

TITLE: Approval of Modifications to the University of Hawai'i at Mānoa's Dual Preparation Bachelor of Education Early Childhood Education and Elementary Education Program to a Single Licensure Track

The Hawai'i Teacher Standards Board (HTSB) approves the modifications to the University of Hawai'i at Mānoa's (UH Mānoa) Bachelor of Education (BEd) dual preparation licensure program Early Childhood Education (ECE) and Elementary Education to a single ECE P-3 licensure track.

The proposed modification will be in effect upon approval. Teacher candidates (TCs) who have already been admitted/enrolled into the BEd Dual Preparation Early Childhood Education and Elementary Education program track will be allowed to complete their program. TCs who require extended time for program completion due to extenuating circumstances must adhere to the University of Hawai'i at Mānoa's policies for program completion of the bachelor's degree.

The UH Mānoa College of Education (COE) School of Teacher Education (STE) is seeking approval for a program modification to transition their O'ahu-based in-person dual BEd in ECE (P-3) and Elementary Education (K-6) into a statewide hybrid single licensure program focused on ECE (Birth-8). The newly proposed program will be named the Early Childhood Care and Education (ECCE) program. Teacher candidates who successfully meet the ECCE program requirements will be recommended for an ECE P-3 license.

The UH Mānoa's Interim Vice Provost for Academic Excellence has approved this program modification.

Rationale/Background:

The transition from a dual licensure in ECE and Elementary Education to a single ECE license aims to provide a more focused and manageable program for teacher candidates. The current dual BEd program requires 66 credits in the licensure portion of the program, including five methods courses and field experiences each semester, culminating in student teaching. In contrast, the new ECCE program will reduce course load to 60 credits, feature four methods courses and field experiences, and clinical experience/ student teaching. These modifications are intended to better support teacher candidates pursuing an ECE license and ensure they are fully qualified to teach children ages 3-8.

Specific modifications are written in the attached University of Hawai'i at Mānoa's Educator Preparation Provider Modification Application.

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

Submitted by: Kristi Miyamae

Referred to: Teacher Education Committee

Revised in Committee

New Business Item 24-07

Introduced September 27, 2024

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Submitted by: Kristi Miyamae

Referred to: Teacher Education Committee



HAWAI'I TEACHER
STANDARDS BOARD

Educator Preparation Provider Program Modification Application

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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 existing 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

