

New Program Code     Replace 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 STV_COLL
Department	(4) _____	_____	<input type="checkbox"/> See Banner form STV_DEPT
Degree/Certificate	(6) _____	_____	<input type="checkbox"/> See Banner form STV_DEGC
Major	(4) _____	_____	<input type="checkbox"/> See Banner form STV_MAJR
Concentration	(4) _____	_____	<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)?  
 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

**EXISTING PROGRAM CODE TO REPLACE, IF APPLICABLE**

Program Code _____	Program Description _____
Institution _____	Campus _____
College _____	Department _____
Level _____	
Are current students "grandfathered" under the program code? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Should the old program code be available for use in Banner? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Effective <span style="border: 1px solid black; display: inline-block; width: 100px; height: 1.2em; vertical-align: middle;"></span> , old program code will no longer be available to admit or recruit students.	
Term (ie. Fall 2020)	
<i>This will turn off the online application, recruitment (effects Banner forms SRASUMI and SRAQUIK) and admissions (effects Banner forms SAADCRV, SAAADMS, SAASUMI, SAAQUIK, and SAAQUAN) Banner modules.</i>	
Effective <span style="border: 1px solid black; display: inline-block; width: 100px; height: 1.2em; vertical-align: middle;"></span> , old program code will no longer be available to award degree to students.	
Term (ie. Fall 2020)	
<i>This will turn off the general student (effects Banner form SGASTDN) and academic history (effects Banner form SHADEGR) Banner modules.</i>	

**ATTACHMENTS**

**BOR Approved:** Sole-credential Certificate, Associate, 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

<p><b>CERTIFICATES ONLY: Please check one (1) statement.</b> This certificate is a...</p> <p><input type="checkbox"/> BOR approved certificate. BOR Meeting/Approval Date: _____</p> <p><input type="checkbox"/> Chancellor approved within an authorized BOR program. BOR Program: _____</p> <p><input type="checkbox"/> Chancellor approved CO in accordance with UHCCP 5.203, Section IV.B.10.</p>
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**VERIFICATIONS**

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

<p><b>Registrar</b> (Print Name)</p> <p>_____</p>	<p><b>Financial Aid Officer</b> (Print Name)</p> <p>_____</p>	<p><b>For Community Colleges, verification of consultation with OVPCC Academic Affairs:</b> Tammi Oyadomari-Chun</p> <p>_____</p>
Signature	Date	Signature
Signature	Date	Signature
Date	Date	Date

**ADDITIONAL COMMENTS**



UNIVERSITY  
of HAWAII®  
MĀNOA

MEMORANDUM

November 25, 2020

TO: David Lassner  
President

VIA: Michael Bruno *Michael Bruno*  
Provost

VIA: Laura E. Lyons *Laura E. Lyons*  
Associate Vice Chancellor for Academic Affairs

Krystyna Aune, Dean, Graduate Division *Krystyna Aune*

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

Peter Arnade *Peter Arnade*  
Dean, College of Arts, Languages & Letters

SUBJECT: Request Approval of the Proposal for a Graduate Certificate in Multilingual  
Multicultural Professional Practice

SPECIFIC ACTION REQUESTED:

It is requested that the President approve the attached proposal for a Graduate Certificate in Multilingual Multicultural Professional Practice (MMPP).

RECOMMENDED EFFECTIVE DATE:

Fall 2021

ADDITIONAL COST:

No additional resources are required to operate the program.

PURPOSE:

The purpose of the Graduate Certificate in Multilingual Multicultural Professional Practice is to address an important area of need in the state, preparing professionals to effectively work with multilingual and multicultural populations (upon completion of the graduate certificate and approval from Hawaii Teacher Standards Board), graduates may be eligible to add a K-12 TESOL license to their existing license.

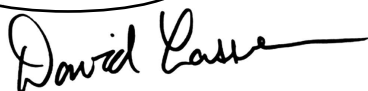
BACKGROUND:

The proposed Multilingual Multicultural Professional Practice Graduate Certificate is part of the *UHM OVCAA's Multilingual Multicultural Strategic Initiative*, whose mission is to connect and enhance UHM strengths as a multilingual and multicultural environment through collaborative curriculum development, interdisciplinary research, and community partnerships. Overarching goals are to promote social justice, equity, and sustainability. The proposed MMPP graduate certificate cultivates a strong sense of place, building upon the unique opportunities that Hawai'i affords related to cultures and languages, while also preparing graduates to be global leaders in multilingualism, multiculturalism, and linguistic human rights. This graduate certificate will be primarily housed in the College of Education and jointly administered between the College of Education and College of Arts, Languages & Letters.

ACTION RECOMMENDED:

It is requested that the President approve the attached proposal for a Graduate Certificate in Multilingual Multicultural Professional Practice.

APPROVED / DISAPPROVED



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David Lassner  
President

November 14, 2021

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Date

ATTACHMENTS:

1. Proposal
2. Letter of Support – William S. Richardson School of Law
3. Letter of Support – HIDOE
4. Hawai'i Qualified Teacher in TESOL Qualification Requirements Memo
5. Approved ATP for a Graduate Certificate in MMPP

*11/14/2021: See also MFS resolution approved May 12, 2021 and sent with this memo to President's Office on November 10, 2021. di*

## **Graduate Certificate in Multilingual Multicultural Professional Practice Proposal**

### **COE-CALL**

**Department of Curriculum Studies (Patricia Halagao, Chair)**  
**Department of Second Language Studies (Graham Crookes, Chair)**  
**Department of East Asian Languages & Literatures (Dina Yoshimi, Assoc. Professor)**  
**Institute for Teacher Education (Brook Chapman de Sousa, Assoc. Prof.)**

#### **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 proposed interdisciplinary *Multilingual Multicultural Professional Practice Graduate Certificate (MMPP)* is part of the *UHM OVCAA's Multilingual Multicultural Strategic Initiative*, whose mission is to connect and enhance UHM strengths as a multilingual and multicultural environment through collaborative curriculum development, interdisciplinary research, and community partnerships. Overarching goals are to promote social justice, equity, and sustainability. The proposed MMPP graduate certificate cultivates a strong sense of place, building upon the unique opportunities that Hawai'i affords related to cultures and languages, while also preparing graduates to be global leaders in multilingualism, multiculturalism, and linguistic human rights.

#### *Certificate outcomes (all with an emphasis on Hawai'i)*

Students will be able to:

- Critically analyze multilingual and multicultural contexts.
- Identify problems and needs across disciplines, professions, and orientations, and create solutions and programs.
- Evaluate impacts of work with multilingual and multicultural communities and individuals to support a flourishing, sustainable, multilingual, and multicultural society.

The MMPP is a joint partnership between College of Education (COE) and College of Arts, Languages & Letters (CALL) and is also of interest to different UHM professional schools, such as law, medicine, and social work to show specific qualifications in multilingual and multicultural competencies.

#### *Consultation process*

Over the past two years, faculty from the College of Education (COE) and College of Arts, Languages & Letters (CALL) have collaborated to design this MMPP graduate certificate. In addition, repeated and broad consultation processes with potential stakeholders (university administrators, faculty, students, Hawai'i Department of Education (HIDOE) and community members) were engaged in (through a series of campus-based events: a World Cafe, the Virtual Institute Summit, and two presentations at a local language-related conference Hawai'i Association of Language Teaching (HALT)). We also sought and received feedback about the relationship between 'Ōlelo Hawai'i and multilingualism from Hawaiian language scholars at the COE and Dr. Punihei Lipe, Native Hawaiian Affairs Program Officer. They were consulted in the creation of this proposal, as a central goal of the certificate is to align with the current

Hawai‘i State Board of Education policies and UH System learning outcomes that orient to Hawaiian values (i.e., Nā Hopena A‘o E-3 policy, Multilingualism for Equitable Education policy 105-15, Aloha ‘Āina Strategic plan). This wide consultation with stakeholders has resulted in a co-authored piece by former BOE members Patricia Halagao and Cheryl Ka‘uhane Lupenui entitled “Hawai‘i Breathes Multilingualism” in *Value of Hawai‘i Part 3, Hulihia (2020)* co-edited by Noelani Goodyear-Kaopua, Jonathon Osorio, Craig Howes, and Aiko Yamashiro.

