



UNIVERSITY OF HAWAII  
CODE REQUEST FORM FOR ACADEMIC PROGRAM CODES

**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:	Banner Module	Yes	No	Ending Term (Semester-Year)
	Online Application	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Recruitment	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Admissions	<input type="checkbox"/>	<input type="checkbox"/>	_____
	General Student	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Academic History	<input 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: Social Science

3. NEW CAMPUS, COLLEGE, DIVISION, OR DEPARTMENT CODE		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):	

UNIVERSITY OF HAWAII  
CODE REQUEST FORM FOR ACADEMIC PROGRAM CODES

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

<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):  
UH West Oahu will be offering a new ~~certificate~~ in Secondary Education.  
*CONCENTRATION*

<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 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 type="checkbox"/> Memo from Chancellor</li> <li><input 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>




Date: August 14, 2013

MEMORANDUM

TO: Chuck Gee  
Chair, Academic Affairs Committee  
Board of Regents

VIA: M.R.C. Greenwood  
President

FROM: Rockne Freitas   
Chancellor, University of Hawai'i-West O'ahu

SPECIFIC ACTION REQUESTED

Approval of

New Program Proposal: Bachelor of Education with a concentration  
in Middle and Secondary Education  
 Provisional to Establish:

RECOMMENDATED EFFECTIVE DATE

January 1, 2014

BACKGROUND

Significance/Contribution of this degree:

The purpose of the proposed program in Middle-level and Secondary Education is to meet the growing demand for highly qualified teachers in the West O'ahu region. Graduates of the program will hopefully go on to teach in the intermediate and high schools in that region.

A number of trends support the need for more highly qualified teachers who are fully licensed to teach in Hawai'i's public schools. The Hawai'i DOE must recruit and retain teachers who meet enhanced Hawai'i licensing requirements in order to comply with the Obama administration's blueprint (March 13, 2011) for the reauthorization of the Elementary Secondary Education Act (ESEA), which will replace the No Child Left Behind Act (NCLB). Similarly, the much publicized pressures of meeting requirements for the US DOE Race to the Top award with its ambitious program of education reforms in all Hawai'i schools will require high-level preparation and create a demand for new teachers. In support of the need to prepare teachers in their specialized areas is the fact that of the 884 new teachers hired in 2009-2010, only 50% were licensed to teach in the area assigned (Teacher Employment Report, 2009-2010, Hawai'i Department of Education). (2011-2012 & 2012-2013 HIDOE Teacher Employment Reports not yet published.)

There is a strong need for highly qualified teachers in the public schools in west O'ahu. In academic year 2010-2011, 45% of newly hired teachers were placed in Leeward and Central O'ahu, the targeted regions served by UHWO (*Teacher Employment Report, 2010-2011, HIDOE, p. 11*). The majority of students attending UHWO live in the region and they

are likely to seek teaching jobs in their home communities. This assumption is supported by the fact that five of six fall 2009 elementary teacher degree candidates accepted full-time teaching positions in Pearl City, Makakilo, Wai'anae, Mililani Mauka, and Mililani Ike immediately upon graduation. To date 70% (n=70) of our graduates are now teaching full-time in Hawai'i's public schools, in the following districts: 25 Leeward (7 teaching in the Wai'anae Complex); 14 Central; 5 Honolulu; 5 Windward. Presently, approximately 80% of teachers on the Leeward Coast do not reside in the communities in which they teach. According to a recent Associated Press release (August 12, 2013), "Hawai'i has long had to turn to the mainland because local teacher education programs can't produce enough graduates to fill classrooms across the islands, especially in remote schools" on the Leeward coast (Wai'anae). Expanding the teacher education programs at UHWO to include middle level and secondary teacher preparation would serve the region by increasing the number of highly qualified K-12 teachers residing in this region.

Overall, 85% of our current elementary teacher candidates transferred from a UH System community college. In a survey of 442 Leeward Community College (Leeward CC) Associate of Arts in Teaching (AAT) candidates, 151 (34%) expressed interest in pursuing a career in secondary education. Of those 151 students, 74 (49%) indicated that they were interested in transferring to UH West O'ahu. (Roberta Martel, Coordinator, Leeward CC AAT Program, February 20, 2013).

**Cost and resource allocation/reallocation implications:**

The middle-level and secondary teacher education programs are designed to take advantage of existing faculty, as well as programmatic and curricular structures in the Division of Education. For example, 18 credits of foundational (core) coursework and the 3-credit Student Teaching Seminar will focus on K-12 teaching and learning, thus minimizing the need for additional FTE faculty to deliver the core course requirements and senior capstone.

The Division of Education faculty has been proactive in its recruitment and hiring of new FTE faculty whose expertise spans K-12 teacher education. This vision is in support of flexible staffing of professional education course work in the teaching areas. For example, three of five faculty currently teaching elementary education methods courses are also qualified to teach middle-level and secondary methods in their respective disciplines

**Demand Projections:**

Below are the projections for demand, i.e. enrollment, cost and net cost (revenue) for the proposed Middle and Secondary Education program.

	Year 1 Spring 2014	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18	Year 6 2018-19
<b>ENTER ACADEMIC YEAR (I.n., 2004-05)</b>						
<b>Students &amp; SSH</b>						
A. Headcount enrollment (Fall)	201	40	50	60	75	100
B. Annual SSH	160	720	900	1,080	1,350	1,800
<b>Direct and Incremental Program Costs Without Fringe</b>						
C. Instructional Cost without Fringe						
C1. Number (FTE) of FT Faculty/Lecturers	35,000	144,200	234,769	268,304	327,786	382,789
C2. Number (FTE) of PT Lecturers	0.50	2.00	3.00	3.00	4.00	4.00
D. Other Personnel Costs	8,760	17,500	21,000	21,000	28,000	35,000
E. Unique Program Costs	500	1,000	1,250	10,500	17,375	22,000
F. Total Direct and Incremental Costs	44,250	162,700	256,859	297,804	373,161	419,789
<b>Revenue</b>						
G. Tuition	45,720	199,440	287,300	344,820	450,900	637,200
H. Other	254	277	297	310	334	354
I. Total Revenue	45,974	199,717	287,597	345,130	451,234	637,554
J. Net Cost (Revenue)	-1,476	-36,740	-6,341	-46,716	-77,728	-222,235

Accreditation impact (if any):

There are no institutional (WASC) and educational program (NCATE) impacts on the proposed expansion of the education program.

Examples (2-3) of similar models from peer institutions:

Two of UHWO's peer institutions offer baccalaureate degrees in middle-level and secondary education, as follows:

1. Great Basin College, Elko, Nevada, offers the Bachelor of Arts (BA) degree in Secondary Education with Secondary Education endorsements in English and Social Studies, grades 7-12. The curriculum is standards-based and very similar to UHWO's proposed programs of study.

2. Texas A & M, College Station, TX, offers the Bachelor of Science (BS) degree in interdisciplinary studies leading to a teaching certificate in middle-level English and Social Studies, grades 4-8. (125 cr. hour program of study).

Similar programs at other UH campuses (if there is duplication, why is this program necessary):

The University of Hawai'i at Manoa offers the Bachelor of Education (B.Ed) degree in English and Social Studies Education, grades 6-12. UH-Manoa differs in that it does not offer a baccalaureate degree with emphasis in middle-level education, grades 6-8. In addition, UHWO's middle-level and secondary teacher education programs in English and Social Studies address the State of Hawai'i teacher workforce needs in Central and Leeward O'ahu, and the Wai'anae Coast.

Statement from campus administration of new program's strategic value within the UH priorities:

UHWO is committed to providing access to higher education for residents of Central and Leeward O'ahu, as well as residents throughout the State of Hawai'i via University of Hawai'i System community colleges partnerships and distance education programs. The continued development of teacher education programs is crucial to meeting the educational needs of teacher candidates residing in Leeward and Central O'ahu.

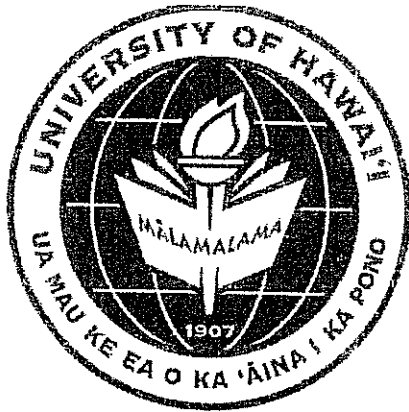
#### ACTION RECOMMENDED

Approval of:

- \_\_\_\_\_ New Program Proposal: Bachelor in Education-concentration in Middle and Secondary Education  
\_\_\_\_\_ Provisional to Establish:

Attachment

C: Linda Johnsrud, Executive Vice President for Academic Affairs/Provost (no attachment)



# UNIVERSITY of HAWAII®

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## WEST O'AHU

**BACHELOR OF EDUCATION (B.Ed.)**

**New Concentration:**

**Middle-level (6-8) Education &**

**Secondary (6-12) Education**

**Disciplines: English & Social Studies**

<b>Unit:</b>	<b>University of Hawai'i West O'ahu</b>
<b>Chair:</b>	<b>Mary F. Heller, Professor</b>
<b>Department:</b>	<b>Division of Education</b>
<b>Category:</b>	<b><i>New Areas of Concentration</i> in Bachelor of Education</b>
<b>Program Level:</b>	<b>Undergraduate</b>
<b>Implementation</b>	<b>Spring 2014</b>



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## INTRODUCTION

The University of Hawai'i-West O'ahu (UHWO) Division of Education currently houses the Bachelor of Education (B.Ed.) degree with a concentration in Elementary Education, K-6. Now in its 7th year of implementation, the Elementary Education concentration continues to flourish. During the first six academic years, candidate enrollments more than quadrupled in size, expanding from 45 in fall 2007 to 200 in fall 2013. In May 2013, the UHWO Division of Education achieved unit accreditation by the National Council for the Accreditation of Teacher Education (NCATE). The NCATE Board of Examiners deemed all standards MET and awarded a 7-year accreditation cycle. NCATE (newly reorganized as the Council for the Accreditation of Educator Preparation, CAEP) was so impressed with the Division's *Preconditions Report*, which includes the unit *Conceptual Framework*, they have requested to use it as an exemplar on the CAEP accreditation website.

This proposal conveys the goal of continuing to build our nationally recognized B.Ed. teacher education program by establishing middle-level (grades 6-8) and secondary (grades 6-12) areas of concentration in the critical areas of English and the Social Studies. Establishment of these new programs enables the Division to prepare highly qualified middle and high school teachers, licensed by the Hawai'i Teacher Standards Board (HTSB), and ready to enter Hawai'i's teacher workforce.

In preparation for program implementation, the Hawai'i Teacher Standards Board has granted provisional 3-year approval of the proposed middle-level and secondary teacher education programs. At its February 2012 meeting, the University of Hawai'i Council of Chief Academic Officers (CCAO) endorsed the middle-level/secondary education program proposal. The following describes the program's rationale, design, delivery, effectiveness, and efficiency.

With final approval from the Board of Regents, our proposed date of implementation is spring 2014.

### **Program Rationale**

The yearly need to hire highly qualified, fully licensed teachers to fill hundreds of school vacancies is a continuing challenge in the State of Hawai'i. In 2010-11, 1,042 new teachers were hired, of which 144 (13%) were non-residents. The Hawai'i Department of Education (HIDOE) continuously seeks to improve the quality of our schools by ensuring the recruitment and retention of highly qualified teachers. Nevertheless, of the 1,042 new teachers hired in 2010-11, only 33% (342) were licensed to teach in the area assigned (*Teacher Employment Report, 2010-2011, HIDOE*). Furthermore, 46% (456) of newly hired teachers earned out-of-state college degrees. (2011-12 & 2012-13 HIDOE *Teacher Employment Reports* not yet published).

The HIDOE reports a number of factors affecting the nationwide shortage of highly qualified teachers, including the current state of the economy, retirements of baby-boom generation educators, resignations, long-term leaves of absence, student enrollment increases, and a decrease in the number of college students entering the teaching profession. Additionally, the DOE must recruit and retain teachers who meet enhanced Hawai'i licensing requirements, in order to comply with the Obama administration's blueprint (<http://www.ed.gov/news/releases>, retrieved February 11, 2013) for the reauthorization of the Elementary Secondary Education Act (ESEA), which will, ultimately, replace the No Child Left Behind Act (NCLB).

The UHWO Division of Education stands ready to assist in preparing highly qualified, K-12 teachers for Hawai'i's schools. Recent UHWO Student Services recruitment efforts in area high schools and at UH System community colleges reveal student interest not only in elementary education but also in middle-level and secondary teacher preparation programs in the

core areas of English and the social studies. Undergraduates in the Leeward Community College Associate of Arts in Teaching (AAT) program recently indicated an interest in transferring to an undergraduate degree program in secondary education. A recent survey of the entire UHWO student body also provides significant data on the numbers of our own undergraduates who are interested in becoming middle or high school teachers. Finally, the HDOE provides further evidence for the need to prepare highly qualified middle-level (6-8) and secondary (6-12) teachers for Hawai'i's workforce. According to Stephen Miyasato, HDOE Personnel Recruiter, there is a critical need for highly qualified teachers, particularly in the areas of middle-level and English and Social Studies

## **PROGRAM DESCRIPTION**

### **1. Program Objectives**

The University of Hawai'i-West O'ahu (UHWO) Teacher Education Programs, both current (K-6) and proposed (6-8 and 6-12), prepare knowledgeable, skillful, responsive educators for a global society. At the heart of our Conceptual Framework are three key values, underlying the teacher education program philosophy and objective. Teacher candidates are committed to (1) meeting the needs of the whole child and adolescent, (2) embracing social justice and equity for all, and (3) becoming reflective practitioners and lifelong learners. The primary objectives of our teacher education programs are to train highly qualified classroom teachers who:

- meet rigorous professional standards for teaching and, in turn, help their students meet high standards for learning;
- teach in a caring, student-centered manner, differentiating instruction as needed to enable all learners to succeed; and

- are aware of and reflect upon issues of equity, use culturally responsive instruction, and build bridges within school, home, and community.

