TITLE: Approval of Substantive Modifications to the University of Hawai'i at Mānoa's Master of Education in Curriculum Studies (PK-3) Added Field Program

The Hawai'i Teacher Standards Board (HTSB) approves the substantive modifications made to the University of Hawai'i at Mānoa's Master of Education (MEd) in Curriculum Studies (CS) (PK-3) Added Field Program.

The University of Hawai'i at Mānoa's MEd CS (PK-3) was original granted provisional approval by the HTSB on June 2, 2017 (NBI 16-41). This 30-credit program was approved as a PK-3 add-a-field option that had an embedded master's degree with the completion of a capstone.

The University of Hawai'i at Mānoa is requesting to modify their MEd CS (PK-3) to an 18 credit Early Childhood Education (ECE) Graduate Certificate. This modification also addresses updates to coursework and key assessments through alignment with the 2023 Commission on Professional Excellence in Early Childhood Education and the 2019 Professional Standards and Competencies for Early Childhood Educators.

This modification would provide licensed teachers an additional pathway to add the field of Early Childhood to their license. Additionally, this modified pathway would be a way to help address the immediate workforce need for licensed early childhood public school teachers.

This implementation of this program modification will begin fall 2024.

Teacher Candidates who have already been admitted/enrolled into the MEd CS (PK-3) add-a-field option will be allowed to complete the program under the original NBI 16-41 program requirements.

Rationale/Background:
For more information on the modification of this program, please see the University of Hawai'i at Mānoa's attached Educator Preparation Provider Modification Application.

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

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

Educator Preparation Provider Program Modification Application

(November 2023)

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Introduction

The Hawai'i Teacher Standards Board (HTSB) is the state authorizing agency that approves and oversees educator preparation programs in Hawai'i (Hawaii Administrative Rules [HAR] §8-54-18) and to approve modifications made by the Educator Preparation Provider (EPP) (HAR §8-54-27). There are three types of modifications with distinct processes.

1. **Program Elimination.** An EPP will no longer provide a pathway for a designated licensure field. To submit a program elimination modification request, the EPP shall submit in writing on the EPP official letterhead addressed to the HTSB Board Chair and HTSB Executive Director. The letter shall include:
    a. the licensure program and licensure fields that will be eliminated;
    b. reasons for elimination;
    c. assurances on how the EPP will support any currently enrolled candidates to complete the program;
    d. the effective date of program elimination; and
    e. the name and contact information representing the EPP should there be any questions.

2. **Minor Modifications.** An EPP has changed the approved licensure program, but that change does not substantively alter the program. Please read the list of EPP and program changes to determine if they are minor or major modifications. To submit a minor modification request, the EPP shall submit the modification in their HTSB Annual Report.

3. **Major Modifications.** An EPP has made substantive changes to the approved licensure programs. These substantive changes are in the following areas:
    a. EPP Change(s)
        i. EPP name
        ii. EPP organization/structure.
        iii. EPP ownership or legal status.
        iv. EPP vision, mission, and goals.

    b. Program Change(s)
        i. Degree level or licensure pathway of the program (e.g., switching from an academic degree to a certificate program, initial licensure to Add a Teaching Field).
        ii. Core curriculum (e.g., sequence of instruction, changes in verifying content knowledge, basic skills, and Hawai'i specific requirements, adjustment of credit hours for program completion).
        iii. Courses (e.g., adding, deleting, replacing courses).
        iv. Clinical experiences (e.g., sequence, structure, or length of clinical experience to meet the Hawai'i requirement) .
        v. Change in grade level band (e.g., adding/removing preschool from elementary education).
        vi. Other (described by the EPP).

    To submit a major modification request, the EPP shall use the major modification application template.

Directions

1. Please read the entire application and complete all prompts. Incomplete applications and missing appendices will be returned.
2. This application is designed for EPP and program modifications to exisiting licensure programs.
3. HTSB will not accept any URLs or direct links to information. Please describe any information within the prompt and given word count. The prompt requesting the public website page may be submitted as a live URL.
4. Save the file as InstitutionName_Modification_LicenseFieldName_date.
5. Please submit a copy of the program modification application in Microsoft Word and PDF to the emails below. All appendices shall be submitted as a PDF file.

