

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> Yes No

Program Length

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

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? Yes No

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

Effective **, old program code will no longer be available to admit or recruit students.**
Term (ie. Fall 2020)

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

Effective **, old program code will no longer be available to award degree to students.**
Term (ie. Fall 2020)

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

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>CERTIFICATES ONLY: Please check one (1) statement. 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>

VERIFICATIONS

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

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

ADDITIONAL COMMENTS

EXISTING PROGRAM CODE TO REPLACE, IF APPLICABLE

Program Code		Program Description	
Institution		Campus	UH Manoa
College		Department	
Level			

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

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

Effective , old program code will no longer be available to admit or recruit students.
Term (ie. Fall 2020)

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Registrar
(Print Name)

Financial Aid Officer
(Print Name)

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

Pheng Xiong, University Registrar

Jodie Kuba

Tammi Oyadomari-Chun

 Digitally signed by Pheng Xiong
Date: 2022.02.23 16:02:47
+1000

Signature Date

 Digitally signed by Jodie Kuba
Date: 2022.02.23 16:20:07
+1000

Signature Date

 Digitally signed by Tammi Oyadomari-Chun
Date: 2022.02.23 16:20:07
+1000

Signature Date

ADDITIONAL COMMENTS

New BOR approved program - with two tracks.

New Program Code Replace Program Code

Date: February 23, 2022

REQUESTOR CONTACT INFORMATION

Name	Pheng Xiong	Campus	UH Manoa
Title	University Registrar	Email	pxiong@hawaii.edu
Office/Dept	Office of the Registrar	Phone	808-956-5322

NEW PROGRAM CODE TO CREATE

Institution	UH Manoa	Campus	UH Manoa
Level	Undergraduate	Effective Term	202310

	Code (Max. Characters)	Description	Check if requesting new code:
College	(2) 25	College of Education	<input type="checkbox"/> See Banner form STVCOLL
Department	(4) SPED	Special Education	<input type="checkbox"/> See Banner form STVDEPT
Degree/Certificate	(6) BED	Bachelor of Education	<input type="checkbox"/> See Banner form STVDEGC
Major	(4) SPED	Special Education	<input type="checkbox"/> See Banner form STVMAJR
Concentration	(4) SDSA	Severe Disabilities/Autism	<input checked="" type="checkbox"/> See Banner form STVMAJR
Minor	(4)		<input type="checkbox"/> See Banner form STVMAJR

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Should this program be available for applicants to select as their planned course of study on the online application? <i>If yes, student may select the code as their only program of study.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

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

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

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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

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Required Terms of Enrollment: Fall Spring Summer Extended

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Chancellor approved within an authorized BOR program. BOR Program:

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

VERIFICATIONS

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

<p>Registrar (Print Name)</p> <p><u>Pheng Xiong, University Registrar</u></p> <p> Digitally signed by Pheng Xiong Date: 2022.02.23 16:02:47 +10:00</p> <p>Signature <input type="text" value=""/> Date <input type="text" value=""/></p>	<p>Financial Aid Officer (Print Name)</p> <p><u>Jodie Kuba</u></p> <p> Digitally signed by Jodie Kuba Date: 2022.02.23 16:18:16 +10:00</p> <p>Signature <input type="text" value=""/> Date <input type="text" value=""/></p>	<p>For Community Colleges, verification of consultation with OVPC Academic Affairs:</p> <p><u>Tammi Oyadomari-Chun</u></p> <p></p> <p>Signature <input type="text" value=""/> Date <input type="text" value=""/></p>
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ADDITIONAL COMMENTS

New BOR approved program - with two tracks.



UNIVERSITY
of HAWAII
MĀNOA

UNIVERSITY OF HAWAII
BOARD OF REGENTS

College of Education
Office of the Dean

'22 JAN 27 A9:06

DTS 22137 A1d

MEMORANDUM

January 12, 2022

TO: Randolph G. Moore
Chair, Board of Regents

VIA: David Lassner
President

David Lassner

VIA: Michael Bruno
Provost

Michael Bruno

VIA: Laura E. Lyons
Interim Vice Provost for Academic Excellence

Laura E. Lyons

FROM: Nathan M. Murata
Dean, College of Education

Nathan M. Murata

SUBJECT: Request Approval of the Proposal for New Academic Program:
Bachelor's of Education (BEd) in Special Education

	APPROVED
	<u>2/17/2022</u> DATE
	<u><i>Kenneth C. ...</i></u> BOARD SECRETARY UNIVERSITY OF HAWAII BOARD OF REGENTS

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents approve the attached proposal for a New Academic Program: the BEd in Special Education will have two tracks leading to teacher licensure: (a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/Autism – PreK – 12.

RECOMMENDED EFFECTIVE DATE:

Fall 2022.

ADDITIONAL COST:

There are no additional costs associated with this request.

PURPOSE:

The BEd in Special Education is a priority for the UHM Department of Special Education because it will fill a gap in avenues for teacher licensure by creating an undergraduate option for the areas of Mild/Moderate Disabilities – Secondary Education and Severe Disabilities/Autism – PreK-12. Currently, licensure in these areas is only at the Post-Baccalaureate or MED levels.

Randolph G. Moore

January 12, 2022

Page 2

BACKGROUND:

In accordance with RP 5.201, Section III.A.1.a., this request is being submitted to the Board of Regents for approval. The statewide BEd in Special Education will have two tracks leading to teacher licensure: (a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/Autism – PreK – 12. The UH System does not currently offer a teacher-licensure program at the bachelor's degree level in these two specialty areas. This new program will fill that gap in avenues for special education teacher licensure. Providing this new opportunity for licensure is critical because there is a chronic and persistent shortage of licensed special education teachers in Hawaii and throughout the U.S. The shortage of licensed special education teachers is particularly problematic for the Hawaii Department of Education because the federal special education law (Individuals with Disabilities Education Act) requires licensed special education teachers for students with disabilities.

ACTION RECOMMENDED:

It is recommended that the Board of Regents approve the attached proposal for a New Academic Program: BEd in Special Education will have two tracks leading to teacher licensure: (a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/Autism – PreK – 12.

ATTACHMENTS:

1. Proposal
2. Approved ATP for BEd in SPED

**Proposal for New Academic Program:
Bachelors of Education (BEd) in Special Education
Department of Special Education, College of Education
Revised 01-12-2022**

I. Executive Summary

The statewide BEd in Special Education will have two tracks leading to teacher licensure: (a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/Autism – PreK – 12. The UH System does not currently offer a teacher-licensure program at the bachelor’s degree level in these two specialty areas. This new program will fill that gap in avenues for special education teacher licensure. Providing this new opportunity for licensure is critical because there is a chronic and persistent shortage of licensed special education teachers in Hawaii and throughout the U.S. The shortage of licensed special education teachers is particularly problematic for the Hawaii Department of Education because the federal special education law (Individuals with Disabilities Education Act) requires licensed special education teachers for students with disabilities. The 63-credit 2-year program will provide the 3rd and 4th year of an undergraduate degree program. It is a field-based program that will be offered statewide through UH Outreach College using distance learning coursework. Each year of the program, two cohorts (Mild/Moderate Disabilities – Secondary Education track, and Severe Disabilities/Autism – PreK–12 track) of 24 students each will begin the program. In year 2+, with two cohorts running concurrently, a total of 96 students will be enrolled in the program. At the end of year 2, and in all subsequent years, 46 students will graduate the program and be recommended for licensure as special education teachers (anticipating attrition of one student/cohort). There will be no resources needed. The program will be self-sustaining, funded by revenues generated by offering the entire program through Outreach College.

II. Program Purpose and Outcomes

II. A. Meeting Needs of Students, Local Community, State, and Nation

The BEd in Special Education is a **priority for the UHM Department of Special Education** because it will fill a gap in avenues for teacher licensure by creating an undergraduate option for the areas of Mild/Moderate Disabilities – Secondary Education and Severe Disabilities/Autism – PreK-12. Currently, licensure in these areas is only at the Post-Baccalaureate or MEd levels.

The US and Hawai’i have experienced a shortage of licensed special education teachers for decades. In 1994 a federal court approved the *Felix Consent Decree* requiring Hawai’i to take several measures to improve special education services. A major factor in this class action lawsuit was Hawai’i’s failure to meet the federal requirement of providing qualified and licensed special education teachers for all students with disabilities. In the last several years, Hawai’i has had to fill 1200-1300 teacher vacancies annually, with approximately half of those vacancies in special education. In the 2017-18 school year, the Hawai’i Department of Education was unable to find licensed teachers for 27% (377) of its vacancies. In November 2018, Corey Rosenlee, President of the Hawai’i State Teachers Union, presented data to the Hawai’i Board of Education showing that the teacher shortage in Hawai’i was getting worse:

- The number of teachers leaving Hawaii rose 71% in the five years prior to 2018.
- 5-year teacher retention dropped in 2018: 51 percent of teachers hired in the 2013-2014 school year were still in Hawaii classrooms five years later, down 54 percent from 2017-2018.

- Special education teacher vacancies rose to 352 in 2018; there were 311 vacancies in 2017.
- The number of unqualified teachers who had not gone through a teacher preparation program increased from 473 in 2017 to 508 in 2018

In November 2019, the Hawai'i DOE reported that there were more than 2200 special education teacher positions in the state, and about 500 were filled with unlicensed special education teachers. In December 2019, the Hawai'i Board of Education approved a pay differential of \$10,000 annually to aid in the recruitment and retention of special education teachers. The need for licensed special education teachers in Hawai'i is significant and persistent.

Given the serious teacher shortage in Hawai'i and the Felix Consent Decree (described above), the Hawaii DOE has contracted with the UHM Department of Special Education to prepare special education teachers for the state. The contract has been ongoing since 1998, with the current contract for just over \$2M to fund student stipends and faculty positions. Students enrolled in the BEd in Special Education will be eligible for DOE stipends to cover their tuition costs. Stipend recipients have a *pay-back* requirement of teaching special education in the Hawaii DOE for three years once they are licensed.

II. B. Alignment with UH Academic Master Plan and Strategic Priorities

The goals of the BEd in Special Education are to

- 1. Provide an undergraduate special education teacher licensure program for two specialty areas that are not currently available at the undergraduate level in the UH System.** Note that the BEd Program in the UHM College of Education includes two dual-licensure tracks (general education and special education) for PreK-3 and elementary grade levels in mild/moderate disabilities.

Establishing the BEd in Special Education addresses UHM ILO 1b. Specialized study in an academic field. The field of special education is an academic field grounded on the value-based policy that all students are entitled to an appropriate education. In 2020, appropriate education is defined by a breadth of research-based and evidence-based practices which are essential competencies throughout the specialized courses and fieldwork of the BEd in Special Education Program.

- 2. Establish a high-quality undergraduate special education program that meets the Personnel Standards of the Council for Exceptional Children (CEC) and those of the Council of Chief State School Officer's Interstate Teacher Assessment and Support Consortium (InTASC).**

As noted in Goal 1, the BEd in Special Education addresses ILO 1b. Specialized study in an academic field. Addressing the Personnel Standards of the Council for Exceptional Children (CEC) and those of the Council of Chief State School Officer's Interstate Teacher Assessment and Support Consortium (InTASC) operationalizes the specialized field of study, Special Education. It provides a reference to ensure that the program is defined by best practices of the field. This second program goal also addresses ILO 2a. Think critically and creatively, and ILO 2b. Communicate and report. Throughout the BEd in Special Education, teacher

*candidates are taught to engage in critical and creative thinking as they assess student learning, design instructional programs, and plan classroom management and organizational strategies. They learn and demonstrate effective written and oral communication, individually and in collaborative groups throughout their coursework. Educational technology as a teaching tool, assistive technology, and instructional delivery mode are embedded in the BEd in Special Education curriculum. **Additionally, this program goal addresses ILO 3a. Continuous learning and personal growth**, by including substantial attention to the Model Code of Ethics for Educators (MCEE). The MCEE has been adopted by the Hawai'i Teachers' Standards Board and is explicitly taught and discussed in the field experiences/seminars of the BEd in Special Education.*

3. Assist the State of Hawai'i in addressing the severe and persistent shortage of special education teachers by providing a new entry point for prospective teachers to obtain licensure.