The ultimate outcome is to develop highly qualified teachers who, in a manner consistent with our philosophy and values, meet the performance standards set by three essential accreditation bodies: Hawai'i Teacher Standards Board (HTSB); Council for the Accreditation of Educator Preparation, CAEP (formerly National Council for the Accreditation of Teacher Education, NCATE); and the Specialized Professional Associations (SPAs) in the disciplines. These specialized associations include the Association for Childhood Education International (ACEI), the National Council of Teachers of English (NCTE), and the National Council for the Social Studies (NCSS). Our K-6 Elementary Teacher Education program achieved "National Recognition" by the ACEI in February 2012.

## **2. Program Objectives as Appropriate Functions of UHWO**

### **The Strategic Plan**

Our current and proposed teacher education programs fully support UHWO's vision and mission, as described in its *Strategic Plan*: "the continuing development of an innovative regional campus where students and faculty can discover, examine, preserve, and transmit knowledge and values that provide the foundation for the development of present and future generations of citizens and result in the improvement of the quality of life for all." In the fall of 2007, UHWO officially became a four-year institution, opening the doors to its first freshman class, numbering 36. Fall 2012 enrollment figures point to a burgeoning campus, with a total student body of 1,997, of which 310 are freshmen. Approximately 58% attend school part time and 42% full time. A large majority of the students work full or part time and many also provide care for dependents living with them. The average age of the student body is 27 years. Almost

two-thirds of the students live in the communities of West O‘ahu, and three-quarters of them come to UHWO from community colleges within the UH system. Many students are returning to academia after a break in their formal education, and about three-fifths are the first members of their immediate families to attend a college or university. Native Hawaiian and Filipino students, two groups underrepresented in higher education enrollments statewide and nationwide, comprise 26% and 19% of the student body, respectively (*Institutional Research & Analysis Data Access Portal*, Fall 2012).

UHWO is committed to providing access to higher education for residents of Central and Leeward O‘ahu, as well as residents throughout the State of Hawai‘i via University of Hawai‘i System community colleges partnerships and distance education programs. Population trends point to continued growth outside of the main urban area of Honolulu, which had only a 1.5% growth in population from 2000 to 2006, while the rest of O‘ahu had a 5.6% population growth in the same time period (*DBEDT*, 2007). Housing development plans point to a similar pattern in the future, with 60,000 new homes planned for O‘ahu over the next 20 years, mostly in Central and Leeward O‘ahu (*Honolulu Advertiser*, 2010). In the city of Kapolei alone, housing units are expected to increase by 61% between 2005 and 2015, with an additional 37% increase from 2015 to 2025. Population is projected to grow by 53% between 2005 and 2015, with an additional 34% growth between 2015 and 2025 (*Kapolei Property Development*, 2010).

The new campus at Kapolei, which opened in August 2012, will increase accessibility to prospective college students—many of whom may never have dreamed of a college education—due to the proximity of a campus that houses programs in support of Hawai‘i's workforce needs. The continued development of teacher education programs is crucial to meeting the educational needs of teacher candidates residing in Leeward and Central O‘ahu, along with the educational

needs of the growing population of elementary, middle-level, and secondary students of the regions.

### **Education Workforce Needs**

There is a strong need for highly qualified teachers in the public schools in West O'ahu. In academic year 2010-2011, 45% of newly hired teachers were placed in Leeward and Central O'ahu, the targeted regions served by UHWO (*Teacher Employment Report, 2010-2011*, HIDOE, p. 11). The majority of students attending UHWO live in the region, and they are likely to seek teaching jobs in their home communities. This assumption is supported by the fact that five of six fall 2009 elementary teacher candidates accepted full-time teaching positions in Pearl City, Makakilo, Wai'anae, Mililani Mauka, and Mililani Ike immediately upon graduation. To date 70% (n=70) of our graduates are now teaching full-time in Hawai'i's public schools, in the following districts: 25 Leeward (7 teaching in the Wai'anae Complex); 14 Central; 5 Honolulu; 5 Windward. Presently, approximately 80% of teachers on the Leeward coast do not reside in the communities in which they teach. According to a recent Associated Press release (<http://abcnews.go.com/US/wireStory/hawaii-schools-struggle-teachers>, retrieved August 12, 2013), "Hawai'i has long had to turn to the mainland because local teacher education programs can't produce enough graduates to fill classrooms across the islands, especially in remote schools" on the Leeward coast (Wai'anae). Expanding UHWO teacher education programs to include middle level and secondary teacher preparation will serve our schools by increasing the number of highly qualified K-12 teachers residing in regions in desperate need of local teachers.

UHWO is also committed to serving the educational needs of nontraditional and underrepresented students. Our elementary, middle-level, and secondary teacher education programs intend to increase the enrollment of Native Hawaiian and Filipino teacher candidates

who are presently underrepresented in Hawai'i's teaching force but who are strongly represented in the UHWO student body and among the K-12 students of Leeward, Wai'anae , and Central O'ahu public schools. UHWO Fall 2012 ethnicity data revealed 19% of students were Filipino and 27% were Hawaiian or part Hawaiian. The ethnicity data on Elementary Education majors (n = 150) indicated 19% Filipino and 26% Hawaiian or part Hawaiian students. Among the currently employed teachers in the State of Hawai'i, 5.4% are Filipino and 9% are Hawaiian/Part-Hawaiian, while 20.5% of the K-12 student population is Filipino and 27.7% Hawaiian/Part-Hawaiian (*2010 Hawai'i Department of Education Employment Report*).

### **3. Program Organization**

#### **Structure**

The Bachelor of Education degree (B.Ed.), with concentrations in middle-level (grades 6-8) and secondary (grades 6-12) education, are four-year undergraduate programs of study (Appendix B, Curriculum Templates; Appendix C, Model 4-year Plans of Study). Four basic categories frame the undergraduate curriculum: 1) General Education; 2) Pre-professional Studies; 3) Content area course work in the disciplines: English and Social Studies (Appendix D, Content Area Curricula and Course Descriptions); and 4) Professional Teacher Education (Appendix E, Teacher Education Curriculum and Course Descriptions). Across middle-level and secondary programs, total credit hour requirements range from 121 to 134. Variations in credit hours are attributed to middle-level and secondary education content course accreditation requirements (Appendix D, Content Area Curricula and Course Descriptions). Effective Fall 2009, the Hawai'i Teacher Standards Board now requires all State Approved Teacher Education Programs (SATEP) to be accredited by the National Council for the Accreditation of Teacher Education (NCATE), with additional National Recognition by the



program's Specialized Professional Association (SPA). Required courses in English and Social Studies are fully aligned with the SPA standards for the initial preparation of teachers. As previously mentioned, these include the National Council of Teachers of English (NCTE) and the National Council for the Social Studies (NCSS). Additionally, the middle-level curriculum is also aligned with the standards of the National Middle School Association (NMSA).

### **Admission, Retention, and Exit Standards**

The Division of Education, Teacher Education Program admissions standards for elementary, middle-level, and secondary education majors are as follows:

- **Pre-professional Teacher Education**

Students interested in becoming Elementary, Middle-level, or Secondary Education teachers may declare their chosen major upon admission to UH West O'ahu. An official declaration of a major in Education is required for registration into 200- and 300-level education courses. Teacher candidates are assigned an academic advisor from the UHWO Office of Student Services and a program advisor from the Division of Education faculty.

- **Content Area Course Work**

Middle-level and secondary education candidates complete a rigorous curriculum in the disciplines of their intended teaching area. Candidates may complete their disciplinary course work at any time during the semesters preceding Student Teaching.

- **Professional Teacher Education**

Education majors will be granted admission to the professional component of the program (400-level Education courses), upon completion of the following:

- Praxis I: Pre-professional Skills Test (PPST) with passing scores of 172 in Reading, 173 in Math, and 171 in Writing
- Sophomore standing with a minimum of 45 credits
- A grade of "C" or higher in each of the following courses:
  - EDEF 200 Early Field Experience
  - EDEF 201 Introduction to Teaching as a Career
  - EDEF 310 Education in American Society
- A grade of "C-" or higher in each of the following courses:
  - ENG 100 Composition I
  - ENG 200 Composition II
  - SP 151 Personal & Public Speaking or equivalent
  - PSY 340 Human Development
  - PSY 342 Educational Psychology
- 2.5 Overall GPA
- **The Professional Student Teaching Semester**

An application to Student Teaching must be filed in the Division of Education by the first day of the semester preceding enrollment in the Professional Student Teaching Semester.

The following requirements must be met prior to admission to Student Teaching:

- A grade of C- or higher in all required courses in the discipline
- 2.5 or higher GPA for Methods Blocks courses (400-level series)
- 2.5 or higher overall GPA and no grade lower than a "C" in all Education Course.
- Passing score on PRAXIS II Content Knowledge exam in the candidate's discipline. (Licensure requirement of the HTSB, effective August 1, 2011)

The 15-week, 450 hour Student Teaching Professional semester includes 12 credits of student teaching in a middle or high school classroom with a concurrent, three-credit seminar that focuses on the ethics of the profession (E-focus), and guidelines for becoming a fully licensed teacher in the State of Hawai‘i. Student teaching must be completed at a school that is in partnership with UH West O‘ahu. Pre-service teacher candidates are advised that the full-time nature of the student teaching semester precludes being able to work full or part-time at another job during the regular school day schedule. Documentation of the successful completion of Student Teaching will include:

- I. Demonstration of knowledge, pedagogical content knowledge, skills, and dispositions that underlie the UHWO standards-based teacher education curriculum. Evidence will include:
  - Signature Assignments, Reflections on Practice, and other student work samples uploaded to the candidate's electronic portfolio via *Taskstream*.
  - Completion of a minimum 15 weeks (450 hours) of student teaching, including consistent attendance every school day during the regular classroom teacher’s work day schedule.
  - Completion of a minimum 15 days of solo teaching, during which time the teacher candidate takes over all responsibilities for the classroom, including lesson preparation.
- II. Satisfactory final evaluations by all supervisors, including the regular classroom teacher mentor and a university supervisor. Evidence will include:
  - Mentor Teacher Final Evaluations (Qualitative & Quantitative Data)

- University Supervisor Final Evaluations (Qualitative & Quantitative Data)
- Final Grade of "C" or higher: Student Teaching & Seminar

#### **4. Target Groups**

In keeping with its mission of serving the growing populations of West O‘ahu, our teacher preparation programs target pre-service teacher candidates who may ultimately teach in Central and Leeward O‘ahu, including the Wai‘anae coast. Currently, 78% of our elementary education majors reside in the western regions of O‘ahu. On final approval by the Board of Regents, recruitment of middle-level and secondary education majors at regional and state-wide levels will begin in earnest. Upon admission to UH West O‘ahu, Freshmen recruits will be eligible to declare education as their major as they enter the middle-level or secondary B.Ed. program on our campus in Kapolei.

#### **UHWO Survey**

We recently surveyed of the entire UHWO student body to determine interest in middle or secondary teacher education programs. Data revealed significant interest across campus. Of the 262 (16%) students responding to the survey, 127 (48%) indicated an interest in becoming a middle and/or high school teacher of one or more of the target disciplines. Of the 127 interested students, 33 were elementary education majors who wish either to change majors or add an area of concentration. 94 students were majors from across the liberal arts and science divisions. The majority of respondents checked two or more areas of interest by grade level and by discipline. For example, some students expressed interest in teaching either English or Social Studies at both middle and high school levels. Table 1 illustrates disaggregated data on UHWO student interest in teaching the proposed disciplines.

**Table I**  
**Interest in Middle-level & High School Teaching**  
**UHWO Student Body**

Level & Discipline	Total Number of Responses
ML and/or HS English	47
MI and/or HS Social Studies	62

Overall, 85% of our current elementary teacher candidates transferred from a UH System community college. In a survey of 442 Leeward Community College (Leeward CC) Associate of Arts in Teaching (AAT) candidates, 151 (34%) expressed interest in pursuing a career in secondary education. Of those 151 students, 74 (49%) indicated that they were interested in transferring to UH West O‘ahu. (Roberta Martel, Coordinator, Leeward CC AAT Program, February 20, 2013).

The Division of Education works diligently to ensure teacher candidates’ smooth transition from community colleges to our professional programs of study. Thus, the B.Ed. programs of study in elementary, middle-level, and secondary education are articulated with the Leeward Community College (Leeward CC) Associate of Arts in Teaching (AAT) degree (Appendix E, UHWO/Leeward CC Articulation Agreement). Like their elementary education peers, middle-level and secondary education majors who have earned the AAT degree from Leeward CC will transfer all general education courses (31 credits) and required core (foundational) education courses (21 credits) into the program, in addition to electives. Upon arrival, AAT graduates may declare education as their major and apply for and be admitted to the

Professional Teacher Education component (400-level course work) of the program, provided they have passed their Praxis I exams, completed the core foundation courses with a grade of C or higher, and achieved an overall GPA of 2.5.

Another articulation agreement is currently under discussion with Windward Community College. This agreement will also enable community college students ease of access and transferability to undergraduate, baccalaureate degree programs in education.

**Projected Number of Majors**

Based on enrollment patterns of elementary education majors (Table 2), as well as the recent survey data on UHWO and Leeward CC student interest, it is anticipated that the number of middle-level and secondary education majors will begin modestly and progress steadily upward over five academic years 2012-17 (Table 3).

**Table 2  
Elementary Education Enrollment History**

Elementary Education B.Ed.	Academic Year						
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14 Projected
Number of Majors	45	100	144	147	157	170	200
Number of Graduates	0	0	6	32	30	21	27

**Table 3  
Projected Middle-level & Secondary Education Enrollment**

Middle-level & Secondary B.Ed.	Academic Year					
	Spring 2014	2014-15	2016-16	2016-17	2017-18	2018-19
Number of majors	20	40	50	60	75	100

## **5. Resource Requirements for Program Implementation**

### **Academic Cost and Revenue Template**

Appendix A, the Academic Cost and Revenue Template, illustrates enrollment projections (head counts) for middle-level and secondary teacher candidates over six academic years, beginning Spring 2014, in the context of overall program costs, revenue, and net cost.

