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**Notice of Meeting
 UNIVERSITY OF HAWAI'I**

BOARD OF REGENTS COMMITTEE ON STUDENT SUCCESS

Members: Regents Tochiki (Chair), Haning (Vice-Chair), Mawae, Loo, and Wilson

Date: Thursday, February 15, 2024

Time: 1:30 p.m.

Place: University of Hawai'i at Hilo
 Daniel K. Inouye College of Pharmacy
 Hale Kiho'iho'i Room 101
 722 South Aohoku Place
 Hilo, HI 96720

See the Board of Regents website to access the live broadcast of the meeting and related updates: www.hawaii.edu/bor

AGENDA

- I. Call Meeting to Order**
- II. Approval of Minutes of the November 2, 2023, Meeting**
- III. Public Comment Period for Agenda Items:**

Individuals who are unable to provide testimony at this time will be allowed an opportunity to testify when specific agenda items are called.

All written testimony on agenda items received after posting of this agenda and up to 48 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board at the beginning of the meeting. Written testimony may be submitted via the board's website through the testimony link provided on the Meeting Agendas, Minutes and Materials page. Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S. mail at 2444 Dole Street, Bachman 209, Honolulu, HI 96822, or facsimile at (808) 956-5156.

Those wishing to provide oral testimony virtually may register [here](#). Given the constraints with the format of hybrid meetings, individuals wishing to orally testify virtually must register no later than 12:00 p.m. on the day of the meeting in order to be accommodated. Registration for in-person oral testimony on agenda items will also be provided at the meeting location 15 minutes prior to the meeting and closed at the posted meeting time. It is highly recommended that written testimony be submitted in addition to registering to provide oral testimony. Oral testimony will be limited to three (3) minutes per testifier.

Although remote oral testimony is being permitted, this is a regular meeting and not a remote meeting by interactive conference technology under Section 92-3.7, Hawai'i Revised Statutes (HRS). Therefore, the meeting will continue

If you need an auxiliary aid/service or other accommodation due to a disability, contact the Board Office at (808) 956-8213 or bor@hawaii.edu as soon as possible. Requests made as early as possible have a greater likelihood of being fulfilled. Upon request, this notice is available in alternate/accessible formats.

notwithstanding loss of audiovisual communication with remote testifiers or loss of the public broadcast of the meeting.

All written testimony submitted are public documents. Therefore, any testimony that is submitted orally or in writing, electronically or in person, for use in the public meeting process is public information and will be posted on the board's website.

IV. Agenda Items

- A. Request Board Approval of Provisional Status for the Bachelor of Arts in Education at University of Hawai'i at Hilo
- B. Athletics Budget Update
 - 1. University of Hawai'i at Hilo
 - 2. University of Hawai'i at Mānoa

V. Adjournment

ATTACHMENTS

Attachment A – Personnel actions posted for information only, pursuant to Section 89C-4, Hawai'i Revised Statutes. These actions are not subject to approval by the Board of Regents.

Attachment A: Pursuant to §89C-4, Hawai'i Revised Statutes, the following proposed compensation actions for excluded Executive/Managerial are disclosed for purposes of public comment.

DTS 23934

Executive/Managerial

Campus	Last Name	First Name & Middle Initial	Proposed Title	Unit	Nature of Action	Monthly Salary	Effective Date
UH System	Deane	James	Director	Office of Innovation and Commercialization	Appointment	\$16,667	March 18, 2024
UH Mānoa	Grewal	Parwinder	Dean and Director of Research and Cooperative Extension	College of Tropical Agriculture and Human Resources	Appointment	\$25,000	March 1, 2024 or shortly thereafter
UH Mānoa	Kono	Teresa	Administrative Program Officer	Office of the Vice Provost for Academic Excellence	Appointment	\$13,084	February 16, 2024
Honolulu CC	Doerger	Daniel	Director	Pacific Center for Advanced Technology Training	Reassignment	\$11,307	March 1, 2024
Windward CC	Bingham	Jon-Paul	Interim Dean	Division II	Appointment	\$10,936	March 1, 2024 - February 28, 2025
Windward CC	Diaz	Maria-Elena	Director	Continuing Education & Training	Appointment	\$9,834	February 16, 2024

UNIVERSITY OF HAWAII
BOARD OF REGENTS
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**DISCLAIMER – THE FOLLOWING ARE DRAFT MINUTES AND ARE SUBJECT TO
FURTHER REVIEW AND CHANGE UPON APPROVAL BY THE COMMITTEE**

MINUTES

**BOARD OF REGENTS COMMITTEE ON STUDENT SUCCESS
MEETING**

NOVEMBER 2, 2023

A video recording of this meeting may be viewed at the Board of Regents website as follows:

[Meeting Video](#)

I. CALL TO ORDER

Chair Laurie Tochiki called the meeting to order at 9:31 a.m. on Thursday, November 2, 2023, at the University of Hawai'i (UH) at Mānoa, Information Technology Building, 1st Floor Conference Room 105A/B, 2520 Correa Road, Honolulu, Hawai'i 96822, with regents participating from various locations.

Committee members in attendance: Chair Laurie Tochiki; Vice-Chair William Haning; Regent Laurel Loo; Regent Abigail Mawae; and Regent Ernest Wilson.

Others in attendance: Board Chair Alapaki Nahale-a; Regent Neil Abercrombie; Regent Lauren Akitake; Regent Wayne Higaki; Regent Gabriel Lee; Regent Diane Paloma (ex officio committee members); President David Lassner; Vice President (VP) for Administration Jan Gouveia; VP for Academic Strategy Debora Halbert; VP for Legal Affairs/University General Counsel Carrie Okinaga; VP for Information Technology/Chief Information Officer Garret Yoshimi; VP for Budget and Finance/Chief Financial Officer Kalbert Young; Interim VP for Community Colleges Della Teraoka; UH-Mānoa Provost Michael Bruno; UH-Hilo Chancellor Bonnie Irwin; UH-West O'ahu Chancellor Maenette Benham; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Yvonne Lau; and others as noted.

II. APPROVAL OF MINUTES

Chair Tochiki inquired if there were any corrections to the minutes of the October 5, 2023, committee meeting which had been distributed. Hearing none, the minutes were approved.

Regent Mawae arrived at 9:34 a.m.

III. PUBLIC COMMENT PERIOD

Board Secretary Lau announced that late written comments in support of granting established status for the Associate of Science Degree in Creative Media (ASCM) programs at Hawai'i Community College (HawCC), Kaua'i Community College

(KauCC), and University of Hawai'i Maui College (UHMC) were received from Gabriel Navalta.

Ticannaf "Teak" Ruby-Ano, Faith Christy, and Gabriel Navalta provided oral comments in support of granting established status for ASCM programs at HawCC, KauCC, and UHMC.

Written testimony may be viewed at the Board of Regents website as follows:

[Late Written Comments Received](#)

IV. AGENDA ITEMS

A. Request Board Approval to Change the ASCM from Provisional to Established Status at HawCC, KauCC, and UHMC.

Interim VP Teraoka briefly reviewed the current program proposal process emphasizing that these requests are initiated at the campus level and thoroughly vetted by campus faculty and administration, the university officers, and the Council of Chief Academic Officers prior to being brought before the board for approval. She provided an overview of the request to grant established status to the ASCM degree programs at HawCC, KauCC, and UHMC, noting that each was granted provisional status in 2016; spoke about some of the specific benefits and unique attributes of these programs; indicated that this request was unusual because it involved conferring established status to degree programs on multiple campuses; discussed the Academy for Creative Media's (ACM's) vision for the development of a systemwide creative media studies program that would be offered at each of the university's ten campuses and span the entire higher education spectrum from certificates to doctoral degrees; stated that HawCC, KauCC, and UHMC were the final three campuses seeking to obtain established status for their ACM related academic programs; and talked about the growth of the creative media industry in Hawai'i along with its ever-increasing workforce demands.

Chris Lee, ACM Founder and Director, provided historical context to the establishment of the university's ACM System approximately 20 years ago; pointed out the existence of collaborative articulations among currently established ACM programs throughout the university system; and went over some of the successes experienced by ACM program graduates.

Noting that ACM degree program proposal requests are initiated at the campus level, that ACM degree programs were already in place at each of the university's ten campuses and presumably overseen by their respective campus faculty and administration, and that articulation agreements between the various ACM degree programs already existed, Regent Abercrombie questioned the role of the university's ACM System. Interim VP Teraoka replied that the ACM System oversees the entirety of ACM academic programs across the university so as to support proper articulation as well as help avoid undue program duplication.

Robust conversations occurred on the functions of the ACM System relative to the campus and university administration with respect to oversight of the various campus ACM programs.

Several regents expressed their support for the various ACM degree programs across the university system.

Regent Wilson moved to recommend board approval of established status for the ASCM degree programs at HawCC, KauCC, and UHMC, seconded by Regent Mawae, and the motion carried with all members present voting in the affirmative.

V. ADJOURNMENT

There being no further business, Chair Tochiki adjourned the meeting at 10:04 a.m.

Respectfully Submitted,

Yvonne Lau
Executive Administrator and Secretary
of the Board of Regents



UNIVERSITY
of HAWAII
HILO

UNIVERSITY OF HAWAII
BOARD OF REGENTS

'24 JAN 24 08:20

College of Arts and Sciences
Office of the Dean

DTS 23894

January 10, 2024

MEMORANDUM

TO: Alapaki Nahale-a
Chair, Board of Regents

Laurie Tochiki
Chair, BOR Committee on Student Success

VIA: David Lassner
President *David Lassner*

VIA: Debora Halbert
Vice President for Academic Strategy *Debora Halbert*

VIA: Bonnie D. Irwin
Chancellor *Bonnie D. Irwin*
Bonnie D. Irwin (Jan 10, 2024 16:27 HST)

VIA: Keiki Kawai'ae'a
Interim Vice Chancellor for Academic Affairs *Keiki Kawai'ae'a*

FROM: Michael Bitter
Dean, College of Arts & Sciences *Michael Bitter*

SUBJECT: REQUEST FOR PROVISIONAL STATUS FOR THE BACHELOR OF ARTS IN EDUCATION STUDIES AT THE UNIVERSITY OF HAWAII AT HILO

SPECIFIC ACTION REQUESTED:

It is respectfully requested that the Board of Regents grant provisional status to the Bachelor of Arts in Education Studies (BAES) in the College of Arts and Sciences at the University of Hawai'i at Hilo.

RECOMMENDED EFFECTIVE DATE:

Fall 2024

ADDITIONAL COST:

As the Bachelor of Arts in Education Studies matures and expands offerings, the program anticipates the need for three additional faculty FTE for full implementation, evaluation, and accreditation of the degree program.

200 W. Kāwili St. Hilo, Hawai'i 96720-4091
Telephone: (808) 932-7095

Fax: (808) 932-7096

hilo.hawaii.edu/academics/cas · casdean@hawaii.edu
An Equal Opportunity/Affirmative Action Institution

PURPOSE:

The University of Hawai'i at Hilo School of Education's Bachelor of Arts in Education Studies proposal was created in response to Senate Act 141 to address a critical shortage of qualified teachers throughout the State of Hawai'i. The program fills a clear need to provide undergraduate training toward teacher licensure on the neighbor islands and across the state. Until now, challenges in staffing have prevented the UH Hilo School of Education from offering an undergraduate teacher education program to our students.

BACKGROUND:

This request is in accordance with Board of Regents policy 5.201 III(A)(1), which states that "Approval of the board is required for the establishment of all new instructional programs granting academic credit leading to a degree or credential...." The Authorization to Plan was approved by Vice President for Academic Strategy, Debora Halbert on April 10, 2023.

Significance/Contribution of this degree:

The School of Education (SOE) at the University of Hawai'i at Hilo intends to provide a high-quality, place-based, rural-focused, nationally-accredited, four-year undergraduate Bachelor of Arts in Education Studies (BAES) degree program to meet the need for highly-qualified teachers on Hawai'i Island and other outer islands. At the completion of the BAES degree program, teacher candidates will exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree, including (1) content, pedagogical, and/or professional knowledge relevant to the credential sought; (2) learners and learning theory, including social, emotional, and academic dimensions and application of learning theory; (3) culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning; (4) assessment of and for student learning, assessment and data literacy, and use of data to inform practice; (5) creation and development of positive learning and work environments; and (6) dispositions and behaviors required for successful professional practice.

Alignment with the UH System Mission:

From the mission statement, " ... it is the basic purpose of the university to afford all qualified people of Hawai'i an equal opportunity for quality college and university education at both the undergraduate and graduate levels" (p. 1). Providing a BAES through the UH Hilo SOE will provide an opportunity for undergraduate students who cannot afford the cost of living on Oahu to complete their teaching degree at UH Hilo.

Alignment with the UH System Strategic Plan:

The Four Imperatives of the UH System Strategic Plan are (1) successful students for a better future, (2) meet Hawai'i workforce needs for today and tomorrow, (3) embrace kuleana to Hawai'ians and Hawai'i, and (4) diversify Hawai'i's economy through UH research and innovation. The Bachelor of Arts in Education Studies degree program clearly addresses Imperatives One, Two, and Three by providing a program where students can successfully train for and enter the field of education, provide for one of the greatest workforce needs in the state – teachers, and teach in rural and outer island settings with HĀ.

The SOE will also develop pathways that enable undergraduate students to join the BAES cohort after completing two years at the community college level. There are already such discussions taking place among leadership at UH Hilo, Hawai'i Community College, and UH Maui College about this collaboration, with more to come.

According to Senate Bill 2359/Act 141, "Hawai'i has long suffered from a shortage of qualified public-school teachers" (p. 1). Further, " ... the University of Hawai'i System does not offer a sufficient number of classes for students who are pursuing undergraduate degrees in the field of education, especially on the neighbor islands where the shortages are most severe" (p. 3). Therefore, the Act requires the establishment of " ... K-12 expanded teaching cohort programs in each county for students who are pursuing undergraduate degrees in education" (p. 3).

Consequently, the SOE at UH Hilo is submitting this proposal to help meet both the teacher shortage needs and the requirements of Senate Bill 2359/Act 141.

Demand projections:

The School of Education has offered an Academic Certificate in Education Studies (ACES) for undergraduate students interested in the field of education since the 2011-2012 academic year. To date, 299 students have graduated with the ACES, which is an average of 27 students per academic year. This may be considered an indirect indicator of student demand for an undergraduate degree program. The School of Education surveyed students currently enrolled in undergraduate education courses just last week. Findings revealed that 81 percent of respondents indicated that a Bachelor of Arts in Education Studies degree program would be popular or very popular.

Seventy-seven percent of respondents indicated that they would likely or very likely major in Education Studies, if it was offered. It should be noted that 90 percent of respondents were from Hawai'i, including 64 percent from Hawai'i Island and 18 percent from Maui.

Similar programs at other UH campuses:

Due to the severe workforce demand, ACT 141 mandates that undergraduate teacher preparation programs be made available within all counties. The University of Hawai'i at Hilo proposes a Bachelor of Arts in Education Studies degree program. This specific degree is not offered on the other campuses. Rather, the University of Hawai'i at Mānoa and the University of Hawai'i at West Oahu both offer Bachelor of Education (BED) degree programs in elementary education and secondary education.

The UH Hilo SOE proposes to roll out the Bachelor of Arts in Education Studies (BAES) in phases, which include elementary education (first phase), pre-kindergarten through grade three (second phase), and secondary education (third phase).

ACTION RECOMMENDED:

It is recommended that the Board of Regents grant provisional status to the Bachelor of Arts in Education Studies in the College of Arts and Sciences at the University of Hawai'i at Hilo, effective upon Board approval.

Attachments:
Provisional Program Proposal
Appendices

c: Executive Administrator and Secretary of the Board of Regents, Yvonne Lau

School of Education

Bachelor of Arts in Education Studies

New Academic Program Proposal

University of Hawai'i at Hilo



SCHOOL OF EDUCATION
THE HEART *of* OUR LEARNING COMMUNITY
UNIVERSITY *of* HAWAI'I*
HILO

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Bachelor of Arts in Education Studies

1. Executive Summary

The School of Education at University of Hawai'i at Hilo intends to provide a high-quality, face-to-face, place-based, rural-focused, nationally-accredited, four-year undergraduate Bachelor of Arts in Education Studies (BAES) degree program designed to meet the educational needs of Hawai'i Island. Undergraduate students will have the option of two tracks within the Bachelor of Arts in Education Studies degree program—a Teacher Licensure track (in elementary education, kindergarten through grade six) and an Education Studies track.

At the completion of the Bachelor of Arts in Education Studies degree program, Teacher Licensure candidates will exhibit the knowledge, skills, and abilities of professional educators appropriate to their degree, including (1) content, pedagogical, and/or professional knowledge relevant to the credential sought; (2) learners and learning theory, including social, emotional, and academic dimensions and application of learning theory; (3) culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning; (4) assessment of and for student learning, assessment and data literacy, and use of data to inform practice; (5) creation and development of positive learning and work environments; and (6) dispositions and behaviors required for successful professional practice.¹ Candidate instructional practices will also be grounded in HEART² and HĀ³.

At the completion of the Bachelor of Arts in Education Studies degree program, Education Studies candidates will begin their careers in a variety of fields and settings where they can exhibit their education core knowledge and skills in ways that positively contribute to their workplaces. Candidate educational practices will be grounded in HEART and HĀ as well.

The curriculum within the Bachelor of Arts in Education Studies is fully aligned to national standards. Program effectiveness will be evaluated through multiple means, including assessment of student coursework and fieldwork by faculty, field supervisors; post-graduation surveys by graduates and employers. The accreditation process is a rigorous examination of candidate quality, faculty inquiry, and institutional capacity reviewed on a regular basis.

The School of Education has offered an Academic Certificate in Educational Studies (ACES) for undergraduate students interested in the field of education since the 2011-2012 academic year. To date, 306 students have graduated with the ACES, which is an average of 24 students per academic year. This may be considered an indirect indicator of student demand for an undergraduate degree program in education.

¹ These are the program learning outcomes that must be demonstrated as achieved by all program completers in the Bachelor of Arts in Educational Studies (BAES) degree program by the School of Education's national accreditors AAQEP (Association for Advancing Quality in Educator Preparation).

² HEART is the School of Education conceptual framework. More information about HEART is available at the following URL: <https://hilo.hawaii.edu/depts/education/>.

³ HĀ or Nā Hopena A'o is a Hawai'i Department of Education initiative. The School of Education has served as a pilot site for HĀ, which includes six outcomes to be strengthened in every student—belonging, responsibility, excellence, aloha, and total well-being. More information about HĀ is available at the following URL: <https://www.hawaiipublicschools.org/DOE%20Forms/NaHopenaAoE3.pdf>.

The School of Education plans to welcome freshmen into the Bachelor of Arts in Education Studies degree program in the Fall of 2024 and graduate its first cohort of students in the Spring of 2028. Based upon ACES data, it is anticipated that 25⁴ new students will enter the program each year, with an 80 percent retention rate⁵. Within four years, it is anticipated that the program will have a consistent enrollment of 85 students. The School of Education plans to welcome transfer students from Hawai'i Community College initially, gradually expanding its outreach to Kaua'i Community College and Maui College in years to come.

The School of Education is requesting three faculty members for the design, development, implementation, evaluation, accreditation, and teaching within the Bachelor of Arts in Education Studies degree program—one new faculty member each year, beginning this academic year.

