Notice of Meeting

UNIVERSITY OF HAWAI'I

BOARD OF REGENTS COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS

Date: Wednesday, May 18, 2016
Time: 9:00 a.m.
Place: Sullivan Conference Center
         University of Hawai'i Cancer Center
         701 Ilalo Street
         Honolulu, HI 96813

AGENDA

I. Call Meeting to Order

II. Approval of Minutes of the March 24, 2016 Meeting

III. Public Comment Period for Agenda Items: All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Registration for oral testimony on agenda items will be provided at the meeting location 15 minutes prior to the meeting and closed once the meeting begins. Written testimony may be submitted via US mail, email at bor@hawaii.edu, or facsimile at 956-5156. Oral testimony is limited to three (3) minutes.

IV. Agenda Items

   A. For Action

      1. Recommend Approval of Provisional to Established Programs:
         a. Associate in Science (AS) in Creative Media, Hawai'i Community College, Kaua'i Community College, and University of Hawai'i Maui College

      2. Recommend Approval of Provisional Programs:
         a. Doctor of Juridical Science (SJD), Williams S. Richardson School of Law, University of Hawai'i at Manoa

V. Adjournment
MEMORANDUM

TO: Randolph G. Moore, Chairperson, Board of Regents
VIA: David Lassner, President
VIA: John Morton, Vice President for Community Colleges
FROM: Helen Cox, Chancellor, Kaua‘i Community College
Joni Onishi, Interim Chancellor, Hawai‘i Community College
Lui Hokoana, Chancellor, UH Maui College

SUBJECT: Request Approval of a New Provisional Degree: Associate in Science in Creative Media at Hawai‘i Community College, Kaua‘i Community College, and University of Hawai‘i Maui College.

SPECIFIC ACTION REQUESTED: It is requested that the Board of Regents approve the establishment of provisional Associate in Science in Creative Media programs at Hawai‘i Community College, Kaua‘i Community College, and University of Hawai‘i Maui College.

RECOMMENDED EFFECTIVE DATE: Fall 2016

ADDITIONAL COST:

No costs are associated with this request; program is sustained through existing department facilities and tuitions, and all three campuses receive annual funding for equipment, supplies and staffing through the UH Academy for Creative Media (ACM).

PURPOSE:

The Associate in Science Degree in Creative Media for Hawai‘i Community College, Kaua‘i Community College, and University of Hawai‘i Maui College has been designed to target full- and part- time working, non-traditional, and traditional students who are looking for a variety of workforce, career, and educational options. Similar Creative Media degrees exist on Oahu (Kapiolani CC, Leeward CC, and Honolulu CC at present), but students on neighbor islands are not served by such degrees at present. This degree is proposed to service neighbor island students (most of whom would not attend college on Oahu for an associate degree) as either a means to quickly train students in order for them to gain the skills and knowledge needed to work effectively and find a living wage job in

John Morton
Office of the Vice President for Community College

February 8, 2016
a variety of industries related to creative media (such as graphic design, web and game design, and digital video), or to prepare them to transfer to a baccalaureate degree in Creative Media. The program has been designed with the workforce in mind, and industry experts have reviewed the curriculum ensuring its relevance to real world needs. Additionally, the curriculum is articulated with University of Hawai‘i West Oahu’s B.A. and B.A.S. degree programs in Creative Media, giving students a solid transfer pathway, along with many other transfer options in the UH system.

BACKGROUND INFORMATION:

Pursuant to Board of Regents Policy 5-1, Instructional and Research Programs, the Board of Regents approves the establishment of all instructional and research programs upon recommendation by the President.

The Digital Media Arts (DMA) program at Hawaii Community College (HawCC) was initiated in 2004 with a 21 credit Certificate of Competence (CO), formerly Certificate of Completion. Initially, the program started with 2 majors in 2005 and currently, as of 2015, there are 31 majors in HawCC’s program. Demand and enrollment has increased where now HawCC is positioned to offer an Associate in Science (AS) degree in Digital Media Arts.

Kauai Community College’s Digital Media Arts program was conceived in 2010 and currently offers two 21 credit Certificates of Competence (CO), formerly Certificates of Completion, in Digital Design and Digital Video. Thanks to the support ACM, the program has seen demand and enrollment increase over 50% since its inception due to state-of-the-art facilities and equipment. Kauai CC is now poised to take its program to the next level with an Associate in Science (AS) degree in Creative Media, and many students await this opportunity.

The University of Hawai‘i Maui College campus has been considering a Creative Media degree for years, with significant interest from Maui County high school students in this area. The college is uniquely positioned to pursue this degree because of the facilities and classes that are already in place, including a dedicated film studio and Creative Media laboratory. Many of the required classes are already in place, but there has not been a degree to tie them all together. With our facilities and classes, and the support of the UHMC campus and the ACM, everything necessary is in place to offer this desired degree in a quality fashion.

The Associate in Science Degree in Creative Media will not only increase the education of creative digital media on neighbor islands, but also give students an option for quick workforce training and for some may inspire them to continue in school to earn a Bachelor degree from a UH institution. This program provides students an achievable academic goal that can prepare them for the workforce and set them up for future studies in a variety of subject areas.

The state’s creative industry includes a multimodal delivery distribution strategy that has resulted in the merging of several specialized fields that ultimately produce entertainment media. These fields include arts, entertainment, sports and media. Relevant job
opportunities are expected to increase from 2012-2022. This data also excludes the numerous freelance creative media jobs available in-state. Art, design, entertainment, sports and media, is expected to see a 9.1 percent increase from 2012-2022 for people of various educational accomplishments with an average annual increase of 0.9 percent and a net growth of 1,100 job opportunities. This degree program is meant to give a broad education on a variety of creative media specializations, thereby not limiting the students to one area. Digital media skills can be incorporated into many jobs, and companies are increasingly looking for more employees qualified in these areas. Our students will walk away with the skills to earn a living wage at a job they can succeed and progress in.

There will be no impact on ACCJC accreditation for this program.

Similar models from peer institutions include:

*Kapiolani Community College: Associate In Science, New Media Arts*

*Honolulu Community College: Associate In Science, Communication Arts*

*Leeward Community College: Associate in Science Degree in Digital Media Production*

While these degrees contain courses in common with the proposed degree plan, they are located such that neighbor island students face great difficulties in order to participate in those programs. Increased financial burdens and location mean many such students would not enroll in these programs. This proposed program for all three neighbor island campuses falls under the auspices of the UH Academy for Creative Media initiative, which shares the vision of creative digital media being disseminated as a necessary life skill in our 21st century.

All UHCC campuses, UHWO and UH Manoa belong to this consortium, which not only ensures articulation from community college to 4-year university, but also facilitates articulation between UHCC campuses in Creative Media. This allows students to conveniently register for online or traditional courses from other UHCC campuses that fully articulate into the Creative Media program for his or her home campus, with further articulation into bachelor’s programs implemented after a student has received his or her associate’s degree. Currently, one of these options, the Bachelor of Applied Science in Creative Media at UHWO, allows students to finish two years of classes (after transferring an additional two from the associate level) wholly online. This makes it possible for neighbor island students to complete a 4-year degree without the need to relocate to Oahu. However, through the vision of the ACM, students on all islands, through instructional technology and the participation of campuses in the ACM consortium, can gather into “learning communities” for the study of creative digital media.

The proposed new program will have little impact on the campus budget allocation, thanks to annual funding provided by the ACM system for equipment, supplies and staffing. Lecturer funds will be used to hire lecturers to teach the digital creative media content courses, and general education offerings will be used to complete the program. We do not expect additional sections of general education courses to be needed, based on
our projected enrollment. The program will have no impact on the campuses’ mission priorities as it speaks to the campus and UH recognition of the need to create curricula and programs responsive to the community’s changing needs for career and work force development.

**ACTION RECOMMENDED:** It is recommended that the Board of Regents approve the establishment of Associate of Science in Creative Media program at Hawai‘i Community College, Kaua‘i Community College, and University of Hawai‘i Maui College.

**Attachment(s)**

1. Program proposal
Proposal for New Academic Program

ASSOCIATE OF SCIENCE DEGREE IN CREATIVE MEDIA
Kaua‘i Community College
Hawai‘i Community College
UH Maui College
Date of Proposal: September 2015
Proposed Date of Implementation: Fall 2016
# ASSOCIATE OF SCIENCE IN CREATIVE MEDIA

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ASSOCIATE OF SCIENCE IN CREATIVE MEDIA

DESCRIPTION OF PROPOSED DEGREE

Degree:........Associate of Science
Division: Hawai‘i Community College

Kaua‘i Community College
University of Hawai‘i Maui College
Title: Creative Media

Description: The proposed Creative Media program is a 60-62 credit Associate of Science degree intended to either provide the first two years of a baccalaureate program in digital art and design or prepare the student for study in other, broader fields serviced by skills in digital media. In addition, this A.S. degree in Creative Media prepares students wishing to transition directly into the workplace with the skill set necessary for gainful employment in creative media fields (i.e.- graphic design, web design, digital photography and/or film and television, among other creative and/or social media). This Creative Media program will also be a part of the UH Academy for Creative Media system, participating in funding, technology, and articulation initiatives.

Effective Date: Fall 2016
1. WHAT ARE THE OBJECTIVES OF THE PROGRAM?

The objectives of the proposed Associate of Science (A.S.) in Creative Media program are to provide students with an integrated understanding of Creative Media and its tools, and how those tools relate to:

- modern communication systems
- the recognition of ethical responsibilities and accountability in the production of digital media;
- the development of planning, decision-making, and other media management functions;
- the capacity to implement and adapt to rapid technological change;
- and the development of both analytical and creative thinking.

The intent is for graduates to take a wider view of the field of digital media and be prepared for a wide range of jobs in existing and emerging media fields.

Students enrolled at each of the colleges proposing this degree have continually expressed an interest in a Creative Media degree that is transferable to a baccalaureate program. This degree will allow the Creative Media Program on each campus to better serve our students, as well as align our college’s degree offerings with those of the other community college campuses and the University Center.

