

New Program Code **Modify Program Code**

Date: _____

REQUESTOR CONTACT INFORMATION

Name Terri Ota Campus West O'ahu, UH
 Title Academic Program/Faculty Affairs Spec Email tota@hawaii.edu
 Office/Dept UHWO Academic Affairs Phone 689-2314

NEW PROGRAM CODE TO CREATE

Institution WOA - University of Hawaii West Oahu Campus WOA - Univ of Hawaii - West Oahu
 Level UG - Undergraduate Effective Term 202010.Fall 2019

	Code (Max. Characters)	Description	Check if requesting new code:
College	(2) <u>TD</u>	<u>Transdisciplinary</u>	<input checked="" type="checkbox"/> See Banner form STVCOLL
Department	(4) <u>ACMW</u>	<u>Academy for CM-West Oahu</u>	<input checked="" type="checkbox"/> See Banner form STVDEPT
Degree/Certificate	(6) <u>BA</u>	<u>Bachelor of Arts</u>	<input type="checkbox"/> See Banner form STVDEGC
Major	(4) <u>CM</u>	<u>Creative Media</u>	<input type="checkbox"/> See Banner form STVMAJR
Concentration	(4) <u>COMN</u>	<u>Communications & New Media Tech</u>	<input checked="" type="checkbox"/> See Banner form STVMAJR
Minor	(4) _____	_____	<input type="checkbox"/> See Banner form STVMAJR

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

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

No existing code for Communications & New Media Technology.

Is this major/concentration code being used the same way at the other UH campuses? Yes No
 Should this program be available for applicants to select as their planned course of study on the online application? *If yes, student may select the code as their only program of study.* Yes No

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

Is 50% or greater of the classes in this program offered at a location other than the Home Campus? Yes No
 Is this program/major/certificate financial aid eligible? Yes No
 Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)? Yes No

See <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html>

Program Length

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

4 years

Special Program Designations A B N P T U

See Special Program Designations Code Definitions on IRAO Program Code Request webpage

Required Terms of Enrollment: Fall Spring Summer Extended

IRA0 USE ONLY: DATE RECEIVED

ADDITIONAL COMMENTS

The BA in Creative Media is a new degree program at UHWO, approved by the BOR in their February 2019 meeting; this is a STEM program. The program differs from the Manoa BA-CM in that the focus would be more on the hands-on technical expertise, rather than the critical studies and cinematic foci that the Manoa program has.

The UH West Oahu degree has 4 concentrations: General Creative Media; Design & Media; Video Game Design & Development; and Communications & New Media Technologies.

ATTACHMENTS

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

- BOR Meeting Minutes & Supporting Documents Curriculum

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

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

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

- BOR approved certificate. BOR Meeting/Approval Date: _____
 Chancellor approved within an authorized BOR program. BOR Program: _____
 Chancellor approved CO in accordance with UHCCP 5.203, Section IV.B.10.

VERIFICATIONS

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

Registrar
(Print Name)

Robyn Oshiro


Signature

07/10/2019
Date

Financial Aid Officer
(Print Name)

James Oshiro


Signature

7/10/19
Date

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

Signature Date

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No existing code for concentration Communications & New Media Technology.

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

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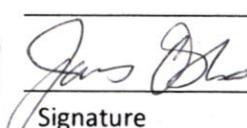
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No existing code exists for concentration, Design & Media.

Is this major/concentration code being used the same way at the other UH campuses? Yes No

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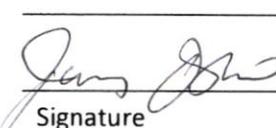
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Robyn Oshiro

 07/10/2019
Signature Date

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No existing code exists for concentration, Design & Media.

Is this major/concentration code being used the same way at the other UH campuses? Yes No
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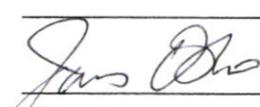
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Robyn Oshiro	James Oshiro	
 _____	 _____	_____
Signature	Signature	Signature
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Concentration	(4) <u>GCM</u>	<u>General Creative Media</u>	<input checked="" type="checkbox"/> See Banner form STVMAJR
Minor	(4) _____	_____	<input type="checkbox"/> See Banner form STVMAJR

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

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

No code currently exists for concentration, General Creative Media.

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

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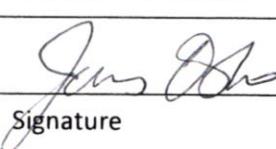
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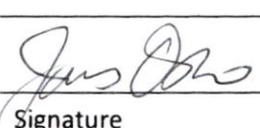
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Concentration	(4) <u>VGDM</u>	<u>Video Game Design & Development</u>	<input checked="" type="checkbox"/> See Banner form STVMAJR
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CM Creative Media; VDGM

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Would like to request a new code for Video Game Design & Development because it is more descriptive of what the program is proposing; the current VDGM (Video Game) is too broad.

Is this major/concentration code being used the same way at the other UH campuses? Yes No

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

- BOR approved certificate. BOR Meeting/Approval Date: _____
 Chancellor approved within an authorized BOR program. BOR Program: _____
 Chancellor approved CO in accordance with UHCCP 5.203, Section IV.B.10.

VERIFICATIONS

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

Registrar
(Print Name)

Robyn Oshiro

Signature

Financial Aid Officer
(Print Name)

James Oshiro

Signature

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

Signature

07/10/2019
Date

7/10/19
Date

New Program Code Modify Program Code

Date: _____

REQUESTOR CONTACT INFORMATION

Name Terri Ota Campus West O'ahu, UH
 Title Academic Program/Faculty Affairs Spec Email tota@hawaii.edu
 Office/Dept UHWO Academic Affairs Phone 689-2314

NEW PROGRAM CODE TO CREATE

Institution WOA - University of Hawaii West Oahu Campus DE - Distance Education (WOA only)
 Level UG - Undergraduate Effective Term 202010.Fall 2019

	Code (Max. Characters)	Description	Check if requesting new code:
College	(2) <u>TD</u>	<u>Transdisciplinary</u>	<input checked="" type="checkbox"/> See Banner form STVCOLL
Department	(4) <u>ACMW</u>	<u>Academy for CM-West Oahu</u>	<input checked="" type="checkbox"/> See Banner form STVDEPT
Degree/Certificate	(6) <u>BA</u>	<u>Bachelor of Arts</u>	<input type="checkbox"/> See Banner form STVDEGC
Major	(4) <u>CM</u>	<u>Creative Media</u>	<input type="checkbox"/> See Banner form STVMAJR
Concentration	(4) <u>VDG</u>	<u>Video Game Design & Development</u>	<input checked="" type="checkbox"/> See Banner form STVMAJR
Minor	(4) _____	_____	<input type="checkbox"/> See Banner form STVMAJR

VDGM _____

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:

Would like to request a new code for Video Game Design & Development because it is more descriptive of what the program is proposing; the current VDGM (Video Game) is too broad.

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? Yes No
If yes, student may select the code as their only program of study.

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

Is 50% or greater of the classes in this program offered at a location other than the Home Campus? Yes No

Is this program/major/certificate financial aid eligible? Yes No

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)? Yes No

See <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html>

Program Length

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

4 years

Special Program Designations

See Special Program Designations Code Definitions on IRAO Program Code Request webpage

A B N P T U

Required Terms of Enrollment: Fall Spring Summer Extended

IRA0 USE ONLY: DATE RECEIVED

ADDITIONAL COMMENTS

The BA in Creative Media is a new degree program at UHWO, approved by the BOR in their February 2019 meeting; this is a STEM program. The program differs from the Manoa BA-CM in that the focus would be more on the hands-on technical expertise, rather than the critical studies and cinematic foci that the Manoa program has.

The UH West Oahu degree has 4 concentrations: General Creative Media; Design & Media; Video Game Design & Development; and Communications & New Media Technologies.

ATTACHMENTS

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

- BOR Meeting Minutes & Supporting Documents Curriculum

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

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

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

- BOR approved certificate. BOR Meeting/Approval Date: _____
 Chancellor approved within an authorized BOR program. BOR Program: _____
 Chancellor approved CO in accordance with UHCCP 5.203, Section IV.B.10.

VERIFICATIONS

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

Registrar
(Print Name)

Financial Aid Officer
(Print Name)

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

Robyn Oshiro

James Oshiro

Signature

Date

Signature

Date

Signature

Date

BA-Creative Media (eff FA19)

- 2018 Feb: Curriculum Committee approved BA-Creative Media with concentrations in General Creative Media, Design & Media, Video Game Design & Development, and Communications & New Media Technologies
- 2018 Dec: At Faculty Senate meeting, VCAA updated faculty on status of the BA-Creative Media
- 2019 Jan: President approved Academic Affairs reorganization to create the unit Academy for Creative Media-West Oahu
- 2019 Feb: BOR approved BA-Creative Media as a new provisional degree; initial concentration in General Creative Media, Design & Media, Video Game Design & Development, and Communications & New Media Technologies
- 2019 Apr: WSCUC approved BA-Creative Media, effective for FA19; no subchange needed, for both in-person and distance modalities.

UHWO Curriculum Committee
Report 02/02/2018
Submitted by: G. Niles (chair)

The UHWO Curriculum Committee submits the following recommendations to the UHWO Faculty Senate:

New Courses Approve: ANTH 378 Visual Depiction of Human Experience and Media Power
 ECON 334 Economics of Health
 EDEF 100 Careers in Education
 ENGR 301 Automation and Robotics
 HLTH 295 Health and Wellness for Life
 PSY 245 Health Psychology
 SCFS 415 Mahi 'ai Kalo
 SCFS 455 Indigenous and Western Environmental Worldviews
 FMGT 410 Financial Management for Facilities
 FMGT 420 Multi-site Management for Facilities
 FMGT 430 Information Management for Facilities
 FMGT 440 Quality Management for Facilities
 FMGT 450 Critical Infrastructure Management for Facilities
 MUS 125 First-level Secondary Piano
 MUS 126 First-level Secondary Piano
 MUS 289 Intro to Music Writing
 MUS 345 Music Industry Survey
 MUS 389 Intermediate Music Writing
 MUS 489 Advanced Music Writing

New Courses Pending Approval: HLTH 205 Hawaiian Ways of Healing
 HLTH 300 Ho'oponopono Novice Level

New Courses Deferred: MUS 234 (alpha) Applied Music
 MUS 334 (alpha) Intermediate Applied Music
 MUS 434 (alpha) Advanced Applied Music
 MUS 490 Music Practicum
 MUS 491 Senior Project

Experimental Courses Acknowledged: HLTH 398C Ho'oponopono for Families
 HLTH 398D Ho'oponopono: 10-week practicum
 HLTH 498B The Art of Hawaiian Kapa
 SCFS 398D Intro to Geographic Information Systems

Course Modifications

Approve:

- ANTH 350 Pacific Island Cultures
- ANTH 358 Math, Symbols and Ritual
- ANTH 447 Polynesian Culture
- ANTH 487 Philippine Culture
- BUSA 340 Business Intelligence
- ENG 410 The Bible as Literature
- ENGR 213 Intr. to ENGR Design
- FMGT 301 Finance, Business and Project Management for Facilities
- FMGT 302 Op., Leadership and Strat. for Facilities
- FMGT 303 Sustainability for Facilities Management
- MATH 373 Mathematical Statistics
- GEOL 168L Planetary Science in the Classroom Lab
- HIST 329 Cold War Asia

Course Modifications

Pending Approval: N/A

Course Modification

Deferred: SOC 490C Social Science Practicum in Early Childhood Education

Course Modifications

Decline: N/A

Additions/Deletions of a
Concentration or
Certificate Approval

Recommendation: MUS: Certificate in Music

Addition/Deletion of a

Degree Recommendation: BA - Creative Media

Modifications of an
Existing concentration or
Certification approval
recommendation:

- Anthropology
- History
- B.Ed - Middle-Level, General Science
- B.Ed - Secondary Education, General Science

BEd - Middle-Level, Mathematics
BEd - Secondary Education, Mathematics
FMGT - BABA
FMGT - BAS
Sustainable Community Food Systems

Modifications of an existing concentration or certification pending approval:

HOST
HUM - Creative Media Concentration

Modifications of an existing concentration or certificate deferred:

Early Childhood Education Concentration

Modifications of an existing concentration or certificate recommend decline:

N/A

Modifications of a Degree Program Pending Approval:

N/A

Institutional Revision: FQ designation

Items of Faculty Interest:

1. Curriculum committee will work with Gen. Ed committee to submit a resolution for single submission annually in November for the following academic year for matters that are reflected in the General Catalog.

2. Curriculum committee will pilot Quali Curriculum Management System in Spring 2018 semester.

Meetings & Minutes



University of Hawai'i West O'ahu Faculty Senate

MEETING MINUTES

December 7, 2018

(as approved February 1, 2019)

The regular meeting of the UHWO Faculty Senate was held in Room C225, Chair Tom Hirsbrunner presiding with Sen. Susan Young, Recorder. Chair Hirsbrunner called the meeting to order at 11:33 a.m.

Senators Ross Cordy, Sa'ili Lilomaiava-Doktor, Carmen Nolte-Odhiambo, Jennifer Byrnes, Christine Mello, Konstantinos Zourgris, Chris Conybeare, Leslie Lopez, Gloria Niles, Ke'alohe Perry, Robyn Tasaka, Rouel Velasco, David Dinh, Joanne Chinen-Moore, Ed Keaunui, Holly Itoga, Eli Tsukayama, Stefanie Wilson, Camonia Graham-Tutt, Ross Prizzia, Lisa Spencer, Lorinda Riley, Reed Young, Laurie James, Cathy Kanoelani Ikeda, Michael Furuto, Rebecca Romine, Esther Wideasih, Lavina Callahan and Steven Hanneman attended.

Also in attendance were Monique Mironesco, Sharla Hanaoka, Manulani Meyer, Leslie Lynn Opulauoho, Richard Jones, and William Puette who served as Parliamentarian; VCA K. Ishida, VCSA J. Oliveira, VCAA J. Moniz, AVCAA A. Rosenfeld, and OVCAA T. Ota.

I. Approval of minutes

The minutes of the [November 2, 2018](#) meeting of the Faculty Senate were approved as posted.

II. Administrative Reports

A. Vice Chancellor for Academic Affairs, J. Moniz

- o Special thank to facility for serving on the many committees such as faculty and divisional committees, there may be additional requests for service as we have 7 candidates are up for review on tenure and promotion.

Updates on New Program Proposals passed by Faculty Senate last year

- BA in Natural Sciences
- BA in Creative Media
- o Both proposal were then sent and accepted by Council of Academic Offices.
- o Next step was to go to BOR, however the President has authority on what will be presented before the BOR and this is where the proposal was stalled.

BA to BS in Natural Sciences

- o Suggestion by the UH offices to change the degree from BA Natural Sciences to BS Natural Sciences which Faculty and the President support as this is the long range goal.
- o A BS in Natural Sciences will meet criteria for sciences, math and health sciences and

promote Indigenous knowledge.

BA in Creative Media

- o Question was posed as to why a BA in Creative Media vs. BA in Applied Science was chosen.
- o Questions centered on the language contained in the proposal, it was then decided to complete a degree qualification profile; Sharon Valente and Sharla Hanaoka are developing the map for learning outcomes necessary for a degree profile which will support the BA in Creative Media.

Communication regarding the changes

- o VCAA Moniz has been meeting with Council of Chief Officers, Senate Faculty, Division Chairs and Office of Student Affairs to provide transparency of the process and changes.
- o Next Step
Proposals will be sent to the Board Committee in January and to BOA in February and next WASC.

Associate Vice Chancellor for Academic Affairs, A. Rosenfeld:

Thank you to all faculty and staff intending to participate in commencement tomorrow.

Status Updates

- o Reorganization
 - Distributed to the both Unions, both unions have provided written feedback that was fairly positive with no overwhelming large-scale changes to the proposal.
 - Next step will include written response to both unions and the letters will be appended to the proposal ensuring transparency. Target date for completion is the end of December with implementation in January.
 - Finally completion of changed or new job descriptions including reporting structure will be finished and forwarded to Chancellor and then to the President.

B. Vice Chancellor for Student Affairs Office, J. Oliveira:

- o Registration for Spring 2019 has begun; encourage students to check their STAR reports to ensure there are not any items that would prevent registration.

Leslie Opulauoho:

- o Graduation is tomorrow December 8th; thank you to all who are assisting, 220 students will be walking.
- o Be sure you have obtained your parking pass from Clinton and faculty is encouraged to park in the new parking lot Mauka of Building D.
- o Distributed written update for instructions.
- o Olivia George and Rick Jones are our Marshalls.
- o Volunteers are needed to take down chairs and clean up areas.

C. Vice Chancellor for Administration, K. Ishida:

- o Hawaii Informational Portal, all must be registered for direct deposit
- o Update on major projects
 - Health Science/Administration Building Administration and faculty are moving in and the grand opening is 12/12.
 - New parking lot will be open for graduation; however will not officially be open until lights are installed, hopefully by beginning of the spring semester an additional of 331 parking stalls.
 - Bookstore will be moving by the dining hall and the present location will be used for student testing. Bids for the project will occur in the Spring.

D. Chancellor M. Benham reported:

Chancellor is traveling today and wishes everyone Happy Holidays and reminder that

mandatory PD day is January 3rd.

III. Faculty Senate Chair's Report, T. Hirsbrunner

A. ASUHWO President Rawley Riccio, unable to attend:

B. Chair Hirsbrunner

- o The last resolution regarding deadlines policy for Gen Ed, Distance Ed, and Curriculum Committees was approved by the Chancellor.
- o ACCFSC Report
 - The UH Candidate Advisory Council is interested in input from faculty regarding potential nominees for the next Board of Regents nomination process. Council submits names to the Governor for appointment. 3 Regents' terms are ending in 2019. Send any recommendations to Tom Hirsbrunner, FS Chair UHWO.
 - Recent Gallup poll of 10,000 UH alumni showed:
 - **66% believed their education assisted in obtaining full-time employment (57% national average)
 - **UHWO, UH Hilo, and UH Manoa alumni have 68% full-time employment (national average 57%)
 - **At least one instructor who made them excited about learning, UHWO 78% (national average 64%)

IV. Unfinished Business

A. Without objection, the following substitute Resolution for the postponed resolution moved on November 2 by the General Education Committee was adopted amending the UHWO Oral & Ethics Focus requirements adopted in Faculty Senate Resolution #2011-10 was postponed to the next Faculty Senate Meeting:

Resolved, That the UHWO Oral & Ethics Focus requirements adopted in Faculty Senate "RESOLUTION # 2011-10" be amended as attached (new material underlined; deleted material bracketed and struckthrough).

Effective Immediately upon approval of the Chancellor, to be implemented immediately.

Intended Purpose or Rationale:

This resolution clarifies the original intent of Faculty Senate RESOLUTION # 2011 - 10, which allows some General Education Focus designations to be attached to courses rather than instructors. As the intent of the original resolution was to embed ETH and OC designations within majors to ensure matriculation, "core course" should be defined as any course that is a requirement for a major (i.e., not for a concentration). Moving forward, courses that are not "core courses" according to this definition will no longer be eligible for course-based approval for ETH and OC. The revised resolution also adds course-based approval for HAP designations to this definition. Any course that already has course-based approval but is not eligible for such approval according to this clarified definition will retain course-based approval through the current "renew by" semester listed on the General Education/Distance Education Master List. Once the course-based approval expires, faculty will need to revert to seeking instructor-based approval for these courses. (To be effective immediately)

V. Senate Standing Committees:

A. Academic Affairs & Planning Committee: (Chair R. Prizzia)

- Chair Prizzia reported orally on behalf of the committee:
 - **Rank and Promotion**
 - Copies of suggested guidelines of Rank and Promotion distributed for input from Faculty Senate, please send all questions suggestions to Senator Prizzia
 - Dr Rick Jones suggested including all requirements regarding teaching, scholarship and service, please see suggestion of 80% teaching and up to 10% for scholarship and up to 10% for service.
 - **Syllabus Update**
 - Must be ADA compliant (see example distributed)
 - Please review and return comments to Ross and Rick prior to 1/18

B. Budget & Resources Committee:

No report

C. Curriculum Committee: (Chair G. Niles)

- [December 7 Report](#)
- Sen. Niles' motion, on behalf of the committee, to adopt all recommendations in the committee's report was adopted.
- Chair Niles further reported on behalf of the committee:
 - List of new classes approved in report or pending.
 - List of new classes approved in report distributed.
 - 225 course proposals have been submitted in Kualii
 - New Concentration Presentations by the Following:
 - Senator Romine: *BAS-Health Sciences Proposed Concentration: Specializations:*

"To serve as a bridge to seamlessly advance students from High School & Community College to a Bachelor's Degree, and on to Graduate Degrees (MD, MPH) Usage of existing scientific knowledge to practical applications To develop innovative, interdisciplinary, Hawaiian culture-based and/or project-based health science curriculum that provides research and opportunities to apply



January 9, 2019

RECEIVED

MEMORANDUM

TO: David Lassner
President, University of Hawai'i

VIA: Maenette Benham *Maenette Benham*
Chancellor, University of Hawai'i - West O'ahu

FROM: Jeffrey Moniz *Jeffrey Moniz*
Vice Chancellor, University of Hawai'i - West O'ahu

'19 JAN -9 P1:50

UNIVERSITY OF HAWAII
PRESIDENT'S OFFICE

SPECIFIC ACTION REQUESTED:

Your approval is requested for the attached reorganization proposal for the Office of the Vice Chancellor for Academic Affairs at the University of Hawai'i - West O'ahu. The proposal establishes a new Division of Mathematics, Natural and Health Sciences and an Academy for Creative Media - West O'ahu (ACM West O'ahu) while also refining the administrative configuration of Academic Affairs to coordinate support services and accommodate growth.

RECOMMENDED EFFECTIVE DATE:

Immediately upon your approval.

PURPOSE:

The purposes of this reorganization proposal are to (1) improve the efficiency and coordination of academic support services, (2) accommodate recent and future growth in academic programs, and (3) integrate the Associate Vice Chancellor for Academic Affairs into the reporting structure.

ADDITIONAL COSTS:

The funding impact of this reorganization is minimal, with the costs of two APT position rebands and the creation of new Division Chair and ACM West O'ahu Director titles and duties for two current faculty members largely offset by the natural attrition of senior faculty and staff due to retirement.

BACKGROUND:

Pursuant to University Policies and Procedures, reorganizations that (a) do not have impact on BOR Policy and/or laws; (b) do not, eliminate, or significantly change responsibilities of programs reporting directly to the Board or the President; (c) do not incur significant additional expenses; or (d) do not have significant programmatic impact on the University, may be approved under delegated authority for actions that are two supervisory levels below (RP 3.202 and AP 3.101).

This reorganizational process was administered by an Academic Reorganization Team (ART) consisting of the unit's two executive/managerial employees, two faculty members, and two staff members, with a third staff member serving in the capacity of steward. The process included four rounds of anonymous surveys of Academic Affairs faculty and staff, beginning with paper surveys at the August 2018 Professional Development Day followed by three online surveys in August, September, and October 2018. ART members, including at least one of the executive/managerial employees, also conducted individual visits to each academic division and OVCAA section during the month of September to gather input and answer questions directly. Concurrent discussions occurred during semimonthly Division Chairs' Council meetings and monthly OVCAA Core Staff meetings, at which point all parties present were afforded an opportunity to raise concerns and offer suggestions. The details of the reorganization are described in the attached proposal.

ACTION RECOMMENDED:

Your approval is recommended for the attached reorganization proposal that improves the efficiency and coordination of academic support services, accommodates recent and anticipated growth through the establishment of a Division of Mathematics, Natural and Health Sciences and an ACM West O'ahu, and integrates the Associate Vice Chancellor for Academic Affairs into the Office's reporting structure. Should you have any questions, I can be reached at 689-2303 or at jmoniz@hawaii.edu.