### *Terms*

This MMPP uses the term “multilingual” to be consistent with current perspectives in the field of second language studies. Instead of other previously commonly-used terms such as “English Language Learner” (ELL) and “Teaching English to Speakers of Other Languages” (TESOL), multilingual emphasizes the cultural and linguistic assets of people and recognizes the need for fostering heritage language maintenance and language acquisition broadly, not just English. These perspectives can lead to educational, social, and economic benefits both for professionals and for the communities they serve. Multilingualism will be used as the inclusive term, consistent with the [HIDOE 2020-2030 Promise Plan](#) (p. 7) which states “We will provide and support multicultural and multilingual learning opportunities for our staff and our students” and refers to promoting multiliteracy through “the Kaiapuni program, supporting the preservation of the Hawaiian language; English Learner (EL) program, honoring the native language of students as they learn the English language; and a robust World Languages program, allowing all students opportunities to study multiple languages and cultures.”

Most graduate certificates are located primarily in their respective disciplinary bases, like the Asian Studies, Pacific Island Studies, and Second Language Studies graduate certificates, and do not extend beyond their departmental area of focus. This interdisciplinary graduate certificate aims to draw together domains previously separated. Other programs such as the East-West Center’s International Cultural Studies Graduate Certificate, the MEd in Educational Foundation’s track in Global Perspectives, and the William S. Richardson School of Law’s Pacific-Asian Legal Studies Certificate focus on global and international perspectives. The MMPP focuses on local context, cultures and social justice issues that arise from, or are intertwined with, the state’s current and historical status as a multilingual multicultural place. This certificate can contribute to creating infrastructure and policies that support multilingualism and multiculturalism in Hawai‘i. To show specialization within other degree programs, Law School faculty have expressed that students would appreciate a qualification showing additional expertise in local, community-oriented matters (where multilingual and multicultural competencies are relevant).

Graduate certificates can serve as entry points into degree programs. The MMPP can be a pathway into the MEd in Curriculum Studies or the MA in Second Language Studies. The MMPP will increase enrollment in existing courses and will not require additional resources or detract from students in other programs being able to take the courses. It can also be complementary and show specialization within a degree program. For instance, education professionals in the state can benefit from the graduate certificate that specifically upgrades their multilingual multicultural knowledge and skills in the context of schooling.

**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)?**

The MMPP will be administered by a designated program director and with individual faculty from participating departments advising students on certificate requirements. It will be administered through the Department of Curriculum Studies in the COE.

**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?**

Units involved will include a professional school, the College of Education and the College of Arts, Languages, & Letters. We consulted formally with the Chair of the Department of Linguistics, Dr. Kamil Deen and he in turn consulted with his colleagues and suggested three courses, which we included as relevant potential electives. Please see linked email of support from Chair of Linguistics ([link](#)).

As we look ahead to including MMPP in other professional schools, we have engaged faculty from William S. Richardson School of Law. Please see linked Letter of Support from Law School Associate Dean ([link](#)). Specifically, we've received feedback from School of Law faculty, including Liam Skilling, Director of the Evening Part Time Program and Academic Success; David Forman, Director, Environmental Law Program and Faculty Specialist, Ka Huli Ao Center for Excellence in Native Hawaiian Law; and Mark Levin, Director of Pacific-Asian Legal Studies Program on program design and appropriate law school course electives. Law school faculty have expressed a need for programming that develops the professional skill set of working with language interpreters/translators for non-English spoken and signed English languages as a part of essential 21st Century lawyering skills for their students through Lawyering Fundamentals or in their clinical law pedagogy. The hope is to also expand to other professional schools like the John A. Burns School of Medicine and the Thompson School of Social Work and Public Health. Please see Table 1 for a full list of faculty consulted and involved in the planning process.

The departments that will implement the proposed academic certificate are faculty from COE and Second Language Studies (SLS). Dr. Xu Di, chair of Educational Foundations and Dr. Katherine Ratliffe, chair of Educational Psychology, have also been consulted and discussions are underway related to collaborating on the MMPP. The ATP 1 was approved on September 13, 2019 by a unanimous vote of the Curriculum Studies (CS) faculty. The ATP 1 was approved by the SLS faculty on November 4, 2019. The COE Committee for Curriculum and Program Planning approved the ATP 1 on December 16, 2019. This program proposal was approved by a unanimous vote of attending CS faculty at the September 11, 2020 CS Department faculty meeting and September 29, 2020 by SLS Department faculty. The COE Committee for Curriculum and Program Planning approved the proposal on Sept 25, 2020 and the COE Faculty Senate approved it on October 9, 2020.



*Table 1. Faculty Consulted/Involved in Program Development*

<b>Department</b>	<b>Name</b>
Curriculum Studies	Patricia Halagao, Keith Cross, Julie Kaomea, Eōmailani Kukahiko, Kahea Faria, Pohai Schultz, Brooke Taira
East Asian Languages & Literature	Dina Yoshimi (Director, Hawai‘i Language Roadmap Initiative, UHM)
Institute of Teacher Education	Brook Chapman de Sousa, Priscila Bluth, ‘Alohilani Okamura
School of Law	Liam Skilling, David Forman, Mark Levine, Justin Levinson
Second Language Studies	Graham Crookes, Elizabeth Gilliland
Educational Foundations	Xu Di
Educational Psychology	Katherine Ratliffe
Linguistics	Kamil Deen

**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?**

This graduate certificate will serve graduate students enrolled in degree programs at the university and professionals working in the community. It is anticipated that there will be strong demand for the MMPP Graduate Certificate from professionals working with multilingual and multicultural communities in the state. The certificate enhances their opportunities to work across disciplines and collaborate on problem-solving around common issues.

The MMPP will serve the growing demand for professionals who interact with multilingual populations. For example, it would benefit educators, who are administrators, general education teachers, counselors, English Learner (EL) specialists, bilingual or dual language teachers, language immersion teachers, and world language teachers to have the specific knowledge and skills required to work effectively with multilingual populations. Upon program approval from Hawai‘i Teachers Standards Board (HTSB), educators with an existing Hawai‘i state license may take a prescribed set of course work that would make them eligible



to add a K-12 TESOL Licensure Add-a-Field.

This demand is particularly attested to by educators whom we consulted with. Throughout the creation of this proposal, we consulted with various stakeholders to determine the need for the program and collaborate on its elements. We met with Hawaiian language and cultural scholars in the COE. Additionally, we met with the Multilingual Learner/TESOL Teacher Education Committee (TEC). Members of the TEC include faculty from UHM and Kapi‘olani Community College who focus on multilingualism and TESOL, HIDOE teachers and administrators, and a representative from the COE Office of Student Academic Services (OSAS). We also consulted various representatives from the HIDOE including three Assistant Superintendents representing the Offices of Student Support Services, Curriculum & Instructional Design, and Office of Talent Management, respectively; the Title III Specialist; and World Languages and EL Specialists. Practitioners such as a principal who serves on the HIDOE EL taskforce and educators from both elementary and high schools with high percentages of multilingual students/ELs provided feedback on the program. All of these stakeholders agreed that there is a strong need for this program. Please see the linked letter of support from the HIDOE attesting to the current and future demands for programs such as the one proposed ([link](#)). These stakeholders provided valuable feedback on curriculum design, course work, and how to make the program accessible and useful for potential participants, such as providing summer, online, and hybrid coursework, that will be integrated into the program. Additionally, the College of Education exit survey data indicates a need for increased preparation in the area of multilingualism, in particular to better serve EL students.

