MINUTES OF THE REGENTS` COMMITTEE ON ACADEMIC AFFAIRS

Date: Thursday, January 16, 2003

Place & Time: Campus Center Rooms 306-307
University of Hawai‘i at Hilo
5:09 p.m.

Committee Members Present: Regents Nunokawa (presiding)
Lee
McElrath
Yamasato
Kobayashi (ex-officio)

Committee Member Excused: Regent Poe

Other Regents Present: Regents Dowling
Kaneshiro
Kawakami
Kurisu
Thurston

Others Present: Evan S. Dobelle, President, University of Hawai‘i
Walter S. Kirimitsu, Vice President and University General Counsel
Deane Neubauer, Interim Vice President for Academic Affairs
Peter Englert, Chancellor, University of Hawai‘i at Mānoa
Rose Y. Tseng, Senior Vice President, University of Hawai‘i and Chancellor, UH-Hilo
Karl E. Kim, Interim Vice Chancellor for Academic Affairs
Randy A. Hitz, Dean, College of Education
Donald B. Young, Associate Dean for Research, College of Education
David Iha, Executive Administrator and Secretary of the Board
Carl H. Makino, Executive Assistant to the Board
Approval of Committee Meeting Minutes

The minutes of the meetings of the Regents’ Committee on Academic Affairs held on October 17, 2002 and November 21, 2002, and the Joint Committees on Academic Affairs and Community Colleges held on October 17, 2002 and November 21, 2002 were approved as circulated.

Subjects:

1. Establishment of a Bachelor of Science in Travel Industry Management, School of Travel Industry Management, Mānoa Campus

2. Establishment of a Master of Science in Kinesiology and Leisure Science, Department of Kinesiology and Leisure Science, College of Education, Mānoa Campus

3. Establishment of the Kahuawaiola Indigenous Teacher Education Program as a Post-Baccalaureate Certificate Program of the University of Hawai‘i at Hilo

4. Curriculum Research and Development Group

Establishment of a Bachelor of Science in Travel Industry Management, School of Travel Industry Management, Mānoa Campus

Interim Vice Chancellor Kim requested that the Committee grant established status to the Bachelor of Science in Travel Industry Management program in the School of Travel Industry Management, (TIM) University of Hawai‘i at Mānoa.

Over the past ten years, the goals of the School of Travel Industry Management have been threefold: a high-quality education for current and future professionals in the travel industry; conceptual and applied research in that field; and service to the State and the Asia-Pacific region. During that time, a high-quality BS program was successfully instituted, developed, and improved; the faculty has been quite productive in research, publication, and professional outreach despite a heavy course load along with administrative and service burdens aggravated by uncertainty over the school’s autonomy; and the school has served well its various clients—student and professional, private and public, academic and industrial.

In the 2001-2002 academic year, 325 degree candidates were enrolled. Students transfer into TIM from UH Community Colleges, other departments and programs at Mānoa, and other institutions of higher education. Students may elect three upper-level specializations: hospitality, tourism, or transportation. All undergraduates work and study in an internship program that includes an introduction to the industry and 800 hours of approved work-study.

Recent reviews by the Accreditation Commission for Programs in Hospitality
Administration and the World Tourism Organization resulted in a positive accreditation report. According to the Council on Program Reviews surveys, TIM undergraduates were quite satisfied with their programs of instruction at the school. Faculty and staff were readily available for advice and assistance, the quality of instruction and the sequence and usefulness of courses were widely approved, and overall student morale was high.

Strengths of the BS program include: close ties with industry; a high job placement rate of graduates; the use of distance learning and high technology for instruction and the dissemination of knowledge; a focus on research, professional management and leadership; aggressive fund-raising and pursuit of extramural grants; effective marketing and recruitment of students; and effective public relations. Using an $8,000 intramural grant from the UHM Assessment Fund, the School established an Assessment Committee that developed an assessment procedure that will be implemented on a yearly cycle beginning in 2002-2003.