2. Program Purpose and Outcome

Why This Program Is a Priority

Senate Bill 2359—Act 141, which was signed into law on July 22, 2022, requires that beginning with the 2022-2023 academic year, the University of Hawai'i [System] shall establish in each county K-12 expanded teaching cohort programs for students who are pursuing undergraduate degrees in education.⁶

According to the Hawai'i Department of Education, state-approved teacher preparation programs, such as those at UH Hilo, UH West O'ahu, and UH Mānoa⁷, only provided 30.7 percent of the teachers hired for the 2021-2022 academic year. Therefore, the Hawai'i Department of Education relied on out-of-state hires (41.7 percent) and non-licensed individuals (27.6 percent) to fill vacancies⁸. Further, on Hawai'i Island, of the 157 new teachers hired, 24.8 percent were non-licensed individuals. Finally, as of October 1, 2022, when school was well underway, there were still 24 elementary vacancies on Hawai'i Island⁹. (It should be noted that this number does not include vacancies filled with emergency hires.)¹⁰

According to Osa Tui, President of the Hawai'i State Teachers Association, and his Hawai'i Island presidents, "As has been the trend for quite some time, each year, Hawai'i is short of hundreds of highly qualified educators for Hawai'i public school keiki. Recent news touts significant increases in the hiring of temporary employees from outside the United States to fill some of those vacancies.

⁴ Twenty-five students is an estimated minimum enrollment. We hope to welcome up to 35 students into the program each academic year.

⁵ Enrollment projections are based upon an 80 percent retention rate. Although the most recent UH Hilo four-year graduation rate is 21 percent, the BAES 80 percent rate was based upon our Master of Arts in Teaching program retention rate of 85 percent, because they have similar licensure-related admission criteria.

⁶To view Senate Bill 2359—Act 141, please access the following URL:
https://www.capitol.hawaii.gov/sessions/session2022/bills/SB2359_.HTM.

⁷ There are 13 state-approved teacher preparation programs in Hawai'i.

⁸ The Hawai'i Department of Education workforce data may be viewed at the following URL:
<https://www.hawaiipublicschools.org/Reports/EmploymentReport2021-22.pdf>.

⁹ Data provided through personal correspondence with A.J. Cabradilla, Recruiter, Office of Talent Management, Hawai'i Department of Education.

¹⁰ At the same time, there were 48 elementary vacancies on Maui. We look forward to working with UH Maui College to establish a two-plus-two agreement to accommodate student transfers into the Bachelor of Arts in Education Studies degree program in the near future.

Other methods to combat the teacher shortage crisis include allowing unlicensed college graduates without teaching credentials to staff classrooms. These stopgap measures only take care of the issues in the short term, but more long-term solutions are required.

Each year, Hawai'i Island teachers experience the effects of understaffed schools by having to carry the load of vacant positions. Worse, the students of Hawai'i island schools are adversely affected because they lack access to the highly-qualified educators to whom they are entitled. Establishing a Bachelor of Arts in Education Studies degree program at the University of Hawai'i at Hilo will go a long way toward helping to solve the teacher shortage crisis.”

According to Paula Adams, Executive Director of the Hawai'i Afterschool Alliance, “The undergraduate program aligns with one of our strategic priorities, strengthening out-of-school programs through training, technical assistance, and education pathways that build a professional workforce. I believe that this program will provide education opportunities for the field to be able to deliver high-quality afterschool and summer learning programming. The program is long overdue and will benefit the educational community on Hawai'i Island.”¹¹

We anticipate that the Education Studies track graduate students of the Bachelor of Arts in Education Studies degree program will work in the Education Services industry as self-enrichment teachers, providing instruction and training in a wide variety of after-school and out-of-school settings. According to a search conducted via Hawai'i Career Explorer, there are 2,243 postings with 113 unique positions available to those classified as self-enrichment teachers.

How This Program Aligns

The Bachelor of Arts in Education Studies degree program aligns with the University of Hawai'i System 2023-2029 Strategic Plan¹² by addressing the third Imperative—Meet Hawai'i's workforce needs of today and tomorrow—through the Goal—Eliminate workforce shortages in Hawai'i while preparing students for a future different than the present—and Objective—Prepare professionals to fulfill statewide needs in occupations that are essential to community well-being, including **education**, health, technology, skilled trades and sustainability/resilience.¹³

Evidence of Need

The proposed Bachelor of Arts in Education Studies degree program will better serve the University of Hawai'i at Hilo's student population by providing them with a completely new pathway to earning an undergraduate degree. According to Kelsey Fernald, a senior at University of Hawai'i at Hilo, “I wholeheartedly support the proposed Bachelor of Science in Education Studies¹⁴ program in the School of Education at the University of Hawai'i at Hilo. I believe that this undergraduate program is long

¹¹ These letters of support, as well as others, may be found in Appendix G—Letters of Support—Community.

¹² The University of Hawai'i System 2023-2029 Strategic Plan may be viewed at the following URL:

<https://www.hawaii.edu/strategic-plan/>.

¹³ The Imperative, Goal, and Objective may be viewed at the following URL: <https://www.hawaii.edu/strategic-plan/imperative-workforce/>.

¹⁴ At the time of writing the letter, the School of Education was in the process of proposing a Bachelor of Science in Education Studies degree program. Based upon recommendations from the UH System Council of Chief Academic Officers and administration, the degree program was changed to a Bachelor of Arts in Education Studies.

overdue and will benefit the educational community on Hawai‘i Island. Personally, being on the track towards an education degree and teaching credential, I would have greatly benefited from it being available as an undergraduate program.”¹⁵ It should be noted that Kelsey had to design her own undergraduate degree program through Liberal Studies.

According to the UH Hilo Advising Center, “While we do not have exact numbers as to past students who have indicated teaching as a career path, we can comfortably say that such interests have been consistently high, and the creation of a bachelor degree in education will provide a much clearer pathway for these students to become licensed teachers. Furthermore, the creation of a bachelor degree in education would allow students to be much more deliberate and intentional when it comes to their undergraduate experience.”

The School of Education conducted a survey of students recently enrolled in undergraduate education courses in the spring of 2023. Findings revealed that 81 percent of respondents¹⁶ indicated that an undergraduate degree in Education Studies would be popular or very popular. Seventy-seven percent of respondents indicated that they would likely or very likely major in Education Studies, if it was offered. It should be noted that 90 percent of respondents were from Hawai‘i, including 64 percent from Hawai‘i Island and 18 percent from Maui.

Profile of BAES Students

The Bachelor of Arts in Education Studies degree program students have a keen interest in becoming educators, whether in the schools or in their communities. These students were born and raised in rural neighborhoods and will benefit from highly-structured, yet nurturing, in-person learning environments that facilitate their personal and professional growth. Once students complete the Bachelor of Arts in Education Studies degree program, they will serve as teachers and educators within their rural communities on Hawai‘i Island and beyond.

Enrollment and Completion Estimates

We plan to enroll a minimum of 25 undergraduate students into the BAES program each academic year, starting in the fall of 2024. At this rate of enrollment, with an anticipated retention rate of 80 percent, the School of Education will reach continuous enrollment of at least 85 undergraduate students in Year 4. See Table 1. Enrollment Projections—Provisional Years and Table 2. Program Completion Projections below.

Table 1 <i>Enrollment Projections—Provisional Years</i>						
	Year 1 AY 24-25	Year 2 AY 25-26	Year 3 AY 26-27	Year 4 AY 27-28	Year 5 AY 28-29	Year 6 AY 29-30
Projected New Enrollment	25	25	25	25	25	25

¹⁵ This letter of support, as well as others, may be found in Appendix F—Letters of Support—Students.

¹⁶ N=22

Table 1
Enrollment Projections—Provisional Years

	Year 1 AY 24-25	Year 2 AY 25-26	Year 3 AY 26-27	Year 4 AY 27-28	Year 5 AY 28-29	Year 6 AY 29-30
Projected Retained Enrollment	0	20 ¹⁷	40	60	60	60
Total Enrollment	25	45	65	85	85	85

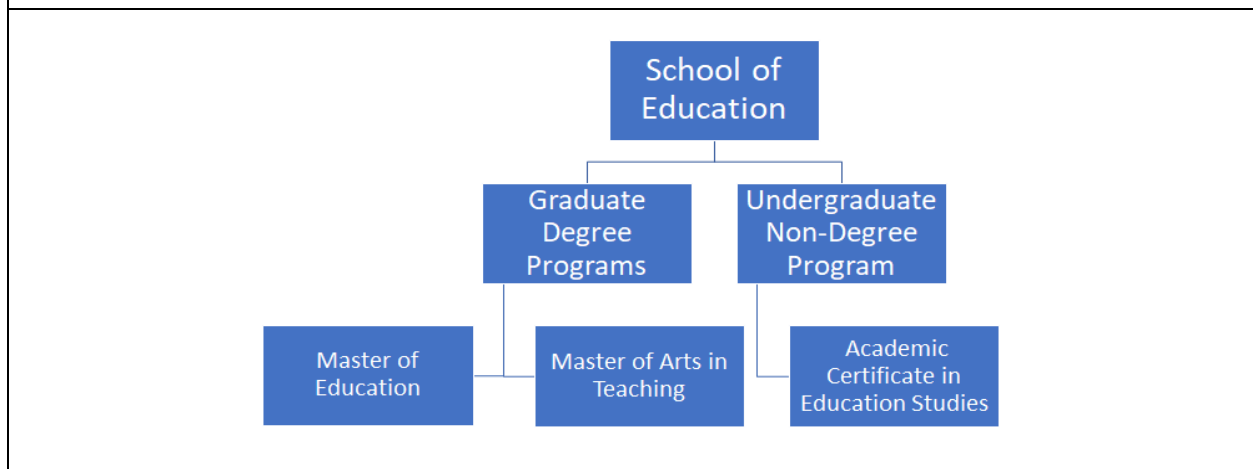
Table 2
Program Completion Projections

	Year 1 AY 24-25	Year 2 AY 25-26	Year 3 AY 26-27	Year 4 AY 27-28	Year 5 AY 28-29	Year 6 AY 29-30
Projected Completion	0	0	0	20	20	20

3. Program Organization

The School of Education at the University of Hawai'i at Hilo currently provides three academic programs—(1) Academic Certificate in Education Studies (ACES) for undergraduate students interested in education, (2) a Master of Arts in Teaching (MAT) program designed for pre-service teachers who wish to attain initial teacher licensure in the State of Hawai'i, and (3) a Master of Education (M.Ed.) degree program designed for in-service teachers who wish to attain Teacher Leader Licensure through the Hawai'i Teacher Standards Board.

Figure 1
Current Programs



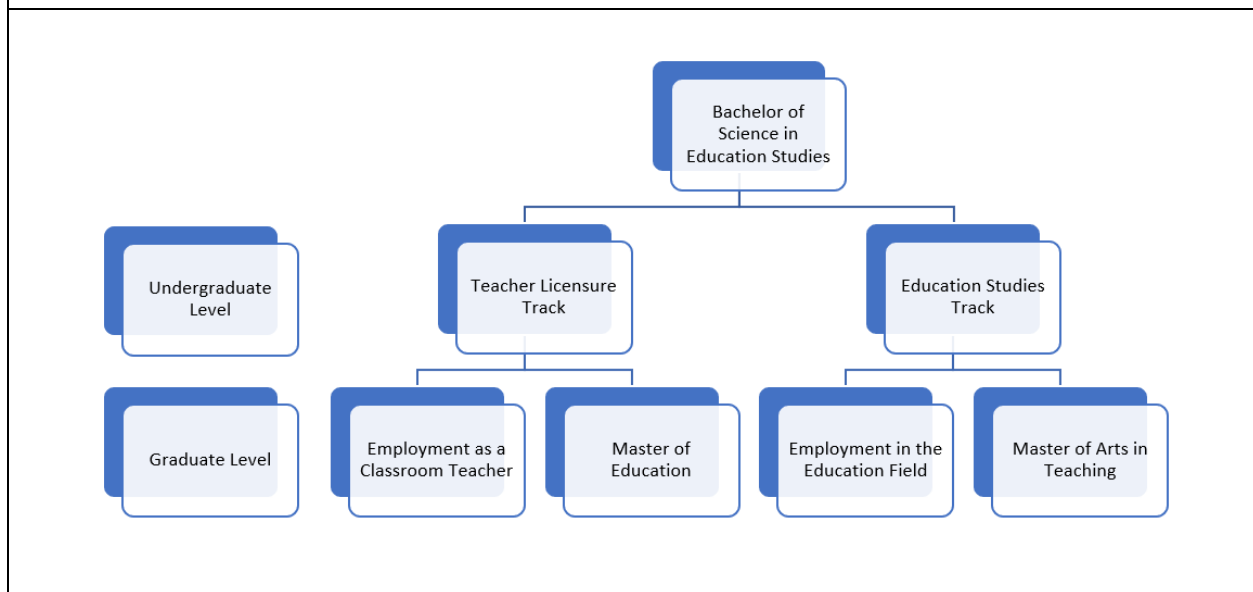
¹⁷ The projected retention rate over the four years is 80 percent. For ease of calculation, an overall 20 percent reduction is taken between the first and second year. Although the most recent UH Hilo four-year graduation rate is 21 percent, the BAES 80 percent rate was based upon our Master of Arts in Teaching program retention rate of 85 percent, because they have similar licensure-related admission criteria.

The proposed Bachelor of Arts in Education Studies degree program Teacher Licensure track is specially designed for undergraduate students who wish to enter the workforce as classroom teachers in the State of Hawai'i. This track will lead to elementary education (kindergarten through grade six) teacher licensure¹⁸. Graduates of this program may return to continue their studies in the Master of Education degree program.

The proposed Bachelor of Arts in Education Studies degree program Education Studies track is specially designed for undergraduate students who wish to enter the workforce as educators within their communities through public, private, and non-profit organizations that provide out-of-school programs. Graduates of this program, who later wish to become licensed teachers, may return to continue their studies in the Master of Arts in Teaching degree program.

Figure 2. Proposed Undergraduate Degree Program with Workforce and Graduate Studies (shown below) displays how the design of the Bachelor of Arts in Education Studies undergraduate degree program provides multiple pathways (Teacher Licensure track and Education Studies track) to contribute to the Hawai'i education workforce, as well as provide pathways to multiple graduate degrees (Master of Education and Master of Arts in Teaching) enabling advanced skill sets and additional salary benefits.

Figure 2
Proposed Undergraduate Degree Program with Workforce and Graduate Studies



Goals and Outcomes

The primary goal of the Bachelor of Arts in Education Studies degree program is to prepare teachers and educators who demonstrate the knowledge, skills and dispositions needed to build strong curriculum, pedagogy, assessments, and relationships that bring about significant changes to improve

¹⁸ Please note that teacher licensure in the Bachelor of Arts in Education Studies degree program is for elementary education (kindergarten through grade six) only—not middle school or high school teacher licensure.

our schools and communities, and support learners and their development. The Bachelor of Arts in Education Studies degree program is a commitment to our island community.

The proposed Bachelor of Arts in Education Studies degree advances the School of Education's mission to promote excellence in teaching and learning. This mission fosters the professional vitality of reflective, caring educational practitioners who inspire learners to recognize and act upon their power to positively transform both the local and global communities. To this end, the primary purpose of the Bachelor of Arts in Education Studies degree is to prepare qualified, caring, and competent teachers and educators for 21st century learning environments through varied and extensive experiences that connect academic preparation and clinical practices to quality learning outcomes.

The Bachelor of Arts in Education Studies degree program Teacher Licensure track is aligned with national InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards, established under the Council of Chief State School Officers. Bachelor of Arts in Education Studies candidates in the Teacher Licensure track must meet the following standards through their coursework and field experiences.

- Standard 1: Learner Development, as they design and implement developmentally appropriate and challenging learning experiences based on knowledge of how children learn and develop,
- Standard 2: Learning Differences, as they work to ensure inclusive learning environments based on knowledge of individual differences and diverse communities,
- Standard 3: Learning Environments, as they create environments that support individual and collaborative learning, positive social interaction, active engagement, and self-motivation,
- Standard 4: Content Knowledge, as they create learning experiences that make the central concepts, tools of inquiry, and structures of content accessible and meaningful for learners,
- Standard 5: Application of Content, as they connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem solving related to authentic local and global issues,
- Standard 6: Assessment, as they use multiple methods of assessment to engage learners in their own growth, document learner progress, and inform instructional practice,
- Standard 7: Planning for Instruction, as they plan instruction that supports student attainment of rigorous learning goals based on teacher knowledge of content areas, cross-disciplinary skills, and pedagogy,
- Standard 8: Instructional Strategies, as they implement a variety of instructional strategies to help learners develop a deep understanding of content areas and their connections and to build skills to access and appropriately apply information,
- Standard 9: Professional Learning and Ethical Practice, as they gather evidence to continually reflect upon, evaluate, and adjust instructional practice to meet the needs of each learner, and
- Standard 10: Leadership and Collaboration, as they work in partnership with students, families, colleagues, and others who share responsibility for student growth, development, learning, and well-being.

Bachelor of Arts in Education Studies candidates in the Education Studies track must meet the following standards through their coursework and field experiences. Upon completion of the program, students will be prepared to begin their careers in a variety of educational fields and diverse settings by

- Standard 1: exhibiting their core knowledge, skills, and professional ethics in ways that positively contribute to their educational work.
- Standard 2: applying their critical expertise to problems of practice utilizing strength-based approaches grounded in place.

The Curriculum

The Bachelor of Arts in Education Studies program will offer two tracks—a Teacher Licensure track and an Education Studies track. The Curriculum Plan for both tracks are displayed in Appendix B – Curriculum Plan. Further, the four-year curriculum maps for both tracks are displayed in Appendix C1 – Four-Year Map for Teacher Licensure Track and Appendix C2 – Four-Year Map for Education Studies Track.

The Prerequisites

Those undergraduate students who enter the Bachelor of Arts in Education Studies degree program have no prerequisites, other than meeting UH Hilo admission requirements. Those undergraduate students who transfer into the Bachelor of Arts in Education Studies degree program from a UH community college are required to hold an associate's degree. Further, undergraduate students must meet the general education requirements for the Bachelor of Arts in Education Studies degree program as shown in Appendix B – Curriculum Plan.

Admission Policies

Undergraduate students who wish to enter the Bachelor of Arts in Education Studies degree program must meet all University of Hawai'i at Hilo admission requirements. Further, undergraduate students must declare their intentions to become Education Studies majors.

During the fifth of eight semesters within the Bachelor of Arts in Education Studies degree program, undergraduate students may apply for admission into the Teacher Licensure track of the program. Upon completion of this track, undergraduate students will be eligible to apply for teacher licensure in the field of Elementary Education (K-6) through the Hawai'i Teacher Standards Board. Admission requirements specific to the Teacher Licensure track may be viewed in Appendix J – Admission Review Plan.

Advising

The School of Education will work closely with the UH Hilo Advising Center to successfully usher undergraduate students into and through the Bachelor of Arts in Education Studies degree program. Students will be required to meet with their advisors at least once per academic year.

Academic Pathways

The Bachelor of Arts in Education Studies degree program offers two tracks—a Teacher Licensure track and an Education Studies track. All students in the Bachelor of Arts in Education Studies degree program begin in the Education Studies track. Those who wish to become licensed teachers

must apply for admission into the Teacher Licensure track during the first semester of their junior year—before field experiences in the schools begin.

Articulation with Community Colleges

The Bachelor of Arts in Education Studies degree program has been designed to allow undergraduate students with an associate's degree earned at any UH Community College to seamlessly transfer to UH Hilo for their junior and senior years of study.

Once the Bachelor of Arts in Education Studies degree program is approved, we will work closely with our community college partners to create two-plus-two agreements. We have already begun discussions with Hawai'i Community College. These may be followed by discussions with Kaua'i Community College and UH Maui College.