The state has begun requiring credentials for educators working with multilingual/EL students ([link to the memo](#)), marking a critical move to ensure the state is meeting its responsibilities as articulated by the US Office for Civil Rights. Moreover, the HIDOE’s Grow Our Own initiative lists English as a Second Language (ESL, referred to as TESOL by the HTSB) as “high need” areas. This initiative provides stipends to teachers entering preparation programs in areas needing qualified teachers. Because the program will provide weekend, hybrid and distance-learning options and is the only graduate level add-a-field option for Multilingual Multicultural Professional Practice, with an added benefit of a K-12 TESOL licensure, it will likely attract new students. Additionally, credits earned can apply towards a Master’s degree in Curriculum Studies so it will serve graduate students at the University. Because of this emphasis on credentialing, we are estimating that it will serve 12 to 15 students per cohort. We anticipate running one cohort per year.

## **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 from a regionally accredited institution 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 Division admission requirements for academic 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 multilingual and multicultural education as expressed in a statement of purpose.
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. Two (2) professional or academic 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?**

Not applicable.

**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 MMPP graduate certificate will be fifteen credits or five three-credit courses (see **Table 2 below**). Two of the courses will be required "core courses" and will be taken with students from across disciplines. The remaining three courses will be elective "professional courses" that focus on multilingual multicultural aspects of the professional field in the context of Hawai'i. Across the curriculum as a whole, Hawaiian culture, history, and language are foundational in every course and important in understanding our multilingual multicultural context. At least nine credits or three three-credit courses at the 600-level are required.

Core Courses (Required)

The two core courses will be one introductory foundational course in SLS and the capstone is a graduate certificate capstone course.

Professional Courses (Electives)

Three professional courses will focus on specific knowledge and skills applicable to serving multilingual and multicultural populations. Students may select three courses from a list of currently approved elective choices to be determined with advisor.

Table 2. Organization of MMPP Coursework

<b>COURSES</b>		
<b>Core Introductory</b>	<b>Professional Application Courses (Electives)</b> <i>Currently Approved Elective Choices</i> <i>(TBD with advisor)</i>	<b>Core Capstone</b>

<p><b>SLS 680U</b> Topics in Second Language Studies: Use - Introduction to Multilingualism Multiculturalism (3)</p>	<p><b>Choose three elective courses (3 credits each) from below:</b></p> <p>EDCS/SLS 644 Multilingual/ EL Pedagogy  EDCS 645 Multicultural Literacy  EDCS 630 Cultural Diversity in Education  EDCS 640M Interdisciplinary Education: Special Topics: Indigenous and Postcolonial Perspectives in Education  EDCS 440 Curriculum Implications for Multicultural Education  ITE 403D Seminar in Educational Inquiry: International Field Study  EDCS 647C Classroom and School Literacy Assessment: Multilingual  SLS 618 Language Learning &amp; Technologies  SLS 630 Second Language Program Development  SLS 660 Sociolinguistics and Second Languages  LAW 590R Workshops and Clinics: Child Welfare Clinic  LAW 526 Pacific Islands Legislative Drafting Directed Study  LWPA 587 Comparative Law  LWPA 514 Law &amp; Society in Japan  LAW 548 Immigration Law  LING 416 Language as a Public Concern  LING 417/617 Language Acquisition and Language Revitalization  LING 680 Introduction to Language Documentation</p>	<p><b>EDCS 696</b> Graduate Certificate Capstone (3)</p>
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For educators wanting a TESOL Licensure Add-a-Field, they will be advised to take a set of professional courses (**see Table 3 below**) aligned to the Nā Hopena A‘o (HĀ and BREATH, Policy E-3), 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.” Nā Hopena A‘o is based on the following BREATH framework: Belonging, Responsibility, Excellence, Aloha, Total Well-being and Hawai‘i.

Coursework further is aligned with the TESOL International Association P-12 Teacher Education Program Standards. The Hawai‘i Teacher’s Standards Board (HTSB) uses the TESOL standards to align licensure programs. The TESOL standards are: (1) Knowledge about Language, (2) ELL in the Sociocultural Context, (3) Planning and Implementing Instruction, (4) Assessment and Evaluation, (5) Professionalism and Leadership. TESOL articulates an asset-based approach to working with language learners. Based on advice that we received from the HTSB, once the MMPP is approved by UH, we can seek approval from HTSB so that upon successful completion of the MMPP, graduates will be eligible to add a TESOL Licensure Add-a-Field to their existing Hawai‘i state teaching license. We are using the TESOL Standards to develop the courses because in the past, HTSB has approved similar licensure programs with these same standards.

Table 3. Organization of MMPP coursework for K-12 TESOL Licensure/Add-a-Field

<b>COURSES</b>		
<b>Core Introductory</b>	<b>Professional Application Courses (Electives)</b> <i>Currently Approved Elective Choices</i> <i>(TBD with advisor)</i>	<b>Core Capstone</b>
<b>Course 1)</b> <b>SLS 680U</b> Topics in Second Language Studies: Use - Introduction to Multilingualism Multiculturalism (3) [TESOL Standards 1, 2 and 5]	<b>Course 2) EDCS/SLS 644</b> Multilingual/ EL Pedagogy (3) [TESOL Standards 1, 2, and 3]  <b>Course 3) Choose one from below</b> [TESOL Standards 2]: EDCS 645 Multicultural Literacy EDCS 630 Cultural Diversity in Education EDCS 640M Interdisciplinary Education: Special Topics: Indigenous and Postcolonial Perspectives in Education EDCS 440 Curriculum Implications for Multicultural Education ITE 403D Seminar in Educational Inquiry: International Field Study SLS 618 Language Learning & Technologies SLS 630 Second Language Program Development SLS 660 Sociolinguistics and Second Languages LAW 590R Child Welfare Clinic LAW 526 Pacific Islands Legislative Drafting Directed Study LWPA 587 Comparative Law LWPA 514 Law & Society in Japan LAW 548 Immigration Law LING 416 Language as a Public Concern LING 417/617 Language Acquisition and Language Revitalization LING 680 Introduction to Language Documentation  <b>Course 4) EDCS 647C</b> Classroom & School Literacy Assessment: Multilingual [TESOL Standards 1, 2 & 4]	<b>Course 5)</b> <b>EDCS 696</b> Graduate Certificate Capstone [TESOL Standard 1, 2 and 5]
<b>Nā Hopena A‘o (HĀ and BREATH, Policy E-3) outcomes integrated in coursework</b>		

**d. What courses are required for the certificate program? What is the rationale for including these courses?**

*Introductory Core Course (Required)*

*SLS 680U Topics in Second Language Studies: Use - Introduction to Multilingualism and Multiculturalism* (Summer)

Variable topics in special areas of second language studies: (E) second language learning; (N) second language analysis; (P) second language pedagogy; (R) second language research methodology; (U) second language use.

This course will be taken during the first semester because it will address essential knowledge about language, the sociocultural context, and professionalism, as well as Hawaiian Language, culture, and historical aspects that shape our current multilingual and multicultural context (framed in accordance with multilingual and multicultural

perspectives). This course will be the introduction for the remaining courses in the MMPP. SLS 680U will be taken by all of the students in the MMPP. It will use the shared linguistic and cultural context of Hawai‘i and address the certificate objectives of identifying problems and needs across disciplines, professions, and orientations, and develop solutions and programs building.

### Professional Courses (Electives)

Students have the option of choosing three culture-focused professional courses from the approved list below in consultation with their advisor. These courses must address the sociocultural context of learning and living in multicultural contexts in Hawai‘i. They should also provide students with perspectives and tools to conduct their professional work in multilingual multicultural contexts.

#### *EDCS/SLS 644 Multilingual/EL Pedagogy*

Examines practices, theories, research, and perspectives on multilingual/ EL teaching approaches. Topics include culturally and linguistically responsive approaches, collaboration, lesson planning, and adapting materials to promote the growth and development of multilingual/ EL learners.

This cross-listed course will be required for students interested in coursework for K-12 TESOL Licensure/Add-a-Field because it will provide graduates with essential knowledge about language, the sociocultural context for language learning in schools, and effective ways to plan and implement instruction for multilingual and multicultural learners.