*This program will increase the numbers of special education teachers throughout the state (a minimum of 40 new teachers each year) and will emphasize preparing special education teachers who are culturally respectful and competent (**ILO 3b.**). Cultural respect and competence are crucial to establishing effective relationships with Hawai'i's diverse student population and their families. In turn, these effective relationships will increase the retention rate of program graduates in the teaching force because program graduates will experience a positive impact on the children and families in their communities. A respect for culture and cultural competence is achieved by increasing awareness and knowledge of Hawai'i's cultures through course content and field-based assignments. The BEd in Special Education also ensures that teacher candidates have four semesters of field experiences across school settings that represent Hawai'i's diversity in cultures and economic status.*

*The overwhelming majority of UHM students enrolled in this program will be residents of Hawai'i. As such, the BEd in Special Education addresses **ILO 3d. Civic participation in their communities: Teaching is civic participation.***

4. Deliver the BEd in Special Education statewide to allow students on Oahu as well as the neighbor islands to enroll in the program.

*Delivering the BEd in Special Education statewide models **ILO 3b. Respect for people and cultures, in particular Hawaiian culture**, because the statewide program will be delivered in all communities of the state. Program faculty will establish relationships with schools statewide, and thereby, have the network to provide field experience and civic participation opportunities (**ILO 3d.**) for teacher candidates across Hawai'i's diverse communities.*

II. C. Enrollment Projections, Profiles, Graduation Estimates, and Career Opportunities

As delineated in Table 1 below, a cohort of 24 students will be admitted each academic year to each track (Mild/Moderate Disabilities—Secondary Education track; and Severe Disabilities/Autism track); admissions will only be in the Fall. Beginning Year 2, there will always be two cohorts of 24 students

running in each track (48 students per track; total of 96 students). The UHM Department of Special Education employs a recruitment specialist who will actively recruit for the BEd in Special Education once it is approved. The Special Education recruiter recruits statewide for all departmental programs, and attends UHM, COE, and Special Education recruitment events. Additionally, the recruiter regularly provides on-line recruitment events which are publicized through the COE website and by direct contact with prospective students in a recruitment data base.

Although the UHM Department of Special Education does not currently offer a BEd in Special Education, the recruitment specialist has had 92 inquiries for a BEd in Special Education over the last six years. The rapid enrollment increase in the new Blended Early Childhood Education and Early Childhood Special Education track of the BEd in Elementary Education Program also suggests that there will be strong interest in a BEd in Special Education: In 2018, the first cohort of the Blended Early Childhood Program began with 24 students, and in Fall 2020 we admitted 38 new students, requiring two cohorts. The BEd in Special Education will be particularly attractive to neighbor island students because it will be the only option for special education teacher licensure at the bachelors degree-level, other than the Blended Early Childhood Program.

Based on the profiles of students enrolled in the Blended Early Childhood Program and recruitment inquiries, about half of the students will be traditional undergraduate students, and half will be non-traditional students who have an Associates degree and have been working as educational assistants for five or more years with the Hawaii Department of Education. Many of the nontraditional students will be married and/or parents of young children. About half of the students will be residents of Oahu, and half will be residents of the neighbor islands.

Most program graduates will seek employment with the Hawaii DOE (see “Placement of Graduates” in the **V. Program Effectiveness** below). As noted below, if students have received a stipend from the Hawaii DOE for their tuition, they will be required to *pay back* the tuition by accepting employment with the DOE for three years. Students will often have experiences across multiple schools during their fieldwork and student teaching, and thus will build a network with potential employment opportunities. Furthermore, each spring, the Hawaii DOE Office of Talent Management (personnel office) meets with graduating teacher licensure students to explain the employment process with DOE. UHM COE and other teacher preparation programs also host an employment fair each spring which is attended by a large number of school principals from throughout the state who interview the graduating students. Private schools in Hawaii are also potential employers for program graduates. And finally, given that the shortage of special education teachers in nationwide, there are many career opportunities available for program graduates outside of Hawaii.

Table 1. Enrollment Projections: Provisional Years

BEd in Special Education	Year 1 ¹	Year 2 ²	Year 3	Year 4	Year 5	Year 6	Current Year
Projected Enrollment: a. Mild/Moderate, Secondary Track	24	48	48	48	48	48	

b. Severe Disabilities/Autism, PreK-12	24	48	48	48	48	48	
TOTAL BEd in SPED ENROLLMENT:	48	96	96	96	96	96	

Notes: ¹In Year 1, one cohort of 24 students will be admitted in each track; ²In Year 2, a second cohort of 24 students will be admitted. Two cohorts of 24 students will run concurrently in Year 2 and forward.

Table 2. Program Completion Projections

BEd in Special Education	Year 1 ¹	Year 2 ²	Year 3	Year 4	Year 5	Year 6	Current Year
Projected Completions:							
c. Mild/Moderate, Secondary Track	0	23	23	23	23	23	
d. Severe Disabilities/Autism, PreK-12	0	23	23	23	23	23	
Total BEd in SPED Program Completions	0	46	46	46	46	46	

Notes: ¹The BEd in SPED is a two-year program and will not have any graduates at the end of Year 1;

²Beginning in Year 2, one cohort in each track will graduate every year. An attrition rate of 1 student/cohort/track is anticipated based on current experiences in undergraduate teacher licensure programs.

III. Program Organization

III.A. Curriculum Organization Linked to Program Goals

Goal 1. Provide an undergraduate special education teacher licensure program for two specialty areas that are not currently available at the undergraduate level in the UH System.

The BEd in Special Education Program is a four-semester program (i.e., years 3 and 4 of an undergraduate degree program). It includes a 24-credit set of core courses taken by all students in the program. The core covers foundational and general special education concepts and skills. All students will be in a field course (field experience or student teaching) each semester of the program. The setting for field courses will be aligned with the student's selected program track, Secondary Mild/Moderate Disabilities Track, or Severe Disabilities/Autism Track. And finally, the BEd in Special Education will have two tracks of specialized coursework, Secondary Mild/Moderate Disabilities Track, or Severe Disabilities/Autism Track. Students will complete the 18-credits of coursework associated with their licensure track. The specialization tracks address knowledge and skill competencies specific to the needs of students with mild/moderate disabilities at the secondary level, or students who have severe disabilities/autism.

The BEd in Special Education Core Courses, Field Courses, and Specialization Courses (Tracks) are:

(New courses/new course alphas are in italics; New course proposals are attached)

Before applying to the BEd in Special Education Program (for both tracks):

General Education Courses:

Required:

- HWST 107 Hawaii Center of the Pacific
- Math 100 or higher

Highly recommended courses but not required:

- Math 111 Math for Elementary Teachers I
- Math 112 Math for Elementary Teachers II

Note that Math 111 and Math 112 are highly recommended for both tracks for the Bed in Special Education because all special education teachers need to know the foundations of math education, even those teaching at the secondary level (they are not required, however, because these courses can be very difficult for the students to access in some parts of the state).

Licensure Tracks Prerequisite:

- SPED 304 Foundations of Inclusive Education
(The COE will either provide a 200 level sped prerequisite course or have agreements with the CCs to develop a course to substitute for the 304 as do the current MOAs with LCC and KCC.)

CORE Courses (24 credits):

- 425 Partnerships with Families and Professionals
- 480 Instructional and Assistive Technology
- 485 Classroom Organization and Management
- ITE 320 Instructional and Assessment Methods for Multilingual Learners
- 306 *Special Education Law and Policy*
- 310 *Introduction to Special Education Assessment*
- 311 *Introduction to Specialized Instruction*
- 489 *Intensive Behavioral Interventions*

FIELD Courses (21 credits)

- 400 Field Training in Special Education (3 semesters @ 3 cr each)
- 390 Student Teaching in Special Education (10 cr)
- 391 Seminar in Student Teaching in Special Education (2 cr)

Secondary Special Education – Mild/Moderate Disabilities Track (18 credits):

- 421(e) *Strategies for Reading Difficulties – Mild/Moderate Disabilities* (3 cr)
- 422 *Literacy (Writing) for Secondary Students – Mild/Moderate Disabilities* WI (3 cr)
- 461(e) *Assessment, Planning, and Instruction for Students with Mild/Moderate Disabilities* (3 cr)
- 463 *Inclusive Practices Across the Curriculum - Mild/Moderate Disabilities* (3 cr)
- 455 *Secondary Transition – Mild/Moderate Disabilities* (3 cr)
- 487 *Characteristics/Strategies for Teaching At-Risk Students* (3 cr)

Severe Disabilities/Autism Track (18 credits)

- 332 *Children with Communication Needs* (3 cr)

- 412 Individuals with Severe Disabilities/Autism (3 cr)
- 453 *Physical and Medical Needs – Severe Disabilities/Autism* (3 cr)
- 454 *Serving Non-School-Age Individuals with Severe Disabilities/Autism* (3 cr)
- 460 *Introduction to Assessment and Instruction – Severe Disabilities/Autism* (3 cr)
- 462 Assessment and Instruction – Severe Disabilities/Autism (3 cr)

Program Credits

- CORE 24
- Track 18
- Field 21
- TOTAL *63

*Total major credits = 66; includes SPED 304 prerequisite

Goal 2. Establish a high-quality undergraduate special education program that meets the Personnel Standards of the Council for Exceptional Children (CEC) and those of the Council of Chief State School Officer’s Interstate Teacher Assessment and Support Consortium (InTASC). The Personnel Standards of CEC are the most recognized specialty standards for the preparation of special education teachers in the nation. They align closely with the personnel standards of InTASC. UHM Special Education programs demonstrate that these standards are addressed in our accreditation process through the Association for Advancing Quality in Educator Preparation (AAQEP). The matrix in Appendix A shows the alignment of the BEd in Special Education coursework and fieldwork with the CEC and InTASC personnel standards.

Goal 3. Assist the State of Hawai’i in addressing the severe and persistent shortage of special education teachers by providing a new entry point for prospective teachers to obtain licensure. As noted earlier in this proposal, the University of Hawai’i at Mānoa, the BEd in Special Education will fill the current gap in undergraduate special education teacher licensure options at UHM and the COE by giving prospective students the choice of teacher licensure programs across the range of disabilities (mild/moderate and severe) and grade levels (PreK-3, elementary, and secondary) at the undergraduate level. Currently, the only undergraduate special education licensure programs are combined general education and special education for mild/moderate disabilities at the PreK-3 and elementary grade levels. Expanding special education licensure options at the bachelor’s degree level is especially important on the neighbor islands and rural areas of Oahu where prospective students have less access to higher education and are thus less likely to already hold a bachelor’s degree (as required for obtaining special education licensure through a post-baccalaureate program).

Goal 4. Deliver the BEd in Special Education statewide to allow students on Oahu as well as the neighbor islands to enroll in the program.

The UHM Department of Special Education has been using distance technologies and hybrid teaching formats (primarily on-line coursework with periodic synchronous class sessions, and two face-to-face weekend class meetings at UHM) to deliver a post-baccalaureate special education (PB SPED) licensure program statewide for over a decade. Thus, our faculty are very experienced in delivering a program that reaches students on Oahu in areas distant from UHM, and those on Kaua’i, Mau’i, Moloka’i, Lana’i, and the Island of Hawai’i. The BEd in Special Education will use the same hybrid format as the PB SPED program, with evening classes to allow students to work, and two face-to-face weekends each semester

for highly interactive class activities. Note that students who work will need to arrange their work schedule to allow for field experiences and student teaching.

The BEd in Special Education two-year sequence of courses is presented in Appendix B. All course and field grades must be C or better to be included in the degree program. Students will enroll in 15 credits in semester 1 and 15 credits in semester 2 (three lecture courses and one field experience each semester); 6 credits in the summer between years 1 and 2; 12 credits in the first semester of Year 2 (three lecture courses and one field experience), and 15 credits in their final semester. The final semester is one lecture course, student teaching (10 credits), and student teaching seminar (2 credits). This program schedule is a similar balance of lecture classes and fieldwork as the existing BEd in Elementary Education.

III.B. Admission Policies

The admissions requirements for the BEd in Special Education are consistent with those of other BEd degree programs in the UHM COE:

1. 2.75 GPA or higher
2. Complete 57 credits prior to beginning the program. The 57 credits can be from UHM and/or approved transfer credits from another institution.
3. Complete UHM General Education Core and Licensure Track Prerequisite Requirements prior to the start of program. Applicants who have completed an articulated associates degree from a UH Community College are considered to have met the UHM General Education Core Requirements with possible exceptions (determined by an academic advisor in the COE Office of Student Academic Services [OSAS]).
4. 40 hours of documented current group leadership involvement with elementary- or secondary-aged youth, or 40 hours of volunteer/work experiences with youth with disabilities.
5. Complete a web-based recorded interview
6. Write a personal statement
7. Provide three (3) professional references

New cohorts start only in Fall semesters. Application deadlines are as follows:

- International Students: January 5 (refer to the [International Admission Process](#) for detailed information)
- February 1: General Priority Deadline
- March 1: General Final Deadline

Applications are submitted to the College of Education online *Makalei* system. The COE student services office (OSAS) manages all applications. Once all components of the applications are received, they are forwarded to the Department of Special Education for review and recommendations for admissions. OSAS makes the final decision on admissions (in collaboration with the chair of Special Education).