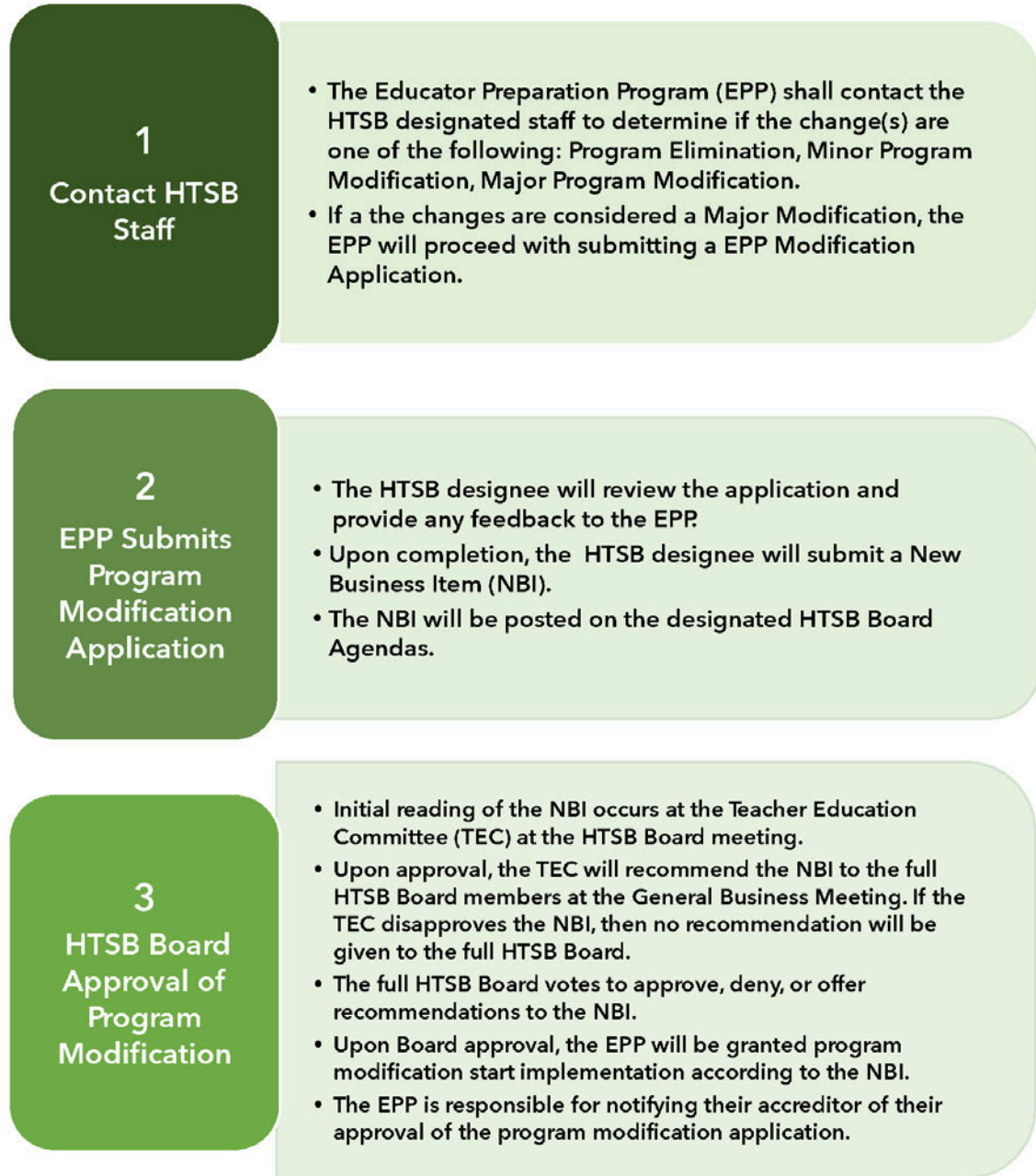
Overview of Educator Preparation Provider Modification Process

Educator Preparation Program Modification Process

(Hawaii Administrative Rules [§8-54-27](#)) (as of 11/2023)



HAWAII TEACHER
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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	Hawai'i 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 Mānoa, 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	[REDACTED]
Phone Number	[REDACTED]

EPP Administrator Name (if different from Institution Administrator)	Jon Yoshioka
Position	Director, School of Teacher Education
Phone	[REDACTED]
Email	[REDACTED]

EPP Liaison for HTSB Communication	Leah Muccio
Position	Associate Professor of Early Childhood Education
Phone	[REDACTED]
Email	[REDACTED]

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). (3)	X	
Courses (e.g., adding, deleting, replacing courses). (4)	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). (1)	X	
Other: Shift from dual license fields to single license field (2)	X	

<p>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).</p>
<p>The University of Hawai'i at Mānoa's College of Education (COE) School of Teacher Education (STE) is requesting a program modification from an O'ahu-based dual license Bachelor in Education (BEd) in Early Childhood (Prekindergarten to 3rd grade) and Elementary (Kindergarten - 6th grade, ECE/Elem) to become a statewide BEd with a focus on Early Childhood Education (ECE), covering birth to age 8 (B-8), with a recommendation for licensure in PK-3. The proposed modified program would be called the Early Childhood Care and Education (ECCE) program.</p> <p><u>Change in Grade Level Band (1)</u> The existing program (PK-6) will shift to a focus on ECE, covering birth to age 8 or (B-8). The rationale for this change is to align with how research and national organizations define the early childhood developmental continuum.</p> <p><u>Shift from Dual License Fields to Single License (2)</u> This shift from a recommendation for two license fields in ECE/Elem to a single license field ECE is to enable teacher candidates to engage in a more manageable and targeted program. The dual BEd in ECE/Elem program has a course load of 66 credits during the licensure portion of the program, with five methods courses and field each semester culminating with student teaching. The ECCE program is more manageable with a course load of 60 credits, with four methods courses and field each semester culminating with student teaching. This</p>