#### *EDCS 645 Multicultural Literacy*

Interdisciplinary examination of research and issues in the teaching and learning of literacy in diverse multicultural settings.

#### *EDCS 647C Classroom and School Literacy Assessment: Multilingual*

Advanced use of formative and summative assessments to monitor/lead classroom and school literacy programs. Focuses on diversity, leadership, state/national initiatives, and practical applications in schools or other educational contexts.

This course is focused on assessment in multilingual contexts. It will provide students with knowledge about the important role of assessment and evaluation in multilingual and multicultural contexts. Participants will learn practical skills on how to effectively assess and evaluate students who are multilingual and also be able to critique institutional assessment and evaluation procedures.

#### *EDCS 630 Cultural Diversity in Education*

Examines issues, theories, perspectives and practices in multicultural education and promotes awareness, encourages knowledgeable reflection and develops skills necessary for multicultural practitioners.

*EDCS 640M Seminar: Interdisciplinary education: Special Topics: Indigenous and Postcolonial Perspectives in Education*

Study in trends, research, and problems of implementation in teaching field. (C) English; (H) mathematics; (I) literacy; (J) science; (K) social studies; (M) interdisciplinary education; (N) art; (P) place-based education.

*EDCS 440 Curriculum Implications for Multicultural Education*

Examination of trends, issues, school practices, and programs in multicultural education and its related area of study—bilingual-bicultural education.

*ITE 403D Seminar in Educational Inquiry: International Field Study*

This course is the study and discussion of general school-related topics and issues, e.g., dimensions of elementary and/ or secondary schooling, school governance, curriculum design and development, the student learner, classroom management; (B) service learning; (C) exploratory education; (D) international field study; (E) minor in education.

This course immerses students into the cultures, languages and contexts of diverse places. It may provide a unique experience for educators to gain a deeper appreciation and understanding of where their students are from.

*SLS 618 Language Learning & Technologies*

A wide range of emerging technologies for language learning and research will be explored. Online/face to-face discussions and hands-on experiential learning are integrated with learner's goals, best practices, and theoretical foundations.

*SLS 630 Second Language Program Development*

Designing, implementing, and evaluating language programs; systems-based approach to program and curriculum development.

*SLS 660 Sociolinguistics and Second Languages*

Theoretical and applied aspects of language, culture, and society, and research methods in sociolinguistics, as they relate to second and foreign language issues.

*LAW 590R Workshop and Clinics: Child Welfare Clinic*

(B) Prosecution Clinic; (C) Defense Clinic; (D) Elder Law Clinic; (E) Environmental Law Clinic; (G) Estate Planning Workshop; (H) Legal Aid Clinic; (I) Native Hawaiian Rights Clinic; (J) Family Law Clinic; (K) Entrepreneurship and Small Business Clinic; (M) Mediation Clinic; (N) Lawyering Skills Workshop; (P) Mediation Workshop; (Q) Immigration Clinic; (R) Child Welfare Clinic; (S) Hawai'i Innocence Project I; (T) Hawai'i Innocence Project II; (U) Medical Legal Partnership; (W) Advanced Elder Law Clinic (3).

This class is a child welfare clinic that focuses on the issues pertaining to at-risk children and their families. The course is intended to be multidisciplinary in scope, applying and, ideally, blending the analytical lenses of the disciplines of law, social work, nursing, and



education. The class will be clinical in approach, with students working to make a positive impact on the lives of youth through on-site experiences at selected community programs. Students will collaborate in multidisciplinary teams (class enrollment permitting) on projects that directly benefit young people at their community placement sites. Students will leave the course with improved practice skills, a deeper understanding of interdisciplinary interaction, and valuable connections to other child welfare professionals.

*LWPA 587 Comparative Law*

Introduction to the civil law tradition, particularly as exemplified by the legal systems of East and Southeast Asia. After a brief review of comparative law study and the historical development of the civil law, the course will examine the structure and role of the courts, judicial process, the legal profession and constitutional law and administrative law in Western Europe and in the Asian civil law countries.

*LWPA 514 Law & Society in Japan*

An extended historical review of the foundations of Japanese law in society: Japan's adoption and adaptation of Chinese legal doctrines, continental European legal structures and ideas, and American influences. Consideration of the structure of contemporary law in Japan: a look at the various players in the legal system, some important legal doctrines, and the real-world operation of Japan's laws today.

*LAW 548 Immigration Law*

A brief overview of historical development of immigration law; analysis of exclusion and deportation grounds and remedies, as well as the study of the legal immigration system of both immigrant and nonimmigrant visa applications and petitions. The course also covers the current law on asylum and refugee applications and US citizenship and naturalization requirements.

*LING 416 Language as a Public Concern*

How does language serve as a proxy for larger social questions? Focuses on four main themes: language revitalization, discrimination on the basis of accent, gender miscommunication and the English Only Movement.

*LING 417/617 Language Acquisition and Language Revitalization*

Provides training relevant to the study and revitalization of heritage languages and endangered languages.

*LING 680 Introduction to Language Documentation*

Covers history, method, and theory behind language documentation, and the role of language endangerment in the field. Discussion on skills required to undertake documentation; topics may vary depending on the emphases of the instructor.

Capstone Core Course (Required)

*EDCS 696 Graduate Certificate Capstone*



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

This course will be taken by all of the students in the MMPP. In particular, this course will serve as the capstone class for the graduate certificate during the final semester. Hawaiian language and culture will be foundational as well as a focus on multiple languages. This course will provide an opportunity to apply and experience multilingual multicultural issues.

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

The MMPP will be four semesters with most coursework over the summer to support professionals', in particular educators' schedules. The following is an example course sequence list:

Summer 1:

1. Core course: SLS 680U Topics in Second Language Studies: *Use* - Introduction to Multilingualism and Multiculturalism
2. Professional elective course 1

Fall

3. Professional elective course 2

Spring

4. Professional elective course 3

Summer 2:

5. Core Course: EDCS 696 Graduate Certificate Capstone

**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?**

There will not be a practicum or internship for this certificate.

**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?**

In collaboration, students will complete an integrative final project drawing on their newfound multilingual multicultural understanding of their professional field. Emphasis will be on networking and intersections across professional fields.

Educators may develop e.g., a school improvement plan, inquiry, curriculum design or Professional Teaching Portfolio (PTP) as the capstone for the MMPP. Readers for these selected projects by students will guide students' development on their integrative projects throughout the program culminating in a presentation and final paper. K-12 educators may choose to complete an electronic PTP to showcase learning aligned with the TESOL Standards 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 PTP will have artifacts aligned to standards from assignments throughout the program, address how students applied what they have learned in their schools, districts, or other organization, 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 graduate certificate will draw on faculty from the primary units of CALL and COE to teach core courses. Professional electives will be drawn from colleges/schools, such as CALL, COE and Law School. Each student will have an advisor from a corresponding school/College to help guide their field of interest and progress in the program. Existing faculty in the COE and CALL will advise the candidates and offer the courses. No additional 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?**

Program effectiveness will be demonstrated and measured through gathering and analyzing final projects based on certificate outcomes. After two years, alumni will be convened in focus groups to examine program impact on their professional growth and work with communities. Altogether, these will be compiled and analyzed by program faculty in terms of program effectiveness for program assessment and improvement.

Student learning will be assessed according to course-based student learning outcomes which reflect the broad program outcomes, as well as through their final capstone projects. Readers of the capstone projects will conduct assessments using a rubric that addresses the certificate outcomes, important elements of professional standards, for example in education it would be the TESOL standards, and the Nā Hopena A‘o.

**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 program objectives are appropriate functions of the primary colleges and overall university. They align with the 2017 Integrated Academic and Facilities Plan. This plan begins with a statement of “Vision,” which on its first line refers to Hawai‘i as “a special place where diverse people and communities live, work, learn and play together in a sustainable manner” and makes it clear that UH has a vital role to play in sustaining that vision. Sustainability at a societal level in a diverse area requires language and cultural understanding and skills.

