

**New Business Item 22-32**  
Introduced October 14, 2022  
Approved October 14, 2022

**TITLE: Consideration of the University of Hawaii at Manoa Letter of Intent to  
Plan a New Reading Specialist Added Field Program**

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The Hawaii Teacher Standards Board accepts the attached Letter of Intent from the University of Hawaii at Manoa College of Education to plan a new Reading Specialist Graduate Certificate Program.

The program's plans will address an added field for the following licensure field:

Reading Specialist PK-12

The HTSB Executive Director or her designee will work with the program to complete a review. Reports for a 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 HAWAII®  
MĀNOA

College of Education  
Office of the Dean

October 5, 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 Department of Special Education at the University of Mānoa to provide an 18-credit sequence of courses preparing special educators to meet national criteria and add the field 'Reading Specialist' to their existing special education license.

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](mailto:cecily@hawaii.edu).

Sincerely,

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

Cecily Ornelles  
Interim Associate Dean for Academic Affairs

Attachments:

1. Reading Specialist Letter of Intent
2. Program Organization and Justification

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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

<b>Name</b>	University of Hawaii - Manoa, College of Education.
<b>Address</b>	Everly Hall, Dean's Office, 1776 University Ave, Honolulu, HI 96812
<b>URL</b>	<a href="https://coe.hawaii.edu/">https://coe.hawaii.edu/</a>

#### EPP administrator

<b>Name</b>	Nathan Murata
<b>Title</b>	Dean
<b>Email address</b>	<a href="mailto:nmurata@hawaii.edu">nmurata@hawaii.edu</a>
<b>Telephone number</b>	808-956-7704
<b>National Accreditation Body and Dates of Accreditation (If applicable)</b>	

#### SATEP Administrator, if different from EPP Administrator

<b>Name</b>	Jenny C. Wells
<b>Title</b>	Department of Special Education, Department Chair
<b>Email address</b>	<a href="mailto:jwells@hawaii.edu">jwells@hawaii.edu</a>
<b>Telephone number</b>	808-383-2342

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

Name of Program	License Field(s)	License Level(s)	Projected Implementation Date
Reading Intervention Program	Reading Specialist	PK-12	Summer 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.

See attached.

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

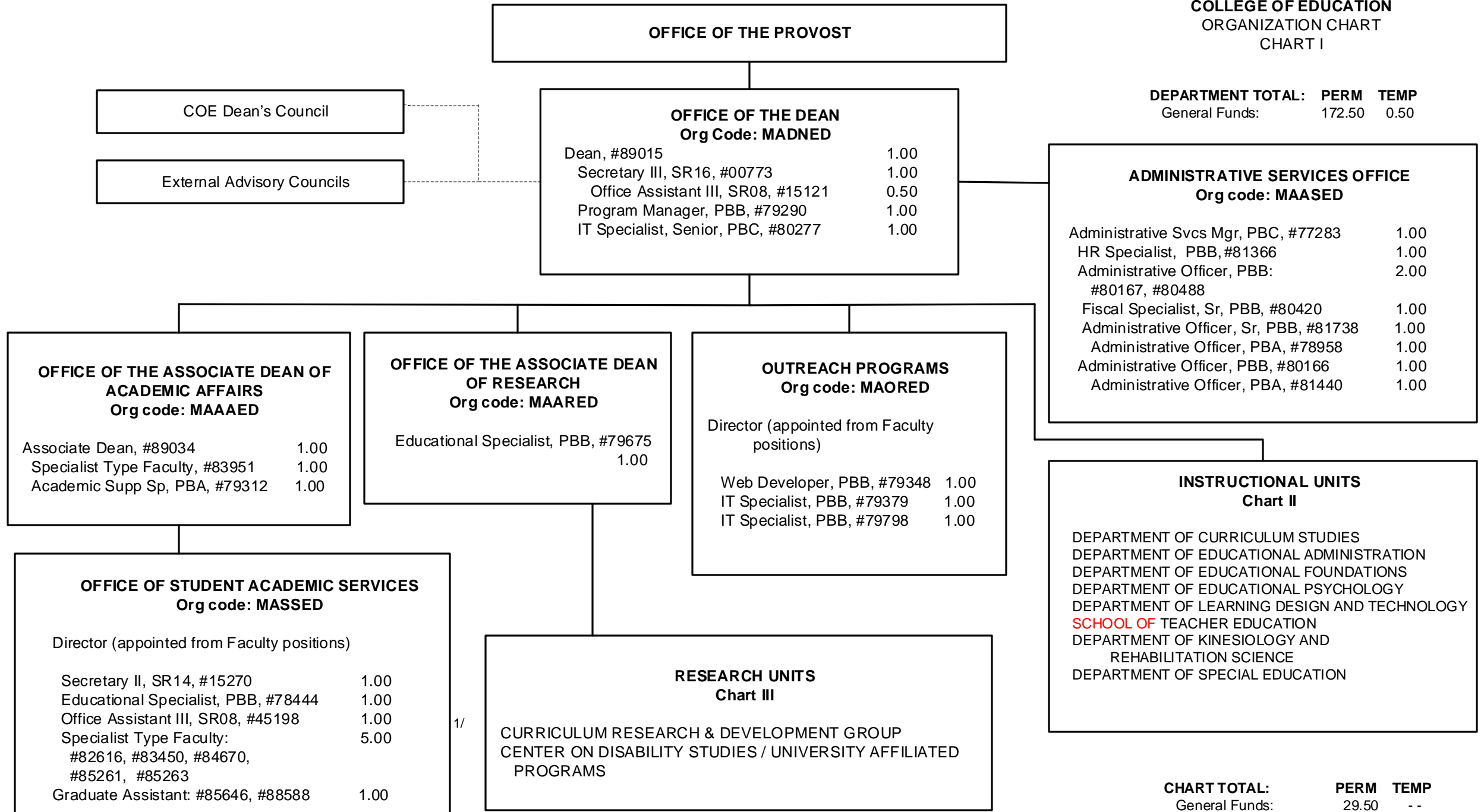
See attached.