change will support teacher candidates interested in early childhood education. In addition, the ECCE program enables teacher candidates to be fully qualified to teach young children from ages 3-8 in the Hawai'i Department of Education (HI DOE). After acquiring initial licensure in early childhood, interested individuals may pursue an add-a-field in other fields.

Core Curriculum (3)

The core curriculum aligns with national Professional Standards and Competencies for Early Childhood Educators serving children from birth through age 8. This includes the science of child development and learning and the professional body of knowledge, skills, values, and dispositions needed to provide developmentally appropriate practices for all young children.

Courses (4)

The ECCE program will be offered through online courses that accommodate the needs of more non-traditional, neighbor island, and rural O'ahu students. The ECCE program is designed to support articulation across preparation programs between four UHCCs (Honolulu Community College, Kaua'i Community College, University of Hawai'i Maui College, and Hawai'i Community College) and the EECE BEd program. In addition, the program is designed to allow teacher candidates to continue to work in a high-quality early learning program for their field experiences before student teaching.

Upon program approval, the first cohort of teacher candidates for the statewide ECCE program will begin in the Fall of 2025 and the final cohort of the dual BEd in ECE/Elem program will sunset in Spring of 2026. There is adequate faculty to support both the dual BEd in ECE/Elem program and the ECCE program from the start of the Fall of 2025 through Spring 2026.

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.

The Tables below are also included in Appendices A-C

**Modification of Bachelor of Education degree in Early Childhood and Elementary Education
Early Childhood Care and Education, Birth-Age 8 (ECCE) Proposed Program Coursework
(60 credits)**

Fall 1	Spring 1	Fall 2	Spring 2
STE 417 (3) <i>Developmentally Appropriate Practice: Ages 3-8</i> STE 324 (3) <i>Mathematics I, Elementary</i> STE 329 (3) <i>Performing Arts Expression</i> STE 330 (3) <i>Early Childhood Social, Emotional and Physical Development</i> STE 315 (4) <i>Field Experience, Birth-Age 8</i>	STE 321 (3) <i>Social Studies and Science in Early Childhood Education</i> STE 415 (3) <i>Observation and Assessment in Early Childhood Education</i> STE 332 (3) <i>Young Children's Language and Literacy Development</i> STE 360 (3) <i>Introduction to Multicultural Education</i> STE 315 (4) <i>Field Experience, Birth-Age 8</i>	STE 320 (3) <i>Instructional and Assessment Methods for Multilingual Learners</i> STE 326 (3) <i>Visual Art</i> STE 416 (3) <i>Teaching and Learning for Diverse Young Children</i> SPED 485 (3) <i>Classroom Organization and Management</i> STE 315 (4) <i>Field Experience, Birth-Age 8</i>	STE 390 (10) <i>Student Teaching, B-8 setting</i> STE 391 (2) <i>Student Teaching seminar</i>
Credits (16) 4 courses + field	Credits (16) 4 courses + field	Credits (16) 4 courses + field	Credits (12) Full-time Student Teaching

Highlighted classes are proposed new courses.

Highlighted classes are proposed to be included in the ECCE program but are not in the dual ECE/Elem program.