Attachments

- Executive Summary
- Narrative
- BJ/BT Worksheet
- Current Organizational Chart & Functional Statement
- Proposed Organizational Chart & Functional Statement

c: Human Resources Director Nancy Nakasone

APPROVED / NOT APPROVED:



David Lassner
President, University of Hawai'i

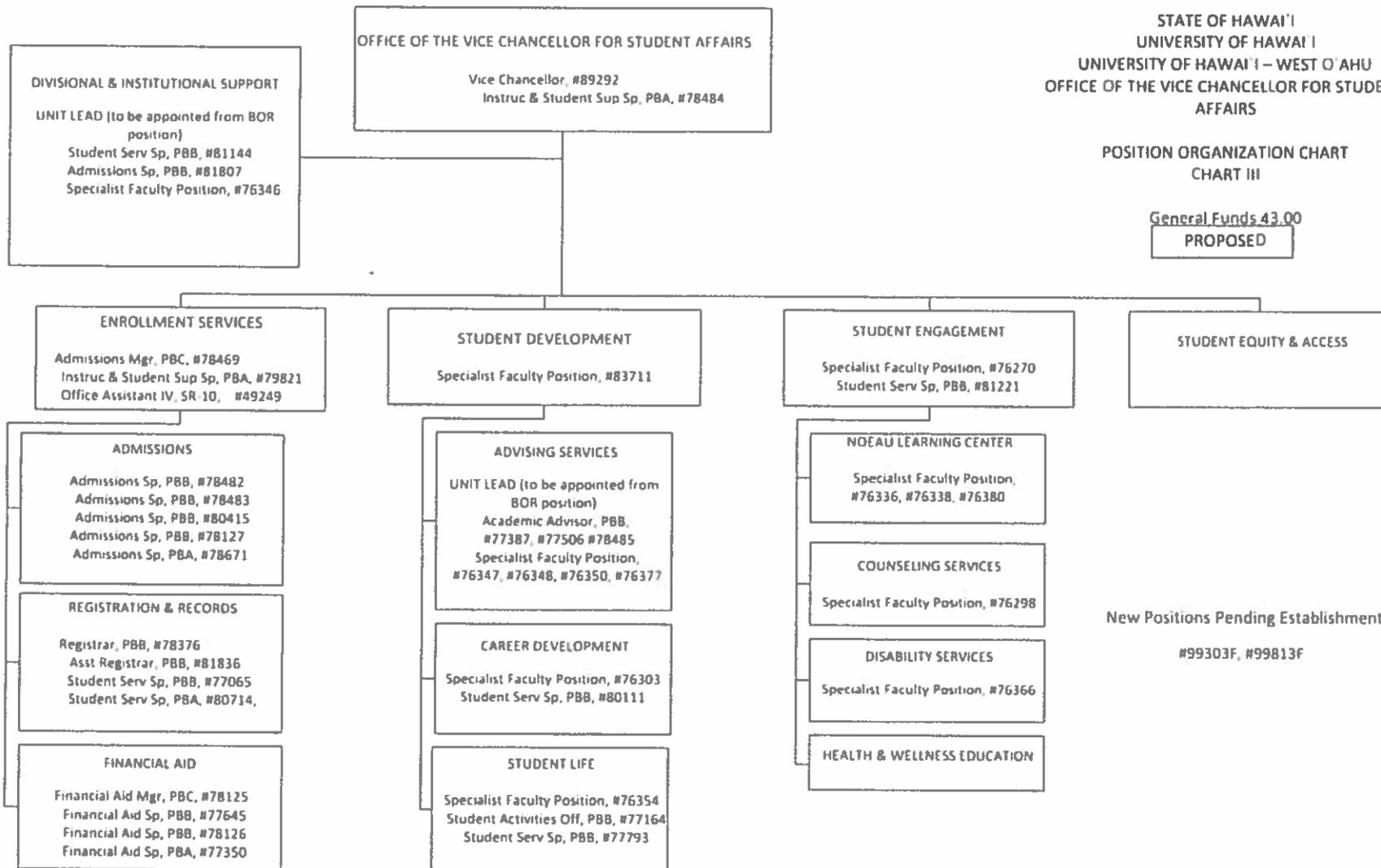
1/11/19
Date

**PROPOSED
ORGANIZATIONAL CHARTS
AND
FUNCTIONAL STATEMENTS**

STATE OF HAWAI'I
 UNIVERSITY OF HAWAI'I
 UNIVERSITY OF HAWAI'I – WEST O'AHU
 OFFICE OF THE VICE CHANCELLOR FOR STUDENT AFFAIRS

POSITION ORGANIZATION CHART
 CHART III

General Funds 43.00
 PROPOSED



Approved

David Lassner 1/11/19

David Lassner, President

Date

OFFICE OF THE VICE CHANCELLOR FOR ACADEMIC AFFAIRS

Vice Chancellor, #89449
 Associate Vice Chancellor, #89494
 Faculty Specialist Position, #88834
 Secretary III, SR-16, #50001
 Academic Support, PBB, #77584
 Academic Support, PBB, #77598
 Academic Support, PBB, #81024
 Academic Support, PBC #79846
 Academic Support, PBB, #81693
 Administrative Off, PBB, #81299
 Admin & Fiscal Supp Sp, PBA, #77363
 Admin & Fiscal Supp Sp, PBA, #80647
 Office Assistant IV, SR-10, #900412**
 Office Assistant IV, SR-10, #900625

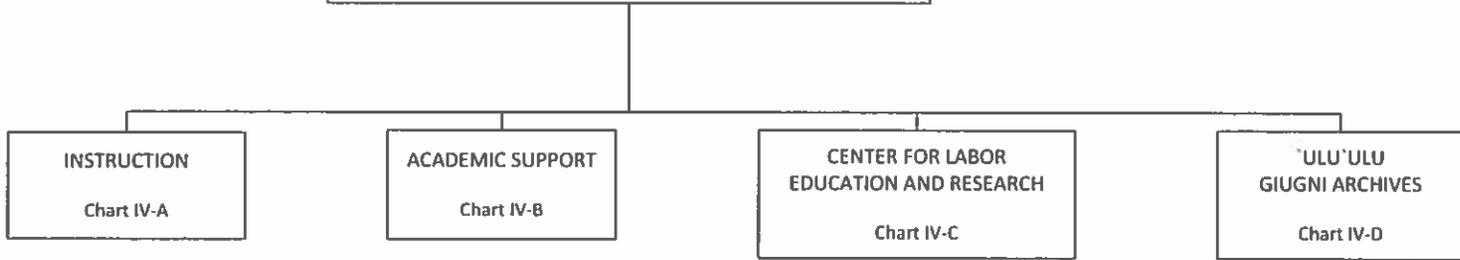
1/
2/
2/
2/
2/

STATE OF HAWAI'I
 UNIVERSITY OF HAWAI'I
 UNIVERSITY OF HAWAI'I – WEST O'AHU
 OFFICE OF THE VICE CHANCELLOR FOR
 ACADEMIC AFFAIRS

POSITION ORGANIZATION CHART
 CHART IV

General Funds 13.00
 **Special Funds 1.00 (BT)

Proposed



**Budgeted temporary position

1/ Associate Vice Chancellor, #89494 in OVCAA also services as Director of Academic Support
 2/ position will be redescribed

APPROVED: David Lassner 1/11/17
 David Lassner, President Date

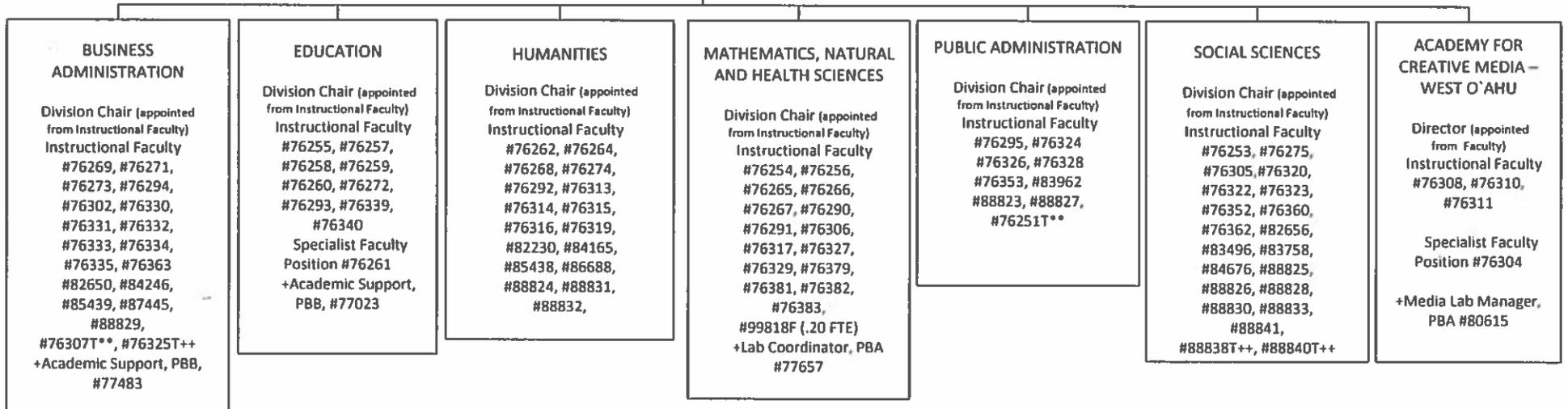
STATE OF HAWAII
 UNIVERSITY OF HAWAII
 UNIVERSITY OF HAWAII – WEST O’AHU
 OFFICE OF THE VICE CHANCELLOR FOR
 ACADEMIC AFFAIRS
 INSTRUCTION

POSITION ORGANIZATION CHART
 CHART IV-A

General Funds 99.20
 **General Funds 2.00 (BT)
 ++Special Funds 3.00 (BT)

INSTRUCTION
 *Vice Chancellor, #89449

Proposed



*Position count not included on this page

+ Reports to Division Chair, Director, or assigned Department Coordinator

APPROVED

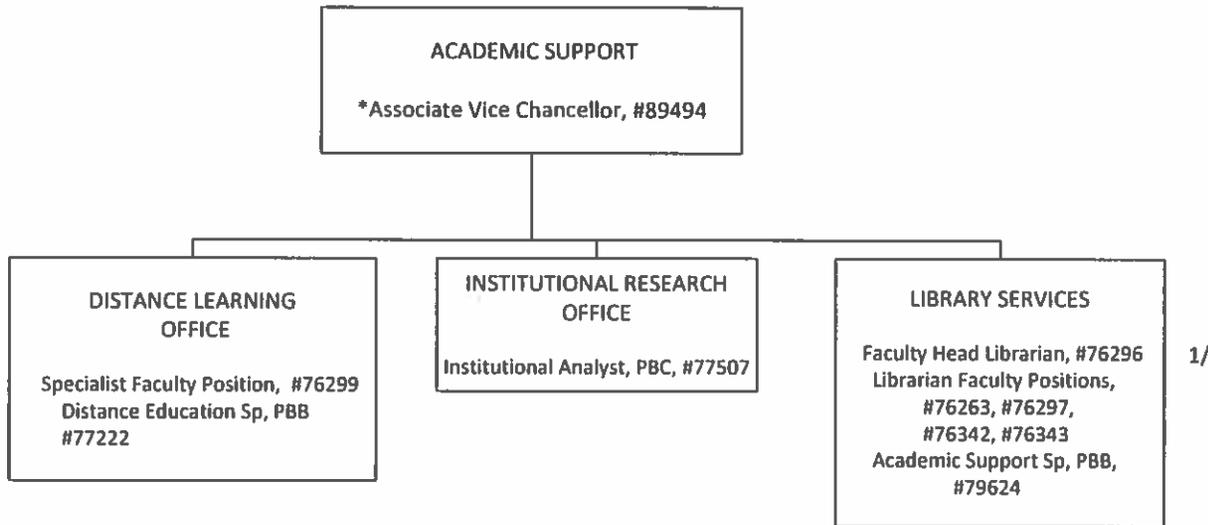
 David Lassner, President
 1/11/19
 Date

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII – WEST O'AHU
OFFICE OF THE VICE CHANCELLOR FOR
ACADEMIC AFFAIRS
ACADEMIC SUPPORT

POSITION ORGANIZATION CHART
CHART IV-B

General Funds 9.00

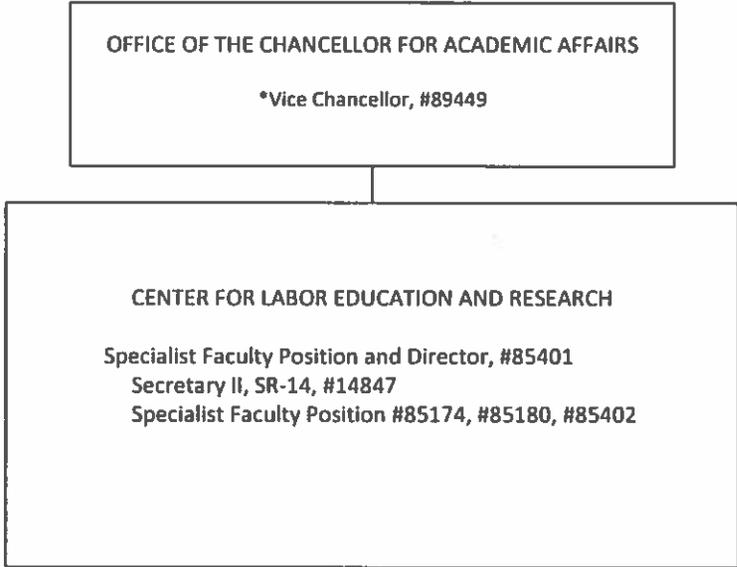
Proposed



*Position count not included on this page

1/ #76296 filled with temporary librarian, Interim Head Librarian appointed from librarian faculty position

APPROVED: David Lassner 1/11/15
David Lassner, President Date



STATE OF HAWAII
 UNIVERSITY OF HAWAII
 UNIVERSITY OF HAWAII – WEST O’AHU
 OFFICE OF THE VICE CHANCELLOR FOR
 ACADEMIC AFFAIRS
 CENTER FOR LABOR EDUCATION AND
 RESEARCH

POSITION ORGANIZATION CHART
 CHART IV-C

General Funds 5.00

Proposed

*Position count not included on this page

APPROVED: David Lassner 1/11/19
 David Lassner, President Date

OFFICE OF THE VICE CHANCELLOR FOR ACADEMIC AFFAIRS
*Vice Chancellor
#89449

'ULU'ULU
GIUGNI ARCHIVES
Educational Spec, PBB, #77377
Educational Spec, PBB, #77651
Educational Spec, PBB, #77678
Media Spec, PBB, #77600
Educational Spec, PBB, #77644

STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I
UNIVERSITY OF HAWAI'I – WEST O'AHU
OFFICE OF THE VICE CHANCELLOR FOR
ACADEMIC AFFAIRS
'ULU'ULU
GIUGNI ARCHIVES

POSITION ORGANIZATION CHART
CHART IV-D

General Funds 5.00

Proposed

*Position count not included on this page

APPROVED: David Lassner 4/11/19
David Lassner, President Date

MINUTES
BOARD OF REGENTS MEETING
FEBRUARY 28, 2019

I. CALL TO ORDER

Chair Lee Putnam called the meeting to order at 9:30 a.m. on Thursday, February 28, 2019, at University of Hawai'i Maui College, Ka'a'ike Building, Room 105B/C/D, 310 West Kaahumanu Avenue, Kahului, Hawai'i 96732.

Quorum (14): Chair Lee Putnam; Vice Chair Jeffrey Portnoy; Vice Chair Wayne Higaki; Regent Simeon Acoba; Regent Kelli Acopan; Regent Eugene Bal; Regent Ben Kudo; Regent Michael McEnerney; Regent Randy Moore; Regent Alapaki Nahale-a; Regent Michelle Tagorda; Regent Robert Westerman; Regent Ernest Wilson Jr.; and Regent Stanford Yuen.

Excused (1): Regent Jan Sullivan.

Others in attendance: President/UH-Mānoa (UHM) Chancellor David Lassner; Vice President for Administration Jan Gouveia; Vice President for Community Colleges John Morton; Vice President for Legal Affairs/University General Counsel Carrie Okinaga; Vice President for Academic Planning and Policy Donald Straney; Vice President for Research and Innovation Vassilis Syrmos; Vice President for Information Technology/Chief Information Officer Garret Yoshimi; Vice President for Budget and Finance/Chief Financial Officer Kalbert Young; Vice President for Advancement/UHF Chief Executive Officer (CEO) Tim Dolan; UHM Vice Chancellor for Research/Interim Vice Chancellor for Academic Affairs Michael Bruno; Interim UH-Hilo (UHH) Chancellor Marcia Sakai; 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 THE MINUTES OF THE JANUARY 31, 2019, MEETING

Vice Chair Higaki moved to approve the minutes of the January 31, 2019, meeting, seconded by Regent Wilson, and the motion carried unanimously.

III. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that the Board Office received written testimony relating to the proposed UHM reorganization from the following:

- David Duffy, offering comments relating to accreditation.
- Tom Apple, in support of the consolidation of the president and chancellor positions.
- David Ross, offering comments on following a deliberative and inclusive process.
- Brian Powell, on behalf of the UHM Faculty Senate (UHMFS), opposing Phase 1 of the reorganization of Mānoa management structure.

- Hannah Liebrich, on behalf of the UHM Graduate Student Organization (GSO), offering comments.
- Carissa Gusman, in opposition to the Phase 1 reorganization.
- Jannah Lyn Dela Cruz, on behalf of the Associated Students of the University of Hawai'i (ASUH), offering comments in the form a resolution.

Late written testimony in support of the proposed UHM reorganization was received from Laura Lyons, Peter Arnade, and Jonathan Osorio.

The following provided oral testimony:

- Kristeen Hanselman, Executive Director of the University of Hawai'i Professional Assembly (UHPA), provided comments relating to the proposed UHM reorganization. She indicated the reorganization must address revenue challenges, employment challenges, increased tension between the different levels of administration, problems between employees and administration, and growth.

She noted that last year UHPA had 300 complaints: 140 related to contract renewals, tenure, and promotion; 100 related to workplace violence, Title IX, and other administration/employee issues; and the remainder related to various grievances. This does not include consultations. She is anticipating 365 to 400 active complaints, grievances, and consultations, which she felt was indicative of systemic issues.

- Doris Ching, retired VP for Student Affairs and current Chief Academic Officer for the UH System Academy for Creative Media (ACM), provided testimony in support of the reorganization. She commended the emphasis on student success and projected stability of the proposed reorganization with college deans reporting to a provost.

IV. REPORT OF THE PRESIDENT

President Lassner provided a report highlighting the following:

Hawai'i Graduation Initiative (HGI)

- Tuition proposal update. A new tuition proposal is not being brought forward this month and the tuition rates for the 2019-2020 academic year (AY) will remain as published. Administration intends to present proposed changes that would begin in AY2020-2021 to the board in April 2019 to address affordability for residents and competitiveness for non-resident and graduate students. Affordability will be reviewed holistically through consideration of financial aid policies and providing support to those students who need it the most.
- Spring 2019 enrollment. February 8, 2019, was the census date, and UHM and KauCC enrollment have increased, but overall system enrollment is down. UHM and UHH have been working with EAB, a consulting firm providing enrollment-related services that are tailored to each campus. As of today, UHM applications

for freshmen for next fall have increased 70% over last year, and out-of-state applications are up 160% over last year, with UHH experiencing similar numbers. UHWO is considering getting assistance from EAB.

Hawai'i Innovation Initiative (HII)

- Data science success. Rebekah Loving, a UHH computer science and mathematics senior, was selected as one of 41 finalists by the Fannie and John Hertz Foundation for this year's PhD fellowships in applied science, math, and engineering. Loving has received acceptance letters with offers of full funding to PhD programs at several prominent universities.

There has been systemwide emphasis in the areas of data science and visualization. Kamuela Yong, assistant professor of mathematics at UHWO, is the first Native Hawaiian in the country to receive a PhD in Applied Mathematics.

- The university is still experiencing an increase in research awards from last year despite the decline due to the partial government shutdown. Current research funding is over \$300 million for the year, a 20% increase over last year, with UHM comprising over \$220 million of the \$300 million, a 10% increase over last year. Research awards generate funds for the Research and Training Revolving Fund (RTRF), which enables the university to make strategic investments in research.

21st Century Facilities (21CF)

- UHMC will be the first UH campus and among the first college campuses in the nation to generate 100% of its energy from on-site photovoltaic systems coupled with battery storage.
- UH is utilizing new energy metering and data analysis from Blue Pillar through funding from Elemental Excelsior. Blue Pillar is utilizing UH as a demonstration project site. Details on the project will be covered in the next sustainability update.

High Performance Mission-Driven System (HPMS)

- UHH and UHWO faculty played a vital role in establishing Hawaiian Airlines' new 'ōlelo Hawai'i (Hawaiian language) certification program for employees. Leilani Basham, UHWO associate professor of Hawaiian-Pacific studies, and UHH associate professor of Hawaiian language and Hawaiian studies Larry Kimura, were enlisted along with other consultants to develop the program.

President Lassner ended his report by sharing that VP Morton announced his plans to retire on June 1, 2019, after almost 50 years of service.

Report of the Host Campus

Chancellor Hokoana welcomed everyone and provided an overview of UHMC and the UHMC strategic directions of student success, quality of learning, Hawai'i Papa O Ke Ao, community needs and workforce development, and sustainability. He highlighted examples of the progress being made in each strategic direction including the opening of the Maui Food Innovation Center (MFIC), improves success of freshmen, improved student retention, sustainability efforts such as net zero and student-led efforts to prohibit the use of single-use plastic containers on campus, managing resources efficiently, and enrollment management strategy.

Comments were made regarding the need to look at a more nuanced reporting of enrollment that describes part-time, full-time, number of credits, and non-credit programs. Chancellor Hokoana explained that non-credit enrollment is not taken into consideration. UHMC non-credit enrollment has increased approximately 60%, indicating a need for training, although the method of delivery might be different during an economic upturn. Chair Putnam noted that information on non-credit programs is included in the quarterly enrollment management reports.

A suggestion was made for UHMC to consider more workforce development opportunities such as the radiologic technology program. There is a greater opportunity at the community colleges to prepare students for the workforce than at larger universities. Chancellor Hokoana explained that hotel and food service sectors need employees, and hopefully faculty can view that as an opportunity to work more closely with businesses to create internship and employment opportunities.

A question was raised regarding the key partners that are driving entrepreneurial activities. Chancellor Hokoana explained that the MFIC advisory board is the primary driver of entrepreneurial efforts. The original idea for the MFIC was to add value-added products to local crops, but given the current state of the agricultural industry, the focus was shifted to entrepreneurs first, and those entrepreneurs are helping add value to the crops the farmers are growing. Mahi Pono LLC is offering community farms, which will be good for the students.

A question was raised regarding student interest in increasing the number of four-year programs, particularly nursing. Chancellor Hokoana explained UHMC has been discussing starting a nursing program to meet the demand on Maui. Kaiser Hospital has been hiring program graduates, but requires a baccalaureate degree to remain at the hospital. Students seek other schools such as University of Phoenix to attain their degree.

A question was raised regarding opportunities for students with Kaho'olawe Island Reserve. Chancellor Hokoana explained that UHMC used do placements of student interns on Kaho'olawe and is renegotiating the partnership with the Kaho'olawe Island Reserve Commission.

UHMC Academic Senate Chair Nani Azman conducted a presentation on the UHMC Academic Senate (UHMCAAS) and recent issues including the repeat policy, academic

renewal policy, creating an academic integrity committee, and concerns over the implementation of accelerated 5-week classes. She explained that the academic renewal policy helps non-traditional and returning students who did not perform well academically when they first attended college. If those students can demonstrate academic responsibility, they are afforded the opportunity to eliminate up to four consecutive semesters' credits from their grade point average (GPA), and the recalculated GPA can be used to qualify for scholarships from UHMC only. The other community colleges are being asked to utilize the UHMC policy as a template for their own campuses, which would help students by providing continuity and alignment of policies among the community colleges. She noted that UHMC will be conducting a study to collect data and ensure the accelerated 5-week classes program is working for students.

Regent Acopan commended UHMC for its academic renewal policy efforts. She shared her personal experience of returning to college and not qualifying for scholarships due to GPA, and indicated that these efforts will help UH to better meet the needs of students.

Chair Putnam recognized Emeritus Regent Helen Nielsen who was in attendance.

V. REPORT OF THE UNIVERSITY OF HAWAI'I FOUNDATION

VP/UHF CEO Dolan shared his background at JABSOM, the University of California, Los Angeles, and University of Sydney, and how excited he was to return to Hawai'i. He articulated his goals for UHF to boost its efforts by creating greater alignment with the university, listening to donors in a more deliberate way, and comprehensively evaluating administrative services and accounting in order to be more efficient. He noted the possibility that financial support in the community may be going elsewhere, and UHF has a team of accomplished and energetic individuals striving to bring that support back to UH.

