

**HAWAII TEACHER STANDARDS BOARD
TEACHER EDUCATION COMMITTEE MEETING**

Friday, November 18, 2022

**Meeting Conducted by Remote Technology via Zoom
and
Physical Location at 650 Iwilei Road, Suite 268, Honolulu, HI 96817**

MINUTES

PRESENT:

Dr. Jonathan Gillentine
Branden Kawazoe
Lauren Moriarty for Bruce Voss

Dr. Cecily Ornelles for Dr. Nathan Murata
Dawn Raymond
Kerry Tom for Keith Hayashi

EXCUSED:

Lokelani Han

STAFF:

Felicia Villalobos, Executive Director
Tracey Idica, Licensing Specialist
Kris Murakami, Licensing Specialist

Jennifer Padua, Licensing Specialist
Raymond Rodriguez, Licensing Specialist
Elaine Hutchinson, Secretary

CALL TO ORDER:

Chairperson Ornelles called the meeting to order at 11:00 a.m.

OPENING REMARKS:

Chairperson Ornelles shared information regarding procedures for virtual committee meetings:

- The following committee members, in addition to the Chairperson, are participating in today's virtual committee meeting and have established audio and video connection.
- Committee members shall be visible and audible to all members and the public during meetings.
- This committee meeting will be recorded.

ROLL CALL TO ESTABLISH QUORUM:

Chairperson Ornelles called the roll and established quorum.
Six (6) committee members were present, one (1) was excused.

DISCLOSURE FROM COMMITTEE MEMBERS AT PRIVATE LOCATIONS:

Chairperson Ornelles shared information regarding private location disclosure:

- Committee members shall be considered present at the meeting for the purpose of determining compliance with the quorum and voting requirements of the board.
- Committee members who are participating remotely from their homes or from other private locations must announce who is at the private location with them. Minors do not need to be identified unless they have a personal business, property, or financial interest in an issue.

Chairperson Ornelles asked committee members if they have anyone present with them at their non-public site that they need to disclose.

- No disclosures were made.

ADDITIONAL PROCEDURAL INFORMATION:

Chairperson Ornelles shared additional information regarding meeting protocols and procedures:

- As a reminder, all committee members wishing to speak should raise their hand and the Chairperson will be notified to call on the person. The speaker must state their name prior to making their remarks.
- Votes will be conducted by roll call so that it is clear how each committee member voted.
- Members of the public who have signed up to testify or would like to testify online must be logged into Zoom using the same name they used to sign up for testimony. Please use the Chat Box to provide your name and the agenda item(s) you are testifying on.
- Testifiers today will have two (2) minutes to testify. Anyone who missed the opportunity to testify before the relevant agenda item will be allowed to testify at the end of the meeting.
- Testifying online can be challenging due to technical issues. The Chat Box is being monitored by HTSB staff, and the Committee Chairperson will be notified that you would like to testify, and you will be called on to give your testimony at the appropriate time in the agenda.
- Written testimony received more than forty-nine (49) hours before the meeting has been uploaded to the online meeting agenda for members to review.
- A meeting held by interactive conference technology shall be recessed for up to thirty (30) minutes when audio communication cannot be maintained with a quorum of members, provided that the meeting may reconvene when only audio communication is reestablished.

ANNOUNCEMENTS: None

APPROVAL OF MINUTES:

The minutes of the October 14, 2022, meeting were approved as written.

TESTIMONY, PETITIONS FROM THE PUBLIC:

1. Written testimony was submitted by Ms. Alyson Emrick, Director, Licensure & Regional Team Initiatives, Teach for America Hawai'i for NBI 22-45. (See Attachment)
2. Ms. Alyson Emrick of Teach for America Hawai'i also signed up to give oral testimony for NBI 22-45.
3. Mr. Ian Okamoto of Teach for America Hawai'i signed up to give oral testimony for NBI 22-45.

DISCUSSION/Action:

NBI 20-12 Revised: Consideration of the University of Hawaii at Manoa's Letter of Intent to Plan a New Program in STEM (See Attachment)

- Chairperson Ornelles reviewed NBI 20-12 Revised which includes its Rationale/Background.
- The committee voted to recommend approval of NBI 20-12 Revised as written, to the full board.

DISCUSSION/Action:

NBI 20-15 Revised: Consideration of the University of Hawaii at Manoa Letter of Intent to Plan A New Program in School Counseling (See Attachment)

- Chairperson Ornelles reviewed NBI 20-15 Revised which includes its Rationale.
- Committee Member Moriarty stated that this looks like a really much-needed program. She is delighted to see the University of Hawaii at Manoa working towards offering this.
 - One area that she is particularly interested to understand better in the final presentation will be why this is being offered as an on-line only program. It seems odd to her that a program in counseling where non-verbal communication is often very important, would be not including an in-person element.
- Chairperson Ornelles stated that definitely, as the individuals are going to move forward to submit their full proposal for provisional approval, she believes this will be directly addressed through that proposal.
 - Just knowing a number of other programs which have now been offered both in hybrid and on-line format, she will not speak to this program in particular, as they'll be including that information in their full proposal for review.
 - But she does know that the technology has really enabled them to outreach statewide across our islands which has been so essential in addressing those more rural and remote areas.
 - She thanked Committee Member Moriarty for her question on this.

- Committee Member Kawazoe seconded what Committee Member Moriarty said.
 - He has a Master's degree in counseling from Chaminade and understands that there's a need in the schools for mental health support given what we went through with the pandemic.
 - He stated that it is good to see another program and opportunity for other students to pursue counseling. He is grateful for another opportunity for candidates.
 - He agrees with Committee Member Moriarty in regards to in-person learning and in-person training. He feels that a hybrid model would be good. He went through it with certain classes on-line, some in-person. Internship practicum and going through that process were very important.
 - He thanked UH-Manoa and he's looking forward to the full report when it is available.
- Chairperson Ornelles thanked Committee Member Kawazoe for his comments and insight on this.
- The committee voted to recommend approval of NBI 20-15 Revised as written, to the full board.

DISCUSSION/Action:

NBI 22-44: Consideration of the University of Hawaii at Manoa's Request for a Dual Licensure Program to add TESOL to the Existing PBCTE-Elementary Program (See Attachment)

- Chairperson Ornelles reviewed NBI 22-44.
- Dr. Ku`ulei Serna, Director/Professor, ITE Elementary Education Program, College of Education, University of Hawaii at Manoa was present and provided additional information regarding this NBI.
 - Dr. Serna stated that this area in licensure track was to answer the need for the Second Language Studies Department who have a lot of Second Language Studies Master's degree students that would also like to teach one day. They are trying to partner by allowing them to partner with their post-bac program. This is also for students to meet that need in the community as well as the DOE's need for ESL teachers.
 - Dr. Serna was available to answer any questions. No questions were asked.
- The committee voted to recommend approval of NBI 22-44 as written, to the full board.

DISCUSSION/Action:

NBI 22-45: Consideration of Recommendations from HTSB's 2022 Annual Educator Preparation Provider Completer Audit (See Attachment)

- Chairperson Ornelles reviewed NBI 22-45 which included the Rational/Background.
 - Twelve (12) Educator Preparation Provider (EPP) programs met all audit criteria.
 - One (1), Teach for America (TFA) Hawaii, did not meet all audit criteria.

- Teach for America (TFA) Hawaii: Violation of NBI 12-29 Revised, it is the responsibility of the EPP to verify content knowledge prior to recommending a candidate for licensure.
 - There were three (3) areas of concern which were listed on NBI 22-45.
 - All other TFA teacher candidates in the audit met audit criteria.
 - The recommendations will be for HTSB to conduct an audit of all their EPP completers in TFA between July 1, 2021, and June 30, 2022, with results reported at the January 2023 HTSB board meeting.
- Executive Director Villalobos stated that:
 - TFA staff was in attendance and had submitted timely written testimony which is on HTSB's public website and was also given to the board.
 - Licensing Specialist Rodriguez who did the complete audit, was available to provide any additional information about the audit itself.
- Ms. Alyson Emrick of TFA had submitted written testimony and was present to provide oral testimony. She asked Licensing Specialist Rodriguez if he would like to share any context prior to her oral testimony.
- Licensing Specialist Rodriguez received permission from Chairperson Ornelles to share information on the Completer Audit.
 - The Audit started in October 2022.
 - At the beginning of 2022, he met with all of the EPPs and gave them a deadline of the end of September 2022 to turn in items for the Audit.
 - In this NBI, there is a link to how the Audit is guided. EPPs are given the random names of completers and EPPs are asked for ten percent (10%) of the amount that are completers or at least five (5).
 - Everyone submitted all their documents on time and were very supportive.
 - Hawai'i Pacific University (HPU) went above and beyond and did some amazing documentation.
 - After all of the EPPs' documents were submitted by the end of September, he was to begin the Audit in October.
 - Prior to him starting the Audit, TFA informed him that there is one individual, and there is only one individual candidate we are talking about, that is in question. The name has been left out due to privacy.
 - This individual was recommended and licensed in mathematics but actually passed the content knowledge verification for algebra.
 - They are both in the same type of content. Algebra is a more specific narrow field and a certain part of mathematics while math is the larger field which includes algebra.
 - This person was licensed and is currently teaching multiple mathematics subjects. TFA was very supportive and helpful with getting all of the information and doing the following up with this candidate so that they would be licensed in the correct area.
 - What we are recommending to the board is that all of the TFA completers in just this group be audited instead of just five (5) people. This batch of TFA completers are from between July 1, 2021, and June 30, 2022.

- Ms. Alyson Emrick of TFA presented oral testimony.
 - She and her colleague Ian Okamoto are present to share/reiterate the additional context that Licensing Specialist Rodriguez was able to share and that they were able to submit in written testimony. They are also here for any questions that may arise, but to give voice to the situation.
 - They had a candidate who was originally working towards licensure in 6-12 Mathematics and then was approved by TFA to use NBI 08-58 to pursue licensure in Algebra 1 instead of his original license area of 6-12 Mathematics because he passed the Algebra 1 Praxis 2 and was teaching Algebra 1 in addition to other math courses at his school as an Emergency Hire.
 - She is generally the one who uploads their completers list but at this time, she was out on leave. The staff member who uploaded this candidate to the HTSB online system, mistakenly did not change his license area from his original 6-12 Mathematics to Algebra 1 which had been approved by TFA utilizing the NBI 08-58.
 - Once they discovered this, they worked with the HTSB staff to rectify the situation. They received instructions to have the candidate upload the voluntary surrender form for his 6-12 Mathematics license and apply for the correct Algebra 1 license so he now has his active license in Algebra I.
 - They have since double checked all of the candidates that they recommended just to confirm that this was the only error and also have checks in place moving forward to ensure that this does not happen again.
- Chairperson Ornelles stated that she appreciated the follow up and her description of what has been done since.
- Mr. Ian Okamoto of TFA was present and had signed up to provide oral testimony. He stated that he did not have anything further to add so he ceded his time and did not testify. He appreciates everything HTSB has done and was present for any questions. No questions were asked.
- The committee voted to recommend approval of NBI 22-45 as written, to the full board.

PUBLIC TESTIMONY ON COMMITTEE AGENDA ITEMS: No additional testimony.