Prerequisites
STE 318 (3) <i>Child Development from Prenatal Through Age Eight</i> SPED 304 (3) <i>Foundations of Inclusive Schooling</i> STE 425 (3) <i>Family and Community Centered Programs</i>

**Bachelor of Education degree in Early Childhood and Elementary Education
Program Coursework
(66 credits)**

Fall 1	Spring 1	Fall 2	Spring 2
STE 312 (3) <i>Introduction to Teaching</i> STE 313 (3) <i>Principles and Methods of Reading Instruction</i> STE 324 (3) <i>Mathematics I, Elementary</i> STE 417 (3) <i>Developmentally Appropriate Practice: Ages 3-8</i> SPED 444 (3) <i>Educating Exceptional Students in Regular Classrooms—Elementary</i> STE 317 or 415L (3) <i>Field Experience, Elementary or Preschool Field Experience</i>	STE 325 (3) <i>Mathematics II, Elementary</i> STE 314 (3) <i>Principles and Methods of Writing Instruction</i> STE 415 (3) <i>Observation and Assessment in Early Childhood Education</i> STE 425 (3) <i>Family and Community Centered Programs</i> STE 329 (3) <i>Performing Arts Expression</i> STE 317 or 415L (3) <i>Field Experience, Elementary or Preschool Field Experience</i>	STE 320 (3) <i>Instructional and Assessment Methods for Multilingual Learners</i> STE 322 (3) <i>Social Studies, Elementary</i> STE 323 (3) <i>Science, Elementary</i> STE 326 (3) <i>Visual Art</i> STE 416 (3) <i>Teaching and Learning for Diverse Young Children</i> STE 416L (3) <i>Field Experience, PK-3</i>	STE 390 (10) <i>Student Teaching, PK-3 setting</i> STE 391 (2) <i>Student Teaching seminar</i>
Credits (18) 5 courses + field	Credits (18) 5 courses + field	Credits (18) 5 courses + field	Credits (12) Full-time Student Teaching

Highlighted classes are proposed to not be included in the ECCE program.

Prerequisites
STE 318 (3) <i>Child Development from Prenatal Through Age Eight</i> STE 360 (3) <i>Introduction to Multicultural Education</i> SPED 304 (3) <i>Foundations of Inclusive Schooling</i>

Table 1: Coursework Comparison

Current Coursework	Proposed Coursework	Rationale for Course Modification
<p>STE 317 Field Experience (Elementary, 3 credits)**</p> <p>STE 415L Observation and Assessment in Early Childhood Education Lab (3 credits)</p> <p>STE 416L Teaching and Learning for Diverse Young Children Lab (3 credits)</p>	<p>STE 315 Field Training (ECE, 4 credits) (repeated 3 times)</p>	<p>In the dual ECE/Elem program, candidates engage in 3 field experiences before student teaching with one semester in an upper elementary education classroom (STE 317), one semester in a preschool with the field experience as the lab for a second semester ECE course (STE 415L) and one semester in a K-3 classroom with the field experience as the lab for a 3rd semester ECE course. In the modified program, Early Childhood Care and Education (ECCE) students will not engage in field experiences in upper elementary since their licensure is PK-3. Rather than a narrow focus on lab experiences related to the ECE courses, the STE 315 course focuses on supervised field experiences in appropriate ECE settings. This change in fieldwork in the ECCE program enables teacher candidates to be prepared to guide the learning experiences of young children in a variety of types of settings. While the field experience coursework is three credits each semester for the existing program, four credits for each field experience in the modified program will better align with the number of hours in early childhood classrooms to gain the needed competencies prior to student teaching. Teacher candidates in the blended ECE/ECSE program currently engage in STE 315 as their field experience course.</p>
9 credits	12 credits	
<p>STE 312 Introduction to Teaching, Elementary**</p>	<p>STE 330 Early Childhood Social, Emotional, and Physical Development (3 credits)*</p>	<p>The STE 312 course provides an introduction to the cohort program and teaching in an elementary classroom. With the focus of the ECCE program only on teacher preparation within the field of early childhood, rather than early childhood and elementary, an increased amount of coursework focused on supporting children's development in each of the developmental domains, rather than a</p>

		with disabilities in early childhood settings and to develop tools and strategies to support children with challenging behavior.
3 credits	3 credits	

* New course approved by UHM

** This course would continue to be offered to STE (School of Teacher Education) candidates in other program tracks.

Table 2: Prerequisite Comparison

Existing Program (ECE/ELEM) Prerequisite Courses	Modified Program (ECCE) Prerequisite Courses
STE 318 <i>Child Development from Prenatal Through Age Eight</i>	STE 318 <i>Child Development from Prenatal Through Age Eight</i>
STE 360* <i>Introduction to Multicultural Education</i>	STE 425** <i>Family and Community Centered Programs</i>
SPED 304 <i>Foundations of Inclusive Schooling</i>	SPED 304 <i>Foundations of Inclusive Schooling</i>

*This course (STE 360) will be included in the cohorted coursework sequence to accommodate all students, especially statewide students, being able to access the course.