**3. SIGNATURES**

Administrators	Enter Title and Typed Name	Signature	Date
EPP Head	Nathan Murata	<i>Nathan M Murata</i>	10/06/2022
Program Head	Jenny C. Wells	<i>Jenny C. Wells</i>	7/27/2022
Program Contact	Jenny C. Wells	<i>Jenny C. Wells</i>	7/27/2022

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

STATE OF HAWAII  
UNIVERSITY OF HAWAII  
UNIVERSITY OF HAWAII AT MĀNOA  
OFFICE OF THE PROVOST  
**COLLEGE OF EDUCATION**  
ORGANIZATION CHART  
CHART I



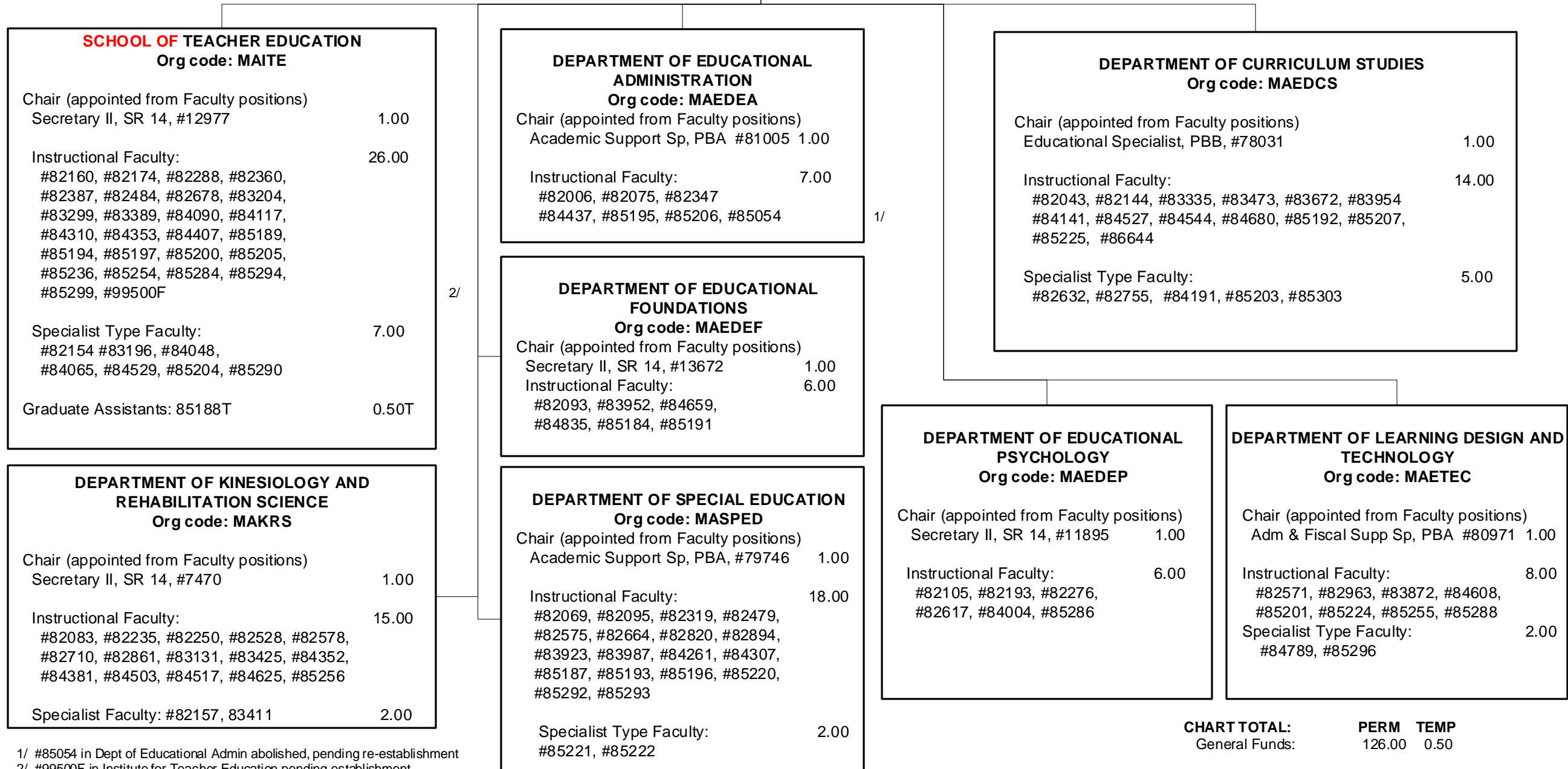
**DEPARTMENT TOTAL: PERM TEMP**  
General Funds: 172.50 0.50