A. Overall Need and Rationale

The demand for creative digital content can be linked to the perpetual growth of Internet users. In 2014, more than 2.75 billion out of the global population of 7 billion used the Internet on a regular basis (Plunkett Research, Ltd., 2015). According to Plunkett Research, Ltd (2015), growth in the Entertainment, Media, Publishing and Broadcasting, the Apps and Social Media, and the Computers Software, Hardware and Technology industries have experienced significant growth over the last few decades and is expected to grow continually at an accelerated pace. These industries are interdependent. For example, the promotional release of
a major film will often include a website, social media marketing, games, print and media advertising and more. The marketing strategy involves an integrated campaign that requires the collaboration of varied industries. These industries supply the people with necessary skill sets for creative media development.

The following links provide an overview of nationwide industry statistics that illustrate generated revenue:


National Need and Rationale

Department of Labor, Bureau of Labor Statistics

Individuals in digital media should enjoy good job prospects, particularly those in the motion picture and video industries. According to the U.S. Bureau of Labor Statistics (BLS), employment in the motion picture and video industries is expected to rise 14% over the period 2008-2018, which is just above the average for all industries (www.bls.gov). In addition, individuals in multimedia art, digital filming, animation and computer imaging may have the best opportunities. An increasing demand for multimedia artwork is expected to drive job growth, such as for 3-dimensional videos, advanced special effects and more sophisticated video games. Expanding mobile technologies will also contribute to job growth.

According to the Bureau of Labor Statistics (United States Department of Labor, 2015), employment projections for the following industries represent 2012 and the projected for 2022:

- Motion Picture and video exhibition http://data.bls.gov/projections/nationalMatrix queryParams=512130&ioType=i
According to the Bureau of Labor Statistics (United States Department of Labor, 2015), overall employment projections for the following occupations represent 2012 and the projected for 2022:

- Producers and Directors +2.8%
- Graphics Designers +6.7%
- Photographers +4.3%
- Digital Photo Technician +0.2%
- Film and Video Editors +0.6%
- Multimedia Artists and Animators +6.3%
- Web Developer (Designer) +20.1%
- Audio Visual Equipment Technician +13.7%
- Camera Operator, Television, Video and Motion Picture Cinematographer +5.5%

The BLS reports that the median annual wages of multimedia artists and animators were $58,250 in May 2009 (www.bls.gov). In addition, the median annual wages of graphic designers were $43,180, also in May 2009. Multimedia artists working in technical and trade schools, as well as in the motion picture and video industries, earned the highest salaries. Larger companies and firms typically offer benefits that can include profit sharing in addition to base salaries. Many film production companies and television networks require employees to be hired under union contracts, although nonunion workers may be hired short term or for special needs.
ASSOCIATE OF SCIENCE IN CREATIVE MEDIA

State of Hawai‘i Need and Rationale
Hawai‘i Industry and Occupations Employment Trends and Projections 2012-2022

According to the State of Hawai‘i’s Department of Business, Economic Development and Tourism (DBEDT), the statewide creative sector accounted for 48,170 jobs in 2013 (The Creative Industry in Hawai‘i, 2014). The creative industry includes a multimodal delivery distribution strategy that has resulted in the merging of several specialized fields that ultimately produce entertainment media. These fields include arts, entertainment, sports and media (2014, p. 7). Relevant job opportunities are expected to increase from 2012-2022. This data also excludes the numerous freelance creative media jobs available in-state.

The following table shows the creative industry categories.

<table>
<thead>
<tr>
<th>Creative Industries</th>
<th>2014 Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing and Creative Arts</td>
<td>8879</td>
</tr>
<tr>
<td>Engineering/R&amp;D</td>
<td>5767</td>
</tr>
<tr>
<td>Computer and Digital Media</td>
<td>11173</td>
</tr>
<tr>
<td>Marketing &amp; Photography Related</td>
<td>10693</td>
</tr>
<tr>
<td>Business Consulting</td>
<td>5013</td>
</tr>
<tr>
<td>Publishing &amp; Information</td>
<td>2223</td>
</tr>
<tr>
<td>Cultural Activities</td>
<td>3455</td>
</tr>
<tr>
<td>Architecture</td>
<td>1906</td>
</tr>
<tr>
<td>Design Services</td>
<td>1979</td>
</tr>
<tr>
<td>Radio and TV Broadcasting</td>
<td>1323</td>
</tr>
<tr>
<td>Film, TV &amp; Video Production</td>
<td>1376</td>
</tr>
<tr>
<td>Music</td>
<td>1327</td>
</tr>
<tr>
<td><strong>Total # of Relevant Creative Industry Jobs– 2014</strong></td>
<td><strong>55114</strong></td>
</tr>
</tbody>
</table>

Table 1 Source: Hawaii’s Targeted & Emerging Industries: 2014 Update, page 5.
The following table shows the total expected growth percentages from 2012-2022 and the expected average annual growth percentages for relevant industry employment trends and projections for 2012-2022.

These numbers do not represent job openings resulting from vacancies due to residents who have retired or relocated.

<table>
<thead>
<tr>
<th>NAICS Code</th>
<th>Industry Title</th>
<th>Total Growth %</th>
<th>Average Annual Growth %</th>
</tr>
</thead>
<tbody>
<tr>
<td>512000</td>
<td>Motion Picture &amp; Sound Recording Industries</td>
<td>11.4</td>
<td>1.1</td>
</tr>
<tr>
<td>515000</td>
<td>Broadcasting (except Internet)</td>
<td>4.0</td>
<td>0.4</td>
</tr>
<tr>
<td>541000</td>
<td>Professional Scientific &amp; Technical Services</td>
<td>12.8</td>
<td>1.3</td>
</tr>
<tr>
<td>710000</td>
<td>Arts, Entertainment, and Recreation</td>
<td>12.8</td>
<td>1.3</td>
</tr>
</tbody>
</table>

Table 2 Source: State of Hawaiʻi Employment Projections for Industries and Occupations, 2011-2022, page 10

Art, design, entertainment, sports and media, is expected to see a 9.1 percent increase from 2012-2022 for people of various educational accomplishments with an average annual increase of 0.9 percent and a net growth of 1,100 job opportunities.

The following table shows the total expected growth percentages from 2012-2022 and the expected average annual growth percentages for relevant occupation employment trends. These numbers include job openings resulting from new openings and replacement needs due to residents who have retired or relocated.
ASSOCIATE OF SCIENCE IN CREATIVE MEDIA

State of Hawai‘i Industry Employment Trends and Projections 2012-2022

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Occupation Title</th>
<th>Total Growth #</th>
<th>Average Annual Growth %</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-2000</td>
<td>Advertising, Marketing, Promotions, Public Relations &amp; Sales Managers</td>
<td>310</td>
<td>10.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.1</td>
</tr>
<tr>
<td>15-1134</td>
<td>Web Developers</td>
<td>50</td>
<td>14.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.4</td>
</tr>
<tr>
<td>27-1013</td>
<td>Fine Artists, Including Painters, Sculptors &amp; Illustrators</td>
<td>10</td>
<td>6.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.6</td>
</tr>
<tr>
<td>27-1014</td>
<td>Multimedia Artists &amp; Animators</td>
<td>30</td>
<td>12.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>27-1024</td>
<td>Graphic Designers</td>
<td>50</td>
<td>7.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.7</td>
</tr>
<tr>
<td>27-1029</td>
<td>Designers, All Others</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>27-3099</td>
<td>Media &amp; Communication Workers, All Others</td>
<td>20</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.8</td>
</tr>
<tr>
<td>27-4011</td>
<td>Audio &amp; Video Equipment Technicians</td>
<td>80</td>
<td>19.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.9</td>
</tr>
<tr>
<td>27-4012</td>
<td>Broadcast Technicians</td>
<td>0</td>
<td>4.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>27-4021</td>
<td>Photographers</td>
<td>40</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.3</td>
</tr>
<tr>
<td>27-4031</td>
<td>Camera Operators, Television, Video &amp; Motion Picture</td>
<td>20</td>
<td>9.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Total Growth #</td>
<td></td>
<td><strong>600</strong></td>
<td></td>
</tr>
</tbody>
</table>


B. An articulated pathway for Creative Media majors

The A.S. in Creative Media program will provide students with the required coursework within the first two years of study towards a four-year Creative Media or Studio Arts degree. Students will benefit from the comprehensive curriculum, and find that the majority of their transfer requirements will be met in the A.S. degree. Students will also
profit if they choose to concurrently register at UH West Oahu or UH Manoa. To date, discussions have occurred with UH West Oahu and UH Manoa with the intent of as seamless a transition as possible.

Many high school graduates that enroll in post-secondary education opt to begin their educational journey at the community college and then transfer to four-year institutions in the UH system. This option may reflect financial limitations and the ability of the community colleges to meet the basic educational requirements needed to matriculate into four-year institutions. This program will fulfill the need to expand our curriculum offerings in Creative Media and creative communications arenas. We will work with the DOE to publicize this program and assist to advise high school students on preparation for entry into each of our 4 colleges and the Creative Media Program.

According to the a study by the Rand Corporation (L. Daugherty, R. Dossani, E. Johnson, and M. Oguz, Using Early Childhood Education to Bridge the Digital Divide, Santa Monica, Calif.: RAND Corporation, PE-119-PNC, 2014. As of June 6, 2014: www.rand.org/t/PE119 ), despite rapid growth in society’s use of digital technology, many children in low-income families in the United States are not able to access and use technology in the same ways as their more advantaged peers. This means they have fewer opportunities to learn, explore, and communicate digitally, and fewer chances to develop the workforce skills they will need to succeed in later life. Although early childhood education is striving to address this “digital divide,” disparities in advanced technology literacy skills by income and family characteristics result in differences in the way technology is used, and different types of use may lead to greater or lesser benefits from technology. Individuals without proper exposure to or education about IT tend to benefit less than those more technologically literate.