### **Human Resources**

#### **Education Faculty**

The middle-level and secondary teacher education programs are designed to take advantage of existing faculty, as well as programmatic and curricular structures in the Division of Education. For example, 18 credits of foundational (core) coursework and the 3-credit Student Teaching Seminar will focus on K-12 teaching and learning, thus minimizing the need for additional FTE faculty to deliver the core course requirements and senior capstone. Thus, middle-level and secondary teacher candidates will join the elementary education majors in such courses as Introduction to Teaching as a Career, Education in American Society, Educational Media and Technology, Educating Special Needs Students, and the Ethics-focus Student Teaching Seminar. Additional sections will not be required initially, as capacity in the core courses is 40 students per section. Fall 2012 semester enrollment data indicates an average of 20 elementary education majors enrolled in the core K-12 courses. The Division of Education is currently searching for one FTE ML/SEC English or Social Studies faculty. As the middle-level and secondary programs develop, we anticipate the need to hire an additional three (3) faculty over the six year period, beginning AY 2013-14. New courses that will need to be developed and staffed are as follows: 2 Middle-level and 2 Secondary content methods courses, with co-

requisite practicum; 1 new course in Middle-level Education; and 1 new course in content-area reading and writing.

### **Liberal Arts & Sciences Faculty**

Since becoming a four-year institution in 2007, UH West O‘ahu has steadily worked towards developing its lower division courses in general and the math and science curriculum in particular. Over the first six years of program implementation, it is anticipated that liberal arts and sciences FTE faculty will be needed to develop new course requirements (e.g., Expository Writing for Teachers) and deliver required middle-level and secondary education content courses at both upper and lower division levels. All required content courses will also be available to their respective majors, as each division continues to develop and refine its programs. Fall 2012 average enrollment per section for English and Social Science courses is 15 and 30, respectively (capacity per section = 40). With the addition of education majors to the student population, courses that could quickly exceed capacity are History 152, Economics 131, and Educational Psychology, 342. Anticipated need for new FTE English faculty is one (1), to be hired in year two or three of program implementation. Two (2) FTE Social Studies faculty are anticipated to be needed sometime during years three through six. A total of 2 new courses in English and 2 new courses in the social studies will need to be developed over time.

### **Field Experience Coordination**

In July 2012, the Division of Education hired a full-time Field Experience Coordinator, Dr. Stephanie Kamai. Dr. Kamai is an Assistant Specialist whose job is devoted to placing teacher candidates in their early field experience, practicum and student teaching, K-12. Dr. Kamai also teaches the Student Teaching Seminar and supervises Student Teachers. The Division is working towards a Professional Development School model that may ultimately



involve school-based Clinical Instructors who assist in supervision and coordination of all field placements. Dr. Kamai recently reported to the Division that principals of Nanakuli and Kapolei middle and high schools have expressed very strong interest in partnering with UHWO in support of our emerging 6-8 and 6-12 teacher education programs.

### **Advising**

All education majors are assigned two advisors: An academic advisor in the UHWO Office of Student Services and a program advisor from Division faculty. Because the teacher education programs require several admissions checkpoints, fingerprinting and background checks, and standards reviews prior to graduation, Student Services advisors must be knowledgeable about program structure and accreditation requirements. In Spring 2011, the Division of Education hired a full-time Education Specialist, Mrs. Kristen Nakamoto, who works in cooperation with Student Services to meet both academic and programmatic advising needs, in addition to accreditation data management.

### **Other Resources**

UHWO has a 5-year, \$500,000 per year Title III grant in support of freshmen, native Hawaiians, and students within STEM fields. In fall 2011, the Division of Education requested \$2,500 to purchase 10 video camcorders and tripods for use in candidate field experience courses. Videotaped lessons are used by mentor teachers and supervisors to evaluate teacher candidate knowledge, skills, and dispositions in early field, practicum, and student teaching environments. In fall 2010, the Division of Education requested \$40,000 to purchase 20 Macintosh laptop computers, 20 I-Pod Touches, software, and a mobile cart for use in a required course, Educational Media and Technology (K-12). The new mobile lab resource is available for use across the education and the liberal arts and sciences curriculum. Additional monies from

this federally-funded grant may be requested in support of the emerging middle-level and secondary education programs, particularly math and science majors. For example, additional computer equipment, education software, laboratory equipment, DVDs, books, and supplies that are relevant to the "First Year Experience" could be funded through the Title III grant.

## **6. Program Efficiency**

### **Structure and Delivery**

The Bachelor of Education (B.Ed) with concentrations in Middle-Level (ML: grades 6-8) and Secondary (SEC: grades 6-12) Education is supported by the Social Sciences and Humanities Divisions, which will provide required coursework in the proposed teaching fields. In addition to English, courses in History and Hawaiian Studies are housed in the Humanities Division. All required pre-professional and professional teacher education courses are housed in the Division of Education. The following describes the efficient manner in which the new curriculums will be delivered over the next four academic years and beyond.

### **Pre-professional and Professional Teacher Education**

The Division of Education (Dr. Mary F. Heller, Chair) is ready to deliver required foundations courses that candidates take during their first year in the program. The pre-professional and professional teacher education curriculum is structured to accommodate K-12 teaching and learning. Elementary, middle-level, and secondary teacher education candidates will enroll in the established foundations (EDEF), educational technology (ETEC), and special education (SPED) required courses. Separate sections for the respective grade levels will not be necessary.

The Division of Education faculty has been proactive in its recruitment and hiring of new FTE faculty whose expertise spans K-12 teacher education. This vision is in support of flexible

staffing of professional education course work in the teaching areas. For example, three of five faculty currently teaching elementary education methods courses are also qualified to teach middle-level and secondary methods in their respective disciplines. Our recently hired full-time Field Experience Coordinator will work across all K-12 programs. The Division also recently hired two Foundations FTE faculty, one of whom has expertise in middle-level and secondary social studies education. Thus, education faculty staffing will not be an issue during the implementation phase, beginning Spring 2014.

### **Concentrations/Teaching Areas**

In February 2013, all division faculty and administrators responsible for program development were contacted regarding the efficacy of program implementation for fall 2013 and beyond. The basic question posed was: Are we ready to admit students into the new middle-level and secondary education concentrations? Within this context, liberal arts and science faculty in each discipline confirmed the efficiency of program structure, delivery, and staffing over the next four to five academic years.

#### **Social Studies**

Social Science Division (Dr. Joyce Chinen, Chair) and Humanities Division (Dr. Ross Cordy, Chair) faculty are confident in their ability to deliver the social studies curriculum, beginning fall 2013. The middle-level and secondary social studies curriculum is comprised of social science (sociology, psychology, economics, anthropology, political science, geography) and humanities (history and Hawaiian studies) courses that are currently being taught at UHWO and are also available system-wide. Therefore, no new courses need be developed. The efficiency of the curriculum is due in large part to the Social Science and Humanities Divisions serving the entire institution through General Education (GE), Diversification: Social Sciences

(DS) courses, as well as meeting the curricular needs of other majors (e.g., Business). The Social Science Division chair provided one cautionary note regarding required courses in economics, which are also required in other majors. Humanities faculty also note the impact of increased enrollment in history and Hawaiian Studies courses. The long-term need for additional FTE faculty is addressed in the Academic Development Plan. In the initial years of ML-SEC program implementation, we will fill any instructional gaps with lecturers until the necessary fulltime positions are acquired.

### **English**

The Humanities Division (Dr. Ross Cordy, Chair) is also ready to implement the new middle-level and secondary concentrations in English in fall 2013. All courses are currently taught at UHWO as well as system-wide. The Division is currently searching for one (1) FTE English faculty to begin fall 2014. Over the next two to three academic years, current English faculty will be developing and staffing two new courses that are requirements for the preparation of middle-level and secondary English teachers. The efficiency of the required ML and SEC English curriculums is manifest in the service responsibilities of the Humanities Division, which addresses the needs of the entire UHWO student body via General Education (GE) courses in the Arts, Literature, Humanities, and Composition. Other concentrations (e.g., the new concentration in Digital Media) also require English courses to fulfill program requirements. As enrollment across the institution increases, the need for additional English staff will become apparent.

### **Staffing Summary**

As mentioned above, in anticipation of program growth and development across the institution, we have successfully hired 2 FTE full-time education positions that will serve these new concentrations. New searches for English and Social Science FTE faculty are anticipated

for AY 2013-14. The Academic Revenue and Revenue Template (Appendix A; Narrative, p. 23) illustrates the projected need for an additional 4 FTE faculty over the next six academic years. New faculty hires in the liberal arts and science will serve not only the middle-level and secondary education programs but also the demands of UHWO's general education curriculum and Humanities and Social Science Divisions' respective disciplinary degree programs.

***APPENDIX A***

**Academic Costs and Revenue Template  
Middle-level and Secondary Teacher Education**

**APPENDIX A: ACADEMIC COST AND REVENUE TEMPLATE (NEW PROGRAM)**

ENTER VALUES IN YELLOW CELLS ONLY  
CAMPUS/Program

UHV/OVBED in Ed w/ML Sec conc

Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2014	2014-15	2015-16	2016-17	2017-18	2018-19

20	40	50	60	75	100
180	720	900	1,080	1,350	1,800

A. Headcount enrollment (Fall)  
B. Annual SSH

**Direct and Incremental Program Costs Without Fringe**

C. Instructional Cost without Fringe	\$ 35,000	\$ 144,200	\$ 234,709	\$ 258,304	\$ 327,788	\$ 343,952
C1. Number (FTE) of FT Faculty/Lecturers	0.50	2.00	3.00	3.00	4.00	4.00
C2. Number (FTE) of PT Lecturers			0.25	0.75	0.25	0.38
D. Other Personnel Costs	\$ 8,750	\$ 17,500	\$ 21,000	\$ 21,000	\$ 28,000	\$ 28,000
E. Unique Program Costs	\$ 500	\$ 1,000	\$ 3,250	\$ 10,500	\$ 17,375	\$ 22,000
F. Total Direct and Incremental Costs	\$ 44,250	\$ 162,700	\$ 258,959	\$ 297,804	\$ 373,161	\$ 393,952

**Revenue**

G. Tuition	\$ 45,720	\$ 199,440	\$ 267,300	\$ 344,520	\$ 450,900	\$ 637,200
Tuition rate per credit	\$ 254	\$ 277	\$ 297	\$ 319	\$ 334	\$ 354
H. Other						
I. Total Revenue	\$ 45,720	\$ 199,440	\$ 267,300	\$ 344,520	\$ 450,900	\$ 637,200

**J. Net Cost (Revenue)**

	-1,470	-36,740	-8,341	-46,716	-77,739	-243,248
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**Program Cost per SSH With Fringe**

K. Instructional Cost with Fringe/SSH	\$ 263	\$ 270	\$ 348	\$ 323	\$ 326	\$ 255
K1. Total Salary FT Faculty/Lecturers	\$ 35,000	\$ 144,200	\$ 222,789	\$ 229,470	\$ 315,140	\$ 324,995
K2. Cost Including Fringe of K1	\$ 47,250	\$ 194,670	\$ 300,765	\$ 309,785	\$ 425,439	\$ 438,205
K3. Total Salary PT Lecturers	\$ -	\$ -	\$ 11,920	\$ 38,634	\$ 12,648	\$ 19,356
K4. Cost including fringe of K3	\$ -	\$ -	\$ 12,516	\$ 38,676	\$ 13,278	\$ 20,324
L. Support Cost/SSH	\$ 241	\$ 241	\$ 241	\$ 241	\$ 241	\$ 241
Non-instructional Exp/SSH	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210
System-wide Support/SSH	\$ 31	\$ 31	\$ 31	\$ 31	\$ 31	\$ 31
Organized Research/SSH	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
M. Total Program Cost/SSH	\$ 504	\$ 511	\$ 589	\$ 564	\$ 566	\$ 496
N. Total Campus Expenditure/SSH	\$ 501	\$ 501	\$ 501	\$ 501	\$ 501	\$ 501

**Instruction Cost with Fringe per SSH**

K. Instructional Cost/SSH	\$ 263	\$ 270	\$ 348	\$ 323	\$ 325	\$ 255
O1. Comparable Cost/SSH	\$ 340	\$ 340	\$ 340	\$ 340	\$ 340	\$ 340
Program used for comparison.	UHV/O Education, Elementary					
O2. Comparable Cost/SSH	\$ 434	\$ 434	\$ 434	\$ 434	\$ 434	\$ 434
Program used for comparison.	UHM Education (upper division undergraduate)					

Reviewed by campus VC for Administrative Affairs:



(date)

8/14/13

**Instructions**

Please include an explanation of this template in your narrative.

- A. Headcount Enrollment: Headcount enrollment of majors each Fall semester. Located at url: <http://vvywww.iro.hawaii.edu/maps/mtitles.asp>
- B. Annual SSH: Course Registration Report located at <http://vvywww.iro.hawaii.edu/maps/mtitles.asp>. Add the SSH for the Fall and Spring reports to obtain the annual SSH. This is all SSH taught by the program, including to non-majors.
- C. Instructional Cost without Fringe (automated calculation): Direct salary cost for all faculty and lecturers teaching in the program. \*Formula for column D: =IF(OR(D32<>""),D32-D34, "")
- C1. Number of full time faculty and lecturers who are >= 5 FTE.
- C2. Number of part time lecturers who are <= 5 FTE.