**This course (STE 425) would be changed to prerequisite courses to provide the ECCE students with the foundational knowledge of ECE to build their advanced skills and competencies upon. Students who articulate from the A.S. Early Childhood Education programs would meet the requirements for STE 318, STE 425 and STE 417. For students who do not articulate through the community college ECE programs, STE 318 and STE 425 will be offered before the start of the cohorted coursework so the pre-licensure students can complete these prerequisite courses.

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 Modified Program Sequence and Existing Program Course Sequence

Appendix B: Table 1 Coursework Comparison

Appendix C: Table 2 Prerequisite Comparison

Appendix D: STE 330 Syllabi

Appendix E: STE 332 Syllabi

EPP Verification

Preparer's Information

Name	Leah Muccio
Position	Associate Professor of Early Childhood Education
Telephone Number	[REDACTED]
Email	[REDACTED]

Contact person should there be any questions about the application.

Name	Leah Muccio
Position	Associate Professor Early Childhood Education
Telephone Number	[REDACTED]
Email	[REDACTED]

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

Name	[REDACTED] NATHAN M. MURATA
Date	JUN 13 2024

**Modification of Bachelor of Education degree in Early Childhood and Elementary Education
Early Childhood Care and Education, Birth-Age 8 (ECCE) Proposed Program Coursework
(60 credits)**

Fall 1	Spring 1	Fall 2	Spring 2
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Credits (16) 4 courses + field	Credits (16) 4 courses + field	Credits (16) 4 courses + field	Credits (12) Full-time Student Teaching

Highlighted classes are proposed new courses.

Highlighted classes are proposed to be included in the ECCE program but are not in the dual ECE/Elem program.

Prerequisites
STE 318 (3) <i>Child Development from Prenatal Through Age Eight</i> SPED 304 (3) <i>Foundations of Inclusive Schooling</i> STE 425 (3) <i>Family and Community Centered Programs</i>

Bachelor of Education degree in Early Childhood and Elementary Education
Program Coursework
(66 credits)

Fall 1	Spring 1	Fall 2	Spring 2
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Credits (18) 5 courses + field	Credits (18) 5 courses + field	Credits (18) 5 courses + field	Credits (12) Full-time Student Teaching

Highlighted classes are proposed to not be included in the ECCE program.

Prerequisites
STE 318 (3) <i>Child Development from Prenatal Through Age Eight</i> STE 360 (3) <i>Introduction to Multicultural Education</i> SPED 304 (3) <i>Foundations of Inclusive Schooling</i>