Table 3 <i>Anticipated Courses, Sections, SSH</i>						
	Year 1 AY 24-25	Year 2 AY 25-26	Year 3 AY 26-27	Year 4 AY 27-28	Year 5 AY 28-29	Year 6 AY 29-30
Number of New Courses Offered	0	1	10	13		
Number of New Sections Offered	2	2	11	13		
Annual SSH	150 ¹⁹	120 ²⁰	400 ²¹	420 ²²		

4. Program Resources and Efficiency

The School of Education will maximize our existing resources by repurposing 9 courses (27 credits) from the Academic Certificate in Education Studies non-degree program to create the Bachelor of Arts in Education Studies degree program. However, we will need additional teaching faculty for the Bachelor of Arts in Education Studies degree program. Further, the Teacher Licensure Track requires faculty²³ to oversee field placement of pre-service teachers in the schools during the final year of the program.

Operating and Instructional Resources

The University of Hawai'i at Hilo has sufficient operating resources to support the Bachelor of Arts in Education Studies degree program, such as technology support, library resources, and student services. As far as instructional resources, the School of Education will need three more faculty members—one for the 2024-2025 academic year, one for the 2025-2026 academic year, and one for the

¹⁹ Two 3-credit courses times 25 students = 150 SSH

²⁰ Two 3-credit course times 20 students = 120 SSH

²¹ Four 3-credit courses times 20 students, four 3-credit courses times 10 students, 1 two-credit course times ten students, and two 1-credit courses times 10 students = 400 SSH

²² Ten 3-credit courses times 10 students, two 1-credit courses times 10 students, 1 10-credit course times 10 students = 420 SSH

²³ The field coordination responsibilities may be shared among the full-time faculty members.

2026-2027 academic year to teach within the Bachelor of Arts in Education Studies degree program going forward. Further, the School of Education incurs special operating costs for Supervisors and Cooperating (Mentor) Teachers who oversee the field components of the program. They facilitate the strength and quality of student teachers. Please see Table 6. Anticipated New Personnel and Operating Costs for exact calculations.

Facility Needs

The School of Education currently has two dedicated classrooms for instructional use. These classrooms should be sufficient to hold courses for both tracks of the Bachelor of Arts in Education Studies degree program, based upon how the current ACES (Academic Certificate in Education Studies), MAT (Master of Arts in Teaching), and M.Ed. programs are scheduled.

Risks Associated with the Bachelor of Arts in Education Studies Program

The UH Hilo School of Education does not see any potential or new risks associated with the proposed Bachelor of Arts in Education Studies degree program, as we already have established procedures for preservice teacher placement in schools, working with the Hawai'i Department of Education, as well as community partners.

Impact on Resource Allocation

Other than needing faculty (as resources) to teach in the Bachelor of Arts in Education Studies degree program, the impact on resource allocation should be minimal.

Similar Programs

The University of Hawai'i at Mānoa and the University of Hawai'i at West O'ahu both have teacher preparation programs at the undergraduate level; however, these programs are insufficient to fulfill the severe teacher shortage. Having the Bachelor of Arts in Education Studies degree program will help.

Consultations Completed

When designing and developing the Bachelor of Arts in Education Studies degree program, the School of Education consulted with many people. A table that displays communication with on-campus and off-campus partners may be viewed in Appendix N – Consultations Completed.

Summary of Results of Consultations

Faculty members in the School of Education have met with stakeholders on campus, as well as with community members and professional organizations. All in all, everyone that we spoke to about the undergraduate degree in Education Studies was tremendously supportive. Many expressed relief that we were finally developing such a program. Please refer to the following documents that support the above statements—Appendix F – Letters of Support – Students and Appendix G – Letter of Support – Community.

Table 4 <i>Existing Resources and Funding</i>							
	Year 1 AY 24-25	Year 2 AY 25-26	Year 3 AY 26-27	Year 4 AY 27-28	Year 5 AY 28-29	Year 6 AY 29-30	Provisional Total
Combined Tuition, Summer, Course Fees	\$183,600 ²⁴	\$336,960 ²⁵	\$508,800 ²⁶	\$661,440 ²⁷	\$661,440	\$661,440	\$3,013,680
Other Allocation (Grants)							

Table 5 <i>Anticipated NEW Personnel and Operating Costs</i>							
Personnel	Year 1 AY 24-25	Year 2 AY 25-26	Year 3 AY 26-27	Year 4 AY 27-28	Year 5 AY 28-29	Year 6 AY 29-30	Personnel Total
New Faculty FTE	1.0 FTE	1.0 FTE	1.0 FTE				3.0 FTE
New Lecturer FTE							
Supervisors ²⁸				1.0 FTE ²⁹			1.0 FTE
Cooperating Teachers				\$12,000 ³⁰	\$12,000	\$12,000	\$36,000

Table 6 <i>Anticipated NEW Operating Costs</i>							
	Year 1 AY 24-25	Year 2 AY 25-26	Year 3 AY 26-27	Year 4 AY 27-28	Year 5 AY 28-29	Year 6 AY 29-30	Operating Costs Total
New Operating Costs	\$4,000 ³¹	\$4,000	\$4,000	0	0	0	\$12,000

²⁴ Calculation: 25 students per semester at \$3,672.

²⁵ Calculation: 45 students (25 new, 20 retained) per semester at \$3,744.

²⁶ Calculation: 65 students (25 new, 40 retained) per semester at \$3,816 (Fall and Spring) and 20 students for summer at \$318 per credit (for two credits)

²⁷ Calculation: 85 students (25 new, 60 retained) per semester at \$3,816 (Fall and Spring) and 20 students for summer at \$318 per credit (for two credits)

²⁸ Supervisors are hired as lecturers.

²⁹ Calculation: 1.0 FTE for Supervisor begins in Year 4 and will remain the same for Year 5 and Year 6.

³⁰ Stipend calculation: \$750 per academic year times 16 = \$12,000. This rate will also apply to the Master of Arts in Teaching program.

³¹ Calculation: \$4,000 per new faculty member, includes computer system, office setup, and materials/supplies.

5. Program Effectiveness

Plan for Assessing the Quality of Student Learning

As a whole, the faculty members have designed an assessment system by carefully addressing national and state professional standards, determining assessment checkpoints for student and candidate progression, identifying key assessments, developing and refining rubrics, and establishing levels of student and candidate performance, ranging from unacceptable to exemplary. All faculty members take responsibility for assessing the quality of student and candidate performance, as well as the effectiveness of the Bachelor of Arts in Education Studies degree program. The School of Education assessment culture is demonstrated through the process of monitoring and improving program quality based upon evidence of student and candidate learning, with data analysis occurring during School of Education faculty retreats in August and January. Once analyzed, data are disaggregated, as appropriate, to determine program improvement methods. Decisions to modify assessments, pedagogical approaches, and curriculum and program requirements are based upon evidence of student and candidate performance.

Program Accreditation Plans

The School of Education at the University of Hawai'i at Hilo currently offers two state-approved and nationally-accredited programs—the Master of Arts in Teaching program for preservice teachers, which leads to licensure, and the Master of Education program for in-service teachers. Accreditation reports are written and submitted to our national accreditors for review annually. Both programs are approved by the Hawai'i Teacher Standards Board (HTSB) as well. Annual reports are written and submitted to the HTSB. Further, the HTSB audits School of Education student records annually.

The School of Education will seek accreditation for the new Bachelor of Arts in Education Studies degree program immediately upon acceptance of this proposal by the University of Hawai'i Board of Regents. First, the School of Education will seek substantive change approval through WSCUC, then program approval through the Hawai'i Teacher Standards Board.

Accreditation Through WSCUC

The University of Hawai'i at Hilo is accredited by the Senior Commission of the Western Association of Schools and Colleges (WSCUC). Since the Bachelor of Arts in Education Studies is a new degree program, the School of Education plans to submit a formal proposal for Substantive Change review.

Approval Through HTSB

The UH Hilo School of Education has been approved as a Hawai'i State Approved Teacher Preparation Program (SATEP) by the Hawai'i Teacher Standards Board (HTSB). The HTSB has already been notified, through a Letter of Intent, of our plans to create a Bachelor of Arts in Education Studies degree program with a licensure track in elementary education. The Letter of Intent was accepted and approved on January 12, 2023. The Letter of Intent may be viewed at the following URL:

<https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-22-60-Consideration-of->

[the-University-of-Hawaii-at-Hilo-Letter-of-Intent-to-Plan-a-Bachelor-of-Science-in-Educational-Studies-with-a-Licensure-Approved.pdf](#). Prior to advertising the program, the School of Education must attain Provisional Approval for the Bachelor of Arts in Education Studies degree program Teacher Licensure track.

Accreditation Through AAQEP

The School of Education's two master's degree programs—the Master of Arts in Teaching degree program and the Master of Education degree program—are both accredited through the Association for Advancing the Quality of Educator Preparation (AAQEP). Since the addition of the Bachelor of Arts in Education Studies degree program is considered a significant programmatic change, the School of Education submitted a Substantive Change Notification to AAQEP on June 22, 2023. This notification was the first step in the Bachelor of Arts in Education Studies degree program accreditation process. A State Approval Letter from the Hawai'i Teacher Standards Board is required prior to applying for accreditation through our national accreditors, AAQEP.

List of Appendices

The following appendices are available to review.

- Appendix A – Market Analysis of Needs
- Appendix B – Curriculum Plan
- Appendix C1 – Four-Year Map for Teacher Licensure Studies Track
- Appendix C2 – Four-Year Map for Education Studies Track
- Appendix D1 – Assessment Map for Teacher Licensure Studies Track
- Appendix D2 – Assessment Map for Education Studies Track
- Appendix E1 – Assessment Plan for Teacher Licensure Track
- Appendix E2 – Assessment Plan for Education Studies Track
- Appendix F – Letters of Support – Students
- Appendix G – Letters of Support – Community
- Appendix H – Letters of Support – Complimentary Programs
- Appendix I – Recruitment Plan
- Appendix J – Admission Review Plan
- Appendix K – Articulation Maps with UH Community Colleges
- Appendix L – Course Descriptions
- Appendix M – Curriculum Sequence
- Appendix N – Consultations Completed
- Appendix O – Action Memo and Authorization to Plan the Bachelor of Arts in Education Studies Degree Program

Appendix A

Market Analysis of Need

The School of Education market analysis of need is based upon a needs survey, an existing certificate program, a legislative mandate, and community needs.

Survey

The School of Education conducted a survey of students recently enrolled in undergraduate education courses in the spring of 2023. Findings revealed that 81 percent of respondents (n=22) indicated that an undergraduate degree in Education Studies would be popular or very popular. Seventy-seven percent of respondents indicated that they would likely or very likely major in Education Studies, if it was offered. It should be noted that 90 percent of respondents were from Hawai'i, including 64 percent from Hawai'i Island and 18 percent from Maui.

Certificate Program

The School of Education has offered an Academic Certificate in Educational Studies (ACES) for undergraduate students interested in the field of education since the 2011-2012 academic year. To date, 306 students have graduated with the ACES, which is an average of 24 students per academic year. This may be considered an indirect indicator of student demand for an undergraduate degree program in education.

Legislative Mandate

According to Senate Bill 2359/Act 141¹, "Hawai'i has long suffered from a shortage of qualified public-school teachers" (p. 1). Further, " . . . the University of Hawai'i System does not offer a sufficient number of classes for students who are pursuing undergraduate degrees in the field of education, especially on the neighbor islands where the shortages are most severe" (p. 3). Therefore, the Act requires the establishment of " . . . K-12 expanded teaching cohort programs in each county for students who are pursuing undergraduate degrees in education" (p. 3).

Community Needs

According to the Hawai'i Afterschool Alliance, Hawai'i suffers from a shortage of educator-staffed afterschool and summer programs. In fact, for every one child enrolled in their programs, two more children are waiting to participate. Their enrollment depends upon staffing. The YMCA after-school program recently reported that many families are still waitlisted, mainly due to staffing shortages, as well.

¹ The Act 141 document is available at the following URL:
https://www.capitol.hawaii.gov/session2022/bills/GM1242_.pdf.

Consequently, the School of Education at the University of Hawai'i at Hilo is submitting this New Academic Program Proposal for the Bachelor of Arts in Education Studies degree program to help meet both the teacher shortage in the schools and the educator shortage in the community.

Appendix B

Curriculum Plan

Below is the Curriculum Plan for the Bachelor of Arts in Education Studies degree program presented in the form of requirements. Once the Bachelor of Arts in Education Studies degree program is approved, this document will be published in the University of Hawai'i at Hilo Catalog.

Bachelor of Arts in Education Studies Requirements

Group 1. General Education Foundation, Diversification, Structural, and Integrative Requirements (in effect Fall 2018)

Students may choose to graduate under the [General Education Foundation, Diversification, Structural and Integrative requirements](#) and [graduation requirements](#) in force at the time they entered the UH System, when they entered UH Hilo, or when they graduate, provided there is no break in enrollment.

Students should meet with their academic advisor to ensure that they enroll in courses that will enable them to meet these requirements as well as requirements for the major and for graduation. Some courses may meet both General Education requirements and major requirements.

The new GE foundations, diversification, structural and integrative requirements and lists of certified courses are posted on the [General Education website](#).

General Education Requirements for Education Studies

FW Composition

- ENG 100 Composition I (3), ENG 100T Composition with Tutorial (3), ESL 100 Composition/Nonnative Speakers (3), or ESL 100T Composition/Non-native Tutorial (3) with a "C" or better

FQ GQR Quantitative Reasoning

- One [MATH](#) course numbered 100 or higher with "C" or better
- ED 243 Math for Elementary Teachers I (3) with a "C" or better

DS Social Sciences

- PSY 100 Survey of Psychology (3)

Note: All remaining General Education Requirements must also be met.

Group 2. Major Requirements and Assigned Credits (59 to 62 credits)

Students must choose one of the two tracks—the Teacher Licensure Track or the Education Studies Track. Major requirements for both tracks are provided below.

I. Teacher Licensure Track: (62 Credits)

Education Foundation Core Courses (12)

- ED 314 Technology for Learning and Teaching (3)
- ED 350 Learner Development (3)
- ED 443 Learning Environments (3)
- ED 450 Learning and Teaching in Hawai'i Schools (WI) (3)

Content Courses (15)

- ED 341 Literacy for Elementary Teachers (3)
- ED 342 Science for Elementary Teachers (3)
- ED 343 Math for Elementary Teachers II (3)
- ED 344 Social Studies for Elementary Teachers (3)
- ENG 350 Second Language Acquisition Theory (3)

Teaching Methods (15)

- ED 451 Literacy Methods (3)
- ED 452 Social Studies and Science Methods (3)
- ED 453 Math Methods (3)
- ED 455 Differentiated Instruction (3)
- ED 457 Emerging Bilingual Students in Schools (3)

Practicum and Fieldwork (20)

- ED 470 Professional Dispositions (1)
- ED 471 Ethics for Educators (1)
- ED 472 Professional Responsibility (1)
- ED 480 Field Experiences I (1)
- ED 481 Field Experiences II (3)
- ED 482 Clinical Practice (10)
- ED 490 Teaching Seminar (3)

Recommended Courses at the Freshman and Sophomore Levels

- ED 110 Explorations in Education¹ (3)
- ED 210 Introduction to Teaching (3)
- ED 310 Foundations of Education (3)

II. Education Studies Track (59 Credits)

Education Foundations Core Courses (12)

- ED 310 Foundations of Education (WI) (3)
- ED 314 Technology for Learning and Teaching (3)
- ED 350 Learner Development (3)
- ED 450 Learning and Teaching in Hawai'i Schools (WI) (3)

Applied Research Methods (9)

Students may select from the courses listed below.

- ANTH 445 Ethnographic Field Tech (3)
- COM 340 Interviewing (3)
- ED 445 Community-Based Research (3)
- ED 448 Qualitative Research (3)
- PSY 213 Statistical Techniques (4)
- PSY 214 Research Methodology (4)
- PSY 312 Evaluation Research (3)
- SOC 280 Statistical Reasoning (3) with SOC 280L (1)

Practicum and Capstone (17)

- ED 330 Teaching and Learning in Informal Settings (3)
- ED 485 Field Practicum I (2)
- ED 486 Field Practicum II (3)
- ED 491 Capstone I (3)
- ED 492 Capstone II (3)
- ED 493 Professional Pathways (3)

Education Studies Electives (21)

Students may select from the courses listed below.

- ART 475 Data Visualization (3)
- DNCE 419 Dance In Education (3)

¹ ED 110 Exploration in Education (3) may be taken as an Early College course and used as an elective in the BAES program.

- DRAM 419 Drama in Education (3)
- ED 210 Introduction to Teaching (3)
- ED 312 Schooling in a Multicultural World (3)
- ED 341 Literacy Content (3)
- ED 342 Science Content (3)
- ED 343 Math Content (3)
- ED 344 Social Studies Content (3)
- ED 346 Teaching Children's Literature (3)
- ED 347 Intgr Sci/Soc Stud Elem School (3)
- ED 355 Sec ELA I: Lit as Exploration (3)
- ED 358 Intro to Adol Writing in Disc (3)
- ED 442 Comm Sci in HI Island Schools (3)
- ED 444 Place-Based SEL (3)
- ED 447 Robotics in K-12 Schools (3)
- ED 452 Social Studies and Science Methods (3)
- ED 460 Children of Migration (3)
- ED 455 Differentiated Instruction (3)
- ED x94 Special Topics in Subject Matter (To Be Arranged)
- ED x99 Directed Studies (To Be Arranged)
- ENG 345 Children Literature (3)
- ENG 350 Second Language Acquisition Theory (3)
- ENG 482 Teaching Composition (3)
- ENG 484 ESL Materials & Methods (3)
- ENG 492 Teaching Literature (3)
- KES 310 Motor Learning (3)
- KIND 240 Culture Revitalization Movement (3)
- LING 432 Critical Applied Linguistics (3)
- MARE 434 Teaching Marine Science (3)
- MARE 435 Marine Field Experience for Teachers (3)
- MUS 419 Music in Education (3)
- NSCI 476 Communicating Science (3)
- PHIL 370 Indigenous and American Philosophy (3)
- PSY 320 Developmental Psychology (3)
- SOC 352 Sociology of Education (3)

Total Semester Hours Required for the Bachelor of Arts in Education Studies

- 120 credits

Notes

1. Students must earn at least a 2.0 GPA in courses required for the major.
2. Students must pass each course applied to the Education Studies major with a grade of "C-" or better.
3. At least 45 credits must be earned in courses at the 300- or 400-level.

4. During the fifth semester of the Bachelor of Arts in Education degree program, undergraduate students may apply for admission to the Teacher Licensure track for Elementary Education. See the School of Education website for more information.
5. To earn a Bachelor of Arts in Education Studies degree, students must fulfill the requirements for the major **and** meet all of the University's other baccalaureate degree requirements. (Please see the [Baccalaureate Degree Requirements](#) in this Catalog.)
6. Students wishing to make timely progress toward graduation are urged to pay careful attention to all degree requirements.
7. In addition, when planning a schedule of courses, it is imperative to be aware of course prerequisites and the frequency with which courses are offered. This information is available in the [course listings](#) in this Catalog.
8. To ensure progress toward degree completion, **students are urged to meet with an advisor each semester before registering.**

Appendix C1

Four-Year Map for Teacher Licensure Track

The Bachelor of Arts in Education Studies degree program provides undergraduate students with two options—a Teacher Licensure track and an Education Studies track. The four-year map for the Teacher Licensure track is shown below.