ADJOURNMENT:

Chairperson Ornelles adjourned the meeting at 11:33 a.m.

Recorder: Elaine Hutchinson Date: November 18, 2022
Elaine Hutchinson

November 15, 2022

Honolulu Office

500 Ala Moana Blvd.
Suite 3-580
Honolulu, HI 96813
(808) 521-1371

Advisory Board

Keith Amemiya
Jeffrey Arce
Trevor Asam
Ann Botticelli
Sharon Brown
H. Mitchell D'Olier
Jason D'Olier
Tricia Fujikawa Lee
Glen Kaneshige
Paul Kosasa
Camille Nelson
Ritchie Mudd
Jim Scott
Scott Seu
Arthur Souza
Candy Suiso
Dana Tokioka
Sharlene Tsuda

VIA ELECTRONIC MAIL

Hawai'i Teacher Standards Board
650 Iwilei Road, Suite 268
Honolulu, HI 96817
htsb@hawaii.gov

Dear Hawai'i Teacher Standards Board,

This is testimony for NBI 22-45.

We had a candidate who was approved by us to use the NBI 08-58 to pursue licensure in Algebra 1 instead of his original license area of 6-12 Mathematics. He had passed the Algebra 1 Praxis II and was teaching Algebra 1 in addition to other math courses at his school.

I am usually the one who submits our completers list but I was out on maternity leave when the list was uploaded. The staff member that submitted the list in my absence mistakenly did not change the teacher candidate's license area to Algebra I from 6-12 Mathematics.

We worked with HTSB staff to rectify the situation; the candidate uploaded a voluntary surrender form for his 6-12 Mathematics license and applied for the correct Algebra 1 license. He now has an active license with the corrected license field.

We have since checked all of the candidates we recommended and confirmed this was the only error. We have checks in place to ensure this doesn't happen again.

Mahalo,



Alyson Emrick
Director, Licensure & Regional Team Initiatives
Teach For America Hawai'i



@TeachForAmericaHawaii



@TFAHawaii



@TeachForAmericaHawaii



AmeriCorps
An Americorps Program

New Business Item 20-12 Revised

Introduced November 13, 2020

Approved November 13, 2020

Reintroduced November 18, 2022

Approved November 18, 2022

TITLE: Consideration of the University of Hawaii at Manoa's Letter of Intent to Plan a New Programs in STEM and STEMS²

The Hawaii Teacher Standards Board accepts the revised attached Letter of Intent from the College of Education at the University of Hawaii at Manoa to plan a new program in STEM ~~and STEMS²~~.

The program's plans will address initial licensure for the following license fields:

- ~~The Master of Education in Curriculum Studies STEMS² to offer the following license fields as an option to add these fields to an existing Hawaii license:~~
 - ~~STEM K-6~~
 - ~~STEM 6-12~~
 - ~~STEM K-12~~
- The Post Baccalaureate Certificate in Teacher Education and the Master of Education in Teaching elementary and secondary programs to offer the following initial license fields:
 - STEM K-6
 - STEM 6-12
 - STEM K-12

The HTSB Executive Director or her designee will work with the program to complete the reviews. Reports for review must be submitted within two years of acceptance of the Letter of Intent and the review must be conducted within three months of submission of the report to HTSB staff.

The program may not advertise these programs as Hawaii licensure programs until such time that Provisional Approval is granted by the HTSB.

Rationale/Background: Due to the COVID-19 pandemic, the planning of UH Manoa's Post Baccalaureate Certificate in Teacher Education and the Master of Education in Teaching elementary and secondary programs in STEM was impacted. The attached documents are the updated revisions to the program and program implementation.

The STEMS² program was granted provisional approval on April 16, 2021, with [NBI 20-35](#).

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee



UNIVERSITY
of HAWAII®
MĀNOA

College of Education
Office of the Dean

November 2, 2022

Felicia Villalobos
Hawai'i Teacher Standard Board
650 Iwilei Road, Suite 201
Honolulu, HI. 96817

Dear Ms. Felicia Villalobos,

The College of Education, University of Hawai'i at Mānoa is requesting that the Hawai'i Teacher Standards Board approve the Letter of Intent for the School of Teacher Education (STE) to provide programs for initial licensure in Science, Technology, Engineering, and Mathematics (STEM) at a specified level (K-6, 6-12, K-12). Two programs will be offered through the STE for initial licensure in STEM: (a) Post-Baccalaureate Certificate in Teacher Education (PBCTE) and (b) Master of Education in Teaching (MEdT). The PBCTE is a 3-semester, 30 credit program and the MEdT is a 4-semester, 46-credit program. These programs will offer direct pathways for individuals pursuing licensure in STEM. The initial 'Letter of Intent' was submitted and approved on November 13, 2020 (NBI 20-12). Due to the COVID-19 pandemic, progress towards development of this program had been impacted. Thank you for your consideration.

Should you have any questions, please contact Cecily Ornelles, Interim Associate Dean for Academic Affairs, at (808)956-4278/7704 or by email at cecily@hawaii.edu.

Sincerely,

A handwritten signature in cursive script that reads 'Cecily Ornelles'.

Cecily Ornelles
Interim Associate Dean for Academic Affairs

Attachments:

1. STE Letter of Intent for Initial Licensure in STEM
2. Program Organization and Justification

1776 University Avenue
Everly Hall, Room 128
Honolulu, Hawai'i 96822
Tel: (808) 956-7703 • Fax: (808) 956-3106
An Equal Opportunity/Affirmative Action Institution



HAWAI'I TEACHER
STANDARDS BOARD

**Letter of Intent to Develop Hawaii State Approved Education
Preparation Provider**

1. CONTACT AND CONTEXT INFORMATION

EPP name and address

Name	
Address	
URL	

EPP administrator

Name	
Title	
Email address	
Telephone number	
National Accreditation Body and Dates of Accreditation (If applicable)	

SATEP Administrator, if different from EPP Administrator

Name	
Title	
Email address	
Telephone number	

Name of new program or field(s) to be included

Name of Program	License Field(s)	License Level(s)	Projected Implementation Date

Ex. Master's of Education

STEM

6-12, 6-8

7/1/2018

2. PROGRAM ORGANIZATION AND JUSTIFICATION

If this is a new program, attach an organizational chart of your institution/agency and, if applicable, college/school/department showing the placement of this program.

Justification for implementing the program. Summarize the current market for this program's completer employment outlook and any other contexts that shape the program.

3. SIGNATURES

Administrators	Enter Title and Typed Name	Signature	Date
EPP Head		<i>Nathan M Murata</i>	
Program Head		<i>Jon Goshioka</i>	11.07.22
Program Contact		<i>Jon Goshioka</i>	11.07.22

2. PROGRAM ORGANIZATION AND JUSTIFICATION

Please see the following pages for an organizational chart for the University of Hawai‘i at Mānoa and for the College of Education (COE). The School of Teacher Education (STE), which will house the proposed programs (a) Post -Baccalaureate Certificate in Teacher Education (PBCTE) and (b) Master of Education in Teaching (MEdT) with initial licensure in STEM at the elementary and secondary levels is represented on p. 6 of the COE organizational chart.

This Letter of Intent is to request approval to plan for initial licensure in Science Technology Engineering and Mathematics (STEM) at these levels K-6, 6-12, K-12. Two licensure programs will be offered through the School of Teacher Education (STE): (a) Post-Baccalaureate Certificate in Teacher Education (PBCTE) and (b) Master of Education in Teaching (MEdT) at the elementary and secondary levels. These two programs offer a direct pathway for initial licensure in STEM. The Post-Baccalaureate Certificate program is a 3 semester 30-credit program and the MEdT is a 4 semester, 46-credit program. Individuals in the PBCTE program will complete course and field requirements for the initial license in STEM while those in the MEdT program will obtain initial licensure in STEM and also complete the MEd degree. Coursework and fieldwork completed will determine the level of licensure obtained in both of these programs.

The College of Education will expand program offerings for teacher candidates who seek licensure in STEM and this will contribute to the teacher workforce in Hawai‘i. These teacher licensure programs are designed for educators who want to be transformative, connect with the community, actively engage students through experiential learning, transcend disciplinary boundaries, and gain leadership skills that emphasize respect and collaboration. Preservice course and fieldwork focus on real-world problem solving via project-based and place-based learning within a social context that integrates science, technology, engineering, mathematics and the social sciences while focusing on teacher and youth development in relation to their sense of self as local and global citizens. Candidates will be prepared to support and engage their students through emulating the processes of professionals in a variety of fields (i.e., historians, engineers, etc.) to design solutions to real world problems in their local and global communities.

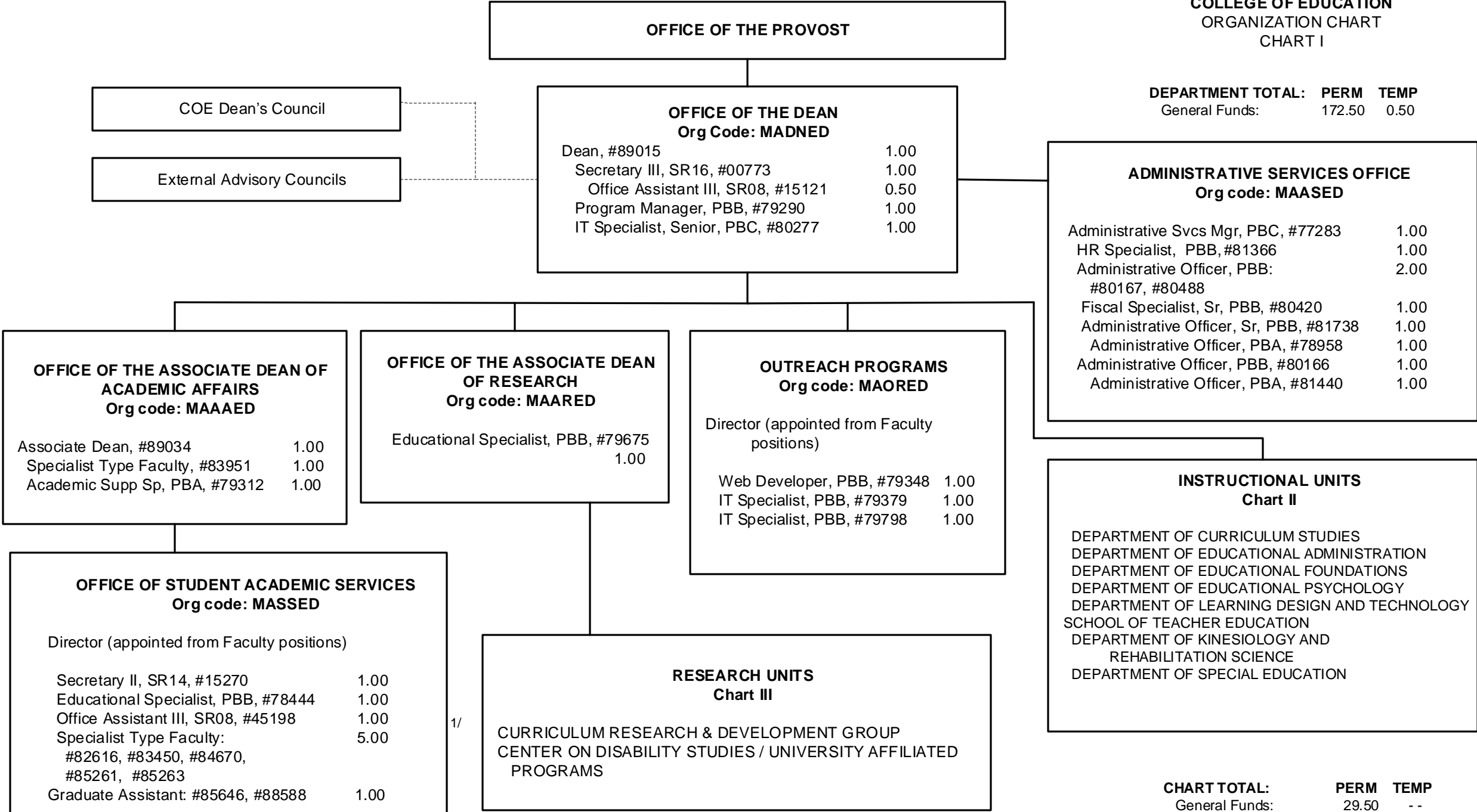
Graduates of the PBCTE and MEdT programs will be prepared to enter a diverse array of professional fields including teaching and school leadership positions with the Hawai‘i Department of Education (HIDOE) public and public charter schools. HIDOE schools have expressed commitment to implement ‘āina-based, experiential, place-based and interdisciplinary science and STEM instruction (DOE 2030 Promise Plan: <https://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/Phase-I.aspx>). Thus, this will require that there are teachers prepared with this specific training. The Economic Policy Institute (2019) reported a growing teacher shortage with high-need fields in STEM in schools that serve low-income students (Wiggan, et al., 2021; Wright, et al., 2019). This program will address the need for trained, qualified and licensed teachers who have the specific training and expertise in STEM.

