

TITLE: Approval of Substantive Modifications to the University of Hawai'i at Mānoa's Post Baccalaureate in Special Education Certificate Program

The Hawai'i Teacher Standards Board (HTSB) approves the substantive modifications made to the University of Hawai'i at Mānoa's (UH Mānoa) Post Baccalaureate (PB) in Special Education Certificate Program.

The modifications include replacing five (5) 600-level Post Baccalaureate courses with five (5) recently developed 300-400 level undergraduate courses with similar content (see chart below).

These modifications will take effect the beginning of spring 2024.

Upon Board approval, UH Mānoa must report the approved modifications to their accreditor, the Association for Advancing Quality in Educator Preparation (AAQEP), no later than thirty (30) days following public posting or announcement of the modifications.

Current PB SPED Coursework	Proposed PB SPED Coursework
SPED 603 Principles of Behavior	SPED 485 Classroom Organization and Management
SPED 618 Adaptations and Special Procedures – S/A	SPED 453 Physical and Medical Needs – S/A
SPED 614 Introduction to Assessment and Instruction – S/A	SPED 460 Introduction to Assess and Instruction-S/A
SPED 630 Positive Behavioral Supports – S/A	SPED 489 Intensive Behavioral Interventions
SPED 632 Language/Communication Interventions – Communication Disorders/Autism	SPED 332 Young Children with Communication Needs
Total: 15 credits	Total: 15 credits

Rationale/Background:

According to UH Mānoa, one of the reasons for the modification of their PB program in Special Education is to, “increase the efficiency of staff utilization for faculty to teach courses that are aligned across programs to students in both programs simultaneously. This will also assist in maintaining adequate course enrollment for these courses.”

In accordance with Hawaii Administrative Rules §8-54-27 Modification of programs. (b) For major modifications, the unit will submit a request to the board for implementation, including a description of the changes and evidence that standards will continue to be met.

Also, in accordance with AAQEP's [Substantive Change Policy](#), "A substantive change is a significant modification, addition, removal, or discontinuation of a program, or an expansion of the nature and scope of an AAQEP-accredited provider/program.

Substantive change includes:

- Significant programmatic changes in content or method of delivery from the last accreditation review, including changes in degree or credential level, addition of new programs, addition of locations, or establishment of a branch campus; **any change that requires review or approval by the jurisdiction in which the provider operates should be regarded as substantive change."**

Cost:

All costs are included in the current staff job duties/responsibilities.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee



UNIVERSITY
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MĀNOA

September 7, 2023

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 approval for a modification to the approved Post Baccalaureate in Special Education Certificate (PBSPED) program (See [University Approval for Modifications of Postbaccalaureate Certificate](#)). This modification request was approved by the University of Hawai'i at Mānoa by the Interim Vice Provost for Academic Excellence on July 7, 2023.

The proposed modification to the existing, approved PBSPED program aligns coursework from the PBSPED program with the Bachelors in Special Education program (BEd SPED), both of which lead to initial licensure. Both the PBSPED and BEd SPED programs have been approved through HTSB for initial licensure in special education. Alignment of coursework ensures quality and consistency in programming for individuals pursuing initial licensure in special education and supports efficient use of resources. I am requesting approval for the following changes: (1) One course was aligned for PBSPED Mild/Moderate, substituting SPED 485 for SPED 603. (2) Four courses were aligned in content and requirements for the PBSPED Severe/Autism program as shown in Table 1 below. Faculty with expertise in teaching students with extensive support needs analyzed courses and curriculum maps to ensure both Hawaii Teacher Performance Standards and Council for Exceptional Children Initial Preparation Standards are met. Faculty with expertise in both the mild/moderate (M/M) and severe/autism (S/A) programs had examined coursework in both programs to verify that the changes requested maintain the content, integrity, and standards required for initial teacher licensure in special education.

Table 1. Change of Coursework to Align BEd in Special Education and PBSPED.

