

IRAO OFFICE USE ONLY	
Received	6/22/17
In Banner	
MTVCOMP/Codeset	
Master Curriculum	
CIP Code	
Program Code	
Program Description	

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

Reset Form

NEW OR MODIFY PROGRAM CODE



New Program Code



Modify Program Code

Date: 3/21/2017

REQUESTOR CONTACT INFORMATION

Name Christina Keaulana Campus Leeward CC
 Title SPED Coordinator Email ctk8@hawaii.edu
 Office/Dept Teacher Education Program Phone 808-455-0480

NEW PROGRAM CODE TO CREATE

Institution LEE - Leeward CC Campus LEE - Leeward CC
 Level UG - Undergraduate Effective Term Fall 2017

	Code (Max. Characters)	Description	Check if requesting new code:
College	(2) <u>IN</u>	Instructional	<input type="checkbox"/> See Banner form STVCOLL
Department	(4) <u>LBRT</u>	Liberal Arts	<input type="checkbox"/> See Banner form STVDEPT
Degree/Certificate	(6) <u>APC</u>	Advanced Professional Cert	<input type="checkbox"/> See Banner form STVDEGC
Major	(4) <u>SPED</u>	Special Education	<input type="checkbox"/> See Banner form STVMAJR
Concentration	(4) _____	_____	<input type="checkbox"/> See Banner form STVMAJR
Minor	(4) _____	_____	<input type="checkbox"/> See Banner form STVMAJR

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

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

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.

1 academic year

30W

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

check here to FA = No
confirmed Yes or Grant

No per Gregg

ADDITIONAL COMMENTS

[Empty box for additional comments]

✓ ATTACHMENTS

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

- BOR Meeting Minutes & Supporting Documents Curriculum

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

- Memo from Chancellor to notify VPAA about new program Curriculum

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

APC - SPED

VERIFICATIONS

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

Registrar:

Grant Helgeson

Print Name



Signature

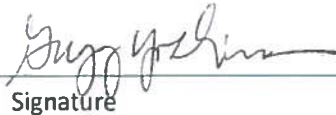
5/5/17

Date

Financial Aid Officer:

Gregg Yoshimura

Print Name



Signature

5/5/2017

Date

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

Suzette Robinson

Print Name



Signature

Date



April 3, 2017

MEMORANDUM

TO: Risa Dickson
Vice President for Academic Affairs

VIA: *Ron Umehira*
for Della Teraoka
Interim Vice Chancellor for Academic Affairs

FROM: Manuel J. Cabral
Chancellor

SUBJECT: Curriculum Approval

I have approved the following New Programs on 3/23/17. These are effective **Fall 2017**. The approvals can be found at: <https://leeward.kuali.co/cm>

New

Advanced Professional Certificate – Special Education Mild/Moderate PK-12
Associate in Science (AS) – Integrated Industrial Technology
Certificate of Achievement (CA) - Integrated Industrial Technology
Certificate of Competence (CO) – Integrated Industrial Technology

- c Division Chairs
- James Goodman
- Ron Umehira
- Adam Halemano
- Janel Oshiro
- Candy Hochstein
- Blake Hunrick
- James Fujita
- Pearl Imada-Iboshi



UNIVERSITY of HAWAII
LEEWARD
COMMUNITY COLLEGE

March 31, 2017

TO: Manuel J. Cabral
Chancellor

FROM: Della Teraoka *Della Teraoka*
Interim Vice Chancellor for Academic Affairs

SUBJECT: Signing Authority

I will be out of the office from April 3-7, 2017. I will be attending the 2017 ACCJC Conference in Irvine, California.

During my absence, Ron Umehira, Dean of Career and Technical Education, will have signing authority on all Academic Affairs matters.

cc: Administrators
Business Office
Human Resources Office

Program | **Advanced Professional Certificate in Special Education Mild/Moderate PK-12**

Code | Future | Fall 2017 – Indefinite

CODE

Program Code

1) GENERAL INFORMATION

1.1) Program Title

Advanced Professional Certificate in Special Education Mild/Moderate PK-12

1.2) Degree Type

Advanced Professional Certificate (APC)

1.3) Description

The Advanced Professional Certificate in SPED Mild/Moderate PK-12 is a 19 cr. certificate for those with a bachelor-level degree in any field which leads to recommendation for licensure to teach SPED.

