

UNIVERSITY OF HAWAII  
CODE REQUEST FORM FOR ACADEMIC PROGRAM CODES

REQUESTOR CONTACT INFORMATION	
Date: April 23, 2014	Effective term of request (Semester-Year): Spring 2014
Name: Ron Umehira	Title: Dean of Career & Technical Education
Campus: Leeward Community College	Office/Department: Office of the Vice Chancellor of Academic Affairs
Phone: 808-455-0321	Email: umehira@hawaii.edu

<b>1. PROGRAM CODE, MAJOR CODE, CONCENTRATION CODE</b>		Banner forms: SMAPRLE, SOACURR, STVMAJR	
Institution: Leeward CC (LEE)	College: Instructional	IN	Department: Culinary Arts
<input type="checkbox"/> New program code <input checked="" type="checkbox"/> Change/replace existing program code: AAS - CULN			
Level: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> First-Professional <input type="checkbox"/> Post-Baccalaureate <input type="checkbox"/> Other:			
Degree: AS		Certificate:	
If requesting an existing Major code and/or Concentration code in Banner:			
Existing Major: CULN	Culinary Arts	Existing Concentration:	
Code	Description	Code	Description
If requesting a new <input type="checkbox"/> Major code or <input type="checkbox"/> Concentration code that does not exist in Banner:			
New Code [4 char/space limit]:		Description [30 char/space limit]:	
If a similar major/concentration code exists in Banner, please list the code:			
Is this major/concentration code being used the same way at other UH campuses?			
Is 50% or greater of the classes in this program offered at a location other than the Home Campus? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <small>(Please consult your Financial Aid Officer on Program Participation Agreement impact)</small>			
Is this program/major/certificate financial aid eligible? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <small>(Financial Aid Officer consultation required for all new program codes)</small>			
Should this program be available for applicants to select as their planned course of study on the online application? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <small>(If yes, students may select the code as their <u>only</u> program of study.)</small>			

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**Replacing or eliminating an existing program code:**

If replacing an existing program code, are current students "grandfathered" under the old code?  Yes  No

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

Will the old program code be available for:	<b>Banner Module</b>	<b>Yes</b>	<b>No</b>	<b>Ending Term (Semester-Year)</b>
	Online Application	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Fall 2014
	Recruitment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Fall 2014
	Admissions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Fall 2014
	General Student	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Academic History	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

**2. CERTIFICATES ONLY:**

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)?  Yes  No  
(Please consult your Financial Aid Officer or see: <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html>)

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

<b>3. NEW CAMPUS, COLLEGE, DIVISION, OR DEPARTMENT CODE</b>		Banner forms: STVCAMP, STV COLL, STVDIVS, STVDEPT
Campus code {3 char}:	Campus description {30 char/space limit}:	
College code {2 char}:	College description {30 char/space limit}:	
Division code {4 char/space limit}:	Division description {30 char/space limit}:	
Department code {4 char/space limit}:	Department description {30 char/space limit}:	

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<b>4. NEW COURSE SUBJECT CODE (Subject Alpha)</b>		Banner form: STVSUBJ
College:	Department:	
Subject code [4 char/space limit]:	Subject description [30 char/space limit]:	

<b>5. NEW MINOR (Minor codes are listed on the Major code table)</b>		Banner form: STVMAJR
Minor Code [4 char/space limit]:	Minor Description [30 char/space limit]:	

Please briefly describe your request and explain why you are requesting the code(s):

Replace existing AAS in Culinary Arts with the new AS in Culinary Arts as approved by the Board of Regents on 9/4/13. New AS degree is effective Spring 2014.

<b>SUPPORTING DOCUMENTATION</b>
<p>Please see the <b>Code Request Guide</b> for the required supporting documents to be submitted. Documents submitted with this form:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board of Regents meeting minutes and supporting documents provided to the BOR</li> <li><input type="checkbox"/> Memo from UH President</li> <li><input checked="" type="checkbox"/> Memo from Chancellor</li> <li><input checked="" type="checkbox"/> Curriculum (required for requests for new programs/majors/minors/certificates)</li> <li><input type="checkbox"/> Gainful Employment Program notification to the US Department of Education</li> <li><input type="checkbox"/> Other: _____</li> </ul>