Wiggan, G., Smith, D. , Watson-Vandiver, M.J. (2021). The national teacher shortage, urban education and cognitive sociology of labor, *The Urban Review*, 53, 43-75.
<https://doi.org/10.1007/s11256-020-00565-z>

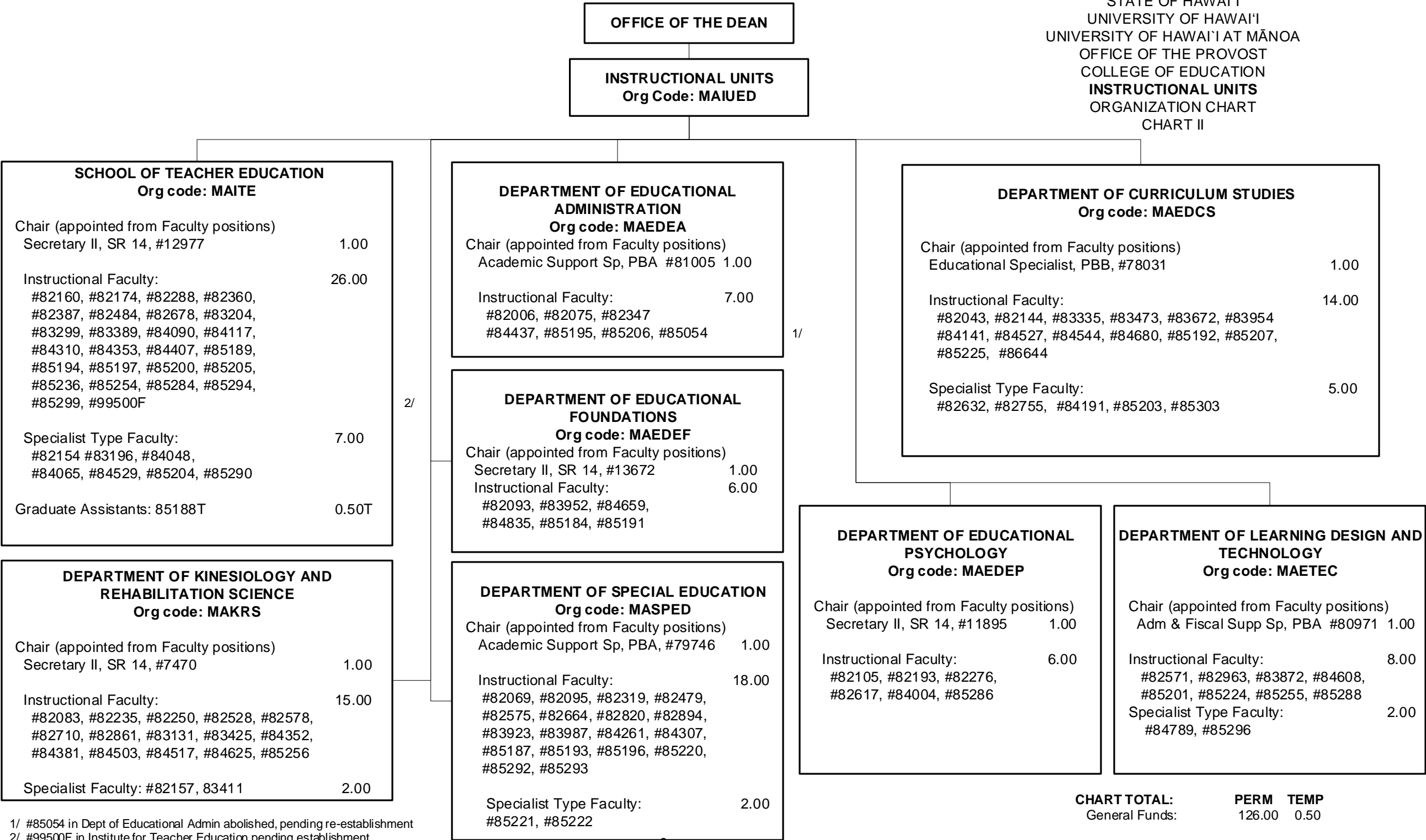
Wright, D.S., Balgopal, M., Sample McMeeking, L. B., & Weinberg, A.E. (2019). Developing resilient K-12 STEM teachers, *Advances in Developing Human Resources*, 21(1), 16-34.
<https://doi.org/10.1177/1523422318814>

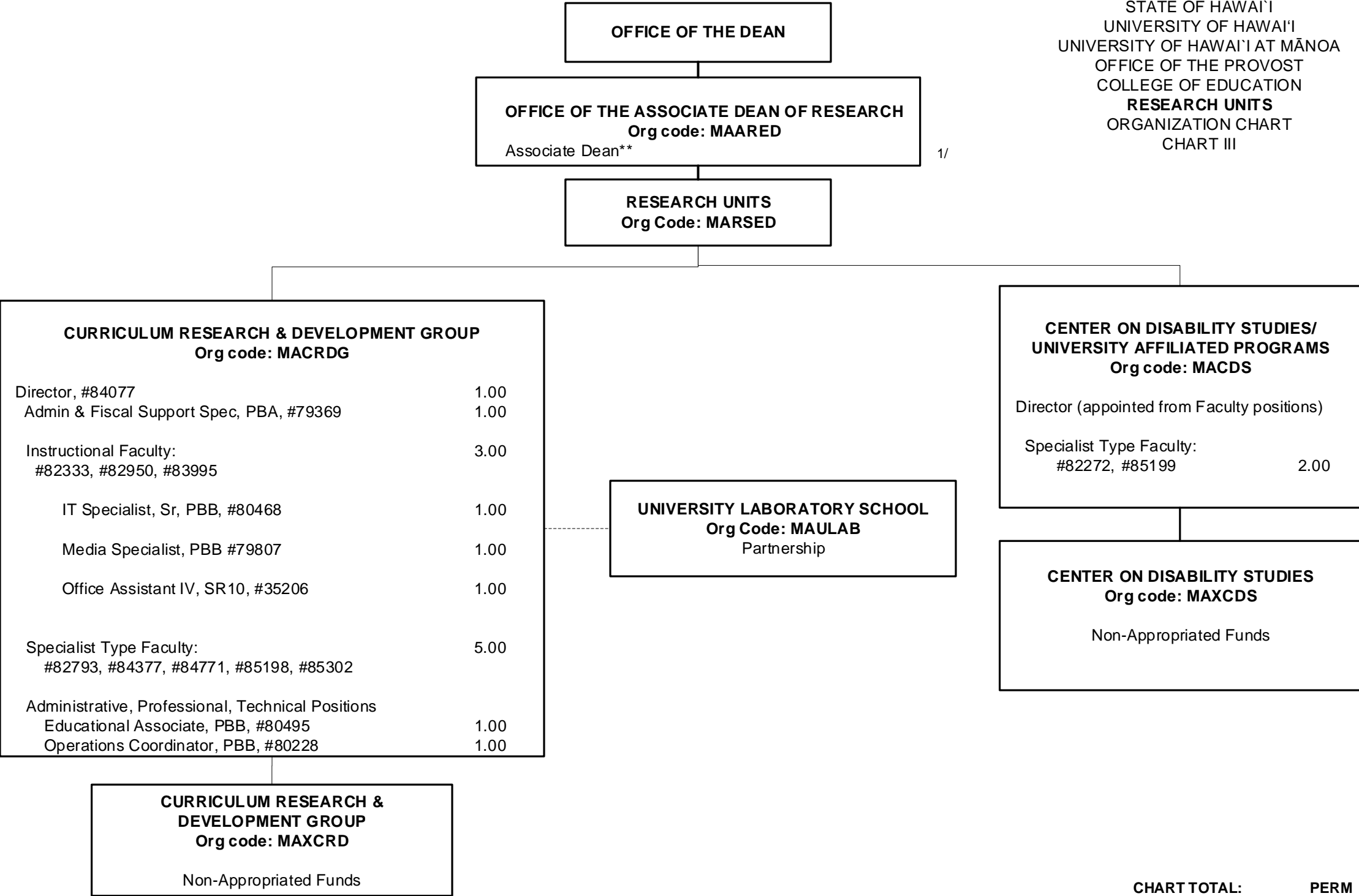
The following nine pages provide organizational charts with a description of the institution.

STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I
UNIVERSITY OF HAWAI'I AT MĀNOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION
ORGANIZATION CHART
CHART I



1/ #45198 abolished, pending re-establishment, used with postion #15121 - .25% FTE





1/ Pending establishment of the Associate Dean

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION

FUNCTIONAL STATEMENT

OFFICE OF THE DEAN – Org Code: MADNED

The College of Education (COE) consists of educators who provide innovative and cutting-edge research and teaching in an effort to further the field of education, and to prepare educators and leaders in Hawai'i for future careers in teaching and leadership positions. Working in partnership with Hawai'i's Department of Education, Hawai'i Teachers Standards Board and private schools, the College of Education provides professional development and licensure opportunities for educators as well as prepares researchers and professionals for fields beyond Pre/K-12 education and in non-school settings.

The Office of the Dean directs, plans, coordinates, and supports the various departments and units within the College of Education in instruction, organized research, budget management, program and fiscal management, staff supervision, computer technology, community relations, grievance and litigation, travel, student services, and outreach programs.

Advisory Groups to the Dean:

COE Dean's Council: This group is comprised of COE Directors and Chairs and Dean's staff who advises the Dean in administrative, academic, and operational matters.