1.4) Department

Social Sciences

2) PROGRAM LEARNING OUTCOMES

2.1) Outcomes

Explain and practice the special education policies, procedures and legal requirements regarding students with disabilities.

Describe the range and multiple manifestations of disabilities and their effects on social and emotional development, communication skills and oral language development, motor skills, functional and independent living skills, employment-related skills, and self-advocacy skills.

Design and implement individualized educational programs and will have a repertoire of instructional strategies, accommodations, assessment techniques and procedures that are appropriate for students with disabilities.

Explain strategies for collaborating with families and other professionals to further student learning.

Identify how to access resources and assistive technologies to support student learning, and to provide transition support to help students maintain continuous progress toward their educational goals.

3) BOR INFORMATION

3.1) Program Justification

The majority of emergency hire teaching positions and new vacancies continue to be for special education teachers in hard-to-staff rural and/or high poverty schools. In fact for the 2015-2016 SY, 26.7 percent of all new hires were assigned to Leeward District schools. Of the newly employed teachers, 9.6 percent were hired for elementary special education positions and 11.9 percent were hired for special education inclusion positions. Hawaii's largest teacher education program at UH Manoa produces 20.1 percent of newly hired teachers. According to the Hawaii Teacher Standards Boards 2014 Annual Report on Educator Preparation Programs, 54% of candidates who complete educator education programs in Hawaii come from UH campuses (Leeward CC-2; UH Hilo-26, UH Manoa-318; UH West Oahu-14) with the next largest educator preparation program, Chaminade University, producing 12% of program completers. According to the Hawaii Teachers Standards Board's Executive Summary, for at least the past seven years, vacancies of special education teaching positions have been largely filled by teachers who were new, unqualified or inexperienced. Evaluators from a 5-year special education teacher retention review concluded: "The filling of SpEd vacancies by unqualified and inexperienced teachers has certainly had a dramatic effect on those students in their charge, and whether these teachers would continue their teaching careers in SpEd." (HSTA Executive Summary SPED Survey, August 2015). The Hawaii Department of Education hires about 1,500 new teachers annually. Out of the newly hired HDOE teachers, 68 percent have absolutely no previous teaching experience. According to the Hawaii Public Schools Employment Report (2013-2014), 43.1 percent of newly hired teachers hold out-of-state SATEP College Degrees and 19.3 percent of new teachers are hired without a SATEP Degree. Furthermore, non-SATEP and TFA teachers represent about 25 percent of new hires, and 70 percent of them leave the teaching profession within the first three years (HDOE New Teacher Retention Report, November 2015; Hawaii Public Schools Employment Report, 2013-2014). As a result, the HDOE has recently released solicitation for alternate route certification of teachers with priority for candidates employed in the Zones of School Innovation (identified as high poverty, low-performing schools). Despite the \$1,500-\$6,000 retention bonuses used as relocation incentives to recruit and retain teachers in hard-to-fill placements (particularly special education positions in high poverty schools) a study of Hawaii's compensation system conducted by Augenblick, Palaich and Associates (APA) noted that "retention of licensed SPED teachers bonuses were received by so few people--fewer than 10 teachers per year."

Based on the November 2015 Hawaii Department of Education Teacher Retention Report, Hawaii's cost of teacher turnover is between \$6,233,981 and \$13,569,084 based on 1,428 teachers leaving the profession in Hawaii at an estimated cost of between \$4,366 and \$9,502 per teacher (includes costs of terminations, recruitment, hiring, substitutes, learning losses and training). Offering the state's most affordable and accessible SATEP pathway to earn an APC in SPED PK-12 would enable Hawaii state residents to pursue a teaching career in a community they are deeply committed to and, in many cases, have already dedicated years serving in the local education system. Student enrollment in Leeward Community College's Teacher Education Program would increase significantly by allowing AAT graduates to seamlessly transition into one additional year of SPED coursework and a final year of clinical practice at one of our partner institutions. Furthermore, working professionals or those with family commitments would be able to earn the APC through the state's most affordable distance learning courses. As a program focused on experiential learning and flexible delivery, the APC in SPED would be accessible to students statewide, thereby meeting critical special education teacher shortages in historically underserved rural communities across Hawaii. Since the APC in SPED will target locally sourced paraeducators, emergency hires, and substitute teachers the program can help reduce the state's significant financial investment in new teacher mentoring, introductory cultural orientations, and increased funds allocated to out-of-state travel for administrators to recruit SPED teachers to work in Zones of School Innovation. The APC in SPED alleviate the chronic shortage of special education teachers statewide by recruiting candidates rooted in communities serving large culturally and linguistically diverse populations who have demonstrated experience and commitment to working with students with special needs. Leeward CC's APC in SPED's accessibility and affordability would attract a non-transient teacher workforce with job-related experience, thereby reducing the heavy dependency on continuous external recruitment of unqualified, inexperienced, and short-lived teachers.