Year 1		Year 2		Year 3		Year 4	
Fall		Fall		Fall		Fall	
ENG 100 (FW)	3	GL: Language Arts (REC: ENG 200A, 200G, 204, 205, 206, 257, 285, 286A, 286B, 287, 350)	3	ED 341 Literacy for Elementary Teachers	3	ED 451 Literacy Methods	3
MATH 100 of Higher (FQ: Quantitative Reasoning)	3	ED 243 (GQR: Quantitative Reasoning)	3	ED 343 Math for Elementary Teachers II	3	ED 453 Math Methods	3
FGA: Global Multicultural Perspective (REC: HIST 151)	3	FGB: Global Multicultural Perspective (REC: GEOG 102)	3	ED 344 Social Studies for Elementary Teachers	3	ED 443 Learning Environments	3
DA, DH, DL: Arts, Hum, Lit I (REC: LING 102)	3	DA, DH, DL: Arts, Hum, Lit II (Rec: ART 101)	3	ED 342 Science for Elementary Teachers	3	ED 457 Emerging Bilingual Students in Schools	3
GE: HPP (REC: IS 150)	3	Elective (REC: COM 251)	3	ED 350 Learner Development	3	ED 481 Field Experiences II	3
						ED 471 Ethics for Educators	1
Credits	15	Credits	15	Credits	15	Credits	16
Spring		Spring		Spring		Spring	
PSY 100 (DS: Social Sci)	3	DS: Social Science II	3	ED 452 Social Studies and Science Methods	3	ED 482 Clinical Practice	10
DB: Biol Sci or DP: Phys Sci	3	DB: Biol Sci or DP: Phys Sci	3	ED 450 Learning and Teaching in Hawai'i Schools (WI)	3	ED 472 Professional Responsibility	1
DY: Science Laboratory	1	GE GCC	3	ED 455 Differentiated Instruction in the Inclusive Classroom	3	ED 490 Teaching Seminar	3
Elective (REC: ED 210)	3	WI Elective (REC: ED 310)	3	ED 314 Technology for Learning and Teaching	3		

Appendix C2

Four-Year Map for Education Studies Track

The Bachelor of Arts in Education Studies degree program provides undergraduate students with two options—a Teacher Licensure track and an Education Studies track. The four-year map for the Education Studies track is shown below.

Year 1		Year 2		Year 3		Year 4	
Fall		Fall		Fall		Fall	
ENG 100 (FW: WRIT COM)		GL: Language Arts (REC: ENG 200A, 200G, 204, 205, 206, 257, 285, 286A, 286B, 287, or 350)	3	ED 330 Teaching and Learning in Informal settings	3	ED 491 Capstone I	3
MATH 100 or Higher (FQ: Quantitative Reasoning)	3	ED 243 (GQR: Quantitative Reasoning)	3	Core: ED 350 Learner Development	3	ED 486 Field Practicum II	3
FGA: Global Multicultural Perspectives (REC: HIST 151)	3	FGB: Global Multicultural Perspective (REC: GEOG 102)	3	ED Studies Elective	3	Applied Research Methods Elective	3
DA, DH, DL: Arts, Hum, Lit I: (REC: LING 102)	3	DA, DH, DL: Arts, Hum, Lit II: (REC: ART 101)	3	ED Studies Elective	3	ED Studies Elective	3
GE HPP (REC: IS 150)	3	Elective (REC: COM 251)	3	Applied Research Methods Elective	3	ED Studies Elective	3
Credits	15	Credits	15	Credits	15	Credits	15
Spring		Spring		Spring		Spring	
PSY 100 (DS: Social Sci)	3	DS: Social Science II	3	Core: ED 450 Learning and Teaching in Hawai'i Schools (WI)	3	ED 492 Capstone II	3
DB: Biol Sci or DP: Phys Sci	3	DB: Biol Sci or DP: Phys Sci	3	Core: ED 314 Technology for Learning and Teaching	3	ED 493 Professional Pathways	3
DY: Science Laboratory	1	GE GCC	3	ED Studies Elective	3	ED Studies Elective	3
Elective (REC: ED 210)	3	Core: ED 310 Foundations of Education (WI)	3	ED Studies Elective	3	ED Studies Elective	3

Appendix D1

Assessment Map

Teacher Licensure Track

(Learning Outcomes Mapped to Each Course)

The Bachelor of Arts in Education Studies degree program offers students two tracks—(1) a Teacher Licensure track and (2) an Education Studies track. The Student Learning Outcomes (SLOs) and the Program Learning Outcomes (PLOs) for the Teacher Licensure track are provided in this section.

The Teacher Licensure Track is considered a professional program, leading to teacher licensure in the field of Elementary Education (K-6) in the State of Hawai'i. Therefore, all courses within this track must align with the two different national standards—one that focuses upon student learning outcomes (SLOs) and one that focuses upon program learning outcomes (PLOs).

The Hawai'i Teachers Standards Board has adopted CAEP (Council for the Accreditation of Educator Preparation) K-6 Elementary Teacher Preparation Standards¹. Therefore, the School of Education has mapped these standards to the courses within the Teacher Licensure track. The assessment map for student learning outcomes aligned to CAEP standards is shown in Table D1-1 on the following pages.

Further, the Hawai'i Teachers Standards Board has adopted InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards and Learning Progression for Teachers². Therefore, the School of Education has mapped these standards to the courses within the Teacher Licensure track. The assessment map for program learning outcomes aligned to InTASC standards is shown in Table D1-1 below and on the following pages as well.

¹ The CAEP K-6 Elementary Teacher Preparation Standards may be viewed at the following URL: <https://caepnet.org/accreditation/caep-accreditation/caep-k-6-elementary-teacher-standards>.

² The InTASC Model Core Teaching Standards and Learning Progression for Teachers may be viewed at the following URL: <https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>.

Table D1-1 Assessment Map for Student Learning Outcomes and Program Learning Outcomes										
STUDENT LEARNING OUTCOMES (SLOs)										
CAEP Elementary Education Standards	Standard 1	Standard 3	Standard 2	Standard 3	Standard 4	Standard 5				
	Understanding and Addressing Each Child's Developmental and Learning Needs	Assessing, Planning, and Engaging Learners for Instruction	Understanding and Applying Content and Curricular Knowledge for Teaching	Assessing, Planning, and Engaging Learners for Instruction	Supporting Each Child's Learning Using Effective Instruction	Developing as a Professional				
Components	1a, 1b, 1c	3e, 3f	2a, 2b, 2c, 2d	3a, 3b, 3c, 3d	4a, 4b, 4c, 4d, 4e, 4f, 4g	5a, 5b 5c				
PROGRAM LEARNING OUTCOMES (PLOs)										
Hawai'i Teacher Standards Board INTASC Standards	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10
	Learner Development	Learning Differences	Learning Environments	Content Knowledge	Application of Content	Assessment	Planning for Instruction	Instructional Strategies	Professional Learning and Ethics	Leadership and Collaboration
ED 243 Math for Elementary Teachers I (3)				•						
ED 314 Technology for Learning and Teaching (3)	•	•	•	•	•	•	•	•	•	
ED 341 Literacy for Elementary Teachers (3)				•	•					
ED 342 Science for Elementary Teachers (3)				•	•					
ED 343 Math for Elementary Teachers II (3)				•	•					
ED 344 Social Studies for Elementary Teachers (3)				•	•					

Table D1-1 Assessment Map for Student Learning Outcomes and Program Learning Outcomes										
STUDENT LEARNING OUTCOMES (SLOs)										
CAEP Elementary Education Standards	Standard 1		Standard 3	Standard 2		Standard 3		Standard 4	Standard 5	
	Understanding and Addressing Each Child's Developmental and Learning Needs		Assessing, Planning, and Engaging Learners for Instruction	Understanding and Applying Content and Curricular Knowledge for Teaching		Assessing, Planning, and Engaging Learners for Instruction		Supporting Each Child's Learning Using Effective Instruction	Developing as a Professional	
Components	1a, 1b, 1c		3e, 3f	2a, 2b, 2c, 2d		3a, 3b, 3c, 3d		4a, 4b, 4c, 4d, 4e, 4f, 4g	5a, 5b 5c	
PROGRAM LEARNING OUTCOMES (PLOs)										
Hawai'i Teacher Standards Board INTASC Standards	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10
	Learner Development	Learning Differences	Learning Environments	Content Knowledge	Application of Content	Assessment	Planning for Instruction	Instructional Strategies	Professional Learning and Ethics	Leadership and Collaboration
ED 350 Learner Development (3)	•									
ED 443 Learning Environments (3)			•							
ED 450 Learning and Teaching in Hawai'i Schools (3)		•	•							
ED 451 Literacy Methods (3)					•	•	•	•		
ED 452 Social Studies and Science Methods (3)					•	•	•	•		

Table D1-1
Assessment Map for Student Learning Outcomes and Program Learning Outcomes

STUDENT LEARNING OUTCOMES (SLOs)										
CAEP Elementary Education Standards	Standard 1		Standard 3	Standard 2		Standard 3		Standard 4	Standard 5	
	Understanding and Addressing Each Child's Developmental and Learning Needs		Assessing, Planning, and Engaging Learners for Instruction	Understanding and Applying Content and Curricular Knowledge for Teaching		Assessing, Planning, and Engaging Learners for Instruction		Supporting Each Child's Learning Using Effective Instruction	Developing as a Professional	
Components	1a, 1b, 1c		3e, 3f	2a, 2b, 2c, 2d		3a, 3b, 3c, 3d		4a, 4b, 4c, 4d, 4e, 4f, 4g	5a, 5b 5c	
PROGRAM LEARNING OUTCOMES (PLOs)										
Hawai'i Teacher Standards Board INTASC Standards	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10
	Learner Development	Learning Differences	Learning Environments	Content Knowledge	Application of Content	Assessment	Planning for Instruction	Instructional Strategies	Professional Learning and Ethics	Leadership and Collaboration
ED 453 Mathematics Methods (3)					•	•	•	•		
ED 455 Differentiated Instruction (3)		•								
ED 457 Emerging Bilingual Students in Schools (3)		•								
ED 470 Professional Dispositions (1)									•	•
ED 471 Ethics for Educators (1)									•	
ED 472 Professional									•	•

Table D1-1 Assessment Map for Student Learning Outcomes and Program Learning Outcomes										
STUDENT LEARNING OUTCOMES (SLOs)										
CAEP Elementary Education Standards	Standard 1	Standard 3	Standard 2	Standard 3	Standard 4	Standard 5				
	Understanding and Addressing Each Child's Developmental and Learning Needs	Assessing, Planning, and Engaging Learners for Instruction	Understanding and Applying Content and Curricular Knowledge for Teaching	Assessing, Planning, and Engaging Learners for Instruction	Supporting Each Child's Learning Using Effective Instruction	Developing as a Professional				
Components	1a, 1b, 1c	3e, 3f	2a, 2b, 2c, 2d	3a, 3b, 3c, 3d	4a, 4b, 4c, 4d, 4e, 4f, 4g	5a, 5b 5c				
PROGRAM LEARNING OUTCOMES (PLOs)										
Hawai'i Teacher Standards Board INTASC Standards	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10
	Learner Development	Learning Differences	Learning Environments	Content Knowledge	Application of Content	Assessment	Planning for Instruction	Instructional Strategies	Professional Learning and Ethics	Leadership and Collaboration
Responsibility (1)										
ED 480 Field Experiences I (1)									•	
ED 481 Field Experiences II (3)	•	•	•	•	•	•	•	•	•	•
ED 482 Clinical Practice (10)	•	•	•	•	•	•	•	•	•	•
ED 490 Teaching Seminar (3)	•	•	•	•	•	•	•	•	•	•
ENG 350 Second Language Acquisition Theory (3)		•								

Appendix D2

Assessment Map

Education Studies Track

(Learning Outcomes Mapped to Each Course)

The Bachelor of Arts in Education Studies degree program offers students two tracks—(1) a Teacher Licensure track and (2) an Education Studies track. The Program Learning Outcomes (PLOs) and the Student Learning Outcomes (SLOs) aligned to each course within the Education Studies track are provided in Table D2-1 on the following pages.

Table D2-1

Assessment Map for Student Learning Outcomes and Program Learning Outcomes

PROGRAM LEARNING OUTCOMES (PLOs)						
Upon completion of the program, students will be prepared to begin their careers in a variety of educational fields and diverse settings by . . .	(1) exhibiting their core knowledge, skills, and professional ethics in ways that positively contributes to their educational work.					
	(2) applying their critical expertise to problems of practice utilizing strength-based approaches grounded in place.					
	STUDENT LEARNING OUTCOMES (SLOs)					
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
	Place-Based	Core Knowledge	Critical Literacy	Application of Expertise	Professional and Ethical Practice	Research
	Students will apply a place-based approach to education, encompassing all aspects of community (culture, history, environment) in diverse contexts.	Students will effectively learn the skills and dispositions to develop, plan, and implement culturally sustaining outcomes in an area of expertise for diverse student populations in a variety of educational contexts.	Students will understand and apply critical interdisciplinary lenses to compare the interaction of culture, place and education in Hawaiian, U.S., Pacific, and global contexts.	Students will gain expertise in a chosen area of education studies that connects theory to real-world settings.	Students will utilize critical reflections to examine practices that promote professional growth, sound ethical practices, and continuous improvement of their work in community.	Students will successfully conduct critical participatory research that addresses practical problems of policy, process, or practice to drive decisions in ways that uplift the gifts of their communities and professional spaces.
Core Courses						
ED 310 Foundations of Education (3)		•	•			
ED 314 Technology for Learning and Teaching (3)		•				
ED 350 Learner Development (3)		•				
ED Learning and Teaching in Hawai'i Schools (3)	•	•	•			

Applied Research Methods ¹						
ANTH 445 Ethnographic Field Tech (3)						•
COM 340 Interviewing (3)						•
ED 445 Community-Based Research (3)	•		•			•
ED 448 Qualitative Research (3)						•
PSY 213 Statistical Techniques (4)						•
PSY 213 Research Methodology (4)						•
PSY 312 Evaluation Research (3)						•
SOC 280 Statistical Reasoning (3) with SOC 280L (1)						•
Practicum and Capstone						
ED 330 Teaching and Learning in Informal Settings (3)	•		•	•		
ED 485 Field Practicum I (2)	•		•	•	•	
ED 486 Field Practicum II (3)	•			•	•	
ED 491 Capstone I (3)			•	•		•
ED 492 Capstone II (3)			•	•		•
ED 493 Professional Pathways (3)					•	

¹ Students may select three of the courses.

Appendix E1

Assessment Plan

Teacher Licensure Track

The School of Education plans to incorporate three different types of assessments for those students enrolled in the Teacher Licensure track of the Bachelor of Arts in Education Studies degree program. They are (1) Assessment Checkpoints, (2) Course Assessments, (3) and Program Assessments.

Assessment Checkpoints

The School of Education faculty members will conduct five Assessment Checkpoints for those undergraduate students who qualify for the Teacher Licensure track, as shown in Table E1-1 below. These checkpoints are designed to monitor and support student progress through the program. Students must pass these checkpoints in order to maintain continuous enrollment in the Teacher Licensure track.

Table E1-1 <i>Assessment Checkpoints for Teacher Licensure Track</i>		
Assessment Checkpoint	Time	Assessment Instruments
Admission into the Bachelor of Science in Education Studies Teacher Licensure Track		
1	Year Three—End of Fall Term	<ul style="list-style-type: none"> • Professional Attributes Scale Scores • Course Grades
2	Year Three—End of Spring Term	<ul style="list-style-type: none"> • Professional Attributes Scale Scores • Course Grades
3	Year Three—End of Summer Term	<ul style="list-style-type: none"> • Professional Attributes Scale Scores • Course Grades • Field Experience Scores
4	Year Four—End of Fall Term	<ul style="list-style-type: none"> • Professional Attributes Scale Scores • Course Grades

Table E1-1 <i>Assessment Checkpoints for Teacher Licensure Track</i>		
Assessment Checkpoint	Time	Assessment Instruments
		<ul style="list-style-type: none"> • Field Performance Scores
5	Year Four—End of Spring Term	<ul style="list-style-type: none"> • Professional Attributes Scale Scores • Course Grades • Field Performance Scores

Course Assessments

Each course within the Teacher Licensure track will have a major assignment that measures student mastery of at least one of the CAEP K-12 Elementary Teacher Preparation Standards. The courses, the assignments, and the CAEP K-12 Elementary Teacher Preparation Standards are displayed in Table E1-2 below. This data will be reviewed by faculty members each semester, during the Fall and Spring retreats, to assure continuous review and improvement.

Table E1-2 Meeting the CAEP K-12 Elementary Teacher Preparation Standards Through Course Assignments											
Courses→	ED 350	ED 341	ED 451	ED 443	ED 314	ED 450	ENG 350	ED 490	ED 480	ED 471	ED 470
	ED 455	ED 342	ED 452				ED 457		ED 481		ED 472
		ED 343	ED 453						ED 482		
		ED 344									
Assignments→	Case Study and Eduphlog ¹	Lesson Plan	Unit Plan	Toolkit	Portfolio	Written Analysis	e-Portfolio and TESOL Exam	Video and Student Assessment for Learning	Field Experience Reflection	ProEthica	PD ² Self-Assessment and PR ³ Mini Portfolio
CAEP K-6 Elementary Teacher Preparation Standards											
Standard 1: Understanding and Addressing Each Child's Developmental and Learning Needs	•					•	•	—			
Standard 2: Understanding and Applying Content and Curricular Knowledge for Teaching		•									
Standard 3: Assessing, Planning, and Engaging Learners for Instruction			•	•							
Standard 4: Supporting Each Child's Learning Using Effective Instruction			•		•			•			

¹ Eduphlog is a narrated educational photo log.

² Professional Development

³ Professional Responsibility

Program Assessments

The Bachelor of Arts in Education Studies degree program assessments for the Teacher Licensure track are aligned to the InTASC Model Core Teaching Standards and Learning Progression for Teachers, adopted by the Hawai'i Teachers Standards Board. Each semester (in August and in January), the faculty members of the School of Education meet to review, analyze, and discuss the data from the assessment measures shown in Table E1-3 below to assure continuous program improvement. This data is also used when the School of Education compiles and submits its annual reports to the Hawai'i Teachers Standards Board and AAQEP (Association for Advancing Quality in Educator Preparation).

[illegible]

Appendix E2

Assessment Plan

Education Studies Track

The School of Education plans to incorporate two different types of assessments for those students enrolled in the Education Studies Track of the Bachelor of Arts in Education Studies degree program. They are (1) Assessment Checkpoints and (2) Program Assessments.

Assessment Checkpoints

The School of Education faculty members will conduct two Assessment Checkpoints for those undergraduate students enrolled in the Education Studies track, as shown in Table E2-1 below. These checkpoints are designed to monitor and support student progress through the program.

Table E2-1 <i>Assessment Checkpoints</i>		
Assessment Checkpoint	Time	Assessment Instruments
1	Year Four—End of Fall Term	<ul style="list-style-type: none"> • Course Grades¹ • Field Practicum Assessment • Capstone Project Assessment
2	Year Four—End of Spring Term	<ul style="list-style-type: none"> • Course Grades • Field Practicum Assessment • Capstone Project Assessment

¹ Students must maintain a grade point average of 2.0 or higher in this track.

Program Assessments

The Bachelor of Arts in Education Studies degree program assessments for the Education Studies track are aligned to the UH Hilo Core Competency Assessment Indicators² as prescribed by the university national accreditors—the Senior Commission of the Western Association of Schools and Colleges (WSCUC). The four competency indicators are (1) Written Communication, (2) Quantitative Reasoning, (3) Oral Communication, and (4) Information Literacy.

All of these indicators fall under the umbrella of Critical Thinking. Per WSCUC, “Critical thinking is about analysis, decision-making, planning, and the synthesis of information and evidence into one’s own work that results in a unique, insightful, and purposeful “product” —whether that be a scholarly paper, an artistic composition, a field experiment, or a lab report.” This skill—Critical Thinking—is embedded within each indicator provided below.

