

**New Business Item 23-48**

Introduced April 26, 2024

Adopted April 26, 2024

**TITLE: Approval of Modifications to the University of Hawai'i at Mānoa's Bachelor of Education in Blended Early Childhood Education and Early Childhood Special Education PK-3 Dual Licensure Program**

---

The Hawai'i Teacher Standards Board (HTSB) approves the modifications to the University of Hawai'i at Mānoa's Bachelor of Education in Blended Early Childhood Education and Early Childhood Special Education PK-3 (Blended ECE/ECSE) dual licensure program.

The Blended ECE/ECSE program was originally granted provisional approval by the HTSB on June 2, 2017 ([New Business Item \[NBI\] 16-42](#)) and received amended approval on October 5, 2018 ([NBI 18-02](#)).

The University of Hawai'i at Mānoa is requesting modifications to: (1) reduce the number of licensure coursework from 81 semester credits to 69; (2) shift the program structure so all coursework is completed before the student teaching semester; (3) eliminate a three-semester credit course that had duplicate content being addressed in other courses; and (4) utilize nine-semester credits (i.e., three courses) as prerequisites.

This modification would reduce the number of semester credits to complete the Blended ECE/ECSE program and reduce the length of the program by eliminating one summer session (see Program Modification Application, Appendices A and B). The modification does not impact articulation agreements between the University of Hawai'i at Mānoa and the community colleges with Associate in Science Early Childhood Education programs (see Program Modification Application, Appendix C).

The proposed modifications will start in the fall of 2024. No current teacher candidates in the Blended ECE/ECSE program will be affected by these modifications.

**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



HAWAI'I TEACHER  
STANDARDS BOARD

# Educator Preparation Provider Program Modification Application

## EPP Information

Institution Name	University of Hawai'i at Mānoa, College of Education
Mailing Address	1776 University Ave, Everly 224, Honolulu, HI 96822
Public URL/Website	<a href="https://manoa.hawaii.edu/">https://manoa.hawaii.edu/</a>

Institution Administrator (College of Education)	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)	Jon Yoshioka
Position	Director, School of Teacher Education
Phone	(808) 956-7989
Email	jonyoshi@hawaii.edu

EPP Liaison for HTSB Communication	Leah Muccio
Position	Associate Professor of Early Childhood Education, Program Liaison Elementary Education Program
Phone	(808) 956-4245
Email	lmuccio@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). The course subject has 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 Hawai'i 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 Hawai'i 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).**

Core curriculum For the B.Ed in Elementary - Dual Early Childhood Education (ECE) and Special Education ECE (Blended) track, nine credits (STE 318, SPED 304, and STE 360) will shift from courses the candidates take in the program to courses that the candidates take as prerequisites. Adding these courses as prerequisite courses ensures the candidates have the necessary background knowledge and skills in early childhood, special education, and multicultural education as a foundation for their further teacher education in these areas. Shifting the courses to prerequisites and removing them from the licensure track core courses also ensures that the students can complete all of their content area knowledge courses before student teaching.

Courses The course SPED 487 will be deleted. It was determined that there was duplication of content being covered in SPED 487 in three other program courses (SPED 421, SPED 485, STE 425). Faculty will be integrating additional course content from SPED 487 to ensure coverage of essential content. To ensure efficiency in the delivery of the program and to avoid unnecessary duplication of course content, SPED 487 was removed from the EC/ECSPED program. The content of the course, which focuses on strategies for teaching students at risk will be addressed in courses that focus on strategies to support the academic (SPED 421 Strategies for Reading Difficulties) and behavioral (SPED 485 Classroom Management) needs of at-risk students. In addition, the content related to resources for children and families and children's resilience will be addressed in the STE

425 Family and Community Centered Programs course. The SPED 487 course is not used to verify the special education content knowledge of the teacher candidates. The removal of the course from the Blended program was approved by UH Mānoa.

These changes (integrating the course content from SPED 487 into other courses and the shift of the 9 credits to the prerequisite courses) eliminate the previous program structure where the teacher candidates took a course concurrently with student teaching and took summer courses after student teaching. The number of credits in the licensure track coursework shifts from 81 to 69. The proposed changes will lead to a program structure where all program coursework is completed prior to the student teaching semester.

These proposed changes will be implemented for the incoming 2024-2026 and subsequent cohorts. There will be a positive impact on students' progression through and completion of the program with the elimination of a second summer of coursework in the program sequence.

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.

Course Sequence Modification Table

The semester that several courses will be offered has shifted, please see below.

