

AUTHORIZATION TO PLAN (ATP) AN ACADEMIC PROGRAM

1. School/College and Department/Unit:
School of Pacific and Asian Studies, Center for Pacific Islands Studies
2. Chair/Convener of Planning Committee: Vilsoni Hereniko
3. Program Category: X New Modified X Interdisciplinary
4. a. Degree or Certificate Proposed: Bachelor of Arts in Pacific Islands Studies

b. Similar degrees in UH system:

At UH Mānoa, similar interdisciplinary Bachelor of Arts degrees are offered in Hawaiian Studies, Asian Studies, and Ethnic Studies. Currently a "major equivalent" in Pacific Islands Studies is available through the B.A. program in Interdisciplinary Studies, where students select from a list of courses in various disciplines. The Bachelor of Arts in Pacific Islands Studies is intended to replace the major equivalent in Interdisciplinary Studies.

Only three other UH campuses offer Pacific Islands Studies concentrations or certificates. Kapi'olani Community College offers an Associate in Arts degree in Liberal Arts with a possible certificate in Asian Studies or Hawaiian/Pacific Islands Studies. The PACS 108 course has been taught every semester at KCC since fall 2007. The establishment of the B.A. in Pacific Islands Studies at UH Mānoa would enable a "pre-transfer" track for these students who choose to continue studies toward the B.A. Currently pre-transfer tracks at KCC exist in multiple disciplines, such as Biology, Engineering, and Education. UH West O'ahu offers a B.A. major in Humanities with a concentration option in Hawaiian-Pacific Studies. Instructors will begin teaching PACS 108 at UHWO in spring 2009. Currently the 36 required credits for this certificate are 300 and 400 level courses. UH Hilo's Humanities Division offers a possible certificate in Pacific Islands Studies that is adjunct to a student's major.

c. Articulation with UH System:

Regarding early collaboration on the curriculum, a SPAS workshop February 9, 2008 involved discussions among all campuses regarding Pacific Studies. Notes/summary of these discussions may be read at the following site: <http://www.hawaii.edu/shaps/workshop.html> CPIS (Center for Pacific Islands Studies) has further advanced its objectives in the creation of the BA in Pacific Islands Studies in response to the ideas presented at this workshop. A follow-up workshop is planned for February 7, 2009 at KCC, sponsored by SPAS (School of Pacific and Asian Studies) to continue the discussion and ensure that the UHCCs and their courses will clearly articulate with the proposed BA at UHM.

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5. Planning

- a. The planning period will be from January 5, 2009, through December 17, 2009.
- b. The planning will be done by the Curriculum and Student Affairs Committee, which consists of a junior specialist, all members of the teaching faculty (four altogether), and one student. During the planning phase, the Curriculum and Student Affairs Committee will:

- 1) examine regional undergraduate level programs in Pacific Islands Studies for their curricula and other program elements,
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- c. The completed program proposal will be submitted on January 12, 2010.
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The Program objectives are to:

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- Develop a constituency for graduate programs in Pacific Studies or related fields, and provide appropriate preparation for those who wish to pursue advanced studies.
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(1) students seeking academic training toward advanced degrees, (2) heritage students with genealogical connections to the Pacific, and (3) students interested in public policy leadership and community engagement through other fields that work closely with Pacific Islanders, e.g., education, health care, social work, counseling, public administration, and social research. The students will come from Hawai'i, the continental US, and Pacific Island nations and territories, and the program is anticipated to articulate closely with offerings at KCC, UH Hilo, and UH West O'ahu.

Upon completion of the undergraduate major in Pacific Studies, students will be able to:

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- Identify major issues of concern to Pacific Islanders today
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- Discuss the role of creative writers and artists in contemporary Pacific societies
- Describe new forms of popular culture in Islander communities at home and abroad
- Identify the contemporary influence of island values and ways of life on community practices in Hawai'i
- Recognize indigenous forms of knowledge and understanding, and acknowledge these in their work
- Explain the interdisciplinary nature of Pacific Studies and its relevance to learning about Oceania
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Curriculum:

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Proposed Pacific Studies Major (Preliminary Survey of Course Offerings)

The plan is to require 33 credits in Pacific-related course work plus two years of language (12-16 credits) to satisfy the following four requirements.

1. **Foundation** requirement (9 credits)

Courses that explore how Pacific societies are represented, and alternative approaches to the field of study.

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PACS 201 Islands of Globalization (to be offered starting Fall '09),
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2. **Breadth** requirement (12 credits)

Courses that survey the environment, history, cultural heritage, politics, economics, and contemporary issues of the region.