Written Communication

Per WSCUC, written communication is “The ability to logically construct a line of reasoning in well-organized and eloquent prose that effectively communicates information makes a convincing argument, and/or expresses important viewpoints to an intended audience is a marketable skill in the professional world.” This indicator is evaluated every four years using the Written Communication scoring rubric available at the following URL: <https://hilo.hawaii.edu/blog/accreditation/core-competency-programmatic-assessment-indicators/written-communication-rubric/>.

Quantitative Reasoning

Per WSCUC, “Students may not need to master advanced algorithms, but all individuals need to understand numbers and what they mean (and don’t mean). Often, poor arguments are based on haphazard or misuse of data and statistics—completing a college degree ensures students will have the ability to identify & solve problems from a quantitative perspective through the critical collection and scrutiny of data and how to best visually produce data in ways that are effective.” This indicator is evaluated every four years using the Quantitative Reasoning scoring rubric available at the following URL: <https://hilo.hawaii.edu/blog/accreditation/core-competency-programmatic-assessment-indicators/quantitative-and-scientific-reasoning-rubric/>.

² The UH Hilo Core Competency Assessment Indicators may be viewed at the following URL: <https://hilo.hawaii.edu/blog/accreditation/>.

Oral Communication

Per WSCUC, “Oral Communication refers to verbal/oral eloquence (spoken language). Students should be able to choose appropriate language for any given audience (professional or casual), and deliver a message or main points through an organized and engaging speech or presentation that may employ visual aids, body language, and other non-verbal elements that enhance the meaning or argument put forth.” This indicator is evaluated every four years using the Oral Communication scoring rubric available at the following URL:

<https://hilo.hawaii.edu/blog/accreditation/core-competency-programmatic-assessment-indicators/oral-communication-rubric/>.

Information Literacy

Per WSCUC, “College-level writing often stresses proper citation formatting in terms of bibliographies and cited material. However, Information Literacy is also about learning to avoid plagiarism (whether intentional or unintentional) as well as locating and utilizing credible sources of information as opposed to just taking anything from the internet as ‘fact.’ Universities try and instill in students an ability to question and to reject information or arguments that are clearly inaccurate or false.” This indicator is evaluated every four years using the Information Literacy scoring rubric available at the following URL: <https://hilo.hawaii.edu/blog/accreditation/core-competency-programmatic-assessment-indicators/information-literacy-rubric/>.

Review Plan

Once the Bachelor of Arts in Education Studies degree program is approved by the University of Hawai‘i System Board of Regents, faculty members will meet to determine which courses within the Education Studies track will best align with each indicator, as well as develop a plan for conducting and reviewing the assessments (one for each academic year), going forward. During the fall faculty and staff retreats (in August and January), faculty members will review, analyze, and discuss the data from the most recent assessment to assure continuous program improvement.

Appendix F

Letters of Support

Students

The following letters of support for the Bachelor of Arts in Education Studies degree program have been provided by students.

Index of Letters of Support from Students	
Letter Received	Affiliation
Princess Gail Calapit	Student enrolled in Hawai'i Community College
Kelsie Fernald	Student enrolled in the Univeristy of Hawai'i at Hilo
Emily Kerr	Student enrolled in the University of Hawai'i at Mānoa

Special Note: Letters may reference a Bachelor of Science in Education Studies degree program, rather than a Bachelor of Arts in Education Studies degree program. The original proposal was for a Bachelor of Science in Education Studies; however, at the recommendation of the UH System Council of Chief Academic Officers and administration, the proposal was changed.

Michael Bitter, Dean
College of Arts and Sciences
University of Hawai'i at Hilo
200 West Kawili Street
Hilo, HI

Dear Dean Bitter,

I am currently enrolled as a student at Hawaii Community College with aspirations of one day attending UH Hilo to expand my education of becoming a teacher. I plan on pursuing a career as an elementary teacher in hopes of making a difference in the lives of our future students.

Growing up, I struggled to find passion or interest in a specific career pathway. However, becoming a teacher was always a possible career choice. During the COVID-19 pandemic in 2020, I was challenged to learn through online distance. In the beginning of my sophomore year in highschool, I realized that I had a strong love for helping others and wanting to make an important impact in other's lives. Since I wanted to make a difference in people's lives, I decided to pursue a career in education.

When I was a student at Waiakea High School I took an early college class and earned college credit for ED 110, Exploration in Education. This helped me to understand the expectations and quality of college student work. Taking the course enhanced and improved my writing, comprehension, and critical thinking skills. In addition to improving my skills, I learned what is expected of me when attending college to pursue a career in education. It takes patience and creativity in order to become a teacher, and I am proud to have had the opportunity of taking this class while in high school.

While I know that it takes time to establish a new program and that I may not benefit from this program, I am still wholeheartedly in support the proposed Bachelor of Science in Education Studies program in the School of Education at the University of Hawai'i at Hilo because it will be a supportive program for students who are deciding to pursue a career in education. For the future students pursuing a career in education, this program will guide students to becoming a successful teacher.

Sincerely,

Princess Gail Calapit

Signature:

Email: pcalapit@hawaii.edu

Michael Bitter, Dean
 College of Arts and Sciences
 University of Hawai'i at Hilo
 200 West Kawili Street
 Hilo, HI

Dear Dean Bitter,

I wholeheartedly support the proposed Bachelor of Science in Education Studies program in the School of Education at the University of Hawai'i at Hilo.

I believe that this undergraduate program is long overdue and will benefit the educational community on Hawai'i Island.

Personally, being on the track towards an Education degree and teaching credential, I would have greatly benefited from it being available as an undergraduate program. Since this wasn't an option, I designed a Liberal Studies degree with a concentration in Education, Communications, and Sociology. This way, I could still take the upper division Education courses to count for my major. UH offers a wide array of Education courses, and it was difficult to choose between them all. I would have loved to have gotten the chance to take all of the Education courses that were available, however I had to balance the education component of my major with other areas of concentration. I was able to find courses under the other concentrations that helped me build skills that are useful in teaching; however the education courses would have offered more pointed information, and more opportunities to implement my skills in the field. For example, there was a course "Dance in Education" where at the end of the year, students got to go teach a dance class at an elementary school, which I would have loved to do! However I was stuck to the course outline I had created at the beginning of the year for my liberal studies plan. The other difficulty with the Liberal Studies degree was that I had to choose all of my courses up front, based on what I thought was likely to be offered - based on their availability in the past. There was no way to tell for sure what would be offered in the future. All and all, I believe the Education undergraduate program would have awarded me more flexibility to explore in my area of interest - as the opportunities arose each semester - and allowed space for my interests to change over time. Most importantly, it would have given me more hands-on opportunities to put what I was learning into practice. One final piece is that having the integrated credentialing program would have saved a lot of time. I would have been able to start teaching next year! Though I now have to take an additional masters program to finish my credential. I'm really happy to hear the school is finally getting the Undergraduate program together now. I think it will greatly benefit the community, as well as all of the students looking to become teachers. Mahalo for hearing my story, and helping advance the teacher licensing process on Big Island.

Sincerely,
 Kelsey Fernald
 Kelsey Fernald

Signature: 
 Kelsey Fernald (Aug 1, 2023 16:36 PQ4)
 Email: kelseyf7@hawaii.edu

Michael Bitter, Dean
College of Arts and Sciences
University of Hawai'i at Hilo
200 West Kawili Street
Hilo, HI

Dear Dean Bitter,

I wholeheartedly support the proposed Bachelor of Science in Education Studies program in the School of Education at the University of Hawai'i at Hilo.

I believe that this undergraduate program is long overdue and will benefit the educational community on Hawai'i Island.

Education and teaching have been a huge focus for me from the time I started my undergraduate degree, and had there been an undergraduate program focused on education at the time I would have undoubtedly been a part of it. Instead, I chose another program that had less relevance to my interests and the career I am working towards. The proposed program would have greatly benefitted me during my time as an undergraduate student at the University of Hawai'i at Hilo as well as in my journey through graduate school and as an informal educator.

Sincerely,



Emily Kerr (Aug 9, 2023 08:03 HST)

Emily Kerr
Master of Education Student
STEMS²
University of Hawai'i at Mānoa

Appendix G

Letters of Support

Community

The following letters of support for the Bachelor of Arts in Education Studies degree program have been provided by community members.

Letter Received	Affiliation
David Tarnas, Representative	State of Hawai'i House of Representatives
Dru Mamo Kanuha, Senator	State of Hawai'i Senate
Tim Richards, Senator	State of Hawai'i Senate
Joy San Buenaventura	State of Hawai'i Senate
Osa Tui, Jr., HSTA President Jill Jacobs, HSTA Kona President Austin Morrissey, HSTA Hāmākua President Edwin Kagawa, HTSA Hilo President Wendy Nicki, HSTA Kohala President	Hawai'i State Teachers Association
Kelcy Koga, Principal	Waiakea High School
Felicia Villalobos, Director	Hawai'i Teacher Standards Board
Stacy Bello, Complex Area Superintendent	Ka'u, Kea'au, Pāhoa Complex Area
Joan Kamila Lewis, President	Hawai'i Education Association
Esther Kanehailua, Complex Area Superintendent	Hilo, Waiakea Complex Area
Derek Kurisu, Executive Vice President	KTA Super Stores
Lisa Spain, Deputy Director	'Imiloa Astronomy Center
Dian Mahoney, President	Hawai'i Island Retired Teachers Association
Paula Adams, Executive Director	Hawai'i After School Alliance

Special Note: Letters may reference a Bachelor of Science in Education Studies degree program, rather than a Bachelor of Arts in Education Studies degree program. The original proposal was for a Bachelor of Science in Education Studies; however, at the recommendation of the UH System Council of Chief Academic Officers and administration, the proposal was changed.

Representative David Tarnas
House District 8

Phone No.: (808) 586-8510



HOUSE OF REPRESENTATIVES
STATE OF HAWAII
STATE CAPITOL, ROOM 442
415 SOUTH BERETANIA STREET
HONOLULU, HAWAII 96813

September 25, 2023

Dean Michael Bitter
College of Arts and Sciences
200 W. Kāwili Street
Hilo, Hawai'i 96720

Aloha Dean Bitter,

I am writing to express my strong support for the Provisional Program Proposal for a Bachelor of Science in Education Studies (BSES) degree program at the University of Hawai'i at Hilo, specifically designed to provide teacher preparation in elementary education and expand into other teacher licensure fields over time, including early childhood education and secondary teaching.

We are all acutely aware of the critical importance of education in our community and the pressing teacher shortage facing our state and nation. The Hawaii State Teachers Association has determined that "more than 60,000 keiki are not taught by a Hawaii Qualified Teacher (HQT) each year." The shortage has resulted in 1,000 emergency hires and long-term substitutes covering classrooms in recent years. The establishment of the BSES degree program represents a significant step forward in addressing the need for well-prepared educators in Hawai'i. Our keiki deserve the highest quality education, and this program will play a pivotal role in ensuring that they receive just that.

The establishment of the BSES degree program aligns with our shared vision for a thriving educational ecosystem in Hawai'i. It will not only have a positive and lasting impact on our community's educational landscape but will also provide a path for Hawai'i Island students to study and teach in their own community.

Please consider this letter as a testament to my strong support for this initiative. I look forward to witnessing the positive outcomes and the transformational effect this program will have on our students, educators, and community alike.

Mahalo,

Representative David A. Tarnas
Hawai'i State House of Representatives



The Senate
Office of the Majority Leader

STATE CAPITOL
 HONOLULU, HAWAII 96813

October 5, 2023

Dr. Michael Bitter, Dean
 College of Arts and Sciences
 University of Hawai'i at Hilo
 200 W. Kāwili Street
 Hilo, Hawai'i 96720

Dear Dean Bitter:

Thank you for your tireless work on behalf of students pursuing a higher education in the State of Hawai'i. I appreciate the opportunity to express my strong support for the University of Hawai'i at Hilo (UHH), College of Arts and Sciences, School of Education's Provisional Program Proposal to implement a Bachelor of Science in Education Studies (BSES).

The State of Hawai'i has long suffered from a severe shortage of qualified K-12 educators—a shortage that is felt disproportionately in rural communities such as South Kona, Ka'ū, and Volcano in my Senate District. Through years of working to address this issue as a Member of the Senate Committee on Education in the Hawai'i State Senate, it is apparent that in order to strengthen our State's education workforce, it is incumbent upon us to find ways to increase educational opportunities for individuals interested in the profession—especially on the Neighbor Islands.

In 2022, the Legislature passed SB2359, signed into law by the Governor as Act 141, SLH 2022, which required the University of Hawai'i to expand teaching cohort programs in each county for students who are pursuing undergraduate degrees in education. The implementation of a BSES program at UHH is reflective of the intent of Act 141, and will provide high quality, face-to-face, place-based, rural-focused, nationally accredited curriculum for students interested in the teaching profession that will aim to meet the specific educational needs of Hawai'i Island.

In closing, I would like to thank you again for the opportunity to express my strong support for UHH's efforts to establish a BSES program and look forward to working together in the future to further address our State's educational needs. Should you have any questions with regard to the foregoing, please do not hesitate to reach out to my office.

Me ka ha'aha'a,

A handwritten signature in black ink, appearing to read "Dru Kanuha".

Senator Dru Mamo Kanuha
 3rd Senatorial District (Kona, Ka'ū, Volcano)



The Senate
Ka 'Aha Kenekoa

STATE CAPITOL
HONOLULU, HAWAII 96813

October 25, 2023

Dean Michael Bitter
College of Arts and Sciences

RE: Support for UH Hilo Bachelor of Science in Education Studies

Aloha,

I wholeheartedly endorse UH Hilo's steadfast commitment to addressing Hawaii's persistent teacher shortage issue. Rural communities, like many areas on the island of Hawai'i, face formidable barriers to accessing higher education. Act 141 (SLH2022) responds to this critical need in the neighbor islands, where shortages are most acute.

UH Hilo's response is tailored to the situation, exemplified by the Bachelor of Science in Educational Studies (BSES) undergraduate degree program. This program offers a range of options that facilitate educational advancement for those aspiring to pursue an education career.

At the heart of this program lies a dedication to national standards outlined by the Interstate Teacher Assessment and Support Consortium (InTASC). This program nurtures professional, introspective, and compassionate educational practitioners who are driven to effect positive change in their communities. The program embraces a culturally responsive approach, considering the intersectionality of race, ethnicity, class, and gender identity, thus weaving a tapestry that mirrors our diverse island State.

The incorporation of the Nā Hopena A'o initiative is a testament to the University's unwavering commitment to uniting culture, education, and multi-modal learning methodologies. This integration further enriches individuals and society.

The BSES program is poised to deliver a curriculum that addresses the island's needs, while producing highly qualified teachers for the State. I extend my support for the development and implementation of this program, and I anticipate the positive transformative outcomes it will yield.

Sincerely,

Sen. Herbert M "Tim" Richards III, DVM
Hawaii State Senator, District 4
Office: 808.586.6760



Hawai'i State Legislature
Ka 'Aha'ōlelo Moku'āina 'Ō Hawai'i

STATE CAPITOL
 415 SOUTH BERETANIA STREET
 HONOLULU, HAWAII 96813

November 4th, 2023

Dean Michael Bitter
 College of Arts and Sciences
 200 W. Kāwili Street
 Hilo, Hawai'i 96720

Dear Dean Bitter:

I am writing this letter to express my support towards the Provisional Program Proposal for a Bachelor of Science in Education Studies (BSES) degree program at the University of Hawai'i at Hilo. Notably, this program would provide a teacher preparation track that would address the need for highly qualified education for PreK-12 students in our community.

As the chair of the Senate Committee on Health and Human Services, I am heavily invested in the health and well-being of our keiki. It is also my belief that one of the foundations that help shape our keiki are the teachers who guide them forward, therefore underscoring the importance in addressing the teacher workforce shortage throughout the State of Hawai'i.

Establishing the BSES degree program at the University of Hawai'i at Hilo would be a step towards ensuring quality education that our keiki deserve.

Mahalo for your consideration - and for all the work that you do for our community.

With warm aloha,

Joy A. San Buenaventura
 Hawaii State Senator
 District 2



1200 Ala Kapuna Street • Honolulu, Hawaii 96819
Tel: (808) 833-2711 • Fax: (808) 839-7106 • Web: www.hsta.org

Osa Tui, Jr.
President

Logan Okita
Vice President

Lisa Morrison
Secretary-Treasurer

Ann Mahi
Executive Director

Bonnie D. Irwin, Chancellor
University of Hawai'i at Hilo
200 West Kawili St.
Administration Building 119
Hilo, HI 96720-4091

July 27, 2023

Aloha Chancellor Irwin,

I am writing to you today, along with all four Hawai'i State Teachers Association Hawai'i Island chapter presidents, to express enthusiastic support for the development of a Bachelor of Science in Education Studies degree program to include tracks for teacher licensure and education studies at the University of Hawai'i at Hilo.

As has been the trend for quite some time, each year, Hawai'i is short of hundreds of highly qualified educators for Hawai'i public school keiki. Recent news touts significant increases in the hiring of temporary employees from outside the United States to fill some of those vacancies. Other methods to combat the teacher shortage crisis include allowing unlicensed college graduates without teaching credentials to staff classrooms. These stopgap measures only take care of the issues in the short term, but more long-term solutions are required.

The most recently published Hawai'i State Department of Education [Employment Report](#) for the 2021–2022 school year shows troubling trends. While retirements declined 27% from the year before, resignations increased 19% over the same time period. Of those resignations, there was an 81% increase in those who resigned to leave teaching/education and a 94% increase in those resigning because of the workplace environment. Part of the issue with resignations stems from educators not being fully prepared with high quality teacher preparation programs.

In 2022, the Legislature passed and the governor signed into law [Act 141](#) calling for the establishment of "K–12 expanded teaching cohort programs in each county for students who are pursuing undergraduate degrees in education." Act 141 also noted that, "[t]he legislature additionally finds that the University of Hawaii system does not offer a sufficient number of classes for students who are pursuing undergraduate degrees in the field of education,

especially on the neighbor islands where shortages are most severe." To this end, establishing the Bachelor of Science in Education Studies degree at UH Hilo will help alleviate the teacher shortage in a meaningful way by providing more convenient opportunities for Hawai'i Island teacher candidates to earn their degrees to become and remain Hawai'i public school educators.

Each year, Hawai'i Island teachers experience the effects of understaffed schools by having to carry the load of vacant positions. Worse, the students of Hawai'i Island schools are adversely affected because they lack access to the highly qualified educators to whom they are entitled. Establishing a Bachelor of Science in Education Studies degree program at the University of Hawai'i at Hilo will go a long way toward helping to solve the teacher shortage crisis, and we enthusiastically look forward to seeing the first cohort of students, perhaps as soon as fall 2024.

Respectfully,



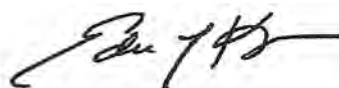
Osa Tui, Jr.
HSTA State President



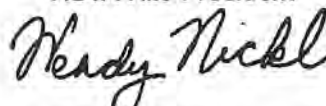
Jill Jacobs
HSTA Kona President



Austin Morrissey
HSTA Hāmākua President



Edwin Kagawa
HSTA Hilo President



Wendy Nickl
HSTA Kohala President



STATE OF HAWAII

DEPARTMENT OF EDUCATION

WAIAKEA HIGH SCHOOL

155 W. KAWILI ST.

HILO, HAWAII 96720-5038

PHONE: (808)480-3200 FAX: (808)974-4880

Website - <http://waiakcahigh.k12.hi.us>

MR. KELCY KOGA
PRINCIPAL

July 7, 2023

Michael Bitter, Dean
College of Arts and Sciences
University of Hawai'i at Hilo
200 West Kawili Street
Hilo, HI

Dear Dean Bitter,

I wholeheartedly support the proposed Bachelor of Science in Education Studies program in the School of Education at the University of Hawai'i at Hilo.