Course	Current Semester	Proposed Semester
STE 318 Child Development from Prenatal Through Age Eight	Fall 1	Prerequisite
SPED 304 Foundations of Inclusive Schooling	Fall 1	<b>Prerequisite</b>
STE 360 Introduction to Multicultural Education	Summer 1	<b>Prerequisite</b>
STE 320 Instructional and Assessment Methods for Multilingual Learners	Fall 2	<b>Fall 1</b>
STE 425 Family and Community Centered Programs	Summer 2*	<b>Fall 1</b>
SPED 462 Severe Disabilities/Autism	Summer 2*	<b>Summer 1</b>

SPED 487 Students at Risk	Summer 2*	<b>Delete</b>
SPED 480 Technology for Children with Disabilities	Spring 2**	<b>Fall 2</b>
STE 326 Visual Arts	Summer 1	<b>Fall 2</b>

\*Scheduled in current program sequence after student teaching

\*\*Scheduled in current program sequence concurrent with student teaching

## 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: Proposed Blended Course Sequence

Appendix B: Current Blended Course Sequence Prior to Requested Modification

Appendix C: Mānoa Approval Memo for Removal of SPED 487

## Educator Preparation Program Verification

### Preparer's Information

Name	Leah Muccio
Position	Associate Professor of Early Childhood Education, Program Liaison Elementary Education Program
Telephone Number	(808) 956-4245
Email	lmuccio@hawaii.edu

Contact person should there be any questions about the application.

Name	Leah Muccio
Position	Associate Professor of Early Childhood Education, Program Liaison Elementary Education Program
Telephone Number	(808) 956-4245
Email	lmuccio@hawaii.edu

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

<b>Name</b>	Leah Muccio
<b>Date</b>	April 9, 2024

Appendix A

**Blended ECE/ECSE Program  
69 credits (63 credits for CC pathway students)**

<b>Fall 1</b>	<b>Spring 1</b>	<b>Summer 1</b>	<b>Fall 2</b>	<b>Spring 2</b>
<b>STE 415 (3)</b> <i>Observation &amp; Assessment Early Childhood Education</i> <b>SPED 485c (3)</b> <i>Classroom Management</i>	<b>STE 321 (3)</b> <i>Social Studies and Science in Early Childhood Education</i> <b>SPED 461c (3)</b> <i>Mild/Moderate Disabilities</i>	<b>SPED 462c (3) (W)</b> <i>Severe Disabilities/ Autism</i>  <b>*STE 417 (3)</b> <i>Developmentally Appropriate Practice: Ages 3-8 (except for MOA candidates)</i>	<b>STE 416 (3)</b> <i>Early Childhood: Foundations &amp; Curriculum</i> <b>SPED 332 (3) (W)</b> <i>Young Children w/ Communication Needs</i>	<b>STE 390 (5)</b> <i>Student Teaching</i>  <b>STE 391 (1) (E, W, O)</b> <i>Seminar for Student Teaching</i>  <b>SPED 390 (5)</b> <i>Student Teaching in Special Education</i>  <b>SPED 391 (1) (O)</b> <i>Seminar for Student Teachers in Special Education</i>
<b>STE 320 (3)</b> <i>Instructional and Assessment Methods for Multilingual Learners</i>  <b>*STE 425 (3)</b> <i>Family and Community Centered Programs (except for MOA candidates)</i>  <b>STE/SPED 315 (4)</b> <i>Field Experience, Blended ECE</i>	<b>STE 313b (3) (W)</b> <i>Literature &amp; Literacy I</i> <b>SPED 421c (3)</b> <i>Strategies for Reading Difficulties</i>  <b>STE/SPED 315 (4)</b> <i>Field Experience, Blended ECE</i>		<b>STE 326b (3)</b> <i>Visual Arts</i> <b>SPED 480c (3) (W)</b> <i>Technology for Children with Disabilities</i>  <b>STE 324b (3)</b> <i>Mathematics I, Elementary</i>  <b>STE/SPED 315 (4)</b> <i>Field Experience, Blended ECE</i>	
Credits (16) 3 courses + field	Credits (16) 4 courses + field	Credits (6) 1 course	Credits (19) 5 courses + field	Credits (12) 1 course + Student Teaching

Courses within shaded areas are delivered as blended/team-taught courses by Early Childhood & Early Childhood Special Education faculty.