It also aligns with the UHM strategic plan 2015-2025, Mānoa 2025: Our Kuleana to Hawai‘i and the World (see <http://manoa.hawaii.edu/strategicplan/>), which has four goals: (1) becoming a

Native Hawaiian place of learning and an indigenous-serving institution, (2) enhancing student success, (3) Excellence in research, (4) Building a sustainable and resilient campus environment. With respect to goal 1: The proposed certificate supports a Native Hawaiian context in that it takes the host culture and language as the values base for multilingual and multicultural understandings. For goal 2: It relates to student success in terms of aiding the preparation of students to flourish in Hawai‘i as a diverse cultural space; the strategic plan refers to student success in “an increasingly interconnected world” (p. 20). The certificate aims to support a “transformational experience” where students can “engage with new ideas and communities, thereby developing greater cross-cultural awareness and sensitivity” (p. 24). With respect to goal 3 and 4: The proposed certificate is consistent with the strategic plan’s [research emphasis on sustainability](#). A thread throughout will be on sustaining cultural and linguistic diversity, which will be an essential component of students’ capstone projects.

The MMPP graduate certificate promotes the UHM Mission as stated in the draft UH Mānoa Strategic Plan (2015-2025), **E ho‘omālamalama i kō mālama: Cultivating the potential within each member of our community**. It reflects our “diverse community and environment” and “serves the people of Hawai‘i, and our neighbors in the Pacific and Asia.” The certificate promotes understanding of our diverse community within a multilingual multicultural context (Asia and the Pacific). The certificate is directly intended to “cultivate creative and innovative leaders who mālama our people, our places, and our ways of knowing in order to sustain and transform our islands and the world.” Such leaders, from varying professional fields, must have a deep understanding, respect, and competencies of this place’s cultural and linguistic diversity and interconnectedness. The MMPP will support professionals to understand, value, and sustain the cultures and languages of the state. The COE focuses on education and educator preparation and the SLS faculty and students examine second language use and learning from educational, linguistic, psychological, sociological, and anthropological perspectives. The partnership capitalizes on the strengths of each department to address the certificate objectives.

The UHM Vision statement, **Ka lamakū o ke aloha ‘āina: A leading light of aloha ‘āina for Hawai‘i and the world**, is central to the hopes of this certificate. The certificate is grounded on the belief that UHM should be leaders in this respect. This vision will be enhanced if we better understand each others’ languages, cultures, and various “rich knowledge systems” to serve our local and global communities.



November 23, 2020

Dr. Nathan M. Murata, Dean  
College of Education, University of Hawaii at Manoa  
1776 University Avenue  
Honolulu, Hawaii 96822

Dr. Peter Arnade  
College of Arts, Languages & Literature  
Hawai'i Hall 314  
2500 Campus Road  
Honolulu, HI 96822

Re: Multilingual Multicultural Professional Practice Graduate Certificate

Dear Dean Murata and Dean Arnade:

The William S. Richardson School of Law enthusiastically supports the Multilingual Multicultural Professional Practice Graduate Certificate, a joint partnership between College of Education and the College of Arts, Languages and Letters at the University of Hawai'i at Mānoa.

The Law School is very supportive of collaborations and interdisciplinary curricular partnerships and several Law School faculty members participated in a variety of forums related to the Multilingual Multicultural Strategic Initiative of the Office of the Vice Chancellor for Academic Affairs and more specifically to discussions on the goals and program design of this graduate certificate. As a result of that participation, the faculty members were convinced that this particular program offers important skills that many professionals, including lawyers, need to be effective. In addition, they believe the diversity of perspectives that the certificate students would bring to their Law School courses will enhance the quality of the courses for all students. Accordingly, the following Law School faculty members have approved these courses to be listed as professional electives in the graduate certificate:

- LAW 590R Child Welfare Clinic (Liam Skilling)
- LAW 526 Pacific Islands Legislative Drafting Directed Study (Drew Porter, if not also David Forman)
- LWPA 587 Comparative Law (Mark Levin)
- LWPA 514 Law & Society in Japan (Mark Levin)
- LAW 548 Immigration Law (John Egan)

Please let me know if you have any questions or need more information.

Sincerely,

A handwritten signature in black ink that reads 'Daniel L. Barnett'.

Daniel L. Barnett  
Associate Dean for Academic Affairs  
Professor of Law  
William S. Richardson School of Law



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

OFFICE OF STUDENT SUPPORT SERVICES

August 28, 2019

Dr. Nathan M. Murata  
Dean, College of Education,  
University of Hawaii at Manoa  
1776 University Avenue  
Honolulu, Hawaii 96822

**Re: Letter of Support for Multilingual Multicultural Professional Practice Graduate Certificate Program**

Dear Dr. Murata:

As the Hawaii State Department of Education (HIDOE) Assistant Superintendent for the Office of Student Support Services, I strongly support the University of Hawaii at Manoa developing a *Multilingual Multicultural Professional Practice Graduate Certificate Program* in which teachers can Add-a-Field to an existing teaching license in K-12 TESOL (Teaching English to Speakers of Other Languages). Provided that the K-12 TESOL Add-a-Field will be approved by the Hawaii Teacher Standards Board, this additional certificate program opportunity will strongly support the needs of the HIDOE.

HIDOE continues to have a need to develop in-service teachers with K-12 TESOL licensure. With a growing English Learner (EL) population, there is an urgency to develop additional opportunities for teachers to add a field in TESOL, and for all teachers to have foundational English language development skills to address the needs of our multilingual population. As part of HIDOE's continued commitment to ensure equity and excellence for all students, teachers are expected to be licensed in their field(s) of instruction. HIDOE's Office of Talent Management has also recognized TESOL as a teacher shortage area.

It is therefore my sincere hope that this certificate program is given the highest consideration for funding and implementation, ensuring all of our ELs have access to qualified and effective teachers.

Please contact Andreas Wiegand, EL Educational Specialist, Student Support Section, at (808) 305-9717 or via email at [andreas.wiegand@k12.hi.us](mailto:andreas.wiegand@k12.hi.us) should you have any questions.

Very truly yours,

A handwritten signature in black ink, appearing to read "Heidi Armstrong".

Heidi Armstrong  
Assistant Superintendent

HA:aw

c: Superintendent



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

OFFICE OF STUDENT SUPPORT SERVICES

March 5, 2019

**TO:** Deputy Superintendent  
Complex Area Superintendents  
Principals  
District Educational Specialists  
School Renewal Specialists  
Complex English Learner Resource Teachers  
State Public Charter School Commission Executive Director  
Public Charter School Directors

**FROM:** Heidi Armstrong *Heidi Armstrong*  
Assistant Superintendent

*Ar* Amy S. Kunz *Carol Kwock*  
Assistant Superintendent and CFO  
Office of Fiscal Services

Cynthia Covell *Cynthia Covell*  
Assistant Superintendent  
Office of Talent Management

**SUBJECT: Hawaii Qualified Teacher in Teaching English to Speakers of Other Languages  
Qualification Requirements**

**Language Instruction Educational Program (LIEP)**

Equity and access are key priorities for the Hawaii Department of Education (HIDOE). To support equity and access for English Learners (ELs), we must ensure that they are taught by Hawaii Qualified personnel. Sufficient staff and resources must be provided to implement LIEPs comprised of English as a Second Language (ESL)/English Language Development (ELD) courses and Sheltered Instruction. Therefore, schools must make every reasonable effort to schedule ELs with appropriate and qualified teachers who can meet the language needs of EL students.

**Program Staffing Requirements**

HIDOE continues to require all teachers to meet state Hawaii Qualified requirements in all subject areas and at the grade level in which the teacher has been assigned. Teachers who provide direct instruction through an ESL/ELD program shall be Hawaii Teaching English to Speakers of Other Languages (TESOL) qualified.

General education classroom teachers who have EL students in their classrooms (Sheltered Instruction) shall either have or continue to obtain six (6) TESOL-related credits to support EL success. Additional details are forthcoming.

The table below outlines the program elements, teacher qualifications, and pathways.