3.2) Program Mission and Objectives

The proposed Advanced Professional Certificate in Special Education is appropriate and is closely aligned with the Leeward Community College's mission and the strategic objectives. Since we began offering the Special Education Certificate of Competence in Spring 2015, we have awarded 212 scholarships demonstrating huge interest in this field of education.

APC in SPED PK-12 Objectives

1. Improve access to teaching for nontraditional and underrepresented students from local communities.

College Mission statement: to advance the educational goals of all students with a special commitment to Native Hawaiians.

Hawai'i Graduation Initiative - increase the number of graduates and transfers and on the momentum to get students through to graduation and transfer more quickly.

Enrollment - the identification and goals for targeted currently underserved populations.

2. Improve access to teaching by offering streamlined pathways leading to SPED teacher licensure through multiple modes of delivery.

Core Value: Open access

We seek to meet students needs, as well as those of the community, by offering a diversity of courses, degree and certificate programs, and training opportunities, through traditional and distance education modes of delivery.

Modern Teaching and Learning Environments - ensure that students and faculty have the learning and teaching environments appropriate for the 21st century and the sustainability practices to maintain those environments.

High Performance Mission-Driven System- practices and policies that capitalize on the University of Hawai'i being a single system of higher education in the state that can provide students with smooth transitions from K-12 through the community colleges to the baccalaureate institutions in the most productive, cost-effective, and results-oriented manner possible.

3.Prepare and support students with the knowledge, skills, and dispositions as a prerequisite for teaching special education.

ILO: Values, Citizenship, and Community Graduates are able to interact responsibly and ethically through their respect for others using collaboration and leadership.

4. Promote inclusive and culturally responsive teaching practices as a means to address the critical special education teacher shortage in Hawai'i.

Core Value: Diversity and respect

We value individual differences and the contributions they bring to the learning process. We believe that our students are enriched through a diverse intellectual and social environment, where learning occurs through exposure to world cultures, and through interaction with peoples of diverse experiences, beliefs, and perspectives.

Hawai'i Innovation Initiative - workforce development linked to developing emerging sectors in Hawai'i's economy while simultaneously providing a stable workforce for the traditional employment sectors.

5. Create responsive community partnerships and partner with local schools to provide service-learning experience.

ILO: Critical Thinking and Problem Solving Graduates are able to examine, integrate, and evaluate the quality and appropriateness of ideas and information sources to solve problems and make decisions in real world situations.

Implementing the Plan - the policy, practice, and communication models needed to ensure the overall success of this strategic plan.

3.3) Program Curriculum Plan

Admission requirements for the APC in SPED include: bachelor-level degree in any field, 2 letters of recommendation, and a personal statement. To earn an Advanced Professional Certificate, candidates must achieve a GPA of 2.0 or higher for all courses

applicable to the certificate.

Year 1

Summer Session I: (6 cr)

ED 330: SPED Law and IEP Development (3 cr)

ED 331: SPED Assessment (3 cr)

Summer Session II:

ED 332: ELA Interventions (3 cr)

ED 334: ED Tech for Students with Exceptionalities (3 cr)

Fall Semester: (3 cr)

ED 335: Participating in a Professional Community (3 cr)

*ED 330, 331, 332, 334, 335 each requires 22 hours of field experience in a SPED placement in the grade level of licensure they intend to pursue (PK-3, K-6, 6-12)

Spring Semester: (4 cr)

ED 314B: Student Teaching (1 cr)

Full-time student teaching-15 weeks; Clinical Practice: 420 hours

ED 336: Student Teaching Portfolio (3 cr)

Total

19 cr.