External Advisory Councils: These groups are comprised of educational constituents comprised of business, government and academic representatives who advise and work with the Dean on various academic and educational issues. These groups comprise of the Hawai'i State Teacher Standards Board (HTSB), Teacher Education Coordinating Committee (TECC), the Business Roundtable and others.

ADMINISTRATIVE SERVICES OFFICE – Org code: MAASED

In conjunction with the Dean, this office advises, manages, and administers:

- a. Budget development, allocation, and administration
- b. Accounting for resources
- c. Procurement and property management
- d. Personnel
- e. Other logistical support services

OFFICE OF THE ASSOCIATE DEAN OF ACADEMIC AFFAIRS–Org Code: MAAAED

Under the direction of the Dean, this office is responsible for planning, organizing, and administering:

- a. Academic program/course development, approval and evaluation
- b. Professional development for faculty and staff
- c. Facilities
- d. Assessment, accreditation and accountability
- e. Student academic services

Office of Student Academic Services – Org code: MASSED

Under the guidelines of the Associate Dean for Academic Affairs:

- a. Administers the functions of recruitment, application, selection, and admission of undergraduate and teacher licensure students and maintains accurate student records.
- b. Provides advising services, career guidance, and placement services to all students in the College.
- c. Conducts institutional research studies for program planning.

OUTREACH PROGRAMS – Org code: MAORED

Working with the Dean, this office plans, organizes, and implements:

- a. Delivery of College programs to the neighbor islands, remote areas on Oahu and other service areas via a mix of distance education initiatives and traditional delivery services which includes on-line programs and services
- b. Partnerships with appropriate educational agencies to support students at a distance.
- c. Professional development activities/programs for College faculty to infuse appropriate learning technologies throughout College programs
- d. College Collaboration Center oversight
- e. Manages and provides the College of Education with technical assistance in the areas of computer and classroom equipment, software, and student needs and requirements
- f. Works with other UH departments and external clients on mutually advantageous technological opportunities.

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION
INSTRUCTIONAL UNITS

FUNCTIONAL STATEMENT

INSTRUCTIONAL UNITS – Org Code: MAIUED

Under the direction of the Dean, listed are the departments.

Department of Curriculum Studies – Org code: MAEDCS

- a. Provides graduate-level programs leading to M.Ed. in curriculum studies, Ph.D. specialization in curriculum and instruction, and M.Ed. in early childhood education.
- b. Provides instruction to support teacher preparation programs.

Department of Educational Administration – Org code: MAEDEA

- a. Provides graduate-level programs leading to M.Ed. in educational administration and Ph.D. specializations in educational administration and educational policy studies (jointly with Educational Foundations).
- b. Provides programs to prepare educational administrators and supervisors for administrative positions in K-12 and higher education.

Department of Educational Foundations – Org code: MAEDEF

- a. Provides graduate-level programs leading to M.Ed. in educational foundations and Ph.D. specializations in educational foundations, global and international education, and educational policy studies (jointly with Educational Administration).
- b. Provides instruction in educational foundations to support teacher preparation programs.

Department of Educational Psychology – Org code: MAEDEP

- a. Provides graduate-level programs leading to M.Ed. and Ph.D. in educational psychology to prepare individuals to conduct basic or applied research and evaluation in public and private educational settings.
- b. Provides instruction in educational psychology to support teacher preparation programs.

Department of Learning Design and Technology – Org code: MAETEC

- a. Provides graduate-level programs leading to M.Ed. and Ph.D. in learning design and technology to prepare individuals to optimize opportunities for learning of and through diverse technologies and media.
- b. Provides instruction in learning design and technology to support teacher preparation programs.

School of Teacher Education - Org code: MAITE

Provides teacher preparation and initial licensure programs as follows:

- a. Bachelor of Elementary Education (BEd)
- b. Bachelor of Secondary Education (BEd)
- c. Bachelor of Science in Health and Physical Education (BS)
- d. Post-baccalaureate Certificate in Secondary Education (PBCSE)
- e. Master of Education in Teaching (MEdT)

Department of Kinesiology and Rehabilitation Science - Org code: MAKRS

Provides undergraduate- and graduate-level programs as follows:

- a. Bachelor of Science (BS)
- b. Master of Science (MS) in Athletic Training
- c. Master of Science (MS) in Kinesiology and Rehabilitation Science
- d. PhD specialization in Kinesiology

Department of Special Education - Org code: MASPED

Provides undergraduate- and graduate-level programs to provide identification, assessment, and intervention strategies for persons with disabilities as follows:

- a. Post-baccalaureate Certificate in Special Education (PBSPED)
- b. Master of Education (MEd) in Special Education (Emphasis in mild/moderate disabilities or severe disabilities/autism)
- c. PhD Specialization in Exceptionalities

Provides undergraduate and graduate instruction in special education to support teacher preparation programs

Instructional units also:

- a. Provide professional development (e.g., courses, workshops, consultations) to assist education professionals in maintaining currency of knowledge, research, and practice in their fields.
- b. Share in development of program policy, curriculum, standards, and evaluation.
- c. Facilitate research and training related to teaching and learning.

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION
RESEARCH UNITS

FUNCTIONAL STATEMENT

OFFICE OF THE ASSOCIATE DEAN OF RESEARCH – Org Code: MAARED

Under the direction of the Dean, this office is responsible for planning, organizing, and administering:

- a. Grant development, writing, and administration
- b. Coordination between academic programs and research projects
- c. Review of research units
- d. Conducts institutional research studies for program planning
- e. Tracks legislative initiatives that influence the College

RESEARCH UNITS – Org Code: MARSED

Curriculum Research & Development Group – Org code: MACRDG

- a. Conducts research and designs and tests more adequate models for educational programs.
- b. Serves the State school system in its programs of curriculum and student and teacher materials.
- c. Evaluates promising curriculum innovations and disseminates the information to schools.
- d. Provides a research base, including a laboratory school, for a variety of educational research and development programs.
- e. Conducts research on the process of curriculum and school change.

University Laboratory School – Org Code: MAULAB

The University Laboratory School is a public charter school that operates in partnership with the UHM Curriculum Research and Develop Group under an agreement with its Local School Board. The school serves as an experimental site for researching and developing innovation in teaching, learning, and assessment in grades K-12.

Curriculum Research & Development Group – Non-appropriated funds – Org Code: MAXCRD

The CRDG receives many extramural projects to meet the goals as stated above.

Center on Disability Studies/University Affiliated Programs - Org code: MACDS

Supports the quality of life, community inclusion, and self-determination of all persons with disabilities and their families by:

- a. Providing interdisciplinary training and student mentorship, through targeted course-work and certificate programs at the undergraduate and graduate levels,

- b. Conducting interdisciplinary research, demonstration, evaluation projects impacting upon policy, procedure and practice across special health, human service and education disciplines,
- c. Conducting interdisciplinary community and university service activities which result in an improved quality of life for persons with special health, human service and education needs,
- d. Developing research products, training materials, and media software/video formats,
- e. Planning and conducting interdisciplinary national and regional conferences, institutes, and forums,
- f. Disseminating information regarding research-based practices in the State of Hawai'i, the Pacific Region, the U.S. mainland, and internationally.

Center on Disability Studies – Non-appropriated funds – Org Code: MAXCDS

The CDS receives many extramural projects and funding to meet the goals of the Center as stated above.

New Business Item 20-15 Revised

Introduced November 13, 2020

Approved November 13, 2020

Reintroduced November 18, 2022

Approved November 18, 2022

TITLE: Consideration of the University of Hawaii at Manoa's Letter of Intent to Plan a New Program in School Counseling

The Hawaii Teacher Standards Board accepts the Letter of Intent from the College of Education at the University of Hawaii at Manoa to plan a new program in School Counseling.

The program's plans will address initial and added field licensure for the following license fields:

- The Master of Education Degree in School Counseling in the following initial and added field license fields:
 - School Counselor K-6
 - School Counselor 6-12
 - School Counselor K-12

The HTSB Executive Director or her designee will work with the program to complete the reviews. Reports for review must be submitted within two years of acceptance of the Letter of Intent and the review must be conducted within three months of submission of the report to HTSB staff.

The program may not advertise these programs as Hawaii licensure programs until such time that Provisional Approval is granted by the HTSB.

Rationale:

Due to COVID-19 pandemic, the planning of UH Manoa's School Counseling Program was impacted. The attached documents are the updated revisions to the program and program implementation.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee



UNIVERSITY
of HAWAII®
MĀNOA

November 2, 2022

Felicia Villalobos
Hawai'i Teacher Standard Board
650 Iwilei Road, Suite 201
Honolulu, HI. 96817

Dear Ms. Felicia Villalobos,

The College of Education, University of Hawai'i at Mānoa (UHM) is requesting that the Hawai'i Teacher Standards Board approve the Letter of Intent for the Department of Kinesiology and Rehabilitation Science (KRS) to provide a 3-year, 48-credit, graduate program to prepare school counselors. The Master of Education in School Counseling degree will be offered as an online program and available to candidates throughout the State of Hawai'i. The initial 'Letter of Intent' was submitted and approved on November 13, 2020 (NBI 2015). This program was recently approved by the UHM Board of Regents in October, and UHM faculty are currently finalizing a proposal for review by the Hawai'i Teacher Standards Board. Due to the COVID-19 pandemic, progress towards development of this program had been impacted. Thank you for your consideration.

Should you have any questions, please contact Cecily Ornelles, Interim Associate Dean for Academic Affairs, at (808)956-4278/7704 or by email at cecily@hawaii.edu.

Sincerely,

A handwritten signature in cursive script that reads 'Cecily Ornelles'.

Cecily Ornelles
Interim Associate Dean for Academic Affairs

Attachments:

1. MEd in School Counseling Letter of Intent
2. Program Organization and Justification



**HAWAI'I TEACHER
STANDARDS BOARD**

**Letter of Intent to Develop Hawaii State Approved Education
Preparation Provider**

1. CONTACT AND CONTEXT INFORMATION

EPP name and address

Name	University of Hawaii - Manoa, College of Education
Address	Everly Hall, Dean's Office, 1776 University Ave, Honolulu, HI 96822
URL	https://coe.hawaii.edu/

EPP administrator

Name	Nathan Murata
Title	Dean
Email address	nmurata@hawaii.edu
Telephone number	808-956-7704
National Accreditation Body and Dates of Accreditation (If applicable)	

SATEP Administrator, if different from EPP Administrator

Name	Judith Daniels
Title	Professor
Email address	jdaniels@hawaii.edu
Telephone number	808-956-5162

Name of new program or field(s) to be included

Name of Program	License Field(s)	License Level(s)	Projected Implementation Date
Master of Education in School Counseling	School Counseling	K-12	8/1/2023

Ex. Master's of Education

STEM

6-12, 6-8

7/1/2018

2. PROGRAM ORGANIZATION AND JUSTIFICATION

If this is a new program, attach an organizational chart of your institution/agency and, if applicable, college/school/department showing the placement of this program.

Justification for implementing the program. Summarize the current market for this program's completer employment outlook and any other contexts that shape the program.