Comments were made about the importance of nurturing the student experience at UH and whether enough attention was being paid to students as potential future donors. VP/UHF CEO Dolan explained that at another institution he worked for an individual gave \$20 million to an institution they did not attend because of engagement efforts by the foundation to solve a problem that is germane to them.

Questions were raised regarding the relationship with UHF and the UH Alumni Association (UHAA), and whether UHAA has a fundraising role independent of UHF. VP/UHF CEO Dolan indicated that he has attended an alumni meeting and they are very dedicated to helping the university, but the relationship with UHF could be improved. He explained that the old model was an independent, member-based alumni association holding special events, which is expensive to operate and does not raise much money. It is more effective to meet individually with donors and find common ground between their interests and what the university can do.

Vice Chair Portnoy indicated that he had heard numerous complaints about the 5% gift fee and whether there was an option where donors could give directly to programs.

VP/UHF CEO Dolan explained that UHF needs to do a better job of articulating the gift fee. Other organizations have overhead costs of which 20% is taken from the donations, but do not charge a gift fee.

Comments were made that graduates may identify more with the UHAA than UHF and that UHF needs to identify the connections demonstrating what the university has done for the community. VP/UHF CEO Dolan explained that the university has set the pathway for professional success, and UHF needs to do a better job of articulating how UH has transformed lives in a way that makes donors feel a connection to UHF.

Chair Putnam asked if there were any comments or questions regarding the UHF report that was included in the materials.

Regent McEnerney took issue with revenues including the carryover balance, and how salary and benefit costs were reflected. He requested UHF's audit report. VP/UHF CEO Dolan indicated that the report needs improvement, and the administrative services and accounting evaluation should help. He hopes to present a new template of the report at his next report to the board.

Chair Putnam requested future reports include a breakdown of revocable deferred gifts. She indicated that any regents who wished to meet with VP/UHF CEO Dolan coordinate with Board Secretary Oishi.

VI. COMMITTEE AND AFFILIATE REPORTS

A. Report from the Committee on Academic and Student Affairs

Committee Chair Tagorda summarized the committee report.

B. Report from the Committee on Budget and Finance

Committee Chair Moore summarized the committee report.

C. Report from the Committee on Intercollegiate Athletics

Committee Chair Portnoy summarized the committee report.

D. Report from the Committee on Personnel Affairs and Board Governance

Committee Chair Bal summarized the committee report.

E. Report from the Committee on Research and Innovation

Committee Vice Chair Bal summarized the committee report.

F. Affiliate Reports

UH Foundation: Chair Putnam noted that the UHF has relocated to its new offices on King Street.

UH Student Caucus (UHSC): Regent Acopan reported that the UHSC met on February 2, 2019. Campuses reported on the progress of planning town hall meetings relating to Maunakea and TMT. She and VP Straney fielded questions

regarding the tuition proposal, but there was no consensus among delegates. A presentation was provided on the living wage bills that were introduced this legislative session. The main focus of the meeting was to plan legislative visits on February 8, 2019.

The UHSC Chair informed Regent Acopan that concern was expressed as to whether the regents have students' best interests in mind and whether there is a strong relationship with the board.

The next UHSC meeting is March 9 at the Palamanui campus and will include discussion on legislative visits and Maunakea.

VII. ITEMS FOR DISCUSSION AND/OR APPROVAL

A. For Action Consent Agenda

1. **Program Approvals:**
 - a. **Establishment of a Provisional Bachelor of Arts Degree in Creative Media at the University of Hawai'i – West O'ahu**
 - b. **Establishment of a Provisional Bachelor of Science Degree in Natural Science at the University of Hawai'i – West O'ahu**
2. **Amendments to the Bylaws of the Board of Regents Article II.D.2.b., Committee on Budget and Finance, and Article II.D.2.c., Committee on Planning and Facilities**

Regent Yuen moved to approve the consent agenda, seconded by Regent Tagorda.

Vice Chair Portnoy indicated he was abstaining from voting on Item VII.A.1. program approvals because he regards these actions as beyond the scope of the board's purview and expertise.

The motion was put to a vote and carried unanimously, with the exception of Regent Portnoy abstaining from VII.A.1.

The board went into recess at 11:09 a.m. The meeting reconvened at 11:21 a.m. Quorum was maintained.

There were no objections to taking up agenda items IX.B.6. Approval of Revisions to Regents Policy (RP) 1.206, IX.C.1. Legislative Update, and IX.C.2. Enterprise Risk Management Update before executive session.

IX. ITEMS FOR DISCUSSION AND/OR APPROVAL (cont.)

B. For Action

6. **Approval of Revisions to RP 1.206, Seal and Logo (to be renamed, University Seal, Logo, Name, and Trademarks), and Repeal of RP 1.209, Use of University's Name by National or Other Organizations**

VP Okinaga explained the proposal to combine RP 1.209, which was established in 1949 and is out of date, with RP 1.206, which was recently revised, and is entitled,

“University Seal and Logo.” The proposed revisions delegate the authority to the president to develop appropriate guidelines for the authorized use and licensing of the university’s seal, trademarks, logos, and related symbols, and to designate a licensing administrator to coordinate and oversee the daily operation of the university’s licensing program. The proposed revisions to RP 1.206 expressly authorize the activities already being performed and as set forth in Executive Policy (EP) 8.205, Indicia and Licensing Policy. The policies of other universities were researched, and although they vary, these policies essentially provide guidance on authorized uses for internal and external users, respectively. Review and input was provided by the key internal stakeholders including the University’s Collegiate Licensing Office, the Office of the Vice President for Administration, the Office of the Vice President for Research and Innovation, the Office of the Vice President for Community Colleges, and the UHM athletic department, and consultation with the unions was also completed.

Regent Kudo moved to approve the revisions to RP 1.206 and the repeal of RP 1.209, seconded by Vice Chair Higaki.

A question was raised regarding what happens with revenues from licensing activities. VP Okinaga explained that the EP does not specifically address what happens to revenues, but in general the president retains the authority to designate the appropriate fund depending on the source of the revenues.

A question was raised regarding the impact on overseas programs such as the Vietnam Executive MBA and the JABSOM International Medicine Program in Okinawa. VP Okinaga explained that usage of the university’s indicia by internal stakeholders will continue, and that this policy was not intended to stop any appropriate usage of the university’s name or indicia.

A question was raised regarding enforcement in instances of inappropriate usage. VP Okinaga responded that when the university becomes aware of inappropriate usage, cease and desist letters are usually sent, but it is not a common occurrence.

There having been a motion that was moved and seconded, the motion was put to a vote and carried unanimously.

C. For Information and/or Discussion

1. Legislative Update

VP Young provided an update on measures and priority issues that UH is following at the Legislature. The budget remains a key focus, and the new zero-based budget approach by the Legislature has caused some anxiety and confusion within the Legislature and state departments. However, the state Department of Budget and Finance is working with the Legislature on a cohesive process. Although the university and several other state departments are not funded in House Bill (H.B.) No. 2, the general appropriation bill, there are other appropriation bills being considered by subject matter committees. The same process is being used for capital improvement project (CIP) funding for the university.

A question was raised regarding whether H.B. No. 721, House Draft (HD) 1, Relating to University of Hawai'i Developments, was related to public-private partnerships (P3). VP Young explained that the land development bills were in the area of P3. These bills do not provide the university with any special authority or exemptions that it does not already have, but are intended to encourage and facilitate UH to pursue more P3s. There are P3 bills for the Department of Accounting and General Services (DAGS) that offer special authority to facilitate state P3s. Any state agency can do a P3 through DAGS.

Questions were raised regarding H.B. No. 624, H.D. 1, Relating to the Structure of Government, which proposes to transfer the Hawai'i Technology Development Corporation (HTDC) and Hawai'i Strategic Development Corporation to UH, and the bill's impact to UH should it pass the Legislature. VP Young explained that the current version of the bill leaves the appropriation amount blank, but approximately \$1 million in general funds has been appropriated to HTDC in the current fiscal year for operations. It is not assumed that the \$1 million would transfer to UH if this bill passes. The bill would also transfer all staff, and VP Young noted that it would be difficult to maintain the staff positions if they were not adequately funded.

President Lassner explained that HTDC selected the Mānoa Innovation Center (MIC) location because of its proximity to UH, and UH is an ex-officio member of the HTDC Board of Directors. As UH reenergizes its innovation and commercialization program, HTDC is compatible with those efforts. UH has assumed responsibility for MIC and other real estate opportunities including the Maui Research and Technology Center in Kihei and a project in Central O'ahu to develop a facility for first responders. HTDC has a set of authorities around land development that UH does not, which could be useful in developing UH's P3 program.

A question was raised regarding how the P3 authority for DAGS differs from UH. VP Young explained that the P3-related bills for DAGS include exemptions from civil service and the procurement code. UH has slightly more authority than other state departments because UH can utilize a different procurement process and there can be expediency if the president is the chief procurement officer. UH is able to work within the scope of the authority it is provided under statute.

VP Young indicated that at a hearing for H.B. No. 919, H.D.1, Relating to Collective Bargaining, graduate students made allegations and claims regarding rampant or excessive amounts of sexual assault, harassment, discrimination, and abuse of graduate students to justify the need for a union. Administration has consistently opposed measures related to unionization of graduate students, but it was made clear at the hearing that those types of activities will not be tolerated regardless of whether the graduate students are unionized. Administration met with individual legislators to explain the services and processes in place for reporting such activities. UH takes these types of allegations seriously and addresses these issues when they occur.

Robust discussion occurred on Senate Bill (S.B.) No. 919, Senate Draft (S.D.) 1, Relating the University of Hawai'i Board of Regents and S.B. No. 928, which proposes a constitutional amendment to repeal the Candidate Advisory Council. A question was

raised as to why administration did not oppose this bill. President Lassner responded that several years ago, administration took a position on a similar measure, but was admonished for taking a position on matters that relate only to the board. Since then, administration has remained silent. Additional concerns were raised regarding the intrusion on the university's autonomy, the reduction of the number of members and term length, and that the criteria for certain regent seats may be too stringent and may prevent qualified individuals from applying. Additional discussion occurred on whether the board should have a formal position and the impacts it could have. VP Young noted that he, President Lassner, and Board Secretary Oishi have approached groups about providing feedback on this bill. The board could not take a formal vote on this as it was not listed as a specific agenda item. However, Chair Putnam encouraged individual regents to submit testimony to the Legislature.

Another suggestion was made that the board be provided with a list of legislation at the beginning of the year. The board could discuss the legislation and determine its position so the board chair would have the approval to present the board's opinion at hearings.

A question was raised regarding whether the Governor had any position on S.B. No. 928, since the Candidate Advisory Committee is his advisory group. VP Young indicated that the Governor's office is aware of these bills, but there has been no indication of where he stands.

2. Enterprise Risk Management Update

VP Gouveia provided an update on the latest enterprise risk management report that included risk categories (compliance, financial, operational, reputational, strategic), key risks, an updated risk heat map, and conclusions. She explained that a risk reassessment exercise is conducted annually to determine if anything has changed. The updated risk heat map reflects a slight increase in the probability and impact of risk for construction/facilities due to the insufficient amount of capital improvement project funding to address deferred maintenance and modernize facilities. The risk probability for financial resiliency/revenue model is slightly lower because the university's budget is in a more stable state. Because of the partial federal government shut-down and reliability of federal funding, the risk probability for research was higher. She added that no new risk categories were added, and information technology and enrollment remain the two highest risk categories. Administration will continue to update the board regularly on top two risk categories.

A question was raised regarding whether administration was aware of the UHPA testimony mentioning 300 complaints of harassment were received in one year, most of which did not show up on the whistleblower report. VP Gouveia explained that this was the first time hearing about this issue and she planned to meet with UHPA soon. She noted that the administration receives primarily non-contract related complaints through the Whistleblower Hotline; whereas, the complaints that UHPA received are primarily arising out of grievances made under the collective bargaining agreement. Chair Putnam noted that Ms. Hanselman had indicated a large number of the complaints dealt with contract renewal or tenure and promotion decisions.

Regent Moore suggested that it would be helpful for future reports to include what administration is doing in response to the identified risks. Chair Putnam explained that will be addressed in the subject matter committees.

VIII. EXECUTIVE SESSION (closed to the public)

Upon motion by Regent Moore, seconded by Regent Tagorda, the board unanimously approved convening in executive session to consider the hire, evaluation, dismissal, or discipline of an officer or employee, where consideration of matters affecting privacy will be involved, pursuant to Section 92-5(a)(2), Hawai'i Revised Statutes.

The meeting recessed at 12:49 p.m. and reconvened at 2:02 p.m.

Chair Putnam noted that the board went into executive session to discuss personnel matters as indicated on the agenda.

IX. ITEMS FOR DISCUSSION AND/OR APPROVAL (cont.)

B. For Action

3. Appointment with Tenure for Dr. Bonnie Irwin, Chancellor-Elect, University of Hawai'i at Hilo

President Lassner explained that this is a routine tenure upon appointment and standard practice for the university. Dr. Irwin previously held tenure at a comparable institution and this represents a fall-back position for her should she cease to be the UHH Chancellor. Board approval of this request is required because Dr. Irwin reports directly to the president and his delegated authority is limited to positions one level below.

Regent McEnerney moved to approve the appointment with tenure for Dr. Irwin, seconded by Vice Chair Higaki, and the motion carried unanimously.

4. Approval of Faculty Emeritus Status Recommendation for C. Fred Blake, David Chappell, Kevin Hamilton, Robert Bley-Vroman

President Lassner explained that the designation of emeritus status is normally delegated to the president for faculty who have served for at least 5 years as a full professor. These individuals did not retire with 5 years of service as full professors for various reasons, but all are distinguished faculty members. These are the first set of exceptions brought to the board since the delegation occurred. He convened the UHM deans to review all of the requests and each of these individuals received full support from the deans and from their departments and colleges.

Regent Wilson moved to approve the faculty emeritus status recommendation, seconded by Regent Kudo, and the motion carried unanimously.

1. Approval of Phase 1 of the University of Hawai'i at Mānoa Reorganization Proposal and Associated Implementation Actions:

- a. **Reorganization proposal including updated functional statements and organization charts**
 - b. **Amendments to RP 2.202, Duties of the President**
 - c. **Amendments to RP 2.201, Officers of the University of Hawai'i**
 - d. **Amendments to Class Specification for Provost with Assignment to the SM-5 Salary Schedule**
 - e. **Establishment of Class Specification for Provost with Assignment to the SM-5 Salary Schedule**
- 2. Approval of Request for Reassignment of Dr. Michael Bruno as Provost, University of Hawai'i at Mānoa, Conditional Upon Approval of Reorganization**

President Lassner explained he reviewed the testimony received and talked individually with regents who reached out to him. This proposal is very important to UHM and many individuals have worked very hard on it, and suggested that undertaking this proposal on O'ahu would better serve the university and the board. He requested this matter be deferred to March.

Regent Kudo moved to defer approval of Phase 1 of the University of Hawai'i at Mānoa reorganization proposal and associated implementation actions to allow additional time for administration to continue good faith discussions with the UHMFS and to reach some type of consensus on some of the issues and the functional statements. Regent Wilson seconded.

Chair Putnam indicated that as chair she could remove the item from the agenda without voting, provided there were no objections.

Regent Acoba expressed concern about the wording of the motion. He indicated he was in favor of the motion to defer because the discussion should take place on O'ahu, but was not in favor of the other conditions stated.

Chair Putnam explained that she felt Regent Kudo's comments were not a condition of the motion, but was a personal statement. Regent Acoba indicated that even though the comments came before the motion was seconded, he accepted the chair's characterization of the motion.

Chair Putnam indicated her preference for saying that administration recommended deferral until this matter can be taken up on O'ahu and the chair agreed, unless someone objects to there not being a formal vote.

Regent Kudo noted that a formal vote is important because it shows the board is in favor of an open and transparent conduct of affairs, and part of that transparency includes having these discussions on O'ahu.

Regent Moore commented that there were some objections regarding approving Phase 1 without seeing Phase 2. Phase 2 is significantly more complex and is delegated to the president and it is not under the purview of the board. He hoped there

would be communication to the appropriate individuals that it is not realistic to wait for Phase 2 before approving Phase 1.

Regent Acoba took issue with the board approving Phase 1 and not Phase 2. The proposal was ambiguous because it said that the board would be informed about Phase 2, it did not necessarily ask for board approval.

Chair Putnam explained that President Lassner will keep the board informed on progress towards Phase 2.

Vice Chair Portnoy indicated his preference for voting on the motion and leaving discussion about merits of the proposal when the final proposal is presented at the March board meeting.

There having been a motion that was moved and seconded, the motion was put to a vote and carried unanimously.

5. Approval of Personnel Actions (A-1 for approval)

Chair Putnam indicated that since the tenure upon appointment for Dr. Irwin and the faculty emeritus status recommendations were already approved, no action was required for the remaining personnel actions on Attachment A-1.

X. ANNOUNCEMENTS

Chair Putnam announced the next board meeting is scheduled for March 28, 2019, at Kapi'olani Community College.

XI. ADJOURNMENT

There being no further business, Regent Wilson moved to adjourn, and Regent Kudo seconded, and with unanimous approval, the meeting was adjourned at 2:19 p.m.

Respectfully Submitted,

/S/

Kendra Oishi
Executive Administrator and Secretary
of the Board of Regents



UNIVERSITY
of HAWAI'I²
WEST O'AHU

Office of the Chancellor

January 28, 2019

MEMORANDUM

TO: Lee Putnam
Chair, Board of Regents

VIA: David Lassner
President

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

FROM: Maenette Benham
Chancellor

A handwritten signature in black ink, appearing to read "Maenette Benham", written over the printed name.

SUBJECT: Request Approval of a New Provisional Degree, Bachelor of Arts in Creative
Media

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents approve a new provisional degree, the Bachelor of Arts in Creative Media (BACM), at the University of Hawai'i–West O'ahu.

RECOMMENDED EFFECTIVE DATE:

Fall 2019

ADDITIONAL COST:

There are initial costs associated with this request. In brief, increased projected enrollment will require additional personnel, and the opening of the new Creative Media building at UH West

91-1001 Farrington Highway
Kapolei, Hawaii 96707
Telephone: (808) 689-2770
Fax: (808) 689-2771

An Equal Opportunity/Affirmative Action Institution

O'ahu requires additional janitorial services, security, and the cost of utilities and maintenance. New appropriations will be sought from the legislature to meet these needs as the building nears completion and enrollment increases, as described in our proposal.

PURPOSE:

The proposed Bachelor of Arts in Creative Media is designed to be an innovative transdisciplinary degree program that connects the domains of art and design, narrative, information science, and new media technologies. It entails extended study and applied practice in the field to strengthen students' integrative abilities which are necessary for a broad range of careers in government and non-government organizations, educational institutions, technology firms, and private firms. This degree will increase the employability of our students by signaling to employers the program graduates' particular expertise honed from completion of a Creative Media major. The proposed program provides the autonomy and flexibility necessary for the curriculum to be responsive to the needs of a constantly evolving industry. In effect, the degree is geared to prepare its graduates for careers in the local creative sector, which continues to be identified by DBEDT (December, 2018) as a targeted industry in the state.

BACKGROUND:

Board of Regents Policy 5.201: Instructional Programs states that "The board shall approve the establishment of all new instructional programs granting academic credit leading to a degree or credential, upon recommendation by the president."

In December, 2003, the University of Hawai'i (UH) Board of Regents (BOR) approved the Academy for Creative Media System (ACM), a new system-wide endeavor to advance the "study and production of cinematic (film) and digital media." Across the UH System, campuses would offer certificates, associate's, bachelor's, and, eventually, master's and doctoral degrees in creative media. In 2013, with new financial and FTE support for four new positions and programmatic funding by the State Legislature, UH West O'ahu joined the ACM system-wide partnership.

The mission of UHWO as highlighted in the BOR Integrated Academic and Facilities Plan (IAFP) is to offer students a distinct learning experience focused on 21st century skills that prepares them to be innovative community leaders. In particular, the IAFP identifies signature programs that include "creative media, cybersecurity, facilities management, sustainable community food

systems and insurance” (p. 8). Creative Media at UH West O’ahu currently exists as two different concentrations housed in two separate majors. Creative Media students earn either a Bachelor of Arts (BA) degree in Humanities or a Bachelor of Applied Science (BAS) degree. The proposed Bachelor of Arts degree in Creative Media would be offered in the newly established Academy for Creative Media–West O’ahu. The degree will:

1. Make it easier for students to matriculate from Early College and all seven (7) UH Community College media programs into a single Bachelor of Arts degree (instead of concentrations in different programs). This clear pathway to a single degree assists our accurate accounting of student enrollment, effective advising of students, and efficient use of teaching resources.
2. Provide a curriculum, different from the current concentrations, that is more responsive to changing knowledge and specialized skills in technology and distribution platforms, and that transforms the industry and professional practices. Therefore, the flexibility of the BACM is that it increases the breadth and depth and number of courses from which students can choose.
3. Align with UHWO’s mission-driven transdisciplinary focus on media/digital technology that combines evolving new media knowledge with traditional disciplines that helps students explore how creative media connects to so many fields. This approach integrates a variety of media domains (design, narrative, technology) that strengthen student skills in their chosen area of expertise through a competency-based curriculum that features direct mentoring from faculty and industry experts. Hence, the CM major would be able to apply their skills in areas they are most interested, e.g., business, healthcare, non-profit, government service, film, marketing and so on.
4. Complement other degrees in the system by articulating with community college associate degrees and by providing a different focus from UH Mānoa’s Creative Media degree.

The proposed BACM meets the Integrated Academic and Facilities Plan (IAFP) for West O’ahu that calls for a focus on general degrees that are distinctive, and for degrees that will articulate well with our UH Community Colleges. In accordance with the IAFP, this degree is attentive to community college transfer students. In particular, it builds on the existing articulation agreements across all seven (7) UHCC campuses.

The BACM degree will provide foundational knowledge and equip students with the skills and

Lee Putnam, Chair, Board of Regents

January 28, 2019

Page 4 of 5

abilities to pursue a number of career pathways, including those in the state's targeted creative industry sector. A BACM degree will afford students a variety of job opportunities in occupations identified as having a "bright outlook." According to the latest industry sector projections, Creative Media occupations such as web developers, multimedia artists and animators, as well as film and video editors, will continue to increase both locally and nationally over the next decade. In these examples, the average salaries in Hawai'i are well above the \$33,342 considered to be the living wage in Hawai'i, according to the MIT Living Wage Calculator.

There has been a good amount of investment in Creative Media at UHWO. In 2013, the Hawai'i State Legislature, in an effort to support the expansion of the System-wide ACM programs, passed SB 3168 that positioned UH West O'ahu's Creative Media unit "as a cornerstone of the State's development of the Kapolei-West O'ahu region as a hub of Hawai'i's creative media industry." Similarly, HB 1309 recognized the "unique opportunities for digital media industry development in Hawai'i resulting from the groundbreaking of the long-awaited University of Hawai'i–West O'ahu campus in Kapolei . . ." In June 2013, the Governor of Hawai'i signed the State Budget Bill appropriating \$2.1 million dollars to the ACM UH System that included both funding for operational costs and ten (10) positions. UH West O'ahu's Creative Media program was allocated four (4) of those positions and approximately \$500,000, which included funding for the payroll of those four (4) positions and operating costs.

In addition, the 2016 Hawai'i State Legislature approved \$37 million for the design and construction of a Creative Media building at UH West O'ahu. In 2015, the Roy and Hilda Takeyama Family Foundation made a \$1 million commitment to support and advance the mission and priorities of ACM West O'ahu. In spring 2018, the design/build contract for the new 33,000 square foot facility was awarded with a completion date of late-summer 2020. The University broke ground for the new building on January 11, 2019.

The proposed BA in Creative Media will be a signature program at West O'ahu. Its creation is crucial to fulfilling the promise of a tight link between the campus, its regional service area, and workforce demand. This will be accomplished through an applied program that embraces 21st century innovation and provides the technical and creative skills needed to serve the West O'ahu region.

ACTION RECOMMENDED:

Lee Putnam, Chair, Board of Regents

January 28, 2019

Page 5 of 5

It is recommended that the Board of Regents approve a new provisional degree, the Bachelor of Arts in Creative Media, at the University of Hawai'i – West O'ahu.