> Felicia Villalobos
> Executive Director
> Email: felicia.villalobos@hawaii.gov
>
> Jennifer Padua, Ph.D.,
> Licensing Specialist
> Email: jennifer.padua@hawaii.gov

Educator Preparation Program Modification Process
(Hawaii Administrative Rules §8-54-27) (as of 11/2023)

HAWAI'I TEACHER
STANDARDS BOARD

1
Contact HTSB Staff

- The Educator Preparation Program (EPP) shall contact the HTSB designated staff to determine if the change(s) are one of the following: Program Elimination, Minor Program Modification, Major Program Modification.
- If a the changes are considered a Major Modification, the EPP will proceed with submitting a EPP Modification Application.

2
EPP Submits Program Modification Application

- The HTSB designee will review the application and provide any feedback to the EPP.
- Upon completion, the HTSB designee will submit a New Business Item (NBI).
- The NBI will be posted on the designated HTSB Board Agendas.

3
HTSB Board Approval of Program Modification

- Initial reading of the NBI occurs at the Teacher Education Committee (TEC) at the HTSB Board meeting.
- Upon approval, the TEC will recommend the NBI to the full HTSB Board members at the General Business Meeting. If the TEC disapproves the NBI, then no recommendation will be given to the full HTSB Board.
- The full HTSB Board votes to approve, deny, or offer recommendations to the NBI.
- Upon Board approval, the EPP will be granted program modification start implementation according to the NBI.
- The EPP is responsible for notifying their accreditor of their approval of the program modification application.

Key Terms

Term	Definition
Add a Field Program	Add a Field programs are designed to prepare existing licensed educators to add another licensure field to their current license. (§8-54-24).
Alternative Certification Program	Alternative certification program is a for-profit or non-profit organization offering a teacher licensure program for individuals who have earned a baccalaureate degree.
Alternative Route	Teacher preparation programs at institutions of higher education that offer a pathway to initial teacher licensure for individuals who have earned a baccalaureate degree.
Educator Preparation Provider	An organization, college, or university that provides a teacher licensure program for future or current teachers.
Institute of Higher Education	An institution of higher education (IHE) is a college or university that offers post-secondary courses for individuals interested in earning an academic degree.
Teacher Candidate	A college student or an Emergency Hire Teacher enrolled in a teacher education program and pursuing a teacher license.
Traditional Program	A traditional program at an IHE that offers a state-approved teacher education program where teacher candidates will earn an academic degree and teacher licensure recommendation upon successful program completion.

Abbreviations

Abbreviation	Meaning
ACP	Alternative Certification Program
BA	Bachelor of Arts
BS	Bachelor of Science
BEd	Bachelor of Education
EPP	Educator Preparation Provider
HTSB	Hawaiʻi Teacher Standards Board
IHE	Institution of Higher Education
LOI	Letter of Intent
MA	Master of Arts
MEd	Master of Education
MEdT	Master of Education in Teaching
MS	Master of Science
PB-Cert	Post-baccalaureate Certificate
SATEP	State Approved Teacher Education Program

TEC	Teacher Education Committee

EPP Information

Institution Name	University of Hawai'i at Manoa, College of Education
Mailing Address	1776 University Ave, Everly 224, Honolulu, HI 96822
Public URL/Website	https://manoa.hawaii.edu/

Institution Administrator	Nathan Murata
Title	Dean, College of Education
Email Address	murata@hawaii.edu
Phone Number	(808) 956-4714

EPP Administrator Name (if different from Institution Administrator)	Patricia Espiritu Halagao
Position	Chair, Curriculum Studies
Phone	(808) 956-9295
Email	phalagao@hawaii.edu

EPP Liaison for HTSB Communication	
Name	Robyn Chun
Position	Director, Graduate ECE Programs
Phone	(808) 956-0337
Email	rchun@hawaii.edu

EPP Change Modification

Mark an X next to the type of EPP Modification(s) requested in this application.		
EPP Modification(s)	YES	NO
EPP name		X
EPP organization/structure	X	
EPP ownership or legal status		X
EPP vision, mission, and goals		X

Provide a narrative describing the EPP changes and rationale. Please include the timeframe for these changes and how these changes will impact current staff and students. If needed, upload additional documents as appendices to support your narrative (maximum 500 words).
There has been a restructuring of the units that were included under the Institute for Teacher Education (ITE). Where there were three separate departments, they are now included under the School of Teacher Education (STE). When we referenced courses their alphas have changed from ITE to STE.