I believe that this undergraduate program is long overdue and will benefit the educational community on Hawai'i Island.

It is our hope that Waiakea High graduates that are pursuing a career in education can provide willing and capable candidates to enter and take advantage of this program.

If there is anything more that I can do to help this program become a reality, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Kelcy Koga", followed by a horizontal line.

Mr. Kelcy Koga
Principal, Waiakea High School

JOSH GREEN, M.D.
GOVERNOR
KE KIA'ĀINA



FELICIA VILLALOBOS
EXECUTIVE DIRECTOR

STATE OF HAWAII
HAWAII TEACHER STANDARDS BOARD
650 IWILEI ROAD, SUITE 268
HONOLULU, HAWAII 96817

July 10, 2023

Dear University of Hawai'i System Board of Regents,

As Director of the Hawai'i Teachers Standards Board (HTSB), this letter is to enthusiastically support the proposed Bachelor of Science in Education Studies degree program that is being submitted by the University of Hawai'i at Hilo's School of Education to the University of Hawai'i System Board of Regents.

The State of Hawai'i is in urgent need of more highly qualified teachers. The Bachelor of Science in Education Studies degree program, with a Teacher Licensure track in K-6 Elementary Education, will certainly help address the severe teacher shortage in the state. It will be the first of its kind on the neighbor islands and is long overdue.

I look forward to working with The University of Hawai'i at Hilo's School of Education through HTSB's approval process.

Respectfully,

A handwritten signature in cursive script that reads "Felicia Villalobos".

Felicia Villalobos, Executive Director
Hawai'i Teacher Standards Board

JOSH GREEN, M.D.
GOVERNOR



KEITH T. HAYASHI
SUPERINTENDENT

STACEY BELLO
COMPLEX AREA SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
KA'Ū/KEA'AU/PĀHOA COMPLEX AREA
16-588 KEA'AU-PĀHOA ROAD
KEA'AU, HAWAII 96749

OFFICE OF THE COMPLEX AREA SUPERINTENDENT

Michael Bitter, Dean
College of Arts and Sciences
University of Hawai'i at Hilo
200 West Kawili Street
Hilo, HI 96720

Dear Dean Bitter,

I am in full support of the proposed Bachelor of Science in Education Studies program in the School of Education at the University of Hawai'i at Hilo.

As a proud 1996 graduate of UH Hilo, I believe that this undergraduate program is necessary and will benefit the educational community on Hawai'i Island. Simply said, our schools are in need of teachers statewide. A program such as this will increase our talent pool for school leaders and I am very excited about the possibilities.

Thank you for your time and consideration of my support.

With Much Appreciation,

A handwritten signature in black ink, reading "Stacey Bello".

Stacey Bello
Complex Area Superintendent
Ka'ū- Kea'au- Pāhoa Complex Area



Hawaii Education Association

EDUCATORS SHAPING HAWAII'S FUTURE TODAY

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To affirm the
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Hawaii's educators

MISSION

To strengthen
excellence in education:

- Advocate teaching as a profession.
- Support pre-service and in-service educators.
- Advance professional learning for effective teaching.

July 28, 2023

The University of Hawaii System
Board of Regents
Chair Alapaki Nahale-a
2444 Dole Street
Honolulu, HI 96822

Dear Chair Nahale-a:

The Hawaii Education Association (HEA) has a one-hundred-year history of supporting scholarships, teacher preparation and educator professional development in our state. As a result of recent legislation, undergraduate teacher preparation programs are to be developed on Neighbor Islands to support access to quality preparation for all interested aspiring educators, and to address the critical teacher shortage.

The HEA **strongly supports** the University of Hawaii at Hilo School of Education's desire to develop a Bachelor of Science in Education Studies. This proposed undergraduate program for preparing elementary education teachers will offer two tracks to address both candidates seeking teacher licensure and those interested in expanding their knowledge of education studies.

Currently, Hawaii Island students must travel to Oahu or enroll in online only programs, potentially from out of state providers. HEA believes each UH campus can best prepare teacher candidates to work on its own island with their local students, so approval of this new degree program will support the current gap in teacher preparation on Hawaii Island.

Should you have questions, please contact me at 808-949-6657.

Sincerely,

Joan Kamila Lewis
President

JOSH GREEN, M.D.
GOVERNOR



KEITH T. HAYASHI
SUPERINTENDENT

ESTHER KANEHAILUA
COMPLEX AREA SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
HILO-WAIĀKEA COMPLEX
75 AUPUNI STREET, RM. 203
HILO, HAWAII 96720

July 17, 2023

Michael Bitter, Dean
College of Arts and Sciences
University of Hawai'i at Hilo
200 West Kawili Street
Hilo, HI

Dear Dean Bitter,

I wholeheartedly support the proposed Bachelor of Science in Education Studies program in the School of Education at the University of Hawai'i at Hilo.

I believe that this undergraduate program is long overdue and will benefit the educational community on Hawai'i Island. The teacher shortage for Hawaii public schools is dire. This program will support our pathways in high schools that lead to careers in education. This aligns with Superintendent Hayashi's vision for Hawaii public school graduates being, "globally competitive, locally committed".

As an alum of UH Hilo's Teacher Education Program, I intimately understand the importance of such a program in growing local educators that go on to work and serve in the communities that have raised them.

Sincerely,

Esther Kanehailua
Complex Area Superintendent



You're Someone Special

July 7, 2023

Michael Bitter, Dean
College of Arts and Sciences
University of Hawai'i at Hilo
200 West Kawili Street
Hilo, HI 96720

Dear Dean Bitter,

I wholeheartedly support the proposed Bachelor of Science in Education Studies program in the School of Education at the University of Hawai'i at Hilo.

I believe that this undergraduate program is long overdue and will benefit the educational community on Hawai'i Island.

I am a strong supporter of education. We have a teacher shortage in the State of Hawai'i especially on Hawai'i Island. Due to the size of our island, we have many underserved locations that definitely need teachers to provide additional educational opportunities for our students.

Being a local businessman, I know there is a strong correlation between our education system and quality employees. We need educators to help better prepare our students for the workplace.

I've been involved with the University of Hawai'i at Hilo, School of Education for many years. You have an excellent faculty and staff, whom I've worked with on many issues. I am a 110% believer the School of Education at UH Hilo will create and execute a Bachelor of Science in Education Studies program beyond one's expectation.

Please call me if there is any questions regarding this letter of support.

Sincerely,

Derek Kurisu
Executive Vice President
KTA Super Stores
(808) 989-5555

PHONE: (808) 959-4575

50 EAST PUAINAKO STREET, HILO, HAWAII 96720

WWW.KTASUPERSTORES.COM





August 7, 2023

Michael Bitter, Dean
College of Arts and Sciences
University of Hawai'i at Hilo
200 West Kawili Street
Hilo, HI

Dear Dean Bitter,

I wholeheartedly support the proposed Bachelor of Science in Education Studies program in the School of Education at the University of Hawai'i at Hilo.

I believe that this undergraduate program is long overdue and will benefit the educational community on Hawai'i Island.

'Imiloa is keenly interested in supporting this program by providing a site for capstone and internship projects for enrolled students. Through our public educational programming, undergraduate BS Education Studies students would fit well into our team, and we would benefit from their experience.

Thank you for your consideration of this important program!

Sincerely,

A handwritten signature in black ink that reads 'Lisa Spain'.

Lisa Spain
Deputy Director 'Imiloa Astronomy Center

Imiloa Astronomy Center of Hawai'i

600 IMILOA PLACE
HILO, HAWAII 96720
PHONE: (808) 932-8901
FAX: (808) 969-9748

An Equal Opportunity / Affirmative Action Institution

Michael Bitter, Dean
 College of Arts and Sciences
 University of Hawaii at Hilo
 200 West Kawili Street
 Hilo, Hi. 96720

Dear Dean Bitter:

As a former Hawaii Department teacher and administrator for nearly 45 years and as current President of the Hawaii Island Retired Teachers Association (HIRTA), I want to share with you my unwavering support of the University of Hawaii at Hilo's proposed Bachelor of Science in Education Studies. It is sorely needed to recruit and train qualified, caring, innovative, and dedicated individuals, who choose to make a difference in our students' lives.

Having known and worked with Dr. Michele Ebersole, as a teacher and then as a professor mentoring future teachers, has been heartwarming. She exemplifies what students need in a teacher. We have discussed this proposed program and its various components of critical thinking skills, student learning styles, field training, culture-based learning, enhancing course content, and diversity training to name a few. When I shared the proposal with the HIRTA Board this past Monday, two former English Language Learner (ELL) teachers were ecstatic that the six ELL credits required for the Hawaii Department of Education was being added and they said they would certainly share their expertise and experience, if requested!

I am sure that more former teachers would be supportive, as we share information at future meetings on September 15 and December 1, 2023. I encourage your department to pursue this initiative for our community. Perhaps more of our local community will want to participate. There is a shortage of good teachers, who know our children and how they learn. If I can be of further assistance, please let me know.

Have a great year!

Sincerely,

Dian Mahoney
 Dian Mahoney (Aug 12, 2023 21:08 HST)
 Dian Mahoney
 743 Kaumana Drive
 Hilo, Hi. 96720
 Phone: 808-935-5690
 Email: dianhilo@gmail.com

Michael Bitter, Dean
 College of Arts and Sciences
 University of Hawai'i at Hilo
 200 West Kawili Street
 Hilo, Hawai'i



Dear Dean Bitter,

My name is Paula Adams and as the director of the Hawai'i Afterschool Alliance, I support the proposed Bachelor of Science in Education Studies program in the School of Education at the University of Hawai'i at Hilo.

The Hawai'i Afterschool Alliance is a network of individuals and organizations dedicated to supporting and advancing sustainable, quality afterschool, summer learning, and community schools that result in improved academic, social, emotional, and physical outcomes for children and families in Hawai'i.

This undergraduate program aligns with one of our strategic priorities, strengthening out-of-school programs through training, technical assistance, and educational pathways that build a professional workforce.

I believe that this program will provide education opportunities for the field to be able to deliver high quality afterschool and summer learning programming. This program is long overdue and will benefit the educational community on Hawai'i Island.

Sincerely,

Paula Adams
 Executive Director
 Hawai'i Afterschool Alliance
 1776 University Avenue, WA1-102
 Honolulu, HI 96822

Appendix H

Letters of Support

Complimentary Programs

The following letters of support have been provided by complimentary programs within the University of Hawai'i System.

Index of Letters of Support from Complimentary Programs	
Letter Received	Affiliation
Nathan Murata, Dean, College of Education	University of Hawai'i at Mānoa
Mary Heller, Director of Teacher Education	University of Hawai'i at West O'ahu
Kimberley Collins, Vice Chancellor of Academic Affairs	Hawai'i Community College

Special Note: Letters may reference a Bachelor of Science in Education Studies degree program, rather than a Bachelor of Arts in Education Studies degree program. The original proposal was for a Bachelor of Science in Education Studies; however, at the recommendation of the UH System Council of Chief Academic Officers and administration, the proposal was changed.



UNIVERSITY
of HAWAII[®]
MĀNOA

September 30, 2023

Michael Bitter, Dean
College of Arts and Sciences
University of Hawai'i at Hilo
200 West Kawili Street
Hilo, Hawai'i 96720

Dear Dean Bitter:

I am writing in support of the Bachelor of Science in Education Studies (BSES) degree program at the University of Hawai'i at Hilo. As we know, our teacher shortage continues throughout our state and is more acute on our neighbor islands. Having another nationally accredited undergraduate degree program specific to Hawai'i island is both necessary and vital to our ability to eliminate the teacher shortage plaguing the state. Your BSES degree with a focus on elementary education will meet the needs of Hawai'i island.

As an on-campus program, you will be addressing the immediate teaching workforce for those who reside on the eastside of Hawai'i island. This intentionality demonstrates your focus of educating your community stakeholders who are actually part of the fabric of your community, increasing the likelihood that they will remain for years to come in the profession.

Of particular interest is the undergraduate option for two tracks: Teacher Licensure and Education Studies. While the teacher licensure track is clear, I am appreciative of the education studies track whereby students can elect to pursue employment that may not be teaching related. Education as we know often extends well beyond your typical school day and this option provides a quality education for those interested in a non-teaching environment.

From the University of Hawai'i at Mānoa I consider ourselves to be partners in addressing the teacher shortage here in the state of Hawai'i. Please also know that UH Mānoa will continue our statewide recruitment efforts on all islands including Hawai'i island in order to address the teacher shortages. I am also a firm believer that potential candidates, having options in pursuing their education and by offering an undergraduate degree program is a wonderful opportunity for those residing on the eastside of Hawai'i island. Good luck with the program.

Best wishes,

Nathan M. Murata, Dean
College of Education
University of Hawai'i at Mānoa



UNIVERSITY
of HAWAI'I
WEST O'AHU

Ke Kulanui o Hawai'i-O'ahu Komohana

Education Division



September 12, 2023

Michael Bitter, Dean
College of Arts and Sciences
University of Hawai'i at Hilo
200 West Kawili Street
Hilo, HI 96720

Dear Dean Bitter,

I am writing to express my support of the University of Hawai'i at Hilo School of Education proposal to develop a Bachelor of Science in Education Studies (BSES) Educator Preparation Program (EPP), effective fall 2024. I recently met via zoom with Dr. Janet (Jan) Ray, Dr. Michele Ebersole, and Dr. Tobias Irish who provided an excellent overview of the program structure that will include both Teacher Licensure and Education Studies pathways. It is my understanding that the in-person licensure program will first target grades K-6.

The Executive Summary that I was provided clearly articulates the mission and vision of a program grounded in HEART and HĀ. Given the state-wide shortage of highly qualified teachers, this EPP is truly needed to serve the communities of Hawai'i Island. I wish my UH Hilo colleagues the very best, as they work through the many steps towards final approval and implementation. Having led our UHWO K-12 programs from the ground up (2006-present), I truly understand the challenges that lie ahead, but the rewards without a doubt will be forthcoming.

All best,

Dr. Mary F. Heller, Professor & Chair
Director of Teacher Education
Education Division, Office E-225
University of Hawai'i West O'ahu
91-1001 Farrington Hwy
Kapolei, HI 96707
Phone: 808-689-2339
Email: mfheller@hawaii.edu



UNIVERSITY of HAWAII
HAWAII
 COMMUNITY COLLEGE

September 28, 2023

Dr. Michael Bitter
 Dean, College of Arts & Sciences
 University of Hawai'i at Hilo
 200 W Kawili Street
 Hilo, HI 96720

Dear Dr. Bitter

University of Hawai'i – Hawai'i Community College (HawCC) supports University of Hawai'i at Hilo's (UHH), Education Department's pursuit of a Bachelor of Science in Education Studies degree.

HawCC has worked closely with UHH creating seamless pathways for our students to transition to a four-year institution. We have already been in conversation to create a clear 2+2 pathway for HawCC-Liberal Arts graduates to transition smoothly to the BS in Education Studies, for both the Education Studies and Teacher Licensure Tracks.

As you know, the teacher shortage on Hawaii Island is a real problem and a Bachelors in Education will meet the need for qualified teachers and educational assistants. In addition, this degree creates opportunities for Hawai'i Island residents to pursue a high-demand need in their home community.

We will continue our partnership with UHH to ensure the successful implementation of this 2+2 pathway for our transfer students. I look forward to future conversations regarding the development of a Pre-K-3 track that pathways from our Early Childhood Education (ECED) program, all for the sake of our students to E'Imi Pono (seek excellence) while connecting learning, life, and Aloha.

If you have any questions regarding this matter, please do not hesitate to contact me at 808-934-2512.

Sincerely,

Kimberley Collins
 Vice Chancellor of Academic Affairs

c: Susan Kazama, Interim Chancellor
 Carrie Mospens, Interim Dean for Liberal Arts and Sciences
 Kanoe Lambert, Pathway Coordinator

1175 Manono St.
 Hilo, Hawai'i 96720-5096
 Telephone: (808) 934-2512
 Fax: (808) 974-7770
www.hawacc.hawaii.edu

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Appendix I

Recruitment Plan

The School of Education at the University of Hawai'i at Hilo proposes the following recruitment plan for the new Bachelor of Arts in Education Studies degree program. The plan focuses upon (1) Recruitment on Campus, (2) Recruitment with Community Colleges, and (3) Recruitment within the Community.

Special Note: The Bachelor of Arts in Education Studies degree program has two tracks—(1) a Teacher Licensure track and (2) an Education Studies track. The School of Education can advertise the Bachelor of Arts in Education Studies degree program with the Education Studies track upon approval of the University of Hawai'i System Board of Regents. The Teacher Licensure track cannot be advertised until the School of Education applies for, completes a review, and is awarded Provisional Approval to offer the Elementary Education (K-6) licensure program by the Hawai'i Teacher Standards Board.

Recruitment on Campus

Advising and Admissions

The School of Education faculty members plan to work closely with the UH Hilo Advising Center and the UH Hilo Admissions Office to recruit students into the Bachelor of Arts in Education Studies degree program. This work may entail attending advising and admissions meetings, attending recruitment events, and planning for partnering with community colleges.

Academic Certificate in Educational Studies Students

The School of Education at the University of Hawai'i at Hilo has been offering an Academic Certificate in Education Studies (ACES) for the past ten academic years. There has been an average of 24 students graduating with the ACES each academic year. Since these are students that we already know are interested in education, School of Education faculty members will visit all education studies courses each term to recruit potential elementary teachers.

Institutional Marketing

The School of Education faculty members will work closely with Institutional Marketing to receive guidance and assistance from Media Relations, Communications, Print Marketing, and Digital Marketing, so that information about the Bachelor of Arts in Education Studies degree program enjoys a robust outreach.

Recruitment with Community Colleges

The School of Education faculty members plan to hold meetings with academic advising centers at Hawai'i Community College, Kaua'i Community College, and UH Maui College to share Bachelor of Arts in Education Studies degree program information (admission, timeline, transfers) and brochures which advisors can provide to potential students.

Recruitment within the Community

High Schools and Teacher Academies

The School of Education faculty members plan to visit classrooms in local high schools to recruit students who may wish to become teachers. The faculty also plan to work with existing Teacher Academies in our local community. The existing Teacher Academy that we have been working with so far is Waiakea High School. We will gradually expand our reach to more distant high schools on the Big Island. Please see the letter from Kelcy Koga, Principal of Waiakea High School in Appendix G—Letters of Support—Community.

Principals

The School of Education faculty members will also work with local Department of Education principals. We plan to attend principal meetings and share Bachelor of Arts in Education Studies degree program information (admission, timeline) and provide posters which they can display in their schools.

Appendix J

Admission Review Plan

Undergraduate students who wish to enter the Bachelor of Arts in Educational Studies (BAES) degree program must meet all University of Hawai'i at Hilo admission requirements. These requirements may be viewed at the following URL: <https://hilo.hawaii.edu/admissions/freshman.php>.

Further, undergraduate students must declare their intentions to become Education Studies majors. Instructions for declaring a major may be viewed at the following URL: <https://hilo.hawaii.edu/registrar/change-of-major.php#changemajor>.

During the fifth semester of the Bachelor of Arts in Education Studies degree program, undergraduate students may apply for admission into the Teacher Licensure track for Elementary Education. The Teacher Licensure track includes the admission requirements shown in Table 1 below. These admission requirements must be met on or before the October 1 application deadline each academic year.