3.4) Program Rules

Program Minimum Requirements

- All of the following
 - bachelor-level degree in any field

3.5) Program Target Group

Students with a bachelor's level degree or higher interested in earning a certificate leading to recommendation for teacher licensure in SPED PK-12.

3.6) Program Resources

none

3.7) Program Efficiency

PROGRAM COSTS

Faculty w/o fringe

67,812

Other personnel cost w/o fringe

8,000

Library

-0-
Equipment/Supplies
-0-
Other (travel)
3,000
TOTAL Expenses
78,812
REVENUE
Projected Enrollment
25
No. of Courses
10
No. of Credits
24
SSH
750
Tuition Rate/Credit
300
Total Revenue from Tuition
180,000
Other Sources of Income
-0-
Total Revenues
180,000

3.8) Program Effectiveness

The education faculty meets weekly and ongoing assessment of our program continues to direct our decisions regarding program and course modifications. To ensure that the program is providing content and instruction to meet the needs of preparing effective special education teachers, existing faculty with expertise in SPED and additional casual hires with specific content area expertise will design the six new courses to include content and assessments that are specific to special education.

All programs at Leeward Community College are evaluated annually, a process which includes an analysis of data on program demand, efficiency, and effectiveness through the Annual Program Review. All programs and certificates also complete three-year comprehensive reviews therefore in addition to three years of annual program data an assessment of program learning outcomes will be analyzed. Through the analysis of the Annual Program Review and assessment of program learning outcomes program modifications and improvements will be made. Program effectiveness will also be measured through an internal data system, which has been developed to track course completion rates, certificate completers and employment information. The APC in SPED data will be collected as part of the Teaching program for the ARPD.

4) ATTACHMENTS

MINUTES

BOARD OF REGENTS MEETING

MARCH 23, 2017

I. CALL TO ORDER

Chair Jan Sullivan called the meeting to order at 9:31 a.m. on Thursday, March 23, 2017, at University of Hawai'i – West O'ahu Campus Center, Room C208, 91-1001 Farrington Highway, Kapolei, Hawai'i 96707

Quorum (13): Chair Jan Sullivan; Vice Chair Benjamin Kudo; Vice Chair Randy Moore; Regent Simeon Acoba; Regent Eugene Bal; Regent Brandon Marc Higa; Regent Wayne Higaki; Regent David Iha; Regent Michael McEnerney; Regent Lee Putnam; Regent Michelle Tagorda; Regent Ernest Wilson; and Regent Stanford Yuen.

Excused (1): Regent Jeff Portnoy.

Others in attendance: President/Interim UH-Mānoa (UHM) Chancellor David Lassner; Vice President for Academic Planning & Policy Risa Dickson; 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 Research & Innovation Vassilis Symos; Vice President for Information Technology/Chief Information Officer, Garret Yoshimi; Vice President for Budget & Finance/Chief Financial Officer Kalbert Young; UH-Hilo (UHH) Chancellor Donald Straney; UH-West O'ahu (UHWO) Chancellor Maenette Benham; Honolulu Community College (HonCC) Chancellor Erika Lacro; Board Secretary and Executive Administrator to the Board Cynthia Quinn; and others as noted.

II. PUBLIC COMMENT PERIOD

The board office received written testimony requesting the board chair recuse from Academy of Creative Media (ACM) matters from UHM ACM program students Elyse Chai, Casey Lapidus, Chloe Ma, and Kellie White; from student Dylan Dawley and his parent Masuda Dawley; and from an individual John Gilmore that was late.

The board office received and distributed resolutions from the UHM Faculty Senate (UHMFS) regarding the following: (1) Supporting the proposed reorganization of student housing services; (2) Supporting undergraduate research at UH Mānoa; (3) Endorsing with reservations the proposed reorganization of the UH System of the Office of the Vice President of Research and Innovation; and (4) Supporting a proposal for a 5 year BA/MA in Economics at UHM.

There was one testifier, John Casken, the newly elected UHMSC Chair who succeeded Marguerite Butler, who stepped down on March 15. He recounted his background and experience, and shared faculty concerns regarding the lack of independence occurring as a result of the president holding dual roles as President and UHM Chancellor. He explained that all except one resolution received near unanimous support; there was strong concern about the reorganization of OVPRI and allocation of duties that are preferred to be at the campus level, and encouraged including faculty in decision making and addressing problems going forward.