In fact, students learning digital media production are more likely to become the content developers of the future, bridging this gap in digital literacy and paving the way for more effective personalized instruction through digital media.
Furthermore, an A.S. Degree in Digital Media is perceived as valuable by both businesses and students. An online needs assessment survey was given by Hawaii Community College’s Digital Media Art program in the fall of 2009. More than 70 in-state businesses were asked whether an A.S. degree in Creative Media would be a desirable credential for prospective job candidates to possess. Of the 29 respondents, 90% percent affirmed the value of an A.S. degree. Fifty percent indicated that some form of digital media skills were necessary at their business. Sixty-four percent also expressed a desire to work with student interns.

The A.S. in Creative Media program is designed to allow students to fulfill most of the GE Core requirements for UH West Oahu and UH Manoa, while providing ample opportunity for enrollment in additional Creative Media courses during their Junior and Senior years. The courses completed at each of our campuses will fulfill Creative Media course requirements at UH West Oahu toward a bachelor’s degree and provide an easier pathway into other four-year Creative Media programs.
ASSOCIATE OF SCIENCE IN CREATIVE MEDIA

Students who seek a baccalaureate degree after obtaining an AA or AAS in other fields will benefit from an A.S. degree at our colleges. This AS in Creative Media degree would allow students to be eligible for financial aid while they prepare for a new career path or transfer to a four-year Creative Media program. Additionally, many of the core General Education requirements will have already been met; therefore, students will find the completion of this degree and subsequent baccalaureate degrees in Creative Media degree to be definitely attainable. Below are specifics for each of the 4-year UH campuses in regards to articulation.

UH Manoa
Discussions with both the Art Department and Academy for Creative Media at Manoa have produced some articulation options for students wishing to transfer. General education courses will transfer between schools and several foundation art and graphic design classes will transfer to the UH Manoa Art Department. While a full two years will not transfer, a year may be possible. Talks with Anne Misawa regarding Manoa ACM articulation have been inconclusive, as the majority of ACM classes at Manoa are 300 and 400 level courses.

UH West Oahu
UHWO has truly been the cornerstone of successful development of an articulated pipeline for creative media programs in the UH System. Their new Creative Media Concentration joins a system-wide partnership with its Creative Media Concentration in the Division of Humanities: a 2+2 completion program that allows graduates of UH Community College media programs the opportunity to complete a Bachelor of Arts in Humanities at UHWO. Taking full advantage of the system-wide approach, this program will enable each student to develop his/her unique skill set at the Community Colleges and then transfer seamlessly to UHWO for continued scholarship and professional development. Students from our three campuses can transfer the majority of their A.S. degree courses to UHWO and finish a B.A. in Creative Media in West Oahu within two years.

UHWO has also developed an additional B.A.S. degree in Creative Media for students interested in a more technical focus toward creative media. This degree will also qualify for the
2+2 program in creative media and will have the added bonus of being able to take courses through distance learning. Students on the neighbor islands can finish a B.A.S. degree without the need to relocate to Oahu, with additional support from their home campus’ University Center. Needless to say, this is an attractive option for students who cannot attend university off-island. This is also a recommended pathway for students in a technical area, such as Creative Media, with substantial applied content. General consensus for CTE calls for:
- A.S. (Associate of Science): Two Year Career Oriented Degree (Electronics, Business Administration, Accounting, etc.) A “go to work” Technical Degree.
- B.A.S. (Bachelor of Applied Science): A.S. + 2 more years of focused Applied Classes in the same field the A.S. degree is in.

It should be noted that while the A.S. degree is sufficient to enter the workplace in many digital media fields, a B.A.S., with its two extra years applied study, will give students a richer portfolio of creative media work. A portfolio can include samples of work from the degree program as well as from an internship or work-study program, and is an integral component of every creative media professional’s career documentation. While degree level in creative media may not make a dramatic difference in work salary, a job applicant’s creative media portfolio is the key factor to landing a higher salaried position.

**UH Hilo**

The University of Hawai‘i Hilo (UHH) Art Dept. has also expressed interest in creating a 2 + 2 degree program for our creative media arts students to transfer into, and Hawai‘i Community College’s Creative Media program is currently close to implementation of a 2+2 agreement between their program and UH Hilo. Seeing as the curriculum and articulation is the same for the other two campuses in this proposal (UHMC and Kaua‘i CC), conditions are optimistic for additional 2+2 agreements with those two campuses as well.

**C. Institutional Student Learning Outcomes**

The outcomes and academic skill standards represent the minimum outcomes expected of UHCC students who have completed their general education experiences. They differ for each
campus, and are outlined in the individual proposal sections specifics to each campus in Appendices A-C of this document.

**D. A.S. in Creative Media Program Learning Outcomes**

Upon graduation from the A.S. in Creative Media program, students will be able to:

- Apply effective communication and critique skills with peers and clients.
- Demonstrate skills in professional use of creative media applications and equipment.
- Describe ethical and legal aspects regarding the creation and use of creative media.
- Produce creative media project using critical thinking and basic design concepts.

**Course Student Learning Outcomes**

Course Student Learning Outcomes reflect the Program Student Learning Outcomes and Institutional Learning Outcomes for each individual campus. Additionally, the program curricula includes courses that are shared among other UH system campuses.

The Institutional Student Learning Outcomes permeate all courses taught at each of our three campuses. The Program Student Learning Outcomes are directly supported by the Course Student Learning Outcomes of the courses required in the A.S. in Creative Media Program. All courses will be regularly assessed and reviewed as required by each college, and as a consortium.

**2. ARE THE PROGRAM OBJECTIVES APPROPRIATE FUNCTIONS OF THE COLLEGE AND THE UNIVERSITY SYSTEM?**

The proposed A.S. in Creative Media program will directly address the UHCC Strategic goals as outlined in the UHCC Strategic Plan 2015-2020 Update Strategic Outcomes and
ASSOCIATE OF SCIENCE IN CREATIVE MEDIA

Performance Measures. The UHCC Strategic Goals are listed in each campus’ appendix, followed by the associated goals of each prospective campus.

Formal discussions occurred with UH West Oahu and our three campuses during the 2013-14 academic year. A UH West Oahu to Creative Media CC-Wide MOA is included in Appendix D. Discussions with UH Manoa have also been initiated.

Letters of support from the community and industry sectors are included in each campuses Appendix (Appendices A-C) as evidence of their support. The inclusion of mentorship and internship opportunities are highly valued by the industry leaders. Overall, creative media professionals from various industry sectors support the launch of an A.S. in Creative Media program as indicated by their letters of support. Furthermore, informal feedback from students reveals an interest in a Creative Media degree, which would be transferable to four-year institutions.

It is clear that the program objectives address and meet the strategic goals of the UH system and our campuses in the areas of articulation, community partnerships, workforce development, internships, and the provision of sustainable learning opportunities for our students.

A. Individual Campus Mission and Vision Statements

The detailed Mission and Vision Statements of each of the three campuses are detailed in Appendices A-C of this document.

B. Creative Media Program Mission Statement

The A.S. in Creative Media program will provide quality education in Creative Media fields, which will prepare students for careers in media production, graphic arts and design, as well as entrepreneurial creative and/or digital pursuits. Program majors will benefit from the ability to
ASSOCIATE OF SCIENCE IN CREATIVE MEDIA

either enter the workforce after 2 years of study, or to transfer to a bachelor’s degree in Creative Media, such as the B.A.S. degree from UHWO, which will be possible for neighbor island students to take through distance learning. Additionally, the program will focus on the promotion of digital literacy, original ideas, effective communication, quality and productivity, professionalism, and to support students in achieving their goals.

3. HOW IS THE PROGRAM ORGANIZED TO MEET ITS OBJECTIVES?

Proposed Degree Requirements

The proposed A.S. in Creative Media program is designed to match the requirements found in similar A.S. degrees at Leeward CC (A.S. in Digital Media), Kapi‘olani CC (A.S. in New Media Arts), and Honolulu CC (A.S. in Communication Arts). It is also designed to meet the General Education requirements which will ease the transferability to four-year programs in Art at UH Manoa and/or UH Hilo, and Creative Media at UH West Oahu. These core requirements will provide continuity throughout the UH system, while also serving the needs of our campuses’ students. It is important to note that most of our students will transfer to UH West Oahu under the pending 2+2 agreement. The program will increase the number of degrees awarded by our respective campuses since students often transfer before obtaining a degree.

Most notably, the proposed A.S. in Creative Media program will also provides certificates in specialized areas of Creative Media tailored to fit the academic and/or career needs of students on each of the three campuses. Similarly, Leeward CC currently offers the following certificates:

• Associate in Science Degree -- emphasis in Character Animation, Digital Photography, Internet Publishing, or Motion Graphics
• Certificate of Achievement in Digital Media Production
• Certificate of Competence in Graphic Design (formerly Desktop Publishing)
• Certificate of Competence in Motion Graphics
• NEW Certificate of Competence in Digital Photography
• Certificate of Competence in Digital Video (formerly Video Web Casting)
• Certificate of Competence in Web Architecture
• Certificate of Competence in Web Design

These certificates offer course content derived from the larger A.S. degree curriculum (such as graphic design, video production and post-production, and photography) and are designed for students hoping to focus upon acquiring skill sets rather than continuing studies in a bachelor’s program. These certificate programs are only possible under the auspices of an established associate degree program.

Primarily, the A.S. in Creative Media focuses on articulation and transferability to four-year institutions, while the Certificates of Competence provide students with the ability to jump start careers in particular disciplines. The A.S. in Creative Media program will additionally provide students the ability to commence careers needing skills in the digital media environment as is evidenced by our letters of support from our community partners in Appendices A-C.