3. SIGNATURES

Administrators	Enter Title and Typed Name	Signature	Date
EPP Head	Nathan Murata, Dean	<i>Nathan M Murata</i>	11/03/22
Program Head	Christopher Stickley, Chair Department of Kinesiology and Rehabilitation Science	<i>Chris Stickley</i>	11/2/22
Program Contact	Judith Daniels, Professor	<i>Judith Daniels</i>	11/02/2022

2. PROGRAM ORGANIZATION AND JUSTIFICATION

Please see the following pages for an organizational chart for the University of Hawai‘i at Mānoa and for the College of Education (COE). The Master of Education in School Counseling will be offered through the Department of Kinesiology and Rehabilitation Science. This unit is represented on the COE organizational chart on p. 6.

Needs Statement and Justification

There has been an immediate and ongoing need to address the mental and emotional health of youth nationally and within the state of Hawai‘i. The US Surgeon General, Vivek Murthy stated, “The COVID-19 pandemic further altered their experiences at home, school, and in the community, and the effect on their mental health has been devastating. The future wellbeing of our country depends on how we support and invest in the next generation” ([US Surgeon General Issues Advisory on Youth Mental Health Crisis Further Exposed by COVID-19 Pandemic | HHS.gov](#)). Nationally, behavioral and mental health issues for our youth are on the rise, including depression and anxiety (CDC - [Data and Statistics on Children's Mental Health](#)) with 59% of youth experiencing major depression and not receiving needed mental health treatment ([Mental Health in America - Youth Data](#)).

Hawai‘i’s data on the mental health needs of youth mirrors national data. In Hawai‘i, 58% or about 6,000 youth with major depression do not receive any mental health services. Since the start of the pandemic, it has gotten worse. In March 2020, the Hawai‘i Child and Adolescent Mental Health Division (CAMHD), Hawaii Early Intervention Section (EIS), and Hawaii Child Welfare Services (CWS) all reported that youth and their families were not receiving or accessing needed services. The Hawai‘i Youth Risk Behavior Survey (2019) revealed:

- 11% of the high school youth surveyed in Hawai‘i attempted suicide
- 56% of high school students who reported feeling sad, empty, hopeless, angry, or anxious indicated that they never or rarely got the kind of help they needed
- 35% of high school students reported feeling sad or hopeless almost every day for two or more weeks in a row during the 12 months before the survey. [Youth Online: High School YRBS - United States 2019 Results | DASH | CDC](#)

The COVID pandemic has affected the mental health needs of school-aged children and the population at-large. The Hawaii Crisis Text Line reported a 54% increase in use since March 2020, which marked the beginning of major restrictions in Hawai‘i due to the pandemic (<https://health.hawaii.gov/camhd/files/2020/06/Youth-Service-Data-200615.pdf>).

Program Overview

This ‘Intent to Plan’ is for a Master of Education in School Counseling in the Department of Kinesiology and Rehabilitation Science (KRS) at the University of Hawai‘i at Manoa. Currently, the University of Hawai‘i System does not offer a school counseling licensure program. The MEd in School Counseling will be offered as a completely online program and will provide a cost-efficient, quality graduate education program to candidates statewide. This program will address the significant need for trained, qualified and licensed school counselors

throughout the State of Hawai‘i. This 3-year, 48-credit program closely aligns with the KRS Rehabilitation Counseling in Education Program (RCEP) and utilizes shared resources. This MEd School Counseling program will aim to fill school counseling positions with licensed school counselors in the Hawai‘i Department of Education. National and state data support the current market and employment outlook for this school counseling proposal.

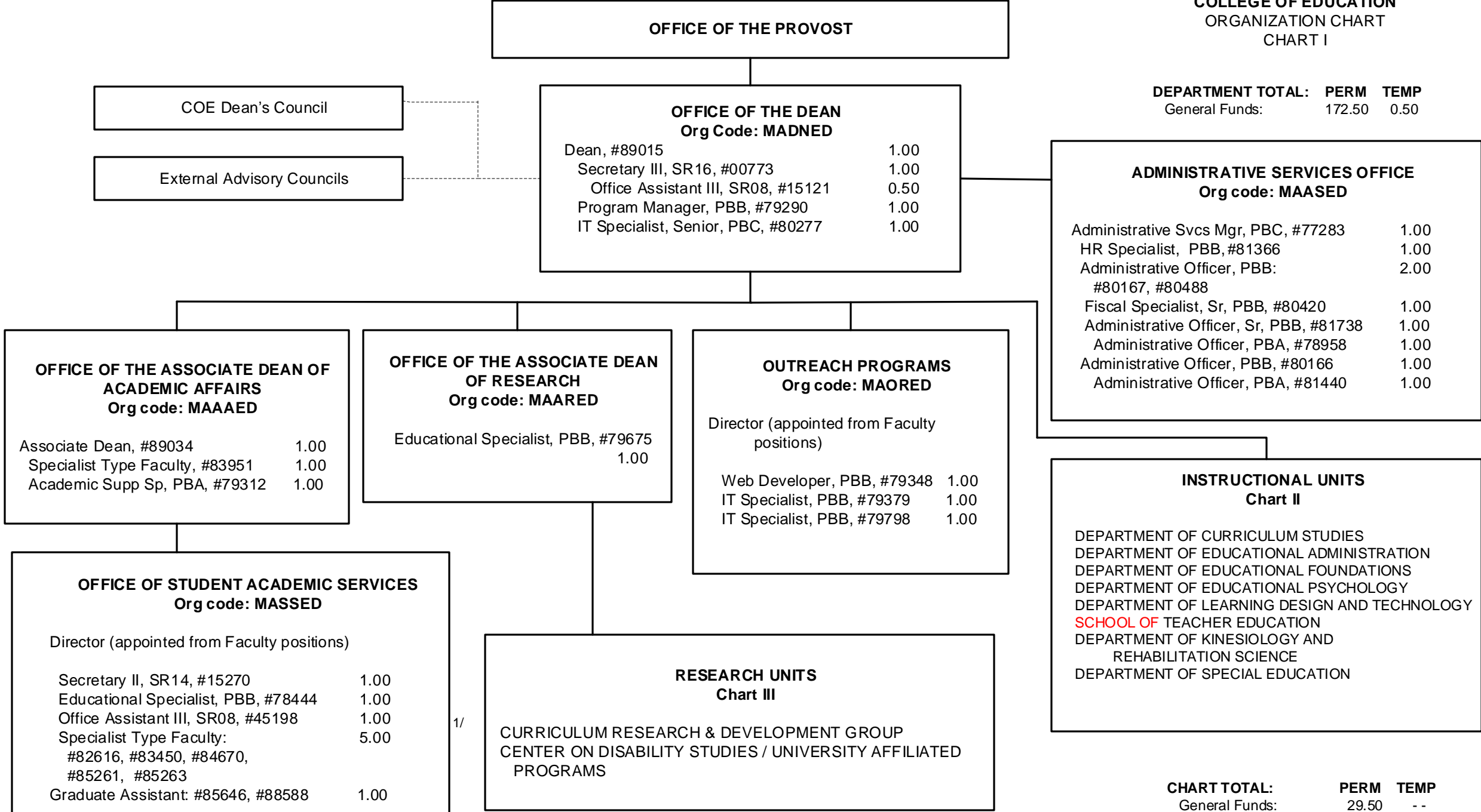
- Nationally:
 - U.S. Bureau of Labor Statistics, school counseling as a profession has a national employment projected growth rate of 11% between 2020- 2030, faster than the average of all other occupations with a projection of about 35,000 openings each year on average, over the next 10 years.
 - Nationally, most colleges of education within public universities offer a graduate school counseling program as part of their service commitment to K-12 schools. Currently, there are no programs that provide licensure for the specialty area of School Counseling in the University of Hawai‘i System.
- Locally:
 - A steady pipeline into the profession is needed so the Hawai‘i Department of Education (HIDOE) can provide students with access to certified counselors who will provide critical counseling services and mental health care.

The following is information from the HTSB School Counseling Workgroup Report 2020-2021

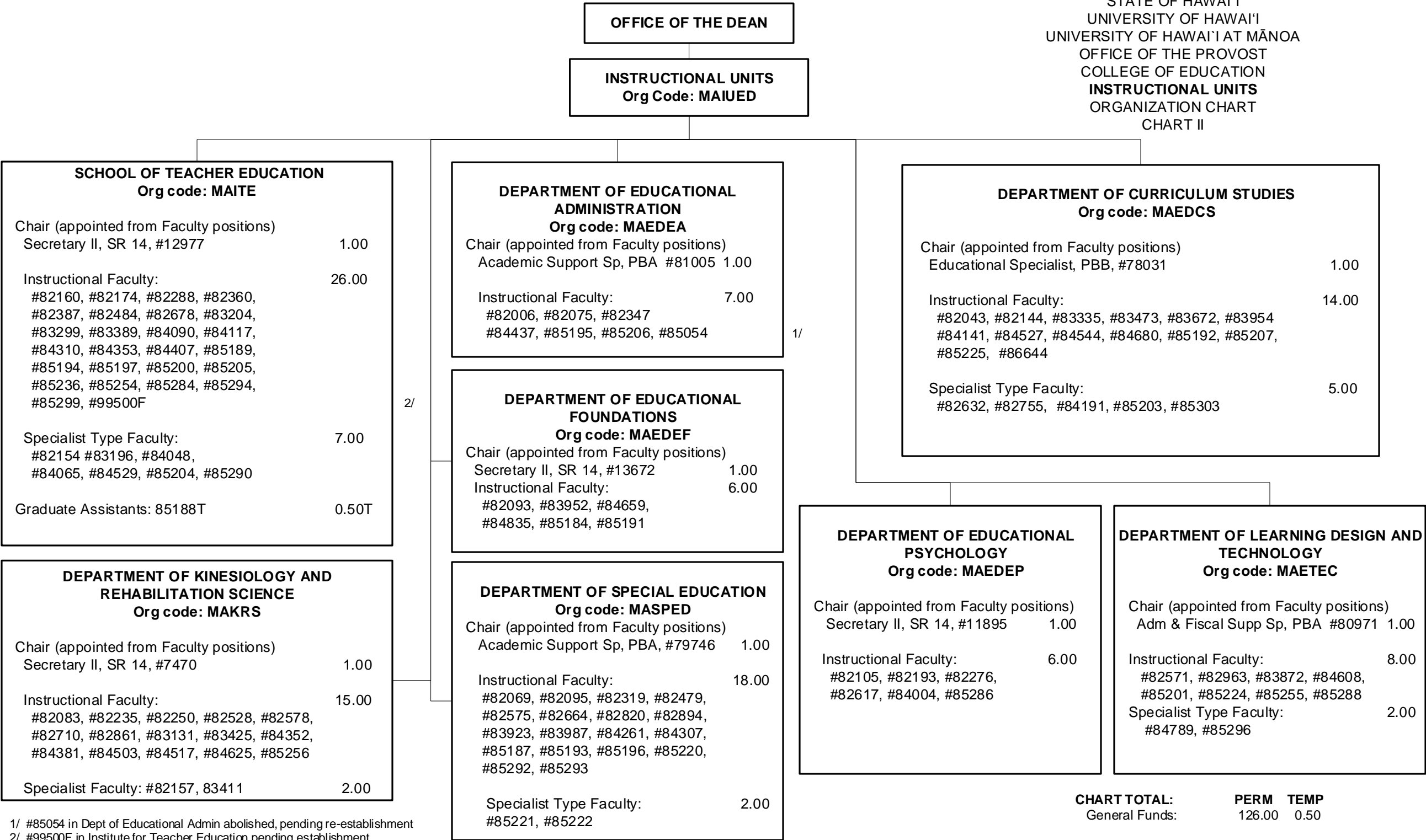
- Indicated that approximately 45 practicing counselors were unlicensed in the field of School Counseling and indicated a need to offer a high-quality school counseling program statewide.
- The one state approved school counseling preparation program in Hawai‘i (Chaminade) cannot prepare enough school counselors to meet the state’s needs, especially with extending outreach to neighbor islands.
- The issues that students and families are facing now are more complex than ever and require specialized knowledge. School counselors provide an essential resource to address the social, emotional, and academic needs of youth in the schools.