Provide a narrative on how faculty and students will be informed of the EPP changes in a timely manner. If needed, upload additional documents as appendices to support your narrative (maximum 500 words).
All faculty in the College of Education have been informed of the change from ITE to STE. Students who were currently enrolled in ITE programs will complete programs as they were enrolled. The implementation of the name change began in Fall 2023 and did not affect any students who were previously admitted.

Program Modification

Mark an X next to the type of program modification(s) requested in this application.	YES	NO
Degree level or licensure pathway of the program (e.g., switching from an academic degree to a certificate program, initial licensure to Add a Teaching Field).	X	
Core curriculum (e.g., sequence of instruction, changes in verifying content knowledge, basic skills, and Hawaiʻi specific requirements, adjustment of credit hours for program completion).	X	
Courses (e.g., adding, deleting, replacing courses).	X	
Clinical experiences (e.g., sequence, structure, or length of clinical experience to meet the Hawaiʻi requirement).		X
Change in grade level band (e.g., adding/removing preschool from elementary education).		X
Other:		

Provide a narrative and rationale describing each program modification. Please include the timeframe for these changes and how these changes will impact current staff and students. If needed, upload additional documents as appendices to support your narrative (maximum 500 words).

The *Ready Keiki* legislation (2023) expands funding to provide services for the 50% of 3- and 4-year-old children who currently lack access to early childhood programs. A projected 50 new classrooms will be added each year, starting in Fall 2024. A major concern is the need to increase the number of highly qualified teachers with preparation that reflects the professional standards and competencies for early childhood education (ECE).

Our current MEd CS (PK-3) add-a-field option is embedded in master's degrees. Candidates must complete 30 credits of coursework and a capstone. As a result, students who want to add-a-field to their license must complete an entire Master's program, prolonging the time required to reach their goal.

Modifying the existing 30 credit MEd CS (PK-3) into an 18 credit ECE Graduate Certificate will create an independent license pathway that meets the needs of teachers seeking to add-a-field by focusing solely on earning a

SATEP recommendation for PK-K/ PK-3 and shortening the time to program completion.

The changes provide a rigorous certificate option consistent with expectations from the [Commission on Professional Excellence in Early Childhood Education (2023)](). The updates to the coursework and key assessments align with [Professional Standards and Competencies for Early Childhood Educators (2019)]() at the level of national expectations for initial license (ECE III) practitioners.

The course changes are summarized below and descriptions are detailed in Table 1.

- Identified one course to address each of:
  - Standard 1 (EDCS 619)
  - Standard 2 (STE 425)
  - Standard 4 (STE 417)
  - Standard 5 (EDCS 622B)
- Added an additional course, STE 415, to address Standard 3 and a culminating course EDCS 677 where candidates would be expected to demonstrate all the key competencies of the professional standards.
- Removed courses focused on master's degree program requirements for advanced practitioners (EDCS 667B, EDCS 606, EDCS 632, EDCS 618).

The program capstone for the ECE Graduate Certificate (Ages Birth - 8 years) is now embedded within EDCS 677 and is modified to be consistent with college wide practice-based key assessments A and C for license program completers in College of Education programs.

Although this add-a-field program does not require formal clinical experiences, we are committed to ensuring candidate's preparedness by requiring assignments that are implemented for the appropriate age group and settings emphasized in the Professional Standards and Competencies for Early Childhood Educators.

We would like students currently enrolled in the old MEd CS (PK-3) add-a-field to be able to earn an add-a-field under the old program.

We are planning to implement the modified program in Fall 2024. The next cohort of master's level ECE students is scheduled to begin in Summer 2024. If the program is approved soon we will advise students who would prefer not to complete an entire master's program the new option of adding-a-field via the ECE Graduate Certificate.

We are able to expand our program offerings in a way that addresses the urgent workforce needs because a new Assistant Professor in Curriculum Studies was hired this Fall.

In the space below, provide a comparison table showing the modification from the existing program to the revised program (see the example below). Submit as appendices, the previous course(s), and new course(s) syllabi as well as other documents to support your narrative.