The A.S. in Creative Media program fulfills many of the General Education Requirements at UH West Oahu, UH Hilo and UH Manoa, although graduates may be required to take additional courses during their Junior and Senior years in order to fulfill the remaining GE Core Requirements. UH West Oahu will minimize the amount of remaining gen ed credits needed for each campus by careful articulation and as many course equivalencies as possible. At UH Manoa and UH Hilo, students will need to take additional Studio Art and Art History courses for a BA or BFA degree in Art. The proposed A.S. in Creative Media degree will require a minimum of 60 credits of 100 and 200 level courses and “C” or higher grades in all Creative Media courses. Students awarded Certificates of Competence will also fulfill several requirements appropriate for articulation.
The A.S. in Creative Media degree is a 60-credit program (62 in the case of Hawai‘i CC), and of those credits, approximately half are Creative Media division courses while one-third of the credits come from General Education courses on each campus. The A.S. in Creative Media program curriculum and chart of courses is found in Appendix F; it reflects collaboration to facilitate transferability to UH West Oahu’s Creative Media program.

4. WHO WILL ENROLL IN THE PROGRAM?

The proposed A.S. in Creative Media program will primarily attract participants from the incoming freshmen from local high schools. Non-traditional students wanting to switch careers and current professionals wanting to upgrade their digital media skills also stand to benefit from the A.S. program, as do transfers from other schools or degrees such as Fine Arts or Computer Sciences.

*Considerations for individual campuses are as follows:*

**Hawaii CC** - For the number of students expected to enroll, see Section A of the Cost Revenue Template Narrative in Appendix A. It says:
Headcount enrollment (Fall): 2013-2014 ARPD Number of Majors used as benchmark and increased by 20% each year. This projection is based on the Program Review of the previous three years.

**Kauai CC** - As outlined in Appendix B, it is expected that an increasing number of students will choose to pursue the AS in Creative Media degree, either independently or in tandem with another major. We anticipate enrollment of 20 full-time students in the first year of the program with subsequent increases of 20 students in year two and three for a total of 40 and 60 students respectively. This is based upon current gradual program registration increases of over 50% in the last three years (from 48 in 2012 to 109 in 2014), and interest expressed by both current Kauai CC students and local high school students.

**UHMC** - On page 3 of Appendix C, under *Evidence of Student Interest*, there is information about the level of interest in the related Arts and Communications Pathway at the high schools and the new Baldwin High School Academy of Information Technology. Student interest is very
high. This does not even include the non-traditional students who make up a high percentage of UHMC’s student body.

It should not be difficult at all to fill one class initially, for the classes we offer now we almost do that now without it leading to any degree. We are not proposing moving to two sections until year 3.

5. WHAT RESOURCES ARE REQUIRED FOR PROGRAM IMPLEMENTATION AND FIRST CYCLE OPERATION?

A revenue and cost analysis is provided with projections for the first three academic years, Fall 2016 through Spring 2018 for each of the three proposing campuses in Appendices A-C of this document.

However, a major factor influencing all 3 campuses is the financial support of the Academy for Creative Media. Thanks to annual funding provided by the ACM system for equipment, supplies and staffing, no major funding is needed to establish and maintain any of the three A.S. in Creative Media programs. Lecturer funds will be used to hire lecturers to teach the digital creative media content courses, and general education offerings will be used to complete the program. See the appendices for detailed information.

6. HOW EFFICIENT WILL THE PROGRAM BE?

The proposed A.S. in Creative Media degree at these three colleges will mainly utilize existing faculty, staff, facilities, and equipment. Generous continued funding for program equipment, development and even faculty is being provided by the UH Academy for Creative Media Initiative, which eliminates the financial burden on individual campuses in supporting this program. The ACM Initiative General Fund works with government and private funds to provide support for creative media program equipment and faculty/staff positions in both the UHCC and UH systems. In recent years, this fund has provided monetary support of between 45 and 80 thousand dollars for each of the campuses participating in creative media programs.
(including UHWO and all UHCC campuses). Gaps in course offerings will initially be met through cooperative agreements between the three campuses, as well as other system campuses. A student with an associates’ degree in Creative Media will have the opportunity to seek employment in various sectors of the economy, such as in areas of graphic arts, interactive design, web design, film, photography, and general creative media applications. Moreover, as entrepreneurship is a key initiative in career development, this program will increase the ability of students to integrate into existing career environments where digital media plays a role (which is widespread) or to create self-sustaining employment opportunities.

Support for these programs has also from a UHCC-wide Creative Media Program Coordinating Council. This council held its first meeting on May 1, 2015 at Leeward Community College. In addition to introductions of each creative media program, the meeting served to streamline administrative concerns such as standardizing CIP and SOC codes for each campuses’ program (as well as aligning those codes with STEM programs) and of course, this very A.S. proposal and how to effectively organize and administrate a successful creative media curriculum. Program leads from each UHCC campus and representatives from ACM UHWO came together to share ideas and provide support for each other, introduce student work, and create a cohesive synergy for all UHCC and UH System creative media programs that will continue to increase program efficiency in the years to come. This Creative Media Program Coordinating Council plans to meet regularly to ensure all campuses are “on the same page” in regard to curriculum, PLOs, SLOs, and technical issues and equipment. It is wonderful to have this built-in support and idea exchange for a newly founded A.S. degree program in Creative Media.

7. HOW WILL EFFECTIVENESS OF THE PROGRAM BE DEMONSTRATED?

As required for all existing programs, the A.S. in Creative Media will be required to submit an Annual Report of Program Data (ARPD) and Comprehensive Program Review (CPR). The
ARPD assesses the overall program health by examining the demand, efficiency and effectiveness of the program. The specific sub areas are:

**Demand**
- Number of Majors
- Percent Change Majors from Prior Year
- SSH Program Majors in Program Classes
- SSH Non-Majors in Program Classes
- SSH in All Program Classes
- FTE Enrollment in Program Classes
- Total Number of Classes Taught

**Efficiency**
- Average Class Size
- Fill Rate
- FTE BOR Appointed Faculty
- Majors to FTE BOR Appointed Faculty
- Majors to Analytic FTE Faculty
- Analytic FTE Faculty
- Overall Program Budget Allocation
- General Funded Budget Allocation
- Special/Federal Budget Allocation
- Cost per SSH
- Number of Low-Enrolled (<10) Classes

Program effectiveness is also determined by looking at student achievement data. Student effectiveness data includes:
- Successful Completion (Equivalent C or Higher)
- Withdrawals (Grade = W)
• Persistence (Fall to Spring)
• Unduplicated Degrees/Certificates Awarded Prior Fiscal Year
• Associate Degrees Awarded
• Academic Subject Certificates Awarded
• Goal
• Difference Between Unduplicated Awarded and Goal
• Transfers to UH 4-yr
• Transfers with degree from program
• Transfers without degree from program
• Increase by 3% Annual Transfers to UH 4-yr Goal
• Difference Between Transfers and Goal

Programs are also subject to the each campus’ Annual Program Review Update (APRU), Annual Report of Program Data (ARPD), and appropriate Perkin’s Health Indicators processes in which all programs participate. As required for existing programs, the A.S. in Creative Media will also evaluate its Program Student Learning Outcomes (PSLOs) as part of its ARPD. The Program will report on which outcomes were assessed during the reporting period, what were the results of those assessments and what improvements will be planned based on the results of the assessments.

Each campus will also be tasked with assembling a professional advisory committee consisting of local industry professionals and creative media educators from public and private schools to help oversee the functions of the A.S. in Creative Media program and encourage synergies in industry and foster effective pathways to the Creative Media program from local high schools. Annual Advisory Committee meetings conducted with these industry partners and K-12 educators will continue to gauge the effectiveness of the program and its ability to meet the workforce needs of the community.
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PROPOSAL FOR NEW ACADEMIC PROGRAM

ASSOCIATE OF SCIENCE DEGREE IN DIGITAL MEDIA ARTS

HAWAI‘I COMMUNITY COLLEGE

DATE OF PROPOSAL: JANUARY 2016

Proposed date of implementation: Spring 2017
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HAWAI’I COMMUNITY COLLEGE

Mission and Vision Statement

Mission: Hawai‘i Community College (HawCC) promotes student learning by embracing our unique Hawai‘i Island culture and inspiring growth in the spirit of "E ‘Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai‘i Island community.

Vision: To promote student learning, Hawai‘i Community College will emphasize the knowledge and experience necessary for students to pursue academic achievement. As lifelong learners, the students will become productive and engaged citizens capable of meeting the complex challenges of a global community.

Institutional Learning Outcomes:

• Our graduates will be able to communicate effectively in a variety of situations.
• Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.
• Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

I. BACKGROUND

The Digital Media Arts Certificate of Competency (formerly the Certificate of Completion) was established in 2005 to prepare students for work in the fields of digital media design and production. The curriculum provides training for career and technical education students seeking entry-level positions as digital media artists and provides professionals already in the field with updated technology training. The Certificate program in Digital Media Arts has grown from initially 3 majors in 2006 to 63 majors in 2011-2012 (under the support of the Alu Like Native Hawaii Career and Technical Education Program or NHCTEP grant) to 33 majors in the 2013-2014 year. In 2014, we began discussions with the University of Hawai‘i West Hawai‘i (UHWO) for a 2 + 2 degree for our students who are looking to transfer to a four-year institution for further training and a higher degree in their Creative Media program. Additionally, the University of Hawai‘i Hilo (UHH) Art Dept. has also expressed interest in creating a 2 + 2 degree program for our digital media arts students to transfer into. Based on this growth, the Digital Media Arts (DMA) program proposes the addition of an Associate of Science (A.S.) degree program at Hawai‘i Community College to commence in the academic year 2016 - 2017. Further, HawCC is working with UHH Art Dept. to create an Associate of Arts (AA) in Liberal Arts transfer degree with a concentration in DMA.
A. Need for A.S. Degree in Digital Media Arts at Hawai‘i Community College

Current Economic Conditions Necessitate A.S. Degree in Digital Media Professions

The DMA program at Hawai‘i Community College at present offers a 21 credit Certificate of Competency (CO) intended to prepare students for a variety of entry-level work positions in graphic design, webpage design (also known as interface or front-end web design), digital video, digital photography and 3-D computer graphics. Although the existing CO in Digital Media Arts provides a foundation in Digital Media and traditional design, the rapid explosion of technology and the growing careers associated within it are making the field of Digital Media continually more competitive. Many employers expect their job applicants to have at least an Associate degree. However, the current economic condition has created an employers’ market in which many job seekers of entry-level positions already possess Baccalaureate or Masters level degrees. The growing need to obtain higher levels of education is no less prevalent in the field of Digital Media than in other trades or professions.