Appendix B

Table 1: Coursework Comparison

Current Coursework	Proposed Coursework	Rationale for Course Modification
<p>STE 317 Field Experience (Elementary, 3 credits)**</p> <p>STE 415L Observation and Assessment in Early Childhood Education Lab (3 credits)</p> <p>STE 416L Teaching and Learning for Diverse Young Children Lab (3 credits)</p>	<p>STE 315 Field Training (ECE, 4 credits) (repeated 3 times)</p>	<p>In the dual ECE/Elem program, candidates engage in 3 field experiences before student teaching with one semester in an upper elementary education classroom (STE 317), one semester in a preschool with the field experience as the lab for a second semester ECE course (STE 415L) and one semester in a K-3 classroom with the field experience as the lab for a 3rd semester ECE course. In the modified program, Early Childhood Care and Education (ECCE) students will not engage in field experiences in upper elementary since their licensure is PK-3. Rather than a narrow focus on lab experiences related to the ECE courses, the STE 315 course focuses on supervised field experiences in appropriate ECE settings. This change in fieldwork in the ECCE program enables teacher candidates to be prepared to guide the learning experiences of young children in a variety of types of settings. While the field experience coursework is three credits each semester for the existing program, four credits for each field experience in the modified program will better align with the number of hours in early childhood classrooms to gain the needed competencies prior to student teaching. Teacher candidates in the blended ECE/ECSE program currently engage in STE 315 as their field experience course.</p>
<p>9 credits</p>	<p>12 credits</p>	
<p>STE 312 Introduction to Teaching, Elementary**</p>	<p>STE 330 Early Childhood Social, Emotional, and Physical Development (3 credits)*</p>	<p>The STE 312 course provides an introduction to the cohort program and teaching in an elementary classroom. With the focus of the ECCE program only on teacher preparation within the field of early childhood, rather than early childhood and elementary, an increased amount of coursework focused on supporting children's development in each of the developmental domains, rather than a</p>

		focus on teaching in different content areas, is required. The STE 330 is the foundational ECE course in the ECCE program sequence and provides an introduction to providing learning opportunities to support children's development. There is a heavy focus in the current ECE/Elem program on facilitating children's academic development in the cognitive domain within the content areas. The newly approved STE 330 course focuses on teaching strategies to support children's development in the key non-academic domains of social, emotional, and physical development.
3 credits	3 credits	
STE 322 Social Studies, Elementary (3 credits) ** STE 323 Science, Elementary (3 credits) **	STE 321 Social Studies and Science in Early Childhood Education (3 credits)	In the dual ECE/Elem program, candidates take content area methods courses in social studies and science, with a focus on content, pedagogy, and curriculum in elementary classrooms. The STE 321 course focuses on assessment, instructional methods, and materials for teaching social studies and science to children in preschool through grade 3. There is an emphasis on developmentally appropriate practices and lesson planning for teaching social studies and science and integrating these learning experiences with opportunities to support children's development across domains. Students in the blended ECE and ECSE program (the course was originally developed for the blended program) have responded positively to the course since it provides them with skills and knowledge to provide integrated place-based, project-based lessons and units.
6 credits	3 credits	
STE 313 Principles and Methods of Reading Instruction (3 credits) **	STE 332 Young Children's Language and Literacy Development (3 credits)*	In the dual ECE/Elem program, candidates take two content area methods courses in literacy, with a focus on content, pedagogy, and curriculum to support children as readers and writers in elementary classrooms. In the modified program, candidates will engage in a course that is focused on their development in the domain of

STE 314 Principles and Methods of Writing Instruction (3 credits) **		language and literacy rather than in the content areas of reading and writing, since young children are developing foundational language and literacy skills to support their future reading and writing skills. In the modified program, candidates will also benefit from developing their expertise to support children’s language and literacy development with one course instead of two. The newly approved STE 332 course focuses specifically on teaching strategies to support the language and emergent literacy development of infants, toddlers, and preschoolers.
6 credits	3 credits	
STE 325 Mathematics, Elementary II (3 credits)**	STE 416 Teaching and Learning for Diverse Young Children (3 credits)	In the dual ECE/Elem program, students take two mathematics methods courses. The second course in the sequence focuses on 4th-6th grade mathematics concepts. This content is not required in the ECCE program due to the focus on preparation for licensure in PK-3rd grade The STE 416 is a capstone ECE course that focuses on project-based learning and integrated units. Instead of a narrow focus on children’s academic/cognitive development, the teacher candidates in the STE 416 course build their capacities to design, implement, and evaluate meaningful, challenging integrated curriculum that promotes comprehensive developmental and learning outcomes for diverse young children (pK-3).
SPED 444 Educating Exceptional Students in Regular Classrooms–Elementary**	SPED 485 Classroom Organization and Management	The SPED 444 course in the current dual ECE/Elem program focuses on strategies to be used in elementary classrooms, while there is a section of SPED 485C (currently included in the Blended ECE/ECSE program) that focuses specifically on early childhood settings. We have received frequent feedback from mentor teachers and teacher candidates in our dual ECE and Elementary program that they would benefit from a course focused on classroom management. The SPED 485 course would meet that need and also support the candidates to provide effective strategies for the inclusion of young children

		with disabilities in early childhood settings and to develop tools and strategies to support children with challenging behavior.
3 credits	3 credits	