Table 1 - Course Changes from Old Program - MEd CS (PK-3) (30 credits) to Modified Program - ECE Graduate Certificate (18 credits)

Old Program - MEd Curriculum Studies (PK-3) (30 credits)	Modified Program - ECE Graduate Certificate (18 credits)	Rationale for Course Modification
Description/Courses/Seminar/ Experience	Description/Course/Seminar/ Experience	
Course on Child Development & Vulnerable Populations (3 credits)		
Choose 1 course: ● EDCS 619 Social and Cultural Constructions of Childhood (3) ● FamR 491 Advanced Topics in Family Resources: Child Development (3) ● SPED 631 Early Intervention for Special Populations (3)	EDCS 619 Social and Cultural Constructions of Childhood (3) Seminar examines the interrelated socially constructed concepts of children and childhood and places them in the larger contexts informed by sociological, anthropological, historical, critical, and technological perspectives. A-F only. Graduate students only.	In the old program, candidates selected 1 of 3 possible courses. EDCS 619 was one of the choices offered. We identified 1 course for all the students to take to ensure more consistency in content aligned to ECE Professional Standard 1: Child Development & Learning in Context and relevant key competencies from other standards.
Course on Diversity / Family & Community Engagement (3 credits)		

Choose 1 course: ● EDCS 416 (3) Teaching and Learning for Diverse Young Children ● EDCS 650M (3) Place Based Education ● EDCS 656 (3) Seminar in Early Childhood Education (Special Topics in Curriculum & Pedagogy in ECE) (Depending on the topic, this course may satisfy requirements for Content, Diversity or Pedagogy)	STE 425 Family and Community Centered Programs (3) Knowledge and appreciation for the complex characteristics of children, families, and communities. Analysis and development of skills for creating respectful, reciprocal relationships with diverse children and families from diverse backgrounds. Lecture/lab. Pre: 318 (or concurrent), or HDFS 331 (or concurrent), or consent.	In the old program, candidates selected 1 of 3 possible courses. To respond to this standard more acutely, we identified one course. STE 425 is a course that responds to ECE Professional Standard 2: Family–Teacher Partnerships and Community Connections. This will prevent gaps in candidate's foundational knowledge and skills.
Course on Pedagogy (3 credits)		
Choose 1 course: ● EDCS 618 (3) Early Childhood Education: Advanced Topics ● EDCS 628 (3) Function of Play in Early Childhood Education ● EDCS 656 (3) Seminar in Early Childhood Education (Special Topics in Curriculum & Pedagogy in ECE)(Depending on the topic, this course may satisfy requirements for Content, Diversity or Pedagogy)	STE 417 (3) Foundations of Early Childhood Education (Ages 3-8) (3) Planning child-centered, responsive programs for children. Focuses on play, learning environments, integrated thematic instructional design, guidance, assessment, and family engagement in early childhood and early elementary to promote enjoyment, growth, and development. A-F only. Pre: 318.	In the old program, candidates selected 1 of 3 possible courses. To respond to the standards and key competencies more intentionally, we identified one course. STE 417 is a course that responds to key competencies in ECE Professional Standard 1: Child Development & Learning in Context & 4: Developmentally, Culturally, Linguistically Appropriate Teaching Practices. This will prevent gaps in candidate's foundational knowledge and skills.
Course on Curriculum / Content (3 credits)		

Choose 1 course: ● EDCS 416 (3) Teaching and Learning for Diverse Young Children ● EDCS 617 (3) Early Literacy and Language Development ● EDCS 677 Curriculum Design in Early Childhood Education ● EDCS 656 (3) Seminar in Early Childhood Education (Special Topics in Curriculum & Pedagogy in ECE) (Depending on the topic, this course may satisfy requirements for Content, Diversity or Pedagogy)	EDCS 622 (B) School Curriculum: (Early Childhood) (3) Development and improvement of curriculum in early childhood settings. Historical perspectives, models, current issues and trends. Hybrid	In the old program, candidates selected 1 of 4 possible courses. We have redesigned content in EDCS 622 (B) to specifically address ECE Professional Standard 4: Developmentally, Culturally, Linguistically Appropriate Teaching Strategies. It also addresses ECE Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum. Candidates seeking an Add-a-Field certificate have an initial license and come with some knowledge of content areas concepts and strategies. The redesigned section for Add-a-Field will help candidates bridge their existing knowledge and to critically reexamine this in light of content area learning progressions in young children and curricular approaches which reflect ECE theoretical and philosophical approaches consistent with their development.
Course on Observation, Assessment & Documentation (3 credits)		
	STE 415 Observation and Assessment in Early Childhood Education (3) Introduction to the purposes, theories, and methods of early childhood assessment. Emphasizes observation, documentation, and assessment to provide evidence of children's development and learning and how to use assessment to guide teaching and learning.	In order to provide a streamlined, focused option for an add-a-field license, we felt it necessary to designate a course that intentionally introduced content and developed candidate skills related to all of the key competencies within ECE Professional Standard 3: Child Observation, Documentation, and Assessment. The course also introduces candidates to the field of practice and so addresses ECE Professional Standard 6 - Professionalism as an Early Childhood Educator
Course on Integrated Curriculum / Project Based Learning (3 credits)		