Having no further testimony, Chair Sullivan yielded the gavel to Vice Chair Moore and provided a statement of facts for the record regarding her parents' support for systemwide ACM programs in response to testimony submitted by students asking for her recusal from matters regarding ACM. She recounted how in recent times unsubstantiated claims are taken as facts, the rise of a new concept of alternative facts, and a current climate of conspiracy theories and allegations built on half-truths, and repeating such half-truths somehow makes them true. Such strategies are manipulative, counterproductive, and mean spirited. It is important to know the following facts:

1. In the early days when the ACM program at UHM was launched, her parents, Roy and Hilda Takeyama, donated \$200,000 to purchase digital media tool kits, post production editing equipment for students, and fund student internships.
2. Roy and Hilda Takeyama did so because they wanted to create a systemwide program to benefit students at all campuses. It was a unique approach and they were happy to support the program.
3. Over the years, UHM ACM program has grown, as did legislative support for growth, by allocating funding for a new ACM building at UHWO.
4. Roy Takeyama has Stage 4 lung cancer, and as a last act of goodwill he donated \$1 million dollars from his foundation for the benefit of the ACM program. The donation is intended to be used for the students, to support tuition, books, fees, computers, travel, internships, and purchase state-of-the art equipment to benefit students throughout the system.

III. REPORT OF THE PRESIDENT

President Lassner expressed his personal gratitude, and also on behalf of the university, for the generosity of Roy and Hilda Takeyama in supporting the university. He then provided a report that highlighted current events and accomplishments at the University of Hawai'i System as follows:

1. President Lassner made a presentation on the pioneering analytics work underway at the University at the national American Council on Education (ACE) conference. He provided highlights shared at the conference regarding

observations of federal policies affecting higher education in areas of immigration with travel ban executive orders; budget and spending for science, education and research being cut to increase military spending; tax reform proposals negatively impacting tax exemptions for nonprofits and charitable contributions; and general observations of Congress' struggles in tumultuous times settling into new roles with a new president, coupled with exceeding the debt ceiling, and experiencing a prevalence of hundreds of vacant positions in the federal administration. He recommended that work continue to maintain positive collaborations with national organizations, the congressional delegation, and federal agencies that remain largely intact as most are civil service personnel; and

2. President Lassner attended a lecture by the Dan and Maggie Inouye Distinguished Chair in Democratic Ideals Ai-jen Poo, award-winning social innovator, thought leader and author, who provided an inspiring message to oppose where necessary, but propose on the path positively, and with aloha on a path forward.

At this board meeting, President Lassner announced the UH nominees for the annual Governor's Awards for Distinguished State Service, including: UH Nominee for Employee of the Year Luke Flynn, UHM Director of the Hawai'i Space Flight Laboratory and the Hawai'i Space Grant Consortium; UH Nominee for Manager of the Year Matt Platz, Vice Chancellor of Academic Affairs at UHH; and UH Nominees for Team of the Year was the UHH maintenance crew of Frederick Dela Cruz, Sr; Calvin Fukuhara; Kevin Hand; Kelvin "Kenji" Kubo; Kenneth Kubojiri; Eric Rodrigues; led by Neal Nagao.

Report of the Host Campus

President Lassner then yielded the floor to the UHWO Chancellor Maenette Benham who provided a video of the campuswide strategic planning conference filmed by the UHWO ACM program students. She concluded that the resulting strategic action plan will be used over the next 12 months to create an integrated plan for land/facilities, enrollment and academic programs, with a business assessment model. She expressed confidence in her executive team, faculty and students, as evidenced by their commitment and passion illustrated in the film. She introduced UHWO Faculty Senate Chair Alan Rosenfeld, who provided an update and highlights of current and emerging programs in creative media, cybersecurity, facilities management, sustainable community food systems, and risk management and insurance. He concluded with a briefing on the No'eau Center for supplemental instruction and embedded tutoring for student success.

IV. COMMITTEE REPORTS

A. Report from the Committee on Academic and Student Affairs

Committee Chair Lee Putnam summarized the committee report attached, noting that the committee considered and recommended board approval of four items on the consent agenda. No additional comments or questions from the board were raised.