UNIVERSITY OF HAWAI'I  
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<b>CAMPUS VERIFICATION</b>		
Requestor Signature <u><i>P. Urich</i></u>	Date <u>April 23, 2014</u>	
Registrar (If different from Requestor)		
Grant Heigeson	<u><i>[Signature]</i></u>	<u>April 23 2014</u>
Print name	Signature	Date
Email/memo in lieu of Registrar's signature may be attached		
Financial Aid Officer (Financial Aid Officer consultation required for all new program codes)		
Aileen Lum-Akana	<u><i>[Signature]</i></u>	<u>April 23, 2014</u>
Print name	Signature	Date
Email/memo in lieu of Financial Aid Officer's signature may be attached		
For Community Colleges, verification of consultation with OVPCC Academic Affairs:		
Suzette Robinson	<u><i>[Signature]</i></u>	<u>April 23, 2014</u>
Print name	Signature	Date
Email/memo in lieu of signature may be attached		

Send completed form and supporting documentation to:

Institutional Research and Analysis Office (IRAO)	
1633 Bachman Place	Email: iro-mail@lists.hawaii.edu
Sinclair Annex 2, Room 4	Fax: 808-956-9870
Honolulu, HI 96822	Phone: 808-956-7532

After all required forms and supporting documents have been submitted, please allow at least two weeks for processing by IRAO and Banner Central.

<b>FOR INTERNAL USE ONLY</b>	Date form/docs received: <u>5/8/14</u>
Program code [12]:	Program Description [30]:
CIP code [6]:	CIP description [30]:

## Leeward Community College

**Degree:** Associate in Science  
**Division:** Professional Arts and Technology  
**Title:** Culinary Arts  
**Description:** Associate in Science in Culinary Arts  
**Effective Date:** Spring 2014

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- 1. Are the program outcomes appropriate functions of the college and University? (Relationship to University and campus mission and development plans, evidence of continuing need for the program, projections of career opportunities for graduates, etc.)**

The Culinary Arts Program Mission Statement reads,

"Our program's mission is to develop the skills, knowledge and attitude essential to prepare students for a wide range of successful employment opportunities in culinary careers. Our faculty is committed to provide a fusion of hands-on experiences and theoretical instruction in an atmosphere reflective of our community's diverse culinary heritage."

The Culinary Arts Program was established over 40 years ago at Leeward CC and outcomes are in line with the college and University functions.

Leeward Function - "Programs and courses intended to help an individual develop skills needed for employment, upgrade existing expertise and knowledge to prepare for promotion or a career change, and/or continue working toward a bachelor's degree." Leeward CC, Catalog 2013 - 2014

Leeward Vision - Leeward Community College is a learning-centered institution committed to student achievement.

Leeward Mission - At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

The Culinary Arts Program addresses the outcomes of the Leeward CC Strategic Plan Outcomes and Performance Measures 2008- 2015.

**STRATEGIC OUTCOME: Globally Competitive Workforce (UH/UHCC Strategic Outcomes and Performance Measures, 2008-2015):**

To address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.

Contribute to meeting the State's Incumbent worker education goal by increasing enrollment of students 25-49 years old in credit programs by 3% per year.

**STRATEGIC OUTCOME: Economic Contribution (UH/UHCC Strategic Outcomes and Performance Measures, 2008-2015):**

To contribute to the state's economy and provide a solid return on its investment in higher education through research and training.

- 2. What are the outcomes of the program? (outcomes should be stated in terms of meeting student, community or State needs. Also includes Program Learning Outcomes.)**

Culinary Arts Program  
Program Learning Outcomes

1. Demonstrate professionalism in dress and grooming, attitude, and workplace behavior that reflect standards expected of food service industry professionals.
2. Demonstrate basic principles of sanitation and safety in a foodservice operation for safe food handling and to protect the health of the consumer.
3. Apply mathematical functions related to foodservice operations.
4. Use knives, tools and equipment following established safety and sanitation practices and principles of food preparation to prepare a variety of food items, recipes, and/or products.
5. Demonstrate a variety of culinary cooking methods and techniques following established procedures to produce classical, regional and contemporary cuisines.
6. Demonstrate fundamental principles, methods, and techniques of baking to prepare a variety of baked goods.
7. Demonstrate professional hospitality and service standards to ensure quality guest service.
8. Examine a variety of sustainable practices in the culinary industry as a means for controlling operating costs and for being good environmental stewards.
9. Explore various management topics as related to foodservice operations.

- 3. How is the program organized to meet its outcomes? (Description of curriculum organization, requirements, admission policies, advising and counseling, and other aspects of the program, with reference to its outcomes.)**

The Culinary Arts Program is nationally accredited by the American Culinary Federation Foundation Inc, Accrediting Commission (ACFFAC) and curriculum is organized around the ACFFAC "Required Knowledge and Competencies."