III.C. Advising and Counseling

OSAS is the advising office for all undergraduate teacher licensure programs in the College of Education and will provide advising and counseling services for the BEd in Special Education. The OSAS staff includes four academic advisors, and provide advising in-person, on the phone, and on-line via Zoom or Skype. Additionally, they provide different types of opportunities for advising, including (a) advising by appointment, (b) express advising for “quick” questions/information, and (c) walk-in

advising for peak times, such as registration periods. OSAS also provides a supportive program for Native Hawaiian students who are enrolled in the College of Education (Pu'uhonua Program), as well as, a special program to assist new students as they transition into the COE (Puahia Program).

III.D. Articulation Agreements with UH Community Colleges

Currently, there are applicable articulation agreements between the UHM COE and all UH Community Colleges, except for Windward Community College. The UHM COE, Department of Special Education, and OSAS have plans to immediately engage in discussions on articulation agreements with all of the community colleges to modify the existing agreements to articulate with the BEd in Special Education, and/or to develop new pathway options and agreements. These discussions will continue until articulation issues are resolved and multiple pathways become seamless transfer options for CC students. The articulation agreements allow students who desire the BEd in Special Education to complete their first two years of general education requirements at a community college at a lower tuition rate, and in many cases, in their home communities. Given that the BEd in Special Education is an on-line statewide program, it will be fully accessible to students on all islands. The Community College degree programs that articulate with the UHM COE BEd programs will also serve as a recruitment source for the BEd in Special Education (as evidenced by the Blended Early Childhood Program – BEd in Elementary Education Program).

Table 3. Anticipated Courses, Sections, SSH

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Current Year
Number of new courses offered ¹	15	25	25	25	25	25	
Number of new sections offered	24 (36 cr)	54 (63 cr)	54 (63 cr)	54 (63 cr)	54 (63 cr)	54 (63 cr)	
Annual SSH*	1728	3024	3024	3024	3024	3024	

¹**Year 1** each track takes 12 courses (7 core courses required of both tracks only counted once; a field course required by both tracks each semester is counted as two courses); 7 core courses + 2 field courses + 6 track courses (3 for each track) = 15 new courses in Year 1.

Year 2 the first cohort (each track) takes 7 courses (1 core course required of both tracks only counted once; 3 field courses required of both tracks is counted as 3 courses); 1 core course + 3 field courses + 6 track courses (3 for each track) = 10 new courses. In Year 2, a new cohort begins and we offer the 15 new Year 1 courses. Total # of new courses offered in Year 2 and each subsequent year = 25 (10 for 2nd year cohort students & 15 for 1st year cohort students)

2 Yr 1, 48 students x 36 cr = 1728 SSH;

Yr 2 and all subsequent years, (48 students x 36 cr = 1728 SSH) + (48 students x 27 cr = 1296 SSH) = 3024 SSH

IV. Program Resources and Efficiency

IV.A. Program Costs

There will be no resources needed. The program will be self-sustaining, funded by revenues generated by offering the entire program through Outreach College (see Appendix C). There is a possibility that some additional personnel resources will be provided by the Hawaii DOE MOA with the COE.

Other program costs: Instructional and office supplies are minimal and can be absorbed by the Department of Special Education. There will not be new **library** costs associated with the BEd in Special Education because the UHM COE currently offers a number of special education programs for which there are adequate library resources. Most of these resources are electronic and can be used by multiple students concurrently. Because the BEd in Special Education is delivered primarily on-line, **classroom space** is not required.

IV.B. Program Revenues

Each track (Mild/Moderate Disabilities—Secondary Education and Severe Disabilities/Autism) will admit one cohort of 24 students in Year 1 of the program. Across the first year (Fall, Spring, and Summer semesters) the students will enroll in a total of 36 credits. With an Outreach College undergraduate tuition rate of \$471/credit and a total of 48 students, this will generate **\$813,888 in tuition in Year 1**. In Year 2, a second cohort will begin for each track, yielding 48 new students. Students in the new cohorts will enroll in 36 credits for Year 1 of their program. The 48 students in the first cohorts will enroll in 27 credits during Year 2 of their program. With two cohorts running for the two program tracks, a total of 96 students will be enrolled, and **\$1,424,304 will be generated as tuition revenues in Year 2 and subsequent years**. At present, Outreach College retains 27% of the revenues, returning 73% to the College of Education. This would result in revenue of over \$1,000,000 for the College of Education. These program revenues will fund this new program.

IV.C. Program Risks

As illustrated by personnel and operating costs, the BEd in Special Education is a resource-intensive program. If enrollment numbers are not as anticipated, there is a risk that personnel costs will exceed revenue. No additional risks are anticipated. Given the severe and persistent shortage of special education teachers in Hawaii, and the low retention rate of teachers in the state, there is little to no risk that there will be employment difficulties for program graduates.

IV.C. Impact of BEd in Special Education on Resources Within the Unit

There will be minimal impact of the BEd in Special Education on resources within the Department of Special Education because the program will be self-sufficient with revenues generated from the program offered statewide through Outreach College (see Appendix C). Faculty from other Special Education licensure programs may be available to assist with field experience/student teaching supervision during years when cohort enrollments are not at their maximum.

IV.D. Comparison of BEd in Special Education to Similar Programs

Currently, the status of special education licensure programs in the UH System is as follows:

- Many of the UH Community Colleges have Associate degrees in education, but no licensure.

- LCC offers an Advanced Professional Certificate in Special Education (PK-12) for those with a bachelors degree and no teaching license.
- UH Hilo offers graduate-level licensure programs in general education, not special education.
- UH Manoa currently offers a BEd in Elementary Education with an Exceptional Students and Elementary Education track that leads to dual licensure in elementary education and elementary special education, mild/moderate disabilities (UHM day school, Oahu only) and a Blended Early Childhood track that leads to dual licensure in early childhood education and early childhood special education, PreK – grade 3, mild/moderate disabilities (statewide Outreach Program).
- UH Manoa offers a statewide Outreach Post-Baccalaureate Certificate in Special Education, Mild/Moderate Disabilities, PreK-3, K-6, 7-12, and Severe Disabilities/Autism, PreK-3, K-6, 7-12. The Post-Baccalaureate Programs require that students have a bachelor's degree.
- UH Manoa offers a statewide Outreach Masters of Education in Teaching in Secondary Education with a track that leads to dual licensure in general education and special education. This program also requires that students have a bachelor's degree.

Like the proposed BEd in Special Education, the existing UHM licensure programs are two years in length and include four semesters of clinical field work. They are also aligned with national personnel preparation standards (CEC and InTASC). The Masters in Teaching Program is a dual-licensure program (General Education and Special Education at the Secondary Level), whereas the BEd in Special Education leads to licensure in Special Education only. The UHM Post-Baccalaureate in Certificate in Severe Disabilities/Autism is currently the only program in the state for preparing special education teachers for this specialty area.

IV.E. Consultation at Program Level Between Campuses and Within Originating Campus

In December 2016 and January 2017, UHM Special Education faculty (Mary Jo Noonan and Patricia Sheehey) and Special Education Department Chair Amelia Jenkins met with LCC faculty (Bobbie Martel, Christina Keaulana, and colleagues) to discuss the possibility of partnering for a 3+1 BEd Program with a specialization in teaching students with severe disabilities. The discussions did not go beyond a second meeting because LCC lacked faculty expertise to develop and deliver coursework in the specialization. Furthermore, UHM did not offer a bachelor's degree in special education, so a partnership for the 3 + 1 program was not feasible. In December 2019, UHM COE Dean Nathan Murata, Associate Dean Amelia Jenkins, and Special Education Chair Mary Jo Noonan met with LCC (Christina Keaulana and colleagues) to discuss the 3 + 1 program again. Because UHM did not offer a bachelor's degree in Special Education, the 3 + 1 partnership was not feasible. In the December 2019 meeting, UHM faculty discussed their plan to develop a BEd in Special Education with licensure tracks in mild/moderate disabilities – secondary level and severe disabilities/autism. Rather than a 3 + 1 partnership, the UHM faculty proposed an articulation agreement (a 2 + 2 MOA) similar to other MOAs that the UHM COE has with the UH Community Colleges. The UHM Special Education Faculty recommended the two-year UHM course sequence to support continuity across course and clinical

experience expectations and meeting national personnel preparation standards. The special education teacher preparation programs are two-year cohorted programs addressing the national and state standards for initial teacher licensure, and include college-wide shared assessments for accreditation over the two years of the program. Research supports the strengths of the cohort model; to admit students into the second year of a cohort without the same experiences of the first year cohort students, is contrary to best practices in teacher education. We support a 2+2 agreement with the CCs to provide a seamless transition of students from their AAT or AS degree into the BEd in SPED.

Table 4. Existing Resources and Funding

Existing Resources	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Current Year
Combined Tuition/Summer/Course Fees	48 students x 36 cr \$813,888	48 students x 36 cr + 48 students x 27 cr \$1,424,304	48 students x 36 cr + 48 students x 27 cr \$1,424,304	48 students x 36 cr + 48 students x 27 cr \$1,424,304	48 students x 36 cr + 48 students x 27 cr \$1,424,304	48 students x 36 cr + 48 students x 27 cr \$1,424,304	
Other Allocation (Grants)							

Table 5. Anticipated NEW Personnel and Ongoing Operating Costs (covered by funds generated through Outreach College)

Personnel	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Current Year
New Limited-Track Faculty (I-3)	2 new hires \$146,000	2 new hires + 2 continuing faculty \$292,000	\$292,000	\$292,000	\$292,000	\$292,000	

V. Program Effectiveness

The UHM COE teacher licensure programs are accredited through AAQEP and have a self-study/assessment system based on **measures of program quality** as part of the accreditation process. Additionally, Special Education Teacher-Licensure Programs are aligned with the Personnel Standards of CEC and InTASC. Using AAQEP program quality indicators and the personnel standards, The BEd in Special Education will be included in the AAQEP accreditation process and will use the assessment products listed in Appendix D and E to assess program quality. The assessment products include the successful completion of 30 credits of special education coursework (requirement of the Hawaii Teacher Standards Board); content measures (*signature assignments* from a range of coursework); application of content measures (associated with field experiences and student teaching); and professional dispositions (rated by field supervisors during the second semester of field experience). Furthermore, the four goals of the BEd in Special Education (described above in this proposal) will be evaluated using data collected for AAQEP accreditation. The data will be collected, analyzed, and reviewed annually.

The UHM COE conducts an annual Survey of Student Teachers (see Appendix F) and periodically, an Alumni Survey (see Appendix G) for all teacher preparation programs. The surveys address the graduates' judgment of their preparedness to teach, career satisfaction, and their satisfaction with their teacher preparation program. The survey data are reviewed each year by Departmental curriculum

committees for program improvement and are analyzed and reported as part of the AAQEP accreditation process. Additionally, the COE periodically conducts consumer focus groups to assess employer satisfaction with a cross-section of Hawaii DOE school principals and district-level personnel (see Appendix H). The BEd in Special Education program will be included in the annual surveys and focus group discussions for program assessment purposes.

Measures for each program goal are:

Goal 1. Provide an undergraduate special education teacher licensure program for two specialty areas that are not currently available at the undergraduate level in the UH System. There will be one measure of program effectiveness in producing new teachers in the two specialty areas that are not currently available at the undergraduate level:

- a. The enrollment target of 24 students per cohort (48 new students annually) in each BEd in Special Education track.