V. ITEMS FOR DISCUSSION AND/OR APPROVAL

A. For Action

1. Consent Agenda:

- a. Minutes of the January 26, 2017 Meeting
- b. Mission Statement Revisions: Kaua'i Community College
- c. Mission Statement Revisions: Kapi'olani Community College
- d. Mission Statement Revisions: Hawai'i Community College
- e. **New Provisional Certificate, Advanced Professional Certificate in Special Education PK-12 at Leeward Community College**

Vice Chair Moore moved to approve the consent agenda items, seconded by Regent Wilson. Having no further questions, the motion carried unanimously.

2. Naming the UHWO Library Building the "James and Abigail Campbell Library."

President Lassner invited former UHWO Interim Chancellor Doris Ching to present the proposal. Dr. Ching began with extending a special recognition regarding the naming of the ACM building at UHWO in honor of Roy and Hilda Takeyama to acknowledge and thank the Takeyama's consistent generosity and support for the university, and their novel and visionary legacy for systemwide creative media programs. She further explained how befitting naming the UHWO library in honor of the James and Abigail Campbell was to recognize the Campbell family and their decades of support of UH and of education, and bettering the lives and futures for the entire community on the west side and throughout the state, and upon whose lands the UHWO campus sits.

Vice Chair Moore expressed his thanks and appreciation for the proposal and moved to approve the proposal, seconded by Regent Wilson, and the motion carried by unanimous vote. Ms. Ching introduced D. Keola Lloyd of the Campbell Family Foundation, and Steven Kelly, Vice President of the James Campbell Company, who were present at the meeting.

3. Appointment of Permitted Action Group for Board Participation in the Community Colleges Accreditation Institutional Self-Evaluation Report

Chair Sullivan explained that the board created and appointed a permitted interaction group for board participation to fulfill accreditation requirements for the community colleges, as provided under Hawai'i Revised Statutes §92-2.5. Regent Acoba is interested in participating as a member. No other objections, additions, or

substitutions were raised. Vice Chair Moore moved to approve the addition of Regent Acoba to the permitted interaction group for board participation in the community college accreditation institutional, Regent Higaki seconded, and the motion carried by unanimous vote.

B. For Information

1. 2017 Legislative Update

Vice President Young provided a slide presentation regarding a mid-session update on UH legislative and budget proposals. He explained how the themes of the UH requested proposal tied to the UH Strategic Initiatives. He provided comparisons of the UH-requested proposal to the latest House draft. He explained how impacts by negative tax revenue forecasts resulted in the Governor removing from the executive budget all UH requests except for four positions and \$5 million to the UH Cancer Center. Last week, the House concluded their review and the proposal is net two additional positions and \$270,000, which is effectively the same as in the current fiscal year. Some changes noted included that the House added 6 school psychologist positions and \$600,000 to distribute systemwide, and a reduction of 4 extension agent positions in the College of Tropical Agriculture & Human Resources (CTAHR). Programmatically, JABSOM's specific appropriation account was removed and folded back into the UHM account, and the request to permanently establish the System ACM positions at the campus level was not included in the House draft, but neither of these resulted in any monetary effect on the overall budget. He explained the capital improvement project (CIP) request has been decreased. All provisos, including those in the current fiscal year budget, are being struck in the House draft, including transfers to other agencies, and other contingencies restricting expenditures of appropriated funds. A proviso was added that requires a \$10 million match in private funding to access legislative appropriations for the Culinary of the Pacific Program. He noted an unusual reorganization in leadership in the House Committees for Higher Education, Education, and Commerce and Consumer Protection, that has created a transitional dynamic, and warranting developing rapport and background with the new Higher Education Chair in the remaining days until the end of session.

As of today, of the 11 UH administration bills introduced, 10 are still active in some form after the crossover deadline, which is a significant ratio for UH or any other state department. He summarized the active bills, and highlighted a bill that had failed but has resurrected with additional language that changes the composition of board by removing at large positions to add faculty, restricts tuition raises to a year, requires appointment contracts for positions with salaries over \$150,000, and caps the ratio of general to special funds. There is a bill that requires registering for selective service as a precondition to admission. A UH Green Energy Special Fund is being supported to advance UH net zero efforts. He shared the statistics that show a marked increase in activity compared to last session. Governor nominations for four regent seats are pending and due March 31. Upon conclusion, Chair Sullivan expressed her gratitude for the hard work and efforts this session.