- D. Other Personnel Cost: Salary cost (part or full time) for personnel supporting the program (APT, clerical lab support, advisor, etc.) This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.
- E. Unique Program Cost: Costs specific to the program for equipment, supplies, insurance, etc. For provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment and add 4% per year for inflation thereafter.
- F. Total Direct and Incremental Cost: C + D + E \*Formula for column D: =IF(OR(D13<>"" ,D16<>0,D17<>0),SUM(D13,D16,D17), "")
- G. Tuition : Annual SSH X resident tuition rate/credit \*Formula for column D: =IF(D10>0,D10\*D22, "")
- H. Other: Other sources of revenue including grants, program fees, etc. This should not include in-kind contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template.
- I. Total Revenue: G + H \*Formula for column D: =IF(OR(D21<>"" ,D23<>0),SUM(D21,D23), "")
- J. Net Cost: F - I This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e., revenue in excess of cost.) If there is a net cost, please explain how this cost will be funded. \*Formula for column D: =IF(AND(D18<>"" ,D24<>""),D18-D24, "")
- K. Instructional Costs with Fringe/SSH: (K2 + K4) / B \*Formula for column D: =IF(D10<>""),(SUM(D33,D35)/D10, "")

- K1. Salaries without Fringe of Full Time Faculty and Lecturers who are >= 5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.
- K2. K1 X 1.35 Formula for column D: =IF(D32= "",D32\*1.35)
- K3. Salaries without Fringe for Lecturers who are < 5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.
- K4. K3 X 1.05 Formula for column D: =IF(D34= "",D34\*1.05)

- L. Support Cost/SSH: The campus' non instructional expenditure/ssh + systemwide support - organized research (UHM only) as provided by UH Expenditure Report (<http://vvywww.hawaii.edu/budget/expand.html>) \*Formula for column D: =IF(OR(D37>0,D38>0,D39>0),D37+D38-D39, "")

For example, from the 2005-06 UH Expenditure Report, the support expenditure/ssh per campus is:

UHM	\$382.00 + \$60 - \$112 for organized research = \$330
UHH	\$278.00 + \$40 = \$318
UHWO	\$179.00 + \$32 = \$211
Haw CC	\$111.00 + \$33 = \$144
Hon CC	\$168.00 + \$38 = \$206
Kap CC	\$114.00 + \$30 = \$144
Kau CC	\$346.00 + \$68 = \$414
Lee CC	\$112.00 + \$28 = \$140
Maui CC	\$175.00 + \$39 = \$214
Win CC	\$257.00 + \$44 = \$301

- M. Total Program Cost/SSH: K + L \*Formula for column D: =IF(OR(D31<>"" ,D36<>""),D31+D36, "")

- N. Total Campus Expenditure/SSH: Taken from UH Expenditures Report For example, for 2005-2006: UHM = \$799-112 (organized research) = \$687, UHH = \$528, UHWO = \$429, HawCC = \$329, HonCC = \$375, KapCC = \$300, KauCC = \$677, LeeCC=\$278, Maui CC= \$385, WinCC=\$442

- O. Comparable Program/Division Instructional Cost/SSH: Taken from UH Expenditures Report (<http://vvywww.hawaii.edu/budget/expand.html>) or campus data, as available. Please note in the space provided, the program used for the comparison.



**NARRATIVE**

**C1. Number of FT Faculty/Lecturers (FTE):**

- Breakdown of faculty with average salary of \$70,000 per position count.
- One of the unique program costs for Education is an honorarium to the schools who provide the students with opportunities to get experience in the field. Students are participating in practicums early in the program.

Year	New positions	Existing positions	Cumulative positions	Comments
YEAR 1 Spring 2014	No new positions needed for YR1	1 ED ML-Sec 12.5% Field Coord	1 ED ML-Sec 12.5% Field Coord	Using existing faculty; due to start in Spring, only 50% of one faculty position needed for classes.  Part of the existing Field Coordinator position would also be involved (D. Other personnel costs), as well as \$500 for stipends for mentor teacher services provided by school practicum sites.
YEAR 2 2014-2015	1 ED (ENG speciality)	1 ED position	2 ED positions 25% Field Coord	1 new ED position to bring expertise in the area of ENG. Increase % of Field Coordinator position to 25%.
YEAR 3 2015-2016	1 ED lecturer for 2 sections	2 ED positions	3 ED positions 30% Field Coord	1 new ED position and 2 additional lecturer sections to support Education courses. Increase % of Field Coordinator position to 30%.
YEAR 4 2016-2017	lecturers for 6 sections	3 ED positions	3 ED positions 30% Field Coord	No new positions, but will supplement offerings with 6 lecturer taught sections.
YEAR 5 2017-2018	1 ED (Soc St) lecturers for 2 sections	3 ED positions	4 ED positions 40% Field Coord	1 new ED position, to support the ML-Sec program area of Social Studies; and 2 additional sections for lecturers.
YEAR 6 2018-2019	lecturers for 3 sections	4 ED positions	4 ED positions 40% Field Coord	3 additional lecturers to support the ED core area.

Total of 3 additional education faculty positions needed; other support would come from currently existing faculty, in both the Education Division as well as faculty from the areas of specialization (English, Social Studies).

**APPENDIX B**

**CURRICULUM TEMPLATES**

**B.1: MIDDLE-LEVEL (grades 6-8)**

**B.2: SECONDARY(grades 6-12)**

# Appendix B.1: Curriculum Template, Middle-Level (6-8) Teacher Preparation

General Education	Pre-professional Teacher Education	Professional Teacher Education
<p>Foundations (12)</p> <p>Written Communication (3) ENG 100 Expository Writing I</p> <p>Symbolic Reasoning (3) MATH 100 or higher</p> <p>Global/Multicultural Perspectives (6)</p> <p>Diversification (19)</p> <p>Arts, Humanities, &amp; Literature (6) Select one course from two different areas Recommended: H-Focus &amp; O-Focus courses</p> <p>Social Sciences (6) from 2 depts. PSY 100 Survey of Psychology (3)</p> <p>Select one course from Sociology, Economics Anthropology, Political Science, Geography</p> <p>Natural Sciences (6 credits plus 1 lab) One course from each of 2 areas Biological Science (3) Physical Science (3)</p>	<p>Educational Foundations (9)</p> <p>PSY 345 Adolescent Psychology (3)</p> <p>PSY 342 Educational Psychology (3)</p> <p>ETEC 297 Educational Media &amp; Technology (3)</p> <p>Pre-professional Teacher Education Courses (9)</p> <p style="text-align: center;">Co-Rec</p> <p>EDEF 201 Intro. to Teaching as a Career (2) EDEF 200 Early Field Experience (1)</p> <p>EDEF 310 Education in American Society (3) [WI]</p> <p>EDML 325 Intro. to Middle-level Educ. [O] (3)</p> <p>+++++ Teaching Areas (39-42 credit minimum) +++++</p> <p style="text-align: center;">English (39) Social Studies (42)</p> <p>+++++ UHWO Graduation Requirements +++++</p> <p>Hawaiian, Asian, &amp; Pacific Studies [H-Focus]</p> <p>Oral Communications [O-Focus]</p> <p>ENG 200 Expository Writing II (3)</p> <p>Contemporary Ethical Issues (EDUC 492) [E-Focus Built into Teacher Education Program]</p> <p>Writing Intensive [WI]: 3 upper division courses [Built into Teacher Education program]</p> <p>Total Credits: 57-60</p>	<p>APTE Admission Requirements *****</p> <p>1. PPST: Reading (172) Math (173) Writing (171)</p> <p>2. 45 Credit Hours (minimum)</p> <p>3. "C" or higher in EDML 200, EDUC 201, EDUC 310 "C-" or higher in ENG 200; PSY 342; PSY 345</p> <p>4. 2.5 Overall GPA *****</p> <p style="text-align: center;">Block 1</p> <p style="text-align: center;">Co-Rec.</p> <p>EDML 428 ML Language Arts Methods (3) EDEF 410 Read &amp; Write Across Curric. [WI] (3) EDML 430 Practicum (6-8) (3)</p> <p>OR</p> <p style="text-align: center;">Co-Rec.</p> <p>EDML 448 ML Social Studies Methods (3) EDEF 410 Read &amp; Write Across Curriculum [WI] (3) EDML 440 Practicum w/seminar (6-8) (3)</p> <p style="text-align: center;">Block 2 Co-Rec.</p> <p>EDEF 444 Tch. Cult./Ling Div. Lrn. [WI] (3) SPED 405 Educ. Spec. Needs Students (3) EDML 446 Practicum w/seminar (6-8) (3)</p> <p style="text-align: center;">The Professional Semester</p> <p>EDML 490 Student Teaching (12) EDML 492 Student Teaching Seminar (3) [E-Focus]</p>
Total Credits: 31	Total Credits: 33	GRAND TOTAL: 121-124 credits 8.70.13

## Appendix B.2: Curriculum Template, Secondary (6-12) Teacher Preparation

General Education	Pre-professional Teacher Education	Professional Teacher Education
<p>Foundations (12)</p> <p>Written Communication (3) ENG 100 Expository Writing I</p> <p>Symbolic Reasoning (3) MATH 100 or higher level MATH</p> <p>Global/Multicultural Perspectives (6)</p> <p>Diversification (19)</p> <p>Arts, Humanities, &amp; Literature (6) Recommended: H-Focus &amp; O-Focus courses</p> <p>Social Sciences (6) from 2 depts. PSY 100 Survey of Psychology (3) Social Science Elective (3) One course from the following areas:</p> <p>Sociology Economics Anthropology Political Science</p> <p>Natural Sciences (6 credits plus 1 lab) One course from each of 2 areas Biological Science (3) Physical Science (3)</p> <p><b>Total Credits: 31</b></p>	<p>Educational Foundations (9)</p> <p>PSY 345 Adolescent Psychology (3)</p> <p>PSY 342 Educational Psychology (3)</p> <p>ETEC 297 Educational Media &amp; Technology (3)</p> <p>Pre-professional Teacher Education Courses (6)</p> <p style="text-align: center;">Co-Rec</p> <p>EDEF 201 Intro. to Teaching as a Career (2) EDEF 200 Early Field Experience (1)</p> <p>EDEF 310 Education in American Society (3) [WI]</p> <p>+++++</p> <p style="text-align: center;">Teaching Areas (39-42 or minimum)</p> <p style="text-align: center;">English (39) Social Studies (42)</p> <p>+++++</p> <p style="text-align: center;">UHWO Graduation Requirements</p> <p>Hawaiian, Asian, &amp; Pacific Issues [H-Focus]</p> <p>Oral Communications [O-Focus]</p> <p>ENG 200 Expository Writing II (3)</p> <p>Contemporary Ethical Issues (EDUC 492) [E-Focus Built into Teacher Education Program]</p> <p>Writing Intensive [WI]: 3 upper division courses [Built into Teacher Education program]</p> <p><b>Total Credits: 57-60</b></p>	<p>APTE Admission Requirements *****</p> <p>1. PPST: Reading (172) Math (173) Writing (171)</p> <p>2. 45 Credit Hours (minimum)</p> <p>3. "C" or higher in EDUC 200, 201, 310 "C-" or higher in ENG 200; PSY 342; PSY 345</p> <p>4. 2.5 Overall GPA *****</p> <p style="text-align: center;">Block 1 Co-Rec.</p> <p>EDSEC 427 SEC English Methods (3) EDEF 410 Read &amp; Write Across Curric.[WI] (3) EDSEC 430 Practicum (6-12) w/seminar (3)</p> <p>OR</p> <p style="text-align: center;">Co-Rec.</p> <p>EDSEC 447 SEC Social Studies Methods (3) EDEF 410 Read &amp; Write Across Curric.[WI] (3) EDSEC 440 Practicum w/seminar (6-12) (3)</p> <p style="text-align: center;">Block 2 Co-Rec.</p> <p>EDEF 444 Tch. Cult./Ling Div. Lrn. [WI] (3) SPED 405 Educ. Spec. Needs Students (3) EDML 446 Practicum w/seminar (6-8) (3)</p> <p>The Professional Semester EDSEC 490 Student Teaching (12) EDSEC 492 Student Teaching Seminar (3)[E-Focus]</p> <p><b>Total Credits: 33</b></p>
<b>Total Credits: 31</b>		<b>GRAND TOTAL: 121-124 credits</b>

## **Appendix C**

### **Model 4-year Plans of Study**

#### **Middle-level & Secondary Teacher Education**

**B.Ed with concentration in**

**English**

**Social Studies**

## English Education Majors

Fall 2013		Spring 2014	
ENG 240	3	ENG 200	3
ENG 100	3	ENG 261	3
MATH 103	3	ENG 270	3
EDEF 200	1	EDEF 310	3-WI
EDEF 201	2	BIO Sci +lab	4
ENG 250	3		
	15		16

Fall 2014		Spring 2015	
ENG 386	3	ENG 260	3
ENG 320	3	ENG 360	3
PSY 100	3	EDML 325	3-O
Physical Sci	3	HIST 151	3
EIEC 297	3	PSY 342	3
	15		15

Fall 2015		Spring 2016	
ENG 496	3	Block 1	9-WI
ENG 361	3	ENG 476	3
PSY 345	3	ENG 312	3
ENG 402	3		
	15		15

Fall 2016		Spring 2017	
ENG 444	3	EDSE 490	12
ENG 250	3	EDSE 492	3-E
Block 2	9-WI		
ENG 490	3		

Total Credits to graduate: 121

Color Coded Requirements:

GE ENG EDUC FOCUS (O, H, E), Writing Intensive (WI)

## Social Studies Education Majors

Fall 2013		Spring 2014	
HIST 151	3	ENG 200	3
ENG 100	3	HIST 152	3
MATH 103	3	HIST 281	3
EDEF 200	1	EDEF 310	3-WI
EDEF 201	2	BIO Sci +lab	4
ECON 130	3		
	15		16

Fall 2014		Spring 2015	
HIST 282	3-O	POLS 320	3
POLS 110	3	POLS 330	3
PSY 100	3	HPST 384	3
Physical Sci	3	HPST 437	3-H
ECON 131	3		
ETEC 297	3	PSY 342	3
	18		15