Attachments:

New Program Proposal for the Bachelor of Arts in Creative Media
Appendices

c: Kendra Oishi, Executive Administrator and Secretary to the Board of Regents



UNIVERSITY
of HAWAII®
WEST O'AHU

Program Proposal:

University of Hawai'i – West O'ahu,
Bachelor of Arts in Creative Media

January 2019

INTRODUCTION AND BACKGROUND

In December 2003, the University of Hawai'i (UH) – Board of Regents (BOR) approved the Academy for Creative Media System (ACM), a new system-wide endeavor to advance the “study and production of cinematic (film) and digital media.” With initial funding for 14 new full-time equivalent (FTE) positions from the State Legislature and programmatic funding from the University of Hawai'i Mānoa (UHM) Chancellor's Office, plus generous donations from UH alumni, in January 2004, UHM launched the first of a series of campus-based ACM programs.

Per the approval of the BOR, ACM Mānoa would work to build cross-campus collaborations to deliver a knowledge-based, production-oriented curriculum in creative media. Across the UH System, campuses would offer certificates, associate's, bachelor's, and, eventually, master's and doctoral degrees in creative media. New programs, infrastructure, faculty, and resources would progressively be added via established BOR procedures and processes.

The mission of UHWO as highlighted in the BOR Integrated Academic and Facilities Plan (IAFP) is to offer students a distinct learning experience focused on 21st Century skills that prepares them to be innovative community leaders. In particular, the IAFP identifies signature programs that include “creative media, cybersecurity, facilities management, sustainable community food systems and insurance” (p. 8). In 2013, with new financial and FTE support for four new positions and programmatic funding from the State Legislature, the University of Hawai'i -West O'ahu (UHWO or UH West O'ahu) joined the ACM system-wide partnership.

UHWO Creative Media curriculum currently exists as two different concentrations housed within two separate majors. Students earn either a Bachelor of Arts (BA) degree in Humanities with a concentration in Creative Media or a Bachelor of Applied Science (BAS) degree with a Creative Media concentration. Both degrees offer a college credential when students complete a designated sequence of courses.

We propose a stand-alone Bachelor of Arts degree in Creative Media established in a new Academy for Creative Media -West O'ahu. The single degree will:

- 1) Make it easier for students to matriculate from Early College and all seven (7) UH Community College media programs to a single Bachelor of Arts degree (instead of concentrations in different programs). This clear pathway to a single degree ensures accurate accounting of student enrollment, effective advising of students, and efficient use of teaching resources. (Note: It is no longer strategic nor efficient to grow two separate Creative Media concentrations.)
- 2) Provide a curriculum, different from the current concentrations, that is more responsive to changing knowledge and specialized skills in technology and distribution platforms, and that teaches transformative industry and professional practices. Additionally, the new curriculum targets students who have a passion for using analytical thinking and creativity to produce digital media products. Therefore, the flexibility of the BACM is that it increases the breadth and depth and number of courses students can choose from. (See Introduction, Program Description, and Image 6 to follow.)

- 3) Align with UHWO's mission-driven transdisciplinary focus on media/digital technology that combines evolving new media knowledge with traditional disciplines. This combination goes beyond the current concentration foci by integrating a variety of media domains (design, narrative, technology) and deepening study and practice in each student's chosen area of expertise through a competency-based curriculum that features direct mentoring from faculty and industry experts. Hence, the CM major would be able to apply their skills in areas they are most interested, e.g., business, health care, non-profit, government services, film, marketing and so on. (See Long Range Planning at <https://westoahu.hawaii.edu/longrangeplanning/>)
- 4) The BACM at UH West O'ahu complements other degrees in the system by articulating with Community College AA degrees and providing a different focus from UH Mānoa's degree.

Purpose

MEETING THE NEEDS OF STUDENTS AND THE FIELD OF PRACTICE

The proposed Bachelor of Arts degree in Creative Media (BACM) addresses the following needs:

1. To meet progressively changing professional and industry needs the curriculum has been strengthened to be **responsive** to a fast-moving industry. This degree prepares students for many of the careers included in the Creative Sector category identified by the State of Hawai'i's Department of Business, Economic Development and Tourism (DBEDT) in its 2018 report on "Hawai'i's Targeted and Emerging Industries." The UH System's Hawai'i Industry Sectors tool provides real-time data on job market trends and position openings across the state. This links to the general Hawai'i Industry Sectors website <http://uhcc.hawaii.edu/workforce/index.php> and this provides data that is specific to one segment of the creative media workforce sector: http://uhcc.hawaii.edu/workforce/occupation_profile.php?soc=27-4031
2. To align Creative Media with UHWO's transdisciplinary pivot while supporting the University of Hawai'i Board of Regents Intergrated Academic Facilities Plan (IAFP), UH System Strategic Directions, and UHWO Goals. The structure of the degree will move away from a focus primarily on Humanities and toward a new intellectual core field of cutting-edge technology that crisscrosses the arts, computer/digital sciences, social sciences and cultural studies, while also linking with professional practice through engaged scholarship. In keeping with UH West O'ahu's role as delineated in the IAFP, this degree will have a greater emphasis on technical and digital media skills learning than the BA in Creative Media now in place at UH Mānoa. (See Image 7 to follow.)
3. To prioritize access to post-secondary education, thereby meeting the needs of current and potential students by strengthening Early College vertical alignment with regional high schools, fine-tuning student transfer from our community colleges, and meeting the professional needs of UHWO Creative Media students through focused degree pathways to a single ACM - West O'ahu BA.

Discussion of Needs:

1. Meet progressively changing professional and industry needs

Job market trends, current professional careers and employment opportunities in this field are rising at a steady rate. Table 1 below is an overview of current and projected opportunities within existing career paths in Hawai'i. It is important to note that this is a cutting-edge field driven by new methods, new thinking, and new skills; hence, new career opportunities for well-prepared students. (See also Appendix A, Occupational Outlook.)

Table 1. Overview of Industry Sector Job Market Trends: Creative Media

Occupation	# HI State Jobs 2018	Projected 2027
Audio and Video Equipment Technicians	764	830
Film and Video Editors	103	157
Multimedia Artists and Animators	81	103
Sound Engineering Technicians	72	81
Web Developers	361	377

Source: University of Hawai'i System Hawai'i Industry Sectors Database (Retrieved January 2, 2019)

According to the January 2018 issue of *Kapolei Magazine*, there is a gap between Kapolei's population and the number of jobs available in the region. Current data show that Kapolei's working age population consists of a little more than 116,000 residents with about 76,000 jobs in the region (Plasch Econ Pacific LLC, 2016, based on estimates derived from the City and County of Honolulu's Department of Planning and Permitting Annual Report on the Status of Land Use on O'ahu, 2014).

Despite being the fastest growing region in the state, economic development in and around Kapolei has lagged, with about 40 percent of West O'ahu residents commuting into Honolulu for work. That said, the Kapolei Chamber of Commerce has identified creative media as one of the growth industries for West O'ahu. In fact, current efforts to build the State Film Production Studio in our region (perhaps on UHWO campus land) speak to the importance of creative media as an economic driver and career creator in West O'ahu.

Our BACM degree stands ready to meet the employment needs of this industry as it grows in this region and throughout Hawai'i. With a single degree program, the process of placing and monitoring students in suitable internships and community engagement opportunities will be more effective, and the experience, we anticipate, more beneficial. For example, having a single degree with a unified set of requirements will allow the program to more effectively communicate to employers the skills and knowledge base they can expect UHWO's Creative Media graduates to possess.

Additionally, the internship director's focused attention on a single cohort of Creative Media students can maximize students' learning experiences with current businesses. The following are deliverables collaboratively produced by Creative Media students: Regal Kapolei Commons Movie Theatres movie trailers, broadcast television commercials for UH West O'ahu, mobile apps for businesses and organizations in the community, informational videos for Title IX and Violence Against Women Act programming, commercial film work (e.g., Disney's *Moana*),

and digital shorts on current community topics (e.g., conservation for the Historic Hawai‘i Foundation). These opportunities created new relationships and opportunities and led to jobs and careers for our graduates.

To date, the two Creative Media concentrations have graduated 38 students. Of the 28 we have been able to track, 15 are employed in the profession, 4 are in a graduate program in the disciplinary area, and 9 are employed in other professions (see Appendix D). Recent graduates have found employment at:

- KHON
- Hawai‘i 5-0
- Magnum P.I.
- Civil Beat
- BMW Honolulu
- VA Honolulu
- Leilehua High School
- Windward Community College

2. To Align Creative Media With UHWO’s Transdisciplinary Pivot

The BACM curriculum organizes teaching and learning around an explicit set of core proficiencies that blend multiple fields (e.g., humanities, business, social sciences) with digital technologies. To ensure quality learning outcomes, UHWO is committed to using a degree-level assessment and evaluation system known as the Degree Qualifications Profile (DQP, Lumina Foundation, 2014, www.DegreeProfile.org).

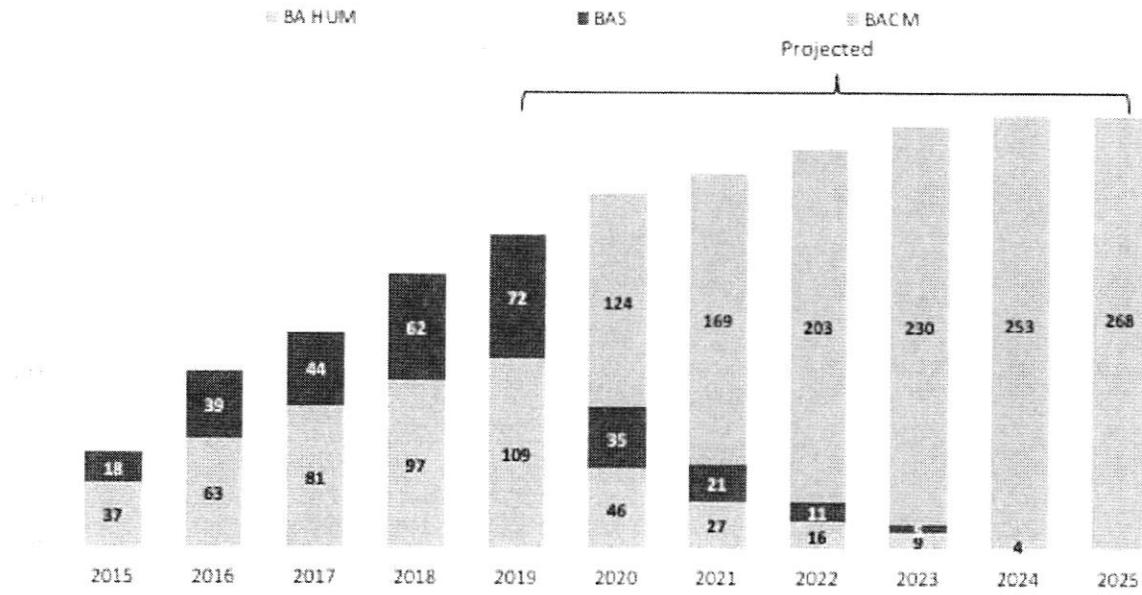
In short, the DQP is a structured process that guides our faculty to collect information/data so that they can better understand what the students in a degree program should know and what they should be able to do. Our assessment of the BACM affirmed that scholarly levels were met in the following areas: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency, communicative fluency, and program-specific intellectual and practical skills. (Please see section below on BACM program and Appendix B, Degree Qualifications Profile Overview for further details of this evaluation process.)

3. To Prioritize Access To Post-Secondary Education

DBEDT has identified the “Creative Sector” as one of a handful of emerging industries in the state, now comprising “about 6.3% of all civilian jobs in Hawai‘i” (DBEDT, “Hawai‘i’s Targeted and Emerging Industries – 2018 Update Report). The proposed BACM degree will produce graduates prepared to enter this growing industry with a more technical and transdisciplinary skillset that will position them for success in the economy of the 21st century. The Creative Media concentrations at UH West O‘ahu, which currently exist under two separate degrees, have experienced steady enrollment growth since their inception in 2014, demonstrating student demand for this academic path and career field. A stand-alone degree will be more visible, provide easier navigation of degree requirements, and support persistence to graduation.

Image 1. Headcount Enrollment in Creative Media Programs, below, lists current enrollments since 2015 with projections through 2025.

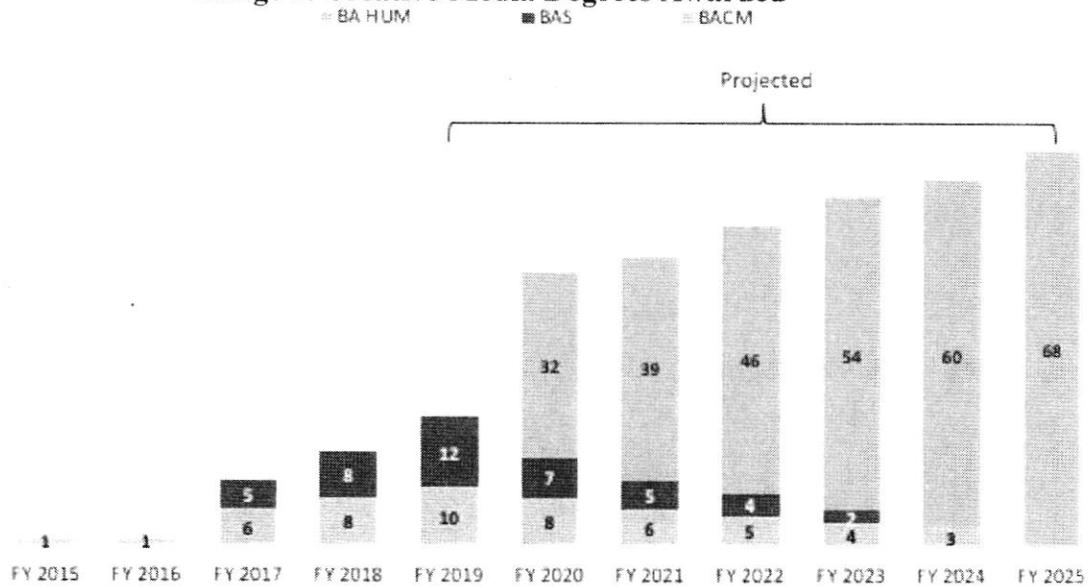
Image 1. Headcount Enrollment in Creative Media Programs



Data are for Fall semesters.
 Source: UH System IRAO DAPIR, Projections from UHWO IRO

As Image 2. Creative Media Degrees Awarded, illustrates, graduation rates have been steadily climbing and are projected to grow through 2025 figures.

Image 2. Creative Media Degrees Awarded



Source: UH System IRAO DAPIR, Projections from UHWO IRO

Nevertheless, without an independent degree in Creative Media, UH West O’ahu students are forced to choose between majoring in Applied Science or the Humanities. In either case, the degree structure forces current students to take courses to meet requirements that are superfluous to the discipline of Creative Media.

A stand-alone BA would remove these obstacles, thus allowing Creative Media students to progress more quickly and purposefully towards graduation.

The campus continues to improve and strengthen the recruitment work for the proposed BA in Creative Media degree through community college transfer articulations (see below), Early College partnerships with regional high schools – Wai‘anae High School (Searider Productions), Campbell High School, Kapolei High School and Waipahu High School – and as a signature program within the overall campus enrollment management strategy.

Community College Transfers. The proposed BA in Creative Media aligns and coordinates with the UH Community College campuses with its 2+2 and other collaborative and unique pathways that build on its liberal arts foundation, giving students throughout Hawai‘i access to a four-year degree program in creative media studies; hence, proposing an efficient use of resources by the System-wide Academy for Creative Media (See UH-S ACM Strategic Plan). UHWO Creative Media currently has 22 articulation agreements with UH community college campuses. The following programs are part of the articulation agreements:

Leeward Community College: TV Production & Digital Media

Honolulu Community College: Music & Entertainment Learning Experiences & Communication Arts

Kapi‘olani Community College: New Media Arts

Windward Community College: Pending Creative Media certificate

Kaua‘i Community College: Creative Media

Hawai‘i Community College: Creative

Media UH Maui College: Creative Media

(Also, 2+2 with Tokai International College)

Table 2. UH Community College Transfers into UHWO BA in HUM with a concentration in CM or BAS in APSC with a concentration in CM, illustrates steady growth of the campus' current Creative Media concentrations over the past four academic years for which data is available, rising from 11 new students to 37 new students over a three-year period.

	AY14/15	AY15/16	AY16/17	AY17/18
Leeward CC	8	8	13	26
Honolulu CC	0	4	3	2
Kapi‘olani CC	2	0	3	4
Windward CC	1	0	0	3
Hawai‘i CC	0	0	0	0
UH Maui College	0	1	1	1
Kaua‘i CC	0	1	0	1
Total	11	14	20	37

Early College Programs. Another pathway into the two concentrations is through Early College, which fosters collaboration with our regional high schools and provides both general education and content-specific learning experiences that prepare students for college, including the two concentrations curriculum. (See Appendix C, Early College Report for a recent Early College program assessment.) By following the program's model, students who are part of this vertically aligned pathway will have an opportunity to fulfill their high school graduation

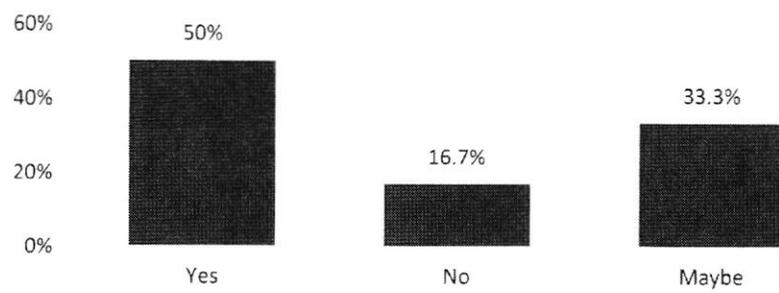
requirements while simultaneously earning college credits from UH West O'ahu.

Student Demand. The campus initiated the current Creative Media concentrations under the Bachelor of Arts in Humanities and the Bachelor of Applied Science in 2014. Over the past 4.5 years the program has gained momentum while addressing the constantly evolving digital and media fields that are fast becoming an economic driver in the region and beyond.

Creative media at West O'ahu, even within its curricular limits, has, over a short time, evolved into a signature area of concentration that currently graduates media specialists who are in demand in nearly every area of business, education, government, communications, and so on. The move from concentrations to a stand-alone BA in Creative Media illustrates the emergence of a new degree program distinct from the concentration level where it was initially developed.

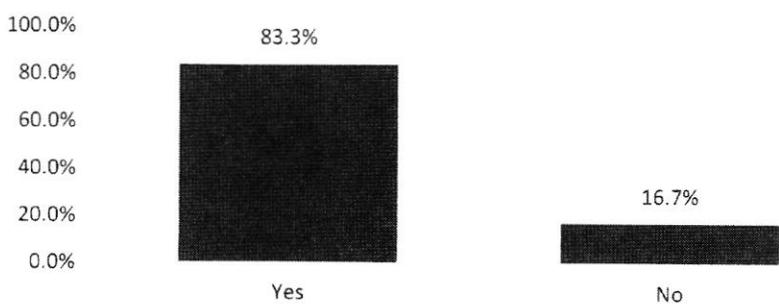
A recent survey in 2017 of our current students and recent graduates illustrates that the skills learned have had significant impact on their careers (Image 3) and that many students would even consider returning to UHWO to earn a BA in Creative Media once it is established (Image 4). (See Appendix D, Student and Alumni Survey.)

Image 3. Would you consider coming back to get a Creative Media degree?



Source: Current Creative Media Major Preference Survey 2017

Image 4. Do you currently use the skills you learned while at ACM to achieve your professional goals?



Source: Current Creative Media Major Preference Survey 2017

DEGREE PROPOSAL: BACHELOR OF ARTS IN CREATIVE MEDIA

"We are looking for a person to add to the marketing team. The position is a bit different as it involves proposal writing/assistance as well as creativity in producing videos and marketing collateral. The ACM program is a good place to look for talent."

(Oceanit, August, 2017)

UH West O'ahu's proposed Bachelor of Arts in Creative Media program is an innovative transdisciplinary program that interlaces the domains of art and design, narrative, information science and technologies with extended study and field practice to strengthen students' integrative literacies necessary for a broad range of careers in government and non-government organizations, educational institutions, technological firms, and private firms.

This stand-alone degree will increase the employability of our students by signaling to employers Creative Media graduates' extensive expertise in that specific field (rather than in general Applied Science or the Humanities). Furthermore, the revised program requirements for this degree meet UHWO's strategic outcomes that seek to prepare students to be leaders and innovators in current and new arenas.

A stand-alone BA in Creative Media, by virtue of being able to exert control over its own curriculum, will be able to be more responsive to the latest developments in the creative industries sector. This is in contrast to the current situation where Creative Media has to share control with, and be bound to the curriculum of, other divergent concentrations in the existing Applied Science and Humanities programs.

The curriculum that underpins this proposed BA in Creative Media is specifically designed for Creative Media students and thus spares them from superfluous course requirements and streamlines their path towards graduation. The BACM degree program also provides greater integration with existing UHCC Associate of Science degrees, thereby simplifying transfer student pathways.

Like all Bachelor of Arts degrees, the BACM will primarily (a) build on a core set of ideas (assumptions, foundations or canons), (b) explore and instruct in order to expand both conceptual as well as technical/pragmatic knowledge and skills, and (c) provide learners opportunities to build critical thinking, leadership, civic engagement, and problem solving competence.

The proposed Creative Media program at UH West O'ahu recognizes the continuously evolving technology that drives content creation and emerging global dissemination platforms and distribution systems. While honoring the legacy film school curricula based in the analog era of the last century, UH West O'ahu's Creative Media program embraces digital media literacy experienced through transmedia production (e.g., YouTube), animation, video games, social media platforms, apps, virtual and augmented reality, and computational media (the nexus of visual storytelling and coding).

This program of study is especially appropriate for students who have a passion and talent for creating or producing works of art through a fluency and comfort with new technologies. Unlike the BA in Creative Media in place at UH Mānoa, which is firmly grounded in critical studies and film production, UH West O‘ahu’s proposed BACM will have a skills-based and production-oriented focus, targeting students who wish to pursue careers in the design of graphic art, mobile apps, or video games/game design and development. Course requirements will address the maintenance of and ongoing support and development for existing artistic skills; promote and foster support for a broader understanding of related disciplines including arts, humanities, and technology; and provide extended in-depth, experiential learning by working in multidisciplinary teams on creative media projects or problems.

Establishing the Academy for Creative Media - West O‘ahu

The Office of the Vice Chancellor for Academic Affairs (VCAA) reviewed its organizational structures as part of the UHWO Strategic Action Plan, 2018-2028, process. In light of UH West O‘ahu Creative Media’s role within the UH System ACM plan (as a hub for system-wide enterprises in this field), we have established a stand-alone unit for our campus: The Academy for Creative Media – West O‘ahu. While the academic program comes under the purview of UHWO faculty and staff, its endeavors enjoy the productivity and partnership that come with our close relationship with UH System ACM ventures.

The ACM West O‘ahu director, who reports directly to the VCAA, leads the program’s faculty and staff. Faculty reviews, including contract renewals, tenure, and promotion, will be conducted under the procedures for faculty responsible to the VCAA who are not otherwise assigned full-time to a specific academic division.