<b>English Language Development Program</b>	<b>Teacher Type and Qualification Requirement</b>	<b>Pathway Options</b>
ESL/ELD Pull-out, or ESL/ELD Push-in  and  Content-based ESL (“J” Section, as needed)	<u>EL Teachers</u> (Certificated or Part-time Teachers)  TESOL License or TESOL Every Student Succeeds Act (ESSA) Content Equivalency	<ul style="list-style-type: none"> <li>• TESOL License;</li> <li>• Passing score on the Praxis 5362 (TESOL);</li> <li>• National Board Certification in TESOL;</li> <li>• 30 credits/college major in TESOL or 30 TESOL college credits;</li> <li>• Approved ESSA rubric in TESOL, <a href="https://goo.gl/1zrs4F">https://goo.gl/1zrs4F</a>; or</li> <li>• Other HIDOE adopted university/college pathways.</li> </ul>
and  Sheltered Instruction	<u>Classroom Teachers</u>  Six (6) ESL/ELD TESOL Credits	<ul style="list-style-type: none"> <li>• 6 TESOL college course credits that lead to a TESOL license; or</li> <li>• 6 PDE3 EL instructional course credits aligned to the TESOL standards.</li> </ul>

**Timeline**

Beginning with school year 2019-20, teachers identified as needing to obtain a TESOL license shall have three years to complete a selected pathway.

To assist teachers to become Hawaii Qualified in TESOL, the HIDOE has partnered with Kapiolani Community College to offer the *New EL Teacher Program* as an additional pathway; for more information, click on the link, <https://goo.gl/Rtp6RL>.

**Funding**

Schools must make every reasonable effort to hire, retain, and/or develop Hawaii Qualified TESOL teachers for their LIEP. EL general funds are provided based on EL subgroup needs to ensure requirements in the chart above are met. In addition to the EL weights provided via Weighted Student



Deputy Superintendent, et al.  
March 5, 2019  
Page 3

Formula (WSF) based on students' English proficiency levels, schools may apply the base value that every student receives to address ELD needs. Schools can use their "WSF allocation details sheet" as a reference for funding. Title III funds are also available for professional development and to build the capacity of administrators and teachers.

Please direct all questions to Andreas Wiegand, EL Educational Specialist, Student Support Section, via Lotus Notes or at (808) 305-9717 or to the Educator Quality Section, Office of Talent Management via email at [hqt@notes.k12.hi.us](mailto:hqt@notes.k12.hi.us) or at (808) 441-8499.

HA:yh

c: Superintendent  
Assistant Superintendents  
Denise Yoshida, Director, Internal Audit Office  
Cara Tanimura, Acting Director, Monitoring and Compliance Branch



UNIVERSITY  
of HAWAII  
MĀNOA

RECEIVED

20 JAN 28 P 4:52

January 3, 2020

MEMORANDUMMĀNOA CHANCELLOR'S  
OFFICETO: David Lassner  
PresidentVIA: Michael Bruno  
Provost

VIA: Laura Lyons  
Interim Associate Vice Chancellor for Academic Affairs

VIA: Krystyna Aune  
Dean, Office of Graduate Education

FROM: Nathan M. Murata  
Dean

SUBJECT: Request Approval of ATP 1 for a Graduate Certificate in Multilingual Multicultural Professional Practice

SPECIFIC ACTION REQUESTED:

It is requested that the Provost approve the ATP 1 for a Graduate Certificate in Multilingual Multicultural Professional Practice.

RECOMMENDED EFFECTIVE DATE:

Upon Approval

ADDITIONAL COST:

There are no additional costs associated with this request.

PURPOSE:

The purpose of the Graduate Certificate in Multilingual Multicultural Professional Practice (MMPP) is to address an important area of need in the state, preparing and licensing educators to work with multilingual students (upon completion of the graduate certificate and approval from HTSB), graduates will be eligible to add a K-12 TESOL license to their existing license.

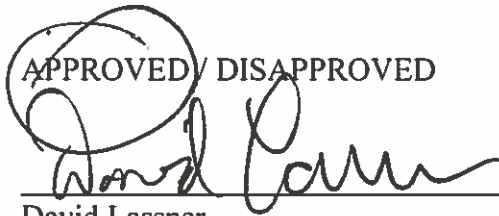
BACKGROUND:

The MMPP aligns with the current mission and strategic plan of the UH System and College of Education (COE). By partnering with other departments within the COE and across different

Colleges, this certificate capitalizes on university resources and reduces duplication of programs. The MMPP addresses a pressing workforce need, while deepening educators' appreciation and understanding of the languages and cultures of the state.

ACTION RECOMMENDED:

It is recommended that the Provost approve the ATP 1 for a Graduate Certificate in Multilingual Multicultural Professional Practice.

APPROVED / DISAPPROVED  


David Lassner  
President

JAN 3 0 2020

Date

Attachments:

1. ATP 1
2. Letter of Support from HIDOE  
*Hawaii Qualified Teacher in Teaching English to Speakers of Other Languages  
Qualification Requirements*  
Dated: March 5, 2019
3. Letter of Support from HIDOE  
*Multilingual Multicultural Professional Practice Graduate Program*  
Dated: August 28, 2019

**Authorization to Plan 1:  
Multilingual Multicultural Professional Practice Graduate Certificate (MMPP)**

**1) Campus, school/college, and department/division proposing the new program:**

The University of Hawai‘i at Mānoa’s College of Education’s (COE) Department of Curriculum Studies and College of Linguistics, Languages and Literature’s Department of Second Language Studies (SLS) is proposing a graduate certificate to prepare students from various disciplines to work collaboratively and develop multilingual multicultural awareness in their professional practices (principal faculty involved include: Patricia Halagao, Curriculum Studies; Brook Chapman De Sousa, ITE; Graham Crookes, SLS; Dina Yoshimi, EALL). The COE is the primary host of this program.

**2) Program proposed and program objectives:**

The proposed: *Multilingual Multicultural Professional Practice Graduate Certificate (MMPP)* is part of the *UHM OVCAA’s Multilingual Multicultural Strategic Initiative*, whose mission is to connect and enhance UHM strengths as a multilingual and multicultural environment through collaborative curriculum development, interdisciplinary research, and community partnerships. Overarching goals are to promote social justice, equity, and sustainability. The MMPP cultivates a sense of place, building upon the unique opportunities that Hawai‘i affords related to culture and languages, while also preparing graduates to be global leaders in multilingualism, multiculturalism, and linguistic human rights.

The MMPP will serve as an umbrella for which multiple tracks in different professional development schools may be proposed. There have been discussions to develop multiple tracks within this graduate certificate that focus on education, law, medicine, business, and social work. We propose initially developing a track that serves education professionals entitled MMPP-Education. Over the past two years, faculty from COE and LLL have collaborated to design this proposed MMPP-Education track. The proposers have had one initial consultation with the Office of the UHM Vice-Chancellor for Academic Affairs (Wendy Pearson; May 15, 2019). Faculty from the William S. Richardson School of Law have also expressed interest in developing a track that focuses on multilingual multicultural professional practices in the field of law.

This MMPP uses the term “multilingual” instead of other commonly used terms such as “English learner” (EL) and “Teaching English to Speakers of Other Languages” (TESOL) in order to emphasize the cultural and linguistic assets of people and recognize the need for fostering language maintenance and acquisition broadly, not just English. This shift in perspective can lead to multiple educational, social, and economic benefits (García & Wei, 2014). However, the COE works in partnership with other agencies that continue to use the terms EL and TESOL; therefore, this document includes multilingualism/ TESOL or multilingual learner/EL throughout.

**2a) Program proposed: MMPP Graduate Certificate**

The MMPP will have five courses. Two of the courses will be “core courses” and will be taken with students across disciplines. The two core courses for all tracks will be one foundational course in SLS and the capstone is a graduate certificate capstone in CS. The remaining three courses will be “professional courses” corresponding with its track drawn from professional schools such as education, law, medicine, or social work.