The AS degree requires 49 program credits and 15 general education credits and consists of:

CULN 111	Introduction to the Culinary Industry	2
CULN 112	Sanitation and Safety	2
CULN 115	Menu Planning and Merchandising	1
CULN 271	Purchasing and Cost Control	4
CULN 180	Dining Room Operations	5
CULN 120	Fundamentals of Cookery	5
CULN 125	Fundamentals of Cookery II	5
CULN 224	Asian/Continental Cuisine	5
CULN 150	Fundamentals of Baking	5
CULN 223	Contemporary Cuisines	5
CULN 240	Garde Manger II	3
CULN 275	Human Resources Management and Supervision	2
CULN 269	Culinary Special Events	3
CULN 293E	Culinary Externship	2
MATH 100	Survey of Mathematics (or equivalent)	3
ENG 100	Composition I (or equivalent)	3
FSHN 100	Concepts in Nutritional Science	3
	Social Science Elective	3
	AND	
	Arts & Humanities Elective	3
Total		64

4. Who will enroll in the program? (Special target groups, if any; number of majors expected by year for first five years; expected service to non-majors; evidence of student interest.)

This program will replace the current Associate in Applied Science degree in Culinary Arts.

5. What resources are required for program implementation and first five-year cycle operation? (Number, source, and cost of faculty; library requirements; support personnel; estimated cost of supplies, equipment and CIP; facilities to be utilized; total funds required for program implementation and operation; expected source of funds, including sources of reallocated funds.)

This program will replace the current Associate in Applied Science degree in Culinary Arts.

6. How efficient will the program be? (Compare anticipated cost per SSH, cost per major, SSH/faculty, average class size or other quantitative measures with other programs in the college and similar programs on other UH campuses.)

This program will replace the current Associate in Applied Science degree in Culinary Arts.

7. How will effectiveness of the program be demonstrated? (Projected number of graduates yearly; placement of graduates; special accreditation; student satisfaction; career and employer satisfaction, etc.)

This program will replace the current Associate in Applied Science degree in Culinary Arts.

Attachments		
History	Version	File Name
<input checked="" type="checkbox"/>	1	20130904.BOR Academic Affairs Committee Meeting Minutes - 8-4-13.pdf

Campus: LEE  
 Updated By: TLBENAVE  
 Updated Date: 12/12/2013 5:36 PM




UNIVERSITY of HAWAII  
**LEEWARD**  
COMMUNITY COLLEGE

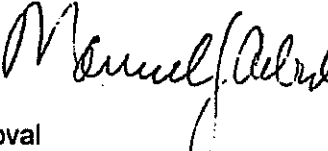
Office of the Chancellor

January 2, 2014

**MEMORANDUM**

**TO:** Joanne Itano  
Office of the Executive Vice President for Academic Affairs/Provost

**VIA:** Michael Pecsok   
Vice Chancellor for Academic Affairs

**FROM:** Manuel J. Cabral   
Chancellor

**SUBJECT:** Curriculum Approval

I have approved the following new Associate in Science in Culinary Arts and Associate in Science in Management on 12/17/13 effective Spring 2014. The approval can be found at:  
<http://curriculumcentral.its.hawaii.edu:8080/central/core.cas.jsp>

c Division Chairs  
James Goodman  
Ron Umehira  
Della Anderson  
Alicia Brown  
Candy Hochstein  
Blake Hunrick  
William Albritton  
Pearl Imada-Iboshi

96-045 Ala 'Ike  
Pearl City, Hawai'i 96782-3393  
Telephone: (808) 455-0215  
Fax: (808) 455-0641

An Equal Opportunity/Affirmative Action Institution




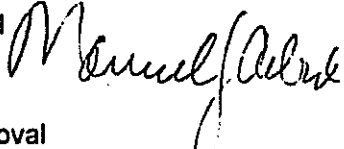
UNIVERSITY of HAWAII  
**LEEWARD**  
COMMUNITY COLLEGE

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## MINUTES

### BOARD OF REGENTS' COMMITTEE ON ACADEMIC AFFAIRS MEETING

September 4, 2013

#### I. CALL TO ORDER

Committee Chair Chuck Gee called the meeting to order at 1:00 p.m. on Wednesday, September 4, 2013, at the University of Hawai'i, Bachman 113, 2444 Dole Street, Honolulu, Hawai'i 96822.

Committee members in attendance: Committee Chair Chuck Gee; Committee Vice Chair, John C. Dean; Benjamin A. Kudo; Coralie Chun Matayoshi; and Randy Moore.

