

TITLE: Approval of Modifications to the University of Hawai'i at Mānoa's Literacy Specialist Add a Teaching Field Program

The Hawai'i Teacher Standards Board (HTSB) approves the modifications to the University of Hawai'i at Mānoa's (UHM) College of Education's (COE) Add a Teaching Field Licensure Program.

Program completers who meet requirements will be recommended to add a teaching field in Literacy Specialist, K-6, 6-12, or K-12.

The proposed modifications are listed below and will take effect upon approval.

- Targeted grade bands of K-6, 6-12, and K-12 are to align with enrolled graduate students existing Hawai'i license holders. Removing the preschool grade band that was approved in 2019 ([NBI 19-13](#)).
- Eliminate the Master's degree pathway in Special Education and maintain the program as a Master's degree in Education in Curriculum Studies: Literacy Specialist K-12.
- Incorporate the [Hawaii Administrative Rules 2019](#) Educator Preparation Program requirements throughout the courses and in the program (see application p.12 and Appendices).
- Redesign of the curriculum by replacing courses (EDCS 647, SPED 639) with new courses (EDCS 601, EDCS 608, EDCS 645) (see application p.11 and Appendices).

Current Curriculum	Revised Curriculum
<ul style="list-style-type: none"> • EDCS 605: Literacy Coaching and Leadership • EDCS 607: New Literacies Leadership • EDCS 647: Classroom and School Literacy Assessment • SPED 637: Topics and Issues in Reading Difficulties • SPED 638: Fundamentals in Language and Literacy • SPED 639: Advanced Fundamentals in Language and Literacy 	<ul style="list-style-type: none"> • EDCS 601: Advanced Topics in Reading • EDCS 605: Literacy Coaching and Leadership • EDCS 607: New Literacies Leadership • EDCS 608: Literacy Across the Disciplines • EDCS 645: Seminar in Multicultural Literacy -or- • SPED 637: Topics and Issues in Reading Difficulties • SPED 638: Fundamentals in

- Implement graduate student applied projects in K-12 classroom settings instead of clinical experience or field-based supervision.
- UHM COE faculty is requesting six graduate students piloting the revised curriculum to receive HTSB approval to be recommended for adding a teaching field in Literacy Specialist (see Application, p.10 and Appendix I). Students who entered in 2024 to pilot the program will complete their program in 2026. Students who entered in 2025 will complete their program in July 2026 and May 2027.

The UHM's Interim Vice Provost for Academic Excellence has approved this program modification (see Appendix F).

Rationale/Background:

The UHM COE Literacy Specialist Program was approved on June 19, 2015 (read [NBI 14-15](#)). Then, on November 15, 2019, the removal of preschool band was approved (read [NBI 19-13](#)). From 2017 to 2021, 25 graduate students completed the Literacy Specialist Program.

Since the Literacy Specialist Program was adopted in 2015, the HTSB Executive Director and staff have maintained ongoing communication and collaboration with UHM faculty to ensure that all program requirements are met in accordance with the [Hawaii Administrative Rules 2019](#) §8-54-20 to §8-54-27 and [NBI 25-17](#). UHM faculty submitted evidence demonstrating that the HAR requirements are fully integrated throughout the program and its courses.

Cost:

All costs are included within the current staff duties and responsibilities.

Submitted by: Kristi Miyamae/Dondra Ozaki

Referred to: Teacher Education Committee

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	Language and Literacy
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- Implement graduate student applied projects in K-12 classroom settings instead of clinical experience or field-based supervision.
- ~~Report changes in faculty from the Curriculum Studies and Special Education programs who will now teach the literacy specialist courses.~~
- UHM COE faculty is requesting six graduate students piloting the revised curriculum to receive HTSB approval to be recommended for adding a teaching field in Literacy Specialist (see Application, p.10 and Appendix I). Students who entered in 2024 to pilot the program will complete their program in 2026. Students who entered in 2025 will complete their program in July 2026 and May 2027.

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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.

Executive Director: Felicia Villalobos
Email: felicia.villalobos@hawaii.gov

Licensing Specialist: Dr. Jennifer Padua
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)



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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 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	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	Kimo Cashman
Title	Chair, Curriculum Studies Department
Email Address	(808) 956-4401
Phone Number	kcashman@hawaii.edu

EPP Administrator Name (if different from Institution Administrator)	Brooke Taira
Position	Associate Professor, Graduate Chair – Curriculum Studies, and Coordinator Literacy Specialist Program
Phone	(808) 956-4401
Email	bwtaira@hawaii.edu

EPP Liaison for HTSB Communication	Brooke Taira
Position	Associate Professor, Graduate Chair – Curriculum Studies, and Coordinator Literacy Specialist Program
Phone	(808) 956-4401
Email	bwtaira@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).

N/A - This application does not propose changes to the Educator Preparation Provider's name, organizational structure, ownership or legal status, or vision, mission, and goals. The University of Hawai'i at Mānoa remains the approved EPP, and all institutional governance, faculty oversight, and accreditation structures remain unchanged.