Choose four of the following:

HWST 107 Hawai'i: Center of the Pacific
HIST 288 Survey of Pacific Islands History
HIST 481 Pacific Islands I
HIST 482 Pacific Islands II
HIST 483 The United States in the Pacific
HIST 495d History colloquium: History in Oceania
ANTH 350 Pacific Island Cultures
ECON 418 Pacific Island Economies
POLS 307c Topics in Comparative Politics: Pacific Islands
GEOG 365 Geography of the Pacific.
PACS 491 The Contemporary Pacific
LLEA 371 Europeans in the Pacific

ES 392 Change in the Pacific/ Polynesia

3. **Focus** requirement (12 credits)

*Courses that constitute a particular thematic or country specialization within the field of study.
Students select a track and choose four courses from within that track.*

Track One: Public Policy and Community Development

ES 310 Ethnicity and Community: Hawai'i
 ES 360 Immigration to Hawai'i
 ANTH 481 Applied Anthropology
 ANTH 370 Ethnographic Field Techniques
 ANTH 419 Indigenous Anthropology
 ANTH 425 Medical Anthropology
 PACS 3XX Working with Indigenous Communities (to be developed)
 PACS 495 Encountering Tourism in Asian-Pacific Societies
 POLS 306 Comparative Politics of Developing Countries
 ITE 360 Introduction to Multicultural Education
 ITE 440 Curriculum Implications of Multicultural Education

Track Two: Language and Culture

PACS 494 Culture and Consumption in Oceania
 ES 320 Hawai'i and the Pacific
 ANTH 447 Polynesian Cultures

2 300-level or above language courses:

IP 369b Study Abroad: Western Samoa
 IP 395 Polynesian Folklore in Translation
 IP 427 Topics in Samoan Literature
 IP 427b Writings of Albert Wendt
 IP 427c Samoan Women Writers
 SAM 301 Third Level Samoan
 SAM 302 Third Level Samoan
 SAM 321 Samoan Conversation: Traditional Contexts
 SAM 322 Samoan Conversation: Contemporary Contexts
 SAM 421 Samoan Ceremonial Speech
 SAM 422 Samoan Ceremonial Speech
 SAM 431 Samoan Oral Traditions
 SAM 432 Samoan Oral Traditions 2
 SAM 452 Structure of Samoan
 SAM 461 Traditional Samoan Literature
 TAHT 301 Third Level Tahitian
 TAHT 302 Third Level Tahitian
 TAHT 351 Third Level Tahitian Abroad
 TAHT 359 Third Level Tahitian Abroad
 TAHT 401 Fourth Level Tahitian
 TAHT 402 Fourth Level Tahitian
 TAHT 458 Fourth Level Tahitian Abroad
 TAHT 459 Fourth Level Tahitian Abroad
 MAO 261 Maori Literature and Culture
 MAO 301 Advanced Maori Language and Culture

MAO 302 Advanced Maori Language and Culture
 MAO 361 Modern Maori Literature and Culture
 MAO 384 Maori Language and the Performing Arts

Track Three: Arts and Performance

ART 475c Art of the Pacific: Melanesia, Micronesia, Polynesia
 MUS 311j Tahitian Ensemble
 MUS 311k Oceanic Ensemble
 MUS 478i Musical Cultures: Music of Polynesia
 PACS 370/ENG 371 Literature of the Pacific
 ENG 470 Studies in Asia/Pacific Literature
 ENG 479 Modern Pacific Women's Poetry
 ACM 480 Oceania Media and Culture
 PACS 462 Drama and Theatre of Oceania

4. Language requirement (variation of the General Education requirement)
Four semesters of an indigenous Pacific language.

Tongan:

TONG 101 Beginning Tongan
 TONG 102 Beginning Tongan
 TONG 201 Intermediate Tongan
 TONG 202 Intermediate Tongan

Samoa:

SAM 101 Elementary Samoan* (4 credits)
 SAM 102 Elementary Samoan * (4 credits)
 SAM 201 Intermediate Samoan* (4 credits)
 SAM 202 Intermediate Samoan* (4 credits)

Maori:

MAO 101 Beginning Maori* (4 credits),
 MAO 102 Beginning Maori* (4 credits)
 MAO 201 Intermediate Maori* (4 credits)
 MAO 202 Intermediate Maori* (4 credits)

Tahitian:

TAHT 103 First Year Tahitian
 TAHT 104 First Year Tahitian
 TAHT 201 Intermediate Tahitian* (4 credits)
 TAHT 203 Second Year Tahitian
 TAHT 204 Second Year Tahitian

Relationship to campus mission and strategic plan:

The proposed program will address many of the “strategic imperatives” of the core commitments acknowledged in “Defining Our Destiny,” the 2002-2010 UH Mānoa strategic plan.

The Center’s outreach to undergraduate students responds to community requests and societal needs for increased awareness and understanding of Pacific Islanders, particularly Micronesian and Samoan communities. A key component of the undergraduate degree program is the opportunity for service-learning, which promotes public-private partnerships and possibilities for potential employment for students.

The BA in Pacific Islands Studies will have 3 interrelated areas of concentration with course offerings available in each of these areas: (1) Public Policy and Community Development, (2) Language and Culture, and (3) Arts and Performance. These concentrations respond to the interests and needs of various students: those with genealogical connections or experience in language, arts, and culture, as well as those desiring to work with Pacific Islanders to promote diversity and equality. The student specialization option in Public Policy and Community Development will support efforts to enhance educational effectiveness across the state and elsewhere by providing essential training and knowledge of Pacific Islander students, cultures, countries and territories for future community leaders. The Language and Culture option similarly provides essential knowledge as well as linguistic skills, while further enhancing campus cultural diversity. Specialization in the Arts and Performance option provides an outlet for creative scholarship and expression of artistic and ethnic identity while also contributing to overall Mānoa campus cultural enrichment through Pacific arts, dance, music, writing, etc.