The DMA program proposes to offer an Associate of Science (A.S.) degree in a generalized Digital Media Arts curriculum for students who seek an Associate degree and/or who intend to continue their education at a four-year institution of higher learning in pursuit of a Baccalaureate or higher level degree. The existing CO in Digital Media Arts meets the needs of students who, at their current stage of postsecondary education, cannot or do not intend to obtain either an Associate or Baccalaureate degree. The proposed A.S. degree in Digital Media Arts is specifically designed to be flexible enough to provide a solid foundation in Digital Media Arts, while at the same time, prepare students to enter a four-year institution with some of their general education requirements already completed. For students who have or will have obtained a CO in Digital Media Arts, an A.S. degree in Digital Media Arts at Hawai‘i Community College would offer an incentive for them to reach for and to obtain new educational goals that include not only an Associate but also a Baccalaureate or higher level degree.

No Degree Program in Digital Media Exists in Hawai‘i County

Currently, three other community colleges in the State of Hawai‘i offer an A.S. degree in the Digital Media and Communication Arts. All three colleges are on the island of Oahu: Kapi‘olani Community College offers an A.S. degree in New Media Arts, Leeward Community College offers an A.S. degree in Digital Media, and Honolulu Community College offers an A.S. degree in Communication Arts. Residents of Hawai‘i County seeking an A.S. degree in Digital Media Arts must relocate to Oahu, which can be costly to students, both in terms of finances and loss of family/community support. Often our Hawai‘i Island students are able to attend college because of the family support they receive on-island. Without this support, many would not be able to attend college. An A.S. degree program in Digital Media Arts at Hawai‘i Community College would provide a more affordable and supportive alternative to moving off-island, and inasmuch, would be consistent with Hawai‘i Community College’s mission “to provide the community with a responsive educational environment that empowers learners to develop skills and to be responsible and productive in a complex world.” In addition, an A.S. degree in DMA at HAWCC would
support the State of Hawaii’s goal through the P-20 Council of ensuring that 55% of Hawaii’s working-age residents have at least an associate’s degree by 2015. Furthermore, the AS degree in DMA would also support the University of Hawai‘i Community College System Strategic Plan’s Hawaii Innovation Initiative for “workforce development linked to developing emerging sectors in Hawai‘i’s economy” and “practices and policies that capitalize on the University of Hawai‘i being a single system of higher education in the state that can provide students with smooth transitions from K-12 through the community colleges to the baccalaureate institutions in the most productive, cost-effective, and results-oriented manner possible.”¹ There are DMA courses offered at the local high schools. The students enrolled in these courses would be able to enroll in the proposed AS degree program at HawCC, then upon completion, transfer to one of the two 4-year institutions (UHWO or UHH) to further their education and training and complete a Baccalaureate degree. This proposed program would also align with the UH System Core Value of offering the greatest access to programs of the highest quality at a competitive cost. Non-degree seeking students may enroll in our Certificate program to update their professional and technical skills.

II. JUSTIFICATION

B. Hawai‘i County Residents Need More Options for Education

The lack of ability to attain education is a consequence of financial hardship, whether the result of a worsening economy or whether the result of longstanding social stratification that is visibly partitioned into racial and ethnic groups. Limited household income hampers access to vital learning resources such as books, computers, and time for students or would-be students to study. Yet, those subject to financial hardships are precisely those who need more rather than fewer options to access education. A student response from a survey conducted at the end of the Spring 2010 semester highlighted the impact that exposure to digital media arts has had on Native Hawaiians:

“A lot of Native Hawaiians are unaware of their capabilities and have never experienced such technology. Before this course, I have never owned a computer, and now the majority of my work is done on it.”

In October of 2010, President Obama addressed a White House Summit on community colleges, calling them the “unsung heroes of America's education system,” because they serve as a gateway to good jobs and a better life for millions of Americans. Community colleges train the students for high-tech jobs of the 21st century and will play “a huge role” in America’s quest to reclaim world leadership in college graduation rates by the year 2020, by which time President Obama hopes his goal of adding 5 million more community college graduates will materialize. More so, now than ever, Hawai‘i County residents experience the greatest burden of unemployment and poverty in the State and need access to career and

¹ From the Office of the Vice President for Community Colleges, 2015 - 2021 Strategic Directions, Overview
technical education programs related to high-tech jobs.

C. Hawaii County Need and Rationale

Hawaii County Industry and Occupations Employment Trends and Projections 2010-2020

The following table shows the Long-term occupational projections from 2010-2020 and the expected average annual growth percentages for relevant occupational employment trends (2013, p. 13). All major occupational groups will expand. Those employed in education, community service, arts and media jobs will make up the 5th largest division, with increases in occupation trends and projections.

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Occupation Title</th>
<th>Total Growth #</th>
<th>Total Growth %</th>
<th>Average Annual Growth %</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-2000</td>
<td>Advertising, Marketing, Promotions, Public Relations &amp; Sales Managers</td>
<td>30</td>
<td>13.2</td>
<td>1.3</td>
</tr>
<tr>
<td>15-1179</td>
<td>Web Developers</td>
<td>10</td>
<td>27.5</td>
<td>2.8</td>
</tr>
<tr>
<td>27-1000</td>
<td>Art and Design Workers</td>
<td>20</td>
<td>13.1</td>
<td>1.4</td>
</tr>
<tr>
<td>27-1024</td>
<td>Graphic Designers</td>
<td>10</td>
<td>20.4</td>
<td>2.0</td>
</tr>
<tr>
<td>27-1029</td>
<td>Designers, All Others</td>
<td>10</td>
<td>22.7</td>
<td>2.3</td>
</tr>
<tr>
<td>27-3000</td>
<td>Media &amp; Communication Workers, All Others</td>
<td>10</td>
<td>5.0</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Total Growth #</strong></td>
<td></td>
<td><strong>160</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Table Source: Hawaii County Employment Projections for Industries and Occupations, 2010-2020, pages 11 and 21-32*

D. A.S. Degree in Digital Media Perceived as Valuable by Businesses and Students

The DMA program conducted an on-line needs assessment survey in the Fall of 2009. More than 70 Hawai‘i County businesses were asked whether an A.S. degree in Digital Media Arts would be a desirable credential for prospective job candidates to possess. Of the 29 respondents, 90% percent affirmed the value of an A.S. degree. Fifty percent indicated that some form of digital media skills were necessary at their business. Sixty-four percent also expressed a desire to work with student interns.

E. Film and Digital Media Identified as Emerging Fields of Opportunity in Hawai‘i

A recent updated report published in March, 2015 by the Department of Business, Economic Development and Tourism (DBEDT) titled *Hawaii’s Creative Industries* highlights the importance of our
state’s competitive share in creative industries to our state’s economy. Job growth in creative industries demonstrates its competitiveness within Hawaii’s economy. Hawaii County accounted for 5,053 of the state’s creative industry jobs in 2014, a 2.2% average annual increase from 2004. The average annual job growth was 5.1% from 2004 to 2008, but it has decreased to only 0.3% from 2008 to 2014. As shown in the following table, eight creative industry groups were high performing in Hawaii County in the 2004 to 2014 period. These high performing groups not only grew jobs during the period but also increased their competitive share of the activity by exceeding the national growth rate for the industry. These included: Music, Design Services, Architecture, Marketing, Photography & Related, Engineering and R&D, Business Consulting, Art Education, and Film, TV, Video Production/Distribution.

TABLE 1. CREATIVE INDUSTRY JOBS, HAWAII COUNTY

<table>
<thead>
<tr>
<th>INDUSTRY GROUP</th>
<th>PERFORMANCE CLASS</th>
<th>JOBS</th>
<th>Average Annual Job Growth (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>Base-Growth</td>
<td>72</td>
<td>164</td>
</tr>
<tr>
<td>Design Services</td>
<td>Base-Growth</td>
<td>205</td>
<td>276</td>
</tr>
<tr>
<td>Architecture</td>
<td>Emerging</td>
<td>140</td>
<td>174</td>
</tr>
<tr>
<td>Marketing, Photography &amp; Related</td>
<td>Emerging</td>
<td>966</td>
<td>1,159</td>
</tr>
<tr>
<td>Engineering and R&amp;D</td>
<td>Emerging</td>
<td>487</td>
<td>572</td>
</tr>
<tr>
<td>Business Consulting</td>
<td>Emerging</td>
<td>303</td>
<td>510</td>
</tr>
<tr>
<td>Art Education</td>
<td>Emerging</td>
<td>31</td>
<td>53</td>
</tr>
<tr>
<td>Film, TV, Video Production/Distrib</td>
<td>Emerging</td>
<td>38</td>
<td>68</td>
</tr>
<tr>
<td>Computer and Digital Media Products</td>
<td>Transitioning</td>
<td>204</td>
<td>249</td>
</tr>
<tr>
<td>Performing and Creative Arts</td>
<td>Transitioning</td>
<td>1,197</td>
<td>1,247</td>
</tr>
<tr>
<td>Total Creative Industry</td>
<td>Emerging</td>
<td>4,055</td>
<td>4,954</td>
</tr>
</tbody>
</table>

Source: DBEDT compilation based on EMSI data. Pg.28 of Hawaii Creative Industries Updated Report 2015
The comparisons of Hawaii County creative industry’s job and earnings growth with the state and nation are listed in Table 2. For job growth, Hawaii County’s 2.2% annual growth rate was higher than the state’s 1.1% and the national average of 2.0%. For average earnings, Hawaii County was lower than the state, and much lower than the national average.