2. Report of the Permitted Interaction Group for the University of Hawai'i System Integrated Academic and Facilities Plan

Chair Sullivan explained that the president will summarize the draft plan to date, and noted, upon advice of counsel regarding the sunshine law, the task group requires three board meetings: one to create the task group, a second to share recommendations, and the third at which time deliberation and action can be taken. The group is at step two, sharing the recommendations and findings. She recounted the background when at the September 2015 board meeting the board passed a resolution directing administration to work on a systemwide plan. A year later, the board established a task group to help establish the direction of the plan, comprised of leadership of the board and relevant committees for Budget and Finance, Academic and Student Affairs, Planning and Facilities. Administration submitted a Draft Plan dated March 17, after four drafts. Page 2 summarizes the guiding principles and priorities with 6 bullet points, and is followed with draft details by academic units, next steps, and implementation. The intent is to agenda the item for discussion and adoption at the next meeting. The members were encouraged to provide input to the president and administration after the meeting so input can be considered and incorporated in time for the next board agenda.

President Lassner further explained that the board is free to ask procedural, clarifying questions and reserve deliberation for the next meeting, and comments and concerns are welcomed. The intent is for the document to speak for itself, and he summarized the different sections to layout the work of the task group. The meetings were effective in addressing the challenge to fully understand the expectation of the full board, that were disparate at that time, and the task group with joint membership was effective to bring what this document will be. It was noted that such a document is not common at the UH system level, and is normally found at the campus level. Principles set tone, and the sections for each campus were laid out in parallel structure to be easy to understand how campuses compare and contrast. It was also noted that there are controversial areas to consider and address in the future.

Questions were raised regarding decision making and process regarding relocating programs. It was explained how the report was informed with participation from all chancellors, and is intended as a framework with which future decisions and paths forward will be determined. For all intents and purposes, the task group work is completed, and hereafter administration will finalize and bring the final plan to the board for approval when ready.

VI. EXECUTIVE SESSION

Upon motion by Regent Wilson, seconded by Regent Higa, the board unanimously approved convening in executive session, pursuant to HRS §92-5(a)(2) and HRS §92-5(a)(4) to discuss personnel matters and consult with legal counsel, and immediately following the board will recess for lunch and reconvene in public session at approximately 1:00 p.m. The board convened in executive session at 11:15 a.m. Following a motion to come out of executive session by Regent Wilson, seconded by

Regent Higaki, and the motion carried unanimously, executive session was adjourned at 12:15 p.m. The board took a recess for lunch.

The meeting reconvened in public session at 1:00 p.m. It was noted that the board went into executive session to discuss personnel matters and consult with legal counsel as indicated on the agenda.

VII. Board Education and Training: Native Hawaiian Law Training provided by Ka Huli Ao Center for Excellence in Native Hawaiian Law, William S. Richardson School of Law, University of Hawai'i at Mānoa

The board received an educational training on native Hawaiian law, presented by the Ka Huli Ao Center for Excellence In Native Hawaiian Law Professor Melody Kapiliāloha MacKenzie and Associate Professor D. Kapua Sproat, and David M. Forman, Director, Environmental Law Program, William S. Richardson School of Law, University of Hawai'i at Mānoa.

Questions were raised regarding how the law is to be applied as to the university regarding ceded lands, and water rights, and public trust doctrine. It was explained how uncertain the future is with the current federal administration, noting ongoing efforts for a Native Hawaiian government, and if ever formed and recognized, would receive public land trust and Office of Hawaiian Affairs (OHA) lands. However, of most importance is to resolve the issue of interpretation of what is fair pro rata share, which requires actual figures and inventory with participation by OHA, the Governor, and the Legislature to identify which lands generate income and how income can be used to benefit Hawaiian community and general public. It was recognized that the courts have consistently interpreted the 5 stated trust purposes in a Native Hawaiian context, and that OHA has broad authority and not limited by blood quantum, so long as within general trust purposes. Regarding water rights, the importance of examining the mandates, understand public trust as a framework presumption, and consider the impact on traditional and customary rights and uses was explained. It was clarified that while UH does not grant permits, the doctrines apply as to leases in particular. Additional resources were provided in the slides, and available online information and treatises were noted.