7. Program Justification (Needs and Rationale. Include, as appropriate, internal and external factors driving need for this program; description of needs assessment; number of interested students per year; need for such a program in relation to workforce development, graduate studies, etc.)

Internal and External Factors

Although a major equivalent is available through Interdisciplinary Studies, there is little academic structure in this approach, and students often have difficulty figuring out what courses to take in order to graduate. Despite an abundance of Pacific specialists and undergraduate offerings, few courses are available at the 100-200 level and most are offered at the 300-400 level. There is no campus-wide effort to coordinate these courses. There is effectively no coherent undergraduate program in Pacific Islands Studies at UH Mānoa.

The Center for Pacific Islands Studies is the only federally funded National Resource Center in the United States that focuses on the Pacific Islands. Since 1950 the Center has offered a Master of Arts degree in Pacific Islands Studies, the only one of its kind in the United States. In addition, the Center offers a graduate certificate program in Pacific Islands Studies (minor equivalent). The Center is unusual in School of Pacific and Asian Studies (SPAS) in that it is both a center and an academic program.

The B.A. degree in Pacific Islands Studies will not only increase the number of potential M.A. program students but will also strengthen the overall Area Studies programs, which contribute to the uniqueness and marketability of UHM. The Pacific Islands Studies program enhances regional knowledge by complementing Hawaiian and Asian Studies programs. The University's general education graduation requirement of an H-designation course boosts system-wide interest in Pacific Islands Studies courses. The promotion of Pacific Islands Arts and Performance will also enhance University efforts to promote a Pacific place of learning and a diverse campus atmosphere. Beyond these internal needs, a demand for Pacific Islands education comes from the larger community. The proposed program would contribute a broader awareness of Pacific Islander issues and policies, particularly those that impact growing immigrant communities around the state and nation, while also strengthening local community involvements with the Center through service-learning partnerships.

The recent Center conference "Micronesian Voices in Hawai'i" concluded with participants' recommendations to Governor Lingle on how best to ease the transition of Micronesian immigrants in Hawai'i. Recommendations emphasized ongoing cultural education for community service providers and increased access to interpreters (<http://www.hawaii.edu/cpis/2008conf/april2008overarch.htm>). Regionally, a Pacific Islands Studies B.A. will provide opportunities for UH to partner with other Pacific and international universities with undergraduate programs (e.g., Victoria U. of Wellington, University of Auckland, The Australian National University, and University of Guam). These neighboring regional institutions offer alternative educational models and lessons learned in ways that

are significant and meaningful, as well as unavailable from American universities because of the center's unique position as the sole graduate (and undergraduate) degree program in Pacific Islands Studies in the United States. The center's partnerships expand opportunities for students through collaborative, international, online courses, student exchanges, and research and networking opportunities.

Needs Assessment, Number of Interested Students, Workforce Development, Graduate Studies

The general education requirement of a Hawaiian, Asian, Pacific focused course contributes to the need for undergraduate offerings of Pacific Islands Studies courses. The Center's PACS 108 course "Pacific Worlds" fulfills the H focus requirement and has been offered for two semesters at full capacity (50 students per semester). The growing Pacific Islander populations in the University of Hawai'i system make up approximately 30 percent of current PACS 108 students. We anticipate even larger enrollments of this population as the number of sections increase. In Fall 2006, there were 2,440 heritage students with genealogical connections to the Pacific at Mānoa, an increase of 26 percent since 1999. Nearly 75 percent of these students were undergraduates.

Projected Student Interest

At this stage, the data are largely anecdotal. The Graduate chair states that many of the MA students have indicated they would have been interested in a bachelor's degree in this field over the years, and there are periodic inquiries about undergraduate options."

A formal needs assessment survey will be done during the planning year to quantify the informal needs assessment done over the past few years. At this point, the numbers of students who have indicated interest per year has been quite small, and not helpful in terms of assessment needs because these numbers wouldn't reflect the real need in the community. The number of students enrolled to take our PACS 108 course, taught for the first time last spring and now fall, would be a better reflection of need and a great pool of students for the needs assessment survey during the upcoming planning year

In addition, we think that enrollment in other area studies at the B.A. level is a good guide for us to use in terms of student demand for a B.A. in Pacific Islands Studies. The number of majors for the B.A. in Asian Studies is about 100, while that for the B.A. in Hawaiian Studies is 110. We think our figures of 15, 25, 38, 50, and 60 are quite conservative but we thought it best to underestimate at this stage than to overestimate. For the full proposal, we will do more research in this area. (Our Center has never actively promoted the B.A. in Interdisciplinary Studies and we think that 99% of students wouldn't even know about this option of a focus on the Pacific.)

Finally I was able to speak to a faculty member of Interdisciplinary Studies who said that they are understaffed and that it would take them quite a while to be able to come up with the exact number of graduates in the Pacific Islands area of study. However, he said that the number is very small, and his estimate is about 2 students per academic year. This sounds right to me, for reasons I have mentioned earlier. I think it is important to stress that this low figure does not reflect the need for a population to be better informed about the Pacific, particularly teachers, health care workers, social workers, and so on. Also, it is important to bear in mind ongoing training opportunities regarding Pacific Islands cultures for service providers, as well as the tremendous need for Pacific Islands language interpreters (for Micronesian communities, for example). The B. A. in Pacific Islands Studies can meet these needs. (For example, our administrative assistant, who is Hawaiian, has just enrolled to do the B.A. in IS with a focus on the Pacific Islands because she feels the need to be better informed.)