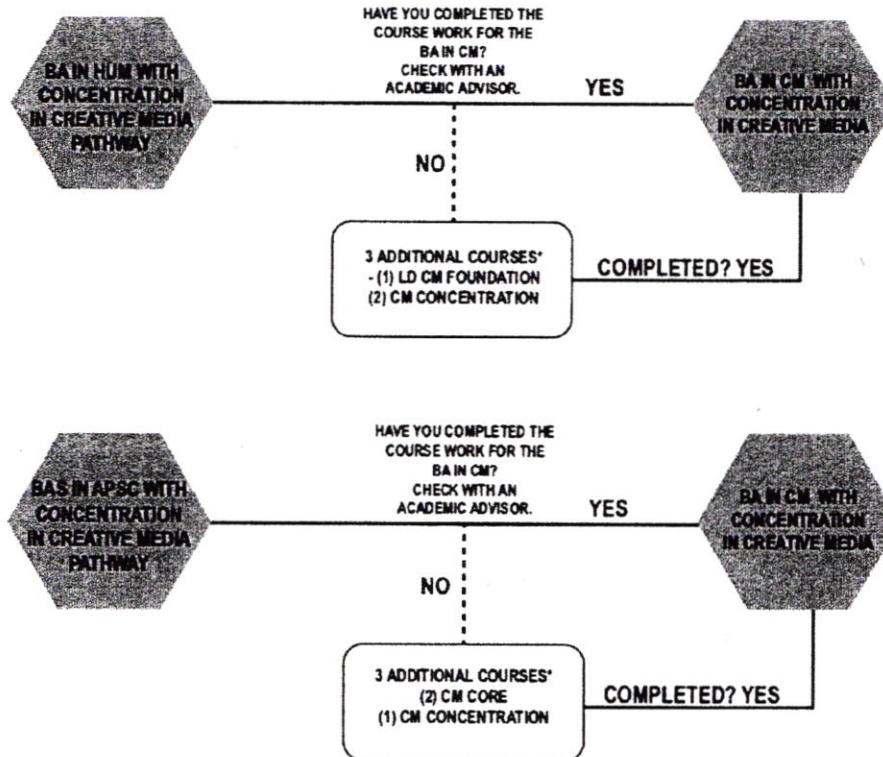
A Robust Academic Program: B.A. in Creative Media

UHWO is proposing one degree, a BA in Creative Media. The establishment of this degree program will allow UH West O‘ahu students to major in one Creative Media degree program and direct a greater share of their time and energy to the courses, concepts, and skills that engage them in more relevant endeavors. (A more detailed overview of these skillsets can be viewed in Appendices H, Spider Graphs and K, Curriculum Map – B.A. in Creative Media.)

The campus will begin to phase out the Creative Media concentrations within the BA in Humanities and the BAS in Creative Media. Students who are a part of the UH System ACM multi-campus articulated pathway will be eligible for the new degree. Graduates of other creative/digital media or communications programs will be considered for admission through a portfolio and transcript. Over the course of the next three years, Creative Media students already in the Humanities BA or BAS programs can select the BA in Creative Media or complete their Humanities or BAS concentration in Creative Media.

Image 5, below, maps a student’s transition from the BAS degree to a BA in CM. There may be instances where two or three classes may be needed, but we forecast minimal impact to students completing their degree on time. For a more complete explanation see Appendix E, Academic Transition Pathway.

Image 5. Advising Pathway to BA Creative Media



Organization Students in the proposed BA in Creative Media would complete 120 credits in the following general areas (See [Appendix F, Academic Map for B.A. in Creative Media](#) and [Appendix G, Advising Sheet](#) for a view of how a student might advance through the program):

- General Education and Graduation requirements (43 credits)
- Foundational Core Creative Media coursework (100 – 200 level)
(or have completed an AS degree in a media design program)
- Creative Media Program Core Requirements (18 credits)
- Creative Media Concentration Areas (21 credits)
- Electives (18 – 21 credits)

Outcomes Degree Learning Outcomes (DLO) for the BA in Creative Media, in light of five essential learning areas, will enable students to, at minimum:

DLO 1: Synthesize multiple creative media forms (e.g., game design, internet platforms, mobile apps, sound design, motion graphics, graphic design, storytelling) including at least two or more tools and technology in an appropriate body of work that focuses on the creative media of tomorrow.

DLO 2: Use research and information-gathering skills to identify, analyze, and propose solutions.

DLO 3: Make sound ethical and legal decisions in creating and using creative media.

DLO 4: Evaluate and critique work in chosen field including self-work by using professional terminology and criteria.

DLO 5: Communicate ideas to peers, clients, and intended audiences using visual, oral, and written presentation skills relevant to their chosen media field.

DLO 6: Produce a body of work suitable for seeking professional opportunities in their chosen media field.

DLO 7: Work productively as members of creative media teams.

The Program Plan for the BA in CM, presented on the next page, was assessed using the above DLOs

Creative Media Program Core Requirements (18 credits)

- CM 256: Creatives in Media
- ART 311D: Research in Design or CM 402 Archival Research for Media Makers
- CM 314: Music, Sound & Media
- CM 320: Creative Producing
- CM 401: Creative Professionals
- HIST 363: 20th Century Popular, Mass & Counter-Culture

Program Requirements (42 credits)

• CM Foundational Core coursework (18 credits)

- ART 101 Introduction to Visual Arts
- ART 107D Intro to Digital Photography
- ART 112 Intro to Digital Art
- ART 113D Intro to Digital Drawing
- ART 126 3D Computer Graphics I
- ART 221 Design for Print and Web
- ART 229 Interface Design I
- ART 231 Art Through Applied Geometry
- ART 240 Typography and Color in Design
- CM 120 Introduction to Digital Video
- CM 140 History of Video Games
- CM 142 Introduction to Video Game Design
- CM 143 Introduction to Game Art
- CM 150 Film Analysis and Storytelling
- CM 151 Pre-Production: Digital Video
- CM 152 Principles of Video Editing
- CM 153 Sound Design for Digital Media
- CM 155 Intro to Screenwriting
- CM 160 The Mobile Word
- CM 161 Introduction to iOS Mobile App Development
- CM 251 Animation and Special Effects
- ICS 101 Intro to Digital Tools for the Information World
- ICS 111 Introduction to Computer Science

• CM Concentration Areas (21 credits) from the following list (Students choose one area of interest: Game Design, Interface Design, Transmedia or General Creative Media.)

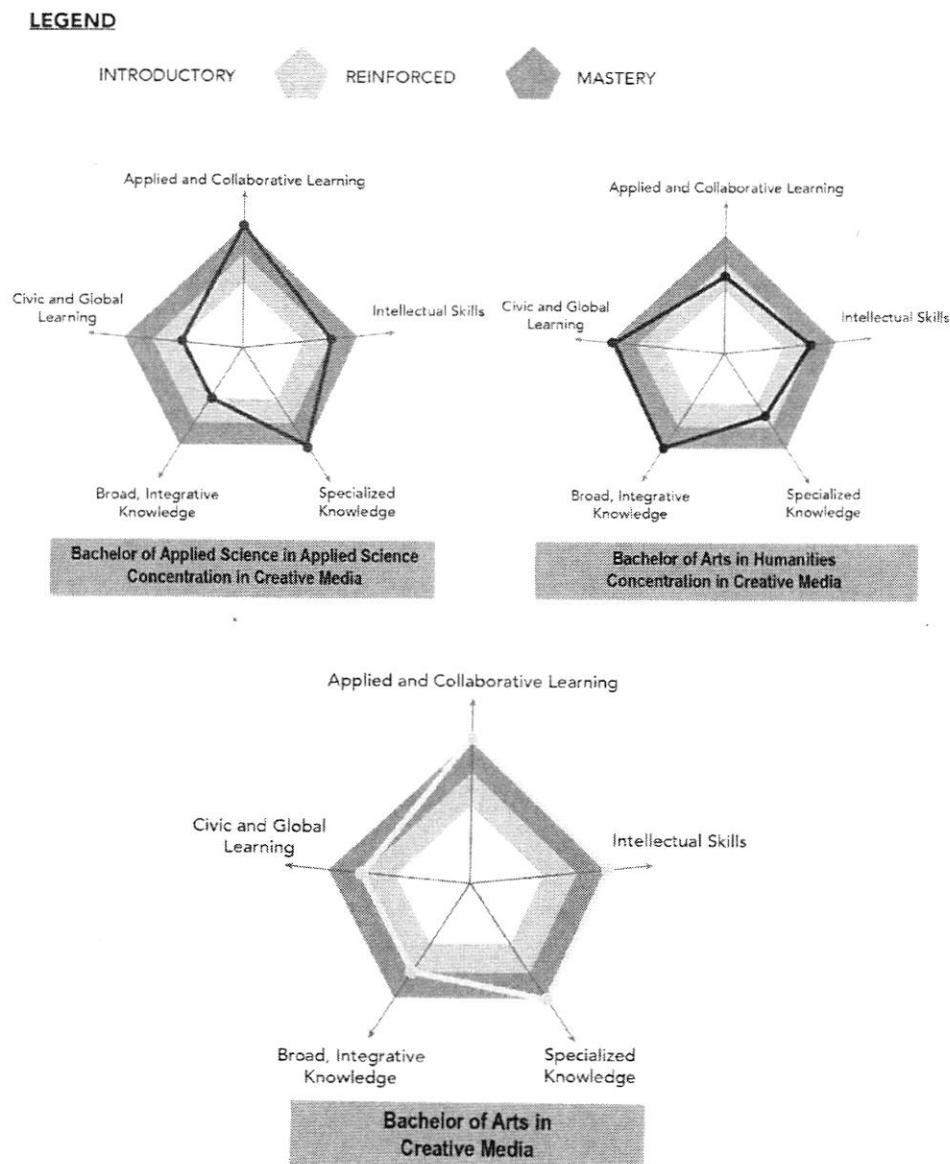
- Design & New Media (21 credits)
- Communications & New Media Technologies (21 credits)

- Video Game Design & Development (21 credits)
 - General Creative Media (21 credits)
- **Senior Capstone (3 credits)**

Comparing the Current Concentrations to the Proposed Degree Program

At UHWO, it is essential that all Bachelor of Arts degree programs, current and proposed, meet our standards of quality, rigor, and relevant learning. The distinctiveness of the BA in Creative Media is illuminated through five learning proficiencies. To provide a high-level understanding of the differences between the proposed BACM degree and the current concentrations in Applied Science and Humanities, we have included spider graphs in Image 6, which visually capture the differences in curriculum focus among the five learning areas. (For further detail please refer to Appendix B, Degree Qualifications Profile (DQP) Overview.)

Image 6. Comparative Analysis of BA in Humanities, BAS, and B.A. in Creative Media



Observed above, the BACM's course of study has a wholistic focus on student learning with delineation of increasing levels of challenge. Curriculum development follows the five essential learning areas:

- **Specialized Knowledge**: Identifies specialized conceptual knowledge/theories and practical skills that student will demonstrate proficiency.
- **Broad and Integrative Knowledge**: At all levels of the students' learning they are asked to explore global concepts and questions that bridge multiple knowledge bases (e.g., science, humanities, social sciences, cultural studies, etc.). Students are then better prepared for civic participation and community leadership.
- **Intellectual Skills**: The coursework (e.g., communications, ethical reasoning, information technology) and field experiences/internships engage students throughout their course of study to make and translate/interpret ideas from a variety of points-of-view.
- **Applied and Collaborative Learning**: The creative products and scholarship that students generate, individually or in a team, will demonstrate their fluency in both the critical understandings of the field as well as expert applications.
- **Civic and Global Learning**: As a key outcome of the UHWO's Theory of Distinctiveness, graduates of this baccalaureate degree will be able to respond to political, economic, health and environmental challenges (and so on) critical to the local community and global arena.

Additionally, the proposed BACM degree differs from the two current Creative Media concentrations in its ability to reach across disciplines and combine technical knowledge with global awareness, providing students with the best of both worlds. The BAS, as one would expect and as illustrated in Image 6, pulls more toward specialized technical knowledge and applied learning while lacking somewhat in global learning and integrative knowledge. The current BA in Humanities, on the other hand, offers students a strong civic and global learning foundation and mastery of the disciplinary canons of the liberal arts yet does not provide Creative Media students with sufficient amounts of applied learning experiences and technical expertise (i.e. specialized knowledge).

The proposed BA in Creative Media will synthesize the stronger aspects of the two existing concentrations, providing students with a more thoroughly integrative learning experience that, among other things, offers a strong civic/global base with an applied and collaborative focus. Graduates of UH West O'ahu's new BA in Creative Media will possess the technical skills to excite employers and possess the global and cultural awareness and integrative framework to enable them to anticipate and adapt to the ever-unfolding transformations of the 21st century economy and its accompanying career fields.

ACM UHWO Strengthens Creative Media Programs across UH-System

From its inception, UH West O'ahu's Creative Media concentrations have consistently prioritized transfer pathways, partnering with the UH Community Colleges to develop 22 different articulation agreements across all 7 UHCC campuses that have established UHWO's program as a destination of choice for the System's AS and AA students alike. While this collaboration has benefitted all parties involved, the existing pathways contain inefficiencies that inevitably delay students' timely progression towards degree attainment.

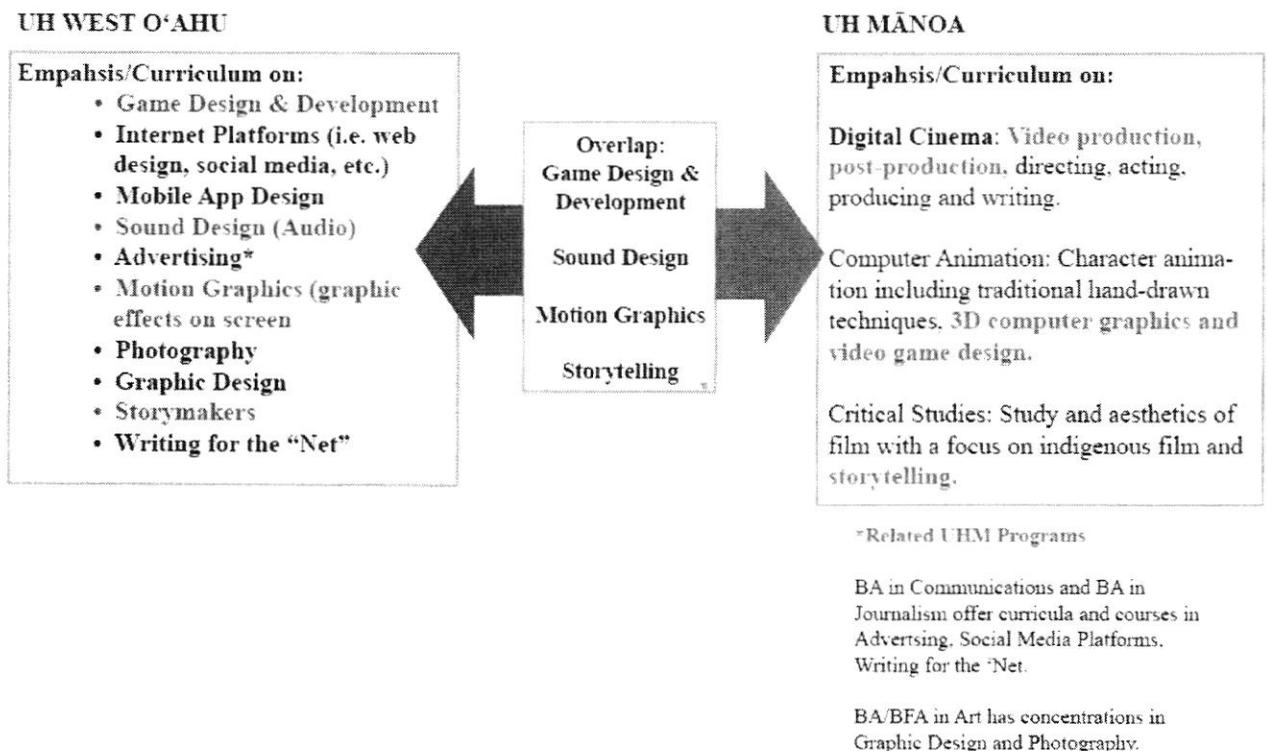
To date, students have been forced to choose between Creative Media concentrations housed under an Applied Science degree or a Humanities degree. In either case, students are required to complete a host

of major requirements that are largely tangential to the discipline and career fields that excite them. The creation of a stand-alone degree in Creative Media, however, will streamline the core requirements for UHCC transfer students, making the goal of a 2+2 degree pathway that much more achievable. The degree has been designed to facilitate the creation of articulation agreements that provide more efficient transfer pathways while also aligning more closely with industry needs.

UHWO's proposed BA in Creative Media differs fundamentally from the current program at UH Mānoa and is designed to appeal to a different pool of students. There are foundational learning elements that all Creative Media programs must provide to learners before branching into specialized knowledge areas. Hence, there may appear to be some overlap of learning experiences; however, having curricular platforms that are unique to each campus mission can strengthen the overall capacity for the UH System to provide a wide range of learning opportunities for all students.

A substantive review of both UHWO's proposed degree program and UHM's BA in Creative Media was performed by the offices of the Vice Chancellors for Academic Affairs at the two campuses. Image 7, Strengths and Similarities of UHWO and UHM Programs, below, shows the unique learning experiences of both programs, with overlap in four areas.

Image 7. Strengths and Similarities of UHWO and UHM Programs
(Used with permission from W. Pearson, UHM, OVCAA)



As illustrated in the graphic above, the proposed West O'ahu degree program complements the UH Mānoa program. While Mānoa's degree provides its students with the rich critical studies and cinematic foci that one would expect of a full-fledged research institution, the UH West O'ahu BACM degree will appeal to students interested in acquiring the hands-on technical expertise needed to succeed in areas such as mobile app design immediately upon graduation. While a student seeking to pursue a career as a screenwriter might be better served in UHM's program, someone interested in the field of motion

graphics might select UHWO. Essentially, the proposed program strengthens the vision and commitments of the UH System Creative Media platform by complementing UH Mānoa's degree and offering UHCC students a second and rather different Creative Media learning experience and career path. Chris Lee, Director ACM-System and Dr. Doris Ching, Chief Academic Officer ACM-System stated:

The UHWO Center for the Academy for Creative Media is uniquely positioned to strengthen the ACM System Vision because it is the only program with articulation agreements to all seven community colleges, thus allowing UHWO ACM to fulfill the mandate of the BOR for a system-wide program. It is the only program at UH that is available for students on every island. ACM-UHWO further enhances the Vision of ACMS by housing the ACMS-developed 'Ulu'ulu, the State of Hawai'i's Official Moving Image Archive and unique educational resource for UHWO students and faculty on campus, and throughout the islands online. The ACM-UHWO program's robust public and private support has already resulted in the ground breaking for UH's first purpose-built Student Production Center which will be available to students from throughout the UH System. It is the \$37M investment in ACMS and the state's future that would only have been made at UHWO and needs to be supported by a UHWO BA in Creative Media. UHWO further offers the opportunity to build the state's proposed public/private Motion Picture, Television and Digital Content Studio Complex, making ACMS one of the only Creative Media programs in the world to offer direct access to an actual studio. The attributes that only UHWO ACM can offer are the nexus of ACMS's promise to be the true catalyst for the diversification of the State of Hawai'i's economy. (January 15, 2019)

Effectiveness Program Evaluation

The proposed BA in Creative Media will adhere to the campus program review process every 7 years, the Annual Report of Program Data, and appropriate WSCUC accreditation processes. The program review process requires programs to report progress on student achievement data, perform an analysis of course and program student learning outcomes assessment, review current curriculum and recommend changes, and determine future need for additional resources. Program effectiveness will be determined by looking at student achievement data which includes the number of declared majors, annual degree attainment, and the number of students who graduate within 5 years. In tandem with this traditional approach, and aligned to the Degree Qualifications Profile standards, the program assessment will also include project-based learning indicators that identify specialized knowledge, broad/integrated knowledge, intellectual skills, applied/collaborative learning, and civic/global learning proficiencies to gauge student growth and learning.

Metrics for the BA in CM will rely heavily on authentic assessment. Authentic assessment is a process where the student's knowledge/skill is evaluated by his/her ability to perform a "real world" task in the same way or setting as a CM professional, in line with the IAFP call to "emphasize practical applications." For example, the learning outcome "Apply advanced creative and aesthetic skills with a variety of creative media packages and equipment" could be evaluated as if the student artifact in question was actually produced at the Hawai'i Film Office.

To address neighbor island articulations, UH West O'ahu has taken measures to improve and build its online offerings by requiring our faculty to undergo Quality Matters (QM)

training. Recently, 10 Art and Creative Media faculty received their online digital credentialing from QM. QM is a faculty-centered, peer-review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning. In addition, the program is planning annual advisory committee meetings with industry partners, community college partners and the ACM system to gauge the effectiveness of the program and its ability to meet the workforce needs of the community and state.

**Resources &
Efficiency**

Cost Analysis

There has been a good amount of investment in Creative Media at UHWO. In 2013, the Hawai'i State Legislature, in an effort to support the expansion of the System-wide ACM programs, passed SB 3168 that positioned UH West O'ahu's Creative Media unit "as a cornerstone of the State's development of the Kapolei-West O'ahu region as a hub of Hawai'i's creative media industry." Similarly, HB 1309 recognized the "unique opportunities for digital media industry development in Hawai'i resulting from the groundbreaking of the long-awaited University of Hawai'i - West O'ahu campus in Kapolei . . ."

In June 2013, the Governor approved the state budget that appropriated \$2.1 million for the ACM UH System that included both funding for operational costs and 10 positions. UH West O'ahu's Creative Media program was allocated 4 of those positions and approximately \$500,000, which included funding for payroll and operating costs.

In 2016, the State Legislature approved \$37 million for the design and construction of a Creative Media building at UH West O'ahu. In 2015, the Roy and Hilda Takeyama Family Foundation made a \$1 million commitment to support and advance the mission and priorities of ACM West O'ahu. In Spring 2018, the design/build contract for the new 33,000 square-foot facility was awarded with completion in late summer, 2020. The new building is designed to accommodate up to 500 majors and will feature state-of-the-art hardware and software, the UH System's first proper screening room, a soundstage, editing and sound mixing areas, an emerging media lab, and an incubator for student and graduate companies. [UH News: ACM Building UHWO Campus](#)

Current Faculty, Staff, and Budget

Currently, ACM West O'ahu houses 4.0 FTE: two instructional faculty, one specialist faculty (director), and a lab supervisor. There are several student assistants and a temporary lab assistant. To cover the range of program specialties, ACM-UH West O'ahu regularly employs 14-16 lecturers (equivalent of 3.5 FTE) per academic year. The program received funding of \$612,720 for FY2019 from UH-System ACM for both payroll and operational costs. Current personnel coupled with its temporary laboratory/classroom space, is stretched to meet CM's growth on campus, via Early College, and online.

Supporting the growth of UHWO BA in Creative Media

In 2020, ACM West O'ahu will move into its new facility. In preparation, faculty and staff are strengthening the Early College pipeline, reinforcing community college transfer strategies, and engaging in a broader strategic marketing plan with the assistance of enrollment management and communications. Table 3. Additional Cost Projection and

Table 4. Revenue Projection, provide projected additional annual costs and total revenues by fiscal year associated with anticipated student growth (majors). The additional costs would be permanently added to the UHWO ACM allocation in the designated fiscal year; hence, we show when the allocation would be added.

Table 3. Additional Cost Projection

Added Cost Projection	Fiscal Year					
	20 - 21	21 - 22	22 - 23	23 - 24	24-25	25-26
Faculty w/o Fringe	\$151,850					
Staff w/o Fringe		\$120,000				
Instructional Materials and Supplies	\$25,000					
Professional Lecturer Pool w/Fringe Cost	\$46,152	\$47,537	\$48,963	\$50,432	\$25,972	\$26,751
Janitorial Services	\$64,872					
Security		\$86,016				
Utilities, Water, Sewage	\$200,000					
Total Costs	\$462,874	\$253,553	\$48,963	\$50,432	\$25,972	\$26,751

The projected increase in anticipated student enrollment as noted in Table 4 below requires an increase in faculty and staff to meet academic and student-focused program needs:

- FY 20-21
 - 1.0 FTE Specialist Faculty (S-3). To increase laboratory use and both online and Early College delivery. Faculty without fringe cost.
 - 1.0 FTE Specialist Student Academic Advising Faculty (S-3). With increased student enrollment a dedicated academic adviser will ensure student success. Faculty without fringe cost.
 - 1.0 FTE Designated for Professional Practitioner Lecturer Pool. Will enable the program to provide and increase offering of specialty areas by industry professionals. Personnel with fringe cost.
- FY 21-22
 - 1.0 FTE Administrative Assistant (APT, Band B). To provide program, fiscal, personnel, and building facility support. Staff without fringe cost.
 - 1.0 IT Specialist (APT, Band B) - computer/AV support. To manage equipment/facility usage. Staff without fringe cost.
 - 1.0 FTE Designated for Professional Practitioner Lecturer Pool. Will enable the program to provide and increase offering of specialty areas by industry professionals. Personnel with fringe cost.

In addition to programmatic needs, and because a facility-related budget was not included in the initial construction costs, we anticipate the need for the following essential personnel and costs:

- FY 20-21
 - 1.5 FTE Janitorial Services. In light of the square footage and the highly specialized equipment. Staff without fringe cost.