Title of PB Course	Title of BEd/NEW PB Course
SPED 603 Principles of Behavior	SPED 485 Classroom Organization and Management (for both M/M and S/A)
SPED 618 Adaptations and Special Procedures S/A	SPED 453 Physical and Medical Needs – S/A
SPED 614 Introduction to Assessment and Instruction – S/A	SPED 460 Introduction to Assess and Instruction-S/A
SPED 630 Positive Behavioral Supports – S/A	SPED 489 Intensive Behavioral Interventions
SPED 632 Language/Communication Interventions – Communication Disorders/Autism	SPED 332 Young Children with Communication Needs - S/A
Total 15 credits	Total 15 credits

We respectfully submit this request for ‘Approval for Modification of the Post Baccalaureate in Teacher Education.’

Sincerely,

A handwritten signature in black ink, reading "Cecily Ornelles". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Cecily Ornelles
Interim Associate Dean for Academic Affairs

ATTACHMENT

1. Approval of Modifications to the Post-Baccalaureate in Special Education Certificate Program

cc Dr. Rhonda Black, Chair, Department of Special Education



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College of Education
Office of the Dean

June 19, 2023

MEMORANDUM

TO: Laura E. Lyons
Interim Vice Provost for Academic Excellence

FROM: Nathan M. Murata *Nathan M. Murata*
Dean, College of Education

SUBJECT: APPROVAL OF MODIFICATIONS TO THE POST BACCALAUREATE IN
SPECIAL EDUCATION CERTIFICATE PROGRAM

SPECIFIC ACTION REQUESTED:

It is requested that the Interim Vice Provost for Academic Excellence approve the request to modify the Post Baccalaureate in Special Education program beginning spring 2024 as follows:

- (1) Approve a change in PB SPED coursework from five (5) 600 level courses to five (5) 300-400 level undergraduate courses with similar content. The course substitutions would be for the following courses:

SPED 603 Principles of Behavior, (for both tracks-Mild/Moderate & Severe/Autism)
SPED 618 Adaptations and Special Procedures-Severe/Autism
SPED 614 Assessment and Instruction- Severe/Autism
SPED 630 Positive Behavioral Support – Severe/Autism
SPED 632 Language/Communication Intervention-Communication Disorders/Autism

- (2) Approve the following changes in PB SPED coursework for field experience and internship:

- (1) The alpha designations be removed from SPED 528a and SPED 528b Internship in Special Education Post Baccalaureate Program (3 cr. Each) and the program sheets indicate SPED 528 Internship in Special Education Post Baccalaureate Program (3 cr.) Prior program sheets indicated SPED 528a and SPED 528b; however, these alpha designations for SPED 528 are not in the university course catalog and were for internal department purposes of planning field supervision. This change brings the course into compliance with the university course catalog, by removing the a and b designations on the program sheets. There is no change to the course content or structure.

(2) SPED 626 Field Experience in Special Education (3 cr.) to SPED 526 Field Experience in Special Education – Post Baccalaureate (3 cr).

This change brings the field experience course into alignment with the course catalog through the designation as Post Baccalaureate. There is no change to the course content or structure, only the naming convention to indicate the program.

REQUESTED EFFECTIVE TERM:

This program change is requested to be effective in Spring 2024.

ADDITIONAL COST: None

RATIONALE/PURPOSE OF PROPOSED CHANGE(S):

The changes are being requested to create a more efficient utilization of staff and to take advantage of the newly developed undergraduate coursework for teacher preparation that has been informed by the most recent national standards for the field of special education. As both the Post Baccalaureate in Special Education (PB-SPED) and the BEd in Special Education are undergraduate programs to meet the initial licensure requirements for Special Education, it is more efficient to use the newer courses in the preparation of the PB students and remove the graduate level counterparts that are currently in place. Faculty teaching the two courses that are currently in both programs, reports that the blend of students from the two programs does not create difficulties in instruction and that student participation across programs has a positive impact. It will increase the efficiency of staff utilization for faculty to teach courses that are aligned across programs to students in both programs simultaneously. This will also assist in maintaining adequate course enrollment for these courses.