"We now have 101 active majors. We have graduated 29." The quote above is from Tom Brislin of ACM. What is interesting is that their proposal for a B.A. in Creative Media is not yet approved, and yet they have all these majors and have even graduated students. The difference is they do all the advising and actively promote the B.A. (Unlike us, they don't have an M.A. degree in that field.) The potential enrollment figures lie in the undergraduate majors, not the graduates of the MA

program. I'm quite confident that the B.A. in Pacific Islands Studies will attract a lot more students than the numbers we put in there.

Also, our PACS 108 is a HAP focus course, which explains why it is in high demand. We put a cap at 50 because we value individual attention, and we also provide our instructor with a T.A. During the planning period, we will offer two sections of PACS 108 in spring 2009, with a cap of 100 students. In fall 2009, we will offer 4 sections, which is 200 students. We expect all these classes to be full (based on our two past experiences offering this course) because of the HAP focus requirement.

State Need (potential for job opportunities)

In terms of employment for graduates with the BA in Pacific Islands Studies, we base our discussion of opportunities upon the increasing, numerous invitations received by CPIS faculty to provide orientations and trainings to local, state, and non-profit agencies' staff over the past 8 years. These agencies work closely with multiple Pacific Islander populations and continuously request referrals for staff with cultural knowledge (and linguistic skills). An incomplete list, provided by only one of the center's faculty members, includes:

Easter Seals & Hawaii Public Health Nurses October 8 2008
 Kalihi-Palama Health Care for the Homeless project July 2 2008
 Maternal Child Health project "Trainers Institute" June 7 2008
 Child Welfare Services June 6 2008
 Child Welfare Services December 2007
 'Parents and Children Together (PACT) October 2007
 Kona Community Hospital. September 15, 2006.
 United Church of Christ, Honolulu. April 2, 2006.
 Judge Mike Wilson Circuit Judge, Circuit Court of the First Judicial Circuit Honolulu. March 28, 2006
 Kalihi Palama Terrace Housing, December 9, 2005
 Weed and Seed Community Group , Kamehameha Homes October 13, 2005
 Kapiolani Hospital, MCH Lend Program September 30, 2005
 Hawai'i Nurses Association July 22, 2005
 Hawai'i Courts System July 15, 2005
 Hawai'i Office for Youth Services May 10, 2005
 Washington Intermediate School. Honolulu. February 11, 2005
 Kona Community Hospital. Kona, Hawai'i. January 27, 2005
 Parents and Children Together, Annual Staff Conference. Honolulu. Dec. 3, 2004.
 Waipahu Elementary/UH West Oahu. August 2004
 Aiea High School April 2004
 Pahala Elementary and Kau High School, Pahala Hawai'i May 2004
 Kaiser Hospital Social Workers Nov. 2003
 Healthy Mothers, Healthy Babies Program-2x Honolulu, April 23/June 18 and Big Island May 23rd in 2004
 Central Intermediate School, Honolulu 2003
 The University of Hawai'i at Hilo, International Student Support Services 2001
 Governor's Pacific Health Promotion and Development Center Conference 2001
 Catholic Charities Immigration Services. Honolulu. Spring 2000.
 Queen Ka'ahumanu Intermediate School. Faculty In-Service Day. Honolulu, HI. April 2000.
 Hawai'i State Department of Health, Family Planning Services Conference. 2000.
 WIC -Women, Infant, Children - Federal program. December 2000.
 PACT - Parent and Child Together - Hanalike program meeting. January 2001.
 Job Corps Hawai'i. November 2000.
 Lincoln Elementary School, Honolulu. March 2001.
 Jefferson Elementary School, Honolulu. October 2001.

Radford High School, Honolulu. March 2002.

Hawai'i State Department of Health, Hilo. Malama Ho'opilipono Project. April 2002.

Queen Ka'ahumanu School Even Start Program, Honolulu. September 2002.

Honolulu Police Department. October 2000.

Just as UH has learned to respond to the needs of a growing PI Pacific Islander student body, the state has reached a critical awareness of the need for both cultural and linguistic knowledge of Pacific Islander communities (e.g. courts, schools, health care, housing, media, language-access laws). The Center's proposed B.A. responds to these needs as well as students' development by providing rigorous courses, community experience through service-learning opportunities, and advanced cultural preparation for future employment in Hawai'i's schools, social services, health services, housing and legal systems, for example. Moreover, as US strategic interests in the region expand, so does the future employment potential of our graduates at all levels, in US federal offices, research institutions, and regionally-focused international organizations. We will also carry out a needs assessment during the planning period to analyze both student interest in the program as well as future employment opportunities in the state.

In terms of graduate studies, many incoming students lack the required preparation for graduate work in the field of Pacific Islands Studies. Without an undergraduate program of preparation, many graduate students enroll as unclassified students in order to meet the requirements of 12 undergraduate credits with a Pacific Islands emphasis. Of the list of prerequisite courses, all are in other disciplines, such as history or anthropology. The Center sees a great need in offering an interdisciplinary approach to Pacific Islands Studies at the undergraduate level to meet the needs of our graduate students as well as the broader undergraduate student body.

