



## AAQEP Annual Report for 2021

Provider/Program Name: University of Hawai'i at Mānoa – Initial Licensure Programs

End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited): June 2028

### **PART I: Publicly Available Program Performance and Candidate Achievement Data**

#### **1. Overview and Context**

This overview describes the mission and context of the educator preparation provider and the programs encompassed in its AAQEP review.

The University of Hawai'i at Mānoa (UHM) has international recognition among the nation's leading land, sea, and space grant universities. Grounded in the traditional values of our host culture, we strive for excellence in teaching, research, and community engagement, while promoting environmental sustainability and human justice. The UHM was founded in 1907 under the Morrill Act as a land-grant college of agriculture and mechanic arts. In 1912 the newly-named College of Hawai'i relocated to Mānoa Valley. The college became the University of Hawai'i in 1920 with the addition of a College of Arts and Sciences. The Territorial Normal and Training School (now College of Education) joined the University in 1931. The College of Education (COE) serves not only the state of Hawai'i, but a regional and global market. Ours is a diverse and robust college providing educational and community-driven research, policy studies, curriculum development, professional development, educational services, as well as teacher and educational leader preparation programs.

**COE Vision** - *A sense of purpose, a sense of place: Preparing knowledgeable, effective, and caring educators to contribute to a just, diverse, and democratic society.*

The College of Education envisions a Native Hawaiian place of learning and teaching sustained by a collaborative community of educators who provide innovative research, teaching, and leadership in an effort to further the field of education and prepare professionals to contribute to a just, diverse, and democratic society, and prioritize the educational well-being of the Native Hawaiian people and others across the Pacific through education. Our vision guides the direction and work of the college in and beyond lāhui Hawai'i and is informed by tenets of aloha 'āina, a'o, mālama, 'ike Hawai'i, and pono, creating our sense of purpose and a sense of place.\*

### **COE Strategic Principles**

Principle A: Native Hawaiian Place of Learning and Teaching

Context A: Commit to and actualize a Native Hawaiian place of learning and teaching. Become a Native Hawaiian Place of Learning (Aloha 'Āina University).

Principle B: Collaboration, Partnerships, and Community

Context B: Enrich student, faculty and staff experiences by embedding collaboration and partnerships as fundamental principles in the delivery of high quality programs (internally, locally, and globally).

Principle C: Innovate and Inspire

Context C: Nurture a culture of innovation and continuous improvement, including the use of technology to enhance equity and sustain excellence in teaching and learning. We inspire societal and extrinsic constructive change.

Principle D: Research to Improve Educational Outcomes

Context D: Commit to endeavors that innovate, improve, or influence the knowledge base of diverse learners who can contribute to a just society.

The COE submitted two Quality Assurance Reports (one for Initial Licensure Programs and one for Advanced Programs) and was awarded full accreditation for both through June 2028. This Annual Report includes data on our Initial Licensure Programs. Licensure programs are housed in (a) the Institute for Teacher Education (ITE): Elementary, Secondary, and Master of Education in Teaching (MEdT); (b) the Department of Kinesiology and Rehabilitation Science (KRS); and (c) the Department of Special Education (SPED). Several programs are offered as a collaborative effort between these departments. The COE offers the Bachelor of Education (BEd), Bachelor of Science (BS), Post-Baccalaureate Certificate in Teacher Education (PBCTE) in Elementary Education, PBCTE in Secondary Education, Post-Baccalaureate Certificate in Special Education (PBSPED), the Master of Education in Early Childhood Education – Initial Licensure (MEd ECE), and the Master of Education in Teaching (MEdT) in secondary and elementary, leading to initial teacher licensure.