Goal 2. Establish a high-quality undergraduate special education program that meets the Personnel Standards of the Council for Exceptional Children (CEC) and those of the Council of Chief State School Officer's Interstate Teacher Assessment and Support Consortium (InTASC). The quality of the BEd in Special Education program will be measured using the AAQEP assessment system aligned with CEC and InTASC personnel standards and outlined in Appendix A. Each track will be assessed with seven measures:

- a. Successful completion of 30 credits of Special Education coursework (30 credits of *content knowledge* coursework is required in lieu of the Praxis exam for state licensure)
- b. Signature assignments that demonstrate content knowledge:
 - Mild/Moderate-Secondary Education track:
 - i. SPED 463 Effective practices synthesis paper
 - ii. SPED 489 Intervention project
 - iii. SPED 480 Technology project
 - Severe Disabilities/Autism track:
 - i. SPED 453 Case study
 - ii. SPED 489 Intervention project
 - iii. SPED 462 Instructional programs
- c. Clinical practice assessments (both program tracks)
 - i. SPED 400 Lesson planning
 - ii. SPED 390 Clinical practice rubric (student teaching evaluation)
 - iii. SPED 400 Dispositions rating

Goal 3. Assist the State of Hawai'i in addressing the severe and persistent shortage of special education teachers by providing a new entry point for prospective teachers to obtain licensure. Goal 3 will be assessed by four measures:

- i. Enrollment data (target of 24 students per track and cohort; 48 new students annually);
- ii. School placement data reported in the UHM COE annual alumni survey;
- iii. Hawaii DOE placement, retention, and vacancy data.

Goal 4. Deliver the BEd in Special Education statewide to allow students on Oahu as well as the neighbor islands to enroll in the program. Goal 4 will be measured by:

- i. The number and percent of students enrolled in the BEd in Special Education by school district and island.

University of Hawai'i at Mānoa
College of Education Program Sheet 2022-2023
Bachelor of Education (BE_{ED}) in Special Education

Specialization: Severe Disabilities/Autism

Admissions: Selective Process: Application

Min. Total Credits: 120 (94 (or 95) in core & major + 26 (or 25) in electives)

UHM General Education Core Requirements
Foundations
<input type="checkbox"/> FW ENG 100, 100A, 190, ESL 100, or AMST 111
<input type="checkbox"/> FQ* MATH 100 or higher MATH course
<input type="checkbox"/> FG (A / B / C)
<input type="checkbox"/> FG (A / B / C)
<i>*Note: This requirement changed in Fall 2018. If you entered the UH System prior to that, please see your college/school advisor.</i>
Diversification
<input type="checkbox"/> DA / DL
<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
<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
<ul style="list-style-type: none"> The Hawaiian or Second Language requirement is not required for students admitted to the College of Education.
Credit Minimums
<ul style="list-style-type: none"> 120 total applicable 30 in residence at UHM 45 upper division (300+ level) credits
Grade Point Average
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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) Apply: https://Makalei.coe.hawaii.edu 2.75 cumulative GPA in all post-secondary institutions 57 credits Completion of all UHM General Education Core courses and licensure track prerequisite. 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). 40 hours of documented current group leadership involvement with elementary-aged or secondary-aged youth or 40 hours of volunteer/work experience with youth with disabilities. Personal admissions interview. Completion of two (2) Writing Intensive (W) courses with a grade of C (not C-) or better prior to the start of the Licensure Track courses. <ul style="list-style-type: none"> Non-UH System transfer students must complete two (2) English Composition or Literature courses with a grade of C (not C-) or better prior to the start of the Licensure Track courses.
General Education Core
Required course: <input type="checkbox"/> HWST 107* ^{DH}
Highly recommended courses:
<input type="checkbox"/> MATH 111 <input type="checkbox"/> MATH 112* ^{FQ}
Licensure Track Prerequisite
<input type="checkbox"/> SPED 304* ^{DS}
Required Graduation Grade Point Averages
<ul style="list-style-type: none"> 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 Special Education

Specialization: Severe Disabilities/Autism

Admission to Licensure Track: Complete all General Education courses and Licensure Track Prerequisite.

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

Min. major credits: 66, includes SPED 304 pre-requisite

Min. C grade (not C-) in all ITE and SPED courses

Licensure Track Prerequisite (3 credits)

SPED 304*^{DS}

Students must take SPED 304 prior to the start of the licensure track courses.

Licensure Track Requirements

Special Education Core Courses (24 credits)

Required Core Courses	<input type="checkbox"/> ITE 320	<input type="checkbox"/> SPED 306	<input type="checkbox"/> SPED 310	<input type="checkbox"/> SPED 311
	<input type="checkbox"/> SPED 425	<input type="checkbox"/> SPED 480	<input type="checkbox"/> SPED 485	<input type="checkbox"/> SPED 489

Severe Disabilities/Autism Track Courses (18 credits)

Required Courses	<input type="checkbox"/> SPED 332	<input type="checkbox"/> SPED 412	<input type="checkbox"/> SPED 453	<input type="checkbox"/> SPED 454
	<input type="checkbox"/> SPED 460	<input type="checkbox"/> SPED 462		

Severe Disabilities/Autism Field Courses (21 credits)

Required Field Courses	<input type="checkbox"/> SPED 400	<input type="checkbox"/> SPED 400	<input type="checkbox"/> SPED 400	<input type="checkbox"/> SPED 390
	<input type="checkbox"/> SPED 391			

SPED 400 (taken three times) is two full days of field experience (7:30 am – 2:30 pm) each week in PK-12 classrooms.

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

Notes

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

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

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

Education Faculty Advisors: Alyssa Kapaona; Everly 126; (808) 956-4269; akapaona@hawaii.edu

Jolene Muneno; Everly 126; (808) 956-4268; jsmuneno@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 2022-2023
College of Education
Bachelor of Education (BEd) in Special Education

Specialization: Severe Disabilities/Autism

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		Fall		Fall		Fall	
FW	3	DB (or DP)	3	SPED 306	3	SPED 332	3
FG (A/B/C)	3	DY	1	SPED 310	3	SPED 400	3
DA/DL	3	Elective	3	SPED 311	3	SPED 453	3
MATH 100 or higher	3	Elective	3	SPED 400	3	SPED 460	3
MATH course** (FQ)		Elective	3	SPED 485	3		
Elective	3						
Credits	15	Credits	13	Credits	15	Credits	12
Spring		Spring		Spring		Spring	
DP (or DB)	3	Submit Application in January		SPED 400	3	SPED 390	10
HWST 107 (DH)	3	SPED 304 (DS)	3	SPED 412	3	SPED 391	2
FG (A/B/C)	3	Elective	3	SPED 425	3	SPED 489	3
DS	3	Elective	3	SPED 454	3		
Elective	3	Elective	3	SPED 462	3		
		Elective*	2				
Credits	15	Credits	14	Credits	15	Credits	15
Summer		Summer		Summer		Summer	
				ITE 320	3		
				SPED 480	3		
Credits	0	Credits	0	Credits	6	Credits	0
Total Credits	30	Total Credits	57	Total Credits	93	Total Credits	120

Notes:

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

Summer course work is required for the cohort program.

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

Please see a COE OSAS advisor for the latest information.

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

* May be taken to meet the 120 credit minimum for graduation

** Some MATH (FQ) courses may be 4 credits. This will affect the total credit requirements shown on this plan. MATH 111 and 112 are highly recommended.

University of Hawai‘i at Mānoa – Four-Year Academic Plan 2022-2023

College of Education

Bachelor of Education (BEd) in Special Education

Specialization: Secondary Special Education - Mild/Moderate Disabilities

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	Fall	Fall	Fall
FW 3	DB (or DP) 3	SPED 306 3	SPED 400 3
FG (A/B/C) 3	DY 1	SPED 310 3	SPED 422 3
DA/DL 3	Elective 3	SPED 311 3	SPED 463 3
MATH 100 or higher 3	Elective 3	SPED 400 3	SPED 487 (e) 3
MATH course** (FQ)	Elective 3	SPED 485 3	
Elective 3			
Credits 15	Credits 13	Credits 15	Credits 12
Spring	Spring	Spring	Spring
DP (or DB) 3	Submit Application in January	SPED 400 3	SPED 390 10
HWST 107 (DH) 3	SPED 304 (DS) 3	SPED 421 (e) 3	SPED 391 2
FG (A/B/C) 3	Elective 3	SPED 425 3	SPED 489 3
DS 3	Elective 3	SPED 455 3	
Elective 3	Elective 3	SPED 461 (e) 3	
	Elective* 2		
Credits 15	Credits 14	Credits 15	Credits 15
Summer	Summer	Summer	Summer
		ITE 320 3	
		SPED 480 3	
Credits 0	Credits 0	Credits 6	Credits 0
Total Credits 30	Total Credits 57	Total Credits 93	Total Credits 120

Notes:

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

Summer course work is required for the cohort program.

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

Please see a COE OSAS advisor for the latest information.

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

* May be taken to meet the 120 credit minimum for graduation

** Some MATH (FQ) courses may be 4 credits. This will affect the total credit requirements shown on this plan. MATH 111 and 112 are highly recommended.

University of Hawai'i at Mānoa
College of Education Program Sheet 2022-2023
Bachelor of Education (BE_{ED}) in Special Education
Specialization: Secondary Special Education Mild/Moderate Disabilities
Admissions: Selective Process: Application
Min. Total Credits: 120 (94 (or 95) in core & major + 26 (or 25) in electives)

UHM General Education Core Requirements
Foundations
<input type="checkbox"/> FW ENG 100, 100A, 190, ESL 100, or AMST 111
<input type="checkbox"/> FQ* MATH 100 or higher MATH course
<input type="checkbox"/> FG (A / B / C)
<input type="checkbox"/> FG (A / B / C)
<i>*Note: This requirement changed in Fall 2018. If you entered the UH System prior to that, please see your college/school advisor.</i>
Diversification
<input type="checkbox"/> DA / DL
<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
<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
<ul style="list-style-type: none"> The Hawaiian or Second Language requirement is not required for students admitted to the College of Education.
Credit Minimums
<ul style="list-style-type: none"> 120 total applicable 30 in residence at UHM 45 upper division (300+ level) credits
Grade Point Average
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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) Apply: https://makalei.coe.hawaii.edu 2.75 cumulative GPA in all post-secondary institutions 57 credits Completion of all UHM General Education Core courses and licensure track prerequisite. 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). 40 hours of documented current group leadership involvement with elementary-aged or secondary-aged youth, or 40 hours of volunteer/work experience with youth with disabilities. Personal admissions interview. Completion of two (2) Writing Intensive (W) courses with a grade of C (not C-) or better prior to the start of the Licensure Track courses. <ul style="list-style-type: none"> Non-UH System transfer students must complete two (2) English Composition or Literature courses with a grade of C (not C-) or better prior to the start of the Licensure Track courses.
General Education Core
Required course: <input type="checkbox"/> HWST 107* ^{DH}
Highly recommended courses:
<input type="checkbox"/> MATH 111 <input type="checkbox"/> MATH 112* ^{FQ}
Licensure Track Prerequisite
<input type="checkbox"/> SPED 304* ^{DS}
Required Graduation Grade Point Averages
<ul style="list-style-type: none"> 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 Special Education

Specialization: Secondary Special Education – Mild/Moderate Disabilities

Admission to Licensure Track: Complete all General Education courses and Licensure Track Prerequisite.

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

Min. major credits: 66, includes SPED 304 pre-requisite

Min. C grade (not C-) in all ITE and SPED courses

Licensure Track Prerequisite (3 credits)

SPED 304*^{DS}

Students must take SPED 304 prior to the start of the licensure track courses.

Licensure Track Requirements

Special Education Core Courses (24 credits)

Required Core Courses	<input type="checkbox"/> ITE 320	<input type="checkbox"/> SPED 306	<input type="checkbox"/> SPED 310	<input type="checkbox"/> SPED 311
	<input type="checkbox"/> SPED 425	<input type="checkbox"/> SPED 480	<input type="checkbox"/> SPED 485	<input type="checkbox"/> SPED 489

Secondary Special Education – Mild/Moderate Disabilities Track Courses (18 credits)

Required Courses	<input type="checkbox"/> SPED 421 (e)	<input type="checkbox"/> SPED 422	<input type="checkbox"/> SPED 455	<input type="checkbox"/> SPED 461 (e)
	<input type="checkbox"/> SPED 463	<input type="checkbox"/> SPED 487		

Secondary Special Education - Mild/Moderate Disabilities Field Courses (21 credits)

Required Field Courses	<input type="checkbox"/> SPED 400	<input type="checkbox"/> SPED 400	<input type="checkbox"/> SPED 400	<input type="checkbox"/> SPED 390
	<input type="checkbox"/> SPED 391			

SPED 400 (taken three times) is two full days of field experience (7:30 am – 2:30 pm) each week in 6-12 classrooms.