**TABLE 2. HAWAII COUNTY CREATIVE INDUSTRY PERFORMANCE COMPARED WITH NATION AND STATE, 2004-2014**

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>County</td>
<td>State</td>
</tr>
<tr>
<td>Music</td>
<td>Base-Growth</td>
<td>106</td>
<td>9.5%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Design Services</td>
<td>Base-Growth</td>
<td>76</td>
<td>3.2%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Architecture</td>
<td>Emerging</td>
<td>9</td>
<td>0.6%</td>
<td>-0.8%</td>
</tr>
<tr>
<td>Marketing, Photography &amp; Related</td>
<td>Emerging</td>
<td>259</td>
<td>2.4%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Engineering and R&amp;D</td>
<td>Emerging</td>
<td>187</td>
<td>3.3%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Business Consulting</td>
<td>Emerging</td>
<td>192</td>
<td>5.0%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Art Education</td>
<td>Emerging</td>
<td>17</td>
<td>4.4%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Film, TV, Video Production /Distrib</td>
<td>Emerging</td>
<td>25</td>
<td>5.2%</td>
<td>-2.0%</td>
</tr>
<tr>
<td>Computer and Digital Media Products</td>
<td>Transitioning</td>
<td>60</td>
<td>2.6%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Performing and Creative Arts</td>
<td>Transitioning</td>
<td>85</td>
<td>0.7%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>Total Creative Industry</td>
<td>Emerging</td>
<td>999</td>
<td>2.2%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

Source: DBEDT compilation based on EMSI data. Pg.28 of Hawaii Creative Industries Updated Report 2015

hawaii.gov/dbedt/economic/data_reports/hawaii-creative-report/HI_Creative_Ind_March_2015.pdf

**F. DMA Program is Linked to the Local Business Community and Alumni**

The Career and Technical Education (CTE) programs at Hawai‘i Community College are an integral part of the local community, contributing to, and reflected in day-to-day operations. Close cooperation among the faculty, employers, and employees in the community is maintained. One of the most effective formal means of providing for this type of cooperation is the Program Advisory Council. These groups advise Hawai‘i Community College career and technical education programs of training needs and new developments in their respective fields. They also take on our students as interns in the internship class and find other sites for our students to intern at. On occasion, our students have been hired on as an employee. The Council includes employers, alumni, and other knowledgeable stakeholders from the business sector. The Advisory Council for the DMA program currently includes 11 members and all
members agreed that an AS degree would benefit our students with further education and training. Letters of support from the following business and organizations can be found at the end of this proposal.

The Advisory Council members are:

Iliiha Gionson, Film Commissioner, Big Island Film Office
GB Hajim, Screaming Wink Productions, an animation studio and production company
Lourdan Kimbrell, President and Director, Hawaii Museum of Contemporary Arts
Jensen Nihei, FivebyFive LLC, RapidTechnology LLC, a 3D printing company
Kuha’o Zane, Sig Zane Designs, a clothing design company
Darin Igawa, University of Hawai‘i at Hilo Graphics
Ian Hatch, AS Design and Graphics, a web design and development company
Steve Parente, Parente Animation Studios, a multi-media and animation company
Shawn Pila, Ena Media Hawaii – a multi media production company
Tony Marzi, President, Hawaii Tech Works, a community of design and tech professionals
Renee Visaya, Bonebreaker Productions, a web and graphic design company

G. Evidence of Student Interest and Service to Non-Majors

As stated previously in this proposal, the number of DMA majors continues to increase. During the past 5 years, the program has grown to produce 71 graduates from the program and in the past three academic years, there were 149 declared DMA majors. The number of non-majors has grown proportionally to the number of majors, 80%, indicating a growing interest in digital media courses college-wide and from those desiring to gain or update their skills in this field.

Additionally, DMA majors constitute 60 percent of the current demand for DMA courses. Non-majors constitute 40 percent of the enrollment in terms of student semester hours in DMA courses during the academic year 2013-2014. Because DMA courses are not restricted to any specific majors, non-majors would continue to benefit from the DMA program and its growth, including the development of new courses, articulation agreements, access to equipment, tutoring, counseling, academic advising, and other student support services delivered by DMA faculty and staff.

In the past four years, from 2011 to 2014, there were 64 graduates from the DMA program. Of the 64 graduates, 45% are working in a DMA related job or have started their own DMA related business. Another 39% have gone on for further education or training in either the AA in Liberal Arts or an AAS in a CTE program at HawCC or transferred to a 4-year institution i.e. the UHH BA in Art, UH Manoa or transferred to a 4 year institution on the mainland like the Academy of Art University in San Francisco. 2 each have transferred to KapCC to their AS in New Media Arts program, 2 more have gone on to teach DMA related courses for the DOE and another 2 were international students who returned to Japan and are
now working in a DMA related field and one (1) student is working in the retail business but also works on DMA related jobs on the side. Of the 64, only 3 are unknown.

III. ASSOCIATE OF SCIENCE DEGREE IN DIGITAL MEDIA ARTS AS PROPOSED

A. Program Objectives of the Digital Media Arts Program at Hawai‘i Community College

To Prepare Students for Entry-Level Work in Digital Media Occupations

The DMA program at Hawai‘i Community College proposes a 62 credit A.S. degree in a generalized Digital Media Arts curriculum for students who seek an Associate degree and/or who intend to continue their education at a four-year institution of higher learning in pursuit of a Baccalaureate or higher level degree. The degree would prepare students for entry-level work in a variety of digital media occupations including but not limited to:

*Graphic Designer / Layout Artist:* A graphic designer / layout artist deals with the structure and aesthetic layout of images and text for printed media, including magazines, brochures, flyers, books, CD/DVD booklets, and posters among others.

*Web Designer:* Web designers create the layout and graphics for web pages and play a key role in the development of a website. They direct the look and feel of a website, adapting aesthetics with business purpose, merging design with functionality. Flash is a multimedia graphics program for creating interactive and animated web using interactive “movies” and different effects including text, navigation animation, video, and audio.

*Digital Videographer / Digital Video Editor:* Videographers assist the entertainment and journalism industries through capturing the events that unfold in a variety of media using camera and recording equipment. A digital video editor carefully watches video images several times to make sure that the images, sound, special effects and all other aspects of the work all fit together logically and accurately.

*Digital Photographer:* Photographers, now using DSLR, use their technical expertise, creativity, and composition skills to produce and preserve images that visually tell a story or record an event. Photographers who edit their own photos use computers, high-quality printers, and editing software.

*Animation/Game Designer:* Design core features of video games. Specify innovative game and role-play mechanics, story lines, and character biographies. Create and maintain design documentation. Guide and collaborate with production staff to produce games as designed.

From: www.onetonline.org/Job Descriptions
Appendix A

Hawai‘i Community College

In addition to the above job descriptions, local supermarkets as well as restaurants, hotels and other similar business today need graduates who can be in-house social media producers, youtube producers, smart phone apps creators, etc. with skill sets based in technology and the ability to tell a story visually are needed.

B. Program Objectives are Responsive to Hawai‘i Community College’s Strategic Plan

The proposed A.S. degree in Digital Media Arts at Hawai‘i Community College is aligned with the goals of the University of Hawai‘i Strategic Plan the University of Hawai‘i Community Colleges System Strategic Plan (2015-2021), and, from which they are derived, the Hawai‘i Community College Strategic Outcomes and Performance Measures (2008-2015).

GOAL A: Promote Learning & Teaching for Student Success (UHCC System Strategic Plan 2002-2010)

2. Hawaii’s Educational Capital - Increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions.

Performance Measure A2.1: Increase enrollment by 2015, particularly in regions and with groups who are underserved (as identified in the UH Second Decade Project).

The proposed A.S. degree in Digital Media Arts supports the underlying principles of the University of Hawai‘i Second Decade Project (UHSDP) by meeting the identified needs of underserved regions and populations, particularly Native Hawaiians, in the State of Hawai‘i. Based on Census 2000 data, East Hawai‘i ranks third lowest of the ten regions in the state in terms of per capita personal income ($16,550) as measured in 2000 by the U.S. Census Bureau. The average for the entire State of Hawai‘i was $21,525.

The UHSDP identifies East Hawai‘i as a “very high need” region for postsecondary education and training based on per capital personal income and in the area of skilled workforce needs. Additionally, East Hawai‘i is classified as a “high need” region for postsecondary education and training based on the 18 through 24 year old population that does not possess a high school diploma.

Performance Measure A2.4: Increase the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

An A.S. degree program in Digital Media Arts would support Hawai‘i Community College’s efforts to increase the number of students who progress and graduate or transfer to baccalaureate institutions. The number of students working toward a C.C. in Digital Media Arts has grown from three students to thirty-three as of academic year 2014, which completed 80 percent of their DMA courses successfully with a “C” or higher. As of the Fall 2014 semester, approximately 36 percent of all student majors in the DMA
program were Native Hawaiian. An A.S. degree program in Digital Media Arts would provide these students as well as future prospective students with an incentive and opportunity to pursue a baccalaureate degree by providing them with opportunities to fulfill general education coursework at Hawai‘i Community College at a lesser cost, while gaining their A.S. or A.A. degree. Students build skills and confidence that will increase the probability of achieving a first year GPA of 2.0 or higher at a transfer 4 year institution such as UH West Oahu which has a Bachelor of Applied Science degree in Creative Media or at UH Hilo which is also planning a 2 + 2 degree program in Digital Media. With the possibility of the A.S. degree, we expect to see more students matriculating to the 4-year institutions.

Strategic Outcome B: Globally Competitive Workforce – Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.

An A.S. degree program in Digital Media Arts would increase the number of Associate’s degrees awarded by Hawai‘i Community College, as well as increasing the earning potential of its graduates in Digital Media Arts. The A.S. degree program would also increase the number of transfer students to UH baccalaureate programs that lead to occupations for which the average annual salary is at least or above the U.S. average.

Performance Measure B.2: Contribute to meeting the State’s incumbent worker education goal by increasing enrollment of 25-49 years old in credit programs by 3% per year.