Others in attendance: Regents Chair, John C. Holzman (Ex-Officio committee member); Interim President, David Lassner, Ph.D.; Executive Vice President for Academic Affairs/Provost, Linda Johnsrud, Ph.D.; Vice President for Community Colleges, John Morton, Ph.D.; Vice President for Budget and Finance/Chief Financial Officer, Howard Todo; Associate Vice President for Academic Affairs, Joanne Itano; Associate Vice President for External Affairs and University Relations, Lynne Waters; Executive Administrator and Secretary of the Board of Regents, Cynthia Quinn; and others as noted.

#### II. APPROVAL OF THE MINUTES OF THE MAY 10, 2013 MEETING

Committee Vice Chair Dean moved to accept the minutes of the May 10, 2013 meeting. Regent Kudo seconded the motion, and the minutes were accepted.

#### III. PUBLIC COMMENT PERIOD

Executive Administrator and Secretary of the Board of Regents, Cynthia Quinn, announced that no persons submitted written testimony or signed up to orally testify.

#### IV. AGENDA ITEMS

##### Proposal for Board of Regents' Endorsement of Strategies to Improve Student Success

Committee Chair Gee said that the Committee requested that the Administration draft a statement to reinforce what the University and Board want to accomplish. Executive Vice President for Academic Affairs/Provost, Linda Johnsrud, explained that the Administration incorporated many of the strategies of the Hawai'i Graduation Initiative (HGI):

- Promote College Preparation
- Ensure efficient transfer of students and credits
- Enable On-Time Graduation

If the Committee endorsed the strategy, it would be a good public discussion for the entire Board, mostly to demonstrate that the Board is behind the Hawai'i Graduation Initiative and endorsing the strategies.

Committee Vice Chair Dean moved and Regent Moore seconded the motion to approve the proposal.

Regent Kudo asked if the proposal was in response to the resolution that he requested in the previous meeting to assist the Administration in carrying out the initiatives. EVP Johnsrud answered affirmatively. Regent Kudo requested that the language be characterized as a resolution to be reflective of the Board's intent.

The Committee discussed the Hawai'i P-20 Goal of 55 percent of working age adults holding a college degree by 2025. The University's goal is aligned with the Hawai'i P-20 goal. The Hawai'i Graduation Initiative's goal is to increase the number of UH graduates by 25 percent by 2015. EVP Johnsrud acknowledged that both goals are lofty.

Committee Chair Gee also noted the strategy to enable on-time graduation that included the review of programs with graduates who have excess credits of 20 or more above the minimum needed to complete the degree, and how immigration would be interested in that strategy. EVP Johnsrud explained how the University tracks excess credits and tries to promote pathways that lay out a degree's curriculum.

Committee Chair Gee said that he likes the statement, "The opportunity for students to transfer between or among campuses to earn credentials increases access and affordability. The UH campuses have a responsibility to be 'transfer friendly,' i.e., provide for transparency and ease in the transfer process and outcomes." EVP Johnsrud said that the Administration advocates the 2+2 concept to provide explicit on-ramps to four-year programs.

Regent Matayoshi said that regarding the statement: "Require that equivalent courses across the UH system have the same alpha, title, course number, credits, prerequisites, course description and general education designation," she would like to include similarity in course content to the statement. EVP Johnsrud said that the course description can be considered the course content. The outcomes are a good indicator, and if 80 percent of the outcomes are the same, a course is considered similar. Regent Matayoshi said that she wants the courses to be equivalent. EVP Johnsrud agreed.

Committee Chair Gee brought up the perceived problem of mission creep, when the two-year colleges begin to offer 300-level courses that are offered at the four-year colleges. No statement addresses that issue – how will it be addressed. EVP Johnsrud said that the 2+2 curriculum solves that problem. If a 300-level course is offered at the two-year campus, it is not necessarily mission creep if it can be taught at the lower division.

Regent Moore asked about transferability from within the institution and outside the institution. He suspects that students who transfer from external institutions have more

issues than students who transfer within the System. It should be as seamless as possible.

Regent Moore asked about the HGI's goals and what percentage of graduates UH is responsible for, and of those, what are the implications on the University for enrollment and budget. EVP Johnsrud said that the goal was put in place in 2007. It is currently looking at revising its production goal from 2015 to 2020 to help achieve the HGI goal. UH can't achieve its goals at the current cost per graduate rate. If state appropriations stay the same, UH tuition will need to rise by at least 50 percent at UH Mānoa, and would be higher at the Community Colleges. UH would need about \$300 million more in its current operating budget. That is why student success is so important. Committee Chair Gee said the discussion should take place with the Committee on Budget and Finance.