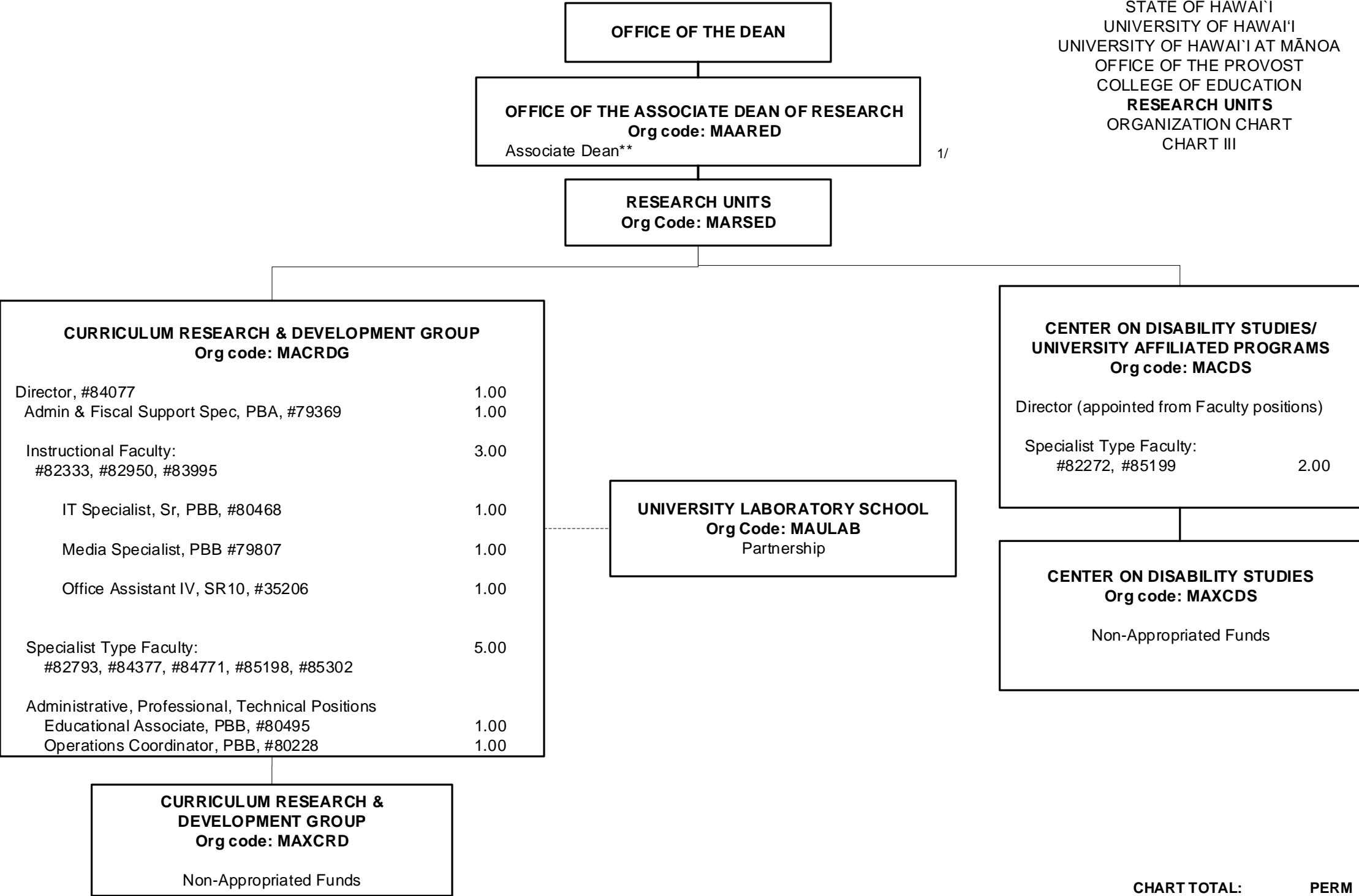
School counselors play a vital role in addressing the health and well-being of our youth in the State of Hawai‘i. The proposed MEd in School Counseling program will provide an opportunity for those living and working in our State of Hawai‘i, including outer islands and more rural and remote areas, to become licensed school counselors.

STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I
UNIVERSITY OF HAWAI'I AT MĀNOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION
ORGANIZATION CHART
CHART I



1/ #45198 abolished, pending re-establishment, used with postion #15121 - .25% FTE





1/ Pending establishment of the Associate Dean

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION

FUNCTIONAL STATEMENT

OFFICE OF THE DEAN – Org Code: MADNED

The College of Education (COE) consists of educators who provide innovative and cutting-edge research and teaching in an effort to further the field of education, and to prepare educators and leaders in Hawai'i for future careers in teaching and leadership positions. Working in partnership with Hawai'i's Department of Education, Hawai'i Teachers Standards Board and private schools, the College of Education provides professional development and licensure opportunities for educators as well as prepares researchers and professionals for fields beyond Pre/K-12 education and in non-school settings.

The Office of the Dean directs, plans, coordinates, and supports the various departments and units within the College of Education in instruction, organized research, budget management, program and fiscal management, staff supervision, computer technology, community relations, grievance and litigation, travel, student services, and outreach programs.

Advisory Groups to the Dean:

COE Dean's Council: This group is comprised of COE Directors and Chairs and Dean's staff who advises the Dean in administrative, academic, and operational matters.

External Advisory Councils: These groups are comprised of educational constituents comprised of business, government and academic representatives who advise and work with the Dean on various academic and educational issues. These groups comprise of the Hawai'i State Teacher Standards Board (HTSB), Teacher Education Coordinating Committee (TECC), the Business Roundtable and others.

ADMINISTRATIVE SERVICES OFFICE – Org code: MAASED

In conjunction with the Dean, this office advises, manages, and administers:

- a. Budget development, allocation, and administration
- b. Accounting for resources
- c. Procurement and property management
- d. Personnel
- e. Other logistical support services

OFFICE OF THE ASSOCIATE DEAN OF ACADEMIC AFFAIRS–Org Code: MAAAED

Under the direction of the Dean, this office is responsible for planning, organizing, and administering:

- a. Academic program/course development, approval and evaluation
- b. Professional development for faculty and staff
- c. Facilities
- d. Assessment, accreditation and accountability
- e. Student academic services

Office of Student Academic Services – Org code: MASSED

Under the guidelines of the Associate Dean for Academic Affairs:

- a. Administers the functions of recruitment, application, selection, and admission of undergraduate and teacher licensure students and maintains accurate student records.
- b. Provides advising services, career guidance, and placement services to all students in the College.
- c. Conducts institutional research studies for program planning.

OUTREACH PROGRAMS – Org code: MAORED

Working with the Dean, this office plans, organizes, and implements:

- a. Delivery of College programs to the neighbor islands, remote areas on Oahu and other service areas via a mix of distance education initiatives and traditional delivery services which includes on-line programs and services
- b. Partnerships with appropriate educational agencies to support students at a distance.
- c. Professional development activities/programs for College faculty to infuse appropriate learning technologies throughout College programs
- d. College Collaboration Center oversight
- e. Manages and provides the College of Education with technical assistance in the areas of computer and classroom equipment, software, and student needs and requirements
- f. Works with other UH departments and external clients on mutually advantageous technological opportunities.

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION
INSTRUCTIONAL UNITS

FUNCTIONAL STATEMENT

INSTRUCTIONAL UNITS – Org Code: MAIUED

Under the direction of the Dean, listed are the departments.

Department of Curriculum Studies – Org code: MAEDCS

- a. Provides graduate-level programs leading to M.Ed. in curriculum studies, Ph.D. specialization in curriculum and instruction, and M.Ed. in early childhood education.
- b. Provides instruction to support teacher preparation programs.

Department of Educational Administration – Org code: MAEDEA

- a. Provides graduate-level programs leading to M.Ed. in educational administration and Ph.D. specializations in educational administration and educational policy studies (jointly with Educational Foundations).
- b. Provides programs to prepare educational administrators and supervisors for administrative positions in K-12 and higher education.

Department of Educational Foundations – Org code: MAEDEF

- a. Provides graduate-level programs leading to M.Ed. in educational foundations and Ph.D. specializations in educational foundations, global and international education, and educational policy studies (jointly with Educational Administration).
- b. Provides instruction in educational foundations to support teacher preparation programs.

Department of Educational Psychology – Org code: MAEDEP

- a. Provides graduate-level programs leading to M.Ed. and Ph.D. in educational psychology to prepare individuals to conduct basic or applied research and evaluation in public and private educational settings.
- b. Provides instruction in educational psychology to support teacher preparation programs.

Department of Learning Design and Technology – Org code: MAETEC

- a. Provides graduate-level programs leading to M.Ed. and Ph.D. in learning design and technology to prepare individuals to optimize opportunities for learning of and through diverse technologies and media.
- b. Provides instruction in learning design and technology to support teacher preparation programs.

School of Teacher Education - Org code: MAITE

Provides teacher preparation and initial licensure programs as follows:

- a. Bachelor of Elementary Education (BEd)
- b. Bachelor of Secondary Education (BEd)
- c. Bachelor of Science in Health and Physical Education (BS)
- d. Post-baccalaureate Certificate in Secondary Education (PBCSE)
- e. Master of Education in Teaching (MEdT)

Department of Kinesiology and Rehabilitation Science - Org code: MAKRS

Provides undergraduate- and graduate-level programs as follows:

- a. Bachelor of Science (BS)
- b. Master of Science (MS) in Athletic Training
- c. Master of Science (MS) in Kinesiology and Rehabilitation Science
- d. PhD specialization in Kinesiology

Department of Special Education - Org code: MASPED

Provides undergraduate- and graduate-level programs to provide identification, assessment, and intervention strategies for persons with disabilities as follows:

- a. Post-baccalaureate Certificate in Special Education (PBSPED)
- b. Master of Education (MEd) in Special Education (Emphasis in mild/moderate disabilities or severe disabilities/autism)
- c. PhD Specialization in Exceptionalities

Provides undergraduate and graduate instruction in special education to support teacher preparation programs

Instructional units also:

- a. Provide professional development (e.g., courses, workshops, consultations) to assist education professionals in maintaining currency of knowledge, research, and practice in their fields.
- b. Share in development of program policy, curriculum, standards, and evaluation.
- c. Facilitate research and training related to teaching and learning.