The BS program in Travel Industry Management was established by the Board of Regents in 1991 and an extension of the provisional status was granted in 1995. Board policy provides that all new academic programs, once approved, shall have provisional status until a review is conducted. The Bachelor of Science in Travel Industry Management program has been reviewed by the Council on Program Reviews, which found the program to be of high quality and strongly endorsed that it be established permanently.

Regent Lee moved to grant permanent status to the Bachelor of Science in Travel Industry Management of the School of Travel Industry Management, Mānoa campus, subject to the Regents’ policy on established academic programs. The motion was seconded and unanimously carried.

Regent McElrath recalled that the College of Business Administration and the School of Travel Industry Management were supposed to incorporate. Interim Vice President Neubauer responded that when President Dobelle arrived he had asked that this merger be reviewed and concluded that such a merger would handicap TIM and that in a State reliant on the visitor industry it made more sense to retain the School under the current structure.

Establishment of a Master of Science in Kinesiology and Leisure Science, Department of Kinesiology and Leisure Science, College of Education, Mānoa Campus

Interim Vice Chancellor Kim requested that the Committee grant established status to the Master of Science in Kinesiology and Leisure Science of the Department of Kinesiology and Leisure Science in the College of Education on the Mānoa campus.

The Master of Science degree in Kinesiology and Leisure Science offers graduate training in three areas: Athletic Training, Physical Education and Adaptive Physical
Education, and Health, Exercise Science and Lifestyle Management. Two of the program areas, Athletic Training and Adaptive Physical Education, are highly structured and are specifically geared towards meeting national certification requirements. Once students complete their studies in Adaptive Physical Education, they may sit for the Adapted Physical Education National Standards Certification Examination to become certified adaptive physical educators. Similarly, once students complete course work in the area of athletic training, they may sit for the Board of Certification Examination offered by the National Athletic Trainers’ Association. The Physical Education area helps to train secondary and college level physical educators, while the Health, Exercise Science and Lifestyle Management program area aims to prepare students for upper management in fitness and leisure time careers.

The program clearly met and exceeded all state, national, and international need factors. Program strengths include the involvement and support of professionals in the field; the clinical experience (40-60 hours) that requires students to work with athletic trainers and other professionals; student outcome objectives for the Athletic Training and Adaptive Physical Education curricula that are aligned with that of the national accrediting organizations; the commitment of the College of Education to the program; and the satisfaction of students with the program.

The MS degree in Kinesiology and Leisure Science was granted provisional status by the Board of Regents in 1999. Board of Regents Policy 5-1(a) provides that all new academic programs, once approved, shall have provisional status until a review is conducted. Reviews are initiated once a full cycle of graduates has been completed. The MS program has graduated 44 students as of Spring 2002. The program was reviewed recently by the Council on Program Reviews, and by the National Council for Accreditation of Teacher Education in October 2001. Both reviews were positive. The Council on Program Reviews recommends that the program be moved from its provisional status to the established status, and the National Council for Accreditation of Teacher Education granted accreditation to the College of Education.

Regent Lee moved to grant permanent status to the Master of Science in Kinesiology and Leisure Science in the Department of Kinesiology and Leisure Science within the College of Education on the M~noa campus, subject to the Regents' policy on established academic programs. The motion was seconded and unanimously carried.

Establishment of the Kahuawaiola Indigenous Teacher Education Program as a Post-Baccalaureate Certificate Program of the University of Hawai‘i at Hilo
Senior Vice President Tseng requested that the Committee grant approval as a post-baccalaureate certificate program to the Kahuawaiola Indigenous Teacher Education Program at the University of Hawai‘i at Hilo.

The Kahuawaiola Indigenous Teacher Education Program at the college is a fully DOE-approved program offering multiple licensure allowing for teaching through both Hawaiian and English. While Kahuawaiola has been official at UH Hilo since January 21, 1999 when approved as a certificate program by Chancellor Tseng, the program needs official approval from the Board of Regents for its students to be eligible for important scholarship assistance, such as the federal Stafford Loan program.

BOR approval is crucial for the funding of the students from less prosperous backgrounds who wish to become public school teachers for Hawaiian immersion schools, charter schools and standard public schools through this unique program.