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

Notes

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

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

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

Education Faculty Advisors: Alyssa Kapaona; Everly 126; (808) 956-4269; akapaona@hawaii.edu

Jolene Muneno; Everly 126; (808) 956-4268; jsmuneno@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



Presented to the Mānoa Faculty Senate by the Committee on Academic Policy and Planning (CAPP) for a vote of the full Senate on November 17, 2021, a resolution supporting the proposal for a Bachelor of Education in Special Education. Approved by the Mānoa Faculty Senate on November 17, 2021 with 43 votes (95.56%) in support; 2 votes (4.44%) opposed; and 0 abstentions.

**RESOLUTION SUPPORTING THE PROPOSAL FOR A
BACHELOR OF EDUCATION IN SPECIAL EDUCATION:**

(a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/Autism – PreK – 12:

WHEREAS, the College of Education currently offers Bachelor's of Education Special Education focused degree tracks at the Elementary Undergraduate level; and

WHEREAS, licensure for the areas of Mild/Moderate Disabilities – Secondary Education and Severe Disabilities/ Autism – PreK-12 is currently offered only at the Post Baccalaureate or MEd levels in the UHM College of Education; and

WHEREAS, the BEd in Special Education is a priority for the UHM Department of Special Education because this will fill a gap in avenues for teacher licensure by creating an undergraduate option for the areas of Mild/Moderate Disabilities – Secondary Education and Severe Disabilities/ Autism – PreK-12; and

WHEREAS, the U.S. and Hawai'i have experienced a shortage of licensed special education teachers for decades; and

WHEREAS, most program graduates will seek employment with the Hawai'i Department of Education (or be placed as part of a pay back tuition program), and may also seek employment elsewhere due to the nationwide shortage of licensed special education teachers ; and

WHEREAS, the UH System does not currently offer a teacher-licensure program at the Bachelor's degree level in these two specialty areas; and

WHEREAS, it is requested that a New Academic Program: BEd in Special Education with two tracks leading to teacher licensure: (a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/ Autism – PreK – 12 be established; and

WHEREAS, the UHM College of Education Department of Special Education and Office of Student Academic Services will work with the community colleges to modify existing Memorandum of Agreements to articulate with the BEd in Special Education; and



WHEREAS, this proposed program will be assessed by the existing assessment committee of the UHM College of Education; and

WHEREAS, the UHM College of Education will leverage existing resources, thus requiring minimal additional resources to be needed for this program; therefore,

BE IT RESOLVED, that the Mānoa Faculty Senate recommends approval of the proposal to establish a new academic program: BEd in Special Education with two tracks leading to teacher licensure: (a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/Autism – PreK – 12 at the University of Hawai'i at Mānoa.



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October 20, 2020

MEMORANDUM

TO: David Lassner
President

VIA: Donald Straney
Vice President for Academic Planning and Policy *Donald D. Straney*

VIA: Michael Bruno *Michael Bruno*
Provost

VIA: Laura Lyons *Laura F. Lyons*
Interim Vice Chancellor for Academic Affairs

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

SUBJECT: Request Approval of Revised Authorization to Plan for the BEd
in Special Education


At the request of the President and the Provost, we have updated the ATP for the BEd in Special Education to remove the request for additional resources. The action memo and ATP were submitted on November 20, 2019, and were approved by the Officers and CCAO. Since that time, much has changed in relation to the budget position of the University, and the College has been asked to make revisions to this, and other program proposals currently in the pipeline.

Early in the Fall 2020 semester, the President and Provost asked about the status of the ATPs and proposals from the COE, and whether they would be going forward given the COVID-19 situation. We were advised to proceed with the program proposals for the Doctorate of Physical Therapy and the ATP for the MEd in School Counseling, with the caveat that the start dates be pushed out to 2024. In a subsequent email (dated October 9, 2020), we were asked to revise the ATP for the BEd in SPED to remove any reference to a request for additional resources (item eight in the ATP). This revision is reflected in the attached revised ATP. We determined that this proposal could proceed on a more rapid timeline than the DPT and MEd, as it leverages existing resources and can be more quickly implemented once approved by the Board of Regents, but we nonetheless revised the effective date to 2022, to provide ample time for implementation.

Lassner
October 20, 2020
Page 2

Having made the requested revisions to the ATP for the BEd in Special Education, we look forward to receiving the President's approval so we may proceed with submission of the degree proposal, which is in the final stages of College-level review. Please feel free to contact me if you have any questions.

APPROVED / ~~DISAPPROVED~~:



David Lassner
President

10/22/2020

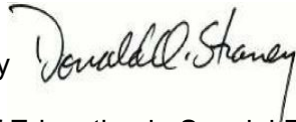
Date



January 13, 2020

MEMORANDUM

TO: Michael Bruno
Provost, UH Mānoa

FROM: Donald O. Straney, Ph.D.
Vice President for Academic Planning and Policy 

SUBJECT: Approval of Authorization to Plan for Bachelor of Education in Special Education

At the UH Officers meeting held on January 6, 2020, the Authorization to Plan for a new Bachelor of Education in Special Education was approved with no comments. We look forward to receiving a proposal to authorize a provisional program in Special Education.

Should you have any questions, please do not hesitate to contact me.

cc: Council of Chief Academic Officers
David Lassner, CEO, UH Mānoa
Dean Nathan Murata, UH Mānoa
Laura Lyons, UH Mānoa
April Goodwin, UH Mā



December 13, 2019

MEMORANDUM

TO: Donald Straney
Vice President for Academic Planning and Policy

FROM: Michael Bruno *Michael Bruno*
Provost

SUBJECT: AUTHORIZATION TO PLAN FOR THE BED IN SPECIAL EDUCATION

Attached for your review and approval is the Authorization to Plan (ATP) for BEd in Special Education proposed by the Department of Special Education in the College of Education. I believe you will find that this proposal is responsive to the needs of the state and addresses several strategic goals of the Manoa Campus and the UH System. Per the review procedures:

The ATP1 is submitted by the Campus Chancellor to the System Vice President for Academic Planning and Policy for review by the UH Officers. The Vice President for Academic Planning and Policy will notify the campus of the results of the review.

I recommend review by the UH Officers. Please feel free to contact me should you have any questions or concerns.

Attachment

c: Dean Murata
Program Officer Goodwin



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November 20, 2019

MEMORANDUM

TO: David Lassner
President

VIA: Michael Bruno
Provost

Handwritten signature of Michael Bruno in black ink.

VIA: Laura Lyons 
Interim Associate Vice Chancellor for Academic Affairs

FROM: Nathan M. Murata 
Dean

SUBJECT: Request Approval of ATP-1 for a BED in Special Education

SPECIFIC ACTION REQUESTED:

It is requested that the President approve the Authorization to Plan (ATP-1) for a BED in Special Education, with two tracks, in the Department of Special Education, College of Education, University of Hawai'i at Mānoa.

RECOMMENDED EFFECTIVE DATE:

Upon approval

ADDITIONAL COST:

There are no additional costs associated with this request.

PURPOSE:

The College of Education proposes to offer a bachelor's degree in special education for initial teacher licensure with two tracks (specialty areas) that are not currently available at the undergraduate level in the UH System. The tracks are (1) Mild/Moderate Disabilities – Secondary Education (6-12) and (2) Severe Disabilities/Autism (PreK – 12). This BED in Special Education degree program addresses the severe and persistent shortage of special education teachers in the State by providing a new entry point for prospective teachers to obtain licensure.

BACKGROUND:


Special education is the largest teacher shortage area in the State. The severe and persistent lack of licensed special education teachers has existed in the Hawaii Department of Education (DOE) for

decades. Special education is also one of the federal teacher shortage areas. Further, the State of Hawai'i was the recipient of a federal consent decree (Felix) to address the provision of services to students with disabilities. Since that decree, the DOE has partnered with UHM College of Education, Department of Special Education, to support teacher candidates pursuing special education teacher licensure. At present, no program exists at the bachelor's level in Secondary Mild/Moderate Disabilities or in Severe Disabilities/Autism. We propose this program to fill this gap and, therefore, provide special education teacher licensure programs at all levels.

ACTION RECOMMENDED:

It is recommended that the President approve the Authorization to Plan (ATP-1) for a BEd in Special Education, with two tracks, in the Department of Special Education, College of Education, University of Hawai'i at Mānoa.

APPROVED / ~~DISAPPROVED~~



David Lassner
President

10/22/2020

Date

Attachments:

1. ATP 1 – BEd in Special Education

Authorization to Plan – BEd in Special Education

1. **Campus, school/college and department/division:** The University of Hawai'i at Mānoa, College of Education, Department of Special Education is proposing the new program.
2. **Degree proposed and program objectives:** We are proposing a BEd in Special Education, with two tracks: (a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/Autism – PreK – 12. The objectives of the BEd in Special Education are to
 1. Provide an undergraduate special education teacher licensure program for two specialty areas that are not currently available at the undergraduate level in the UH System. (Note that a Dual BEd in Elementary Education & Special Education [mild/moderate disabilities] is currently available at UHM.)
 2. Establish a high-quality undergraduate special education program that meets the Personnel Standards of the Council for Exceptional Children (CEC) and those of the Council of Chief State School Officer's (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC).
 3. Assist the State of Hawaii in addressing the severe and persistent shortage of special education teachers by providing a new entry point for prospective teachers to obtain licensure.
 4. Deliver the BEd in Special Education statewide to allow students on Oahu as well as the neighbor islands to enroll in the program.
3. **Alignment with the Campus and UH system mission, strategic plan and the Integrated Academic and Facilities Plan**

The proposed BEd in Special Education aligns with several of the UH Strategic Directions (2015-2021):

1. *HGI Action Strategy 1: Strengthen the pipeline from K-12 to the university to improve college readiness and increase college attendance.* As in the BEd in Elementary Education programs, the proposed BEd in Special Education Program will enter into articulation agreements with the UH Community Colleges. These agreements allow students to enter directly into the BEd Program (junior and senior years) following the completion of specific programs at the UH Community Colleges.
2. *HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs.* Hawai'i has struggled with a severe and persistent shortage of licensed special education teachers for decades (data presented below); special education is the largest teacher shortage area in the State. The shortages are most severe in low income and rural areas of the state. This shortage results in unlicensed teachers assigned to teach students who are among the most challenging to teach. The situation also places the state out of compliance with the Individuals with Disabilities Education Act (IDEA), a federal law requiring special education services for all students with disabilities. A statewide BEd in Special Education program will directly address this well-documented and urgent community and workforce need.
3. *HGI Strategy 4: Increase delivery of online courses and degrees, while maintaining other distance delivery modes.* The proposed BEd in Special Education will be an online program targeting undergraduate students

throughout the state.

4. *HPS Action Strategy 1: Employ best practices in management, administration and operations.* This proposal is for an undergraduate program that does not exist at any other campus in the UH System. Furthermore, the undergraduate track in severe disabilities/autism does not exist at any other college/university in Hawaii.

4. **Justification of need/Demand for the program.** The state has experienced a shortage of licensed special education teachers for decades. In 1994, for example, a federal court approved the *Felix Consent Decree* requiring Hawaii to improve special education services and ensure that all students with disabilities were taught by a licensed special education teacher. A major factor in this class action lawsuit was the lack of qualified and licensed special education teachers. In the last several years, Hawaii has had to fill 1200-1300 vacancies annually, and approximately half of those vacancies were in Special Education. In the 2017-18 school year, the Hawaii Department of Education was unable to find licensed teacher for 27% (377) of its vacancies. In November 2019, the Hawaii DOE reported that there were more than 2200 special education teacher positions in the state, and about 500 were filled with unlicensed special education teachers. The need for licensed special education teachers in Hawaii is significant and compelling.

Currently, the status of special education licensure programs in the UH System is as follows:

- Many of the UH Community Colleges have an Associate's degree in education, but no licensure.
- Leeward Community College offers a Post-Baccalaureate Certificate Program in Special Education, Mild/Moderate Disabilities, Elementary and Secondary levels.
- UH Hilo offers graduate-level licensure programs in general education, not special education.
- UH Manoa currently offers a BEd in Elementary Education with a track (Exceptional Students and Elementary Education) that leads to dual licensure in elementary education and elementary special education (mild/moderate disabilities).
- UH Manoa offers a Post-Baccalaureate Certificate in Special Education, Mild/Moderate Disabilities (PreK-3, K-6, 7-12), and Severe Disabilities/Autism (PreK-3, K-6, 7-12).
- UH Manoa offers a Masters of Education in Teaching in Secondary Education with a track that leads to dual licensure in general education and special education.

The BEd in Special Education will fill a gap in avenues for teacher licensure by creating an undergraduate option in the areas of Mild/Moderate Disabilities – Secondary Education (6-12), and Severe Disabilities/Autism – PreK-12. Currently, licensure in these areas is only at the Post-Baccalaureate or MEd levels.