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION
RESEARCH UNITS

FUNCTIONAL STATEMENT

OFFICE OF THE ASSOCIATE DEAN OF RESEARCH – Org Code: MAARED

Under the direction of the Dean, this office is responsible for planning, organizing, and administering:

- a. Grant development, writing, and administration
- b. Coordination between academic programs and research projects
- c. Review of research units
- d. Conducts institutional research studies for program planning
- e. Tracks legislative initiatives that influence the College

RESEARCH UNITS – Org Code: MARSED

Curriculum Research & Development Group – Org code: MACRDG

- a. Conducts research and designs and tests more adequate models for educational programs.
- b. Serves the State school system in its programs of curriculum and student and teacher materials.
- c. Evaluates promising curriculum innovations and disseminates the information to schools.
- d. Provides a research base, including a laboratory school, for a variety of educational research and development programs.
- e. Conducts research on the process of curriculum and school change.

University Laboratory School – Org Code: MAULAB

The University Laboratory School is a public charter school that operates in partnership with the UHM Curriculum Research and Develop Group under an agreement with its Local School Board. The school serves as an experimental site for researching and developing innovation in teaching, learning, and assessment in grades K-12.

Curriculum Research & Development Group – Non-appropriated funds – Org Code: MAXCRD

The CRDG receives many extramural projects to meet the goals as stated above.

Center on Disability Studies/University Affiliated Programs - Org code: MACDS

Supports the quality of life, community inclusion, and self-determination of all persons with disabilities and their families by:

- a. Providing interdisciplinary training and student mentorship, through targeted course-work and certificate programs at the undergraduate and graduate levels,

- b. Conducting interdisciplinary research, demonstration, evaluation projects impacting upon policy, procedure and practice across special health, human service and education disciplines,
- c. Conducting interdisciplinary community and university service activities which result in an improved quality of life for persons with special health, human service and education needs,
- d. Developing research products, training materials, and media software/video formats,
- e. Planning and conducting interdisciplinary national and regional conferences, institutes, and forums,
- f. Disseminating information regarding research-based practices in the State of Hawai'i, the Pacific Region, the U.S. mainland, and internationally.

Center on Disability Studies – Non-appropriated funds – Org Code: MAXCDS

The CDS receives many extramural projects and funding to meet the goals of the Center as stated above.

TITLE: Consideration of the University of Hawaii at Manoa's Request for a Dual Licensure Program to add TESOL to the Existing PBCTE-Elementary Program

The Hawaii Teacher Standards Board grants the request of the College of Education at the University of Hawaii at Manoa to modify their existing post-baccalaureate certificate in teacher education-elementary education (PBCTE-Elementary) to add Teaching English to Speakers of Other Languages (TESOL) requirements and allow teacher candidates to graduate with a dual license in both elementary and TESOL K-6. This program will begin in the Fall of 2023.

The proposed modification to the existing, approved PBCTE program is as follows:

- Addition of three courses (9 credits) to meet the TESOL requirement
- Candidates will take the TESOL Praxis or verify their content knowledge
- Candidates will also complete their field courses in classes that include students who are English Language Learners

The new track will allow individuals to be recommended for the following licensure fields:

- Elementary Education K-6
- Teaching English to Speakers of Other Languages (TESOL) K-6

This program must be included in the University of Hawaii at Manoa's annual report to HTSB and its accreditor. This program will be included in the unit's 2028 accreditation review to be eligible for continuing state approval.

Any changes to this program shall be reported to HTSB via their Educator Preparation Provider (EPP) Annual Report. Changes not reported to HTSB in a timely manner may impact the EPP's status or standing with the Board.

HTSB's Executive Director or designee will inform the program of the Board's decision.

Submitted by: Branden Kawazoe
Referred to: Teacher Education Committee



UNIVERSITY
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MĀNOA

October 20, 2022

Felicia Villalobos, Executive Director
Hawai'i Teacher Standards Board
650 Iwilei Road, Suite 201
Honolulu, HI. 96817

Dear Ms. Villalobos:

I am requesting that the Hawai'i Teacher Standards Board grant provisional approval for modification to the approved Post Baccalaureate Certificate in Teacher Education (PBCTE) program (See attachment 1) to add Multilingual Learner (MLL) course content for a dual license (See attachment 2 for HTSB 'Intent to Plan'). This modification request was approved by the University of Hawai'i at Mānoa by the Interim Vice Provost for Academic Excellence on September 14, 2022 (See attachment 3).

The proposed modification to the existing, approved PBCTE program adds three courses (9 credits) to meet the TESOL requirement: Candidates will complete an additional 9 credits of coursework (2 pre-requisite courses, ITE 327 and SLS 302) and 1 course (ITE 328) as part of their program coursework. Further candidates will take the TESOL Praxis or verify their content knowledge through one of the HTSB-approved options prior to submitting a student teaching application. The three MLL courses (ITE 327, SLS 302, and ITE 328) had been previously approved for meeting the TESOL standards (as approved in the Dual Elementary/MLL track—NBI 16-31; See attachment 4). Candidates will also complete their field courses in classes that include students who are English language learners, similar to the already approved K-6 dual MLL B.Ed. licensure program. The modification to the PBCTE will provide coursework to fulfill TESOL requirements and allow teacher candidates to graduate with a dual license in both elementary (gr. K-6) and MLL education.

We respectfully submit this request for 'Provisional Approval for the Post Baccalaureate in Teacher Education to Add the Multilingual Learner Content Courses for a Dual Teacher Licensure Pathway.'

Sincerely,

A handwritten signature in cursive script that reads 'Cecily Ornelles'.

Cecily Ornelles
Interim Associate Dean for Academic Affairs

Attachments

1. NBI (TITLE: Consideration of the University of Hawaii at Manoa College of Education's Request to Add an Elementary Education Track to their Post-baccalaureate Certificate for Initial Teacher Licensure)
2. NBI 20-13 (TITLE: Consideration of the University of Hawaii at Manoa's Letter of Intent to Plan New Programs in TESOL)—Please see second bulleted item
3. University of Hawai'i at Mānoa Approval for the Modification to the Post-Baccalaureate Certificate in Teacher Education (PBCTE) Elementary Track to Add Multilingual Learner (MLL) Content Courses for Teacher Licensure Pathway
4. NBI 16-31 (TITLE: Consideration of Provisional State Approval of the University of Hawai'i at Mānoa's College of Education Dual Preparation Program in Elementary Education K-6 and Teaching English to Speakers of Other Languages (TESOL) K-6

New Business Item 19-02
Introduced September 13, 2019
Approved September 13, 2019

TITLE: Consideration of the University of Hawaii at Manoa College of Education's Request to Add an Elementary Education Track to their Post-baccalaureate Certificate for Initial Teacher Licensure

The Hawaii Teacher Standards Board grants the request of the University of Hawaii at Manoa College of Education to expand their existing post-baccalaureate certificate in teacher education by adding an elementary education track. This new proposed track mirrors the HTSB approved post-baccalaureate secondary track, and uses the same course numbers as the secondary track with the exception of one special education course, and observation and participation experiences and clinical experience/student teaching will be field-based.

The new track will allow individuals to be recommended for the following license field:

Elementary Education K-6

The effective date of this approval is September 13, 2019. The unit must include information about this new track in its annual report and in its next state unit review.

A memorandum will be sent to the unit informing them of the Board's state approval.

Submitted by: Felicia Villalobos

Referred to: Teacher Education Committee

TITLE: Consideration of the University of Hawaii at Manoa's Letter of Intent to Plan New Programs in TESOL

The Hawaii Teacher Standards Board accepts the Letter of Intent from the University of Hawaii at Manoa College of Education to plan new programs in TESOL.

The program's plans will address initial and added field licensure for the following license fields:

- The Graduate Certificate in Multilingual Multicultural Professional Practice will offer a program to add the following fields to an existing Hawaii license in the following fields:
 - TESOL K-6
 - TESOL 6-12
 - TESOL K-12
- The Post Baccalaureate Certificate in Teacher Education – Elementary program for initial licensure in the following field:
 - TESOL K-6

The HTSB Executive Director or her designee will work with the program to complete the reviews. Reports for review must be submitted within two years of acceptance of the Letter of Intent and the review must be conducted within three months of submission of the report to HTSB staff.

The program may not advertise these programs as Hawaii licensure programs until such time that Provisional Approval is granted by the HTSB.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee



UNIVERSITY
of HAWAI'I
MĀNOA

College of Education
Office of the Dean

MEMORANDUM

July 21, 2022

TO: Laura Lyons
Interim Vice Provost for Academic Excellence

FROM: Nathan M. Murata *Nathan M. Murata*
Dean

SUBJECT: Modification to the Post-Baccalaureate Certificate in Teacher Education (PBCTE) Elementary track to add the Multilingual Learner (MLL) content courses for teacher licensure pathway

SPECIFIC ACTION REQUESTED:

It is requested that the Interim Vice Provost for Academic Affairs approve the Post- Baccalaureate Certificate in Teacher Education (PBCTE) Elementary track modification a three-semester, 31-credit program to a 34-credit program.

REQUESTED EFFECTIVE TERM:

Fall 2023

ADDITIONAL COST:

There are no additional costs associated with this request.

RATIONALE/PURPOSE OF PROPOSED CHANGE(S):

In an effort for the College of Education to meet the high demand for highly qualified K-6 MLL licensed teachers in Hawai'i, we have proposed this modification to allow teacher candidates to graduate with a dual license in both elementary (gr. K-6) and MLL education. This will allow them to enter into the workforce fully certified. The proposed modification will allow for alternate pathways toward teacher licensing.

DETAILED LIST OF CHANGE(S):

1. The total number of program course credits will be modified from 31 to 34 credits to be completed in three semesters, with an addition of ITE 328: Responsive Pedagogy for Multilingual Learners (3 credits). All other courses will remain the same.
2. The number of prerequisite courses will increase to include SLS 302 and ITE 327.
3. The admissions/application process will take place in the fall semester with an October 1 deadline, for a spring program start versus our current spring admissions and fall start.

DETAILED LIST OF CONSULTATION WITH IMPACTED PROGRAMS:

There is no impact to other programs.

ACTION RECOMMENDED:

It is recommended that the Interim Vice Provost for Academic Affairs approve the Post-Baccalaureate Certificate in Teacher Education (PBCTE) Elementary track modification a three-semester, 31-credit program to a 34-credit program.

ATTACHMENTS:

1. Current PBCTE Elementary 2-year Academic Plan
2. Proposed PBCTE Elementary/MLL 2-year Academic Plan
3. Current PBCTE Elementary Program Sheet
4. Proposed PBCTE Elementary/MLL Program Sheet

APPROVED/DISAPPROVED:



Laura Lyons
Interim Vice Provost for Academic Excellence

September 14, 2022

Date

University of Hawai‘i at Mānoa – Academic Plan 2022-2023

College of Education

Post-Baccalaureate Certificate in Teacher Education - Elementary Education (PBCTE-Elementary)

This is a sample academic plan. Students should meet with an academic advisor prior to registration to formulate their own plan.