Regent Kudo amended the motion to approve that the proposal of Endorsement of Strategies to Improve Student Success be recommended to the full Board by way of resolution. Committee Chair Dean and Regent Moore accepted the friendly amendment. The amended motion was unanimously approved.

#### **Update on Board of Regents' Policy: Chapter 12, Research**

Regents Chair Holzman said that research is included in the Committee's charter, and is a major focus of UH Mānoa and possibly the other campuses in the future. Thus, the Committee should systematically look at research and have a connection with the Administration, and Board Policy, Chapter 12: Research, needs to be possibly revised.

EVP Johnsrud said that Chapter 12 was taken out of Chapter 5: Academic Affairs, during a major policy revision in 2011. The Administration wanted to wait until the new Vice President of Research, Vassilis Symos, was in place to recommend changes. With the approval of the Committee, she would like to work with VP Symos and Interim Vice Chancellor for Research, Brian Taylor, on proposed amendments to the policy. Her goal would be to advise the Committee on how it could provide oversight to research programs as it does with academic programs, and then receive updates on the direction and success of the research enterprise. Regents Chair Holzman said that how a research unit is defined and organized should be examined carefully, along with the degree with which it needs to be approved or discontinued, by the Board. He also asked that Section 12-7, regarding the Research Corporation of the UH, be examined regarding proper oversight. EVP Johnsrud said that the policy will be updated and expanded appropriately, and brought back to the Committee.

#### **Academic Program Actions**

Committee Chair Gee said that he liked the summaries provided by the Administration. Regent Matayoshi said that there is a more efficient and effective way to vet the programs. She suggested that each campus bring their proposals at one time so that more context can be provided. They should be clustered together. EVP Johnsrud said that the plan for new academic programs is stretched out over long periods of time. The proposals are vetted by the respective Deans, Directors, Vice Chancellors and Chancellors, who look at the overall picture, including demand, overall mission of the unit

and campus, affordability, and sustainability. Regent Matayoshi said that she understands that the proposals are vetted, but she would still appreciate more context and that the meetings make more efficient use of everyone's time. Each campus should present a strategic plan, and show how the programs fit within the plan and campus budget. Committee Chair Gee said that universities are organic and that things do change. The Committee wants to make sure that UH is making the best use of resources, that there is no unnecessary duplications or replications that would add to costs, and improve effectiveness and efficiency.

Regents Chair Holzman asked about evaluating existing programs as well, resulting in a course catalog that is more concise. EVP Johnsrud said that programs are tweaked when faculty adjust them to keep them up-to-date. Ten chief academic officers vet the programs prior to their submittal to the Board. Regents Chair Holzman requested that the proposals be better presented in the overall context of the campus' strategy.

Regent Moore said that the Board is a governing body and not a managing body, and thus its job is to be satisfied with the vetting that the programs have been subject to and management's process. The Board should look at high-level metrics. Interim President Lassner suggested periodically presenting authorizations to plan proposals to the Committee.

Regent Kudo compared the University to a retail chain, where each campus is an individual store. From a holistic standpoint, is UH performing an overall analysis of its total impact of products to properly address the needs of its customers/students? EVP Johnsrud said that in 2006 UH performed a study called the Second Decade Analysis, which identified what regions needed additional training and education to best address workforce needs in the community. Community Colleges are best equipped to address needs quickly; the four-year campuses cannot address needs as quickly, but are also constantly looking at what the State needs from higher education. It is an ongoing process at the System level. UH is also looking at the number of graduates per program, which may be added to its Cost of Education and Proposed Metrics Study.

Committee Chair Gee said that the discussion is important and should be an ongoing dialog.

**UH Mānoa: Establishment of Provisional Bachelor of Arts in Public Health, Office of Public Health Studies, John A. Burns School of Medicine**

UH Mānoa Vice Chancellor for Academic Affairs, Reed Dasenbrock, distributed a list of UH Mānoa programs that were stopped or terminated as of July 2013. The campus administration had a policy discussion with its Deans about instituting a process by which it looks at small programs even after established status.

Vice Chancellor Dasenbrock said that the amount of STEM degrees offered to undergraduates is relatively small compared to other research institutions. UH Mānoa does offer numerous Masters Degrees in STEM fields. Thus, in the past four years, it has started to offer more Bachelor Degrees in STEM fields.

