	15	Credits	15	Credits	19	Credits	16
Spring		Spring		Spring		Spring	
MATH 112 (FS)	3	Submit Application in January	3	SLS 302	3		
HWST 107 (DH)	3	EDEF 310	3	Elementary Education & Multilingual Learning Cohort Semester 2		Elementary Education & Multilingual Learning Cohort Semester 4	
FG (A/B/C)	3	EDEP 311	3	Elementary Education & Multilingual Learning Cohort Semester 2		Elementary Education & Multilingual Learning Cohort Semester 4	
DB (or DP)	3	LING 102	3	Elementary Education & Multilingual Learning Cohort Semester 2		Elementary Education & Multilingual Learning Cohort Semester 4	
DY	1	Elective	3	Elementary Education & Multilingual Learning Cohort Semester 2		Elementary Education & Multilingual Learning Cohort Semester 4	
Elective	2			Elementary Education & Multilingual Learning Cohort Semester 2		Elementary Education & Multilingual Learning Cohort Semester 4	
Credits	15	Credits	12	Credits	16	Credits	12
Summer		Summer		Summer		Summer	
Credits	0	Credits	0	Credits	0	Credits	0
Total Credits	30	Total Credits	57	Total Credits	92	Total Credits	120

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.

Make plans to achieve official minimal state passing scores on basic skills licensure test(s) as approved by the College of Education (COE) and aligned with the Hawaii Teacher Standards Board (HTSB) policy as soon as possible and before year 2. Note that HTSB and COE requirements may differ. Please see a COE OSAS advisor for the latest information.

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