Suggestions for the program proposal include:

• specific articulation plans or agreements would be helpful to include;

Addressed on p. 10 of our proposal, Paragraph 2: "Some students will likely begin the proposed BA after graduating from UH Community Colleges, particularly Kap’iolani Community College. Following Board of Regents approval (2004) of the AS degree framework at KCC for teacher preparation courses (including Special Ed and ESL), KCC has recently developed its AS Degree for Educational Paraprofessionals (with an Emphasis in SLT) (along with a Certificate of Completion in TESOL). UHM DSLS faculty have liaised with KCC staff concerning the present proposal to strengthen a campus-to-campus connection to relevant sectors of the intended student population. Both KCC senior administrators and DSLS faculty have consulted with College of Education faculty and administrators with particular reference to the connection between the just-mentioned KCC AS, the present proposal, and the UHM COE post-baccalaureate certificate in second language education. Articulation for other UH Community College students is also enhanced because the first two years of the BA in the SLS four-year plan (Appendix 5) involve completion of the General Education requirements, which is implied by completion of the AA degree."

• provide context that SLS currently offers the PhD and MA and currently offers all the undergraduate courses;

Addressed in several places in the proposal, including on p. 4, Paragraph 1: "The Department of Second Language Studies (formerly the Department of English as a Second Language) at the University of Hawai‘i at Mānoa has a 40-year history, an excellent reputation, and a total student enrollment of around 100 students at MA and PhD level, and also houses two ESL instructional programs, the English Language Institute and the Hawai‘i English Language Program. It has offered the MA degree since about 1968, and had its PhD program approved in 1988. During the four decades of its existence, the Department has also offered a full sequence of undergraduate courses at the 300 and 400 level, but primarily for administrative reasons, its de facto Bachelor’s degree has been maintained through Interdisciplinary Studies (previously Liberal Studies)."

Also on p. 8, Paragraph 6: "Most of the [BA-level] courses have been in the UH Catalog and offered on a regular basis for the past 20 years." (A further note: the SLS 480-alpha series of courses was developed and approved in AY 2001-2002.)
• **clarify what specific roles graduates might have in public and private schools or if they are prepared to apply for teacher education preparation programs;**

Addressed primarily on p. 11 of the proposal, Paragraphs 6-7: "Private K-12 schools. Many of the private K-12 schools in Hawai‘i have ESL classes or programs, as well as foreign-language (or heritage language) courses. A number of SLS graduates have gone on to teach languages other than English. Some are hired into full-time positions that involve teaching ESL and a foreign language. Other potential positions include language lab directors, counselors for college-bound students, or other types of counseling or advising. . . . Public K-12 schools. Graduates of SLS have gone on to get licensure to teach in public schools. Some are now Coordinators or Head Teachers of English Language Learners (ELL) programs; others teach ELL in the schools. SLS BA students (IS/SLS) have been able to obtain certification via the COE while majoring in SLS or by following up their BA degree with a post-baccalaureate certificate from COE. As with the private schools, some SLS graduates become teachers of foreign or heritage languages, or take other related positions in the schools. Licensure to teach in Hawai‘i transfers to other states, so some of those teachers have also moved between Hawai‘i and the U.S. mainland."

(A further note: Currently two of the faculty from SLS are serving as members of the Teacher Education Committee (TEC), and one of the primary goals of this committee is to ensure that students in programs such as SLS can smoothly transition into teacher education programs.)

• **add specific numbers on possible employment opportunities (EMSI, DOL, DOE data);**

According to DOL data on Occupational Employment Statistics, Hawaii is one of five states with the highest concentration of people in employment category "25-3011 Adult Literacy, Remedial Education, and GED Teachers and Instructors" (http://www.bls.gov/oes/current/oes253011.htm, accessed 11/23/2010) with 680 positions. EMSI data was not available. We have contacted the State DOE to ask for current data about the total number of English Language Learners in the DOE, as well as positions in language teaching, but have not yet received data.

• **consult with UHM College of Education regarding courses and preparation of SLS teachers, etc;**

Consultation is ongoing via the TEC (see above) and via working relationships between SLS and COE faculty.

• **consider including letter or statement from IS with the impact on its program (possibly demonstrating reallocation or salary savings, etc);**

While the letter of support from IS (Appendix 2, p. 26 of the proposal) does not specifically address the impact of the SLS degree on their program, it does include their support of our BA.

• **consider reducing the projected enrollment as enrollment increased from 15 to about 40 from 1980 to 2008**

This has been done in the budget (p. 15 of the proposal)
• and may need to explain how 1-2 FTE is needed to support the BA (allocation of total FTE for undergraduate courses);

In recent years, 9-12 courses have been offered per semester in which undergraduate students are eligible to enroll. Some of these courses are only available to undergraduates (i.e., SLS 302, 303, 312, 313, and 480-alpha courses), but others are available to both undergraduate and graduate students (i.e., SLS 380, 418, 430, 441, 460 and 490). Since graduate faculty of SLS regularly teach some of these courses, 1-2 FTE is consistently enough to cover the remaining courses that undergraduates are eligible to take.

• support letters from DOE, COE, Kap CC would be helpful.

Support letters from the Chancellor of KCC, IS, DBEDT and the Hawaii Pacific Export Council are included in Appendix 2, pp. 21-26 of the proposal.