**UH Mānoa: New Degree Proposal: Provisional Bachelor of Arts in Public Health, Office of Public Health Studies, John A. Burns School of Medicine**

Director of the Office of Public Health Studies, Jay Maddock, said that the need for undergraduate programs in Public Health is increasing across the nation. UC Irvine currently has over 1,000 majors, and UC Berkeley has over 300 majors. There is a workforce shortage in Hawai'i, the U.S., and Pacific-Asian Rim. Undergraduate curriculum has been offered for the past five years and has been extremely popular. The program can handle 50 majors; JABSOM has funding for the program in its existing budget.

Committee Chair Gee asked about the standard for practice. Maddock said that there are 3,000 employees in the State Health Department. About 20 percent have Masters or Doctoral degrees. Currently, they are hiring a lot of people with Bachelor degrees, and have requested that the school offer the program.

Regent Matayoshi asked about pathways from the Community Colleges. Maddock said that Kapl'olani Community College is very interested, and they have spoken to the other Community Colleges to begin to offer the introductory courses of the program.

Upon inquiry by Regents Chair Holzman, Vice Chancellor Dasenbrock said that there is serious conversation about a reorganization that would recreate the School of Public Health as a School of Global and Community Health. There are no cost implications, but there may be workflow implications that are yet to be determined.

The Committee also discussed funding for fringe benefits for faculty for all of the academic program requests, not specific to the item.

Regent Moore asked about the requirement for a minimum of a B average for the six core courses. Vice Chancellor Dasenbrock said that it is an internal admissions problem. The proposal assumes the current level of faculty and no new resources.

Maddock said that the program is currently a graduate-only program, and thus has small enrollment. That faculty can instead teach undergraduate classes. Vice Chancellor Dasenbrock said that adding the program allows UH Mānoa to generate more tuition revenue with the same faculty.

Regent Moore asked how the credit hour requirements are determined (22 core credits and 12 elective Public Health credits). Vice Chancellor Dasenbrock said that the number of credits per major is driven by faculty. EVP Johnsrud said that if there is a 2+2 pathway in mind with transfers from the Community Colleges, that is a 60-credit Associate of Science or Associate of Arts degree, leaving 60 upper-division courses at the four-year campuses. Half of those are for the Bachelor degree, leaving the other half for electives or general education courses. Regent Moore said that the higher number of credits required in a major, the harder it is to graduate on time unless a student starts off knowing exactly what they want to do.

Committee Chair Gee noted that the School of Social Work was used as the program's cost comparison. Public Health has a much lower cost. Maddock said that the

Public Health is an efficient degree based on the faculty that it currently has and the degrees that it offers. Additionally, the School of Social Work's clinical hours required for its practical experience are more intense, which may drive costs up.

Committee Chair Gee asked why the Bachelor of Arts is being offered instead of the Bachelor of Science. Maddock said that it made more sense and allows for more flexibility. Vice Chancellor Dasenbrock added that it is hard to fit pre-medicine curriculum into a Bachelor of Science degree.

Regent Moore moved and Committee Vice Chair Dean seconded the motion to recommend to the full Board the approval of UH Mānoa's Establishment of Provisional Bachelor of Arts In Public Health, Office of Public Health Studies, John A. Burns School of Medicine, which was unanimously approved.

### **UH Mānoa: New Degree Proposal: Master of Geoscience**

Dean of the School of Ocean and Earth Science and Technology (SOEST), Brian Taylor, said that the degree is in response to workforce needs and for people who don't want to go into a research track and work in Hawai'i. It uses existing faculty and adds scheduling options such as courses during the evening and weekend, as well as distance learning.

Regent Moore noted the estimate of 10 to 15 students in the program, and asked if there is a minimum number of students for which it doesn't make sense to offer the course. Taylor said that 10 to 15 per cohort is tight considering the State's needs. Professor of Geology and Geophysics, Garrett Ito, said that 10 to 15 graduates per year is close to what the State could handle, and it would allow UH to be competitive with other colleges in terms of sending to the Mainland for work. There is no new faculty needed, and thus there are no additional costs. In the long run, if there are only two or three students, it would be time to re-evaluate the program.

Regent Matayoshi noted that 11 to 12 students is the breakeven point. Therefore, the program is losing money in the first three years. Taylor said that the program is bringing in industry people. It will be more efficient in cost per student for the collective of the existing undergraduates plus the Masters students, even though there are short-term losses in the first three or four years.

Upon inquiry by Regent Matayoshi, Taylor explained that the program would train people who are already in the workforce with Bachelors degrees, as well as supplying graduates who go through a Bachelors-Masters combination.

Committee Chair Gee asked about the types of jobs that graduates of the program could pursue. Ito said that graduates could work within the environmental field, geotechnical work, surveying, and coastal issues, along with government work such as the Dept. of Land and Natural Resources.