Four of the courses that we wish to remove from the PB SPED program (SPED 603 Principles of Behavior, SPED 614 Assessment and Instruction- Severe/Autism, SPED 630 Positive Behavioral Support, and SPED 632 Language/Communication Interventions – Communication Disorders/Autism) are currently aligned with coursework for the MEd in Special Education - BCBA emphasis. This program is a preparation program for students to sit for the National Board exam for Behavior Analysts. This board has many highly specific requirements for content coverage and we find that much of this content does not align well with initial teacher licensure requirements. This creates difficulties for the instructors who are trying to balance the preparation for two different professional careers within the same class. When possible, based on enrollment and staff workload, we try to teach different sections of these classes for the two different groups, however, this is not always possible. Decoupling the coursework from the MEd and placing it within the undergraduate initial teacher licensure coursework will provide better outcomes for students in these courses who report that at times they feel as if the content is not appropriately targeted for their professional career choice.

DETAILED LIST OF CHANGE(S):

The PB course changes are shown below:

Current PB SPED Coursework	Proposed PB SPED Field Work
SPED 603 Principles of Behavior	SPED 485 Classroom Organization and Management
SPED 618 Adaptations and Special Procedures – S/A	SPED 453 Physical and Medical Needs – S/A
SPED 614 Introduction to Assessment and Instruction – S/A	SPED 460 Introduction to Assess and Instruction-S/A
SPED 630 Positive Behavioral Supports – S/A	SPED 489 Intensive Behavioral Interventions
SPED 632 Language/Communication Interventions – Communication Disorders/Autism	SPED 332 Young Children with Communication Needs
Total: 15 credits	Total: 15 credits

DETAILED LIST OF CONSULTATION WITH IMPACTED PROGRAMS:

I have consulted with the Interim Associate Dean, Dr. Cecily Ornelles, who is supportive of the request and Denise Nakaoka (OSAS) on implications of program change.

ACTION RECOMMENDED:

It is recommended that the Associate Vice Provost for Academic Excellence approve the request to modify the Post Baccalaureate in Special Education program beginning spring 2024: a) Replace five (5) 600 level courses with five (5) more recently developed 300-400 level courses with similar content.

ATTACHMENTS:

1. Current Program Plan
2. Proposed Program Plan
3. Proposed 4-Year Plan
4. Teach Diverse Learners Flyer

APPROVED DISAPPROVED:



Laura E. Lyons
Interim Vice Provost for Academic Excellence

7/7/23

Date

University of Hawai'i at Mānoa
College of Education Program Sheet 2022-23
Post-Baccalaureate Certificate in Special Education
Specialization: Mild/Moderate or Severe/Autism
Admissions: Selective Process: Application
Min. Total Credits: 33 credits + 4 credits (pre-requisite courses)

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 15 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 15 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 • 2.75 cumulative GPA • Personal admissions interview
Prerequisites (4 credits)
Minimum grade of B- or better is required in all courses
Mild/Moderate Track: <input type="checkbox"/> SPED 304 <input type="checkbox"/> SPED 501
Severe/Autism Track: <input type="checkbox"/> SPED 412 <input type="checkbox"/> SPED 501
Major Requirements
Minimum grade of B- or better is required in all courses
Mild/Moderate Track (33 credits)
<input type="checkbox"/> SPED 528a <input type="checkbox"/> SPED 528b <input type="checkbox"/> SPED 601 <input type="checkbox"/> SPED 603 <input type="checkbox"/> SPED 611 <input type="checkbox"/> SPED 613 <input type="checkbox"/> SPED 620 <input type="checkbox"/> SPED 621 <input type="checkbox"/> SPED 626 <input type="checkbox"/> SPED 421, 635 or 652
Severe/Autism Track (33 credits)
<input type="checkbox"/> SPED 462d <input type="checkbox"/> SPED 528a <input type="checkbox"/> SPED 528b <input type="checkbox"/> SPED 603 <input type="checkbox"/> SPED 614 <input type="checkbox"/> SPED 618 <input type="checkbox"/> SPED 626 <input type="checkbox"/> SPED 630 <input type="checkbox"/> SPED 632 <input type="checkbox"/> SPED 421, 635 or 652
<i>Official minimum state passing score on PRAXIS Subject Assessment in Specialization Area before student teaching semester</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 department's undergraduate advisor to ensure you are on track with your major requirements.