5. **Demand for services.** Given the serious teacher shortage in Hawaii and the Felix Consent Decree (described above), the Hawaii Department of Education has contracted with the UHM Department of Special Education to prepare special education teachers for the state. The current contract is for just over \$2M and funds student stipends and faculty positions.
6. **Non-duplication of programs.** See #4 above.

7. **List potential risks.** The College of Education has been implementing teacher preparation programs for many years. Risk management is routine, and includes practices such as requiring field experience students and student teachers to have liability insurance and requiring that all faculty who supervise teacher candidates be fingerprinted and screened.



8. **New Resources.** There will be no new resources needed. Four new faculty will be required to implement this proposed program (two faculty per track). The Department of Special Education will be able to fund two non-tenure track faculty positions from their internal account. There is a possibility that some additional personnel resources will be provided by the Hawaii Department of Education MOA with the COE. However, there is no guarantee of external funding. If sufficient external funds are not available, the College plans to make available the necessary faculty resources through reallocation.

Signature Page

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

	NATHAN M. MURATA	NOV 19 2019
<i>Dean/Department/Division Chair</i>	Print Name	Date

<i>Dean, Graduate Division (grad only)</i>	Print Name	Date
--	------------	------

	Print Name	
<i>Provost</i>	Print Name	Date

	David Lassner	10/22/2020
<i>President</i>	Print Name	Date

Appendix A. InTASC & CEC Standards to be Addressed by the BEd in SPED (updated 7/7/2020)

*Key Content & Skills informed by CEC Initial Common Specialty Items, Individualized Independence Curriculum Specialty Set, and the Developmental Disabilities and Autism Spectrum Specialty Set

InTASC Standard	CEC Standards	Key Content & Skills	CORE	S/A	SEC
<p>1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and <u>challenging learning experiences</u>.</p> <p>2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>1: Learner Development and Individual Learning Differences</p>	<ul style="list-style-type: none"> ● Child development & culture ● Family systems, development, & culture ● Disability characteristics, co-existing conditions, & implications ● Medications & implications ● Culture, language, & interactions ● Diagnoses, etiology, & theoretical approaches ● Medical & neurological aspects ● Speech/language & augmentative communication ● Self-regulation implications 	<p>(Pre-req Pre-req 304), 310, 425, 320, 485, 489</p>	<p>332, 412, 453, 454, 460</p>	<p>455, 487</p>
<p>3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>2: Learning Environments</p>	<ul style="list-style-type: none"> ● Environmental effects on learning ● Behavior management & daily routines ● Social skills ● Crisis prevention & intervention ● Environments supportive of diversity ● Healthcare interventions & universal precautions ● Accessibility ● 1-1, small group & large group strategies ● LRE Placement options & inclusion ● Self-advocacy & increased independence ● Data-based modifications to learning environment ● Direct/support paraeducators, volunteers, etc. ● Community based instruction ● AT ● Student use of feedback ● Facilitating active participation ● Motor supports (positioning, <u>lifting, transfer, seating</u>) 	<p>Pre-req 304, 311, 480, 485</p>	<p>332, 400, 453, 454, 460, 462</p>	<p>455, 461, 463, 487</p>

		<ul style="list-style-type: none"> ● Instruction for independent life skills & adaptive behavior ● Age- & ability-appropriate instruction & related services ● Plan systematic instruction based on learner characteristics & ongoing assessment 			
<p>4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>3: Curricular Content Knowledge</p>	<ul style="list-style-type: none"> ● Scope & sequence of gen ed and special ed curricula ● National, state, & local curriculum standards ● Technology for planning & managing learning environment ● Address/accommodate gen ed curriculum for students with disabilities ● Integrate functional curriculum w/academic curriculum ● Evidence-based career & voc transition programs ● Language instruction that facilitates social skills ● Instruction for independent life skills & adaptive behavior ● Age- & ability-appropriate instruction & related services ● Social participation across environments ● Plan systematic instruction based on learner characteristics & ongoing assessment 	Pre-req 304, 311, 480	332, 412, 453, 454, 460, 462	421, 422, 461, 463, 455
<p>6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>4: Assessment</p>	<ul style="list-style-type: none"> ● Basics of assessment & specialized terminology ● National, state, local accommodations/modifications ● Formal & informal assessments ● Use technology to conduct assessments ● Individualized assessment strategies & progress monitoring ● Apply assessment data to decision making, including CLD students ● Report assessment results ● Create & maintain records ● Assessment of social skills & behavioral problems ● Use exceptionality-specific assessments 	306, 310, 480, 485, 489	332, 460, 462	461, 463, 487

		<ul style="list-style-type: none"> ● AT assessment and planning based on assessment results ● Assessment of students with communication limitations ● Assessment of environmental conditions that promote maximal performance of individuals with disabilities ● Core areas of assessment for individuals with DD and autism ● Individual strengths, skills, and learning preferences ● Assessment of problem behavior & its communicative intent ● Conduct functional behavior assessments 			
<p>7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>5: Instructional Planning and Strategies</p>	<ul style="list-style-type: none"> ● Sources of curricula ● Student-initiated learning experiences ● Transition & career-voc curricula ● Research-supported & evidence-based instructional approaches ● Adaptations and special procedures ● Non-aversive behavior supports ● Age- and ability-appropriate instruction ● Oral and written language, communication curricula ● Related services integrated into curriculum ● Medical info/resources for students with communication limitations; augmentative communication ● Impact of sensory and physical issues in instruction ● Medical self-management ● Social skills curriculum ● Working with paraeducators ● Longitudinal, individualized instruction; sequence learning objectives ● Collaboration with student and their family in setting goals and monitoring progress ● Functional assessment for instructional planning 	Pre-req 304, 311, 435, 480, 485, 489	332, 412, 453, 454, 460, 462	421, 422, 461, 463, 455, 487

		<ul style="list-style-type: none"> ● Lesson planning & materials selection ● Responsive teaching ● Community integration ● Cognitive strategies & self management ● Data-based instructional modification 			
<p>9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>6: Professional Learning and Ethical Practice</p>	<ul style="list-style-type: none"> ● Identification of individuals with disabilities, including CLD issues ● Historical foundations of special education ● Legal issues, LRE ● Models, theories, philosophies, research methods in special education ● Resources and professional organizations ● Advocacy ● Procedures and guidelines for school and community participation ● Laws, policies, principles for behavior management ● Family systems and role of families in special education ● Lifelong PD ● CEC Code of Ethics ● Use verbal and nonverbal language effectively ● Reflect on one's practice 	Pre-req 304, 306, 311, 400, 425, 390, 391	460, 462	461, 463, 487
<p>10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>7: Collaboration</p>	<ul style="list-style-type: none"> ● Parent ed for severe behavior problems and communication needs ● Collaboration and consultation roles of special education teachers for inclusion ● Roles of professional groups in supporting individuals with disabilities ● Collaborate in augmentative communication planning and intervention ● Use local resources ● Collaborate with related service providers ● Collaborate for transition ● Collaborate with families and service providers for students who are chronically or terminally ill ● Models of collaboration ● Family concerns 	306, 425, 489, 400, 390, 391		

		<ul style="list-style-type: none"> ● Culturally responsive factors for collaboration with families and others ● Confidentiality ● Collaborate with families for assessment ● Plan and conduct collaborative conferences with students and families ● Model and coach others to use instructional methods & accommodations ● Communicate effectively with paraeducators 			
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HTSB Required Content

- * Hawaiian language, history, and culture ITE 320, ITE 360
- * Reading difficulties SPED 310
- * Students with limited English proficiency ITE 320, SPED 487
- * Gifted & talented SPED Pre-req 304
- * Integrating technology into instruction SPED 480
- * MCEE (field seminars, complete NEA modules in 2nd semester)

Appendix B. BEd in Special Education: Schedule of Courses (2/4/2021)

Severe Disabilities/Autism Track
(BEd Core is in **Blue**; fieldwork is in **Red**)

Fall I	Spring I	Summer I	Fall II	Spring II
SPED 310 SPED 311 SPED 485 SPED 400 12 credits	SPED 425 SPED 412 SPED 462 SPED 454 SPED 400 15 credits	ITE 320 SPED 306 SPED 480 9 credits	SPED 332 SPED 453 SPED 460 SPED 400 12 credits	SPED 489 SPED 390 (10 cr) SPED 391 (2 cr) 15 credits

Secondary Mild/Moderate Disabilities Track
(CORE is in **Blue**; fieldwork is in **Red**)

Fall I	Spring I	Summer I	Fall II	Spring II
SPED 310 SPED 311 SPED 485 SPED 400 12 credits	SPED 425 SPED 461 (e) SPED 421 (e) SPED 455 SPED 400 15 credits	ITE 320 SPED 306 SPED 480 9 credits	SPED 422 SPED 487 (e) SPED 463 SPED 400 12 credits	SPED 489 SPED 390 (10 cr) SPED 391 (2 cr) 15 credits

Appendix C. BEd in SPED Program Costs and Revenue

(One cohort of each track running in Year 1; Two cohorts of each track running in Year 2)

(Assuming 1/2 of student enrollment from Oahu & 1/2 from Neighbor Islands)

Program Costs

	Year 1	Year 2 +
Personnel		
Tenure Track I-3 Faculty (1.0 FTE in Yr 1; 2.0 FTE in subsequent yrs)	73,000	146,000
Limited-Term I-2 Faculty (3.0 FTE in Yr 1; 6.0 FTE in subsequent yrs)	189,000	378,000
Clinical Supervision I-2 Faculty (4.0 FTE Yr 2+)	-	252,000
Admin Support (APT. .25 FTE)	10,750	10,750
Total Personnel Cost	272,750	786,750
Travel		
Oahu Field Experience Supervision Mileage		
Yr 1: 24 students X 10 trips X 30 miles X .575/mi	4,140	
Yr 2+: 48 students X 10 trips X 30 miles X .575/mi		8,280
Neighbor Island Field Experience Supervision		
Yr 1: 24 students X 6 trips X \$275/trip	39,600	
Yr 2+: 48 students X 6 trips X \$275/trip		79,200
Total Travel	43,740	87,480
Total Program Costs	316,490	874,230

Program Revenue

Outreach College Tuition (66 credits over 2 years)		
Yr 1: 48 students X 36 credits X \$471/cr	813,888	
Yr 2+: 96 students		1,424,304
48 students X 38 credits X \$471/cr	813,888	
48 students X 27 credits X \$471/cr	610,416	

Appendix D. BEd in SPED, Mild/Moderate Disabilities-Secondary Education Assessment Plan

		Praxis 1	Content 2	Planning 3	Student Teach 4	Impact on Learning 5	Other 6	Other 7
CEC Standards	Course Product	Successful Completion of 30 credits of SPED Coursework	SPED 463 Effective Practices Synthesis Paper 3 rd semester	SPED 400 Lesson Planning 2 nd semester	SPED 390 Clinical Practice Rubric 4 th semester	SPED 489 Intervention Project 4 th semester	SPED 480 Tech. Project - Yr 1 Summer semester	SPED 400 Dispositions Rating 2 nd semester
	InTASC Standards							
1. Learner Development & Individual Learning Differences	1. Learner Development	X	X	X		X		
	2. Learner Differences	X	X	X		X		
2. Learning Environments	3. Learning Environments	X		X	X	X		
3. Curricular Knowledge	4. Content Knowledge	X		X				
	5. Application of Content	X		X				
4. Assessment	6. Assessment	X		X	X	X		
5. Instructional Planning & Strategies	7. Planning for Instruction	X	X	X	X		X	
	8. Instructional Strategies	X	X	X	X	X	X	
6. Professional Learning & Ethical Practice	9. Prof Learning & Ethical Practice	X			X	X		X
7. Collaboration	10. Leadership & Collaboration	x			X			X

Appendix. BEd in SPED, Severe Disabilities/Autism Assessment Plan

		Praxis 1	Content 2	Planning 3	Student Teach 4	Impact on Learning 5	Other 6	Other 7
CEC Standards	Course Product	Successful Completion of 30 credits of SPED Coursework	SPED 453 Case Study 2 nd semester	SPED 400 Lesson Planning 2 nd semester	SPED 390 Clinical Practice Rubric 4 th semester	SPED 489 Intervention Project 1 st semester	SPED 462 Instructional Programs 3 rd semester	SPED 400 Dispositions Rating 2 nd semester
	InTASC Standards							
1. Learner Development & Individual Learning Differences	1. Learner Development	X	X	X		X		
	2. Learner Differences	X	X	X		X		
2. Learning Environments	3. Learning Environments	X	X	X	X	X	X	
3. Curricular Knowledge	4. Content Knowledge	X		X			X	
	5. Application of Content	X		X			X	
4. Assessment	6. Assessment	X		X	X	X		
5. Instructional Planning & Strategies	7. Planning for Instruction	X	X	X	X		X	
	8. Instructional Strategies	X		X	X	X	X	
6. Professional Learning & Ethical Practice	9. Prof Learning & Ethical Practice	X			X	X		X
7. Collaboration	10. Leadership & Collaboration	x	X		X			X



Survey for Student Teachers, 2019-20

**Office of the Dean
College of Education
University of Hawai'i at Mānoa**

Please complete this end-of-program questionnaire to tell us how your teacher education program contributed to your development as a new teacher. Your responses are completely confidential, and your name will not be associated with your responses. We will use the data to make improvements in the components of the program you identify. Thank you very much for your assistance!