\*: Non-MOA students can take these courses prior to program admission

**Prerequisites**

\*STE 318 (3) *Child Development from Prenatal to Age Eight* (except MOA candidates)

SPED 304 (3) *Foundations of Inclusive Schooling*

STE 360 (3) *Introduction to Multicultural Education*

\* The “b” alpha is an early childhood designation for STE

\* The “c” alpha is an early childhood designation for SPED

Appendix B  
Blended ECE/ECSE Program  
81 credits

Fall 1	Spring 1	Summer 1	Fall 2	Spring 2	Summer 2
<b>STE 415 (3)</b> <i>Early Childhood: Foundations &amp; Curriculum</i> <b>SPED 485c (3)</b> <i>Classroom Management</i>	<b>STE 321 (3)</b> <i>Social Studies and Science in Early Childhood Education</i> <b>SPED 461c (3)</b> <i>Mild/Moderate Disabilities</i>	<b>STE 360 (3)</b> <i>Introduction to Multicultural Education</i>  <b>STE 417 (3)</b> <i>Developmentally Appropriate Practice: Ages 3-8</i>  <b>STE 326b (3)</b> Visual Arts	<b>STE 416 (3)</b> <i>Early Childhood: Foundations &amp; Curriculum</i> <b>SPED 332 (3) (W)</b> <i>Young Children w/ Communication Needs</i>	<b>SPED 480c (3) (W)</b> <i>Technology for Children with Disabilities</i>  <b>STE 390 (5) Student Teaching</b>  <b>STE 391 (1) (E, W)</b> <i>Seminar for Student Teaching</i>  <b>SPED 390 (5) Student Teaching in Special Education</b>  <b>SPED 391 (1) (O)</b> <i>Seminar for Student Teachers in Special Education</i>	<b>SPED 462c (3) (W)</b> <i>Severe Disabilities/ Autism</i>  <b>STE 425 (3)</b> <i>Family and Community Centered Programs</i>  <b>SPED 487 (3)</b> <i>Students at Risk</i>
<b>STE 318 (3)</b> <i>Child Development from Prenatal Through Age Eight</i>  <b>SPED 304 (3)</b> <i>Foundations of Inclusive Schooling</i>  <b>STE/SPED 315 (4)</b> Field Experience, Blended ECE	<b>STE 313b (3) (W)</b> <i>Literature &amp; Literacy I</i> <b>SPED 421c (3)</b> <i>Strategies for Reading Difficulties</i>  <b>STE/SPED 315 (4)</b> Field Experience, Blended ECE		<b>STE 320 (3)</b> <i>Instructional and Assessment Methods for Multilingual Learners</i>  <b>STE 324b (3)</b> <i>Mathematics I, Elementary</i>  <b>STE/SPED 315 (4)</b> Field Experience, Blended ECE		
Credits (16) 4 courses + field	Credits (16) 4 courses + field	Credits (9) 3 courses	Credits (16) 4 courses + field	Credits (15) 1 course + Student Teaching	Credits (6) 2 courses

Courses within shaded areas are delivered as blended/team-taught courses by Early Childhood & Early Childhood Special Education faculty.

- \* The “b” alpha is an early childhood designation for STE
- \* The “c” alpha is an early childhood designation for SPED

Appendix C  
**Blended ECE/ECSE Program**  
**63 credits for CC pathway students**

We are continuing to honor the agreements made in the articulation agreement between UH Manoa and the community college with AS in ECE degrees. Students will graduate with an AS degree in early childhood education before entering the blended program pathway. With an intact AS degree, the three courses highlighted in yellow are not required.

Fall 1	Spring 1	Summer 1	Fall 2	Spring 2
<b>STE 415 (3)</b> <i>Observation &amp; Assessment Early Childhood Education</i> <b>SPED 485c (3)</b> <i>Classroom Management</i>	<b>STE 321 (3)</b> <i>Social Studies and Science in Early Childhood Education</i> <b>SPED 461c (3)</b> <i>Mild/Moderate Disabilities</i>	<b>SPED 462c (3) (W)</b> <i>Severe Disabilities/ Autism</i>  <b>STE 417 (3)</b> <i>Developmentally Appropriate Practice: Ages 3-8</i>	<b>STE 416 (3)</b> <i>Early Childhood: Foundations &amp; Curriculum</i> <b>SPED 332 (3) (W)</b> <i>Young Children w/ Communication Needs</i>	<b>STE 390 (5)</b> <i>Student Teaching</i>  <b>STE 391 (1) (E, W, O)</b> <i>Seminar for Student Teaching</i>  <b>SPED 390 (5)</b> <i>Student Teaching in Special Education</i>
<b>STE 320 (3)</b> <i>Instructional and Assessment Methods for Multilingual Learners</i>  <b>STE 425 (3)</b> <i>Family and Community Centered Programs</i>  <b>STE/SPED 315 (4)</b> <i>Field Experience, Blended ECE</i>	<b>STE 313b (3) (W)</b> <i>Literature &amp; Literacy I</i> <b>SPED 421c (3)</b> <i>Strategies for Reading Difficulties</i>  <b>STE/SPED 315 (4)</b> <i>Field Experience, Blended ECE</i>		<b>STE 326b (3)</b> <i>Visual Arts</i> <b>SPED 480c (3) (W)</b> <i>Technology for Children with Disabilities</i>  <b>STE 324b (3)</b> <i>Mathematics I, Elementary</i>  <b>STE/SPED 315 (4)</b> <i>Field Experience, Blended ECE</i>	<b>SPED 391 (1) (O)</b> <i>Seminar for Student Teachers in Special Education</i>
Credits (16) 3 courses + field	Credits (16) 4 courses + field	Credits (6) 1 course	Credits (19) 5 courses + field	Credits (12) 1 course + Student Teaching