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).

N/A - No EPP-level changes are proposed. Communication related to the program modification will occur at the program and departmental levels and is described below.

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).

The Literacy Specialist Program is requesting approval for the modifications listed below.

Removal of Graduate Degree

The Literacy Specialist (LS) Program will be available to graduate students in Curriculum Studies (EDCS). As outlined in NBI 14-24, the program modification includes discontinuing its offering as MEd Special Education: Literacy Specialist Concentration K-12 because the program is no longer a partnership and is housed in EDCS (see Appendix F for university approval). The program will align only to the 2017 International Literacy Association (ILA) Standards and remove the International Dyslexia Association (IDA) Standards.

Coursework

The modification revises the core curriculum, required coursework, and clinical experiences. No changes are proposed to the degree level or licensure pathway. The LS program will continue as an approved Add-a-Field option for educators who already hold a valid Hawai'i teaching license. This program modification does not alter the approved Add-a-Field and maintains all HTSB requirements for LS recommendation.

The modification streamlines and updates the curriculum to better reflect contemporary literacy research and practice; align more closely with the mission of EDCS; respond to the evolving needs of teachers in Hawai'i; and maintain alignment with the standards of the International Literacy Association (ILA). (See Appendix A Curriculum Redesign and Rationale)

As part of this review process, courses with overlapping or embedded content were removed, and courses addressing areas of demonstrable need were added or elevated within the required sequence. EDCS 647 (Classroom and School Literacy Assessment) and SPED 639 (Advanced Fundamentals in Language and Literacy) were removed as required courses and content was embedded across the revised curriculum. The program adds EDCS 601 (Advanced Topics in Reading) and EDCS 645 (Seminar in Multicultural Literacy) or EDCS 608 (Literacy Across the Disciplines).

Faculty

The program is taught by 7 faculty members: 6 tenured literacy faculty from three departments (2 each from EDCS, School of Teacher Education, and SPED) with expertise in literacy studies, reading, and special education, plus 1 instructor, a HIDOE literacy specialist with 15 years of experience as Literacy DES for Kailua-Kalaheo.

Clinical Experience

Modifications to the program include removing field-based supervision or clinical experience by instructors or students. Instead, students implement applied projects within their K-12 setting.

Grade Level Band

Since the program will not have a student teaching/clinical experience, a modification to include grade bands (K-6, K-12, 6-12) is being requested. These grade level bands will depend on the graduate students' existing HTSB license. The LS Program Director will verify their existing license when they enter the program and maintain the file in collaboration with the COE Assessment Coordinator to add to the HTSB application upon graduation.

Timeline and Impact on Students

Implementation aligns with the approved curriculum change, effective Fall 2026, and changes do not increase program length or credit requirements. Since 2017, the LS Program recommended 25 completers to add LS to their existing HTSB license (see Appendix I). Currently, there are 6 graduate students piloting the revised program, and we request they receive HTSB approval to be recommended for AAF.

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.

Example of Course Comparison Modification Table. If needed, you may delete this table.

Current Coursework	Proposed Coursework	Rationale for Course Modification
EDCS 647: Classroom and School Literacy Assessment	removed	Assessment content is embedded across the revised curriculum through applied assignments in EDCS 601 and EDCS 605, allowing for more integrated and practice-based learning.
SPED 639: Advanced Fundamentals in Language and Literacy	removed	Advanced content is embedded into SPED 638 and EDCS 601 to improve coherence and sequencing without loss of rigor.
added	EDCS 601: Advanced Topics in Reading	Adds focused preparation in advanced reading instruction aligned with HDOE priorities and contemporary literacy research.
added	EDCS 645 <i>OR</i> EDCS 608 (required)	Strengthens multilingual, multicultural, and cross-disciplinary literacy preparation relevant to Hawai'i school contexts.

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: Curriculum Redesign Table & Rationale

Appendix B: Current Literacy Specialist Program Coursework

Appendix C: Revised Literacy Specialist Program Coursework

Appendix D: Course Syllabi for Added Courses (EDCS 601 and EDCS 645/EDCS 608)

Appendix E: International Literacy Association Standards Alignment

Appendix F: UH Mānoa Curriculum Modification Approval Letter

Appendix G: Standards Matrix: ILA, UHM, HTSB

Appendix H: Literacy Specialist HAR Alignment Table

Appendix I: Literacy Specialist Completion Data 2017-2027

Appendix J: Course Syllabi Approved for AAF in 2015

Appendix K: HTPS Course Alignment Matrix

Educator Preparation Program Verification


Preparer's Information

Name	Brooke Taira
Position	Associate Professor, Graduate Chair – Curriculum Studies, and Coordinator Literacy Specialist Program
Telephone Number	(808) 956-4401
Email	bwtaira@hawaii.edu

Contact person should there be any questions about the application.

Name	Brooke Taira,
Position	Associate Professor and Coordinator Literacy Specialist Program
Telephone Number	(808) 956-4401
Email	bwtaira@hawaii.edu

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

Name	Kimo Cashman 
Date	4/15/2026