Please provide the following background information:

1. Program in which you are enrolled (select one):

- Elementary Education, Bachelor of Education
- Kinesiology and Rehabilitation Science, Bachelor of Science
- Master of Education in Teaching
- Secondary Education, Bachelor of Education
- Secondary Education, Post-baccalaureate Certificate
- Special Education, Post-baccalaureate Certificate

2. Academic Major (select one):

- Early Childhood and Special Education (Dual Preparation)
- Elementary Education
- Elementary Education and Early Childhood Education (Dual Preparation)
- Elementary Education and Multilingual Learners/TESOL (Dual Preparation)
- Elementary Education and Special Education (Dual Preparation)
- Hawaiian Immersion
- Hawaiian Language
- Health and Physical Education
- Secondary and Special Education (Dual Preparation)
- Secondary Dance
- Secondary Drama/Theater
- Secondary English for Speakers of Other Languages (TESOL)
- Secondary English Language Arts
- Secondary Mathematics
- Secondary Music Education
- Secondary Science(s)
- Secondary Social Studies
- Secondary Visual Arts
- Secondary World Languages
- Special Education: Mild/Moderate Disabilities
- Special Education: Severe Disabilities/Autism

3. If you have a second major, please select your second academic major:

- Hawaiian Immersion
- Hawaiian Language
- Health and Physical Education
- Secondary Dance
- Secondary Drama/Theater
- Secondary English for Speakers of Other Languages (TESOL)
- Secondary English Language Arts
- Secondary Mathematics
- Secondary Music Education
- Secondary Science(s)
- Secondary Social Studies
- Secondary Visual Arts
- Secondary World Languages
- Special Education: Mild/Moderate Disabilities
- Special Education: Severe Disabilities/Autism

4. Student Teaching/Internship/OJT Placements (select all that apply):

- Preschool level
- Elementary level (K-6)
- Middle level (5-9)
- Secondary level (6-12)
- Multi-level (K-12)

Other (please specify)

5. Special Education Student Teaching/Internship/OJT Placement, if applicable

(select all that apply):

- Not applicable
- Special Education: Inclusion
- Special Education: Resource
- Special Education: Self-contained

Other (please specify)

6. Primary delivery method of the program that you completed (method):

- On campus
- Distance education (e.g., online, statewide/hybrid)
- Off campus (e.g., American Samoa)

7. Were you a full-time teacher (i.e. Emergency Hire/OJT) while enrolled in your teacher preparation program?

- Yes
- No



Survey for Student Teachers, 2019-20

The Learner and Learning

Please respond to the following questions about your teacher education program.

DIRECTIONS: Indicate the extent of your preparedness in the following areas by using the scale below:

- Very prepared
- Mostly prepared
- Somewhat prepared
- Slightly prepared
- Not at all prepared

8. At the end of your COE teacher education program, to what extent are you prepared to...

	Very prepared	Mostly prepared	Somewhat prepared	Slightly prepared	Not at all prepared
Create developmentally/age appropriate learning experiences?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapt to learner diversity and individual differences?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure inclusive learning environments that enable each learner to meet high standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create learning environments that support individual learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create learning environments that support collaborative learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Survey for Student Teachers, 2019-20

Content

9. At the end of your COE teacher education program, to what extent are you prepared to...

	Mostly Very prepared	Somewhat prepared	Slightly prepared	Not at all prepared
Demonstrate knowledge of the content in your field?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach the concepts, knowledge, and skills of your field in ways that enable students to learn?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect concepts to engage students in learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use differing perspectives to engage students in learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate student standards, such as the Common Core Standards, into your teaching practice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate Hawaiian language, history, and culture into your teaching practice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Survey for Student Teachers, 2019-20

Instructional Practice

10. At the end of your COE teacher education program, to what extent are you prepared to...

	Very prepared	Mostly prepared	Somewhat prepared	Slightly prepared	Not at all prepared
Plan instruction that supports every student in meeting learning goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a variety of instructional strategies to engage all learners?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate technology effectively into curricula and instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach reading, including working with students who have reading difficulties?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate reading strategies across your curriculum?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate writing strategies across your curriculum?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Survey for Student Teachers, 2019-20

Assessment

11. At the end of your COE teacher education program, to what extent are you prepared to...

Very prepared **Mostly prepared** **Somewhat prepared** **Slightly prepared** **Not at all prepared**

Use assessment strategies appropriate to your students' needs?

Use a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records) to determine students' strengths and instructional needs?

Design assessments that match student learning objectives?

Evaluate the effects of your teaching and modify plans accordingly?



Survey for Student Teachers, 2019-20

Learner Diversity

12. At the end of your COE teacher education program, to what extent are you prepared to teach students who...

	Very prepared	Mostly prepared	Somewhat prepared	Slightly prepared	Not at all prepared
Have disabilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not speak English as their first language?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are gifted and talented?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are from different cultures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Survey for Student Teachers, 2019-20

Professional Practice & Collaboration

13. At the end of your COE teacher education program, to what extent are you prepared to...

	Mostly Very prepared	Somewhat prepared	Slightly prepared	Not at all prepared
Demonstrate professionalism as a new teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take responsibility for student learning and success?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with parents and families to better support student learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in professional reflection to become a stronger teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand your specific strengths as a new teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Target areas of need for your own professional growth?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Survey for Student Teachers, 2019-20

14. Overall, how prepared do you feel as a result of your teacher education program?

- Very prepared
- Mostly prepared
- Somewhat prepared
- Slightly prepared
- Not at all prepared

15. Overall, how satisfied are you with the teacher education program you completed at the College of Education?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

16. How likely would you be to recommend this program to someone who wants to study in this field?

- Very likely
- Likely
- Neither likely nor unlikely
- Unlikely
- Very unlikely



Survey for Student Teachers, 2019-20

DIRECTIONS: Please indicate the extent of your agreement or disagreement with the following statements by using the following scale:

- Strongly agree**
- Agree**
- Neither agree nor disagree**
- Disagree**
- Strongly disagree**

17. My teacher education program helped me . . .

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Become a more knowledgeable teacher (developed my knowledge) in my field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Become a more effective teacher (developed my skills).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Become a more caring teacher (developed my professional dispositions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Overall, the following helped me develop the knowledge, skills, and dispositions I need as a new teacher. . .

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Field placements (observation/participation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student teaching/internship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field supervisor(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor teacher(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course instructors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Survey for Student Teachers, 2019-20

Your written comments are especially helpful. Please respond to these statements in an open and direct way to help us improve our programs.

When you are finished, click "Done" at the bottom of the page.

19. The most helpful aspects of my teacher education program were . . .

20. The least helpful aspects of my teacher education program were . . .

21. I recommend these specific changes for improvement . . .

22. My overall evaluation of my teacher education program is . . .

23. Please provide an alternate email address (other than @hawaii.edu address) for the COE to get feedback from you about our programs in the future:

UHM COE Alumni Survey - Initial Licensure Programs, 2020

**Office of the Dean
College of Education
University of Hawai'i at Mānoa**

Aloha and thank you for helping us to learn about your experience with your most recently completed teacher preparation program at the College of Education, University of Hawai'i at Mānoa. We value your feedback and will use it to improve our programs to meet the needs of today's educators.

The College asks you to complete this brief questionnaire about your satisfaction and experience with our program. Your answers are completely confidential, and your name will not be associated with your responses. The survey will take approximately 5-10 minutes to complete. Thank you very much for your assistance.

Please provide the following background information:

1. Which academic year did you graduate? (Most recent COE licensure program)

- 2015-16 (*Fall 2015, Spring 2016, & Summer 2016*)
- 2016-17 (*Fall 2016, Spring 2017, & Summer 2017*)
- 2017-18 (*Fall 2017, Spring 2018, & Summer 2018*)
- 2018-19 (*Fall 2018, Spring 2019, & Summer 2019*)
- 2019-20 (*Fall 2019, Spring 2020, & Summer 2020*)

2. Please select your most recently completed COE licensure program:

- BEd (Bachelor of Education) in Elementary Education
- BEd (Bachelor of Education) in Secondary Education
- BS (Bachelor of Science) In Kinesiology & Rehabilitation Science
- PBCTE (Post-baccalaureate Certificate) in Secondary Education
- PBSPED (Post-baccalaureate Certificate) in Special Education
- MEdT (Master of Education in Teaching)

3. Please select your academic major(s)/specialization(s):

- Elementary Education
- Elementary Education and Early Childhood Education (Dual Preparation)
- Elementary Education and Early Childhood Special Education (Dual Preparation)
- Elementary Education and Multilingual Learning/TESOL (Dual Preparation)
- Elementary Education and Special Education (Dual Preparation)
- Early Childhood Education and Early Childhood Special Education (Dual Preparation)
- Hawaiian Language Immersion Education
- Hawaiian Language
- Music Education
- Physical Education
- Secondary Education: Art
- Secondary Education: Dance
- Secondary Education: Drama/Theater Arts
- Secondary Education: English Language Arts
- Secondary Education: English as a Second Language
- Secondary Education: Mathematics
- Secondary Education: Science
- Secondary Education: Social Studies
- Secondary Education: World Languages
- Secondary Education and Special Education (Dual Preparation)
- Special Education: Mild/Moderate Disabilities
- Special Education: Severe Disabilities/Autism



UHM COE Alumni Survey - Initial Licensure Programs, 2020

Current Role

4. Are you currently working within the field of education?

- Yes
- No, but I plan to work within education in the future
- No, I have left, and/or do not plan to work within, the field of education

5. What is the primary role in which you are currently working?

- Administrator
- Counselor
- Educational Assistant
- Librarian
- Student Services Coordinator
- Teacher
- Not currently working*

Other (please specify):



UHM COE Alumni Survey - Initial Licensure Programs, 2020

Completer Preparedness, Competence, and Growth

DIRECTIONS: Please indicate the extent of your agreement or disagreement with the following statements by using the following scale:

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

N/A (*Not applicable*)

6. My (most recent) COE program helped me . . .

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
Become a more knowledgeable teacher (develop my knowledge).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Become a more effective teacher (develop my skills).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Become a more caring teacher (develop my professional dispositions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand local school and cultural communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand learners and the application of learning theory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand assessment of and for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use data to inform practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create productive learning environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support students' growth in international and global perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapt to learner diversity and individual differences (develop culturally responsive practices).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate and foster relationships with families/guardians/caregivers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with colleagues to support professional learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish goals for my own professional growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be able to apply my knowledge and skills in diverse school and community contexts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



UHM COE Alumni Survey - Initial Licensure Programs, 2020

Recommendations & Feedback

Your written comments are especially helpful. Please respond to these statements in an open and direct way to help us improve our programs.

7. What specific recommendations can you give us to improve our program?

8. Please provide any additional feedback/comments that you have for the COE:

Please click "Done" at the bottom of the page to complete the survey.

Appendix H. Consumer Focus Group Questions

Advisory Group Feedback: Group Discussion or Direct Contact – Template

Name of Advisory Group: _____

Program/Content Area: _____

Describe the representation of individuals in your advisory group (Include P-12/P-20 partners):**Describe the process you used to gather advisory group feedback using the prompts:**

(Ex: Did you discuss the prompts in an advisory group meeting? Was it in person or online? How many people were present? Who led the discussion?; Did you send out an email with the feedback prompts to advisory group members? Who sent the email? Did you send out reminder emails? How many people responded with answers to the prompts? Etc.)