Courses within shaded areas are delivered as blended/team-taught courses by Early Childhood & Early Childhood Special Education faculty.

**Prerequisites**

\*STE 318 (3) *Child Development from Prenatal to Age Eight*

SPED 304 (3) *Foundations of Inclusive Schooling*

STE 360 (3) *Introduction to Multicultural Education*

\* The “b” alpha is an early childhood designation for STE

\* The “c” alpha is an early childhood designation for SPED



UNIVERSITY  
*of* HAWAII  
MANOA

**MEMORANDUM**

December 22, 2022

TO: Laura Lyons  
Interim Vice Provost for Academic Excellence

FROM: Nathan Murata *Nathan Murata*  
Dean, College of Education (COE)

SUBJECT: MODIFICATIONS TO THE SCHOOL OF TEACHER EDUCATION, B.ED. IN  
ELEMENTARY EDUCATION PROGRAM (STE EEP)

**SPECIFIC ACTION REQUESTED:**

It is requested that the Interim Vice Provost for Academic Excellence approve the changes to the STE B.Ed. in the Elementary Education licensure program. The following changes are effective for Fall 2023 admissions:

1. Change in admission requirements for all elementary education program tracks:
  - a. Current admission requires both a DA and HWST 107 (DH). We request to change this requirement to require either a DA or DL course, and retain the HWST 107 (DH) for admission.
  - b. Require completion of two Writing Intensive (WI) courses with a grade of C or better prior to the start of the Licensure Track courses. Non-UH System transfer students must complete two English Composition or Literature courses with a grade of C or better prior to the start of the Licensure Track courses.
  
2. Additional changes to the B.Ed in Elementary - Dual Early Childhood Education (ECE) and Special Education ECE (Blended) track:
  - a. Remove from the **Licensure Track Core Course: SPED 487: *Characteristics/Strategies for Teaching At-Risk Students.***
  - b. Add three **Licensure Track Prerequisite** courses: STE 318: *Child Development from Prenatal through Age Eight*, SPED 304: *Foundations of Inclusive Schooling*, and STE 360/EDEF 360: *Introduction to Multicultural Education.*
  - c. (For the Blended Program): Move STE 417 and STE 425 to the Licensure Track Core Courses section. However, students have the option to take these courses prior to entering the Licensure Track.

3. Additional change to the B.Ed. in Elementary- Dual Elementary and Hawaiian Language Immersion track:
  - a. Remove from the **Pre-licensure requirements (for admission) in Hawaiian Language Courses** (to be completed prior to the start of the licensure track): HAW 401 and HAW 402; add these courses to **Additional Hawaiian Language Courses**, to be taken during the cohort program and completed prior to student teaching.
  - b. HAW 301 and 302 will remain the minimum requirement for admission.

**RECOMMENDED EFFECTIVE DATE:**

We request an effective date beginning Fall 2023.

**PURPOSE:**

The purpose of these modifications is to streamline and minimize barriers for program admissions into the teacher education programs, provide more flexibility in courses for admissions and in the program, and require more relevant course content that will prepare teacher candidates more effectively. These modifications were also made to support the workforce/teacher education post-pandemic priority set by President Lassner for the University.