8. Description of resources required.

No new faculty will be required for the B.A. in Pacific Islands Studies. The Center has recently hired an associate professor, an assistant professor, and a junior specialist who will be teaching the core courses. The Center has 40 affiliate faculty members, many of whom will be teaching courses that qualify as electives for the B.A.

The Center hired a graduate teaching assistant in spring 2008 to help in the teaching of PACS 108: Pacific Worlds, an introductory course required for all majors in the proposed B.A. degree in Pacific Islands Studies. Once the B.A. is formalized, the Center will hire a second graduate teaching assistant. In Fall 2011, the Center will hire a lecturer to assist in the teaching of courses for the B.A. degree as enrollment increases.

More office space will be required for the two T.A.'s and a lecturer. The Center is now reconfiguring its available space to prepare for this necessity.

No new library resources are anticipated. The Pacific Collection in the Hamilton Library contains the most comprehensive materials on the Pacific anywhere in the world. Its resources are more than adequate for the B.A. in Pacific Islands Studies.

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ECON 418 Pacific Island Economies
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ES 392 Change in the Pacific/ Polynesia

3. **Focus** requirement (12 credits)

Courses that constitute a particular thematic or country specialization within the field of study.

Students select a track and choose four courses from within that track.

Track One: Public Policy and Community Development

ES 310 Ethnicity and Community: Hawai'i

ES 360 Immigration to Hawai'i

ANTH 481 Applied Anthropology

ANTH 370 Ethnographic Field Techniques

ANTH 419 Indigenous Anthropology

ANTH 425 Medical Anthropology

PACS 3XX Working with Indigenous Communities (to be developed)

PACS 495 Encountering Tourism in Asian-Pacific Societies

POLS 306 Comparative Politics of Developing Countries

ITE 360 Introduction to Multicultural Education

ITE 440 Curriculum Implications of Multicultural Education

Track Two: Language and Culture

PACS 494 Culture and Consumption in Oceania

ES 320 Hawai'i and the Pacific

ANTH 447 Polynesian Cultures

2 300-level or above language courses:

IP 369b Study Abroad: Western Samoa

IP 395 Polynesian Folklore in Translation

IP 427 Topics in Samoan Literature

IP 427b Writings of Albert Wendt

IP 427c Samoan Women Writers

SAM 301 Third Level Samoan

SAM 302 Third Level Samoan

SAM 321 Samoan Conversation: Traditional Contexts

SAM 322 Samoan Conversation: Contemporary Contexts

SAM 421 Samoan Ceremonial Speech

SAM 422 Samoan Ceremonial Speech

SAM 431 Samoan Oral Traditions

SAM 432 Samoan Oral Traditions 2

SAM 452 Structure of Samoan

SAM 461 Traditional Samoan Literature

TAHT 301 Third Level Tahitian

TAHT 302 Third Level Tahitian

TAHT 351 Third Level Tahitian Abroad

TAHT 359 Third Level Tahitian Abroad

TAHT 401 Fourth Level Tahitian

TAHT 402 Fourth Level Tahitian

TAHT 458 Fourth Level Tahitian Abroad

TAHT 459 Fourth Level Tahitian Abroad

MAO 261 Maori Literature and Culture

MAO 301 Advanced Maori Language and Culture

MAO 302 Advanced Maori Language and Culture
 MAO 361 Modern Maori Literature and Culture
 MAO 384 Maori Language and the Performing Arts

Track Three: Arts and Performance

ART 475c Art of the Pacific: Melanesia, Micronesia, Polynesia
 MUS 311j Tahitian Ensemble
 MUS 311k Oceanic Ensemble
 MUS 478i Musical Cultures: Music of Polynesia
 PACS 370/ENG 371 Literature of the Pacific
 ENG 470 Studies in Asia/Pacific Literature
 ENG 479 Modern Pacific Women's Poetry
 ACM 480 Oceania Media and Culture
 PACS 462 Drama and Theatre of Oceania

4. **Language** requirement (variation of the General Education requirement)
Four semesters of an indigenous Pacific language.

Tongan:

TONG 101 Beginning Tongan
 TONG 102 Beginning Tongan
 TONG 201 Intermediate Tongan
 TONG 202 Intermediate Tongan

Samoa:

SAM 101 Elementary Samoan* (4 credits)
 SAM 102 Elementary Samoan * (4 credits)
 SAM 201 Intermediate Samoan* (4 credits)
 SAM 202 Intermediate Samoan* (4 credits)

Maori:

MAO 101 Beginning Maori* (4 credits),
 MAO 102 Beginning Maori* (4 credits)
 MAO 201 Intermediate Maori* (4 credits)
 MAO 202 Intermediate Maori* (4 credits)

Tahitian:

TAHT 103 First Year Tahitian
 TAHT 104 First Year Tahitian
 TAHT 201 Intermediate Tahitian* (4 credits)
 TAHT 203 Second Year Tahitian
 TAHT 204 Second Year Tahitian

Relationship to campus mission and strategic plan:

The proposed program will address many of the "strategic imperatives" of the core commitments acknowledged in "Defining Our Destiny," the 2002-2010 UH Mānoa strategic plan.