*MMPP-Education Track.* With the MMPP-education track, the three professional courses will focus on specific knowledge and skills applicable to multilingual multicultural education. The coursework will be aligned to the TESOL International Association P-12 Teacher Education Program Standards under the following five domains: (1) Language, (2) Culture, (3) Professionalism, (4) Instruction, (5) Assessment. The Hawai‘i Teachers Standards Board (HTSB) uses the TESOL standards to align licensure programs. Based on advice that we received from the HTSB, once the MMPP-Education track is approved by UH,

we can seek approval from HTSB so that upon successful completion of the MMPP-Education track, graduates will be eligible to add a K-12 TESOL license to their existing Hawai'i state teaching license. We are using the TESOL Standards to develop the courses because in the past, HTSB has approved similar licensure programs with these same standards.

## **2b) Program objectives**

1. Develop an understanding of how to work with multilingual and multicultural communities and individuals to support a flourishing, sustainable, multilingual, and multicultural society.
2. Develop an understanding of the multilingual and multicultural educational context with emphasis on Hawai'i.
3. Identify problems and needs across disciplines, professions, and orientations, and develop solutions and programs.
4. To prepare educators to effectively work with multilingual and multicultural students, families, and community members.

## **3) Alignment with the Campus and UH system mission, strategic plan and the Integrated Academic and Facilities Plan**

The 2017 Integrated Academic and Facilities Plan begins with a statement of "Vision," which refers to Hawai'i as "a special place where diverse people and communities live, work, learn and play together in a sustainable manner" and that UH has a vital role to play in sustaining that vision. The objectives of the MMPP-Education track are aligned with this vision. The program will deepen educators' understanding and value in sustaining, the cultures and languages of the state. Perhaps surprisingly, the full range of the state's multilingualism and multiculturalism is *not* currently studied as an entity, through a dedicated program at UHM. Students are not systematically prepared to take advantage of this strength of Hawai'i.

The new draft 2019 strategic plan (see <http://manoa.hawaii.edu/strategicplan/>) for UHM has four goals: (1) becoming a Native Hawaiian place of learning and an indigenous-serving institution, (2) Excellence in student success, (3) Excellence in research, (4) Building a sustainable and resilient campus environment. On (1): The proposed certificate relates to a Hawaiian place of learning in that it takes the host culture and language as the values base for multilingual and multicultural understandings; it relates to student success in terms of aiding the preparation of students to flourish in Hawai'i as a diverse cultural space. On (2): the 2019 plan refers to student success in "an increasingly interconnected world" (p. 7), which this certificate supports. On (3): The proposed certificate would align with the [research emphasis on sustainability](#).

## **4) Justification of Need**

There is significant unmet demand, both in the local and in the national workforce, for employees with multilingual proficiency and multicultural competence. These areas of unmet demand also consistently show projected growth at a moderate to high rate. More specifically, the MMPP- Education track will target a variety of educators, such as administrators, general education teachers, English Learner (EL) specialists, bilingual or dual language teachers, language immersion teachers, and world language teachers to support EL and multilingual classrooms. It aligns with the growing support for multilingual and multicultural education in Hawai'i's public and independent schools and community organizations. Students who earn the certificate will be prepared to implement the Hawai'i Department of Education (HIDOE) language-focused policies such as the Seal of Biliteracy Policy 105.15) and Multilingualism for Equitable Education (Policy 105.14) and advocate for equity and social justice in state education systems broadly.

In Hawai'i, around 18% of public school students are, or have been ELs, (Hawai'i P-20 Partnership for Education, 2018). This number is not inclusive of Hawaiian language speakers. Kaiapuni schools focused on Hawaiian language immersion have approximately 3,200 students enrolled or roughly 2% of

public school students (Kau‘i Sang, HIDOE Office of Hawaiian Education, personal communications, 2019). According to the HIDOE, “With 17,000+ English Learner students, across the Department, we certainly do not have enough TESOL-licensed teachers” (personal communications, 2019). The number of ELs in the HIDOE is similar to the number of students identified as Special Education (SPED) with 17,449 students in Special Education during the 2016-2017 school year (Hawai‘i Department of Education, 2017); however, the COE is doing a better job of offering coursework and licensure options for SPED that could serve as a model for multilingualism/TESOL offerings.

Based on a May 5, 2019, HIDOE memo, the state has begun requiring credentials for educators working with multilingual/EL students ([link to the memo](#)). This memo marks a critical move to ensure the state is meeting its responsibilities as articulated by the US Office for Civil Rights. The Grow Our Own initiative added English as a Second Language (ESL, referred to as TESOL by the HTSB) to the list of “high need” areas. This initiative provides stipends to teachers entering preparation programs in areas needing qualified teachers. According to HTSB, there are only four out of 14 accredited Educator Preparation Programs in Hawai‘i that provide TESOL/ multilingual initial licensure (Brigham Young University, ITeach Hawai‘i, Teach Away, and UHM). None offer graduate-level licensure options. The MMPP will fill this gap and provide a licensure option in TESOL at graduate level for teachers.

#### **5) Demand for the program:**

On April 24, 2019, a World cafe meeting solicited feedback on the Multilingual Multicultural Strategic Initiative projects. UHM faculty, students and community members expressed support for a MMPP graduate certificate with multiple tracks in education, business, law, and medicine. For the MMPP-Education track, the COE Multilingual Learner/TESOL Teacher Education Committee (TEC) was consulted. TEC include faculty from UHM and Kapi‘olani Community College focused on multilingualism and TESOL, HIDOE teachers and administrators, and OSAS representative. Native Hawaiian faculty from CS and Native Hawaiian Affairs program provided feedback on Hawaiian perspectives on multilingualism. HIDOE was consulted, such as three Assistant Superintendents representing Student Support Services, Curriculum & Instructional Design, and Office of Talent Management; the Title III Specialist; World Languages and EL Specialists. Practitioners such as a principal who serves on the HIDOE EL taskforce and educators from K-12 schools with high percentages of multilingual students/ELs also provided feedback on the program. All stakeholders agreed that there is a strong need for this program. Please see the linked letter of support from the HIDOE attesting to the current and future demands for programs such as the one proposed ([link](#)). These stakeholders provided valuable feedback on curriculum design, course work, and how to make the program accessible and useful for potential participants, such as providing summer, online, and hybrid coursework, that will be integrated into the program. Additionally, the COE exit survey data indicates a need for increased preparation in the area of multilingualism and TESOL at UH. Finally, on September 13, 2019, the program’s primary academic unit, the Curriculum Studies Department faculty voted unanimously to support this ATP.

#### **6) Non-duplication of programs**

There are no interdisciplinary graduate certificates focused on multilingual multicultural professional practice, and none associated with a TESOL-licensure option available at UH Mānoa.

#### **7) List potential risks**

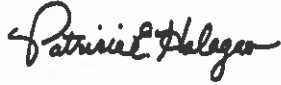
There are no risks involved in offering the proposed graduate certificate, as it is conventional in its mode of delivery, sites, study formats, etc.

#### **8) New Resources: No new resources are necessary.**

Signature Page:

Signature indicates that the person has reviewed the ATP1 and supports the proposed program.  
Signature page is to be completed upon submission to the VPAPP.