Table 1 <i>Admission Requirements for BSES Teacher Licensure Track for Elementary Education</i>			
The undergraduate student must have			
1	a cumulative GPA (grade point average) of 2.50 or higher		
2	passing scores on the Praxis Core Academic Skills for Educators Exams		
	Exam	Exam Number	Passing Score
	Reading	5713	156
	Writing	5723	162
	Mathematics	5733	150
	Combined Reading, Writing, and Mathematics	5752	Same individual scores as above
3	25 hours of classroom observations		
4	two letters of recommendation		
5	a written statement that addresses the question "Why do you want to become a teacher?"		
6	two Professional Attributes Scale evaluations or an Admissions Interview		

Appendix K

Articulation Maps with UH Community Colleges

There are seven community colleges within the University of Hawai'i System. They are (1) Hawai'i Community College, (2) Honolulu Community College, (3) Kapi'olani Community College, (4) Kaua'i Community College, (5) Leeward Community College, (6) UH Maui College, and (7) Windward Community College.

So far, the School of Education at the University of Hawai'i at Hilo has reached out to Hawai'i Community College. We are in the process of working out a two-plus-two agreement with Hawai'i Community College, so that students with an associate's degree can seamlessly transfer into the Bachelor of Arts in Education Studies degree program at UH Hilo.

Once the Bachelor of Arts in Education Studies degree program is approved through the Board of Regents, we plan to reach out to Kaua'i Community College and UH Maui College to form two-plus-two agreements with them as well. Since UH Hilo has on-campus housing (dormitories), KCC and UHMC transfers could reside at UH Hilo during their licensure coursework. They could then return to their home islands for student teaching and subsequent employment within their local schools.

Further, the School of Education is exploring ways to cover the cost of residential housing for transfer students through grants.

Appendix L

Course Descriptions

The following table provides course descriptions for all of the education courses offered in the Bachelor of Arts in Education Studies program.

Course Descriptions	
Prefix, Number, Title, Credits	Description
ED 210 Introduction to Teaching (3)	This course is an introduction to education with an emphasis on the following topics: the teaching profession; the analysis of reasons for entering teaching and factors that influence these reasons; the characteristics of the present teaching force; complexities of teaching; the current trends and issues in education; and the role of the school within the community. Students will be provided an opportunity for voluntary field experience totaling 10 hours.
ED 243 Math for Elementary Teachers I (3)	Basic knowledge and skills designed to foster mathematics teaching in the elementary classroom. Includes major mathematics concepts, algorithms, procedures, applications, and practices in varied contexts.
ED 310 Foundations of Education (3)	Introduction to the practice of thinking and the development of intelligence within the complexities of a diverse and transforming society. Historic aspects of education are explored along with philosophical and political movements so students understand education's potential. Critical thinking skills are developed to help students think seriously about education as a potential career. Must be taken for a grade. Pre: GPA of 2.5.
ED 314 Technology for Learning and Teaching (3)	Basic knowledge and skills designed to foster the integration of instructional technologies across the curriculum in an educationally sound manner. Includes project-based and place-based learning aligned to the ISTE-E standards. Pre: GPA 2.5, earned at least 58 credits, or instructor consent.
ED 330 Teaching and Learning in Informal Settings (3)	Basic knowledge and skills designed to foster place-based learning in a variety of formal and informal settings. Pre: GPA 2.5, earned at least 58 credits, or instructor consent.

Course Descriptions	
Prefix, Number, Title, Credits	Description
ED 341 Literacy for Elem Teachers (3)	Basic knowledge and skills designed to foster literacy teaching in the elementary classroom. Includes foundational knowledge of reading and writing processes. Pre: GPA 2.5, earned at least 58 credits, or instructor consent.
ED 342 Science for Elem Teachers (3)	Basic knowledge and skills designed to foster science teaching in the elementary classroom. Includes integration of three dimensions of science and engineering practices, cross cutting concepts, and major disciplinary core ideas. Pre: GPA 2.5, earned at least 58 credits, or instructor consent.
ED 343 Math for Elementary Teachers II (3)	Continuation of knowledge and skills designed to foster mathematics teaching in the elementary classroom. Includes major mathematics concepts, algorithms, procedures, applications, and practices in varied contexts. Pre: ED 243 or equivalent, GPA 2.5, earned at least 58 credits, or instructor consent.
ED 344 Soc Studies for Elem Teachers (3)	Basic knowledge and skills designed to foster social studies teaching in the elementary classroom. Includes understandings, capabilities, and practices associated with the central concepts and tools in civics, economics, geography, and history within a framework of informed inquiry. Pre: GPA 2.5, earned at least 58 credits, or instructor consent.
ED 350 Learner Development (3)	Theories of development focusing on physical, cognitive, social, and emotional development during the school-aged years, children (grades K-6) and adolescents (grades 7-12). Systematic observation and analysis of behavior of school-aged children at home, in the community, and at school. Pre: GPA of 2.5, earned at least 58 credits, or instructor consent.
ED 443 Learning Environments (3)	Theory and practice for creating and sustaining a culture of connection and belonging in a learning environment grounded in Nā Hopena A'o (HĀ). Pre: GPA of 2.5, junior standing, or instructor consent.
ED 445 Community-Based Research (3)	Second part of a two-course sequence on place-based social emotional learning (PBSEL). Students will learn about community-based action research by conducting a study at their internship site that supports schools and community organizations on Hawai'i Island. Pre: ED 444 or instructor's consent.
ED 448 Qualitative Research (3)	Introduction to several traditions of qualitative inquiry. Students are guided (mentored) through experiences

Course Descriptions	
Prefix, Number, Title, Credits	Description
	where they design, conduct, analyze, and write-up small-scale qualitative studies in educational settings.
ED 450 Learn/Teach in Hawai'i Schools (3)	Introduction to culture-based education. Integrates Hawaiian history, language, and cultural practices for meaningful and engaging student learning experiences. Pre: GPA 2.5, earned at least 58 credits, or instructor consent.
ED 451 Literacy Methods (3)	Application of literacy concepts, skills, and effective instructional practices for planning, designing, and assessing student learning in the elementary classroom. Pre: Acceptance into the Teacher Licensure track.
ED 452 Social Studies/Science Methods (3)	Application of social studies and science concepts, skills, and effective instructional practices for planning, designing, and assessing student learning in the elementary classroom. Pre: GPA 2.5, earned at least 58 credits, or instructor consent.
ED 453 Mathematics Methods (3)	Application of mathematics concepts, skills, and effective instructional practices for planning, designing, and assessing student learning in the elementary classroom. Pre: Acceptance into the Teacher Licensure track.
ED 455 Differentiated Instruction (3)	Exploration and application of differentiated instructional strategies in the inclusive classroom. Includes learner analysis; practical development of activities for differentiated content, processes, and products to assure maximum learning for all students; and assessment. Pre: GPA 2.5, earned at least 58 credits, or instructor consent.
ED 457 Emerging Bilingual Students in Schools (3)	Exploration of emerging multilingualism in culturally and linguistically diverse settings. Extends awareness of and skills for translanguaging and scaffolding multilingualism integration across the curriculum. Includes sheltered instruction and cultural/social influences. Pre: GPA 2.5, junior standing, or instructor consent.
ED 470 Professional Dispositions (1)	Overview of professional attributes and licensure standards. Professional growth and development through field experiences in local K-6 schools. Pre: Acceptance into the Teacher Licensure track.
ED 471 Ethics for Educators (1)	Introduction to the Model Code of Ethics for Educators (MCEE) as a guide to standards of ethical professional practice. Participation in collaborative discussions around ethical dilemmas, using awareness and understanding of the MCEE to support ethical decision-making. Pre:

Course Descriptions	
Prefix, Number, Title, Credits	Description
	Acceptance into the Teacher Licensure track and successful completion of ED 470 and ED 480.
ED 472 Professional Responsibility (1)	Continued professional development through clinical practice, participation in workshops, training, and presentations in preparation for state licensure and employment in the profession. Pre: Acceptance into the Teacher Licensure track and successful completion of ED 471 and ED 481.
ED 480 Field Experiences I (1)	Practical application of theories of learner development, learning environments, learner differences, and instructional planning in local K-6 schools. Introduction to school learning communities. Pre: Acceptance into the Teacher Licensure track.
ED 481 Field Experiences II (3)	Practical application of teaching methods and strategies in local K-6 schools. Supervised observations. Teaching with emphasis on lesson planning, unit planning, and instruction. Pre: Acceptance into the Teacher Licensure track and successful completion of ED 470 and ED 480.
ED 482 Clinical Practice (10)	Student teaching and professional development in local K-6 schools. Supervised observations. Teaching with emphasis on advanced lesson planning, unit planning, instruction, assessment, and critical reflection. Pre: Acceptance into the Teacher Licensure track and successful completion of ED 471 and ED 481.
ED 485 Field Practicum I (2)	First practicum in teaching, internship, or research in an educational setting. Pre: GPA 2.5, senior standing, successful completion of ED 330, or instructor consent.
ED 486 Field Practicum II (3)	Second practicum in teaching, internship, or research in an educational setting. Pre: GPA 2.5, senior standing, successful completion of ED 485, or instructor consent.
ED 490 Teaching Seminar (3)	Participation and collaboration in a learning environment for reflective self-study and professional learning while student teaching. Pre: Acceptance into the Teacher Licensure track and successful completion of ED 471 and ED 481.
ED 491 Capstone I (3)	Completion of reflective-inquiry project from the first field practicum. Pre: GPA 2.5, senior standing, successful completion ED 485, or instructor consent.
ED 492 Capstone II (3)	Completion of senior capstone project. Pre: GPA 2.5, senior standing, successful completion of ED 486, or instructor consent.

Course Descriptions	
Prefix, Number, Title, Credits	Description
ED 493 Professional Pathways (3)	Professional development and exploration of career pathways in a variety of education settings. Examination of professional ethics when working with children and youth, professional preparation, and career planning. Pre: GPA 2.5, senior standing, successful completion of ED 485, ED 486, and ED 491.

Appendix M

Curriculum Sequence

Teacher Licensure Track

The School of Education has developed a Curriculum Sequence for the Bachelor of Arts in Education Studies Teacher Licensure Track that has four thematic blocks—Learner and Learning, Content, Instructional Practice, and Professional Responsibility. The thematic blocks and courses for each are aligned with the Hawai'i Teacher Standards Board InTASC Model Core Teaching Standards and Learning Progression for Teachers. The Curriculum Sequence is shown in Table M1 on the following page.

Thematic Block	InTASC/HTSB Standards	Year 1 and Year 2	Year 3 - Fall (15 credits)	Year 3 - Spring (15 credits)	Year 3 - Summer (2 credits)	Year 4 - Fall (16 credits)	Year 4 - Spring (14 credits)
Learner and Learning	Standard 1 Learner Development		ED 350 Learner Development (3)				
	Standard 2 Learning Differences			ED 455 Differentiated Instruction (3) ENG 350 Second Language Acquisition Theory (3)		ED 457 Emerging Bilingual Students in Schools (3)	
	Standard 3 Learning Environment			ED 450 Learning and Teaching in Hawai'i Schools (3)		ED 443 Learning Environments (3)	
Content	Standard 4 Content Knowledge	ED 243 Math for Elementary Teachers I (3)	ED 341 Literacy for Elementary Teachers (3) ED 342 Science for Elementary Teachers (3)				
	Standard 5 Application of Content		ED 343 Math for Elementary Teachers II (3) ED 344 Social Studies for Elementary Teachers (3)				
Instructional Practice	Standard 6 Assessment			ED 452 Social Studies/Science Methods (3)		ED 451 Literacy Methods (3) ED 453 Math Methods (3)	
	Standard 7 Planning for Instruction						
	Standard 8 Instructional Strategies						
Professional Responsibility	Standard 9 Professional Learning and Ethical Practice				ED 470 Professional Dispositions (1) ED 480 Field Experience I (1)	ED 471 Ethics for Educators (1) ED 481 Field Experience II (3)	ED 472 Professional Responsibilities (1) ED 482 Clinical Practice (10)
	Standard 10. Leadership and Collaboration						
					ED 314 Technology for Learning and Teaching (3)	ED 490 Teaching Seminar (3)	

Appendix N

Consultations Completed

On Campus	
UH Hilo Office of the Chancellor	Bonne Irwin, Chancellor
UH Hilo Academic Affairs	Keiki Kawai'ae'a, Interim Vice Chancellor for Academic Affairs Seri Luangphinit, Accreditation Officer Shelby Iwamoto, Academic Curriculum and Graduate Program Officer
UH Hilo Administrative Affairs	Kalei Rapoza, Vice Chancellor for Administrative Affairs
UH Hilo Advising Center	Kainoa Ariola-Sukisaki, Director Kurt Dela Cruz, Senior Advisor Comfort Sumida, Senior Advisor Jodi Kunimoto, Senior Advisor
UH Hilo Anthropology Department	Joseph Genz, Chair
UH Hilo Art Department	Jonathan Goebel, Chair
UH Hilo Biology Department	Patrick Hart, Chair
UH Hilo College of Arts and Sciences	Michael Bitter, Dean Bryan Kim, Division Chair Scott Kawachi, Administrative Officer
UH Hilo College of Arts and Sciences Faculty Senate	Eric Heuer, Chair
UH Hilo Communication Department	Jing Yin, Chair
UH Hilo Performing Arts Department	Justina Mattos, Chair
UH Hilo English Department	Kirsten Mollegaard, Chair
UH Hilo Faculty Congress	Karen Pellegrin, Chair
UH Hilo Geology Department	Jene Michaud, Chair

UH Hilo Kahuawaiola Hawaiian and Indigenous Teacher Preparation Program	Kanani Māka'imoku, Assistant Professor
UH Hilo Kinesiology and Exercise Science	Ozan Atalag, Chair
UH Hilo Linguistics Department	Yumiko Ohara, Chair
UH Hilo Marine Science Department	Steve Colbert, Chair
UH Hilo Mathematics Department	Efren Ruiz, Chair
UH Hilo Philosophy Department	Chris Lauer, Chair
UH Hilo Psychology Department	Adam Pack, Chair
UH Hilo Sociology Department	Lindy Hern, Chair
UH Hilo TESOL Program	Francis Dumanig, Program Coordinator
'Imiloa Astronomy Center	Lisa Spain, Deputy Director Anya Tagawa, Education Specialist
Other Campuses	
Hawai'i Community College	Kimberley Collins, Vice Chancellor for Academic Affairs Carrie Mospens, Interim Dean for Liberal Arts Kanoë Lambert, Pathway Coordinator
University of Hawai'i at Mānoa	Nathan Murata, Dean, College of Education
University of Hawai'i at West Oahu	Mary Heller, Director of Teacher Education
Off Campus	
AAQEP ¹ (National Accreditors)	Sungti Hsu, Chief Relationship Officer
Hawai'i Afterschool Alliance	Paula Adams, Executive Director
Hawai'i Department of Education	Esther Kanehailua, Hilo Waiakea Complex Area Superintendent Stacey Bello, Keaau Kau Pahoa Complex Area Superintendent Trintje Hironaga, Hilo Waiakea District Specialist
Hawai'i Education Association	Lynn Hammond, Program Manager

¹ Association for Advancing Quality in Educator Preparation

Hawai'i Island Retired Teachers Association	Dian Mahoney, President
Hawai'i State Teachers Association	Edwin Kagawa, President
Hawai'i Teacher Standards Board	Felicia Villalobos, Executive Director Jennifer Padua, Licensing Specialist R J Rodriguez, Licensing Specialist
Waiakea Teacher Academy	Kelcy Koga, Principal Waiakea High School Lisa Tada, Instructor, Teacher Cadets Program
Hawai'i County Recreation Department	Lindsey Iyo, Administrator

Appendix O

Action Memo and Authorization to Plan the Bachelor of Arts in Education Studies Degree Program

On the following pages are the Action Memo, signed on March 15, 2023, by UH System and UH Hilo administrators, as well as the Authorization to Plan document.

Please note that the School of Education at the UH Hilo initially proposed a Bachelor of Science in Education Studies degree program. Based upon the recommendation of the UH System Council of Chief Academic Officers and administration, the proposed degree program was changed to a Bachelor of Arts in Education Studies.

DTS 23269

College of Arts and Sciences
Office of the DeanUNIVERSITY
of HAWAII
HILO

March 15, 2023

MEMORANDUMTO: David Lassner
PresidentVIA: Debora Halbert
Vice President for Academic Strategy

VIA: Bonnie Irwin
Chancellor

VIA: Kris Roney
Vice Chancellor for Academic AffairsDigitally signed by Kris Roney
Date: 2023.03.21 14:49:55
+10'00'FROM: Michael Bitter
Dean, College of Arts & Sciences

SUBJECT: REQUEST FOR APPROVAL TO PLAN (ATP) STATUS FOR THE BACHELOR OF SCIENCE IN
EDUCATIONAL STUDIES AT THE UNIVERSITY OF HAWAII AT HILOSPECIFIC ACTION REQUESTED

It is respectfully requested that the Approval to Plan (ATP) for the Bachelor of Science in Educational Studies (BSES) in the College of Arts and Sciences at the University of Hawai'i at Hilo be approved.

RECOMMENDED EFFECTIVE DATE

Effective upon approval.

ADDITIONAL COST

None. Future costs will be addressed in the Provisional Program proposal.

PURPOSE

The Approval to Plan proposal for the University of Hawai'i at Hilo (UHH) School of Education's Bachelor of Science in Educational Studies was created in response to Senate Act 141 to address a critical shortage of qualified teachers throughout the State of Hawai'i. The program fills a clear need to provide undergraduate training toward teacher certification on the neighbor islands and across the state. Until now, challenges in staffing have prevented the UH Hilo School of Education from offering an undergraduate teacher education program to our students.

BACKGROUND

The School of Education (SOE) at University of Hawai'i at Hilo (UHH) intends to provide a high-quality, place-based, rural-focused, nationally-accredited, four-year undergraduate Bachelor of Science in Educational Studies (BSES) degree program to meet the need for highly-qualified teachers on Hawai'i Island and other outer islands. At the completion of the BSES degree program, teacher candidates will exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree, including (1) content, pedagogical, and/or professional knowledge relevant to the credential sought; (2) learners and learning theory, including social, emotional, and academic dimensions and application of learning theory; (3) culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and

200 W. Kāwili St.
Hilo, Hawai'i 96720-4091
Telephone: (808) 932-7095
Fax: (808) 932-7096
hilo.hawaii.edu/academics/cas • casdean@hawaii.edu
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David Lassner
 March 15, 2023
 Page 2 of 3

theory, including social, emotional, and academic dimensions and application of learning theory; (3) culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning; (4) assessment of and for student learning, assessment and data literacy, and use of data to inform practice; (5) creation and development of positive learning and work environments; and (6) dispositions and behaviors required for successful professional practice.

Alignment with the UH System Mission - From the mission statement, " ... it is the basic purpose of the university to afford all qualified people of Hawai'i an equal opportunity for quality college and university education at both the undergraduate and graduate levels" (p. 1). Providing a BSES through the UHH SOE will provide an opportunity for undergraduate students who cannot afford the cost of living on Oahu to complete their teaching degree at an outer island university.

Alignment with the UH System Strategic Plan -The Four Imperatives of the UH System Strategic Plan are (1) successful students for a better future, (2) meet Hawai'i workforce needs for today and tomorrow, (3) embrace kuleana to Hawaiians and Hawai'i, and (4) diversify Hawai'i's economy through UH research and innovation. The Bachelor of Science in Educational Studies degree program clearly addresses Imperatives One, Two, and Three by providing a program where students can successfully train for and enter the field of education, provide for one of the greatest workforce needs in the state-teachers, and teach in rural and outer island settings with HĀ.