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

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

College of Education

Post-Baccalaureate Certificate in Special Education (PBSPED)

Specialization: Mild/Moderate or Severe/Autism

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

Mild/Moderate

Year 1		Year 2	
Summer or Fall		Fall	
Submit Application in October		SPED 528a	3
Pre-requisites:		SPED 613	3
SPED 304	3	SPED 620	3
SPED 501	1		
Credits		Credits	9
Spring		Spring	
SPED 603	3	SPED 528b	6
SPED 611	3	SPED 601	3
SPED 626	3		
Credits		Credits	9
Summer		Summer	
SPED 621	3		
SPED 421, 635 or 652	3		
Pass PRAXIS Subject Assessment in Specialization Area			
Credits		Credits	0
Total Credits	19	Total Credits	37

Severe/Autism

Year 1		Year 2	
Summer or Fall		Fall	
Submit Application in October		SPED 528a	3
Pre-requisites:		SPED 614	3
SPED 412	3	SPED 632	3
SPED 501	1		
Credits		Credits	9
Spring		Spring	
SPED 462d	3	SPED 528b	6
SPED 603	3	SPED 630	3
SPED 626	3		
Credits		Credits	9
Summer		Summer	
SPED 618	3		
SPED 421, 635 or 652	3		
Pass PRAXIS Subject Assessment in Specialization Area			
Credits		Credits	0
Total Credits	19	Total Credits	37

Notes:

Additional Admission Requirements: Bachelor's Degree from a UHM recognized institution, GPA: 2.75 or above; interview.

Minimum grade of B- or better is required in all courses and 2.75 cumulative GPA or higher required for graduation.

Please see a COE OSAS advisor for the latest information.

University of Hawai'i at Mānoa
College of Education Program Sheet 2023-2024
DRAFT Post-Baccalaureate Certificate in Special Education
Specialization: Mild/Moderate or Severe/Autism
Admissions: Selective Process: Application
Min. Total Credits: 33 credits + 4 credits (pre-requisite courses)

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 15 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 15 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 • 2.75 cumulative GPA • Personal admissions interview
Prerequisites (4 credits)
Minimum grade of B- or better is required in all courses
Mild/Moderate Track: <input type="checkbox"/> SPED 304 <input type="checkbox"/> SPED 501
Severe/Autism Track: <input type="checkbox"/> SPED 412 <input type="checkbox"/> SPED 501
Major Requirements
Minimum grade of B- or better is required in all courses
Mild/Moderate Track (33 credits)
<input type="checkbox"/> SPED 421, 635 or 652 <input type="checkbox"/> SPED 485 <input type="checkbox"/> SPED 526 <input type="checkbox"/> SPED 528 <input type="checkbox"/> SPED 528 <input type="checkbox"/> SPED 601 <input type="checkbox"/> SPED 611 <input type="checkbox"/> SPED 613 <input type="checkbox"/> SPED 620 <input type="checkbox"/> SPED 621
Severe/Autism Track (33 credits)
<input type="checkbox"/> SPED 332 <input type="checkbox"/> SPED 421, 635 or 652 <input type="checkbox"/> SPED 453 <input type="checkbox"/> SPED 460 <input type="checkbox"/> SPED 462d <input type="checkbox"/> SPED 485 <input type="checkbox"/> SPED 489 <input type="checkbox"/> SPED 526 <input type="checkbox"/> SPED 528 <input type="checkbox"/> SPED 528
<i>Official minimum state passing score on PRAXIS Subject Assessment in Specialization Area before student teaching semester</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 department's undergraduate advisor to ensure you are on track with your major requirements.

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Pu'u honua: Hale for Native Hawaiian Student Support, puuhonua@hawaii.edu Puahia: First Year & Transfer Student Support, puahia@hawaii.edu Tinalak: Filipino Student Support, tinalak@hawaii.edu	

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

DRAFT College of Education

Post-Baccalaureate Certificate in Special Education (PBSPED)

Specialization: Mild/Moderate or Severe/Autism

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

Mild/Moderate

Year 1		Year 2	
Summer or Fall		Fall	
Submit Application in October		SPED 528	3
Pre-requisites:		SPED 613	3
SPED 304	3	SPED 620	3
SPED 501	1		
Credits	4	Credits	9
Spring		Spring	
SPED 485	3	SPED 528	6
SPED 526	3	SPED 601	3
SPED 611	3		
Credits	9	Credits	9
Summer		Summer	
SPED 421, 635 or 652	3		
SPED 621	3		
Pass PRAXIS Subject Assessment in Specialization Area			
Credits	6	Credits	0
Total Credits	19	Total Credits	37