Fall 2015		Spring 2016	
GEOG 102	3	PSY 250	3
GEOG 326	3	PSY 352	3
ANTH 152	3	Block 1	9-WI
PSY 345	3		
SOC 100	3		
	15		15

Fall 2016		Spring 2017	
SOC 352	3	EDSE 490	12
ANTH 351	3	EDSE 492	3-E
Block 2	9-WI		
	15		15

Total Credits to graduate: 124

Color Coded Requirements:

GE SS EDUC FOCUS (O, H, E), Writing Intensive (WI)

**Appendix D**  
**Middle-level & Secondary**  
**Content Area Curricula**  
**&**  
**Course Descriptions**



## UHWO English Language Arts:

### Middle-Level (6-8) & Secondary (6-12) Curriculum

Revised 3-08-12

Course Title	Credits
<b>Required Courses:</b>	
<b>Language, History &amp; Analysis</b>	<b>3</b>
Recommendations: ENG 402            History of the English Language	
<b>Written Discourse &amp; Composition</b>	<b>6</b>
Required: ENG 300(Alpha)    Expository Writing for Teachers	
<b><u>One Elective: Creative Writing:</u></b>	
ENG 312            Creative Writing Strategies for Teachers	
ENG 313            Introduction to Creative Writing	
<b>Literature</b>	<b>30</b>
Required: ENG 240            Introduction to Literary Studies ENG 261            British Literature Survey II (1700-present) ENG 270 or ENG 320    World Literature I or II ENG 386            Adolescent Literature ENG 444 or ENG 440    Shakespeare or major author ENG 490/491        Senior Project (490: Practicum/491: Project)	
<b><u>One American Literature:</u></b>	
ENG 250            American Literature Survey	
<b><u>One British Literature:</u></b>	
ENG 260            British Literature Survey I (800-1700)	
<b><u>One Hawaiian/Asian Pacific Literature:</u></b>	
ENG 476            Contemporary Literature of Hawai'i	
ENG 477            Polynesian/Micronesian Mythology	
ENG 480            Contemporary Literature of Pacific	
ENG 481            Plantation Fictions	
ENG 479            Hawaiian Mythology I	
ENG 478            Hawaiian Mythology II	
<b><u>One Literature Elective:</u></b>	
ENG 320 (Alpha)    World Literature	
ENG 331 (Alpha)    Topics in British Literature pre-1700	
ENG 332 (Alpha)    Topics in Brit Literature post-1700	
ENG 340 (Alpha)    Topics in American Literature pre-1700	
ENG 341 (Alpha)    Topics in American Literature post-1700	
ENG 372            Asian American Literature	
ENG 380            Multicultural and Postcolonial Lit	
ENG 383            Children's Literature (Recommended for ML, 6-8, majors)	
ENG 410            The Bible as Literature	

<b>Media Discourse &amp; Composition</b>		<b>6</b>
Recommendations:		
ENG 360	Literature & Film	
ENG 361	History of Film	
ENG 362 (Alpha)	Genres & Directors	
ENG 441	Gender and Sexuality in Literature and Film	
ENG 465	History of Theatre	
ENG 462 (Alpha)	Studies in Drama	
ENG 496	Studies in Television	
<b>TOTAL</b>		<b>45*</b>
<b>NET</b>		<b>39</b>

\*3 cr. literature fulfills General Education requirement (DL)  
 \*3 cr. literature fulfills H-Focus (UHWO Requirement)

## **English Language Arts: Middle-level (6-8) & Secondary Education (6-12) Annotated List of Required and Recommended Courses**

**ENG 240 Introduction to Literary Studies (3)** This course introduces students to basic skills for interpreting fiction, poetry, drama, and film.

**ENG 250 American Literature Survey (3)** This course provides an overview of American literature from translation/transcriptions of pre-contact Native American oral traditions through fiction, life-writing, poetry, drama, and cinema 1500-present.

**ENG 260 British Literature I (800-1700) (3)** A study of British Literature from the ninth through early eighteenth centuries. The course will include study of Old English poetry and prose in translation. The course will also concentrate on such major authors as Chaucer, Spenser, Marlowe, and early Shakespeare. Literary works will be studied in their cultural and historical context. (DL)

**ENG 261 British Literature II (1700-Present) (3)** This course treats British Literature from eighteenth centuries through the present. The course will include study of major trends, movements, genres, and authors within the context of history, society, and politics.

**ENG 270 World Literature I (3)** This course offers a broad survey of world literature written before the 16th century. Representing literary genres such as the epic and the tragedy, primary texts will be drawn from a variety of global cultures, including those of the Middle East, Europe, Asia, Africa, and the Americas. Pre: placement into ENG 100, or concurrent enrollment in ENG 22.

**ENG 312 Creative Writing Strategies for Teachers (3)** This experiential learning course is designed to familiarize K-12 teachers with specific writing strategies for elementary or secondary classroom use. The course will cover basic literary theory/structure; analysis of poetry and creative prose; role playing of classroom writing techniques; and workshop-style discussion of the resultant creative writing, leading to extensive revisions and a finished portfolio of each student's work. The major focus is on experiential learning which will apply directly to the classroom.

**ENG 313 Introduction to Creative Writing (3)** Basic principles applied through writing in two major genres (short story and poetry, short story and drama, or poetry and drama). Pre: one ENG DL course or consent. DA

**ENG 320 World Literature (3)** Selected topics in World Literature, such as European Literature, Asian Literature, Latin American Literature, and African Literature. Readings will introduce students to the style and vision of particular regions, periods, and literary movements. The course also allows a detailed examination of works by individual authors.

**ENG 331 Seventeenth and Eighteenth Century British Literature (3)** A study of the major British writers of the seventeenth and eighteenth centuries including Milton, Shakespeare, Donne, Pope, Johnson, and Swift. The course will also examine the rise of the British novel.

**ENG 332 Nineteenth Century British Literature (3)** A study of the major British writers of the nineteenth century, such as Austen, Blake, Wordsworth, Coleridge, Shelley, Byron, the Brontë sisters, Tennyson, Browning, Hopkins, Dickens, George Eliot, and Thomas Hardy.

**ENG 340 (alpha) Topics in American Literature Pre-1700 (3)** This course treats diverse examples of later American literature gathered under period, theme, genre, and other foci. Variations may include A: The American Puritans, B: The American Captivity Narrative, and C: American Literatures of Exploration, Colonization, and Resistance. May be repeated for credit with a different topic. (DL)

**ENG 341 (alpha) Topics in American Literature Post-1700 (3)** This course treats diverse examples of later American literature gathered under period, theme, genre, and other foci. Variations may include

courses such as A: The American Renaissance, B: Fourth World Literatures of the United States, and C: 20th Century American Literature. May be repeated for credit with a different topic. (DL)

**ENG 360 Literature and Film (3)** Literature/film adaptation is the primary subject of this course, alongside genre studies and literary treatments of the cinema. In addition to film screenings, course readings will include primary literary texts and film criticism.

**ENG 361 History of Film (3)** A chronological survey of the many forms and interpretations of the cinema: technological and aesthetic developments, competing movements and schools of filmmaking, and tensions between the individual director-auteur and the “culture industries” of Hollywood. Emphasizing canonical films by famous directors, the course also alerts students to alternative film historiographies.

**ENG 362 Genres and Directors (3)** An examination of major film genres and the filmmakers who have contributed to their development. Readings and discussions will focus upon negotiations between generic conventions and artistic innovation.

**ENG 372 Asian American Literature (3)** An examination of contemporary Asian American and Asian/Pacific American Literature. Various topics such as the treatment of the immigrant versus the national, language acquisition, and differences between Asian American and Asian/Pacific American will be covered.

**ENG 386 Adolescent Literature (3)** Concentrating on the novel and short fiction, this course surveys literature written for young adults. Prominent issues treated in the course include the coming of age story, diversity, and the relationship between adolescent literature and broad historical/social contexts such as the Enlightenment and Modernism.

**ENG 380 Multicultural & Postcolonial Literatures (3)** With recourse to the work of writers from around the world, this course explores the tension in literary studies between cultural diversity and political resistance. Central issues include the composition of literary canons and the role of literature in imperialism and decolonization.

**ENG 383 Children’s Literature (3)** Basic concepts and representative texts for the study of children’s literature; may include study of children’s book illustration. Pre: two ENG DL courses; second may be taken concurrently; or consent. DL

**ENG 402 History of the English Language (3)** Origin and evolution of English language to c.1800, particularly as manifested in literary texts. Pre: two ENG DL courses or consent. DH

**ENG 410 The Bible as Literature (3)** A study of the literary genres in the Bible. The course will examine how Biblical texts represent the cultural and spiritual values of the times. The course also emphasizes the analysis of style, structure, and major themes of selections from both the Old and New Testaments.

**ENG 440 (Alpha) Major Author (3)** Students will focus on the work of one author (or a small group of closely related authors). The course provides indept analysis of the literary and/or cinematographic work produced y the author, as well as a selection of criticism about the author and studies of the author’s later influence.

**ENG 441 Gender and Sexuality in Literature and Film (3)** An examination of the representation of gender roles and sexual identities in a sample of literary works and films. (DH)

**ENG 444 Shakespeare (3)** This course will cover 6-8 Shakespeare plays. Course will focus on live performance issues and consider filmed versions and live performances (when available). The selected plays will represent various genres and different historical points in Shakespeare’s work. Course will also includes selections from recent scholarship.

**ENG 462 (Alpha) Studies in Drama (3)** Students will focus on a particular period or theme in drama. The course will provide an in-depth analysis of the dramatic works and their cultural context. A: Ancient Drama in the Modern World; B: Opera. May be repeated for credit with a different topic.

**ENG 465 History of Theatre (3)** Students will learn about the history of theatre, from its beginnings in Greece to its modern manifestations around the world. The course will provide survey of drama and its cultural context. Dramatists might include Sophocles, Euripides, Shakespeare, Moliere, Schiller, Brecht, Beckett, and Baraka, and anonymous medieval plays. Readings will include plays and theoretical essays.

**ENG 476 Contemporary Literature of Hawai'i (3)** A study of writers who either came from, or have written about, Hawai'i. This course may begin with 19th century "sojourner literature" and will emphasize the modern writers. (Cross-list HPST 476)

**ENG 477 Polynesian and Micronesian Mythology (3)** This class introduces students to a wide range of traditional oral literature from islands within Polynesia and Micronesia, the parts of the Pacific nearest to Hawai'i. The literature covers traditional time periods - stories common just before European Contact, from the late 1700's to the early 1800's. Literature includes tales of the different gods of these islands and the creation of the universe, the islands, and man; myths of the afterlife; stories of cultural heroes like Maui and Tahaki in Polynesia; stories of the arrival of settling groups headed by certain chiefs; and more factual oral historical accounts of pre-European rulers and chiefs and battles for political control. (Cross-list HPST 477) (DH)

**ENG 478 Hawaiian Mythology II (3)** This class is taught as a companion class to Hawaiian Mythology I (ENG 479). The class further introduces students to the range of traditional Hawaiian oral literature. These include stories and prayers involving major and local gods, family 'aumakua (focusing on sharks), the Pele and Hi'iaka story, Kamapua'a (the 1860s Fornander Collection version), the Maui stories, accounts of voyaging to Kahiki, and the late period dynastic accounts of the rulers of the Kingdom of O'ahu. The cultural setting of these stories is discussed in the context of where they took place, and of Hawaiian culture and its changes. How these stories were recorded in the 1800s and changes in them, since then, are analyzed. The background of key collectors of oral stories is also reviewed. (Cross-list HPST 478). (DH)

**ENG 479 Hawaiian Mythology I (3)** This class is taught as a companion class to Hawaiian Mythology II (ENG 479). The class introduces students to the range of traditional Hawaiian oral literature. These include tales and prayers involving the gods, the creation of the islands and man, stories of menehune, Pele (her arrival, and the local stories of Hawai'i Island), Kamapua'a (the 1891 version), Ku'ula and 'Ai'ai, and the late period dynastic oral accounts of rulers of the Kingdom of Hawai'i. The cultural setting of these stories is discussed in the context of where they took place, and of Hawaiian culture and its changes. How these stories were recorded in the 1800s and changes in them, since then, are analyzed. The background of key collectors of oral stories is also reviewed. (Cross-list HPST 479) (DH)

**ENG 480 Contemporary Literature of the Pacific (3)** This course surveys the new emerging English literature by native South Pacific Islanders from 1960-1995. Emphasis on contemporary themes and issues in the novels, poetry, short stories, and essays from New Zealand, Papua New Guinea, Fiji and other areas. (Cross-list HPST 480) (DL)

**ENG 481 Plantation Fictions (3)** Literary and cinematic treatments of the American plantation experience in Hawai'i and the continental United States. Including works by writers such as Mark Twain, Charles Chesnutt, Toni Morrison, and Milton Murayama. (DL)

**ENG 490 Senior Practicum (3)** Students are provided an internship with an appropriate community agency. As an intern, the student is delegated the responsibility of developing the solution to a well-defined problem or is asked to complete a relevant task. Students report on the experience using their understanding of the field in which they are working.

**ENG 491 Senior Project (3)** Working with an English Faculty Advisor, students will complete an original work of scholarship in the field of literary and/or cultural studies. Students will share the results of this

project via a substantial thesis-oriented paper and brief oral presentation.

**ENG 496(Alpha) Hawaiian and Creole English (3) Under Development.** This topic will vary but will include one of the following: literature relating to linguistic study, historical and theoretical study of the language, and critical assessment of individual authors and artists

**ENG 496(Alpha) Expository Writing for Teachers (3) Under Development.** Prerequisites: ENG 100 and ENG 200. Advanced practice in writing a variety of expository forms: personal essays, informative, and persuasive writing. Additional work on style and the demands of various rhetorical situations. Required for middle-level and secondary English teacher candidates.