**BACKGROUND:**

1. Change in admission requirements for the B.Ed. in Elementary Education program, all tracks:
  - a. We recommend to require either a DA or DL course instead of the current requirements of a DA; this furthers our effort to streamline the admissions process and allow greater flexibility in coursework taken prior to admission.
  - a. We recommend the completion of two Writing Intensive (WI) courses with a grade of C or better prior to the start of the Licensure Track courses. The STE faculty have observed that students who enter the program sometimes lack the necessary writing skills to transition into upper-level WI focus courses. Our program offers the WI focus courses necessary for the graduation requirement. However, we need our students to immediately demonstrate higher-level writing skills necessary to succeed in our program and in the teaching profession. Therefore, experiencing the rigor of any WI courses before admission may better prepare students for their success in the program.

2. Changes to the B.Ed in Elementary - Dual Early Childhood Education (ECE) and Special Education ECE (Blended) track:

Unlike other STE EEP licensure tracks that end in two years, the ECE/SPED Blended dual certification track required an extra summer session for program completion. Several courses were added to the program scope that caused the program to extend for an extra summer: SPED 304, STE 318, and STE 360/EDEF 360. Initially, they were embedded in the program of study to provide more immediate admission for applicants by reducing the number of required courses for admission. However, program coordinators observed that students tended to take these courses before acceptance into the program. SPED 487:

*Characteristics/Strategies for Teaching*

*At-Risk Students* was another course that added to the extended length of the program. Program coordinators felt that the SPED 487 content could easily be integrated into the other program SPED courses and therefore, eliminated from the scope of coursework. Therefore, the program changes requiring STE 318, SPED 304, and STE 360/EDEF 360 for admission, and eliminating SPED 487, allows for a streamlined program scope, while retaining content that will prepare teacher candidates more efficiently and effectively.

3. Change to the B.Ed. in Elementary- Dual Elementary and Hawaiian Language Immersion track:

Due to the critical need for highly qualified Hawaiian language immersion teachers, the EEHLI dual licensure program was developed to support the HIDEO in its effort to fill teaching vacancies in HIDEO Kaiapuni Schools. The HIDEO's Office of Hawaiian Education (OHE) teacher permit program allows high school graduates who are proficient in Hawaiian language to teach as emergency hires while enrolled in college. Many of these HIDEO permitted teachers are taking the necessary college courses at various rates. Therefore, our program needs to admit these Hawaiian language-proficient HIDEO permittees and other UH applicants in our licensure program sooner by minimizing pre-licensure/prerequisite Hawaiian language course requirements. By allowing completion of HAW 302 for admission, candidates will be able to enroll in the licensure program sooner, while maintaining the requirement for proficiency in Hawaiian language to be demonstrated by completion of HAW 401 and HAW 402 while in the program.

**ACTION RECOMMENDED:**

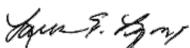
It is recommended that the Interim Vice Provost for Academic Excellence approve the following changes:

1. Change in admission requirements for all elementary education program tracks:
  - a. Current admission requires both a DA and HWST 107 (DH). We request to change this requirement to require either a DA or DL course, and retain the HWST 107 (DH) for admission.
  - b. Require completion of two Writing Intensive (WI) courses with a grade of C or better prior to the start of the Licensure Track courses. Non-UH System transfer students must complete two English Composition or Literature courses with a grade of C or better prior to the start of the Licensure Track courses.
  
2. Additional changes to the B.Ed in Elementary- Dual Early Childhood Education (ECE) and Special Education ECE (Blended) track:
  - a. Remove from the **Licensure Track Core Course**: SPED 487: *Characteristics/Strategies for Teaching At-Risk Students*.
  - b. Add **Licensure Track Prerequisite** courses: STE 318: *Child Development from Prenatal through Age Eight*, SPED 304: *Foundations of Inclusive Schooling*, and STE 360/EDEF 360: *Introduction to Multicultural Education*.
  - c. (For the Blended Program): Move STE 417 and STE 425 to the Licensure Track Core Courses section. However, students have the option to take these courses prior to entering the Licensure Track.
  
3. Additional change to the B.Ed. in Elementary - Dual Elementary and Hawaiian Language Immersion track:
  - a. Remove from the **Pre-licensure requirements (for admission) in Hawaiian Language Courses** (to be completed prior to the start of the licensure track): HAW 401 and HAW 402; add these courses to **Additional Hawaiian Language Courses**, to be taken during the cohort program and completed prior to student teaching.
  - b. HAW 301 and 302 will remain the minimum requirement for admission.

**ATTACHMENTS:**

See list on following page.

**APPROVED / DISAPPROVED:**

  
\_\_\_\_\_  
Laura Lyons  
Interim Vice Provost for Academic Excellence

6 January 2023  
Date