AAQEP Standard 3: Quality of Program Practices

Preparation programs ensure that candidates, upon completion, are ready to engage in professional practice, to adapt to a variety of professional settings, and to grow throughout their careers.

Feedback Prompts:

- 1. What do you think are the strengths of the COE's programs?**
- 2. What are the needs and/or areas for improvement in our programs?**
- 3. What recommendations do you have to help us ensure that our candidates are well prepared for professional practice and to grow throughout their careers?**

University of Hawai‘i at Mānoa – Four-Year Academic Plan 2022-2023

College of Education

Bachelor of Education (BEd) in Special Education

Specialization: Secondary Special Education - Mild/Moderate Disabilities

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	Fall	Fall	Fall
FW 3	DB (or DP) 3	SPED 306 3	SPED 400 3
FG (A/B/C) 3	DY 1	SPED 310 3	SPED 422 3
DA/DL 3	Elective 3	SPED 311 3	SPED 463 3
MATH 100 or higher 3	Elective 3	SPED 400 3	SPED 487 (e) 3
MATH course** (FQ) 3	Elective 3	SPED 485 3	
Elective 3			
Credits 15	Credits 13	Credits 15	Credits 12
Spring	Spring	Spring	Spring
DP (or DB) 3	Submit Application in January	SPED 400 3	SPED 390 10
HWST 107 (DH) 3	SPED 304 (DS) 3	SPED 421 (e) 3	SPED 391 2
FG (A/B/C) 3	Elective 3	SPED 425 3	SPED 489 3
DS 3	Elective 3	SPED 455 3	
Elective 3	Elective 3	SPED 461 (e) 3	
	Elective* 2		
Credits 15	Credits 14	Credits 15	Credits 15
Summer	Summer	Summer	Summer
		ITE 320 3	
		SPED 480 3	
Credits 0	Credits 0	Credits 6	Credits 0
Total Credits 30	Total Credits 57	Total Credits 93	Total Credits 120

Notes:

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

Summer course work is required for the cohort program.

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

Please see a COE OSAS advisor for the latest information.

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

* May be taken to meet the 120 credit minimum for graduation

** Some MATH (FQ) courses may be 4 credits. This will affect the total credit requirements shown on this plan. MATH 111 and 112 are highly recommended.

University of Hawai'i at Mānoa
College of Education Program Sheet 2022-2023
Bachelor of Education (BE_{ED}) in Special Education
Specialization: Secondary Special Education Mild/Moderate Disabilities
Admissions: Selective Process: Application
Min. Total Credits: 120 (94 (or 95) in core & major + 26 (or 25) in electives)

UHM General Education Core Requirements
Foundations
<input type="checkbox"/> FW ENG 100, 100A, 190, ESL 100, or AMST 111
<input type="checkbox"/> FQ* MATH 100 or higher MATH course
<input type="checkbox"/> FG (A / B / C)
<input type="checkbox"/> FG (A / B / C)
<i>*Note: This requirement changed in Fall 2018. If you entered the UH System prior to that, please see your college/school advisor.</i>
Diversification
<input type="checkbox"/> DA / DL
<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
<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
<ul style="list-style-type: none"> The Hawaiian or Second Language requirement is not required for students admitted to the College of Education.
Credit Minimums
<ul style="list-style-type: none"> 120 total applicable 30 in residence at UHM 45 upper division (300+ level) credits
Grade Point Average
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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) Apply: https://makalei.coe.hawaii.edu 2.75 cumulative GPA in all post-secondary institutions 57 credits Completion of all UHM General Education Core courses and licensure track prerequisite. 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). 40 hours of documented current group leadership involvement with elementary-aged or secondary-aged youth, or 40 hours of volunteer/work experience with youth with disabilities. Personal admissions interview. Completion of two (2) Writing Intensive (W) courses with a grade of C (not C-) or better prior to the start of the Licensure Track courses. <ul style="list-style-type: none"> Non-UH System transfer students must complete two (2) English Composition or Literature courses with a grade of C (not C-) or better prior to the start of the Licensure Track courses.
General Education Core
Required course: <input type="checkbox"/> HWST 107* ^{DH}
Highly recommended courses:
<input type="checkbox"/> MATH 111 <input type="checkbox"/> MATH 112* ^{FQ}
Licensure Track Prerequisite
<input type="checkbox"/> SPED 304* ^{DS}
Required Graduation Grade Point Averages
<ul style="list-style-type: none"> 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 Special Education

Specialization: Secondary Special Education – Mild/Moderate Disabilities

Admission to Licensure Track: Complete all General Education courses and Licensure Track Prerequisite.

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

Min. major credits: 66, includes SPED 304 pre-requisite

Min. C grade (not C-) in all ITE and SPED courses

Licensure Track Prerequisite (3 credits)

SPED 304*^{DS}

Students must take SPED 304 prior to the start of the licensure track courses.

Licensure Track Requirements

Special Education Core Courses (24 credits)

Required Core Courses	<input type="checkbox"/> ITE 320	<input type="checkbox"/> SPED 306	<input type="checkbox"/> SPED 310	<input type="checkbox"/> SPED 311
	<input type="checkbox"/> SPED 425	<input type="checkbox"/> SPED 480	<input type="checkbox"/> SPED 485	<input type="checkbox"/> SPED 489

Secondary Special Education – Mild/Moderate Disabilities Track Courses (18 credits)

Required Courses	<input type="checkbox"/> SPED 421 (e)	<input type="checkbox"/> SPED 422	<input type="checkbox"/> SPED 455	<input type="checkbox"/> SPED 461 (e)
	<input type="checkbox"/> SPED 463	<input type="checkbox"/> SPED 487		

Secondary Special Education - Mild/Moderate Disabilities Field Courses (21 credits)

Required Field Courses	<input type="checkbox"/> SPED 400	<input type="checkbox"/> SPED 400	<input type="checkbox"/> SPED 400	<input type="checkbox"/> SPED 390
	<input type="checkbox"/> SPED 391			

SPED 400 (taken three times) is two full days of field experience (7:30 am – 2:30 pm) each week in 6-12 classrooms.

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

Notes

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

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

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

Education Faculty Advisors: Alyssa Kapaona; Everly 126; (808) 956-4269; akapaona@hawaii.edu

Jolene Muneno; Everly 126; (808) 956-4268; jsmuneno@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



Presented to the Mānoa Faculty Senate by the Committee on Academic Policy and Planning (CAPP) for a vote of the full Senate on November 17, 2021, a resolution supporting the proposal for a Bachelor of Education in Special Education. Approved by the Mānoa Faculty Senate on November 17, 2021 with 43 votes (95.56%) in support; 2 votes (4.44%) opposed; and 0 abstentions.

**RESOLUTION SUPPORTING THE PROPOSAL FOR A
BACHELOR OF EDUCATION IN SPECIAL EDUCATION:**

(a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/Autism – PreK – 12:

WHEREAS, the College of Education currently offers Bachelor's of Education Special Education focused degree tracks at the Elementary Undergraduate level; and

WHEREAS, licensure for the areas of Mild/Moderate Disabilities – Secondary Education and Severe Disabilities/ Autism – PreK-12 is currently offered only at the Post Baccalaureate or MEd levels in the UHM College of Education; and

WHEREAS, the BEd in Special Education is a priority for the UHM Department of Special Education because this will fill a gap in avenues for teacher licensure by creating an undergraduate option for the areas of Mild/Moderate Disabilities – Secondary Education and Severe Disabilities/ Autism – PreK-12; and

WHEREAS, the U.S. and Hawai'i have experienced a shortage of licensed special education teachers for decades; and

WHEREAS, most program graduates will seek employment with the Hawai'i Department of Education (or be placed as part of a pay back tuition program), and may also seek employment elsewhere due to the nationwide shortage of licensed special education teachers ; and

WHEREAS, the UH System does not currently offer a teacher-licensure program at the Bachelor's degree level in these two specialty areas; and

WHEREAS, it is requested that a New Academic Program: BEd in Special Education with two tracks leading to teacher licensure: (a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/ Autism – PreK – 12 be established; and

WHEREAS, the UHM College of Education Department of Special Education and Office of Student Academic Services will work with the community colleges to modify existing Memorandum of Agreements to articulate with the BEd in Special Education; and

**Notice of Meeting
UNIVERSITY OF HAWAI'I**

BOARD OF REGENTS COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS

Members: Regents Wilson (Chair), Acopan (Vice-Chair), Acoba, Bal, and Haning

Date: Thursday, February 3, 2022

Time: 9:45 a.m.

Place: Virtual Meeting

In light of the evolving COVID-19 situation, protecting the health and welfare of the community is of utmost concern. As such, this will be a virtual meeting and written testimony and oral testimony will be accepted in lieu of in-person testimony. See the Board of Regents website to access the live broadcast of the meeting via livestream: www.hawaii.edu/bor. Mahalo for your consideration.

AGENDA

I. Call Meeting to Order

II. Approval of Minutes of the October 7, 2021 Meeting

III. Public Comment Period for Agenda Items:

All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Written testimony may be submitted via the board's website through the testimony link provided on the [Meeting Agendas, Minutes and Materials](#) page. Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S. mail at 2444 Dole Street, Bachman 209, Honolulu, HI 96822, or facsimile at (808) 956-5156. All written testimony submitted are public documents. Therefore, any testimony that is submitted for use in the public meeting process is public information and will be posted on the board's website.

Those wishing to provide oral testimony for the virtual meeting may register [here](#). Given constraints with the online format of our meetings, individuals wishing to orally testify must register no later than 7:00 a.m. on the day of the meeting in order to be accommodated. It is highly recommended that written testimony be submitted in addition to registering to provide oral testimony. Oral testimony will be limited to three (3) minutes per testifier.

IV. Agenda Items

A. Academic Program Actions

1. Review and Recommend Board Approval of the Following University of Hawai'i (UH) at Mānoa Programs:
 - a. Establishment of a Provisional Bachelor of Arts in Marine Biology

- b. Change from Provisional to Established Status: Bachelor of Science in Molecular Cell Biology
 - c. Change from Provisional to Established Status: Bachelor of Environmental Design
 - d. Establishment of a Provisional Bachelor of Education in Special Education
2. Review and Recommend Board Approval to Change from Provisional to Established Status: Advanced Professional Certificate in Special Education PK-12, Leeward Community College
- B. Recommend Board Approval of Revisions to Regents Policy 6.208, Board Exemptions to Non-Resident Tuition
 - C. Hawaii P-20 Partnerships for Education Update
 - D. General Education Redesign Update
- V. Adjournment**

DISCLAIMER – THE FOLLOWING ARE DRAFT MINUTES AND ARE SUBJECT TO FURTHER REVIEW AND CHANGE UPON APPROVAL BY THE COMMITTEE

MINUTES

BOARD OF REGENTS COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS MEETING

OCTOBER 7, 2021

Note: On August 5, 2021, Governor David Y. Ige issued a proclamation related to the COVID-19 emergency that temporarily suspended Chapter 92, Hawai'i Revised Statutes, relating to public meetings and records, "only to the extent necessary to minimize the potential spread of COVID-19 and its variants".

I. CALL TO ORDER

Chair Ernest Wilson called the meeting to order at 8:32 a.m. on Thursday, October 7, 2021. The meeting was conducted virtually with regents participating from various locations.

Committee members in attendance: Chair Ernest Wilson; Vice-Chair Kelli Acopan; Regent Simeon Acoba; Regent Eugene Bal; and Regent William Haning.

Others in attendance: Board Chair Randy Moore; Regent Wayne Higaki; Regent Diane Paloma; Regent Robert Westerman (ex officio committee members); President David Lassner; Vice President (VP) for Community Colleges Erika Lacro; VP for Legal Affairs/University General Counsel Carrie Okinaga; VP for Research and Innovation Vassilis Syrmos; VP for Information Technology/Chief Information Officer Garret Yoshimi; VP for Budget and Finance/Chief Financial Officer Kalbert Young; UH Mānoa (UHM) Provost Michael Bruno; UH Hilo (UHH) Chancellor Bonnie Irwin; UH West O'ahu (UHWO) Chancellor Maenette Benham; UH Maui College (UHMC) Chancellor Lui Hokoana; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

II. APPROVAL OF MINUTES

Vice-Chair Acopan moved to approve the minutes of the June 2, 2021, committee meeting, seconded by Regent Bal, and the motion carried, with all members present voting in the affirmative.

III. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that the Board Office did not receive any written testimony and that no individuals signed up to provide oral testimony.

IV. AGENDA ITEMS

A. Update on Western Association of Schools and Colleges (WASC) Accreditation