	EDCS 677 Curriculum Design in Early Childhood Education (3) Designed to help classroom teachers understand sources and principles of curriculum in early childhood education and to provide experience in evaluating, selecting, and developing appropriate curriculum for young children.	In the old program, EDCS 677 was 1 of 4 possible courses offered to focus on "Curriculum and Content". In the new program, the first five courses are building blocks that introduce and allow candidates to practice and strengthen skills. We decided to make EDCS 677 Integrated Curriculum / Project Work the final course of this program of study. In it, candidates demonstrate their ability to synthesize what was learned in previous coursework and create, implement and evaluate a contextually relevant project or integrated curriculum with a group of children and their families. The course calls for students to complete a capstone that demonstrates all six of the Professional Standards and Competencies for Early Childhood Educators at an Initial License level (ECE III).

EDCS 667(B) Seminar in Issues and Trends in Education (Early Childhood) (3) Curriculum trends and issues related to school organization, program, administration and faculty. EDCS 606 Introduction to Research in Curriculum & Teaching (3) Classroom-based research covers the fundamentals of qualitative, quantitative, action research, mixed methods, and curriculum based assessment. Exploratory, explanatory, and confirmatory research will be highlighted culminating in an outline for Plan B/Thesis proposal. EDCS 632 Qualitative Research Methods (3) Methods of qualitative research in education or related social science from an interdisciplinary framework. Conducting Teacher Research in PK-3 Settings EDCS 618 Early Childhood Education: Advanced Topics Professionalism and Ethics (3) Analysis and practical application of selected early childhood education program and.or instructional materials. IiiExploration of the topics of ethics and professionalism in early childhood education.		These courses from the old program were removed from our revision because they are more relevant to Graduate Division requirements for advanced studies, such as designing and carrying out research. Removing these courses enables us to refocus the program on the educational goals of candidates who seek to add another licensure field in PK-K or PK-3 but who do not also want to earn a master's degree. We foresee a growing number of applicants with this educational goal as a result of the *Ready Keiki* initiative.

ASSESSMENTS/RUBRICS COURSE CHANGES FROM OLD PROGRAM - MED CS PK-3
TO MODIFIED PROGRAM - ECE GRADUATE CERTIFICATE
Table 2 - Assessments/Rubrics Course Changes from Old Program - MEd CS PK-3 to
Modified Program - ECE Graduate Certificate

Professional Standards & Competencies (NAEYC & HTSB)	Old Program - MEd Curriculum Studies (PK-3)	Modified Program - ECE Graduate Certificate	Rationale for Key Assessment Modification
	Name & Description of Assessment / When Administered	Name & Description of Assessment / When Administered	
Assessment of content knowledge NAEYC 1abc 2a 3abc InTASC 1, 2, 5, 6 HI Requirements 1, 2, 3, 4, 5, 6	Assessment 1: Literature Review on Topic in Early Childhood Curriculum and Pedagogy Administered in Year 1 (EDCS 622B)	Assessment 1 - Portrait of 2 Children Candidate will select and apply multiple authentic assessment data collection sources to observe and document the development and learning of 2 contrasting young children with the goal of communicating through words, images, digital records and other means, how their development reflects core considerations (commonality/ individuality/context) and principles of development are made evident across domains and content areas. Administered in Year 1, Semester 2 (EDCS 619)	The key assessment was replaced to better reflect revisions to the NAEYC Professional Standards 1, 2, and 3. The key assessment from the old program focused more on knowledge acquisition (conducting a review of the research). The newer assessment asks for students to demonstrate competency in applying their theoretical and research base of knowledge about children, families and communities. They need to observe, document and interpret the behaviors of children in a manner that shows how they situate their knowledge and to explain implications for practice.
	Assessment 2: Grades in ECE courses Administered at End of the program	Assessment 2: Grades in ECE courses Administered at end of the program	N/A - This has not changed.
Assessment of candidate ability to plan instruction / NAEYC 1cd 2bc 3cd	Assessment 3 : Best Practices Modification Plan. Students will modify an instructional plan to increase access and adapt to the strengths and needs of vulnerable children and families. Administered in Year 2 or	Assessment 3 – Candidate Ability to Plan Instruction / Project or Integrated Study (COE Initial License Assessment A) Candidate will develop, implement and evaluate the effectiveness of a project or integrated study that reflects the language and cultural heterogeneity of the children and	The old key assessment has been replaced with a summative assessment at the end of the student's program of study that is consistent with college-wide initial license Assessment A. It calls for students to plan, implement and evaluate an integrated curriculum for a specific group