As of the Fall 2014 semester, approximately 22 percent of all students enrolled in DMA courses, whether majors or non-majors were between the ages of 25 and 49. The DMA program continues to attract students from the incumbent worker population, because the field of digital media grows and changes with the pace of technology. DMA offers incumbent employers the opportunity to acquire new skills in the use of computer graphics software and basic webpage design, which are quickly becoming “basic” job skills in many occupations outside of the digital media profession. Many office and administrative support jobs require the use of desktop publishing and/or webpage management skills. The DMA program provides incumbent workers with skills to keep them “current” and “relevant”, while at the same time, increases their earning potential in the jobs they occupy.

Strategic Outcome C: Economic Contribution – Contribute to the state’s economy and provide a solid return on its investment in higher education through research and training.

The growth of creative industries in which Digital Media Arts contributes is discussed previously in this proposal. However, the statistics discussed previously refer to growth in the number of jobs offered by “employers.” The field of Digital Media has a high potential for “nonemployers,” i.e., those who are self-employed, including, sole proprietorships, S corporations, LLCs, and LLPs, also known as “flow-through” entities or free-lance workers. The total number of “nonemployer” or self-employment entities in the State of Hawai‘i grew by 23 percent between the years 2005 and 2008, an increase of 673 “nonemployers”
from 2,873 to 3,546. The four largest “nonemployer” sectors occur in the motion picture/video/sound recording, advertising/public relations, photographic services, and specialized/graphic design service industries, which make up approximately 80 percent of all self-employed workers in the creative service industries. The total earnings in 2008 for all “nonemployer” sectors in the creative services industries was $144.6 million. The average earnings per “nonemployer” between 2002 and 2008 was $42,000, which is above the “high wage” criteria of $38,651. The four largest “nonemployer” sectors mentioned above averaged $41,000. It should be noted that the average earnings for these four largest “nonemployer” sectors in Hawai‘i County was approximately $10,000 less, or $31,000 per “nonemployee,” which is below the “high wage” criteria of $38,651. This indicates a need for further investment and development of the potential digital media workforce in Hawai‘i County.

C. Organization of A.S. Degree Program to Meet Objectives

Proposed Curricula

The proposed A.S. degree in Digital Media Arts at Hawai‘i Community College offers a curriculum that will prepare students to attain a level of digital media skills set for self-employability, i.e. free-lance or small business start-ups and entry-level positions in the DMA industry. Studies show a trend in the need of a broader, more generalized digital media skill set necessary for much of the general working population in all segments of the industry.

Curricula Overview

Unlike the CO in Digital Media Arts, the proposed A.S. degree will allow students to acquire more in-depth skill sets in career and technical education areas within the broad and emerging field of digital media.

Students graduating with an A.S. degree would be expected by employers to possess a higher degree of specialized career and technical education in addition to the critical thinking and reasoning skills offered by a liberal arts education.

Not only would the proposed A.S. degree in Digital Media Arts produce students better trained in the areas of digital media arts skills but it would also allow students to pursue a number of baccalaureate degrees as in the B.A.S. degree at UHWO or B.A. at UHH. Students graduating with an A.S. degree in Digital Media Arts who are interested in working in advertising could pursue a baccalaureate degree in Art and ultimately an M.F.A.; or a baccalaureate degree in Business Administration or Marketing and ultimately an M.B.A.

* From Program Review/and uhcc.hawaii.edu/OVCC/worksforce/stem.php
Currently, a pathway for our students who desire further education and training is being created with both the University of Hawaii at West Oahu’s (UHWO) Creative Media program where students can enroll in the Bachelor of Applied Science (B.A.S.) program in Creative Media or the Bachelor of Arts in Humanities degree and at the University of Hawaii Hilo, where a 2 + 2 program is being designed for students who want further education in an art-focused degree. To date, there have been several meetings to plan the curriculum with UHH; further discussions to move this proposal forward will commence this fall with an articulation coordinator at UHH.

Additionally, the DMA program at Hawai‘i Community College has articulation agreements with other UH community colleges and UH Manoa for some DMA courses:

<table>
<thead>
<tr>
<th>Existing Articulation Agreements</th>
<th>Hawai‘i CC Digital Media Arts</th>
<th>Kapi‘olani CC New Media Arts</th>
<th>Leeward CC Digital Media</th>
<th>UH Manoa Academy for Creative Media</th>
<th>UHWO Academy for Creative Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 112</td>
<td>Art 112 Intro to Digital Arts</td>
<td>Art 112 Introduction to Digital Art</td>
<td>Art 112 Introduction to Digital Art</td>
<td>Art 112 Introduction to Digital Art</td>
<td></td>
</tr>
<tr>
<td>Art 212 Digital Animation</td>
<td>Art 212 Digital Animation</td>
<td>Art 212 Digital Animation</td>
<td>Art 212 Digital Animation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art 226 3-D Comp Graphics II</td>
<td>Art 226 3-D Comp Graphics II</td>
<td>Art 226 3-D Comp Graphics II</td>
<td>Art 226 3-D Comp Graphics II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: University of Hawai‘i System Articulation Agreement: Digital Meida, April 2007 and University of Hawai‘i System Articulation Agreement: Digital Media Arts, Digital Media, New Media Arts Programs, Revised May 5, 2005

The above articulation agreements will be updated in 2015 – 2016 via the Program Coordinating Council (PCC). There are more Community College offering courses and programs in Digital Media now since the agreement was signed and efforts are in place to update the agreements.

**Program Learning Outcomes**

The Program Learning Outcomes for the AS Degree in DMA are as follows:

PLO1. Use technology effectively to create visual artworks.
PLO2. Gather, analyze and evaluate information visually and critically.
PLO3. Contribute and apply knowledge of aesthetics to the needs of the community.
PLO4. Present a digital portfolio in a professional manner.
## Program Learning Outcomes Matrix for Digital Media Arts at Hawai‘i Community College

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Use technology effectively to create visual artworks.</th>
<th>Gather, analyze and evaluate information visually and critically.</th>
<th>Contribute and apply knowledge of aesthetics to the needs of the community.</th>
<th>Present a digital portfolio in a professional manner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 107D</td>
<td>Introduction to Digital Photography</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 112</td>
<td>Introduction to Digital Arts</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 113</td>
<td>Foundation Studio: Drawing</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 115</td>
<td>Foundation Studio: 2-D Design</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 120</td>
<td>Intro to Typography</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 125</td>
<td>Introduction to Graphic Design</td>
<td></td>
<td></td>
<td></td>
<td>√, √</td>
</tr>
<tr>
<td>Art 126</td>
<td>3-D Computer Graphics</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 159</td>
<td>History of Communication Design</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 202</td>
<td>Digital Imaging</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 209</td>
<td>Image in Motion Studio</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 212</td>
<td>Digital Animation</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 225</td>
<td>Graphic Design II</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 226</td>
<td>3D Computer Graphics II</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 238</td>
<td>Interface Design</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 246</td>
<td>3D Computer Graphics III</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 248</td>
<td>Digital Post-Production</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 249</td>
<td>Interface Design II</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 257</td>
<td>Motion Graphic Design</td>
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<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 259</td>
<td>Narrative Game Design</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 293</td>
<td>Internship</td>
<td></td>
<td></td>
<td></td>
<td>√, √</td>
</tr>
<tr>
<td>Art 294</td>
<td>Practicum in DMA</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 295</td>
<td>Design Portfolio</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Art 296</td>
<td>Demo Reel Development</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>
D. Academic Cost and Revenue Template - New Program

CAMPUS/Program

<table>
<thead>
<tr>
<th>Hawaii Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters Degree, 5 yrs for Doctoral Degree)</td>
</tr>
</tbody>
</table>

ENTER ACADEMIC YEAR (i.e., 2011-2012)

Students & SSH
- A. Headcount enrollment (Fall)
  - Year 1: 48
  - Year 2: 58
  - Year 3: 70
- B. Annual SSH
  - Year 1: 1,152
  - Year 2: 1,392
  - Year 3: 1,680

Direct and Incremental Program Costs Without Fringe

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Instructional Cost without Fringe</td>
<td>$114,506</td>
<td>$119,086</td>
<td>$123,850</td>
</tr>
<tr>
<td>C1. Number (FTE) of FT Faculty/Lecturers</td>
<td>1.00</td>
<td>1.50</td>
<td>1.50</td>
</tr>
<tr>
<td>C2. Number (FTE) of PT Lecturers</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>D. Other Personnel Costs</td>
<td>$12,000</td>
<td>$12,480</td>
<td>$12,979</td>
</tr>
<tr>
<td>E. Unique Program Costs</td>
<td>$5,000</td>
<td>$5,200.00</td>
<td>$27,040</td>
</tr>
<tr>
<td>F. Total Direct and Incremental Costs</td>
<td>$131,506</td>
<td>$136,766</td>
<td>$163,869</td>
</tr>
</tbody>
</table>

Revenue

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Tuition</td>
<td>$145,152</td>
<td>$175,392</td>
<td>$211,680</td>
</tr>
<tr>
<td>H. Other (funding from ACM)</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>I. Total Revenue</td>
<td>$195,152</td>
<td>$225,392</td>
<td>$261,680</td>
</tr>
</tbody>
</table>

J. Net Cost (Revenue)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Net Cost (Revenue)</td>
<td>$(63,646)</td>
<td>$(88,626)</td>
<td>$(97,811)</td>
</tr>
</tbody>
</table>