The Center's outreach to undergraduate students responds to community requests and societal needs for increased awareness and understanding of Pacific Islanders, particularly Micronesian and Samoan communities. A key component of the undergraduate degree program is the opportunity for service-learning, which promotes public-private partnerships and possibilities for potential employment for students.

The BA in Pacific Islands Studies will have 3 interrelated areas of concentration with course offerings available in each of these areas: (1) Public Policy and Community Development, (2) Language and Culture, and (3) Arts and Performance. These concentrations respond to the interests and needs of various students: those with genealogical connections or experience in language, arts, and culture, as well as those desiring to work with Pacific Islanders to promote diversity and equality. The student specialization option in Public Policy and Community Development will support efforts to enhance educational effectiveness across the state and elsewhere by providing essential training and knowledge of Pacific Islander students, cultures, countries and territories for future community leaders. The Language and Culture option similarly provides essential knowledge as well as linguistic skills, while further enhancing campus cultural diversity. Specialization in the Arts and Performance option provides an outlet for creative scholarship and expression of artistic and ethnic identity while also contributing to overall Mānoa campus cultural enrichment through Pacific arts, dance, music, writing, etc.

7. Program Justification (Needs and Rationale. Include, as appropriate, internal and external factors driving need for this program; description of needs assessment; number of interested students per year; need for such a program in relation to workforce development, graduate studies, etc.)

Internal and External Factors

Although a major equivalent is available through Interdisciplinary Studies, there is little academic structure in this approach, and students often have difficulty figuring out what courses to take in order to graduate. Despite an abundance of Pacific specialists and undergraduate offerings, few courses are available at the 100-200 level and most are offered at the 300-400 level. There is no campus-wide effort to coordinate these courses. There is effectively no coherent undergraduate program in Pacific Islands Studies at UH Mānoa.

The Center for Pacific Islands Studies is the only federally funded National Resource Center in the United States that focuses on the Pacific Islands. Since 1950 the Center has offered a Master of Arts degree in Pacific Islands Studies, the only one of its kind in the United States. In addition, the Center offers a graduate certificate program in Pacific Islands Studies (minor equivalent). The Center is unusual in School of Pacific and Asian Studies (SPAS) in that it is both a center and an academic program.

The B.A. degree in Pacific Islands Studies will not only increase the number of potential M.A. program students but will also strengthen the overall Area Studies programs, which contribute to the uniqueness and marketability of UHM. The Pacific Islands Studies program enhances regional knowledge by complementing Hawaiian and Asian Studies programs. The University's general education graduation requirement of an H-designation course boosts system-wide interest in Pacific Islands Studies courses. The promotion of Pacific Islands Arts and Performance will also enhance University efforts to promote a Pacific place of learning and a diverse campus atmosphere. Beyond these internal needs, a demand for Pacific Islands education comes from the larger community. The proposed program would contribute a broader awareness of Pacific Islander issues and policies, particularly those that impact growing immigrant communities around the state and nation, while also strengthening local community involvements with the Center through service-learning partnerships.

The recent Center conference "Micronesian Voices in Hawai'i" concluded with participants' recommendations to Governor Lingle on how best to ease the transition of Micronesian immigrants in Hawai'i. Recommendations emphasized ongoing cultural education for community service providers and increased access to interpreters (<http://www.hawaii.edu/cpis/2008conf/april2008overarch.htm>). Regionally, a Pacific Islands Studies B.A. will provide opportunities for UH to partner with other Pacific and international universities with undergraduate programs (e.g., Victoria U. of Wellington, University of Auckland, The Australian National University, and University of Guam). These neighboring regional institutions offer alternative educational models and lessons learned in ways that

are significant and meaningful, as well as unavailable from American universities because of the center's unique position as the sole graduate (and undergraduate) degree program in Pacific Islands Studies in the United States. The center's partnerships expand opportunities for students through collaborative, international, online courses, student exchanges, and research and networking opportunities.

Needs Assessment, Number of Interested Students, Workforce Development, Graduate Studies

The general education requirement of a Hawaiian, Asian, Pacific focused course contributes to the need for undergraduate offerings of Pacific Islands Studies courses. The Center's PACS 108 course "Pacific Worlds" fulfills the H focus requirement and has been offered for two semesters at full capacity (50 students per semester). The growing Pacific Islander populations in the University of Hawai'i system make up approximately 30 percent of current PACS 108 students. We anticipate even larger enrollments of this population as the number of sections increase. In Fall 2006, there were 2,440 heritage students with genealogical connections to the Pacific at Mānoa, an increase of 26 percent since 1999. Nearly 75 percent of these students were undergraduates.

Projected Student Interest

At this stage, the data are largely anecdotal. The Graduate chair states that many of the MA students have indicated they would have been interested in a bachelor's degree in this field over the years, and there are periodic inquiries about undergraduate options."

A formal needs assessment survey will be done during the planning year to quantify the informal needs assessment done over the past few years. At this point, the numbers of students who have indicated interest per year has been quite small, and not helpful in terms of assessment needs because these numbers wouldn't reflect the real need in the community. The number of students enrolled to take our PACS 108 course, taught for the first time last spring and now fall, would be a better reflection of need and a great pool of students for the needs assessment survey during the upcoming planning year

In addition, we think that enrollment in other area studies at the B.A. level is a good guide for us to use in terms of student demand for a B.A. in Pacific Islands Studies. The number of majors for the B.A. in Asian Studies is about 100, while that for the B.A. in Hawaiian Studies is 110. We think our figures of 15, 25, 38, 50, and 60 are quite conservative but we thought it best to underestimate at this stage than to overestimate. For the full proposal, we will do more research in this area. (Our Center has never actively promoted the B.A. in Interdisciplinary Studies and we think that 99% of students wouldn't even know about this option of a focus on the Pacific.)