**ENG 496(Alpha) Asian Pacific Literature (3) Under Development.** This topic will vary but will include one of the following: transpacific literature and cultural theory, literary study of individual authors of Asia, and literary study of individual authors of the Pacific.

**UHWO Middle-level (6-8) & Secondary Social Studies Curriculum (6-12)**

Revised 6-03-13

<b>Course Title</b>	<b>Credits</b>
<b>Required Core Courses:</b>	
<b>History</b>	<b>12</b>
Required:	
HIST 151 World Civilizations to 1500	
HIST 152 World History since 1500	
HIST 281 Introduction to American History I	
HIST 282 Introduction to American History II	
<b>Political Science</b>	<b>9</b>
Recommended:	
POLS 110 Introduction to Political Science	
POLS 302 Political Philosophy	
POLS 320 Global Issues	
POLS 330 American Politics	
POLS 342 Indigenous Peoples and Modernity	
POLS 370 Politics and Public Policy	
POLS 371 Global Futures	
<b>Geography</b>	<b>6</b>
Recommended:	
GEOG 102 World Regional Geography	
GEOG 326 Environment, Resources & Society	
GEOG 328 Culture and Environment	
<b>Economics</b>	<b>6</b>
Required:	
ECON 130 Principles of Macroeconomics	
ECON 131 Principles of Microeconomics	
<b>Psychology</b>	<b>6</b>
Recommended:	
PSY 250 Social Psychology	
PSY 352 Varieties of Sexual Expression	
PSY 474 Culture & Mental Illness	
<b>Sociology</b>	<b>6</b>
Recommended:	
SOC 100 Introduction to Sociology	
SOC 324 Race & Ethnic Relations	
SOC 334 Deviant Behaviors	
SOC 352 Sociology of Education	
SOC 456 Peoples of Hawai'i	
SOC 469 Sociology of Sexuality	
<b>Anthropology</b>	<b>6</b>

Recommended: Anth 152 Culture and Humanity Anth 350 Pacific Islands Cultures Anth 351 Culture, Thought & Behavior Anth 356 Culture and Communication Anth 447 Polynesian Culture Anth 448 Micronesian Cultures Anth 487 Philippine Cultures	
<b>Hawaiian-Pacific Studies</b>	<b>6</b>
Recommended: HPST 384 Hawai'i from European Contact to the Overthrow (also HIST) HPST 437 Pacific Archeology (also ANTH & HIST) HPST 482 Pacific Islands History After European Contact (also HIST) HPST 483 Archeology of Hawaii Pre-European History of Hawaiian Islands HPST 488 Twentieth Century Hawai'i (also HIST) HPST 440 Kanawai Hawaii: Native Hawaiian Law (also POLSCI) HPST 365 Geography of the Pacific (also GEOG)	
<b>Total</b>	<b>57*</b>

\*Maximum 15 credits fulfill General Education Requirements

Net: 42 cr.



## **Social Studies: Middle-level (6-8) & Secondary Education (6-12)** **Annotated List of Required and Recommended Courses**

**HIST 151 World Civilizations to 1500 (3)** A survey course dealing with significant historical events and differing perspectives in world civilizations from prehistory to 1500. The course will include instruction in how to use primary materials. Pre: placement into ENG 100, or concurrent enrollment in ENG 22 (FGA)

**HIST 152 World History since 1500 (3)** Continuation of 151. Historical narratives and global perspectives on human societies and cross-cultural interactions from 1500 to present; includes ways to think about the past and ways to use primary sources. FGB

**HIST 281 Introduction to American History (3)** Interpretive survey from earliest settlement to 1865. A-F only. DH

**HIST 282 Introduction to American History (3)** Interpretive survey from 1865 to the present. DH

**POLS 110 Introduction to Political Science (3)** This course introduces the possibilities of politics arising from its founding Socratic question: "How should we live?" The course surveys and evaluates some of the major resulting belief systems, ideologies, political orders, forms of government, institutions, activities, and modes of inquiry. Special attention is given to the problems and controversies of our age Pre: placement into ENG 100, or concurrent enrollment in ENG 22 (DS)

**POLS 302 Political Philosophy (3)** Political philosophy is the search for "the best way to live" – what Socrates and Plato called "the Good Life". This is the foundational course of political science. It approaches the problems of contemporary life, as experienced by the individual, from a "big picture" understanding of human nature. This draws from anthropology, psychology, and world history It brings to bear on the present the wisdom of primordial, classical, modern, and post-modern political philosophy. (Cross-list PHIL 302) (DH)

**POLS 320 Global Issues (3)** For the last 400 years, the quality of life on the planet has been increasingly shaped by global forces, many of which now seem out of control and increasingly destructive. The key players have been large centralized organizations: first nation-states and their empires, now multinational corporations. This course looks at global trends by focusing on illuminating area case studies. It attempts to offer lessons relevant to local issues and lives.

**POLS 330 American Politics (3)** This course offers an in-depth understanding of the basic values and institutions of American government. The course includes a dialogue between indigenous (native) American and European sources. The focus is on the values of democracy; freedom; individualism; social responsibility; and the institutions of republicanism: the separation of powers; checks and balances; and the free market. The course also provides opportunities to integrate personal experiences with a demonstration of students' understanding of a variety of contemporary political issues.

**POLS 342 Indigenous Peoples and Modernity (3)** This course offers a comparative understanding of the growing importance of nations not represented by states - the indigenous peoples of the fourth world. Case studies will draw from the experience of Native Hawaiians, Native Americans, Australian Aborigines, and South African San (among others) to clarify struggles for cultural and political sovereignty, and the growing contribution of such earth-based societies to politics and cosmology beyond modernity. The goal will be to facilitate constructive discourse between indigenous peoples and the citizens of industrial nations. (Cross-list ANTH/HPST 342)

**POLS 370 Politics and Public Policy (3)** An introduction to the processes through which public policy is formulated and executed in the United States and selected foreign political systems. Concern is focused on the comparative study of political relationships of administrative agencies with clientele; interest groups;

and the legislative, executive, and administrative branches. Special attention is also given to questions of administrative responsibility and ethics in the public services.

**POLS 371 Global Futures (3)** This course tries to make sense of the multiple crises afflicting industrial society, e.g.: endemic warfare; terrorism; permanent damage to the biosphere; starvation; over-consumption; and the disintegration of family and community life. The following questions are considered: What is the connection between crisis and transformation? How was the world view that sustains our life created? How do world views come and go? The course surveys the creative cutting edge of several disciplines from cultural history to psychology and the natural sciences, clarifying signs of radical transformation. What is the role of the individual in envisioning a future society?

**PSY 250 Social Psychology (3)** A survey of how the thoughts, feelings and behaviors of the individual both influence and are influenced by interactions with others. Specific topics covered include: the history of social psychology, self concepts, social perceptions, prejudice, social attitudes, conformity, group processes, interpersonal relationships, helping behavior and aggression.

**PSY 352 Varieties of Sexual Expression (3)** This course examines varieties of sexual behavior across cultures and across primate species. Special emphasis is placed on the relationship between social organization, psychological adjustment, and sexuality. (DS)

**PSY 474 Culture and Mental Illness (3)** A cross-cultural study of mental illness and therapeutic practices comparing Western and non-Western cultures. (Cross-list ANTH/PUBA 474) (DS)

**GEOG 102 World Regional Geography (3)** World's major cultural regions; geographic aspects of contemporary economic, social, political conditions. FGB

**GEOG 326 Environment, Resources and Society (3)** Human interaction with the environment. Changes in concept of conservation. Ecological, philosophical, and political aspects of present environmental dilemmas. Problems in Hawai'i, U.S., and developing world. DS

**GEOG 328 Culture and Environment (3)** Introduction to cultural geography, the cultural landscape, and built environment. Pre: 102 or 151, or consent. DS

**ECON 130 Principles of Microeconomics (3)** Examination of the decision-making process of households and firms. Analysis of the functioning of market systems, using supply and demand models. This analysis includes both input and output markets. Additional topics include the role of government in a market system, and the effects of competitive strategy. Pre: placement into ENG 100, or concurrent enrollment in ENG 22 (DS)

**ECON 131 Principles of Macroeconomics (3)** Examination of the workings of the overall economy from a national perspective. Topics include the determination of national income; causes and effects of inflation; unemployment and income inequality; causes and consequences of international differences in economic growth; analysis of business cycles; and role of government policy in stabilizing the economy. Additional topics include taxation, budgets, and trade. Pre: placement into ENG 100, or concurrent enrollment in ENG 22 (DS)

**SOC 100 Introduction to Sociology (3)** Basic social relationships, social structures, and processes. (DS)

**SOC 324 Race and Ethnic Relations (3)** A general survey of the field of race and ethnic relations with attention to general processes operating in intergroup contact. Areas to be covered include the social construction of race and ethnicity, the social histories of selected American minorities, the structure of intergroup relations, and the nature, forms and consequences of prejudice and discrimination. (DS)

**SOC 334 Deviant Behaviors (3)** This offering focuses on the action systems occurring outside the range of institutional expectations. The analytical tools of sociology (e.g., race, status, reference group, opportunity structure) are applied to facilitate an understanding of aberrant behavior. (DS)

**SOC 352 Sociology of Education (3)** The relationship between education and society is examined from a variety of sociological perspectives and empirical studies. Topics include social mobility and stratification, schools as organizations, and the dynamics of race, class, and gender in education. (DS)

**SOC 456 Peoples of Hawai'i (3)** An interdisciplinary course utilizing a variety of theoretical perspectives for examining the creation of Hawai'i's multiethnic culture and society. Topics include the foundation provided by the indigenous culture, changes wrought by cultural contacts, demographic changes, and social movements. (Cross-list HPST 456) (DS)

**SOC 469 - Sociology of Sexuality (3)** Application of sociological theories and concepts to the study of human sexuality; examination and analyzes of the sexual meaning, values, identities, expressions, institutions, larger trends and social influences related to contemporary sexuality. Credits (3), DS

**ANTH 152 Culture and Humanity (3)** Introduction to cultural anthropology. How humans create, understand, order and modify their natural, social, supernatural and physical environments, and make meaning and order. Open to non-majors, required for ANTH majors. A-F only. FGB

**ANTH 350 Pacific Island Cultures (3)** Investigates the fantasy and reality of the exotic cultures of Polynesia, Micronesia, and Melanesia. Explores the original formation and peopling of the islands; the different social, political, economic, and religious systems that developed; and the history of foreign contact and culture change. (Cross-list HPST 350).

**ANTH 351 Culture, Thought, and Behavior (3)** A cross-cultural investigation of concepts of self; the socialization process; personality development; interpersonal relations; world views; and the various forms of personal and cultural expressions. (Cross-list PSY 351)

**ANTH 356 Culture and Communication (3)** Language is the principal means by which humans communicate. This course explores the nature of language, the unique biological characteristics of humans that make language possible, the complex elements of language, and the significance of language for human culture. Students will apply anthropological techniques developed to analyze languages around the world to the study of their own speech community.

**ANTH 447 Polynesian Culture (3)** This course focuses on contemporary Polynesian societies. Topics covered include subsistence and exchange; kinship, marriage, and family life; ritual and belief systems; rank and political leadership; and ideas about health and illness. Special attention will also be devoted to current issues affecting Polynesian peoples, such as population growth, migration, the problem of insuring economic growth in a global economy, the politics of identity, and health and environmental issues.

**ANTH 448 Micronesian Cultures (3)** This course explores the dozens of distinct cultures and the important historical events and changes to the "little islands" of Micronesia. Micronesian cultures are noted for careful adaptations to their physical environments, some described as "marginal". They are renowned as navigators. They have some of the most highly developed chiefdoms and extensive empires within the Pacific. Over centuries of European and Asian presence in the region, Micronesians came into contact with whalers, traders, missionaries, colonists, and the military. Micronesia was a major arena during World War II and an important site of postwar nuclear weapons testing. Today, the region has achieved a measure of political independence. But, Micronesia's strategic location continues to be of global interest. Life has changed significantly, yet tradition remains strong.

**ANTH 487 Philippine Cultures (3)** This course examines the material and non-material culture of the people in the Philippines. This course takes a glimpse of the story of (wo)man in the Philippine Islands during the prehistoric and precolonial period. It examines the cultural practices of various Filipino ethnolinguistic groups, giving emphasis on their social structures and dynamics, customs and traditions, value systems, and cultural symbols. The course also explores issues facing the indigenous people and other sub-groups in the Philippines.

**HPST 365 Geography of the Pacific (3)** In this course, we will study the geography of the Pacific Islands or Oceania, a geographic realm that encompasses the regions of Melanesia, Micronesia, and Polynesia. Within this geographic realm, Hawai'i is an integral part being strategically located at the crossroads of cultural, social, economic, and political exchanges between the East and West and its Pacific Island neighbors. (Cross-list GEOG 365).