**\*Glossary of Terms:**

‘āina: land, resources

aloha: compassion; loving relationships and reciprocal care

‘ike Hawai‘i: Hawaiian culturally rooted insights, perspectives, intuition, knowledge, skills, perceptions, sensory inputs, extra-sensory understandings, emotions, instincts, awareness, etc.

lāhui: nation, race, tribe, people, nationality

mālama: to take care of, tend, attend, care for, preserve, protect

pono: balance, right, harmony

**Public Posting URL**

Part I of this report is posted at the following web address (accredited members of AAQEP must post at least Part I):

<https://coe.hawaii.edu/accreditation/>

**2. Enrollment and Completion Data**

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021**

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled	Number of Completers in 2020-21
<b>Bachelor of Education in Elementary Education</b>	Elementary Education (K-6)*	88	47
	Dual Preparation in Elementary Education (K-6) and Early Childhood Education (PK-3)	28	12
	Dual Preparation in Elementary Education (K-6) and Special Education (K-6)	35	12

	Dual Preparation in Elementary Education (K-6) and Multilingual Learning (MLL)/TESOL (K-6)	36	15
	Dual Preparation in Early Childhood Education (PK-3) and Early Childhood Special Education (PK-3)*	34	1
	Dual Preparation in Elementary Education (K-6) and Hawaiian Language Immersion Ed (K-12)*	4	0
	<b>Subtotal</b>	<b>225</b>	<b>87</b>
<b>Bachelor of Education in Secondary Education</b>	English (6-12)*	8	6
	Mathematics (6-12)*	13	1
	Science (6-12)*	3	1
	Social Studies (6-12)*	16	4
	World Languages (6-12)*	1	0
	<b>Subtotal</b>	<b>41</b>	<b>12</b>
<b>Bachelor of Science in Kinesiology and Rehabilitation Science</b>	Health and Physical Education (K-6, 6-12, K-12)	11	3
	<b>Subtotal</b>	<b>11</b>	<b>3</b>
<b>Post-Baccalaureate Certificate in Teacher Education - Secondary</b>	Art (6-12)*	2	2
	Dance (6-12)*	0	1
	Drama/Theater Arts (6-12)*	1	0
	English (6-12)*	4	2
	English as a Second Language (6-12)*	3	2
	Mathematics (6-12)*	0	2
	Health and Physical Education (K-6, 6-12, K-12)*	8	0
	Science (6-12)*	5	5

	Social Studies (6-12)*	9	7
	World Languages (6-12)*	2	1
	<b>Subtotal</b>	<b>34</b>	<b>22</b>
<b>Post-Baccalaureate Certificate in Elementary Education</b>	Elementary Education (K-6)*	2	0
	<b>Subtotal</b>	<b>2</b>	<b>0</b>
<b>Post-Baccalaureate Certificate in Special Education</b>	Mild/Moderate (PK-3, K-6, 6-12)*	35	18
	Severe/Autism (PK-3, K-6, 6-12)*	32	12
	<b>Subtotal</b>	<b>67</b>	<b>30</b>
<b>Master of Education in Teaching</b>	Elementary Education (K-6)*	28	15
	Art (6-12)*	2	2
	English (6-12)*	15	7
	Mathematics (6-12)*	3	3
	Science (6-12) *	10	5
	Social Studies (6-12)*	27	5
	Hawaiian Language (6-12)*	2	0
	Hawaiian Language Immersion Education (K-12)*	5	0
	World Languages (6-12)*	0	1
	Dual Preparation in Secondary Education Content Field (6-12) and Special Education (6-12)*	11	7
	<b>Subtotal</b>	<b>103</b>	<b>45</b>
	<b>Totals</b>	<b>483 (467 unduplicated)</b>	<b>199 (192 unduplicated)</b>

### Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Since our AAQEP Quality Assurance Review, we have added the following programs: Master of Education in Early Childhood Education – Initial Licensure (MEd ECE), Post-Baccalaureate Certificate in Teacher Education (PBCTE) in Elementary Education, and the Bachelor of Education dual licensure program in Elementary Education and Hawaiian Language Immersion.