* New course approved by UHM

** This course would continue to be offered to STE (School of Teacher Education) candidates in other program tracks.

Appendix C

Table 2: Prerequisite Comparison

Existing Program (ECE/ELEM) Prerequisite Courses	Modified Program (ECCE) Prerequisite Courses
STE 318 <i>Child Development from Prenatal Through Age Eight</i>	STE 318 <i>Child Development from Prenatal Through Age Eight</i>
STE 360* <i>Introduction to Multicultural Education</i>	STE 425** <i>Family and Community Centered Programs</i>
SPED 304 <i>Foundations of Inclusive Schooling</i>	SPED 304 <i>Foundations of Inclusive Schooling</i>

*This course (STE 360) will be included in the cohorted coursework sequence to accommodate all students, especially statewide students, being able to access the course.

**This course (STE 425) would be changed to prerequisite courses to provide the ECCE students with the foundational knowledge of ECE to build their advanced skills and competencies upon. Students who articulate from the A.S. Early Childhood Education programs would meet the requirements for STE 318, STE 425 and STE 417. For students who do not articulate through the community college ECE programs, STE 318 and STE 425 will be offered before the start of the cohorted coursework so the pre-licensure students can complete these prerequisite courses.



HAWAI'I TEACHER
STANDARDS BOARD

**Educator Preparation Provider
Program Modification Responses
September 2024**

1. At the most recent Board meeting, the Board discussed the grade band PK-3. It was decided that PK-3 should be P-3. Would UH Mānoa like us to change the grade band to P-3 (see page 9)?
[UH Mānoa would like to use the grade band P-3 level for licensure.](#)
2. Alignment to content and performance standards
 - a. On the [Mānoa 2024-2025 General Course Catalog](#) we did not see STE 330 and STE 332 listed. Have these courses been approved? If yes, please provide documentation/approval letter from the university. [Yes, these courses have been approved, please see the attached email \(Appendix A\).](#)
 - b. If approved, please complete the ***Alignment of Course Objectives with National and State Standards (see attached)*** for courses STE 330 and STE 332. [Please see the attached tables for each of these courses \(Appendix B and Appendix C\).](#)
 - c. Since this BEd Early Childhood Education (PreK-3) program was approved in 2017 at [NBI 16-42](#) and [NBI 18-02](#) please complete the attached ***Hawai'i Teacher Performance Standards and Course Alignment Matrix for Teachers*** to show how this program is meeting the Hawai'i specific requirements outlined the [2019 Hawaii Administrative Rules §8-54-19\(1-4\)](#). [Per the additional requirements in 2019, the attached table \(Appendix D\) shows the courses that address the Hawaii Specific Requirements.](#)
 - d. How are the program courses addressing K-3 National Standards such as, [International Literacy Association](#) and [National Council of Teachers of Mathematics](#), and the [CAEP Elementary Education Standards](#)? [The University of Hawaii at Manoa's College of Education is accredited by AAQEP. AAQEP standards are listed on every syllabus in the BEd Early Childhood Care and Education \(P-3\) program as well as Hawaii Teacher Performance Standards. In addition, the University's standards \(Student Learning Outcomes\) reviewed for WASC accreditation are listed on every syllabus. For the BEd Early Childhood \(P-3\) program, every syllabus also includes the National Association for the Education of Young Children \(NAEYC\) Professional Standards and Competencies \(2020\). These standards address content knowledge and pedagogy for teaching in the academic disciplines within Standard Five.](#)
 - e. Elementary Education teachers are required to teach health, P.E., and music. How will teacher candidates demonstrate their competencies in these subject areas (Appendix A does not show these subject areas being taught)? [In the methods course STE 330, Early Childhood Social, Emotional and Physical Development, teacher candidates will teach a P.E. lesson to support the learners' physical development as well as a social and emotional learning and wellbeing lesson in their field experiences and apply their knowledge of health and P.E. teaching to the final student teaching semester. In STE 329, Performing Arts Expression, students will build their competencies to teach music, teach in their field experiences,](#)

and apply their music teaching knowledge to the final student teaching semester.