- Approximately \$200,000 in utilities (electricity, water/sewer, etc.) per year.
- FY 21-22
 - 2.0 FTE Security. The Creative Media building's proximity to the rail stop and the value of equipment housed in the building require a higher level of security. This is for security during campus hours only, not 24/7. Staff without fringe cost.

The cost of maintaining equipment has not been determined, however, we are consulting with specialists in the industry.

The BACM projected annual program revenue for FY 20-21 through FY 25-26, as noted in Table 4 below, was derived based on a projection of student enrollment, the number of anticipated Fall and Spring semester 3-credit courses (assuming a headcount of 20/course) and a static tuition rate of \$306/credit. The tuition rate is consistent with the approved FY 19-20 per-credit resident tuition rate, which was assumed to have no increase during FY 20-21 through FY 25-26.

Table 4. Revenue Projection

BACM Program Revenues	FY 20 - 21	FY 21 - 22	FY 22 - 23	FY 23 - 24	FY 24 - 25	FY 25 - 26
Projected headcount enrollment - BACM	98	103	110	117	123	128
Number of courses	75	85	95	105	110	115
Number of credits	225	255	285	315	330	345
Student semester hours	4500	5100	5700	6300	6600	6900
Tuition rate/credit	\$306	\$306	\$306	\$306	\$306	\$306
Projected tuition revenue	\$1,377,000	\$1,560,600	\$1,744,200	\$1,927,800	\$2,019,600	\$2,385,000

Risk Assessment

The Office of the Vice Chancellor for Academic Affairs and the the Office of the Vice Chancellor of Administration have determined that there are no additional risks identified over and above those associated with our current courses.

University of Hawai'i - West O'ahu
Degree Proposal for a
Bachelor of Arts in Creative Media

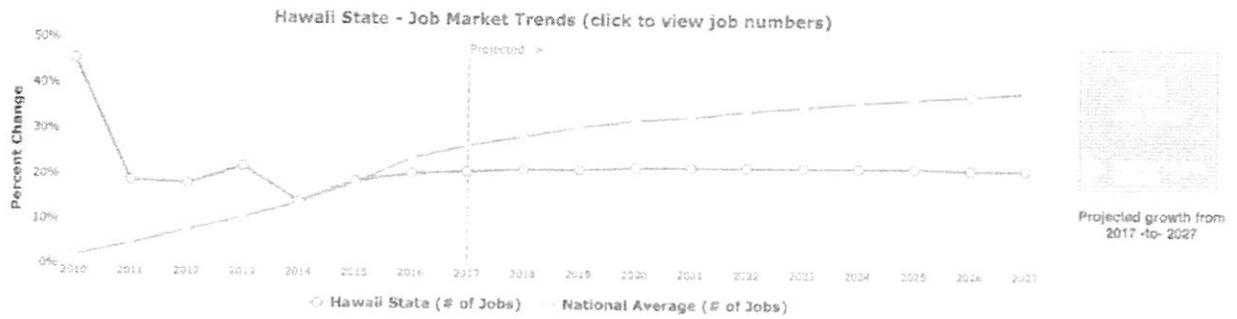
Appendices - Table of Contents

Appendix A	Occupational Outlook
Appendix B	Degree Qualifications Profile (DQP) Overview
Appendix C	Early College Report
Appendix D	Student and Alumni Survey
Appendix E	Academic Transition Pathway
Appendix F	Academic Map for B.A. in Creative Media
Appendix G	Advising Sheet
Appendix H	Spider Graphs
Appendix I	Curriculum Map - B.A. in Humanities, Creative Media Concentration
Appendix J	Curriculum Map - B.A.S. in Applied Science, Creative Media Concentration
Appendix K	Curriculum Map - B.A. in Creative Media

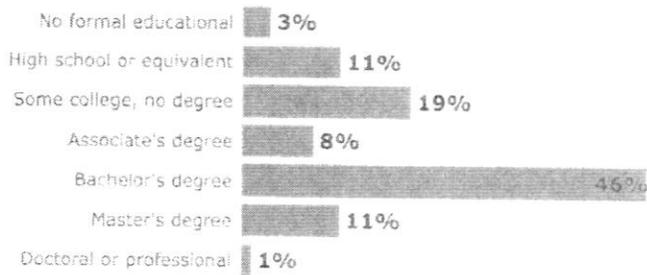
Appendix A: Occupational Outlook

MULTIMEDIA ARTIST AND ANIMATORS

Job Market Trends



Educational Attainment



Educational attainment data for each occupation represent the highest level of education achieved by workers who are employed in this occupation (National)

Average Salary

Earnings with "cost of living" adjustment

Entry Level

\$35,519 - COL = \$25,168 (COL Adjusted earnings)

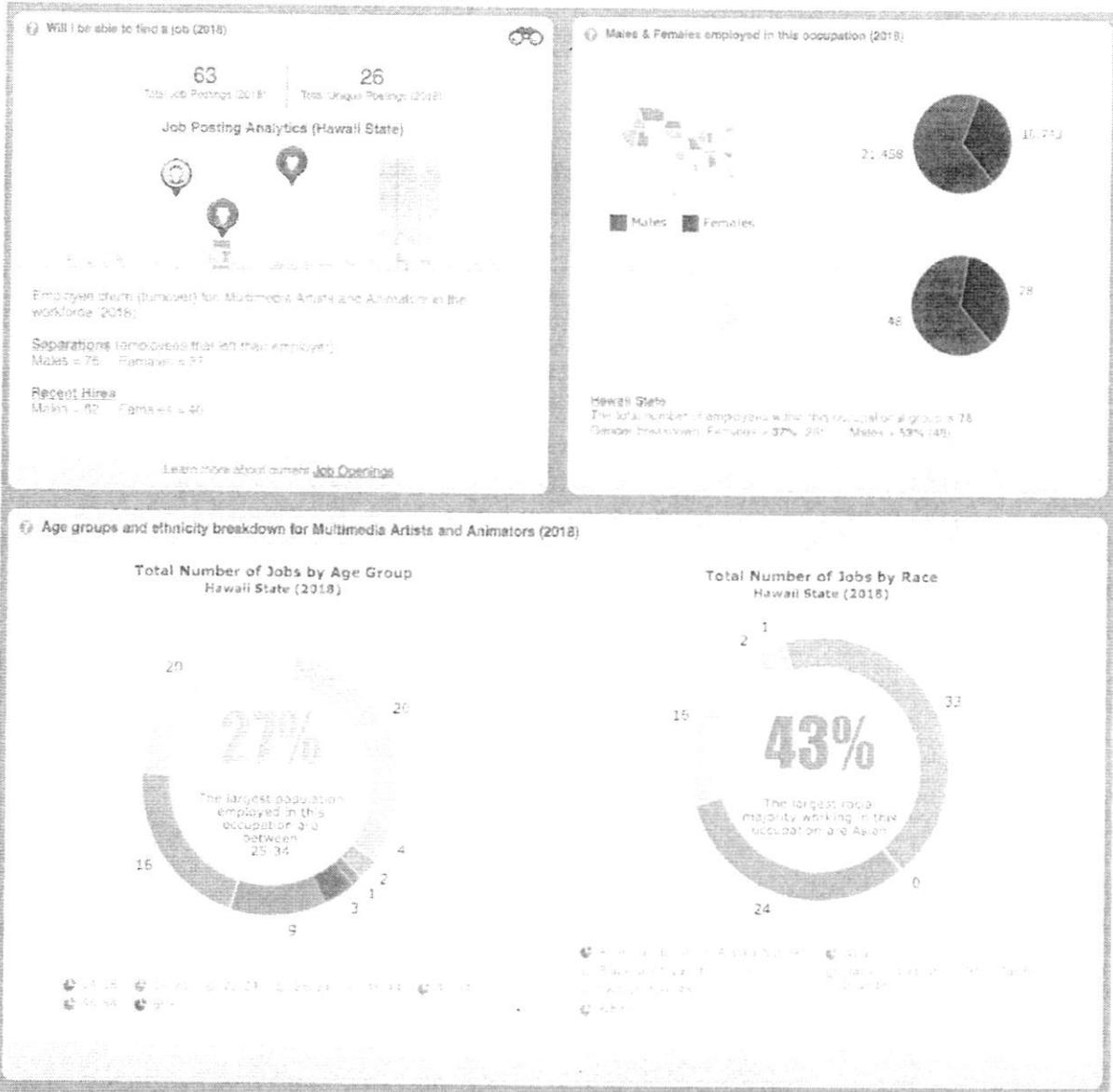
Average

\$61,226 - COL = \$42,432 (COL Adjusted earnings)

Experienced

\$92,774 - COL = \$64,272 (COL Adjusted earnings)

Other Data:



Appendix B: Degree Qualifications Profile (DQP) Overview

The Degree Qualifications Profile (DQP) outlines a set of reference points for what students should know and be able to do upon completion of associate, bachelor's and master's degrees – in any field of study.

There are five broad categories of proficiencies which provide a profile of what degrees mean in terms of specific learning outcomes. Through focusing on broad areas of learning and the application of that learning, the DQP illustrates progressively challenging performance expectations for all students.

Implementation Resources: <http://degreeprofile.org/roadmap/roadmap-cover/>

- Tuning Impact Study: Developing faculty consensus to strengthen student learning
- Roadmap to Enhanced Student Learning: Implementing the DQP and Tuning
- Tuning: A Guide for Creating Discipline-Specific Frameworks to Foster Meaningful Change
- Degree Qualifications Profile Impact Study: Framing and Connecting Initiatives to Strengthen Student Learning
- Using the Degree Qualifications Profile: To Foster Meaningful Change
- General Education and/or Program Development and Review
- Revision and Alignment of Learning Outcomes
- Alignment with External Expectations
- Improving Student Transfer

DQP SPIDER WEB

It can be helpful to visualize the DQP in terms of a spider web: a structured, interconnected series of levels that simultaneously build on and support one another. The web is strung among five anchor lines, each representing one of the basic proficiencies. The shape of the spider web – its boundaries, slope, and distances between learning points – is determined as the institution adopts and articulates its version of the DQP. Once the points are fixed, a “core” of learning appears – the combination of proficiencies from each of the five areas of learning that collectively define the requirements for a specific degree. These cores of learning expand progressively outward as students extend their knowledge (Lumina Foundation, 2015).

DQP GRID

The DQP Grid lays out all of the learning outcomes for a given degree, grouping them within the five categories of learning. Additionally, by using a degree's curriculum map (the **what** and **why** for curricula and sequence of courses), the DQP Grid visually portrays the demarcation of increasing levels of challenge, enabling a continuing and sustainable emphasis on learning as the proper determinant for the quality and value of degrees (Lumina Foundation, 2015).

The DQP provides resources for strengthening accreditation, including consensus on specific, concrete learning outcomes. The 2013 WSCUC Handbook of Accreditation includes a brief discussion of the DQP as a framework to convey the meaning of degrees, one of the required Components of the Institutional Report for reaffirmation.

DQP/TUNING COACHES

To advance and accelerate campus initiatives to enhance student learning, the National Institute for Learning Outcomes Assessment (NILOA) and Lumina Foundation are working together to offer a practical, useful resource to improve student learning. Lumina's mission singularly focuses on improving college completion rates.

NILOA is working with a group of DQP/Tuning Coaches who are available to help colleges and universities with their improvement efforts. DQP/Tuning Coaches are available for a one-day campus visit at *no cost* to the host institution. Leeward CC and UH West O'ahu are proud to host Natasha Jankowski, Director of NILOA, as a DQP Coach January 10 and 11th. Jankowski co-authored *Degrees That Matter: Moving Higher Education to a Learning Systems Paradigm*.

Appendix C: Early College Report



UNIVERSITY
of HAWAII®
WEST O'AHU



Academy for Creative Media
WEST O'AHU

Early College High School Program Report

Fall 2017



Introduction

This Early College High School (ECHS) Pathway is a collaborative effort between the Academy for Creative Media at University of Hawai'i, West O'ahu (ACM UHWO), Wai'anae High School's Searider Productions (WHS SP), and Waipahu High School's Early College High School Program (WaipHS ECHS). The program has been designed to foster college and career readiness, as well as afford students educational opportunities that will not only make them viable in a competitive job market, but also cultivate in them the skills necessary to succeed as individuals.

Academy for Creative Media at the University of Hawai'i, West O'ahu

The ACM UHWO integrates various media domains, such as design, storytelling, and technology, providing students with a rich educational foundation to grow as a future professional. Course requirements address development and maintenance of existing artistic skills; foster support for a broader understanding of related disciplines (such as humanities and technology); and provide experience in working on realistic problems. Since 2012, the ACM UHWO Program has expanded to include the Roy & Hilda Takeyama Creative Media Lab, the 'Ulu 'Ulu moving image media archive, and the Cyber-Collaborative Analytics Navigation and Observation Environment. The ACM UHWO program is also host to Master Classes, an educational series of speakers drawn from the artists and professionals of the creative media industry.

Wai'anae High School Searider Productions

For over 20 years, the WHS SP has garnered national recognition. In 2016, WHS SP students were the recipient of 4 High School Emmys awarded by the National Academy of Television, Arts, and Sciences. The program has strong partnerships with colleges, universities, and business organizations which allow their students experiential opportunities within the creative media industry. The mission of the WHS SP is to provide students with the skills, attitude and knowledge needed for success in both local and global communities. The vision of the WHS SP is to create an integrated program where media present and future creatively converge in celebration of Hawai'i's stories, multiethnic culture and community.

Waipahu High School Early College High School Program

Since 2012, the Waipahu High School Early College High School Program has exponentially grown, serving well over 300 students per academic year, and becoming the model program in the state. In 2018, the program will graduate its first cohort of academic *Olympians*, students who have not only completed their high school requirements, but have also earned enough college credits to obtain their Associates degree as well.

Rationale

The Wai`anae district is home to some of the most indigent communities in Hawai`i. It also has a high concentration of Native Hawaiian, Asian Pacific Islanders and Filipino Americans; ethnic groups who are grossly underrepresented in higher education. Over 80% of adults in the Wai`anae district do not hold a bachelor degree, and nearly one out of five individuals are below the national poverty level. Students enrolled in Wai`anae High School reflect their surrounding communities. The Waipahu district, while exhibiting slightly higher social economic status indicators, have similar features to that of Wai`anae. Table 1 summarizes the demographic information for both Wai`anae and Waipahu district, as well as Wai`anae and Waipahu High School.

Table 1. Demographic Information for Wai`anae High School and Surrounding Community.

	Wai`anae High School	Waipahu High School
Community Population ^a	13,177	38,216
Largest Ethnic Group (Community) ^a	41.6% Native Hawaiian	67.1% Asian
Bachelor Degree or Higher ^a	7.9%	15.8%
Persons Below Poverty Level ^a	23.4%	13.2%
High School Enrollment ^b	1,789	1,281
Largest Ethnic Group (High School) ^b	60.4% Native Hawaiian	64.2% Filipino
Qualify for Free or Reduced Lunch ^b	100%	61.9%
College Going Rate ^c	43%	56%

^a U.S. Census Bureau (2015): State and County Quick Facts: <http://quickfacts.census.gov/qfd/states/15000.html>.
^b Hawai`i Department of Education Accountability Resource Center Hawai`i (2014-2015): <http://arch.k12.hi.us/>.
^c Hawai`i Department of Education STRIVE Data (2014-2015): <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx>.
 * Combination of Intermediate and High School.

UHWO ACM ECHS Pathway has been designed to reduce this disparity in education, and decrease the level of poverty in both the Wai`anae and Waipahu districts. By following the UHWO Early College High School Program's model, students who are part of the WHS SP and WaipHS ECHS will have an opportunity to fulfill their high school graduation requirements while simultaneously earning college credits from the UHWO. Successful completion of the program will not only guarantee admission into the ACM UHWO, but also ensure that participating students will have already completed more than the first year requirements for a Bachelor of Arts in Humanities, with a focus in Creative Media.

A bachelor's degree in Creative Media opens many opportunities for positions in graphic and web design, digital video production, and other digital media outlets. On average, starting salaries range from \$35,000 – 55,000 depending on creative industry and size of firm. In Hawai`i the creative sector supports a wide spectrum of commercial businesses, individuals, cultural enterprises and non-profit institutions. Creative enterprises produce, directly or indirectly, a range of goods services that are the product of artistry, design, aesthetic value or

cultural enterprise. As a whole, employment in this sector grew nearly 10 percent from 2002 to 2008, compared to 14 percent nationally. The average earnings in the sector in 2007 were nearly \$50,000. In 2012, the thirteen creative industry groups accounted for an estimated 47,700 jobs in the State, nearly 6% of all civilian jobs. Performing/Creative Arts were the largest group in the sector, accounting for almost 20% of jobs in the sector.¹

Program Objectives

1. Pool resources from the Academy of Creative Media at University of Hawai'i, West O'ahu, Wai'anae High School's Searider Productions, and Waipahu High School's Early College High School Program to afford students with even greater educational opportunities in the field of Creative Media.
2. Delineate a clear educational pathway between the three programs, and provide students a bridge as they transition from a secondary to a post-secondary educational institution.
3. Offer classes from the UHWO Creative Media Program to high school students in the Wai'anae High School Searider Productions Program and Waipahu High School Early College High School Program that will fulfill their high school graduation requirements while simultaneously earning them college credits
4. Allow students an opportunity to complete the first year requirements for a Bachelor of Arts in Humanities, with a focus in Creative Media at the UHWO.
5. Increase college and career readiness in participating students, cultivating in them the skills necessary to not only succeed in the field of creative media, but also in becoming global citizens who go on to contribute back to their communities.
6. Create highly qualified and well trained professionals who will remain viable in a constantly changing job market.

¹Information taken from the UHWO ACM Website: <http://acmsystem.hawaii.edu>.

Proposed Core Curriculum

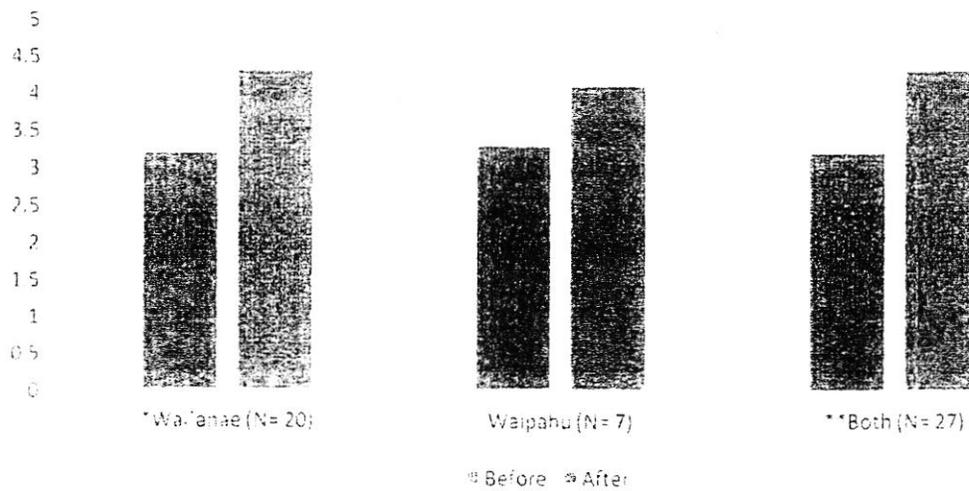
Table 2. Sample of the Program Curriculum.

	Summer/Fall Semester		Spring Semester	
	UHFVO Course	DOE Equivalent	UHFVO Course	DOE Equivalent
Pre-Pathway	SD 100: The University Experience (1 credit)	N/A		
Year 1	ART 112: Intro to Digital Art (3 credits)	Graphic Design Technology 1 (1 DOE Credit); ACCN: TAU2124	ART 107D: Intro to Digital Photography (3 credits)	Photography 1 (1 DOE Credit); ACCN FVP1000
Year 2	CM 120: Intro to Digital Video (3 credits)	Video Production for Television 1 (0.5 DOE Credit); ACCN: XMT1020 & Video Production for Television 2 (0.5 DOE Credit); ACCN: XMT1025	CM 142: Intro to Video Game Design (3 credits) -OR- ART 126: Intro to 3D Graphics (3 credits)	Gaming (1 DOE Credit); ACCN: TAN2311 -OR- Animation (1 DOE Credit); ACCN: TAN2210
Total UHFVO Credits Earned (Contingent on Successful Completion of Course Sequence): 10				
Total DOE Credits Earned (Contingent on Successful Completion of Classes): 4				

Outcome Measures (Fall 2017):

- Overall student success rate of 100% (scoring "C" or better in classes).
- Students accumulated anywhere from 3 to 6 college credits in ACM.
- 60% of Wai`anae cohort identify as Native Hawaiian; 96% of Waipahu cohort identify as Filipino.
- 55% of Wai`anae cohort female; 96% of Waipahu cohort female.
- Confidence about succeeding in college (after taking EC classes):

Confidence About Succeeding in College (Before and After EC Classes)



*t(20)= -5.39, p < .001; **t(27)= -5.29, p < .001.

Appendix D: Student and Alumni Survey

SURVEY: CURRENT CREATIVE MEDIA STUDENTS

Does ACM specialize in your area of interest? (Game Design, Transmedia/Video Production, Web Design, Mobile App/Mobile game Design, Film, Graphic Design, Social Media, etc.)	Does the name of your Degree matter to you? Which would you prefer:	Would having a Bachelor of Arts in Creative Media make a difference in your career goals?	Write your thoughts on having a stand alone Creative Media Degree below:
Yes	Bachelor of Arts in Creative Media	Yes	I am a proponent of having a stand-alone Creative Media Bachelors and Masters degree. Currently if I wanted to pursue a Masters degree in graphic design or digital photography, I would have to leave Hawai'i.
Yes	Bachelor of Arts in Creative Media	Yes	I feel like a stand alone degree would have more options. I'm not sure the current BAS degree "specializes" in my interests but it offers some related classes.
Yes	Bachelor of Arts in Creative Media	Yes	Since I'm a transfer student, I want Creative Media to be Bachelor of Art in Creative Media so that I can transfer more of my credits and focus on CM.
Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Arts in Creative Media	Yes	It would create a better transition for students like myself who have continued their education from a community college.
Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Arts in Humanities - Creative	Yes	
Yes	Bachelor of Science in Humanities - Creative Media focus	Yes	
Yes	Bachelor of Arts in Creative Media	Yes	We want the stand alone degree please!
Yes	Bachelor of Arts in Humanities - Creative Media focus	Yes	Having a stand-alone Creative Media degree will result in less confusion. Majoring/getting a degree in CM as opposed to a degree to a degree in Humanities. It appears more practical.
No	Bachelor of Arts in Creative Media	No	I wish there was a class that specialized in your area of interest in depth. Instead or only 2 or 3 courses on it.
Yes	Bachelor of Arts in Humanities - Creative Media focus	Yes	I guess it would allow me more opportunities for classes from more specialized fields to flourish and be considered.