4abc 5c 6acd InTASC 1, 2, 3, 6, 7, 8, 10 HI Requirements 1, 2 and other areas as relevant to children in class	3 in Child Development for Vulnerable Populations Course. Year 2, in Curriculum Design in Early Childhood Education class.	families and which builds on the gifts and resources in their community. Administered in Year 2, Semester 2 (EDCS 677)	of children and their families. The students actually need to carry out the project or integrated curriculum and in doing so, will demonstrate the ability to apply knowledge across all of the professional standards for the field of practice.
Assessment of student teaching NAEYC 1bc 4bc 5ab InTASC 3, 4, 5, 6, 7, 8 HI Requirements 1, 3 and others as relevant to children in class	Assessment 4: Multi-Method Qualitative Research Presentation (MMRQ) for EDCS 632. Design and implement a multi-method "action research" or "teacher research" project to inquire and improve teacher practices. Analyze data and evaluate effectiveness of practices. Administered in Year 2 or 3 – depending on when EDCS 632 is taken	Assessment 4 - Curriculum Emphasis (Practical Application of Theory and Research) – Student will make a plan to apply content and pedagogical knowledge to their work in a specific ECE Setting. They will demonstrate the influence of new research/theory introduced in a course and practices or strategies adopted and critically reflect on the effectiveness of their practices. Administered in Year 1, Semester 1 (STE 417 and Year 2, Semester 2 (EDCS622B)	The old assignment was written to also satisfy the advanced degree expectations for graduate students to design and carry out research. We are replacing it with a more foundational and practice based key assessment that engages candidates in teacher inquiry cycles. Students intentionally implement practices that they feel reflects the developmental, cultural and linguistic diversity of their students. They are asked to show how they differentiate play-based teaching practices for children with learning differences. Students also identify how their assumptions and biases influence their teaching and demonstrate the ability to critically reflect on their effectiveness in situating knowledge in meaningful and relevant ways.

Assessment of candidate effect on student learning NAEYC 3abcd 4bc InTASC 2, 3, 4, 5, 6, 7, 8 HI Requirements 1, 3, 8 and others as relevant to children in class	Assessment 5: Curriculum Emphasis (Practical Application of Theory and Research) – Student will make a plan to apply content and pedagogical knowledge to their work in a specific ECE Setting. They will demonstrate the influence of new research/theory introduced in a course and practices or strategies adopted. Administered in Year 1 or 2 depending on when content/pedagogy courses are taken Assessment 6 – Project or Integrated Study - Candidate will develop and implement a project or integrated study that reflects the language and cultural heterogeneity of the children and families builds on the gifts and resources in their community. Administered in Year 2 or 3 depending on when EDCS 677B course is taken	Assessment 5 – Candidate Effect on P-12 Learning Teacher Reflection on Assessment Practices (COE Initial License Assessment C) - Candidate will plan, teach, and authentically assess a unit of instruction/sequence of learning experiences for young children. Candidate will document and analyze the impact of learning experiences using authentic assessment tools consistent that reflects the language and cultural heterogeneity of the children and families served. Candidate will also reflect on effectiveness of relationships, interactions and teaching practices to improve instruction. Administered in Year 2 Semester 1 (EDCS 677)	The old assignment was moved to the section above because it better served the needs of fostering teacher reflection on pedagogical practices. (See section above). It is replaced with an assessment of assessment practices consistent with college-wide initial license Assessment C - Candidate Effect on P-12 Learning Teacher Reflection on Assessment Practices and will be used in tandem with Assessment A as a summative assessment for the program.
Assessment on candidate dispositions NAEYC 1c 2bc 6abcde InTASC 9, 10 HI Requirements 1, 8	Assessment 7: Professional Development Plan. Candidates will complete self-assessments in light of ECE competency statements and develop a professional development plan. They will include a resume or vitae that documents evidence of service/involvement in profession and community. Administered in Year 2 or 3 depending on when professionalism course is taken	Assessment 6 - Autoethnography/ Professional Development Plan – Candidate will write their teacher story (autoethnography) up until entry into their programs and reflect on positionality and the personal and professional experiences and bodies of knowledge that influence their positionality in the lives of young children, families and communities upon entering and existing the program. Candidate will complete self-assessments in light of ECE competency statements and develop a professional	This assignment was redesigned as the bookends to the student's journey through the program, marking their thinking and identity as they begin the program, and returning to this in the final semester of the program. Candidates will be able to see how their identity and competencies as early childhood educators evolve over time. The new assignment also includes new self-assessment surveys that are revised to comprehensively reflect all of