The federal government requires that students receiving federal financial assistance must be enrolled in a program approved by the Board of Regents. Other teaching certificate programs of the UH system were approved by the Board of Regents before passage of E5.205 and thus meet the federal government requirement. Kahuawaiola seeks the same approval.

Until Fall 2002, Ka Haka ‘Ula O Ke’elik‘lani faculty were unaware of the negative impact of E5.205 on financial aid for their students because the tuition of students in their initial cohorts had been fully covered through extramural grants awarded to the college. We have been informed that the appropriate step is to request that the Board of Regents formally approve the program.

Kahuawaiola is a mandated part of Ka Haka ‘Ula O Ke‘elik‘lani College of Hawaiian Language established in 1998 by the BOR in response to Act 315 of the 1997 legislature. As such, it is associated with the state Hale Kuamo‘o Hawaiian Language Center at UH Hilo; cooperates in Hawaiian immersion curriculum development with the ‘Aha Pānana Leo at UH Hilo. Nāwah‘ōkalani‘cup‘u School is the laboratory school site for teacher training for the college. It trains teachers for immersion schools, charter schools, and schools throughout the state. It is accredited by the State of Hawai‘i and is the only teacher education program in Hawai‘i providing all graduates multiple licensure and the first in the state to grant the DOE’s Hawaiian immersion, Hawaiian Studies, and Hawaiian language licenses. All Kahuawaiola graduates are licensed to teach through both Hawaiian and English and all graduates receive at least two licenses, one for Hawaiian immersion and one from a broad list of areas of expertise that can be used in English medium schools. Additional licenses for Kahuawaiola graduates applicable to English medium schools are available based on the undergraduate degree area of study and the passing of national teacher examination requirements.
Kahuawaiola is the only teacher education program in the state of Hawai‘i conducted entirely through the Hawaiian language, and is the first teacher education program in the United States conducted entirely through a Native American language. As such, it sets high standards in the teaching of Hawaiian language and culture.

Regent McElrath moved to approve the Kahuawaiola Indigenous Teacher Education Program as a post-baccalaureate certificate program at the University of Hawai‘i at Hilo, subject to the Regents’ policy on new academic programs. The motion was seconded and unanimously carried.

Curriculum Research and Development Group

Regent Nunokawa explained that this matter had been discussed at the Committee’s meeting in November. However, in order to continue the discussion on the research taking place at the Lab School, he had placed the matter on the Committee’s agenda.

Associate Dean Young reported on the research being taken place at the Charter School formerly known as University Laboratory School. Studies are being conducted at the Charter School by faculty from the University of Hawai‘i at Mānoa’s College of Education as well as the Department of Psychology. He informed that by becoming a charter school the Lab School receives funds from the State, however, it is operated by its own Board. He then reported on the School’s various resources and sources of revenues including an appropriation from the State, grants as well as contributions from parents.

Regent Kurisu inquired about the University’s liability exposure by continuing to allow the Lab School to operate on its land. Associate Dean Young said that its Board assumes that responsibility. Regent Kurisu followed as to who is currently paying for the maintenance of the Lab School buildings. Associate Dean Young responded that the University is currently assuming much of the cost. Vice President Kirimitsu also informed that the University assumes the cost for fire insurance through a lease with the Charter School (Lab School).

Regent Nunokawa commented that the report seemed only to highlight the activities and value for a lab school. He wondered about places such as the University of Minnesota that got rid of its laboratory school and questioned why a Department of Education operation was using University space. Dean Hitz said it was because the College of Education does use the Charter School for research. Regent Lee, however, asked if such collaboration needs to take place at the current site. Regent Nunokawa commented that Regent Lee’s question is timely since the lease between the University and the Charter School is expiring in June 2003.

There being no further business before the Committee, the meeting was adjourned at 6:16 p.m.
Respectfully submitted,

David Iha, Secretary

Dated: February 5, 2003

c: Chairperson Bert A. Kobayashi
Members, Committee on Academic Affairs
President Evan S. Dobelle
Interim Vice President Deane Neubauer