Year 1		Year 2	
Summer or Fall		Fall	
Submit Application in August Prerequisite: SPED 304	3	ITE 402	2
		ITE 404H	3
		ITE 404I	3
		SPED 444	3
Credits	3	Credits	11
Spring		Spring	
ITE 402	2	ITE 404B	3
ITE 404D	3	ITE 405	6
ITE 404G	3		
ITE 404N	3		
Credits	11	Credits	9
Summer		Summer	
Credits	0	Credits	0
Total Credits	11	Total Credits	31

Notes:

Admission Requirements: Bachelor's Degree from a UHM recognized institution; minimum cumulative GPA: 2.75; 40 hours of documented experience; interview.

Minimum grade of C (not C-) or better is required in all courses.

Required for Graduation: 2.75 cumulative GPA.

Content knowledge verification must meet one of the HTSB-approved options in order to submit a Student Teaching Application.

Please see a COE OSAS advisor for the latest information.

University of Hawai‘i at Mānoa – Academic Plan 2023-2024

College of Education

Post-Baccalaureate Certificate in Teacher Education - Elementary Education & Multilingual Learning (PBCTE-Elementary/MLL)

This is a sample academic plan. Students should meet with an academic advisor prior to registration to formulate their own plan.

Year 1		Year 2	
Summer or Fall		Fall	
Submit Application in August		ITE 402	2
Prerequisites:		ITE 404H	3
ITE 327*	3	ITE 404I	3
SLS 302*	3	SPED 444	3
SPED 304	3	** Must pass the TESOL PRAXIS before student teaching	
Credits	9	Credits	11
Spring		Spring	
ITE 328*	3	ITE 404B	3
ITE 402	2	ITE 405	6
ITE 404D	3		
ITE 404G	3		
ITE 404N	3		
Credits	14	Credits	9
Summer		Summer	
Credits	0	Credits	0
Total Credits	14	Total Credits	34

Notes:

Admission Requirements: Bachelor's Degree from a UHM recognized institution; minimum cumulative GPA: 2.75; 40 hours of documented experience; interview.

Minimum grade of C (not C-) or better is required in all courses. Required for Graduation: 2.75 cumulative GPA.

Content knowledge verification must meet one of the HTSB-approved options in order to submit a Student Teaching Application.

*The Multilingual Learning Program courses are waived for applicants who have satisfied the HTSB TESOL requirement before admission into the program.

Otherwise, the Multilingual Learning Program is an additional 9 credits.

Please see a COE OSAS advisor for the latest information.

University of Hawai'i at Mānoa
College of Education Program Sheet 2022-2023
Post-Baccalaureate Certificate in Elementary Education
Admissions: Selective Process: Application
Min. Total Credits: 31 credits

College Requirements
Admission Requirements
<ul style="list-style-type: none"> Spring admission only Submit an application to the College of Education no later than the following: <ul style="list-style-type: none"> October 1 for spring semester (September 1 priority deadline) Apply: https://makalei.coe.hawaii.edu Submit an application to the University of Hawai'i at Mānoa no later than the following: <ul style="list-style-type: none"> October 1 for spring semester (September 1 priority deadline) Apply: https://manoa.hawaii.edu/admissions/ <ul style="list-style-type: none"> Pay non-refundable \$70 Application Fee Submit official non-UH transcript(s) reflecting conferral of bachelor's degree and any graduate level coursework Bachelor's degree from an accredited and UHM-recognized four-year institution of higher education 2.75 cumulative GPA 40 hours of documented current group leadership involvement with elementary-aged youth (grade K to 6) within the last five years Personal admissions interview
Prerequisite (3 credits)
Minimum grade of C (not C-) or better is required
<input type="checkbox"/> SPED 304
Major Requirements
Program (31 credits)
Minimum grade of C (not C-) or better is required in all courses
<input type="checkbox"/> ITE 402 <input type="checkbox"/> ITE 402 <input type="checkbox"/> ITE 404B <input type="checkbox"/> ITE 404D <input type="checkbox"/> ITE 404G <input type="checkbox"/> ITE 404H <input type="checkbox"/> ITE 404I <input type="checkbox"/> ITE 404N <input type="checkbox"/> ITE 405 <input type="checkbox"/> SPED 444
<i>Content knowledge verification must meet one of the HTSB-approved options in order to submit a Student Teaching Application.</i>
Required Graduation Grade Point Averages
<ul style="list-style-type: none"> 2.75 cumulative GPA or higher

This program sheet was prepared to provide information and does not constitute a contract. Meet regularly with your College of Education advisor to ensure you are on track with your requirements.

Notes
<p>College of Education, Office of Student Academic Services: Everly 126; (808) 956-7915; osas@hawaii.edu; coe.hawaii.edu</p> <p>Director: Denise Nakaoka; Everly 126; (808) 956-4274; nakaoka@hawaii.edu</p> <p>Associate Director: Denise Abara; Everly 126; (808) 956-5192; dabara@hawaii.edu</p> <p>Education Faculty Advisors: Alyssa Kapaona; Everly 126; (808) 956-4269; akapaona@hawaii.edu Jolene Muneno; Everly 126; (808) 956-4268; jmuneno@hawaii.edu</p> <p>Pu'uuhonua: Hale for Native Hawaiian Student Support, puuhonua@hawaii.edu</p> <p>Puahia: First Year & Transfer Student Support, puahia@hawaii.edu</p> <p>Tinalak: Filipino Student Support, tinalak@hawaii.edu</p>

University of Hawai'i at Mānoa
College of Education Program Sheet 2023-2024
Post-Baccalaureate Certificate in Elementary Education & Multilingual Learning
Admissions: Selective Process: Application
Min. Total Credits: 34 credits

College Requirements	
Admission Requirements	
<ul style="list-style-type: none"> • Spring admission only • Submit an application to the College of Education no later than the following: <ul style="list-style-type: none"> ◦ October 1 for spring semester (September 1 priority deadline) Apply: https://makalei.coe.hawaii.edu • Submit an application to the University of Hawai'i at Mānoa no later than the following: <ul style="list-style-type: none"> ◦ October 1 for spring semester (September 1 priority deadline) Apply: https://manoa.hawaii.edu/admissions/ <ul style="list-style-type: none"> ◦ Pay non-refundable \$70 Application Fee ◦ Submit official non-UH transcript(s) reflecting conferral of bachelor's degree and any graduate level coursework • Bachelor's degree from an accredited and UHM-recognized four-year institution of higher education • 2.75 cumulative GPA • 40 hours of documented current group leadership involvement with elementary-aged youth (grade K to 6) within the last five years • Personal admissions interview 	
Prerequisite (9 credits)	
Minimum grade of C (not C-) or better is required	
<input type="checkbox"/> ITE 327* <input type="checkbox"/> SLS 302* <input type="checkbox"/> SPED 304	
<i>*The Multilingual Learning Program courses are waived for applicants who have satisfied the HTSB TESOL requirement before admission into the program.</i>	
Major Requirements	
Minimum grade of C (not C-) or better is required in all courses	
Elementary Education Program (31 credits)	
<input type="checkbox"/> ITE 402 <input type="checkbox"/> ITE 402 <input type="checkbox"/> ITE 404B <input type="checkbox"/> ITE 404D <input type="checkbox"/> ITE 404G <input type="checkbox"/> ITE 404H <input type="checkbox"/> ITE 404I <input type="checkbox"/> ITE 404N <input type="checkbox"/> ITE 405 <input type="checkbox"/> SPED 444	
Multilingual Learning Program* (3 credits)	
<input type="checkbox"/> ITE 328*	
<i>*The Multilingual Learning Program courses are waived for applicants who have satisfied the HTSB TESOL requirement before admission into the program.</i>	
<i>Content knowledge verification must meet one of the HTSB-approved options in order to submit a Student Teaching Application.</i>	
Required Graduation Grade Point Averages	
<ul style="list-style-type: none"> • 2.75 cumulative GPA or higher 	

[Redacted Box]

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Notes	
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New Business Item 16-31

Introduced 3/10/2017

Approved 3/10/2017

TITLE: Consideration of Provisional State Approval of the University of Hawaii at Manoa's College of Education Dual Preparation Program in Elementary Education K-6 and Teaching English to Speakers of Other Languages (TESOL) K-6

The Hawaii Teacher Standards Board grants provisional approval for the University of Hawaii at Manoa College of Education to implement their Dual Preparation Program in Elementary Education K-6 and Teaching English to Speakers of Other Languages (TESOL) K-6. The approval is effective March 10, 2017, through December 31, 2021.

This program may recommend candidates for the following license fields:

Elementary Education K-6

Teaching English to Speakers of Other Languages K-6

This program will be reviewed as part of UH-Manoa's continuing unit review process, which has the same expiration date of December 31, 2021, and will be included in the Unit's annual report to HTSB.

A memorandum will be sent to the University of Hawaii at Manoa informing them of the Board's approval.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee

TITLE: Consideration of Recommendations from HTSB's 2022 Annual Educator Preparation Provider Completer Audit

The Hawaii Teacher Standards Board licensing staff completed the 2022 annual Educator Preparation Provider (EPP) program completer audit with the full support of all Board approved EPPs. The following are the audit results for each EPP.

At each audit, the following was reviewed for a random sample of program completers reported between July 1, 2021 – June 30, 2022:

- Basic skills verification completed prior to program entry
- Content knowledge verification completed before student teaching, and prior to being recommended for licensure
- Student teaching/internship placement verification as appropriate for license field recommendation

The following providers met all audit criteria:

- Brigham Young University-Hawaii
- Chaminade University of Honolulu
- Hawaii Pacific University
- iTeach Hawaii
- Kahoiwai
- Kahuawaiola Indigenous Teacher Education Program
- Leeward Community College
- Teach Away
- University of Hawaii at Hilo
- University of Hawaii at Manoa
- University of Hawaii at West Oahu
- University of Phoenix

The following provider did not meet all audit criteria:

- Teach for America (TFA) Hawaii:

Violation of [NBI 12-29 Revised](#), it is the responsibility of the EPP to verify content knowledge prior to recommending a candidate for licensure.

- TFA did not verify content knowledge for one candidate prior to recommending them for licensure.
- TFA recommended the candidate for a license field different from the content knowledge that was verified.
- TFA informed HTSB of this issue on 9/28/22 after the names of the audit were given.
- All other TFA teacher candidates in the audit met audit requirements.

The HTSB affirms the following recommendations based on the audit:

1. Hawaii Educator Preparation Providers meeting all audit requirements are commended.
2. HTSB conduct an audit of all their EPP completers in TFA between July 1, 2021, and June 30, 2022, with results reported at the January 2023 HTSB meeting.

Rationale/Background:

HTSB's annual audit of the EPPs is guided by [NBI 13-14](#).

Due to COVID-19, the Board had approved two NBIs that impacted teacher preparation during the audited period of July 1, 2021 – June 30, 2022. [NBI 20-27](#) allowed teacher candidates to complete their student teaching prior to meeting their content knowledge requirements and [NBI 19-42 Revised](#) suspended the 450 hours requirement of supervised clinical experience. Both NBIs are no longer in effect.

Submitted by: Branden Kawazoe

Referred to Teacher Education Committee