Dean/Department/Division Chair:



Patricia E. Halagao Chair & Professor, Department of Curriculum Studies



Graham V. Crookes Chair, Professor, Department of Second Language Studies

---

Signature

Print Name

Date

Dean of Graduate Division:



Krystyna S. Aune

01-15-2020

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Signature

Print Name

Date

Provost:



Michael Bruno

1/27/20

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Signature

Print Name

Date

President:



David Lassner

JAN 30 2020

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Signature

Print Name

Date



## References

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DAVID Y. IGE  
GOVERNOR



DR. CHRISTINA M. KOSHIMOTO  
SUPERINTENDENT

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

OFFICE OF STUDENT SUPPORT SERVICES

March 5, 2019

TO: Deputy Superintendent  
Complex Area Superintendents  
Principals  
District Educational Specialists  
School Renewal Specialists  
Complex English Learner Resource Teachers  
State Public Charter School Commission Executive Director  
Public Charter School Directors

FROM: Heidi Armstrong *Heidi Armstrong*  
Assistant Superintendent

*Ar* Amy S. Kunz *Carol Kowale*  
Assistant Superintendent and CFO  
Office of Fiscal Services

Cynthia Covell *Cynthia Covell*  
Assistant Superintendent  
Office of Talent Management

SUBJECT: **Hawaii Qualified Teacher in Teaching English to Speakers of Other Languages  
Qualification Requirements**

**Language Instruction Educational Program (LIEP)**

Equity and access are key priorities for the Hawaii Department of Education (HIDOE). To support equity and access for English Learners (ELs), we must ensure that they are taught by Hawaii Qualified personnel. Sufficient staff and resources must be provided to implement LIEPs comprised of English as a Second Language (ESL)/English Language Development (ELD) courses and Sheltered Instruction. Therefore, schools must make every reasonable effort to schedule ELs with appropriate and qualified teachers who can meet the language needs of EL students.

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

**Program Staffing Requirements**

HIDOE continues to require all teachers to meet state Hawaii Qualified requirements in all subject areas and at the grade level in which the teacher has been assigned. Teachers who provide direct instruction through an ESL/ELD program shall be Hawaii Teaching English to Speakers of Other Languages (TESOL) qualified.

General education classroom teachers who have EL students in their classrooms (Sheltered Instruction) shall either have or continue to obtain six (6) TESOL-related credits to support EL success. Additional details are forthcoming.

The table below outlines the program elements, teacher qualifications, and pathways.

English Language Development Program	Teacher Type and Qualification Requirement	Pathway Options
ESL/ELD Pull-out, or ESL/ELD Push-in  and  Content-based ESL ("J" Section, as needed)	<u>EL Teachers</u> (Certificated or Part-time Teachers)  TESOL License or TESOL Every Student Succeeds Act (ESSA) Content Equivalency	<ul style="list-style-type: none"> <li>• TESOL License;</li> <li>• Passing score on the Praxis 5362 (TESOL);</li> <li>• National Board Certification in TESOL;</li> <li>• 30 credits/college major in TESOL or 30 TESOL college credits;</li> <li>• Approved ESSA rubric in TESOL, <a href="https://goo.gl/1zrs4F">https://goo.gl/1zrs4F</a>; or</li> <li>• Other HIDOE adopted university/college pathways.</li> </ul>
and  Sheltered Instruction	<u>Classroom Teachers</u>  Six (6) ESL/ELD TESOL Credits	<ul style="list-style-type: none"> <li>• 6 TESOL college course credits that lead to a TESOL license; or</li> <li>• 6 PDE3 EL instructional course credits aligned to the TESOL standards.</li> </ul>

**Timeline**

Beginning with school year 2019-20, teachers identified as needing to obtain a TESOL license shall have three years to complete a selected pathway.

To assist teachers to become Hawaii Qualified in TESOL, the HIDOE has partnered with Kapiolani Community College to offer the *New EL Teacher Program* as an additional pathway; for more information, click on the link, <https://goo.gl/Rtp6RL>.

**Funding**

Schools must make every reasonable effort to hire, retain, and/or develop Hawaii Qualified TESOL teachers for their LIEP. EL general funds are provided based on EL subgroup needs to ensure requirements in the chart above are met. In addition to the EL weights provided via Weighted Student

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Formula (WSF) based on students' English proficiency levels, schools may apply the base value that every student receives to address ELD needs. Schools can use their "WSF allocation details sheet" as a reference for funding. Title III funds are also available for professional development and to build the capacity of administrators and teachers.

Please direct all questions to Andreas Wiegand, EL Educational Specialist, Student Support Section, via Lotus Notes or at (808) 305-9717 or to the Educator Quality Section, Office of Talent Management via email at [hqt@notes.k12.hi.us](mailto:hqt@notes.k12.hi.us) or at (808) 441-8499.

HA:yh

c: Superintendent  
Assistant Superintendents  
Denise Yoshida, Director, Internal Audit Office  
Cara Tanimura, Acting Director, Monitoring and Compliance Branch



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

OFFICE OF STUDENT SUPPORT SERVICES

August 28, 2019

Dr. Nathan M. Murata  
Dean, College of Education,  
University of Hawaii at Manoa  
1776 University Avenue  
Honolulu, Hawaii 96822

**Re: Letter of Support for Multilingual Multicultural Professional Practice Graduate Certificate Program**

Dear Dr. Murata:

As the Hawaii State Department of Education (HIDOE) Assistant Superintendent for the Office of Student Support Services, I strongly support the University of Hawaii at Manoa developing a *Multilingual Multicultural Professional Practice Graduate Certificate Program* in which teachers can Add-a-Field to an existing teaching license in K-12 TESOL (Teaching English to Speakers of Other Languages). Provided that the K-12 TESOL Add-a-Field will be approved by the Hawaii Teacher Standards Board, this additional certificate program opportunity will strongly support the needs of the HIDOE.

HIDOE continues to have a need to develop in-service teachers with K-12 TESOL licensure. With a growing English Learner (EL) population, there is an urgency to develop additional opportunities for teachers to add a field in TESOL, and for all teachers to have foundational English language development skills to address the needs of our multilingual population. As part of HIDOE's continued commitment to ensure equity and excellence for all students, teachers are expected to be licensed in their field(s) of instruction. HIDOE's Office of Talent Management has also recognized TESOL as a teacher shortage area.

It is therefore my sincere hope that this certificate program is given the highest consideration for funding and implementation, ensuring all of our ELs have access to qualified and effective teachers.

Please contact Andreas Wiegand, EL Educational Specialist, Student Support Section, at (808) 305-9717 or via email at [andreas.wiegand@k12.hi.us](mailto:andreas.wiegand@k12.hi.us) should you have any questions.

Very truly yours,

A handwritten signature in black ink, appearing to read "Heidi Armstrong".

Heidi Armstrong  
Assistant Superintendent

HA:aw

c: Superintendent



*Presented to the Mānoa Faculty Senate on behalf of the Graduate Council for a vote of the full Senate on May 12, 2021, a resolution supporting the proposal for a graduate certificate in Multilingual Multicultural Professional Practice. Approved unanimously through acclamation by the Mānoa Faculty Senate on May 12, 2021.*

**Resolution Supporting the Proposal for a Graduate Certificate in  
Multilingual Multicultural Professional Practice (MMPP)**

**WHEREAS**, the College of Education (COE) and the College of Arts, Languages and Letters (CALL) have proposed a 15-credit interdisciplinary Graduate Certificate in Multilingual Multicultural Professional Practice; and

**WHEREAS**, the proposed interdisciplinary certificate is part of the UHM OVCAA's Multilingual Multicultural Strategic Initiative, whose mission is to connect and enhance UHM strengths as a multilingual and multicultural environment through collaborative curriculum development, interdisciplinary research, and community partnerships; and

**WHEREAS**, the MMPP will be administered through the Department of Curriculum Studies in the COE, along with the Department of Second Language Studies, Department of East Asian Languages and Literatures in CALL, and the Institute for Teacher Education; and

**WHEREAS**, the MMPP is also of interest to UHM professional schools, such as law, medicine, and social work, to show specific qualifications in multilingual and multicultural competencies; and

**WHEREAS**, a central goal of the certificate is to align with the current Hawai'i State Board of Education policies and UH System learning outcomes that orient to Hawaiian values; and

**WHEREAS**, the proposers have consulted widely both within UH and in the community, finding that the state has begun requiring credentials for educators working with multilingual/EL students; and

**WHEREAS**, no additional resources will be required to operate the program; therefore

**BE IT RESOLVED**, that the Manoa Faculty Senate recommends approval of the proposed Graduate Certificate in Multilingual Multicultural Professional Practice.

*Supporting document:*

[Revised Proposal for the Graduate Certificate in MMPP](#)