### 3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

**Table 2. Program Performance Indicators**

1. <b>Total enrollment</b> in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
467
2. <b>Total number of unique completers</b> (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
192
3. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
189
4. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program’s expected timeframe <b>and</b> in 1.5 times the expected timeframe. ( <i>Note:</i> Completion rate data for PCERT and PBSPED will be available in next year’s annual report).

**YEAR-TO-YEAR, DEPARTMENT-LEVEL PERSISTENCE RATE (%)**

	<b>F17 Cohort</b>	<b>F18 Cohort</b>	<b>F19 Cohort</b>
<b>Total</b>	<b>84.2</b>	<b>85.1</b>	<b>87.9</b>
BED	81.6	80	85.7
BS	79.2	78.5	84.6
MEDT	85.4	92.9	92.2

**MEDIAN TIME-TO-DEGREE (YEARS)**

	<b>FY18 Cohort</b>	<b>FY19 Cohort</b>	<b>FY20 Cohort</b>
BED	3.67	3.67	3.67
BS	4.33	4	3.67
MEDT	1.72	1.72	1.74

**5. Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

The State of Hawaii has options for teacher candidates to meet the basic skills and content knowledge requirements in their field, including thirty (30) semester credit hours in the license field from an accredited institution of higher education or passing a licensure test in their license field (Hawaii Teacher Standards Board [NBI 12-29Rev](#)). The majority of the COE program completers utilize the 30 semester credit hours option, which is verified through transcript analysis. In AY19-20, of our 255 licensure program completers, 42 took a licensure exam for either basic skills or content knowledge verification. Our most current Title II report data for AY19-20 data showed that 27 of the 42 passed the assessment (64% pass rate); more than half of these were for the Praxis Core exams. However, our candidates are not required to take Praxis Core exams as there are additional options for meeting basic skills and/or content knowledge. If a student chooses to take the exam and does not pass, they can meet the requirement through a different option in NBI 12-29Rev and the large majority of the time they do not retake the licensure exam. Therefore, the 64% pass rate is not indicative of the COE licensure candidates meeting the basic skills and content knowledge requirements.

6. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

The COE shared assessments administered in all of the initial licensure programs are Assessment A Candidate Ability to Plan Instruction (before student teaching), Assessment B Student Teaching Evaluation (during student teaching), Assessment C Candidate Effect on P12 Learning (during student teaching), and Assessment D Professional Dispositions (every semester). The results for these assessments are reported in section 4 below. In AY20-21, 83% of the 84 completers that responded to the Survey of Student Teachers reported feeling very or mostly prepared as a result of their teacher education program. We publicly share our COE survey results from program completers and mentor teachers on our COE [Measuring Our Success webpage](#).

In early Fall 2021, the COE initiated a Tableau data dashboard project which will include the following data dashboards (both public and password-protected versions): assessment data dashboard, survey data dashboard, student and faculty demographics dashboard, and a strategic planning dashboard. The dashboards are currently being developed by a core team of four COE faculty and staff members in the Dean's Office with an expected date of launching the dashboards of Spring 2022. We will include more detailed data and analysis utilizing our new dashboards in the 2022 AAQEP Annual Report.

In addition, the Hawaii Teacher Standards Board administers a survey to all applicants for new or renewal teacher licenses in Hawaii that asks about their preparedness and satisfaction with their preparation program. The HTSB provides monthly reports of the survey responses from the prior month. We are currently working with the HTSB to receive an aggregate annual report of the survey results for COE completers. These data will be included in next year's annual report.

7. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

The COE was able to access Hawaii Department of Education (HIDOE) Educator Effectiveness (EES) data until AY16-17 through a collaboration with the Hawaii Data Exchange Partnership (within the Hawaii P-20 office). However, due to changes in the EES system to now only include a subset of teachers and fewer required elements, Hawaii P-20 no longer believes it is a beneficial use of their staff time to compile preparation program reports of EES data. We reported on the last available COE EES data in our QAR. Additional sources of evidence from employers of program completers is gathered through the HIDOE Employment Report (results discussed in #8 below) and feedback gathered through meetings and data sharing with our partners including the COE Advisory Council, the Hawaii Data Exchange Partnership (DXP), the Hawaii Teacher Education Coordinating Council (TECC), and the Hawaii Teacher Standards Board. New evidence and analysis will be included in next year's annual report.

8. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The COE investigates employment rates for program completers from several sources. The HIDEOE annually publishes an employment report that they make publicly available on their website. The HIDEOE 2020-21 Employment Report reported that in School Year 2020-21, 208 of their newly employed teachers had completed a UHM COE teacher education program. The COE completers accounted for 55% of the new hires with an in-state state approved teacher education program (SATEP) college degree (20 of 381), and accounted for 20% of the total new hires (total 1,057: 381 in-state SATEP; 446 out-of-state SATEP; 230 without SATEP). We also are able to access workforce and salary data, though, through the Hawaii P20 data dashboards. These data allow us to see how many COE graduates are found working in Hawaii and their median wage. Of COE 2015 graduates, 67% were working in Hawaii (in any field), with 58% working in the field of education five years after graduation. This year, we added an item to all of our program completion surveys asking our graduates about their employment and/or continuing education plans. We also have added an employment and/or continuing education item to our alumni surveys. The data from these will be available after this academic year, in Fall 2022.

#### 4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Assessment A Candidate Ability to Plan Instruction	Overall score of Basic or higher	In AY20-21, 98% of the 197 teacher candidates who took Assessment A met the expectation with a score of Basic or higher: Unsatisfactory (2%), Basic (31%), Proficient (64%), Distinguished (2%). More detailed data will be included in next year's annual report, including links to our new data dashboard.

<p>Assessment B Student Teaching Evaluation</p>	<p>Overall score of Basic or higher (<i>BEd &amp; PBCTE Elementary and Secondary</i>)</p> <p>Overall score of Proficient or higher (<i>Health &amp; Physical Education, MEdT, and SPED</i>)</p>	<p>In AY20-21, 99.5% of the 202 teacher candidates who took Assessment B had a score of Basic or higher; and 93% had a score of Proficient or higher: Unsatisfactory (0.4%), Basic (7%), Proficient (68%), Distinguished (21%). More detailed data will be included in next year's annual report, including links to our new data dashboard.</p>
<p>Assessment C Candidate Effect on P12 Learning</p>	<p>Overall score of Basic or higher (<i>BEd &amp; PBCTE Elementary and Secondary</i>)</p> <p>Overall score of Proficient or higher (<i>Health &amp; Physical Education, MEdT, and SPED</i>)</p>	<p>In AY20-21, 99% of the 197 teacher candidates who took Assessment C had a score of Basic or higher; and 88% had a score of Proficient or higher: Unsatisfactory (0.6%), Basic (12%), Proficient (69%), Distinguished (19%). More detailed data will be included in next year's annual report, including links to our new data dashboard.</p>
<p>Assessment D Professional Dispositions</p>	<p>Overall score of Meets Expectations or higher</p>	<p>As Assessment D is scored every semester, each teacher candidate has multiple scores. In AY20-21, 96% of the 775 administrations of Assessment D had an overall score of Meets Expectations or higher: Needs Improvement (4%), Meets Expectations (76%), Exceeds Expectations (20%). More detailed data will be included in next year's annual report, including links to our new data dashboard.</p>