| | | development plan, which includes a resume or vitae that documents evidence of service/involvement in profession and community.

Administered at entry to the program and and in Year 2 as student completes the program. | the Professional Standards and Competencies for Early Childhood Educators and to encourage candidates to scrutinize their level of knowledge and competency relative to leveled expectations for ECE I, II, and III practitioners. |

List of Appendices

Write a title for each appendix you will submit to support the program modification application. Or write not applicable (N/A).

Save each appendix using the file name: InstitutionName_Modification_LicenseFieldName-AppendixLetter_date. Submit each appendix in PDF.

Appendix A: NBI 16-41
[UH Mānoa Modification Add-a-Field PK-K/PK-3 License Appendix A 11.21.2023: NBI 16-41 HTSB Approval for MEd CS (PK-3) Add-a-Field License.pdf](#)

Appendix B: Alignment of Professional Standards & Competencies, INSTAC, and Hawaiʻi Specific Requirements
[UH Mānoa Modification Add-a-Field PK-K/PK-3 License Appendix B 11.21.2023: Alignment of Professional Standards & Competencies for Early Childhood Education (2019), INTASC Standards and Hawaiʻi Specific Requirements.pdf](#)

Appendix C: NAEYC Standards and Key Competencies
[UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix C 11-21-23 Professional Standards and Competencies for Early Childhood Educators (2019).pdf](#)

Table 3 - List of Old Program Courses and Syllabi and Modified Program Courses and Syllabi

Old Program (Appendix D - O)	New Program (Appendix P - U)
Appendix D: EDCS 416/EDCS677 Appendix E: FamR 491 Appendix F: EDCS 606 Appendix G: EDCS 617 Appendix H: EDCS 618 Appendix I: EDCS 619 Appendix J: EDCS 628 Appendix K: SPED 631 Appendix L: EDCS 632 Appendix M: EDCS 640M Appendix N: EDCS 656 Appendix O: EDCS 667(B) Appendix U: EDCS 677	Appendix P: STE 415 Appendix Q: STE 417 Appendix R: STE 425 Appendix S: EDCS 619 Appendix T: EDCS 622 (B) Appendix U: EDCS 677

- UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix D 11-21-23 ITE 415/EDCS 677 Syllabus.pdf

- UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix E 11-21-23 FamR (HDFS) 491 Syllabus.pdf

- UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix F 11.21.23 EDCS 606 Syllabus.pdf

- UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix G 11-21-23 EDCS 617 Syllabus.pdf

- UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix H 11.21.23 EDCS 618 Syllabus.pdf

- UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix I 11-21-23 EDCS 619 Syllabus.pdf

- UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix J 11-21-23 EDCS628 Syllabus.pdf

- UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix K 11-21-23 SPED 631 Syllabus.pdf

- UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix L 11-21-23 EDCS 632 Syllabus.pdf

- UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix M 11.21.23 EDCS 640(M) Syllabus.pdf

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EPP Verification

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I verify that the contents of this application are complete and accurate, and approved by the institution/organization administrator.

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Date	November 21, 2023