VIII. ANNOUNCEMENT

Chair Sullivan announced that the next board meeting is April 20, 2017, at Kaua'i Community College. Vice Chair expressed his gratitude for the generosity and foresight of Chair Sullivan and her family, and appreciation for Chair Sullivan setting the record straight.

IX. ADJOURNMENT

There being no further business, Vice Chair Moore moved to adjourn, seconded by Regent Wilson, and with unanimous approval, the meeting was adjourned at 2:54 p.m.

Respectfully Submitted,

/S/

Cynthia Quinn
Executive Administrator and
Secretary of the Board of Regents



UNIVERSITY
of HAWAII
SYSTEM

Princess Soares <pfrederi@hawaii.edu>

RESPONSE REQUIRED: Program Code Request: Leeward: APC-SPED

Princess Soares <pfrederi@hawaii.edu>

Thu, Jun 29, 2017 at 2:42 PM

To: Grant Helgeson <helgeson@hawaii.edu>

Cc: Gregg Yoshimura <greggy@hawaii.edu>, Janel Oshiro <jkoshiro@hawaii.edu>, Gayle Ishii <gaylei@hawaii.edu>, Lauren Yokogawa <yokogawa@hawaii.edu>, Christina Keaulana <ctk8@hawaii.edu>

Aloha Grant,

Please **confirm online application**. Leeward practice is that if a program is not financial aid eligible, then online application should be off.

The APC-SPED is not financial aid eligible, however, the box for online application is marked YES. There might have been confusion on this request, since both yes and no was checked at one time.

Thank you! The request is pending your response.

Mahalo,

Princess

[Quoted text hidden]

PENDING **confirmed** yes



UNIVERSITY of HAWAII SYSTEM

Princess Soares <pfrederi@hawaii.edu>

RESPONSE REQUIRED: Program Code Request: Leeward: APC-SPED

1 message

pending 6/22/17

Princess Soares <pfrederi@hawaii.edu>

Thu, Jun 22, 2017 at 9:09 AM

To: Christina Keaulana <ctk8@hawaii.edu>

Cc: Gregg Yoshimura <greggy@hawaii.edu>, Janel Oshiro <jkoshiro@hawaii.edu>, Gayle Ishii <gaylei@hawaii.edu>, Lauren Yokogawa <yokogawa@hawaii.edu>, Grant Helgeson <helgeson@hawaii.edu>

Aloha Christina,

The program code request for APC-SPED has been received by IRAO. The following need to be answered or clarified:

- 1. Is this program/major/certificate financial aid eligible? YES or NO *per Gregg 6/22*
The program code request form currently has both checked. Please provide one answer.
- 2. **Gregg/Grant** what is the credential level of this certificate? *per Christina* 01 (undergraduate certificate or diploma program)?
- 3. Special Program Designations: A B *per Christina* N P T U
This question is currently left blank. An answer is required. For more information about this program, you may refer to the BWIKI site: <https://www.hawaii.edu/bwiki/display/uhcoderequests/Academic+Program+Code+Home+Page> (See the **code reference sheet** for definitions. For more information look at the sources regarding **150% Direct Subsidized Loan Limit**)

This information might be helpful to answer the question, but you should seek the advice from your financial aid officer:

TEACH-Q2: A student is enrolled in a program for which the school does not offer a credential, but is necessary for a professional credential or certification from a State that is required for employment as a teacher in an elementary or secondary school in that State. How should the school report program-level information for the student to COD and NSLDS?

TEACH-A2:

For COD and NSLDS, the school must report the CIP Code and program length associated with the program, a credential level of "99", and a special program indicator of "T".
If the school confers a credential for completing the teacher preparation program, such as a post-baccalaureate certificate or a graduate or professional certificate, the school should report the credential level associated with the credential the school confers (not a credential level of "99") and should not report a special program indicator of "T". [October 19, 2015]

Source: <https://ifap.ed.gov/150PercentDirectSubsidizedLoanLimitInfo/FAQ.html#TEACH-Q2>

The request is pending a response.

Mahalo,
Princess

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