COE Survey of Student Teachers	Responses in the upper two scale ratings of the preparedness (“very prepared” and “mostly prepared”) and agreement (“strongly agree” and “agree”) items.	In AY20-21, 83% of the 84 completers that responded to the Survey of Student Teachers reported feeling very or mostly prepared as a result of their teacher education program. More detailed data will be included in next year’s annual report, including links to our new data dashboard.
COE Survey of Mentor Teachers	Responses in the upper two scale ratings of the preparedness (“very prepared” and “mostly prepared”) and agreement (“strongly agree” and “agree”) items.	In AY20-21, 86% of the 133 mentor teachers that responded to the Mentor Teacher Survey reported that their student teacher(s) were very or mostly prepared as a result of their teacher education program. More detailed data will be included in next year’s annual report, including links to our new data dashboard.
COE Survey of Alumni	Responses in the upper two scale ratings of the agreement (“strongly agree” and “agree”) items.	Will report AY20-21 data in Fall 2022 Annual Report.

**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
Assessment A Candidate Ability to Plan Instruction	Overall score of Basic or higher	In AY20-21, 98% of the 197 teacher candidates who took Assessment A met the expectation with a score of Basic or higher: Unsatisfactory (2%), Basic (31%), Proficient (64%), Distinguished (2%). More detailed data will be included in next

		year's annual report, including links to our new data dashboard.
Assessment B Student Teaching Evaluation	<p>Overall score of Basic or higher (<i>BEd &amp; PBCTE Elementary and Secondary</i>)</p> <p>Overall score of Proficient or higher (<i>Health &amp; Physical Education, MEdT, and SPED</i>)</p>	In AY20-21, 99.5% of the 202 teacher candidates who took Assessment B had a score of Basic or higher; and 93% had a score of Proficient or higher: Unsatisfactory (0.4%), Basic (7%), Proficient (68%), Distinguished (21%). More detailed data will be included in next year's annual report, including links to our new data dashboard.
Assessment D Professional Dispositions	Overall score of Meets Expectations or higher	As Assessment D is scored every semester, each teacher candidate has multiple scores. In AY20-21, 96% of the 775 administrations of Assessment D had an overall score of Meets Expectations or higher: Needs Improvement (4%), Meets Expectations (76%), Exceeds Expectations (20%). More detailed data will be included in next year's annual report, including links to our new data dashboard.
COE Survey of Student Teachers	Responses in the upper two scale ratings of the preparedness ("very prepared" and "mostly prepared") and agreement ("strongly agree" and "agree") items.	In AY20-21, 83% of the 84 completers that responded to the Survey of Student Teachers reported feeling very or mostly prepared as a result of their teacher education program. More detailed data will be included in next year's annual report, including links to our new data dashboard.
COE Survey of Mentor Teachers	Responses in the upper two scale ratings of the preparedness ("very prepared" and	In AY20-21, 86% of the 133 mentor teachers that responded to the Mentor

	“mostly prepared”) and agreement (“strongly agree” and “agree”) items.	Teacher Survey reported that their student teacher(s) were very or mostly prepared as a result of their teacher education program. More detailed data will be included in next year’s annual report, including links to our new data dashboard.
COE Survey of Alumni	Responses in the upper two scale ratings of the agreement (“strongly agree” and “agree”) items.	Will report AY20-21 data in Fall 2022 Annual Report.

## 5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

The COE is currently engaged in college wide effort to address the teacher shortage in the State of Hawaii. The President of the UHM requested an action plan and report from the COE in Fall 2021 on how the COE can eliminate the state’s teacher shortage. While the dynamics of the teacher shortage are complex and require a collaborative effort of both the HIDOE and teacher preparation programs, we are working to address the problem through an enrollment management funnel, including marketing, recruitment, student support, programs, and workforce retention. As we are still developing our plan and teacher shortage report, we will be able to provide more details in next year’s annual report.

One of the priorities and commitments of the COE is to its identity as a Native Hawaiian Place of Learning. The COE Faculty Senate is currently working, in collaboration with our Ainahou Native Hawaiian Council, to develop and offer a series of professional development opportunities for faculty and staff to develop a stronger shared understanding of what it means to be and best practices for a Native Hawaiian Place of Learning.

## Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs may post it at their discretion.