Finally I was able to speak to a faculty member of Interdisciplinary Studies who said that they are understaffed and that it would take them quite a while to be able to come up with the exact number of graduates in the Pacific Islands area of study. However, he said that the number is very small, and his estimate is about 2 students per academic year. This sounds right to me, for reasons I have mentioned earlier. I think it is important to stress that this low figure does not reflect the need for a population to be better informed about the Pacific, particularly teachers, health care workers, social workers, and so on. Also, it is important to bear in mind ongoing training opportunities regarding Pacific Islands cultures for service providers, as well as the tremendous need for Pacific Islands language interpreters (for Micronesian communities, for example). The B. A. in Pacific Islands Studies can meet these needs. (For example, our administrative assistant, who is Hawaiian, has just enrolled to do the B.A. in IS with a focus on the Pacific Islands because she feels the need to be better informed.)

"We now have 101 active majors. We have graduated 29." The quote above is from Tom Brislin of ACM. What is interesting is that their proposal for a B.A. in Creative Media is not yet approved, and yet they have all these majors and have even graduated students. The difference is they do all the advising and actively promote the B.A. (Unlike us, they don't have an M.A. degree in that field.)

The potential enrollment figures lie in the undergraduate majors, not the graduates of the MA

program. I'm quite confident that the B.A. in Pacific Islands Studies will attract a lot more students than the numbers we put in there.

Also, our PACS 108 is a HAP focus course, which explains why it is in high demand. We put a cap at 50 because we value individual attention, and we also provide our instructor with a T.A. During the planning period, we will offer two sections of PACS 108 in spring 2009, with a cap of 100 students. In fall 2009, we will offer 4 sections, which is 200 students. We expect all these classes to be full (based on our two past experiences offering this course) because of the HAP focus requirement.

State Need (potential for job opportunities)

In terms of employment for graduates with the BA in Pacific Islands Studies, we base our discussion of opportunities upon the increasing, numerous invitations received by CPIS faculty to provide orientations and trainings to local, state, and non-profit agencies' staff over the past 8 years. These agencies work closely with multiple Pacific Islander populations and continuously request referrals for staff with cultural knowledge (and linguistic skills). An incomplete list, provided by only one of the center's faculty members, includes:

Easter Seals & Hawaii Public Health Nurses October 8 2008
 Kalihi-Palama Health Care for the Homeless project July 2 2008
 Maternal Child Health project "Trainers Institute" June 7 2008
 Child Welfare Services June 6 2008
 Child Welfare Services December 2007
 Parents and Children Together (PACT) October 2007
 Kona Community Hospital. September 15, 2006.
 United Church of Christ, Honolulu. April 2, 2006.
 Judge Mike Wilson Circuit Judge, Circuit Court of the First Judicial Circuit Honolulu. March 28, 2006
 Kalihi Palama Terrace Housing, December 9, 2005
 Weed and Seed Community Group, Kamehameha Homes October 13, 2005
 Kapiolani Hospital, MCH Lend Program September 30, 2005
 Hawai'i Nurses Association July 22, 2005
 Hawai'i Courts System July 15, 2005
 Hawai'i Office for Youth Services May 10, 2005
 Washington Intermediate School. Honolulu. February 11, 2005
 Kona Community Hospital. Kona, Hawai'i. January 27, 2005
 Parents and Children Together, Annual Staff Conference. Honolulu. Dec. 3, 2004.
 Waipahu Elementary/UH West Oahu. August 2004
 Aiea High School April 2004
 Pahala Elementary and Kau High School, Pahala Hawai'i May 2004
 Kaiser Hospital Social Workers Nov. 2003
 Healthy Mothers, Healthy Babies Program-2x Honolulu, April 23/June 18 and Big Island May 23rd in 2004
 Central Intermediate School, Honolulu 2003
 The University of Hawai'i at Hilo, International Student Support Services 2001
 Governor's Pacific Health Promotion and Development Center Conference 2001
 Catholic Charities Immigration Services. Honolulu. Spring 2000.
 Queen Ka'ahumanu Intermediate School. Faculty In-Service Day. Honolulu, HI. April 2000.
 Hawai'i State Department of Health, Family Planning Services Conference. 2000.
 WIC -Women, Infant, Children - Federal program. December 2000.
 PACT - Parent and Child Together - Hanaliike program meeting. January 2001.
 Job Corps Hawai'i. November 2000.
 Lincoln Elementary School, Honolulu. March 2001.
 Jefferson Elementary School, Honolulu. October 2001.

Radford High School, Honolulu. March 2002.
 Hawai'i State Department of Health, Hilo. Malama Ho'opilipono Project. April 2002.
 Queen Ka'ahumanu School Even Start Program, Honolulu. September 2002.
 Honolulu Police Department. October 2000.