**HPST 384 Hawai'i from European Contact to the Overthrow (3)** Survey of the social, economic, and political history of the Islands from European contact to the overthrow of the Kingdom of Hawai'i. Emphasis is on the elements of change and continuity that have shaped the culture and history of the Islands. The contributions of the diverse ethnic groups will be stressed. (Cross-list HIST 384) (DH)

**HPST 437 Pacific Archaeology (3)** This course investigates the origins of Pacific peoples and their settlement and adaptation to the islands in Melanesia, Micronesia, and Polynesia. Evidence will be drawn from archaeological sites, artifacts, languages, and oral traditions. (Cross-list ANTH/HIST 437) (DH)

**HPST 440 Kānāwai Hawai'i: Native Hawaiian Law (3)** This course will examine the ways in which Native Hawaiians have engaged with, and been engaged by, this thing known as "kānāwai" in Hawaiian and "law" in English. We will study traditional Hawaiian forms of law and also trace the evolution of law in Hawai'i following American and European contact. The course will include an examination of the ways that international law, as well as US federal and state legislation and judicial decisions have affected and continue to affect Native Hawaiian identity, rights, and entitlements in the modern era. (Cross-list POLS 440)

**HPST 482 Pacific Islands (3)** European impact and native response on major island groups from exploration to annexation, independence, and trusteeship. (Cross-list HIST 482) (DH)

**HPST 483 Archaeology of Hawai'i (3)** This course will explore Hawaiian prehistory from the time of original settlement of the Islands until the arrival of Captain James Cook. Evidence will be gained from the investigation of archaeological sites, settlements, artifacts and other physical remains, and from recorded Hawaiian oral traditions. These data will be used to reconstruct ancient Hawaiian life, and ways to trace the development of Hawaiian society. (Cross-list ANTH/HIST 483) (DH)

**HPST 488 Twentieth Century Hawai'i (3)** An examination of 20th century Hawai'i emphasizing social and political developments. The formation of labor, the impact of World War II and the growth of the Democratic Party will be studied to understand the dynamics of contemporary Island life. (Cross-list HIST 488) (DH)

## **APPENDIX E**

### **Middle-level and Secondary Teacher Education**

#### **Core Curriculum & Course Descriptions**

## Pre-professional Teacher Education Courses

### Educational Foundations, K-12

**EDEF 200. Early Field Experience (3). Co-req. EDUC 201 Introduction to Teaching as a Career (3).** 45 hours of supervised field experiences that engage the preservice educator in a Professional Development School-based teaching and learning environment, K-12. Requires weekly reflections that are grounded in critical thinking about issues in teaching and learning, along with attention to the ethical standards of the teaching profession.

**EDEF 201. Introduction to Teaching as a Career (3). Co-req.: EDUC 200 Early Field Experience (3).** Introduces teacher candidates to the process of becoming a licensed, highly qualified classroom teacher in the State of Hawai'i. Topics include: overview of the UHWO Teacher Education Program: content, structure, and conceptual framework; becoming a reflective practitioner; classroom organization and management; HTSB, HCPS III, and DOE GLOs.

**EDTEC 297. Educational Media and Technology (3) Pre.** Completion of ICS 101 with a grade of "C" or higher or consent of the instructor; placement into ENG 100, or concurrent enrollment in ENG 22. Addresses the essential components of computer operations: the integration of educational media and computer technology into the learning environment; learning theory/instructional design using educational media and technology; the use and evaluation of presentation and related software.

**EDEF 310. Education in American Society (3). Pre.** Sophomore or higher level standing; completion of EDUC 200 and EDUC 201 with a grade of "C" or higher or concurrent enrollment. Examines historical, political, philosophical, sociological, and ethical factors influencing education in today's global society. Emphasis placed on contemporary problems and applications in the context of service to the local community. Requires students to engage in critical thinking, reflective decision-making, and action research. Minimum 20 hours of community volunteer work required.

### Psychology

**PSY 340. Childhood and Adolescence (3).** Several topics such as infant-caretaker interaction, the nature-nurture controversy, parenting strategies, identity development, and others will be selected and covered in depth. Recommended preparation: a developmental psychology course. (Recommended for middle-level majors; required for elementary majors).

**PSY 342. Educational Psychology (3).** Furnishes the prospective teacher with the basic psychological sophistication needed for classroom teaching. Topics include the role and scope of educational psychology, meaning and learning, evaluation and measurement, and social, affective, cognitive, and developmental factors in learning.

**PSY 345. Adolescent Psychology (3).** An overview of educational psychology applied to teaching adolescents, including theory and research on human learning, adolescent development and its social context, and student assessment. Emphasis is directed toward the basis of behavior, interpersonal relationships, development, growth, and motivation.

### Middle-level Education (EDML) 6-8

**EDML 325 Introduction to Middle-Level Education. (2) Pre.** EDML 200/201; Sophomore standing. Co-req. EDML 326. **Advanced Field Experience (6-8).** An introduction to the characteristics of middle schools; the social, psychological, and physical characteristics of early adolescent development; middle-level curriculum; organizing for instruction; the teacher's role in the guidance of students in grades 6-8. Intended for middle-level education majors.

## Professional Teacher Education Courses

### **Block 1** (Co-requisite education coursework with practicum relevant to major)

**EDEF 410. Reading and Writing Across the Curriculum. (3).** Pre.: Admission to Professional Teacher Education (APTE) Component. Examines the process of constructing meaning from and with print, in the context of content-area reading and writing.

### Middle-level Education, grades 6-8

**EDML 428. Middle-level English Language Arts Methods.** Pre-req.: Block 1 with no grade lower than "C" in all education courses. Co-req. EDML 430. Prepares teacher candidates to obtain the knowledge, skills, and dispositions necessary to plan for developmentally appropriate content and pedagogy associated with teaching and learning the English Language Arts: Listening, Speaking, Reading, Writing, Visualizing, Visually Representing in grades 6-8.

**EDML 430. English Language Arts Practicum with Seminar.** Co-req. EDML 428. A 45-hour supervised field experience focusing on developmentally appropriate and culturally relevant pedagogy for the English Language Arts in grades 6-8. Seminar topics include classroom management, assessment, and home-school communications. Mandatory Credit/No-Credit.

**EDML 448. Middle-level Social Studies Methods.** Pre-req.: Block 1 with no grade lower than "C" in all education courses. Co-req. EDML 440. Enables teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered social studies curriculum in middle schools and for high school freshmen.

**EDML 440. Social Studies Practicum with Seminar.** Co-req EDML 448. A 45-hour supervised field experience focusing on developmentally appropriate and culturally relevant pedagogy for the Social Studies in grades 6-8. Seminar topics include classroom management, assessment, and home-school communications. Mandatory Credit/No-Credit.

### Secondary Education, grades 7-12

**EDSEC 427. Secondary English Language Arts Methods.** Pre-req.: Block 1 with no grade lower than "C" in all education courses. Co-req. EDSEC 430. Prepares teacher candidates to obtain the knowledge, skills, and dispositions necessary to plan for developmentally appropriate content and pedagogy associated with teaching and learning the English Language Arts: Listening, Speaking, Reading, Writing, Visualizing, Visually Representing in grades 7-12.

**EDSEC 430. English Language Arts Practicum with Seminar.** Co-req. EDML 427. A 45-hour supervised field experience focusing on developmentally appropriate and culturally relevant pedagogy for the English Language Arts in grades 7-12. Seminar topics include classroom management, assessment, and home-school communications. Mandatory Credit/No-Credit.

**EDSEC 447. Secondary Social Studies Methods.** Pre-req.: Block 1 with no grade lower than "C" in all education courses. Co-req. EDSEC 440. Enables teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered social studies curriculum in the secondary schools, 7-12.

**EDSEC 440. Social Studies Practicum with Seminar.** Co-req EDML 447. A 45-hour supervised field experience focusing on developmentally appropriate and culturally relevant pedagogy for the Social

Studies in grades 7-12. Seminar topics include classroom management, assessment, and home-school communications. Mandatory Credit/No-Credit.

### **Block 2 (Co-requisite education coursework with practicum relevant to major)**

**EDEF 444. Teaching Culturally and Linguistically Diverse Learners (3).** Pre. Successful completion of Block 2 with no grade lower than a "C" for all education courses. Admission to Professional Teacher Education (APTE) Component. Examines the characteristics of culturally and linguistically diverse learners in the classroom. Curricular and instructional implications of these characteristics will be examined, in the context of differentiating instruction to meet the needs of all students.

**EDUC 405. Education and Special Needs Students (3).** Pre. Admission to Professional Teacher Education (APTE) Component. Co-req. EDUC 410 & 420. An introduction to the integration and inclusion of special needs students into the regular elementary, middle-level, and secondary education classroom; introduces prospective teachers to the competencies necessary for successful inclusion.

**EDML 446 & EDSEC 446. Practicum with Seminar (3).** A 45 hour supervised field experience focusing on developmentally appropriate and culturally relevant pedagogy for Culturally and Linguistically Diverse (CLD) learners. Minimum 20-hour tutorial of a CLD learner is required.

### **Professional Student Teaching Semester with Seminar**

**EDML 490 & EDSEC 490. Student Teaching. (12) Prerequisites:** Successful completion of required methods courses, with "C" or higher; minimum 30 hours completed in the teaching area. Minimum 2.75 GPA for all blocked education courses with practicum; Minimum 2.5 GPA in teaching area(s) courses with "C-" or higher. Praxis II Exam preparation. Formal Admission to Student Teaching. Co-req. EDUC 492.

Full-time, 15-week, supervised classroom experience. Gradual release of responsibility by mentor teacher leading to a minimum of 15 days of solo teaching. Application of best practice methods and materials learned during methods coursework with practicum. Field Placements relevant to major and discipline: Middle-level, 6-8: English, Math, General Science, Social Studies; Secondary, 7-12: English, Math, Biology, Social Studies.

**EDML 492 & EDSEC 492. Student Teaching Seminar (3)** Co-req. EDML 490 or EDSEC 490. Examines current issues in education, including contemporary ethical issues. Further study of foundations and methods courses to classroom teaching; examination of knowledge, skills, and dispositions for teaching; Praxis II exam preparation; final preparation and sharing of electronic professional portfolios. Fulfills UH West O'ahu E-focus (Ethics) graduation requirement.



***APPENDIX F***

**UHWO & LCC Articulation Agreement  
Middle-level and Secondary Teacher Education**



UNIVERSITY  
of HAWAI'I  
WEST O'AHU



UNIVERSITY of HAWAI'I  
**LEEWARD**  
COMMUNITY COLLEGE

**UNIVERSITY OF HAWAI'I  
ARTICULATION AGREEMENT BETWEEN**

**Leeward Community College Associate of Arts in Teaching to the  
University of Hawai'i-West O'ahu  
Bachelor of Education in Middle Level/Secondary Program**

The purpose of this agreement is to facilitate a smooth transition for students from the Leeward Community College (Leeward CC) Associate of Arts in Teaching (AAT) to the University of Hawai'i-West O'ahu (UHWO) Bachelor of Education (B.Ed.) in Middle-Level/Secondary program. Students who graduate from Leeward CC with the AAT degree will meet all general education requirements. Requirements for both the AAT and the B.Ed. degrees are provided as attachments; students interested in pursuing this program should complete the AAT and B.Ed. program requirements as recommended.

The following program requirements must be met by students pursuing the B.Ed. degree at UH West O'ahu:

1. Complete the Leeward CC AAT program.
2. Meet current UHWO admission requirements at time of transfer.
3. Have a minimum overall 2.5 GPA from all post-secondary coursework completed at all colleges and universities (includes calculation of repeated classes).
4. Completion of PRAXIS I (Pre-professional Skills Test: PPST) with passing scores: Reading (172); Math (173); and Writing (171).

Under the terms of this Agreement, UHWO agrees to:

- Identify Student Services advisor(s) at UH West O'ahu who will partner with Leeward CC advisor(s) to ensure timely and accurate advising information on pre-admission, admission, degree requirements, and other related advising information [Initially Janice Takaki].
- Identify UHWO faculty member(s) who will serve as the faculty advisors to students in the appropriate concentrations [Initially Susan Matoba Adler].
- Meet with Leeward CC faculty and/or administration on an annual, or as needed basis, to discuss potential and planned curricular changes which may require revisions to this agreement.

The following program waivers will be made for students who have completed the Leeward CC AAT:

Leeward CC course(s) completed with a grade of C or better:	UHWO will waive the following course requirement:
<ul style="list-style-type: none"> <li>• ED 100 Intro to Education</li> </ul>	<ul style="list-style-type: none"> <li>• EDEF 201 Intro to Teaching as a Career</li> </ul>
<ul style="list-style-type: none"> <li>• ED 279 Educational Media &amp; Technology (formerly ED 297A)</li> </ul>	<ul style="list-style-type: none"> <li>• ETEC 297 Educational Media &amp; Technology</li> </ul>
<ul style="list-style-type: none"> <li>• ED 285 Classroom Mgt w/in the Instr Process</li> <li>• ED 291 Developing Language &amp; Literacy I</li> <li>• ED 295 Field Experience (This includes 45 hours of service learning.)</li> </ul>	<ul style="list-style-type: none"> <li>• EDEF 200 Early Field Experience (This includes 45 hours of field experience.)</li> </ul>
<ul style="list-style-type: none"> <li>• ED 284 Foundations of Inclusion in Teaching (formerly ED 297S)</li> </ul>	<ul style="list-style-type: none"> <li>• SPED 405 Educating Spec Needs Students</li> </ul>
<ul style="list-style-type: none"> <li>• ED 289 Educational Psychology (formerly PSY 298)</li> </ul>	<ul style="list-style-type: none"> <li>• PSY 342 Educational Psychology</li> </ul>
<ul style="list-style-type: none"> <li>• ED 290 Foundations of Education (Leeward CC students will need to do an additional upper division WI class)</li> </ul>	<ul style="list-style-type: none"> <li>• EDEF 310 Education in American Society (WI)</li> </ul>

Under the terms of this Agreement, Leeward CC agrees to:

- Identify a counselor/advisor at Leeward CC who will partner with UHWO advisor(s) to ensure timely and accurate advising information on pre-admission, admission, degree/program requirements, and other relevant advising information [Initially Erin Loo].
- Identify a Leeward CC faculty who will serve as the faculty advisor to students in the AAT program and consult with UH West O'ahu's admissions personnel on students on an as needed basis [Initially Roberta Martel].
- Advise students to complete the PRAXIS I (PPST) prior to transferring to UHWO
- To facilitate the transfer of students, Leeward CC agrees that a faculty advisor or counselor will submit a memo to the UHWO Student Services Office, Attn: Registrar, to verify that student will be completing the AAT if the degree is not yet posted to the student's record.
- Meet with UHWO faculty and/or administration on an annual, or as needed basis, to discuss potential and planned curricular changes which may require revisions to this agreement.

This Articulation Agreement is effective for the Middle Level/Secondary concentration beginning Fall 2012 and is based on the General Education and Focus requirements in effect at UH West O'ahu for the 2012-2013 academic year. This Articulation Agreement will be subject to a mandatory review every two years and may be continued, revised or discontinued with the consent of both parties.