### 6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing growth and improvement processes in relation to each AAQEP standard.

**Table 5. Provider Self-Assessment and Continuous Improvement**

Std.	Strengths, Needs, and Goals/Opportunities by Standard		Priorities to Be Addressed	Action Plan/ Steps to Be Taken	Steps Taken/ Outcomes (Reflection)
1	Strength	Content, pedagogical, and professional knowledge embedded in our teacher preparation programs		Continue to monitor candidate performance from entry through program completion	In Fall 2021, initiated new COE Tableau data dashboard project to aid in the analysis and dissemination of COE data for continuous improvement.
	Need				
	Goal				
2	Strength	COE initial program completers are equipped to work in diverse contexts, have done so successfully, and are growing as professionals		Continue to monitor program completer competence and growth.	In Fall 2021, initiated new COE Tableau data dashboard project to aid in the analysis and dissemination of COE data for continuous improvement.
	Need	Increase the frequency of the administration of COE alumni surveys.		Starting in AY21-22, the COE Alumni Survey will be administered on an annual basis.	Annual administration of the alumni survey will commence this academic year.

	Goal	Incorporate aspect 2d into the COE shared assessments or an additional assessment.	Further incorporate aspect 2d into program curricula and shared assessments.	In spring 2022, program assessment coordinators will be asked to brainstorm and assist in developing a plan for the incorporation of aspect 2d into the COE shared assessments.	In progress.
3	Strength	COE initial programs have the capacity both internally and with partners to ensure that completers are prepared and succeed professionally			
	Need				
	Goal	Develop an improved centralized Plan of Assistance (POA) recording system to track delivered supports and student outcomes		In spring 2022, the Teacher Preparation Council, Assessment Coordinators, and COE Database Manager will be asked to contribute to the brainstorming, planning, and development of an improved POA recording system.	In progress.
4	Strength				
	Need				
	Goal	Address the teacher shortage in the state of Hawaii.		Currently developing a college-wide plan to address the teacher	In progress.

				shortage problem through an enrollment management funnel, including marketing, recruitment, student support, programs, and workforce retention.	
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**Overall Comments in Response to Evidence**

Optional explanation or elaboration on the findings noted in the final column of Table 5.

**7. Evidence Related to AAQEP-Identified Concerns or Conditions**

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted).

N/A

**8. Anticipated Growth and Development**

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

An overriding factor for all future plans is the current pandemic and its economic impact on Hawaii, which may result in our operating within a reduced budget for the next several years. At present the University is engaging in discussions with each unit on implementing potential cost-saving measures, as yet to be determined. In anticipation of the impending budgetary restrictions, the COE may not be able to fully implement the initiatives outlined in our COE Strategic Plan or the planned changes to the programs. Instead, the impacts may in fact result in department reorganizations; reduction of limited term faculty; and/or merging, reducing or eliminating some programs. We do not

anticipate that significant impacts will occur to the teacher licensure programs. However, this may limit the planned program changes and new programs in planning. We will continue to operate as efficiently as possible within the availability of funds. The COE has received input from the campus administration that we should continue our focus on teacher licensure and to address the workforce needs of Hawaii. Therefore, we plan to move forward with offering all teacher licensure programs in place, and planning for additional areas in which there remain teacher shortages.

## 9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

The Hawaii Teacher Standards Board has recently rescinded a New Business Item (NBI) that allowed EPPs to submit candidates for a secondary content license in a field that an EPP was not formally approved to offer. Therefore, the Secondary BEd, Post-Bac, and MEdT programs are evaluating and deciding which content areas they need to submit formal approval request to the HTSB so that they may continue to offer all the content areas. Ideally, all of the COE secondary programs would be approved to offer the same content areas.

## 10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Jessica L. W. Miranda, Director of Assessment, Accreditation, and Accountability	Nathan M. Murata, Dean

Date sent to AAQEP:

12/30/2021