Yes	Bachelor of Arts in Creative Media	No	Having a stand-alone creative media degree would only work if there is practical experience taught for whichever area of interest.
Yes	Bachelor of Arts in Creative Media	Yes	As a transfer student, it'll change the amount of transferable credits. Also, it'll help students more on CM classes.
Yes	Bachelor of Arts in Creative Media	Yes	I think a stand alone degree would help me be more specific in terms of what type of degree I want.
Yes	Bachelor of Arts in Humanities - Creative Media focus	Yes	I don't know but to me, it signifies my commitment to what I want to do.
Yes	Bachelor of Arts in Creative Media	No	I think it allows students to have a greater focus in their area of interest as opposed to taking classes from a wide range of subjects.
Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Science in Humanities - Creative Media focus	Yes	Its tough without staff there to help you.
Yes	Bachelor of Arts in Creative Media	Yes	It would make the degree more precise, with all area of interest, the program's description or what it's about is kinda blurry. Even the classes are different from area of interest. It's too broad, should be narrowed down.
Yes	Bachelor of Arts in Creative Media	Yes	I think that by having a stand-alone Creative Media degree it would help with our degree's credibility.
Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Arts in Creative Media	Yes	Having a stand alone Creative Media Degree will allow students within the program to take more creative media courses because they will not be required to take the required courses under the Bachelor of Arts and Bachelor of Applied Science programs. This will result in a more effective program because their courses will be more applicable to their concentration. Currently there is one Creative Media degree mainly for developing a skillset, and another for developing concepts, ideas, or stories. With my experience, at the end of the day students will end up having to learn subjects from both degrees to be successful and well rounded. With a stand alone degree, it will be clear that students will learn all areas of creative media. I also believe that this will make students who graduate with this stand alone degree will stand out more than with a degree in Arts or Applied Science with a concentration in Creative Media.
Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Arts in Creative Media	No	
Yes	Bachelor of Arts in Humanities - Creative Media focus	Yes	
Yes	Bachelor of Arts in Humanities - Creative Media focus	No	

Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Arts in Creative Media	Yes	
Yes	Bachelor of Arts in Humanities - Creative Media focus	No	
Yes	Bachelor of Arts in Creative Media	Yes	

SURVEY: CREATIVE MEDIA GRADUATES

Do you wish you had a Creative Media degree rather than a Humanities?	Do you currently use the skills you learned while at ACM to achieve your professional goals?	Would you consider coming back to get a Creative Media degree?
Yes	Yes	Maybe
Yes	Yes	No
Yes	Yes	Maybe
Yes	No	Yes
No	No	No
Yes	Yes	Maybe
Yes	Yes	Yes
Yes	Yes	Maybe
Yes	Yes	Yes
No	Yes	Yes
Yes	Yes	Yes
Yes	Yes	Yes

Appendix D Student and Employment Alumni Survey
(Updated January 2019)

ACM UHWO Graduates

Name	Year	Pathway	Status
[REDACTED]	2015	Leeward CC Digital Media	Pursuing Master's in Educational Technology; graphic designer with UHWO Student Life and Creative Media lecturer
[REDACTED]	2016	(Kapi'olani CC Interface Design)	Graphic designer, Kapi'olani Community College
[REDACTED]	2016	Leeward CC Digital Media	Graphic design assistant, Leilehua High School, owner of a graphic design/photography/print company
[REDACTED]	2016	Leeward CC Digital Media	Massage Therapist, Angel Care Massage; Freelance Web designer
[REDACTED]	2016	Leeward CC Digital Media	Pursuing Master's degree in Communication
[REDACTED]	2017	Leeward CC TV Production	Creative Director KHON
[REDACTED]	2017	Leeward CC TV Production	Military information specialist, Pearl Harbor; owner of a photography/videography company
[REDACTED]	2017	UHWO 4 year	Production Assistant on Magnum PI
[REDACTED]	2017	UHWO 4 year	Digital Content Producer, Civil Beat
[REDACTED]	2017	Leeward CC Digital Media	Digital Media substitute teacher, DOE
[REDACTED]	2017	Santa Monica CC Transfer	HPD recruit
[REDACTED]	2017	Arizona CC Transfer	Production Assistant on Hawaii 5-0
[REDACTED]	2017	Honolulu CC	Marketing Assistant for Baird Brewing in Japan
[REDACTED]	2017	Kapi'olani CC	Freelance Animator, pursuing Master's degree in Art
[REDACTED]	2017	Leeward CC	State of Hawai'i Employee
[REDACTED]	2017	Honolulu CC	Manager, Gap
[REDACTED]	2018	Honolulu CC	Admin. Assist. and music teacher, Keiki o ka 'Aina
[REDACTED]	2018	Leeward CC Digital Media	Graphic Designer at Aria
[REDACTED]	2018	Leeward CC Digital Media	Freelance Photographer, Camera consultant, Pro Camera Hawai'i
[REDACTED]	2018	Leeward CC Art	Marketing Assistant, BMW Honolulu, Freelance Illustrator – recently collaborated on a children's book
[REDACTED]	2018	Leeward CC Digital Media	Marketing Assistant, VA Honolulu
[REDACTED]	2018	UHWO 4 year	Program Assistant, UHWO
[REDACTED]	2018	UHWO 4 year	Videographer Student Life, UHWO, Camera Operator, Music & Mana'o Series
[REDACTED]	2018	U Penn transfer	Interface Designer, Anthology
[REDACTED]	2018	Transfer from China	Pursuing Master's degree at Florida State University
[REDACTED]	2018	Windward CC	Windward CC Media center
[REDACTED]	2018	Leeward CC	Parent and Child Development Center, Freelance Illustrator
[REDACTED]	2018	UHWO 4 year	Sales Assistant, VUE Hawaii

Appendix E: Academic Transition Pathway

Recommended Academic Transition Pathway from the BAS APSC to BA in CM:

Based on Proposal for New BA in CM Academic Program

BA APSC concentration in Creative Media		B.A. Requirement	substitution (S) or equivalent	BA in CM UHWO Requirement	
General Education + APSC Core Requirements (43 credits)					
3	ENG 100	Composition I	equivalent	FW	
3	MATH 100	College Algebra	equivalent	FS, Lower Div Math	
3	FGA	Group A: Primarily before 1500CE	equivalent	FGA	
3	FGA	Group B: Primarily after 1500CE	equivalent	FGB	
3	HWST 107/DH	Hawai'i: Center of the Pacific (DH, HAP) (<i>Recommended</i>) to meet required 3 credits from Hawaiian Studies (Cultural Environment)	equivalent	DH, HAP	
3	DA	ART 107D or ART 112 (<i>recommended</i>)	equivalent	DA, CM Foundation	
3	DS	Social Science	equivalent	DS	
3	DS	<i>Social Science</i>	equivalent	DS	
3	DB/DP	Physical or Biological Science	equivalent	DB/DP	
1	DY	Lab	equivalent	DY	
3	ENG 200, 209, 210, 215	Any from the list to the left.	equivalent	ENG 200, 209, 210, 215	
3	ICS 101 or PUBA 335	Intro to Digital Tools or Technology for Public Administration (<i>This is course is required for the APSC core.</i>)	Substitute ICS 100/ICS 101	CM Core	
3	SSCI 301	Methods & Techniques in Social Science Research (<i>This is course is required for the APSC core.</i>)	Substitute ART 311D or CM 402	CM Core	
3	SSCI 210, PUBA 341, BUSA 320	Statistical Analysis I, Statistics for Decision Making in PUBA, Statistics for Decision Making (<i>This credit is required for the APSC core.</i>)	Elective	Elective	
3	PUBA/BUSA /PHIL 481; PUBA 477; MGT 301; SCFS 485; Any UD ETH	Ethics and Administration; Ethics and Health Care Administration; Business Ethics; Cross-Cultural Environmental Ethics, Cross-Cultural Environmental Ethics (<i>This credit is required for the APSC core.</i>)	Equivalent	CM Core	
CM Core Requirements (18 credits) – Program Core					
3	CM 256	Creatives in Media		CM Core	
3	ART 311D	Design in Public Spaces	equivalent	CM Core	
3	CM 314	Music, Sound & Media	equivalent	CM Core	
3	CM 320	Topics in Creative Producing	CM 320 alpha	CM Core	
3	HIST 363	20 th Century Popular, Mass & Counter Culture		CM Core	
3	CM 401	Creative Professionals (W)/ETH	equivalent	CM Core	
CM Foundational Requirements (18 credits)					
18	Choose from the following: ART 112, ART 113D, ART 126, ART 221, ART 229, ART 240, CM 120, CM 140, CM 142, CM 143, CM 150, CM 151, CM 152, CM 153, CM 155, CM 160, CM 161, CM 251, ICS 101, ICS 111		Equivalent	CM Foundation	
CM Concentration Areas (21 credits)					
Students choose one area of interest: Design & Media; Video Game Design and Development; Communications & New Media Tech; General CM					
18	CM Electives & Film/Drama	Design & New Media (21 credits) <ul style="list-style-type: none"> ART 320 Web Design & Development CM 315 Interactive Applications CM 316 User Experience CM 317 Motion Graphics CM 350 Creative Strategy CM 351 Innovative Advertising CM 352 Transmedia and Emerging Media CM 358 Web Series Production CM 378 Visual Depictions of the Human Experience and Media Power CM 390 Creative Media Internship 	Communications & New Media Technologies (21 credits) <ul style="list-style-type: none"> CM 201 Forensic Photography CM 311 Audio Post Production I CM 317 Motion Graphics CM 321 Representations of Film/TV Product CM 322 Documentary Film Research & Development* CM 330 Audio Post Production II CM 351 Innovative Advertising CM 352 Transmedia and Emerging Media CM 353: Making a Short Film 	Equivalent	CM Concentration

		<ul style="list-style-type: none"> • CM 400 (alpha) Master Class: (C) Mobile App Design • CM 403 Special Topics • ICS 113 Database Fundamentals • ICS 184 Network Fundamentals • ICS 211 Introduction to Computer Science II • ICS 240 Operating Systems • BUSA 300 Principles of Marketing • BUSA 304 Consumer Behavior • BUSA 305 Advertising & Promotion Mgmt • MGT 301 Business Ethics • MGT 320 Fundamentals of Entrepreneurship & Small Business Management • HIST 311: Chinese Culture • HIST 243: Asia Cool: Modern Asia & Pop Culture Civilizations of Asia) • HIST 321: Japanese Culture • HPST 304: Hawaiian-Pacific Traditions • HPST 461: Traditional Art of Hawaii • HPST 462: Traditional Art of the Pacific <p>Video Game Design & Development (21 credits)</p> <ul style="list-style-type: none"> • CM 340 The Modern Game Industry • CM 341 Writing and Storytelling for Video Games • CM 342 Applied Game Design • CM 343 Game Level Design • CM 352 Transmedia and Emerging Media • CM 358 Web Series Production • CM 359 Branded Entertainment: Online Video Campaign • CM 390 Creative Media Internship • CM 391 Game Design Project • CM 400 (alpha) Master Class: Stop(c) Mobile App Design • CM 403 Special Topics • ICS 211 Introduction to Computer Science II • ICS 240 Operating Systems • HIST 325 Asian Economies, Business & Consumers • HIST 326 Japan Cool: Anime, Manga, and Film • HPST 477: Polynesian and Micronesian Mythology • HPST 478: Hawaiian Mythology I • HPST 479: Hawaiian Mythology II 	<ul style="list-style-type: none"> • CM 354: Short copy for Campaigns* • CM 358 Web Series Production • CM 390 Creative Media Internship • CM 400 (alpha) Master Class: Advanced Screenwriting (a); Stop-Motion Animation (b); Documentary Arts (c) • CM 403 Special Topics • CM 430 Mastering Social Media* • ENG 313 Intro to Creative Writing • ENG 317 Pidgin Creative Writing Workshop • ENG 300c: Introduction to Cultural Theory • ENG 360: Literature & Film • ENG 361: History of Film • ENG 367: Film Genres and Directors (a) Film The Western; c) Gangster Film; d) Science Fiction Film; e) The Road Movie • ENG 368: Topics in Television Studies a) TV and American Culture; b) The TV Medical Drama; and c) Television Auteurs • ENG 385: Fairy Tales and Their Adaptations • ENG 441: Gender & Sexuality in Literature & Film • HIST 496: Contemporary Oceanic Film • HIST 326: Japan Cool: Anime, Manga & Film • PHIL 439: Philosophy and Film <p>General Creative Media: Students take 21 credits in Art (ART) or Creativ (CM), with at least (5) 300-400 level courses from the various tracks.</p>		
		1 more from list above			CM Concentration
CM Capstone (3 Credits)					
3	APSC 486A/490A	Project/Practicum		Equivalent	CM Capstone
General Electives (15 – 18 Credits) *Stats course will count here.					

*Dark boxes represents credits that would either need to be taken or provided substitutes with after meeting with an Academic Advisor.

Recommended Academic Transition Pathway from the BA HUM to BA in CM:

Based on Proposal for New BA in CM Academic Program

BA HUM concentration in CM		B.A. Requirement	UHWO substitution (S) or equivalent	BA in CM UHWO Requirement	
General Education (31 credits)					
3	ENG 100	Composition I	ENG 100	FW	
3	MATH 100	College Algebra	MATH 103	FS, Lower Div Math	
3	HIST 151	Group A: Primarily before 1500CE <i>(This course is required for the HUM core.)</i>	FGA	FGA	
3	HIST 152	Group B: Primarily after 1500CE <i>(This course is required for the HUM core.)</i>	FGB	FGB	
3	HWST 107/DH/MC MD course	Hawai'i: Center of the Pacific (DH, HAP) <i>(Recommended)</i> to meet required 3 credits from Hawaiian Studies (Cultural Environment) <i>(This credit is required for the HUM core.)</i>	HWST 107	DH, HAP	
3	MCMD course/DA	ART 107D: Intro to Digital Photography (DA) <i>(Recommended)</i> <i>(This credit is required for the HUM core.)</i>	ART 107D	DA, CM Foundation	
3	DS	Social Science	DS	DS	
3	DS	<i>Social Science</i>	DS	DS	
3	DB/DP	Physical or Biological Science	DB/DP	DB/DP	
1	DY	Lab	DY	DY	
3	ENG 200	Writing Skills <i>(This course is required for the HUM core.)</i>	ENG 200	ENG 200, 209, 210, 215	
3	HUM 300	Humanities Seminar <i>(This course is required for the HUM core.)</i>	CM 256	CM Core	
CM Core Requirements (18 credits) – Program Core					
3	CM 256	Creatives in Media	<i>Substitute with HUM 300</i>	CM Core	
3	ART 311D	Design in Public Spaces	equivalent	CM Core	
3	CM 314	Music, Sound & Media	equivalent	CM Core	
3	CM 320	Topics in Creative Producing	CM 320 alpha	CM Core	
3	HIST 363	20 th Century Popular, Mass & Counter Culture	<i>Substitute with a HIST or ENG culture class not already counted</i>	CM Core	
3	CM 401	Creative Professionals (W/ETH)	equivalent	CM Core	
CM Foundational Requirements (18 credits)					
15	Choose from the following: ART 112, ART 113D, ART 126, ART 221, ART 229, ART 240, CM 120, CM 140, CM 142, CM 143, CM 150, CM 151, CM 152, CM 153, CM 155, CM 160, CM 161, CM 251, ICS 101, ICS 111		Equivalent	CM Foundation	
	One more from list above			CM Foundation	
CM Concentration Areas (21 credits)					
Students choose one area of interest: Design & Media; Video Game Design and Development; Communications & New Media Tech; General CM					
15	CM Electives & Film/Drama	Design & New Media (21 credits) <ul style="list-style-type: none"> • ART 320 Web Design & Development • CM 315 Interactive Applications • CM 316 User Experience • CM 317 Motion Graphics • CM 350 Creative Strategy • CM 351 Innovative Advertising • CM 352 Transmedia and Emerging Media • CM 358 Web Series Production • CM 378 Visual Depictions of the Human Experience and Media Power • CM 390 Creative Media Internship • CM 400 (alpha) Master Class: (C) Mobile App Design • CM 403 Special Topics • ICS 113 Database Fundamentals • ICS 184 Network Fundamentals • ICS 211 Introduction to Computer Science • ICS 240 Operating Systems • BUSA 300 Principles of Marketing 	Communications & New Media Technologies(21 credits) <ul style="list-style-type: none"> • CM 201 Forensic Photography • CM 311 Audio Post Production I • CM 317 Motion Graphics • CM 321 Representations of Film/TV Productions* • CM 322 Documentary Film Research & Development* • CM 330 Audio Post Production II • CM 351 Innovative Advertising • CM 352 Transmedia and Emerging Media • CM 353: Making a Short Film • CM 354: Short copy for Campaigns* • CM 358 Web Series Production • CM 390 Creative Media Internship • CM 400 (alpha) Master Class: Advanced Screenwriting (a); Stop-Motion Animation (b); Documentary Arts (c) • CM 403 Special Topics 	Equivalent	CM Concentration

		<ul style="list-style-type: none"> • BUSA 304 Consumer Behavior • BUSA 305 Advertising & Promotion Mgmt • MGT 301 Business Ethics • MGT 320 Fundtls of Entrepreneurship & Small Business Management • HIST 311: Chinese Culture • HIST 243: Asia Cool: Modern Asia & Pop Culture (HIST 241: Civilizations of Asia) • HIST 321: Japanese Culture • HPST 304: Hawaiian-Pacific Traditions • HPST 461: Traditional Art of Hawaii • HPST 462: Traditional Art of the Pacific <p>Video Game Design & Development (21 credits)</p> <ul style="list-style-type: none"> • CM 340 The Modern Game Industry • CM 341 Writing and Storytelling for Video Games • CM 342 Applied Game Design • CM 343 Game Level Design • CM 352 Transmedia and Emerging Media • CM 358 Web Series Production • CM 359 Branded Entertainment: Online Vi Campaign • CM 390 Creative Media Internship • CM 391 Game Design Project • CM 400 (alpha) Master Class: (C) Mobile App Design • CM 403 Special Topics • ICS 211 Introduction to Computer Science • ICS 240 Operating Systems • HIST 325 Asian Economies, Business & Consumers • HIST 326 Japan Cool: Anime, Manga, & Film • HPST 477: Polynesian and Micronesian Mythology • HPST 478: Hawaiian Mythology I • HPST 479: Hawaiian Mythology II 	<ul style="list-style-type: none"> • CM 430 Mastering Social Media* • ENG 313 Intro to Creative Writing • ENG 317 Pidgin Creative Writing Workshop • ENG 300c: Introduction to Cultural Theory • ENG 360: Literature & Film • ENG 361: History of Film • ENG 367: Film Genres and Directors (a) Film Noir; b) The Western; c) Gangster (d) Science Fiction Film; (e) The Road Movie • ENG 368: Topics in Television Studies a) TV and American Culture; b) The TV Medical Drama; and c) Television Auteurs • ENG 385: Fairy Tales and Their Adaptations • ENG 441: Gender & Sexuality in Literature & Film • HIST 496: Contemporary Oceanic Film • HIST 326: Japan Cool: Anime, Manga & Film • PHIL 439: Philosophy and Film <p>General Creative Media: Students take 21 credits in Art (ART) or Crea (CM), with at least (5) 300-400 level courses various tracks.</p>		
		2 more from list above			
CM Capstone (3 Credits)					
3	CM 490/491	Project/Practicum		Equivalent	CM Capstone
General Electives (18 – 21 Credits)					

*Dark boxes represents credits that would either need to be taken or provided substitutes with after meeting with an Academic Advisor.

Appendix F: Academic Map for B.A. in Creative Media

University of Hawai'i West O'ahu – GPS Academic Map Bachelor of Arts in Creative Media

Year 1

SEMESTER 1

Fall			SEMESTER 2 Spring		
REQ Fulfilled	COURSE	CR	REQ Fulfilled	COURSE	CR
FW	ENG 100	3	Writing Skills	ENG 200	3
FS and LD Math Req	MATH 100, 103, 135 or higher	3	FGA / FGB		3
FGA / FGB		3	DH / DL CM Foundation*	DH or DL	3
DA / DH / DL & CM Foundation	Art 112	3	DS	ANTH, ECON, POLS, PSY or SOC	3
DS	ANTH, ECON, POLS, PSY or SOC	3	CM Foundation	Art 107D or Art 101 (suggested)	3
Credits		15	Credits		15
MILESTONE: Art 112D is a pre-requisite for Art 311D & 320			MILESTONE: Complete ENG 200 before taking WI courses		

Year 2

SEMESTER 3

Fall			SEMESTER 4 Spring		
REQ Fulfilled	COURSE	CR	REQ Fulfilled	COURSE	CR
DB	BIOL or ZOOL	3	DP	CHEM, GEOL, MET, OCN	3
DY	BIOL or ZOOL lab	1	CM Foundation	CM Foundation list	3
CM Foundation	Art 107D or Art 101 (suggested)	3	CM Core	HIST 363	3
CM Core	CM 256*	3	OC + LD Elective	e.g., SP 151	3
CM Foundation	CM Foundation list	3	HAP & LD Elective	HWST 107	3
LD or UD Elective		3			
Credits		16	Credits		15
MILESTONE:			MILESTONE: Complete ENG 200 before taking WI courses		

Year 3

SEMESTER 5

Fall			SEMESTER 6 Spring		
REQ Fulfilled	COURSE	CR	REQ Fulfilled	COURSE	CR
CM Core	ART 311D* or CM 402* (suggested)	3	ETH + WI CM Core	CM 401 (suggested)	3
CM Core	CM 314	3	CM Core	CM 320*	3
CM Concentration 300+	CM Concentration List	3	CM Concentration 300+	CM Concentration List	3
LD Elective		3	CM Concentration 300+	CM Concentration List	3
WI UD Elective	Writing Intensive 300 +	3	LD or UD Elective		3
Credits		15	Credits		15
MILESTONE:			MILESTONE: Schedule appointment with Academic Advisor for Degree Audit		

Year 4

SEMESTER 7

Fall			SEMESTER 8 Spring		
REQ Fulfilled	COURSE	CR	REQ Fulfilled	COURSE	CR
CM Concentration 300+	CM Concentration List	3	CM Concentration 300+	CM Concentration List	3
CM Concentration 300+	CM Concentration List	3	CM Concentration 300+	CM Concentration List	3
UD Concentration Elective		3	LD or UD Elective		3
LD or UD Elective		3	LD or UD Elective		3
LD or UD Elective		3	Capstone & WI	CM 490 or 491	3
Credits		15	Credits		15
MILESTONE: Complete all WIs but capstone by next term. Talk to Faculty Advisor regarding Senior Practicum or Project Schedule appointment with Academic Advisor for Grad Check			MILESTONE: Apply for graduation by Add/Drop date		

Graduation Requirements

- 45 Upper Division Credits Minimum
- 120 Total Credits Minimum
- 30 UHWO Credits Minimum
- 3 Upper Division Writing Intensive Courses
- Focus Requirements (OC, HAP, ETH)
- 2.0 OVERALL GPA
- 2.0 UHWO GPA
- 2.0 CONCENTRATION GPA

*Modified/New courses

Appendix G: Advising Sheet

Bachelor of Arts in Creative Media

UH West O'ahu Student Advising Sheet for Academic Year 20XX-XX

The goal of academic advising is to further enhance the educational mission of the university and create quality, accessible advising partnerships with all students in a positive environment that supports student success. This advising sheet is for tracking purposes toward degree completion and is subject to change. Students also may track their academic progress via STAR Degree Check through MyUH at myuh.hawaii.edu. Academic Advising appointments may be scheduled by calling [808-689-2689](tel:808-689-2689) or toll-free from neighbor islands at [1-866-299-8656](tel:1-866-299-8656).

Graduation Requirements (see the 20XX-XX catalog for any additional graduation requirements):

- | | | |
|--|---|--|
| <input type="checkbox"/> 45 Upper Division Credits Minimum | <input type="checkbox"/> 3 Upper Division Writing Intensive Courses | <input type="checkbox"/> OVERALL GPA |
| <input type="checkbox"/> 120 Total Credits Minimum | <input type="checkbox"/> Focus Requirements (OC, HAP, ETH) | <input type="checkbox"/> 2.0 UHWO GPA |
| <input type="checkbox"/> 30 UHWO Credits | | <input type="checkbox"/> 2.0 CONCENTRATION GPA |

Students who are a part of the UH System multi-campus ACM articulated pathway are eligible for this program. Graduates of other creative media or communications programs will also be considered for admission through a portfolio and transcript review.

Please contact Sharla Hanaoka, email shanaoka@hawaii.edu.

Note: Some courses may be applied more than once to fulfill General Education, Core, or Concentration Requirements. Double counted courses do not reduce the number of credits required for the concentration. Students are still responsible for meeting the minimum number of credits in the concentration and the overall total credits for graduation.