Committee Chair Gee asked if the degree will allow students to choose an applied area. Professor of Geology and Geophysics, Gregory Moore, said that there is an Internship area where students can pursue their interests and skills.

Regents Chair Holzman suggested that mediation be fit into the program, due to a demand in environmental mediation.

Upon motion by Regent Matayoshi and second by Regent Moore, the Committee unanimously approved recommending to the full Board the approval of UH Mānoa's New Degree Proposal: Master of Geoscience.

**UH West O'ahu: Provisional to Established: Certificate in Applied Forensic Anthropology**

UH West O'ahu Vice Chancellor for Academic Affairs, Linda Randall, said that the campus' academic plan gives the faculty and Administration a vision for the next five years. The programs up for approval at today's meeting are all within the academic plan. UH West O'ahu is the applied four-year campus that is intensely connected to the Community Colleges (85 percent of students are transfers from the Community Colleges, more than 60 percent take at least one online course, 30 percent are totally online, 12 percent are off-island, and the average age of students is 27 years old).

The Certificate in Applied Forensic Anthropology (AFAN) is focused on working adults and is a joint academic effort with Leeward Community College. It allows flexibility with online courses and is tied to the community where students have practicum courses for real-work experiences. Many lecturers come from the forensics lab.

Professor of Social Sciences/Anthropology, Suzanne Faigout, said that forensic anthropology is the application of physical anthropology (the study of human biology in global context) to the legal system. Forensic anthropology is a relatively new and small, but fast growing, STEM program. It is the first and only STEM program on the UH West O'ahu campus. The certificate was designed to be comparable to other small programs around the nation. Leeward Community College offers the lower-division courses in physical anthropology and biology. UH West O'ahu offers the more advanced and specialized upper division courses in anthropology and forensic anthropology, and justice administration. The campus has developed close ties with Leeward Community College and the Central Identification Laboratory (CIL) at Hickam Air Force Base. The AFAN program is the only program within Hawai'i that offers the credential in forensic anthropology. Of the program graduates, approximately half have used the certificate program at their current job. Others have secured internships or entrance into graduate programs.

Committee Chair Gee asked about the program's strengths and weaknesses. Faigout said that its strength is its high quality and uniqueness, and that it has its own forensic anthropology laboratory; its weakness is lack of resources.

Regent Matayoshi noted that the program would like two full-time positions. Given that AFAN is the first STEM program at UH West O'ahu, are there current faculty that can teach STEM courses? Vice Chancellor Randall said that UH West O'ahu is in the process

of hiring a physical anthropologist. The program does have a good relationship with the CIL, which provides lecturers.

Upon inquiry by Regent Kudo, Falgout said that UH West O'ahu confers the certificate. Regent Kudo asked the approximate length of the time it takes to complete the program. Falgout said that courses in the certificate are offered over a two-year time frame. However, most students are pursuing an Associate or Bachelors degree, and are thus able to earn the certificate over the four-year period. Some courses can be double counted toward their major. Vice Chancellor Randall said that 14 people are pursuing just a certificate. Falgout said that with additional resources, UH West O'ahu can speed up the time to receive a certificate, which is attractive to military or military-related students.

Upon inquiry by Committee Chair Gee, Falgout said that there is an American Association of Forensic Science, which is in the process of establishing accreditation for forensic standards.

Committee Chair Gee noted the program's close relationship with Joint Pacific Accounting Command (JPAC) and CIL. He asked about Iwi, or Native Hawaiian remains. Falgout said that the students are taught to be culturally sensitive to the Native Hawaiian community and all of the communities with which recoveries are made.

Upon motion by Regent Kudo and second by Regent Matayoshi, the Committee unanimously approved recommending to the full Board the approval of UH West O'ahu's request for Provisional to Established: Certificate in Applied Forensic Anthropology. Committee Vice Chair Dean was absent for the vote.

#### **UH West O'ahu: Provisional to Established: Certificate in Health Care Administration**

Vice Chancellor Randall said that the Certificate in Health Care Administration is an applied, workforce oriented certificate. It is in an area where there is tremendous growth. It is online and flexible, and has ties with the business community.

Professor of Health Care Administration, Kristina Guo, said that the certificate is housed within the Division of Public Administration, which offers a Bachelor of Arts in Public Administration in four areas of concentration (general public administration, disaster preparedness, health care administration, and justice administration) and two certificates (health care administration and disaster preparedness).