**CHART TOTAL: PERM TEMP**  
General Funds: 29.50 --

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

**OFFICE OF THE DEAN**

**INSTRUCTIONAL UNITS**  
 Org Code: MAIUED



1/ #85054 in Dept of Educational Admin abolished, pending re-establishment  
 2/ #99500F in Institute for Teacher Education pending establishment

**OFFICE OF THE DEAN**

**OFFICE OF THE ASSOCIATE DEAN OF RESEARCH**  
 Org code: MAARED  
 Associate Dean\*\*

1/

**RESEARCH UNITS**  
 Org Code: MARSED

**CURRICULUM RESEARCH & DEVELOPMENT GROUP**  
 Org code: MACRDG

Director, #84077	1.00
Admin & Fiscal Support Spec, PBA, #79369	1.00
Instructional Faculty: #82333, #82950, #83995	3.00
IT Specialist, Sr, PBB, #80468	1.00
Media Specialist, PBB #79807	1.00
Office Assistant IV, SR10, #35206	1.00
Specialist Type Faculty: #82793, #84377, #84771, #85198, #85302	5.00
Administrative, Professional, Technical Positions	
Educational Associate, PBB, #80495	1.00
Operations Coordinator, PBB, #80228	1.00

**UNIVERSITY LABORATORY SCHOOL**  
 Org Code: MAULAB  
 Partnership

**CENTER ON DISABILITY STUDIES/  
 UNIVERSITY AFFILIATED PROGRAMS**  
 Org code: MACDS

Director (appointed from Faculty positions)

Specialist Type Faculty:  
#82272, #85199 2.00

**CENTER ON DISABILITY STUDIES**  
 Org code: MAXCDS

Non-Appropriated Funds

**CURRICULUM RESEARCH &  
 DEVELOPMENT GROUP**  
 Org code: MAXCRD

Non-Appropriated Funds

**CHART TOTAL:**      **PERM**   **TEMP**  
 General Funds:      17.00   - -

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  
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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:

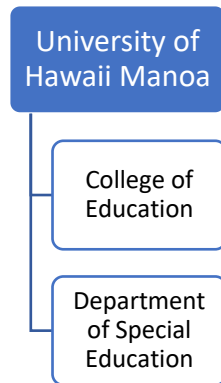
- a. Providing interdisciplinary training and student mentorship, through targeted course-work and certificate programs at the undergraduate and graduate levels,

- 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.

## 2. PROGRAM ORGANIZATION AND JUSTIFICATION



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

- Reading Proficiency in students with disabilities has consistently been below 15% in statewide assessments in Hawaii where proficiency scores of students without disabilities are above 50%. Research indicates that with intensive training, special educators can substantially increase the reading proficiency in students with disabilities. Reducing this significant gap in performance of reading proficiency in students with disabilities is on the Hawaii Department of Education (HIDOE) strategic plan and is a priority of the state administrators for special education. HIDOE Special Education administrators requested that the Department of Special Education at the University of Hawaii Manoa develop an intensive reading intervention program to train current special educators across the state to remediate the significant reading deficits that are chronically seen across the state in the reading proficiency of students with disabilities.
- This Reading Interventionist program developed by the University of Hawaii, Department of Special Education in collaboration with the Hawaii Department of Education is a one year, 18 credit, sequence of courses with integrated practicums that meets all of the International Dyslexia Association requirements for program completers to sit for the Center for Effective Reading Instruction (CERI) national exam for **Reading Specialist Certification: Knowledge and Practice Examination for Effective Reading Instruction (KPEERI)**.
- Special Education Teachers completing this program will be prepared for and experienced in:
  - Providing high quality evidence-based diagnostic-prescriptive reading instruction
  - Using data to design and implement reading instruction to bring students' skills to grade-level

- Collaborating and communicating with teachers, administration, and families regarding students' reading performance and program planning
- Using identified research-based interventions focused specifically on individual student needs
- Supporting implementation of assessment tools and data management systems
- Maintaining data-based documentation of continuous monitoring of student reading performance and progress
- Providing data to school teams and participating in decisions about student reading progress
- Providing diagnostic assessments for students as needed