LEEWARD COMMUNITY COLLEGE

Associate of Arts in Teaching

University of Hawai'i-West O'ahu B.Ed. with a Concentration in Middle-Level Education

Recommended Options

Catalog Year 2012-2013

Core Education Courses Required (13 credits)

3	ED 285	Classroom Management within the Instructional Process (must also take ED 291 & 295 to waive UHWO EDEF 200)
3	ED 290	Foundations of Education (UHWO EDEF 310)
3	ED 291	Developing Language & Literacy I (must also take ED 285 & 295 to waive UHWO EDEF 200)
3	ED 294	Introduction to Multicultural Education
1	ED 295	Service Learning (must also take ED 285 & 291 to waive UHWO EDEF 200)

Education Electives (6 credits): choose 2 from the following:

3	ED 100	Introduction to Education (UHWO EDEF 201)
3	ED 279	Educational Media & Technology (UHWO ETEC 297)
3	ED 284	Foundations of Inclusion in Teaching (UHWO SPED 405)
3	ED 296	Intro to Art, Music & Movement in the Classroom (UHWO EDEE 325)

Note: Though only 2 classes are needed for the Leeward CC AAT Education Electives, to meet requirements in the UHWO program, students will also need to take the additional 6 credits of coursework listed at Leeward CC or at UHWO.

General Education Courses (25 credits)

FW	3	ENG 100	Composition I or ENG 100E
FS	3	MATH 100, 103, 135 or higher	(UHWO recommended option)
FG	6	Global Multicultural Perspectives	(2 classes from 2 different Groups): Group A: HIST 151/ANTH 151/ART 175 Group B: HIST 152/ANTH 152/ART 176 Group C: GEOG 151, MUS 107, or REL 150
DS	3	Diversification Social Sciences:	Select 1 Social Science (DS) course, not PSY
DA	3	Diversification Arts:	Select 1 Arts (DA) course
DB	7	Diversification Natural Sciences:	1 Biological Science (DB), 1 Physical Science (DP) and 1 Lab (DY) that must match either the DB or DP course

AAT Graduation Requirements (18 credits)

	3	ENG 200	Composition II
OC	3	SP 151	Personal and Public Speaking
		SP 200	Speaking Skills for Prospective Teachers, or
		SP 251	Principles of Effective Public Speaking
DS	3	PSY 100	Introduction to Psychology
	3	PSY 240	Developmental Psychology or
		FAMR 230	Human Development
DH, HAP	3	HWST 107	Hawaii: Center of the Pacific
	3		One science course from DB, DP or DO

Total minimum credits: 62

ATTACHMENT II-Middle Level

UNIVERSITY OF HAWAII-WEST O'AHU  
Bachelor of Education with a Concentration in Middle-Level Education  
Catalog Year 2012-2013

\*Indicates a requirement that may be taken at UHWO or Leeward CC

UHWO General Education Requirements (31 credits):

FW	*3	ENG 100	Composition I	
FG	*6	Choose 2 classes from 2 different groups:		Group A: HIST 151/ANTH 151/ART 175; Group B: HIST 152/ANTH 152/ART 176; Group C: GEOG 151, MUS 107, or REL 150
FS	*3	MATH 100, 103, 135 or higher		
DA	*3	Select an Arts (DA) class		
DH,HAP	*3	HWST 107	Hawaii Center of the Pacific	
DS	*3	PSY 100	Survey of Psychology	
DS	*3	one other Social Science class (DS), not PSY		
DB	*3	one Biological Science (DB)		
DP	*3	one Physical Science (DP)		
DY	*1	one Science Lab (DY)		

Graduation Requirements (9 credits):

	*3	ENG 200	Composition II	
OC	*3	SP 151	Personal or Public Speaking	
	3	UD WI	elective	

Students are required to have a minimum of 3 classes of upper division Writing Intensive coursework.

Educational Foundations (9 credits)

	*3	EDEF 297	Educational Technology (or Leeward CC ED 279)	
	*3	PSY 342	Educational Psychology (or Leeward CC ED 289)	
	3	PSY 343	Adolescent Psychology	

Pre-Professional Teacher Education Coursework (9 credits)

	*3	EDEF 200	Early Field Experience (or Leeward CC ED 295, 291, and 285)	
	*3	EDEF 201	Introduction to Teaching as a Career (or Leeward CC ED 100)	
	*3	EDEF 310	Education in American Society (or Leeward CC ED 290)	
	3	EDML 325	Intro to Middle-Level Education	

Teaching Area Coursework (31-45 credits):

- English Teaching Area Coursework, Middle-Level & Secondary:
  - 42 credits (45 credits; of these 3 credits can be applied to Div HUM General Education requirements)
- Social Studies Teaching Area Coursework, Middle-Level & Secondary:
  - 45 credits (57 credits; of these, 12 credits may be applied to UHWO General Education requirements)
- General Science Teaching Area Coursework, Middle-Level:
  - 31 credits (38 credits; of these, 7 credits may be applied to UHWO General Education requirements)
- Mathematics Teaching Area Coursework, Middle-Level:
  - 32 credits (35 credits; of these, 3 credits may be applied to the UHWO General Education requirements)

**ATTACHMENT II–Middle Level (continued)**

**Admission Requirements to the Professional Teacher Education Program**

1. PPST: Reading (172), Math (173), Writing (171) (Students must pass all three sections separately)
2. Minimum of 45 credit hours
3. "C" or better in EDEF 200, EDEF 201, EDEF 310
4. "C-" or higher in ENG 200; PSY 342; PSY 343
5. Overall GPA of 2.5 or better
6. Fingerprinting and background check completed by Hawaii Department of Education

**Professional Teacher Education Coursework (18 credits)**

**Block 1-Discipline Specific (9 credits)**

- |   |          |  |
|---|----------|--|
| 3 | EDEF 410 | Reading and Writing Across the Curriculum (WI) |
| 3 | EDML 428 | Middle-level English Language Arts Methods     |
| 3 | EDML430  | English Language Arts Practicum (5-9)          |

OR

- |   |          |  |
|---|----------|--|
| 3 | EDEF 410 | Reading and Writing Across the Curriculum (WI) |
| 3 | EDML 448 | Middle-level Social Studies Methods            |
| 3 | EDML 440 | Practicum with Seminar (5-9)                   |

OR

- |   |          |  |
|---|----------|--|
| 3 | EDEF 410 | Reading and Writing Across the Curriculum (WI) |
| 3 | EDML 438 | Middle-level Math Methods                      |
| 3 | EDML 450 | Practicum with Seminar (5-9)                   |

OR

- |   |          |  |
|---|----------|--|
| 3 | EDEF 410 | Reading and Writing Across the Curriculum (WI) |
| 3 | EDML 446 | Middle-level Science Methods                   |
| 3 | EDML 460 | Practicum with Seminar (5-9)                   |

**Block 2 All Disciplines (9 credits)**

- |    |          |  |
|----|----------|--|
| 3  | EDEF 444 | Teaching Culturally and Linguistically Diverse Learners (WI) |
| 3  | EDML446  | Practicum with Seminar (5-9)                                 |
| *3 | SPED 405 | Educating Special Needs Students (or Leeward CC ED 284)      |

**The Professional Seminar and Co-requisites (15 credits)**

Pre-requisites: Application and formal admission to the Professional Student Teaching semester (application must be filed in the Division of Education by the first day of the semester preceding enrollment in the Professional Student Teaching semester); successful completion of all field experience, practicum, and methods courses with a grade of "C" or higher; 2.75 GPA or higher for Methods Blocks courses; and a 2.5 overall GPA or higher. Students are advised to prepare for and take the Praxis II Principles of Teaching and Learning Exam (PLT Passing Score: 163) prior to or during their Student Teaching semester.

- |    |          |                                    |
|----|----------|------------------------------------|
| 12 | EDML 490 | Student Teaching                   |
| 3  | EDML 492 | Student Teaching Seminar (E-focus) |

ATTACHMENT II-Secondary

**UNIVERSITY OF HAWAI'I-WEST O'AHU**  
**Bachelor of Education with a Concentration in Secondary Education**  
**Catalog Year 2012-2013**

\*Indicates a requirement that may be taken at UHWO or Leeward CC

**UHWO General Education Requirements (31 credits):**

FW	*3	ENG 100	Composition I	
FG	*6	Choose 2 classes from 2 different groups:		Group A: HIST 151/ANTH 151/ART 175; Group B: HIST 152/ANTH 152/ART 176; Group C: GEOG 151, MUS 107, or REL 150
FS	*3	MATH 100, 103, 135	or higher	
DA	*3	Select an Arts (DA) class		
DH,HAP	*3	HWST 107	Hawai'i: Center of the Pacific	
DS	*3	PSY 100	Survey of Psychology	
DS	*3	one other Social Science class (DS),	not PSY	
DB	*3	one Biological Science (DB)		
DP	*3	one Physical Science (DP)		
DY	*1	one Science Lab (DY)		

**Graduation Requirements (9 credits):**

	*3	ENG 200	Composition II	
OC	*3	SP 151	Personal or Public Speaking	
	3	UD W1	elective	

Students are required to have a minimum of 3 classes of upper division Writing Intensive coursework. Must earn a minimum of 120 credits to graduate.

**Educational Foundations (9 credits)**

	*3	EDEF 297	Educational Technology (or Leeward CC ED 279)	
	*3	PSY 342	Educational Psychology (or Leeward CC ED 289)	
	3	PSY 343	Adolescent Psychology	

**Pre-Professional Teacher Education Coursework (9 credits)**

	*3	EDEF 200	Early Field Experience (or Leeward CC ED 295, 291, and 285)	
	*3	EDEF 201	Introduction to Teaching as a Career (or Leeward CC ED 100)	
	*3	EDEF 310	Education in American Society (or Leeward CC ED 290)	

**Teaching Area Coursework (31-45 credits):**

- English Teaching Area Coursework, Middle-Level & Secondary:
  - 42 credits (45 credits; of these 3 credits can be applied to General Education requirements)
- Social Studies Teaching Area Coursework, Middle-Level & Secondary:
  - 45 credits (57 credits; of these, 12 credits may be applied to General Education requirements)
- Biology Teaching Area Coursework, Secondary:
  - 46 credits (56 credits; of these, 10 credits may be applied to General Education requirements)
- Mathematics Teaching Area Coursework, Secondary:
  - 36 credits (39 credits; of these, 3 credits may be applied to General Education requirements)

ATTACHMENT II-Secondary (continued)

Admission Requirements to the Professional Teacher Education Program

1. PPST: Reading (172), Math (173), Writing (171) (Students must pass all three sections separately)
2. Minimum of 45 credit hours
3. "C" or better in EDEF 200, EDEF 201, EDEF 310
4. "C-" or higher in ENG 200; PSY 342; PSY 343
5. Overall GPA of 2.5 or better
6. Fingerprinting and background check completed by Hawaii Department of Education

Professional Teacher Education Coursework (18 credits)

Block 1-Discipline Specific (9 credits)

3	EDEF 410	Reading and Writing Across the Curriculum (WI)
3	EDSE 427	Secondary English Methods
3	EDSE 430	Practicum with Seminar (7-12)

OR

3	EDEF 410	Reading and Writing Across the Curriculum (WI)
3	EDSE 447	Secondary Social Studies Methods
3	EDSE 440	Practicum with Seminar (7-12)

OR

3	EDEF 410	Reading and Writing Across the Curriculum (WI)
3	EDSE 438	Secondary Math Methods
3	EDSE 450	Practicum with Seminar (7-12)

OR

3	EDEF 410	Reading and Writing Across the Curriculum (WI)
3	EDSE 457	Secondary Science Methods
3	EDSE 460	Practicum with Seminar (7-12)

Block 2 All Disciplines (9 credits)

3	EDEF 444	Teaching Culturally and Linguistically Diverse Learners (WI)
3	EDSE 446	Practicum with Seminar (7-12)
*3	SPED 405	Educ. Spec Needs Students (or Leeward CC ED 284)

The Professional Seminar and Co-requisites (15 credits)

Pre-requisites: Application and formal admission to the Professional Student Teaching semester (application must be filed in the Division of Education by the first day of the semester preceding enrollment in the Professional Student Teaching semester); successful completion of all field experience, practicum, and methods courses with a grade of "C" or higher; 2.75 GPA or higher for Methods Blocks courses; and a 2.5 overall GPA or higher. Students are advised to prepare for and take the Praxis II Principles of Teaching and Learning Exam (PLT Passing Score: 163) prior to or during their Student Teaching semester.


12	EDSE 490	Student Teaching
3	EDSE 492	Student Teaching Seminar (E-focus)

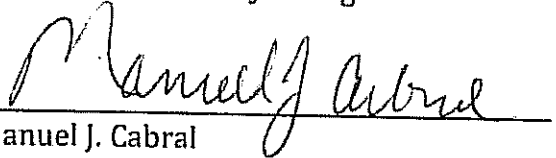



*Approvals*

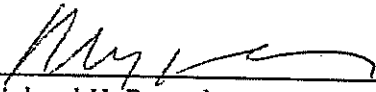
University of Hawai'i-West O'ahu


Leeward Community College

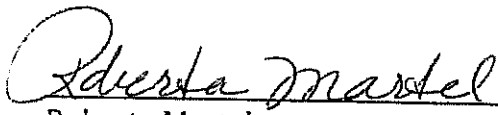
  
Gene I. Awakuni  
Chancellor

  
Manuel J. Cabral  
Chancellor

  
Joseph R. Mobley  
Vice Chancellor for Academic Affairs (Interim)

  
Michael H. Pecsok  
Vice Chancellor for Academic Affairs

  
Susan Matoba Adler, Chair  
Chair, Education Division

  
Roberta Martel  
Coordinator, AAT Program

Date of Agreement:                     FEB - 8 2012                    

Effective: Fall 2012