About 66 students have graduated with a Certificate in Health Care Administration. The certificate is meeting the growing demand for health care professionals. The certificate requires six courses (three core and three electives). Students can graduate in one year. It is specifically geared toward those who are already employed in the health care field. Guo also spoke of Internships that provide students with required skills, as well as articulation agreements with the UH Community Colleges.

Upon motion by Regent Matayoshi and second by Regent Moore, the UH West O'ahu request for Provisional to Established: Certificate in Health Care Administration, was unanimously approved. Regent Dean was absent for the vote.



**UH West O'ahu: New Program Proposal: Bachelor of Education with a concentration in Middle and Secondary Education**

Vice Chancellor Randall said that the program is flexible and addresses a dire need of providing teachers candidates for the Leeward Coast area. The proposal has support from principals and teachers.

Chair of the Education Division, Mary Heller, said that the Division recently received accreditation from the National Council for the Accreditation of Teacher Education (NCATE). The content and structure of the Bachelor of Education with a concentration in Middle and Secondary Education enable teacher candidates to complete the degree in four years. It has open admission to all freshmen and transfer students who wish to declare education as their major. The degree focuses on K-12, and the content courses prepare students for testing. There is a strong field-based component, where teacher candidates complete a minimum of 200 hours of field and practicum and service-learning experiences, plus another 15 weeks of full-time student teaching. Field placements are largely at Leeward and Wai'anae Coast schools.

Regent Kudo asked about the impact of the degree on UH Mānoa. Heller said that the goal of the program is to provide teachers to the Leeward and Wai'anae Coast schools and train teachers who come from the surrounding community.

Committee Chair Gee asked about projected need for three new faculty hires over six years for the program. Heller said that it is included in the campus' academic development plan. UH West O'ahu will use tuition money/special funds to bring in faculty.

Regent Moore asked about the timing for the start of the DOE academic year versus the start of the academic year at UH, which starts a few weeks later. How does this impact student teaching? Heller said that students start on the first day of school at UH West O'ahu; however, a summer orientation takes place in July and student teachers are highly encouraged to go to the first day of school at their DOE placement schools. Regent Moore said that the first week of school for a student teacher is more valuable than the others. Heller agreed.

Regent Moore asked about addressing issues that UH Mānoa encounters in its program. Heller pointed to the recent accreditation, and added that NCATE is using UH West O'ahu as a model on its website. Its curriculum is standards based and field based.

Upon motion by Regent Matayoshi and second by Regent Kudo, the Committee unanimously approved UH West O'ahu's New Program Proposal: Bachelor of Education with a concentration in Middle and Secondary Education. Regent Dean was absent for the vote.

**Leeward Community College: Establishment of New Associate in Science (AS) in Management in an established program**

**and**

**Leeward Community College: Establishment of a New Associate in Science (AS) in Culinary Arts in an established program**

Vice President for Community Colleges, John Morton, said that the programs have been in existence for 40 years. There are two Career and Technical Education (CTE) degrees offered by the Community Colleges: The Associate in Applied Science (AAS) and the Associate In Science (AS). Both prepare students for employment. To qualify for an AS degree, every course must also apply toward a baccalaureate program. If a course does not, then it must be an AAS degree. The two Leeward programs were originally approved as AAS degrees because their Math and English requirements included courses that were not transferrable to baccalaureate programs. Last year, the accreditors said that was no longer allowed. Leeward Community College went through the curriculum changes to comply with the requirements.

Regent Matayoshi asked if the culinary program is comparable to Kapi'olani Community College in terms of loss of revenue. VP Morton said that all of the culinary programs are a combination of state general funds, tuition revenue, and revenue from operations. The operations revenue keeps the Community Colleges from spending tuition and general funds on food. Committee Chair Gee asked about charging a surcharge or fee for the program to cover losses. VP Morton said that the Board approved a fee for all of the culinary programs, which only Maui College currently implemented.

VP Morton clarified that the recommendation includes the approval of the new designation of the programs as established programs.

Upon motion by Regent Moore and second by Regent Kudo, Leeward Community College: Establishment of New Associate In Science (AS) In Management in an established program and Establishment of a New Associate in Science (AS) in Culinary Arts in an established program were unanimously approved.

Regent Moore asked that the current cost template is neither realistic nor useful. EVP Johnsrud said that the Administration welcomes suggestions. Committee Chair Gee said that there would be a future discussion regarding a more realistic template.

**V. ADJOURNMENT**

There being no further business, on the motion of Regent Matayoshi and second by Committee Vice Chair Dean, and with unanimous approval, the meeting was adjourned at 12:11 p.m.

Respectfully Submitted,



Cynthia Quinn  
Executive Administrator and  
Secretary of the Board of Regents