3. Memorandum of Agreement (MOA)

- a. In Appendix C, students who have an AS Early Childhood Education (ECE) degree do not need to complete three courses. Besides Honolulu Community College (HCC), what other community colleges offer an AS in ECE? **Four community colleges offer an AS degree in ECE: Hawaii Community College, Kauai Community College, Maui College, and Honolulu Community College. UH Mānoa collaborates with the faculty in each of these programs.**
- b. Has UH Manoa updated the [MOA](#) with HCC or with the other community colleges that have an ECE program? **MOAs between UH Mānoa and the CCs are under discussion.**

4. Online Delivery and Instruction

- a. How will courses be delivered: asynchronous, synchronous, hybrid, or combination? Please explain. **Courses are delivered in a hybrid fashion. There are synchronous sessions conducted over Zoom, with face-to-face weekend sessions each semester where all students (neighbor island and Oahu) come to campus at the same time. Field courses have online seminars and in-person supervision. Each syllabi lists class meetings.**
- b. What are the tuition costs for online courses? Will teacher candidates be charged outreach tuition rates per credit or full-time student rate? **Because the program is Statewide, teacher candidates enroll through Outreach College. Tuition costs would vary each semester depending on the number of courses taken in a semester.**

5. Field and Clinical Experience

- a. In Appendix A, Spring 2, the student teaching will be in a Birth-8 yrs. old setting. Since HTSB does not issue licenses in Birth-Toddler, what setting will students be placed in to demonstrate their pedagogy in grades P-3? **Students will be placed in grades P-3 classrooms (preschool through third grade) for their student teaching experience.**
- b. In Appendix B, STE 315 is a 4-credit field experience course, how many hours are teaching candidates spending at their partnership school each week? **Hours are dependent on the field classroom schedule and students are expected to be in the field for the teacher's hours. In ECE settings, this often includes additional hours.**

Appendix D

Item 2c

Meeting Requirements for §8-54-19

Area	Where Covered in Program
1. The unit must provide evidence that their candidates meet the performance standards as applicable, that are contained in Appendix A, B, C, and incorporated at the end of this chapter	All syllabi formerly approved are aligned with InTASC standards. This submission is a modification to an already approved program so we have submitted the additional information for two new, courses. As requested, we have provided the alignment of new courses with State and National standards (item 2b).
Area	Where Covered in Program
2. The unit must provide evidence that their candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics	Professional and ethical dispositions are referred to across all course and field courses. In addition to being embedded in course, fieldwork and seminars, they are explicitly examined and reflected upon by students at the beginning of their program, beginning of student teaching and at the end of student teaching. One of our COE assessments specifically target professional dispositions and ethical decision-making.
3. The integration of Hawaiian language, history and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching:	
Area	Where Covered in Program
A. The integration of Hawaiian language, history and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching;	STE 360, STE 321
B. Student standards adopted by the department;	STE 324 (Math) STE 329 (Performing Arts), STE 321 (Social Studies & Science), STE 332 (Literacy), STE 326 (Visual Arts)
C. Teaching of reading including working with students of reading difficulties	STE 332

D. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams	STE 416, SPED 485, SPED 304
E. Working effectively with students who are limited English proficient;	STE 320
F. Working with gifted and talented students; and integrating technology	STE 416, SPED 485, SPED 304
Area	Where Covered in Program
4. Each program must provide evidence that their candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.	All course objectives and assignments for this program have been aligned with national (NAEYC) and state standards (HTPS). State and national standards for the two new courses developed for this modification, STE 330 and STE 332, are included in our response (item 2b).