Severe/Autism

Year 1		Year 2	
Summer or Fall		Fall	
Submit Application in October		SPED 332	3
Pre-requisites:		SPED 460	3
SPED 412	3	SPED 528	3
SPED 501	1		
Credits	4	Credits	9
Spring		Spring	
SPED 462d	3	SPED 489	6
SPED 485	3	SPED 528	3
SPED 526	3		
Credits	9	Credits	9
Summer		Summer	
SPED 421, 635 or 652	3		
SPED 453	3		
Pass PRAXIS Subject Assessment in Specialization Area			
Credits	6	Credits	0
Total Credits	19	Total Credits	37

Notes:

Additional Admission Requirements: Bachelor's Degree from a UHM recognized institution, GPA: 2.75 or above; interview.

Minimum grade of B- or better is required in all courses and 2.75 cumulative GPA or higher required for graduation.

Please see a COE OSAS advisor for the latest information.

Teach Diverse Learners

with a Post Baccalaureate Certificate in Special Education



Hybrid Delivery
Accessible from all islands.
Primarily online coursework with
a few face-to-face weekends.



Spring Admissions
Apply by August 1



33 Credits
18-month Cohorted
Program



Tuition Stipends
Funding available
(33 credits)

The Post Baccalaureate Certificate in Special Education is a State Approved Teacher Education Program (SATEP) designed for those pursuing a career in teaching who have earned baccalaureate degrees in other fields. This part-time program provides coursework and field support over a span of 18-months to best prepare high-quality special education teachers across all islands of our state. Candidates choose their grade level for licensure: early childhood PK-3, elementary K-6, or secondary (6-12). In addition, candidates choose one of two tracks to specialize in.



2022 Cohort Graduates



Specialization Options



Mild/Moderate Disabilities

This track specializes in students with high incidence disabilities, who often follow an academic curriculum and receive services in inclusion or resource settings.

Extensive Support Needs (Severe/Autism)

This track specializes in working with students who have more comprehensive needs, often receiving services in preschool or fully self-contained settings.

Eligibility

- Bachelor's degree or higher from a recognized institution
- GPA of 2.75 or higher

Prerequisites

Upon admission to the program, applicants must complete two prerequisite requirements prior to program start in January. Information on how to register for these prerequisites are provided upon acceptance and are offered at no cost.

- Program & Tech Orientation (SPED 501, 1 cr)
- One Specialization Foundational Course (3 cr) - offered in Fall
 - Mild/Moderate Track (SPED 304), **or**
 - Extensive Support Needs Track - Severe/Autism (SPED 412)

Why choose the Post Bac SPED program?

- ✓ **Quality Training** - Receive specialized coursework according to your chosen track from a range of highly-trained faculty
- ✓ **Affordability** - Receive tuition stipends to cover all 33 credits of UH Mānoa tuition in return for a 3-year service commitment teaching special education in any Hawai'i DOE school.
- ✓ **Cohorted Model** - Candidates complete the entire program together, fostering a close-knit community of support with like-minded individuals.
- ✓ **Accessibility** - Complete coursework virtually from home in the early evenings (4:30pm-7:00pm) and fieldwork during the day in a local school. Attend 2 face-to-face Saturdays each semester on O'ahu (neighbor island candidates receive a travel stipend reimbursement to help offset costs).
- ✓ **On-the-Job Support** - This program is designed to accommodate emergency hire special education teachers. All emergency hires are provided with a non-evaluative MUSE Mentor who helps candidates balance work/school/life demands.
- ✓ **Higher Pay** - UH Mānoa Post Bac graduates qualify at a Class III salary, which is the same entry level as those having a master's degree. Plus, special education teachers earn \$10,000 extra per year.

Visit our website for more detailed program information.



WEBSITE

coe.hawaii.edu/sped/programs/pbsped/



INQUIRY FORM

bit.ly/spedinfo



EMAIL

spedinfo@hawaii.edu



APPOINTMENTS

bit.ly/spedappointment



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