General Education Requirements: 31 credits

Credits	Course Alpha / Number / Title
3	Foundations Written Communication (FW) ENG 100 Composition
3	Foundations Symbolic Reasoning (FS) MATH 100, 103, 103M/L, 115, 135 or higher (will satisfy lower division math requirement for Humanities)
3	Foundations Global and Multicultural Perspectives (FG) 6 credits from two different groups (A, B or C) *Group A: Primarily before 1500 CE (e.g.: HIST 151 or ANTH 151) *Group B: Primarily after 1500 CE (e.g.: HIST 152 or ANTH 152) *Group C: Pre-history to present
3	Foundations Global and Multicultural Perspectives (FG): Group different from above
3	Diversification Arts, Humanities & Literature (DA, DH, DL): 6 credits from two different areas
3	Diversification Arts, Humanities & Literature (DA, DH, DL): Different from area above
3	Diversification Social Sciences (DS): 6 credits from two different areas
3	Diversification Social Sciences (DS) Different area from above.
3	Diversification Natural Sciences (DB, DP, DY) 3 credits from the biological sciences (DB)
3	3 credits from the physical sciences (DP)
1	1 credit of laboratory (DY)

Writing Skills Requirement: 3 credits

Select one course from the following:

- ENG 200 Composition II
- ENG 209 Business Writing
- ENG 210 Writing Term Papers
- ENG 215 Research/Argumentative Writing

Credits	Course Alpha / Number / Title
3	ENG 200, 209, 210, 215 or equivalent (check w/a student services academic advisor)

Lower Division Math Requirement: 3 credits

Credits	Course Alpha / Number / Title
3	MATH 100 or higher

Creative Media Program Core Requirements: 18 credits

Credits	Course Alpha / Number / Title
3	CM 256 Creatives in Media*
3	ART 311D Research in Design (course name is being revised) or CM 402 Archival Research for Media Makers (course name is being revised)
3	CM 314 Music, Sound & Media
3	CM 320 Creative Producing (course name is being revised)
3	WI CM 401 Creative Professionals (ETH)
3	HIST 363: 20th Century Popular, Mass & Counter-Culture (DH)

Program Requirements: 42 credits

Creative Media Foundational Requirements

Students choose 18 credits from the list below:

- | | | | |
|----------|--------------------------------------|---------|--|
| ART 101 | Introduction to Visual Arts (DA) | CM 143 | Introduction to Game Art |
| ART 107D | Intro to Digital Photography (DA) | CM 150 | Film Analysis and Storytelling (DA) |
| ART 112 | Introduction to Digital Art (DA) | CM 151 | Pre-Production: Digital Video |
| ART 113D | Introduction to Digital Drawing (DA) | CM 152 | Principles of Video Editing |
| ART 126 | 3D Computer Graphics I | CM 153 | Sound Design for Digital Media |
| ART 221 | Design for Print and Web (DA) | CM 155 | Introduction to Screenwriting |
| ART 229 | Interface Design I (DA) | CM 160 | The Mobile Word |
| ART 231 | Art Through Applied Geometry | CM 161 | Introduction to iOS Mobile App Development |
| ART 240 | Typography and Color in Design | CM 251 | Animation and Special Effects |
| CM 120 | Introduction to Digital Video | ICS 101 | Intro to Digital Tools for the Information World |
| CM 140 | History of Video Games (DH) | ICS 111 | Introduction to Computer Science I |
| CM 142 | Introduction to Video Game Design | | |

Credits	Course Alpha / Number / Title
3	
3	
3	
3	
3	
3	

Creative Media Concentration Areas (21 credits) from the following list

Students choose one area of interest: Game Design, Interface Design, Transmedia or General Creative Media.

Design & Media (21 credits)

- | | | | |
|---------|--------------------------|--------|---|
| ART 320 | Web Design & Development | CM 352 | Transmedia and Emerging Media |
| CM 315 | Interactive Applications | CM 358 | Web Series Production |
| CM 316 | User Experience | CM 378 | Visual Depictions of the Human Experience and Media Power |
| CM 317 | Motion Graphics | CM 390 | Creative Media Internship |
| CM 350 | Creative Strategy | CM 400 | (alpha) Master Class: (C) Mobile App Design |
| CM 351 | Innovative Advertising | | |

Capstone: 3 credits

Credits	Course Alpha / Number / Title
3	WI CM 490 Creative Media Practicum OR WI CM 491 Senior Project

ELECTIVES 18 - 21 credits*

Credits Upper Division credits Lower Division

*Please note Upper and Lower Division electives may vary depending on your course selection, please check with a Student Services Academic Advisor.

Credits	Course Alpha / Number / Title
3	Upper Division (300-400 level)
3	Upper Division (300-400 level)
3	
3	
3	
3	
3	
3	
3	
3	
2	

Appendix H: Spider Graphs*

*See curriculum mapping on following pages for breakdown.

LEGEND

INTRODUCTORY



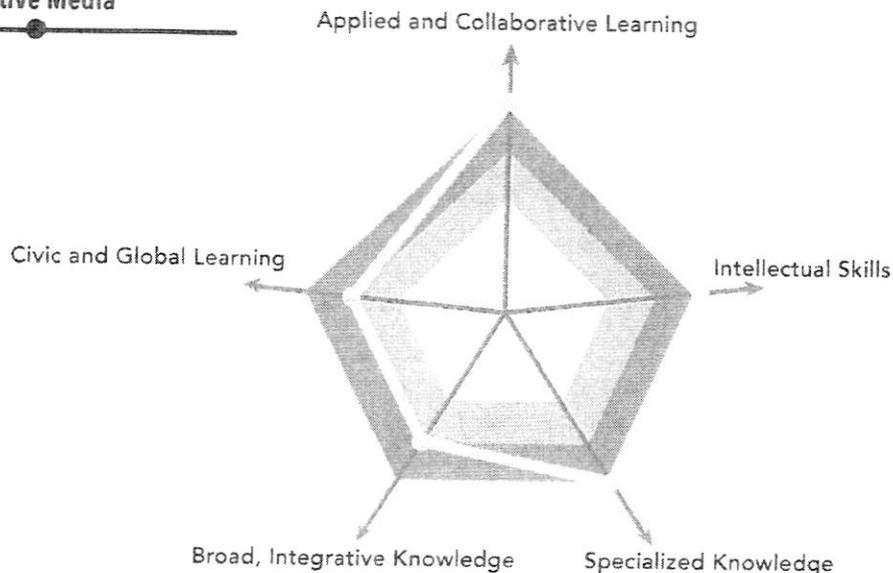
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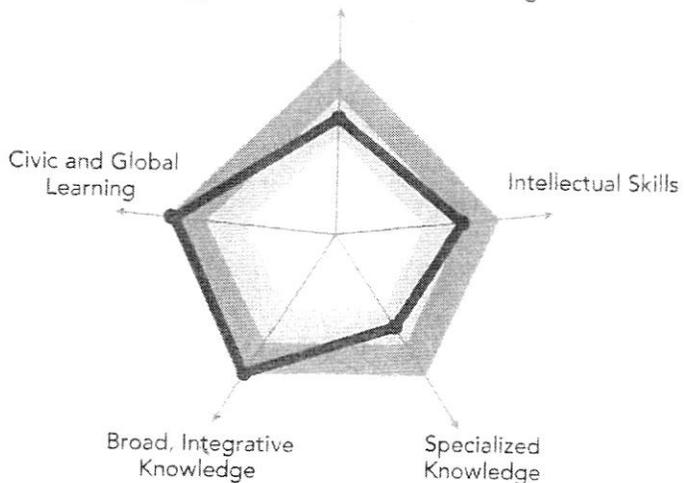
MASTERY

CREATIVE MEDIA

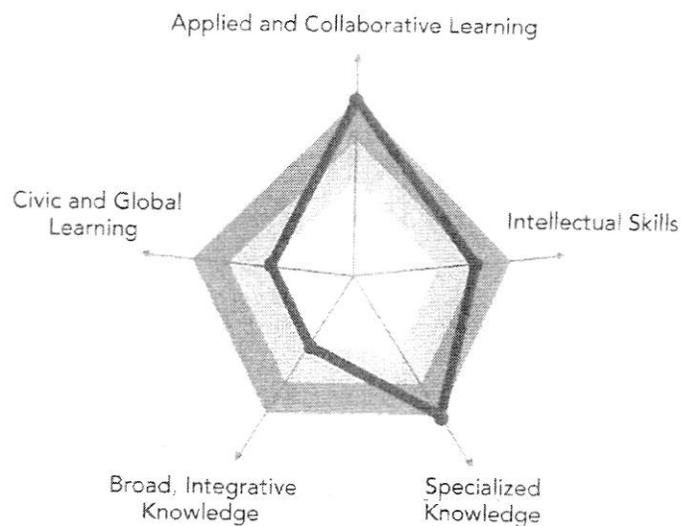
proposed Bachelor of Arts in Creative Media



Bachelor of Arts in Humanities with a Concentration in Creative Media



Bachelor of Applied Science in Applied Science with a Concentration in Creative Media



Appendix I: Curriculum Map - BA in Humanities, Creative Media Concentration

The following reflects on what courses achieve your program's different Learning Outcomes. Then assign an I, R, or M to indicate whether that outcome is Introduced, Reinforced or Mastered in that particular course.

KEY: I=Introduced; R=Reinforced with opportunities for practices; M=Mastered at the senior or exit level

Course	CLO1: Demonstrate advanced technical skills in a creative medium such as digital media/design or animation	CLO2: Collaborate toward the end of a narrative in a creative medium such as digital film or animation	CLO3: Discuss and write about creative media within the context of Humanities disciplines such as literary studies and Hawaiian-Pacific studies	CLO4: Demonstrate knowledge of creative media production operations and protocols
CM 120 -Intro to Digital Video	I	I		I
CM 140 – History of Video Games	I	I	I	I
CM 142 – Intro to Video Game Design			I	I
CM 143 – Intro to Game Art	I	I	I	I
CM 150 – Film Analysis and Storytelling			I	I
CM 151 – Pre-production: Digital Video	I			I
CM 152 – Principles of	R			R

Video Editing				
CM 153 – Sound Design for Digital Media	R	R	R	R
CM 155 – Intro to Screenwriting	I	I	I	I
CM 160 – The Mobile World	I		I	
CM 161 – Intro to iOS Mobile App Development		I	I	I
CM 201 – Forensic Photography				
CM 251 – Animation and Special Effects	R	R		R
CM 314 – Music, Sound, and Media	R	R		R
CM 315 – Interactive Applications	R			R
CM 316 – User Experience	R			R
CM 317 – Motion Graphics	R	R		R
CM 320 – Topics in Creative Producing		R	R	
CM 340 – The Modern Game Industry		R	R	R
CM 341 – Writing and Storytelling for Video Games			R	R
CM 342 – Applied Game Design	R			R

CM 343 – Game Level Design	M	M	M	M
CM 350 – Creative Strategy	R		R	R
CM 351 – Innovative Advertising	R		R	R
CM 352 – Transmedia and Emerging Media			R	R
CM 353 – Making a Short Film		M		M
CM 358 – Web Series Production	M	M	M	M
CM 359 – Branded Entertainment: Online video campaign	M	M		M
CM 378 – Visual Depictions of Hum Exp and Media Power				
CM 385 – Game Design and Development		M		
CM 390 – Creative Media Internship	R		R	
CM 391 – Game Design Project	M	M	M	M
CM 400A – Creative Media Master Class (Advanced Screenwriting)	M		M	
CM 401 – Creative Professionals	R			R
CM 402 – Moving Image	R		R	R

Archives for Film				
CM 403 – Special Projects	M		M	
CM 490 – Creative Media Practicum	M		M	M
CM 491 – Senior Project	M	M	M	M
CM -98 – Selected topics in CM				
CM -99 - Directed Reading and Research				
ART 101 - Intro to Visual Arts	I	I	I	I
ART 107D - Intro to Digital Photography	I	I	I	I
ART 112 - Intro to Digital Art	I	I	I	I
ART 113D - Intro to Digital Drawing	I	I		I
ART 221 - Design for Print and Web	I	R	R	R
ART 229 - Interface Design	I	R	R	R
ART 311D - Design in Public Spaces	R	R	R	R
ART 320 - Web Design and Development	R	R	R	R
CM 400C– Creative Media Master Class (Visual Design for Mobile Apps)	R	R	R	R

CM 400D – Creative Media Master Class (Online Video)	R	R	R	R

Appendix J: Curriculum Map - BAS in Applied Sciences, Creative Media Concentration

The following reflects on what courses achieve your program's different Learning Outcomes. Then assign an I, R, or M to indicate whether that outcome is Introduced, Reinforced or Mastered in that particular course.

KEY: I=Introduced; R=Reinforced with opportunities for practices; M=Mastered at the senior or exit level
 KEY: I=Introduced; R=Reinforced with opportunities for practices; M=Mastered at the senior or exit level

Course	CLO1: Demonstrate advanced technical skills in a creative medium such as digital media/design or animation	CLO2: Collaborate toward the end of a narrative in a creative medium such as digital film or animation	CLO3: Discuss and write about creative media within the context of Humanities disciplines such as literary studies and Hawaiian-Pacific studies	CLO4: Demonstrate knowledge of creative media production operations and protocols	CLO5: Apply a critical thinking process of identifying, analyzing, and developing solutions as they apply to creative media topics.	CLO6: Explore the linkages between organizational issues and creative mediums.
CM 120 -Intro to Digital Video	I	I		I		
CM 140 - History of Video Games	I	I	I	I		
CM 142 -Intro to Video Game Design			I	I	I	
CM 143 - Intro to Game Art	I	I	I	I		
CM 150 - Film Analysis and Storytelling			I	I		I
CM 151 - Pre-production: Digital Video	I			I		
CM 152 - Principles of Video Editing	R			R		
CM 153 - Sound Design for Digital Media	R	R	R	R		

CM 155 – Intro to Screenwriting	I	I	I	I		I
CM 160 – The Mobile World	I		I			
CM 161 – Intro to iOS Mobile App Development		I	I	I	I	
CM 201 – Forensic Photography						
CM 251 – Animation and Special Effects	R	R		R	I	
CM 314 – Music, Sound, and Media	R	R		R	I	
CM 315 – Interactive Applications	R			R	I	
CM 316 – User Experience	R			R		I
CM 317 – Motion Graphics	R	R		R	R	
CM 320 – Topics in Creative Producing		R	R		R	R
CM 340 – The Modern Game Industry		R	R	R		
CM 341 – Writing and Storytelling for Video Games			R	R		
CM 342 – Applied Game Design	R			R	R	
CM 343 – Game Level Design	M	M	M	M	R	
CM 350 – Creative Strategy	R		R	R	R	R
CM 351 – Innovative Advertising	R		R	R	R	R
CM 352 – Transmedia and			R	R	R	R

Emerging Media						
CM 353 – Making a Short Film		M		M	M	M
CM 358 – Web Series Production	M	M	M	M	M	M
CM 359 – Branded Entertainment: Online video campaign	M	M		M	M	M
CM 378 – Visual Depictions of Hum Exp and Media Power						
CM 385 – Game Design and Development		M			M	M
CM 390 – Creative Media Internship	R		R		R	R
CM 391 – Game Design Project	M	M	M	M	M	M
CM 400A – Creative Media Master Class (Advanced Screenwriting)	M		M		M	
CM 401 – Creative Professionals	R			R	M	M
CM 402 – Moving Image Archives for Film	R		R	R		M
CM 403 – Special Projects	M		M		M	M
CM 490 – Creative Media Practicum	M		M	M	M	M
CM 491 – Senior Project	M	M	M	M	M	M
CM -98 – Selected topics in CM						

CM -99 - Directed Reading and Research						
ART 101 - Intro to Visual Arts	I	I	I	I		I
ART 107D - Intro to Digital Photography	I	I	I	I	I	
ART 112 - Intro to Digital Art	I	I	I	I	I	
ART 113D - Intro to Digital Drawing	I	I		I	I	
ART 221 - Design for Print and Web	I	R	R	R	R	
ART 229 - Interface Design	I	R	R	R	I	
ART 311D - Design in Public Spaces	R	R	R	R	R	R
ART 320 - Web Design and Development	R	R	R	R	R	R
CM 400C-- Creative Media Master Class (Visual Design for Mobile Apps)	R	R	R	R	M	M
CM 400D - Creative Media Master Class (Online Video)	R	R	R	R	M	M

Appendix K: Curriculum Map - B.A. in Creative Media

The following reflects on what courses achieve your program's different Learning Outcomes. Then assign an I, R, or M to indicate whether that outcome is Introduced, Reinforced or Mastered in that particular course.

KEY: I=Introduced; R=Reinforced with opportunities for practices; M=Mastered at the senior or exit level

KEY: I=Introduced; R=Reinforced with opportunities for practices; M=Mastered at the senior or exit level

Course	DLO 1 Synthesize multiple creative media forms (e.g., game design, internet platforms, mobile apps, sound design, motion graphics, graphic design, storytelling) including at least two or more tools and technology in an appropriate body of work that focuses on the creative media of tomorrow.	DLO 2 Use research and information-gathering skills to identify, analyze, and propose solutions.	DLO 3 Make sound ethical and legal decisions in creating and using creative media.	DLO 4 Evaluate and critique work in chosen field including self-work by using professional terminology and criteria.	DLO 5 Communicate ideas to peers, clients, and intended audiences using visual, oral, and written presentation skills relevant to their chosen media field.	DLO 6 Produce a body of work suitable for seeking professional opportunities in their chosen media field.	DLO 7 Work productively as members of creative media teams.
CM 120 - Intro to Digital Video	I	I	I	I	I	I	I
CM 140 - History of Video Games		I	I	I	I		
CM 142 - Intro to Video Game Design	I	I	I	I	I	I	I
CM 143 - Intro to Game Art	I	I		I	I		
CM 150 - Film Analysis and Storytelling		I	I	I	I		
CM 151 - Pre-production: Digital Video	I	I	I		I	I	I

CM 152 – Principles of Video Editing	I	I		I	I	I	I
CM 153 – Sound Design for Digital Media	I	I		I	I	I	I
CM 155 – Intro to Screenwriting	I	I		I	I	I	
CM 160 – The Mobile World		I	I	I	I		
CM 161 – Intro to iOS Mobile App Development	I	I		I	I	I	
CM 201 – Forensic Photography	I	I	I	I	R	I	
CM 251 – Animation and Special Effects	I	I		I	R	I	I
CM 314 – Music, Sound, and Media	I	I		I	R		R
CM 315 – Interactive Applications	R	R	R	R	R	I	
CM 316 – User Experience	R	R	R	R	R	I	
CM 317 – Motion Graphics	R	R		R	R	I	
CM 320 – Topics in Creative Producing	R	R		R	R		
CM 340 – The Modern Game Industry	R	R	R	R	R		
CM 341 – Writing and Storytelling for Video Games	R	R	R	R	R	I	

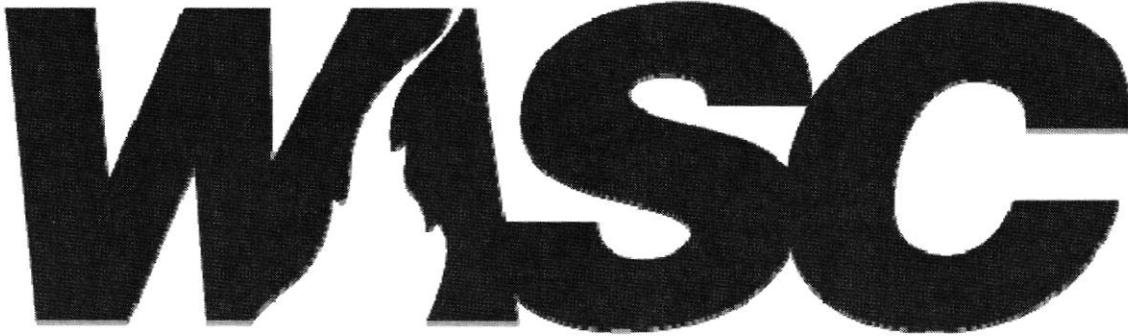
CM 342 – Applied Game Design	R	R		R	R	I	R
CM 343 – Game Level Design	R	R		M	R	I	R
CM 350 – Creative Strategy	R	R		R	R	I	R
CM 351 – Innovative Advertising	R	R	R	R	R	I	M
CM 352 – Transmedia and Emerging Media	R	R	R	R	R	R	R
CM 353 – Making a Short Film	R	R	R	M	M	R	M
CM 358 – Web Series Production	R	R	R	M	M	R	M
CM 359 – Branded Entertainment: Online video campaign	R	R	R	M	M	R	M
CM 378 – Visual Depictions of Hum Exp and Media Power		I	R	R	R		
CM 385 – Game Design and Development	R	R			R		R
CM 390 – Creative Media Internship	M	R	M	M	R	R	M
CM 391 – Game Design Project	M	M	M	M	R	R	M
CM 400A – Creative Media Master Class	M	M		M	M	R	
CM 400C – Visual Design for Mobile Apps	M	M		M	M	R	

CM 400D – Creative Media Master Class	M	M		M	M	R	M
CM 401 – Creative Professionals	M	R	M		M		M
CM 402 – Moving Image Archives for Film		R	R				
CM 403 – Special Projects	M	M	M		M	M	M
CM 490 – Creative Media Practicum	M	M	M	M	M	M	
CM 491 – Senior Project	M	M	M	M	M	M	
CM 95 – Selected Topics In CM							
CM 99 – Directed Reading and Research	M	R		M	M	R	
ART 101 – Intro to Visual Arts	I	I		I	I		
ART 107D – Intro to Digital Photography	I	I		I	I	I	
ART 112 – Intro to Digital Art	I	I		I	I	I	
ART 113D – Intro to Digital Drawing	I	I		I	I		
ART 126 – Introduction to 3D Graphics	I	I		I	I		
ART 221 – Design for Print and Web	I	I		I	I	I	

ART 229 - Interface Design	I	I		I	I		
ART 240 - Typography	I	I		I	I		
ART 311D - Design in Public Spaces	R	R	R	R	R	R	M
ART 320 - Web Design and Development	R	R		R	R		

Dr V Valente

From: John Hausaman
Sent: Tuesday, April 2, 2019 8:08 AM
To: valentes@hawaii.edu
Subject: Substantive Change Screening Determination: No further review of program needed



WASC Senior College and University Commission

Dear ALO:

Thank you for submitting the Substantive Change Screening form. Following a review of the information submitted, it has been determined that no substantive change review will be necessary for the proposed program.

Program Implementation Notification Required

You are required to confirm implementation of the program in order for the program or location to be listed on the WSCUC website for purposes of financial aid eligibility verification by the U.S. Department of Education.

Login to the Accreditation Management Portal and the Bachelor of Arts in Creative Media as Active within 30 days of implementation. Failure to report implementation may result in the suspension of financial aid eligibility for enrolled students.

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WASC Senior College and University Commission

Statement of Accreditation Status University of Hawai'i-West O'ahu

Print

91-1001 Farrington Highway
Kapolei, HI 96707
United States
Telephone: 808-689-2321
URL: <https://westoahu.hawaii.edu/>

Staff Liaison : Maureen Maloney
OPEID : 021078
Student Achievement URL : <http://www.hawaii.edu/iro/srtk.php>

Current Accreditation Status : Accredited
Most Recent Commission Action: Friday, February 20, 2015
Granted Candidacy : 1977
First Accredited : 1981

Undergraduate FTE: 2,082
Graduate FTE: 0
Financial Structure Type : Public
Sponsorship : Multi-institution System
Academic Calendar : Semester
Distributes Federal Financial Aid: Yes

Commission Actions

Filename

- Commission action letter, CPR Visit, June 2012 action
- Commission action letter, EER Visit, February 2015 action
- Team report, CPR visit, June 2012 action
- Team report, EER visit, February 2015 action

Personnel

Report Change of Personnel

Role ▲	Name	Title	E-mail
Accreditation Liaison Officer	Sharon Valente	Director of Assessment, Evaluation, and Accreditation	valentes@hawaii.edu
Board of Directors Chair	Lee Putnam	Chair, University of Hawaii Board of Regents	bor@hawaii.edu
Chief Academic Officer	Jeffrey Moniz	Vice Chancellor Academic Affairs	jmoniz@hawaii.edu
Chief Executive Officer	Maenette Benham	Chancellor	mbenham@hawaii.edu
Chief Financial Officer	Kevin Ishida	Vice Chancellor Administrative Services	kevini@hawaii.edu
Director Institutional Research	John Stanley	Director of Institutional Research	jstanley@hawaii.edu

Locations

Change Mailing Address

Change Location Address

Report New Location

OPEID	Location Name ▲	City	Location Type	Status
02107800	University of Hawaii - West Oahu	Kapolei	Main Campus	Active

Degrees

Report New Degree Program

Degree ▲	Degree Level	Year Implemented	Modality
Applied Forensic Anthropology	Non-degree	2006	On-Site
Applied Science	Bachelors	2008	On-Site
Asian Studies	Non-degree	2017	On-Site
Bachelor of Arts in Creative Media	Bachelors	2019	On-Site
Bachelor of Arts in Creative Media	Bachelors	2019	Distance Education
Bachelor of Science in Natural Science	Bachelors	2019	On-Site
Business Administration	Bachelors	1981	On-Site