Alignment with the Integrated Academic and Facilities Plan for the University of Hawai'i System -From the plan, "UH supports and rewards collaboration across all programs and activities. New silos are discouraged and current silos are eliminated or reduced. The university prioritizes and integrates system wide articulation and transferability in all academic planning." Although the UHH SOE will develop a four-year BSES degree program on its own campus, the SOE will also develop pathways that enable undergraduate students to join the BSES cohort after completing two years at the community college level. There are already such discussions taking place among chancellors at UHH, Hawaii Community College, and Maui College about this collaboration, with more to come.

According to Senate Bill 2359/Act 141, "Hawaii has long suffered from a shortage of qualified public-school teachers" (p. 1). Further, " ... the University of Hawai'i System does not offer a sufficient number of classes for students who are pursuing undergraduate degrees in the field of education, especially on the neighbor islands where the shortages are most severe" (p. 3). Therefore, the Act requires the establishment of " ... K-12 expanded teaching cohort programs in each county for students who are pursuing undergraduate degrees in education" (p. 3). Consequently, the SOE at the UHH is submitting this proposal to help meet both the teacher shortage needs and the requirements of Senate Bill 2359/Act 141.

The School of Education has offered an Academic Certificate in Educational Studies (ACES) for undergraduate students interested in the field of education since the 2011-2012 academic year. To date, 299 students have graduated with the ACES, which is an average of 27 students per academic year. This may be considered an indirect indicator of student demand for an undergraduate degree program. The School of Education conducted a survey of students currently enrolled in undergraduate education courses just last week. Findings revealed that 81 percent of respondents indicated that a Bachelor of Science in Educational Studies degree program would be popular or very popular.

Seventy-seven percent of respondents indicated that they would likely or very likely major in Educational Studies, if it was offered. It should be noted that 90 percent of respondents were from Hawai'i, including 64 percent from Hawai'i Island, 18 percent from Maui.

According to the Integrated Academic and Facilities Plan for the University of Hawai'i System, "Duplication of academic programs takes place only with intention and sound justification." Due to the severe workforce demand, ACT 141 mandates that undergraduate teacher preparation programs be made available within all

David Lassner
March 15, 2023
Page 3 of 3

counties. The University of Hawai'i at Hilo proposes a Bachelor of Science in Educational Studies degree program. This specific degree is not offered on the other campuses. Rather, the University of Hawaii at Mānoa and the University of Hawai'i at West Oahu both offer Bachelor of Education (BED) degree programs in elementary education and secondary education.

The UHH SOE proposes to roll out the Bachelor of Science in Educational Studies (BSSES) in phases, which include elementary education (first phase), pre-kindergarten through grade three (second phase), and secondary education (third phase).

ACTION RECOMMENDED

It is recommended that the Approval to Plan (ATP) for the Bachelor of Science in Educational Studies (BSSES) in the College of Arts and Sciences at the University of Hawai'i at Hilo be approved.

1/9/23 Officers endorsed

1/18/23 CCAO concurred

Attachments:

Approval to Plan Proposal

Authorization to Plan (ATP) Bachelor of Science in Educational Studies

Part One—Location

Campus	University of Hawai'i at Hilo
College	College of Arts and Sciences
Division	Social Sciences
School	School of Education

Part Two—Degree and Objectives

Degree Proposed—Bachelor of Science in Educational Studies (BSES)

Program Objectives—The School of Education (SOE) at University of Hawai'i at Hilo (UHH) intends to provide a high-quality, place-based, rural-focused, nationally-accredited, four-year undergraduate Bachelor of Science in Educational Studies (BSES) degree program to meet the need for highly-qualified teachers on Hawai'i Island and other outer islands. At the completion of the BSES degree program, teacher candidates will exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree as outlined by SOE's national accreditors AAQEP (Association for Advancing Quality in Educator Preparation), including (1) content, pedagogical, and/or professional knowledge relevant to the credential sought; (2) learners and learning theory, including social, emotional, and academic dimensions and application of learning theory; (3) culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning; (4) assessment of and for student learning, assessment and data literacy, and use of data to inform practice; (5) creation and development of positive learning and work environments; and (6) dispositions and behaviors required for successful professional practice. Teacher candidate instructional practices will also be grounded in HEART¹ and HĀ². Having a **Bachelor of Science in Educational Studies** provides two additional benefits—(1) the focus on science in preparation for STEM teaching and learning and (2) a strong fallback for teacher candidates who cannot meet the national PRAXIS exam requirements and may then serve as highly-qualified community educators.

Part Three—Alignment with Campus and UH System Mission and UH System Strategic Plan

Alignment with the University of Hawai'i at Hilo's Mission Statement and Papahana Ho'olālā Hikiāloa Strategic Plan 2021-2031—The UH Hilo Strategic Plan lists three goals. They are to strengthen our commitment to (1) haumāna—equity and access success, (2) 'āina- and community-based education, and (3) kakou—our campus 'ohana. The proposed Bachelor of Science in Educational Studies degree program aligns with all three of these goals.

Alignment with the UH System Mission—From the mission statement, "... it is the basic purpose of the university to afford all qualified people of Hawai'i an equal opportunity for quality college and university

¹ HEART is the School of Education conceptual framework. More information about HEART is available at the following URL: <https://hilo.hawaii.edu/depts/education/>.

² HĀ or Nā Hopena A'o is a Hawai'i Department of Education initiative. The School of Education has served as a pilot site for HĀ, which includes six outcomes to be strengthened in every student—belonging, responsibility, excellence, aloha, and total well-being. More information about HĀ is available at the following URL: <https://www.hawaiipublicschools.org/DOE%20Forms/NaHopenaAoE3.pdf>.

education at both the undergraduate and graduate levels” (p. 1). Providing a BSED through the UHH SOE will provide an opportunity for undergraduate students who cannot afford the cost of living on Oahu to complete their teaching degree at an outer island university.

Alignment with the UH System Strategic Plan—The Four Imperatives of the UH System Strategic Plan are (1) successful students for a better future, (2) meet Hawai’i workforce needs for today and tomorrow, (3) embrace kuleana to Hawaiians and Hawai’i, and (4) diversify Hawai’i’s economy through UH research and innovation. The Bachelor of Science in Educational Studies degree program clearly addresses Imperatives One, Two, and Three by providing a program where students can successfully train for and enter the field of education, provide for one of the greatest workforce needs in the state—teachers, and teach in rural and outer island settings with HĀ.

Although the UHH SOE will develop a four-year BSES degree program in a hybrid delivery format on its own campus, the SOE will also develop pathways that enable undergraduate students to join the BSES cohort after completing two years at the community college level. There are already such discussions taking place among chancellors at UHH, Hawaii Community College, and Maui College about this collaboration, with more to come.

Part Four—Justification of Need

According to [Senate Bill 2359/Act 141](#), “Hawai’i has long suffered from a shortage of qualified public-school teachers” (p. 1). Further, “. . . the University of Hawai’i System does not offer a sufficient number of classes for students who are pursuing undergraduate degrees in the field of education, especially on the neighbor islands where the shortages are most severe” (p. 3). Therefore, the Act requires the establishment of “. . . K-12 expanded teaching cohort programs in each county for students who are pursuing undergraduate degrees in education” (p. 3). Consequently, the SOE at the UHH is submitting this ATP to help meet both the teacher shortage needs and the requirements of Senate Bill 2359/Act 141.

Part Five—Demand for the Program

The School of Education has offered an Academic Certificate in Educational Studies (ACES) for undergraduate students interested in the field of education since the 2011-2012 academic year. To date, 299 students have graduated with the ACES, which is an average of 27 students per academic year. This may be considered an indirect indicator of student demand for an undergraduate degree program.

The School of Education conducted a survey of students currently enrolled in undergraduate education courses just last week. Findings revealed that 81 percent of respondents³ indicated that a Bachelor of Science in Educational Studies degree program would be popular or very popular. Seventy-seven percent of respondents indicated that they would likely or very likely major in Educational Studies, if it was offered. It should be noted that 90 percent of respondents were from Hawai’i, including 64 percent from Hawai’i Island, 18 percent from Maui.

Part Six—Non-Duplication of Programs

Due to the severe workforce demand, ACT 141 mandates that undergraduate teacher preparation programs be made available within all counties.

The University of Hawai’i at Hilo proposes a Bachelor of Science in Educational Studies degree program. This specific degree is not offered on the other campuses. Rather, the University of Hawaii at Manoa and the University of Hawai’i at West Oahu both offer Bachelor of Education

³ N=22

(BED) degree programs in elementary education and secondary education.

Here are the number of degrees conferred over the past three years in the Bachelor of Education degree programs at the University of Hawai'i at Manoa and the University of Hawai'i at West Oahu.

Number of Bachelor of Education (BED) Graduates			
University of Hawaii at Manoa			
	2020	2021	2022
Elementary	121	114	114
Secondary	28	19	26
Total	149	133	140
University of Hawaii at West Oahu			
Elementary	26	17	19
Secondary	11	16	13
Total	37	33	32

The UHH SOE proposes to roll out the Bachelor of Science in Educational Studies (BSES) in phases, which include elementary education (first phase), pre-kindergarten through grade three (second phase), and secondary education (third phase).

Part Seven—Potential Risks

The UHH SOE does not see any potential or new risks associated with the proposed BSES program, as the SOE already has established procedures for preservice teacher placement in schools, working with the Hawai'i Department of Education, as well as public charter and private school partners.

Part Eight—New Resources

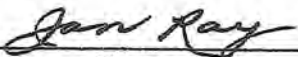
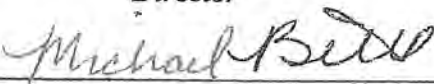

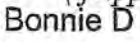
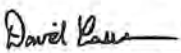
The UHH SOE is requesting three faculty members for the design, development, implementation, evaluation, and accreditation of the Bachelor of Science in Educational Studies degree program. (It is assumed that faculty positions will be legislated due to the teacher workforce requirements outlined in Act 141.)

Part Nine—Timeline

The Authority to Plan for the Bachelor of Science in Educational Studies will be submitted in Fall of 2022. The full proposal will be submitted in the Spring of 2023.

Signature Page

Signature indicates that the person has reviewed the ATP and supports the proposed program.

 Director	Jan Ray <i>Print Name</i>	11.28.22 <i>Date</i>
 Dean	Michael Bitter <i>Print Name</i>	03/10/2023 <i>Date</i>
 Dean, Graduate Division (if applicable)	Kris Roney <i>Print Name</i>	04/03/2023 <i>Date</i>
 Provost	Bonnie D. Irwin <i>Print Name</i>	<i>Date</i>
 President	David Lassner <i>Print Name</i>	04/10/2023 <i>Date</i>



University of Hawai'i Hilo Athletics

Presentation to

University of Hawai'i

Board of Regents

Committee on Student Success

UH Hilo Intercollegiate Athletics

Budget and Impact

February 15, 2024



FY 2024 Budget Summary Projection

		<i>Income</i>	<i>Expenses</i>	<i>Balance</i>
Institutional Operating Funds				
A- Personnel				
	G-Funds/TFSFB100- Reg Employee	952,987.00	832,861.00	120,126.00
	B200- Casual Hire	429,469.00	473,587.00	(44,118.00)
	B400- Std Employee	50,800.00	75,000.00	(24,200.00)
	Total A-Personnel	1,433,256.00	1,381,448.00	51,808.00
O- Other (Operating)				
	G-Funds/TFSFB600- Other Expenses	421,066.00	485,650.00	(64,584.00)
	Team Travel	1,113,335.00	1,113,335.00	-
	Uniforms	129,300.00	129,300.00	-
	Pre Season Meals	27,000.00	27,000.00	-
	Equipment/Supplies	62,000.00	62,000.00	-
	Institutional Memberships	4,350.00	4,350.00	-
	Home Events (Officials)	80,000.00	80,000.00	-
	Guarantees	23,000.00	23,000.00	-
	Total O-Other	1,534,401.00	1,598,985.00	(64,584.00)
	Total Institutional Funding	2,967,657.00	2,980,433.00	(12,776.00)
	Gov Restriction		280,000.00	(292,776.00)



FY 2024 Budget Summary Projection

		<i>Income</i>	<i>Expenses</i>	<i>Balance</i>
Revenue Funds				
Beginning Balance		313,978.00		313,978.00
Projected Income for FY 2024	Lost Revenue (HEERF)	180,000.00		180,000.00
	Corporate Sponsors	150,000.00	15,000.00	135,000.00
	Fundraising (UHF)	350,000.00	175,000.00	175,000.00
	Ticket Sales	40,000.00	12,000.00	28,000.00
	Concession	45,000.00	35,000.00	10,000.00
	Royalties	15,000.00		15,000.00
	Camps	22,000.00	11,000.00	11,000.00
	NCAA/PacWest	18,000.00		18,000.00
Total Revenue		1,133,978.00	248,000.00	885,978.00
Scholarships				
Achievement Grant		700,000.00	700,000.00	-
Honolulu Stadium Fund		150,000.00	141,656.00	8,344.00
Foundation		65,000.00	33,767.00	31,233.00
Total		915,000.00	875,423.00	39,577.00

UNIVERSITY OF HAWAI'I AT





Recruitment Breakdown

Stability of Recruitment (Enrollment Driver)

- 2023-24: 238
- 2022-23: 227
- 2021-22: 236
- 2020-21: 240
- 2019-20: 229

Percent of Resident vs. Non-Resident (2023-24)

- Resident: 75 (32%)
- Non-Resident: 136 (57%)
- International: 27 (11%)

Athletic Scholarships

- NCAA II Partial Scholarship Model
- Average Athletic Scholarship = \$3,694
- Zero full scholarships

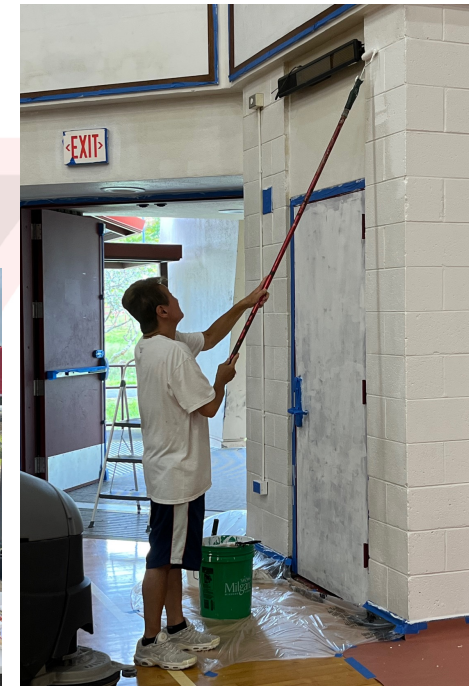


TM



Vulcan Booster Club

- Enrichment of student-athlete experience
- Internships
- Name, Image & Likeness (NIL) opportunities
- Community Special Events
- Fan Engagement/Experience
- Civic Engagement/Community Service



TM



This is our “why?”

- Developing Ambassadors of Aloha through academics, community service and intercollegiate athletics
- Strong academics, retention and graduation rates
 - 3.33 Overall Department GPA
 - Retention = 76.4%
 - Graduation = 70% (latest cohort)





University of Hawai'i at Mānoa Athletics

Presentation to

Board of Regents
Committee on Student Success

Athletics Department Update

February 15, 2024



Financial



Financial Update

2023 vs Estimated 2024

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	2023 Audited	2024 Estimate	Difference
Revenues	\$47.51M	\$49.90M	\$2.31M
Expenses	46.55M	49.89M	3.34M
Net	\$0.96M	\$0.01M	(\$0.95M)

Change in Revenue (in Millions):

- Increase in H Club, PSD, general fundraising, UHF reimbursements - H Club & PSD not transferred from AKA in FY 2023	3.10
- Decrease in game guarantees due to Football - \$1.9M Michigan and \$0.3M NM St in FY 2023 vs \$0.9M Oregon and \$0.5M Vandy in FY 2024	(0.90)
- Decrease in Learfield corporate partner revenue (due to FY 2023 including \$650k of revenue for COVID years 2021 and 2022)	(0.60)
- Increase in general funded benefits (Offset by increase in expenses)	0.36
- Increase for BWC distribution - change in accounting, gross vs net	0.40

Total Revenue Changes

2.36

Change in Expenses (in Millions):

- Increase in benefits expenses - 53.14% to 66.65%	1.52
- Increase in general funded benefits 53.14% to 66.65%	0.36
- Increase in salaries - added 2 S&C, 2 Trainers, Sports Science, Digital Media, Asst. Cheer. Also, 5% pay increases for APT, Executives and UPW employees.	1.20
- Increase in scholarship expense due to housing and meals costs	0.62
- Increase in BWC membership fees - change in accounting, gross vs net	0.40
- Decrease in guarantee expense due to Football - \$0.5M Vandy, \$0.3M W Kentucky, \$0.4M Duquesne in FY 2023 vs \$0.3M Albany St. and \$0.35M NM St in FY 2024	(0.49)
- Decrease in other expenses	(0.30)

Total Expense Changes

3.31



Financial – FY 2024 Estimated Revenues and Expenses Summary

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FY 2024 Estimated Revenues (in Thousands)

University Support for Scholarships	11,432
Legislative Support	7,200
University Support for Salaries/Benefits	4,941
Ticket Sales	4,378
H Club, PSD, FB Suites and Courtside Seats, Fundraising	4,386
Television and Radio Rights	3,617
Conference and NCAA Distributions	3,550
Corporate Partnerships - Learfield	2,600
Student Fees	1,630
Game Guarantees	1,450
Concessions	1,353
Reimbursements from UHF	1,000
Honolulu Stadium Endowment	561
Licensing, Royalties, Fanatics, H Zone	548
Camps and Clinics	400
Facility Rentals	484
Other Revenue	370
Total Revenues Estimated for FY 2024	49,900

FY 2024 Estimated Expenses (in Thousands)

Salaries	13,268
Scholarship	11,490
Benefits	7,326
Team Travel	5,216
Guarantees	2,513
Supplies (Including Adidas)	1,585
Supplemental Meals and meals during breaks	992
Student and Casual Wages	942
Conference and other Dues	767
Recruiting	766
Home Football Game Expenses	733
Game Officials	706
Medical	520
Paciolan and Credit Card Fees	480
Camps and Clinics	376
Facility Rentals	280
Alston	200
Other	1,730
Total Expenses Estimated for FY 2024	49,890



Increasing Revenues¹¹¹

FY24 New Revenue (collected)

Football

Athletic Director's Suite	\$ 45,000
Club Seating - End Zone	\$ 31,250
Club Seating - Corners	\$ 11,250

Media Relocation

Men's Basketball Courtside	\$ 51,000
Women's Basketball Courtside	\$ 3,250
Men's Volleyball Courtside	\$ 45,500

Floor Reconfiguration

Men's Volleyball Courtside	\$ 56,500
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<u>TOTAL</u>	<u>\$ 243,750</u>
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Future Initiatives

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Future Initiatives

- Hiring a full time mental health specialist
- Bolstering Trade Amounts
- Facility Rentals-Develop Protocol and Goals

FY25 New Revenue (projected)

Media Relocation

Women's Volleyball Courtside \$ 45,500

Floor Reconfiguration

Women's Volleyball Courtside \$ 56,500

H-Club (new levels + booster consolidation)

Memberships \$ 200,000



Premium Parking

Zone 18 + Zone 19 + Valet \$ 100,000

Outbound Ticket Sales (Increase ticket sales) TBD

Fund Development Team (Increase fundraising) TBD



  *Mahalo*