Just as UH has learned to respond to the needs of a growing PI Pacific Islander student body, the state has reached a critical awareness of the need for both cultural and linguistic knowledge of Pacific Islander communities (e.g. courts, schools, health care, housing, media, language-access laws). The Center's proposed B.A. responds to these needs as well as students' development by providing rigorous courses, community experience through service-learning opportunities, and advanced cultural preparation for future employment in Hawai'i's schools, social services, health services, housing and legal systems, for example. Moreover, as US strategic interests in the region expand, so does the future employment potential of our graduates at all levels, in US federal offices, research institutions, and regionally-focused international organizations. We will also carry out a needs assessment during the planning period to analyze both student interest in the program as well as future employment opportunities in the state.

In terms of graduate studies, many incoming students lack the required preparation for graduate work in the field of Pacific Islands Studies. Without an undergraduate program of preparation, many graduate students enroll as unclassified students in order to meet the requirements of 12 undergraduate credits with a Pacific Islands emphasis. Of the list of prerequisite courses, all are in other disciplines, such as history or anthropology. The Center sees a great need in offering an interdisciplinary approach to Pacific Islands Studies at the undergraduate level to meet the needs of our graduate students as well as the broader undergraduate student body.

8. Description of resources required.

No new faculty will be required for the B.A. in Pacific Islands Studies. The Center has recently hired an associate professor, an assistant professor, and a junior specialist who will be teaching the core courses. The Center has 40 affiliate faculty members, many of whom will be teaching courses that qualify as electives for the B.A.

The Center hired a graduate teaching assistant in spring 2008 to help in the teaching of PACS 108: Pacific Worlds, an introductory course required for all majors in the proposed B.A. degree in Pacific Islands Studies. Once the B.A. is formalized, the Center will hire a second graduate teaching assistant. In Fall 2011, the Center will hire a lecturer to assist in the teaching of courses for the B.A. degree as enrollment increases.

More office space will be required for the two T.A.'s and a lecturer. The Center is now reconfiguring its available space to prepare for this necessity.

No new library resources are anticipated. The Pacific Collection in the Hamilton Library contains the most comprehensive materials on the Pacific anywhere in the world. Its resources are more than adequate for the B.A. in Pacific Islands Studies.

9. Five-Year Projected Budget (see table below)

ENTER VALUES IN HIGHLIGHTED CELLS ONLY					
YEAR	FY 2010	FY 2011	FY2012	FY 2013	FY 2014
PROGRAM COSTS					
Faculty w/o fringe	135,506	140,926	146,563	152,425	158,522
Other personnel costs w/o fringe	14,957	15,555	29,914	31,110	32,354
Library	0	0	0	0	0
Equipment/Supplies	0	0	0	0	0
Other	0	0	0	0	0
TOTAL Expenses	150,463	156,481	176,477	183,535	190,876
REVENUES					
Projected Enrollment (Majors)	15	25	38	50	60
No. of Courses	5	5	5	5	5
No. of Credits	15	15	15	15	15
SSH	225	375	570	750	900
Tuition Rate/Credit	248	282	316	350	384
Total Revenue from Tuition	55,800	105750	180120	262500	345600
Other Sources of Income (NRC Funds)	20,800	21632	22497	23397	24333
TOTAL Revenues	76600	127382	202617	285897	369933

9. Salaries for the two graduate teaching assistants and a lecturer will come from the Dean's office and the Center's National Resource Center federal grant funds (See row 7 in the Revenue Section of the budget.) The Center has received federal funding continuously since 1973. In the latest funding cycle (4 years) the Center received a total of \$689,500. The salary of the present graduate T.A. is paid for by the Dean's office an arrangement that we anticipate will continue.
The enrollment projected above considers only students majoring in Pacific Islands Studies. Other undergraduates enrolled in PACS 108, approximately 100 per semester, are not included.
10. The B.A. in Pacific Islands Studies will increase the number of students enrolled in 200 to 400 level elective courses in other disciplines. It will also increase enrollments at the M.A. level. Further, more students will take graduate courses in other disciplines that qualify as electives. In addition, there will be an increase in the number of students who will want to pursue a Ph.D. in a related discipline such as history or anthropology. It is even possible that increasing demand could also result, some time in the future, in the establishment of a Ph.D. in Pacific Islands Studies.
11. See attached letters from Jon Goldberg-Hiller, Chair, Department of Political Science; Ibrahim Aoudé, Chair, Ethnic Studies Department; Geoffrey White, Chair, Department of Anthropology; John Mayer, Chair, Department of Indo Pacific Languages and Literatures; Jon Goss, Director of the Honors Program; Edward Shultz, Interim Dean of the School of Pacific and Asian Studies.

Reviewed by: *(The ATP has completed the campus approval process prior to review by Council of Chief Academic Officers)*

Campus Chief Academic Officer:
Comments and Recommendations:

Peter Quigley, Interim VCAA



DEC - 5 2008

Print Name

Signature

Date

Council of Chief Academic Officers (Systemwide Consultation):
Comments/Recommendations:

Linda K. Johnsrud, VPAPP

Print Name

Signature

Date

Chancellor: ☐ *Approved* ☐ *Disapproved*

Virginia S. Hinshaw

Print Name

Signature

Date

(Final signed copy is provided to the Vice President of Academic Planning and Policy for Program Action Report)

6/12/07