Program Cost per SSH With Fringe

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>K. Instructional Cost with Fringe/SSH</td>
<td>$125</td>
<td>$107</td>
<td>$93</td>
</tr>
<tr>
<td>K1. Total Salary FT Faculty/Lecturers</td>
<td>$78,449</td>
<td>$81,587</td>
<td>$84,850</td>
</tr>
<tr>
<td>K2. Cost Including Fringe of K1</td>
<td>$105,906</td>
<td>$110,142</td>
<td>$114,548</td>
</tr>
<tr>
<td>K3. Total Salary PT Lecturers</td>
<td>$36,057</td>
<td>$37,499</td>
<td>$38,999</td>
</tr>
<tr>
<td>K4. Cost Including fringe of K3</td>
<td>$37,860</td>
<td>$39,374</td>
<td>$40,949</td>
</tr>
<tr>
<td>L. Support Cost/SSH</td>
<td>$189</td>
<td>$189</td>
<td>$189</td>
</tr>
<tr>
<td>Non-Instructional Exp/SSH</td>
<td>$155</td>
<td>$155</td>
<td>$155</td>
</tr>
<tr>
<td>System-wide Support/SSH</td>
<td>$34</td>
<td>$34</td>
<td>$34</td>
</tr>
<tr>
<td>Organized Research/SSH</td>
<td>$34</td>
<td>$34</td>
<td>$34</td>
</tr>
<tr>
<td>M. Total Program Cost/SSH</td>
<td>$314</td>
<td>$296</td>
<td>$282</td>
</tr>
<tr>
<td>N. Total Campus Expenditure/SSH</td>
<td>$408</td>
<td>$408</td>
<td>$408</td>
</tr>
</tbody>
</table>

Instruction Cost with Fringe per SSH

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>K. Instructional Cost/SSH</td>
<td>$125</td>
<td>$107</td>
<td>$93</td>
</tr>
<tr>
<td>O. Comparable Cost/SSH</td>
<td>$418</td>
<td>$418</td>
<td>$418</td>
</tr>
</tbody>
</table>

Reviewed by campus VC for Administrative Affairs: James M. Yoshida 1/19/2016
E. PROPOSED ASSOCIATE OF SCIENCE DIGITAL MEDIA ARTS CURRICULUM

@ HAWAI’I COMMUNITY COLLEGE

The Digital Media proposed program has a total of 62 credits:

- Required Core Courses – 23 credits
- Required General Education Courses – 24 credits
- Digital Media electives – 15 credits

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Meets UHWO Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ART 115</td>
<td>Introduction to 2D Design</td>
<td>3</td>
<td>ART 221</td>
</tr>
<tr>
<td>ICS 101</td>
<td>Digital Tools for the Information World</td>
<td>4</td>
<td>ICS 101</td>
</tr>
<tr>
<td>ITS 103</td>
<td>Introduction to the Programming Process</td>
<td>4</td>
<td>ICS 111</td>
</tr>
<tr>
<td>*ART 112</td>
<td>Introduction to Digital Media Arts</td>
<td>3</td>
<td>ART 112 DA</td>
</tr>
<tr>
<td>*ART 125</td>
<td>Intro to Graphic Design</td>
<td>3</td>
<td>ART 221 Interface Design Track</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

Plus choose 2 additional courses from below:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Meets UHWO Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ART 113</td>
<td>Intro to Drawing</td>
<td>3</td>
<td>ART 113D</td>
</tr>
<tr>
<td>ART 120</td>
<td>Typography</td>
<td>3</td>
<td>ART 240</td>
</tr>
<tr>
<td>*ART 202</td>
<td>Digital Imaging</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 209</td>
<td>Image in Motion Studio</td>
<td>3</td>
<td>CM 120</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Credits</td>
<td>Meets UHWO Course</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------</td>
<td>---------</td>
<td>---------------------</td>
</tr>
<tr>
<td>ART 257</td>
<td>Motion Graphic Design</td>
<td>3</td>
<td>CM 317</td>
</tr>
<tr>
<td>ART 248</td>
<td>Digital Post Production</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 225</td>
<td>Intermediate Graphic Design</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 293</td>
<td>DMA Internship</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 294</td>
<td>DMA Practicum</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>6</strong></td>
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</tr>
</tbody>
</table>

### General Education Core Courses (24 Credits)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Meets UHWO Course</th>
</tr>
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<tbody>
<tr>
<td>ENG 100</td>
<td>Composition I</td>
<td>3</td>
<td>ENG 100</td>
</tr>
<tr>
<td>MATH 110</td>
<td>College Algebra</td>
<td>3</td>
<td>MATH 103 BAS track</td>
</tr>
<tr>
<td>* SPCO 151 OR SPCO 251</td>
<td>Introduction to Speech and Communication OR Public Speaking</td>
<td>3</td>
<td>SP 151 (Focus)</td>
</tr>
<tr>
<td>* ENT 120</td>
<td>Starting a Small Business</td>
<td>3</td>
<td>An elective from UHWO</td>
</tr>
<tr>
<td>HWST</td>
<td>3 credits from Hawai‘ian Studies (Cultural Environment)</td>
<td>3</td>
<td>UHWO HWST Requirement</td>
</tr>
<tr>
<td></td>
<td>(1) 3 credit Natural Environment and (1) 3 credit Social Environment + 3 credits of an elective 100 level or higher of which 3 credits must be WIO</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>24</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Digital Media Elective Courses (Total 15)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Meets UHWO Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART107D</td>
<td>Introduction to Digital Photography</td>
<td>3</td>
<td>ART 107D</td>
</tr>
<tr>
<td>ART 156</td>
<td>Digital Painting</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>*ART 229</td>
<td>Interface Design I</td>
<td>3</td>
<td>ART 229</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>ART 212</td>
<td>Digital Animation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 126</td>
<td>3 D Computer Graphics I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 226</td>
<td>3 D Computer Graphics II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 259</td>
<td>Narrative Game Design</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 249</td>
<td>Interface Design II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 207D</td>
<td>Intermediate Digital Photography</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

Total credits for the AS Degree in Digital Media at Hawaii Community College: 62 credits (the ITS and ICS courses are 4 credits instead of 3)

* Courses taught on-line.

**F. Letters of Support for the AS Degree in Digital Media Arts**

Please see nine attached letters of support from the following businesses and organizations:

- PLANET ONE PRODUCTIONS
- FIVE BY FIVE, LLC
- TECHWORKS
- HAWAII MUSEUM OF CONTEMPORARY ARTS
- AS DESIGNS
- PARENTE DESIGNS
- BONE BREAKER DESIGNS
- ENA MEDIA PRODUCTIONS
- THE HAWAI’I COUNTY FILM COMMISSIONER
Date:

To: The Board of Regents, University of Hawaii

Aloha,

Please consider this a strong letter of support for the proposed Associate of Science degree in Digital Media Arts at Hawai`i Community College.

Currently, the DMA program at HawaiiCC offers a 21 credit Certificate of Completion program. However, as an industry professional, I support the efforts of HawCC to provide a higher degree that will provide further training and knowledge needed for students to compete in this fast-evolving and highly-skilled field. An Associate’s Degree will definitely benefit these students.

This degree benefits Hawai`i Community College, students graduating in the DMA courses in high schools on the Big Island and most importantly, the students in the DMA program at HawCC who have been asking for a higher degree. Your support of this AS degree is needed.

Mahalo,

GB Hajim
Island Planet One Productions, LLC
PO Box 430  Papa`ikou  Hawaii 96781
cell (808) 960-7619
Date: 02/19/15

To: The Board of Regents, University of Hawaii

Aloha,

My name is Jensen Nihei and I am the Art Director and Co-Owner of Five by Five LLC.

Please consider this a strong letter of support for the proposed Associate of Science degree in Digital Media Arts at Hawai‘i Community College.

Currently, the Digital Media Arts program at Hawai‘i Community College offers a 21 credit Certificate of Completion program. As an individual with first-hand knowledge and industry experience, I urge you to introduce an Associate's Degree in Digital Media Arts. Your support would allow the Digital Media Arts program to further provide training and knowledge needed for students to compete in this fast-evolving and highly-skilled field. This will definitely benefit and better prepare these students for a career in an expanding digital media industry.

This degree benefits Hawai‘i Community College as a whole and, students graduating in the Digital Media Arts courses in high schools on the island of Hawaii. Most importantly, the students in the Digital Media Arts program at Hawai‘i Community College who have been asking for a higher degree. Your support of this AS degree is needed.

Mahalo,

Jensen Nihei
Letter of Support for Associates Degree in the Digital Media Arts

April 29, 2015

To Whom It May Concern:

I am writing on behalf of Hawaii TechWorks, a Hilo-based technology firm that delivers engineering and technical services to a wide variety of customers from East Coast to the Western Pacific. Our clients and partner list includes the US Government, US Pacific Command, Federate States of Micronesia, and several companies in Washington, D.C. We provide technology and business assistance to small businesses in East Hawaii through partnerships with nonprofits, the State of Hawaii, and independent consultants. Most importantly though, we work closely with students at UH and HCC and take particular interest in the skills and professional viability of local students entering the workforce.

For the last three years, I have had the privilege to work with HCC’s DMA program and I have been impressed with the quality of instructors, the curriculum, and overall community that has been built around this program. Violet Murakami’s DMA advisory group is an effective outreach tool to that engages industry. It results in a dialogue that makes those of us on the outside feel connected and vested in the success of students matriculating into the program. Based on her work, and the good work of the rest of the DMA program I fully support the establishment of an associates degree program.

Professional success is a factor of technological literacy, and the DMA program gives students the tools to create a 21st century future for themselves.

Regards,

Anthony Marzi, President
Hawaii TechWorks Services LLC
47 Rainbow Drive, Hilo, Hawaii 96720
anthonymarzi@hawaiitech.co
(808) 557-9372
February 15, 2015

To:

The Board of Regents, University of Hawaii

Aloha

My name is Lourdan Kimbrell, President of the East Hawaii Cultural Council Board of Directors and the Director of the Hawai‘i Museum of Contemporary Art. I am writing in support for the proposed Associate of Science Degree in Digital Media Arts at Hawai‘i Community College.

Currently, the DMA program at HCC offers a 21 credit Certificate of Completion program. However, it is my belief that HCC should be providing a higher degree in Digital Media Arts that will provide further training and knowledge in order for students to compete in this fast evolving and highly skilled field. Providing an Associate Degree for this program will definitely benefit these students and enable them to secure jobs in a highly competitive marketplace.

Having such a Degree will benefit Hawai‘i Community College and encourage students in high schools graduating in DMA studies as well as students at the community college who are enrolled in the DMA program to greater fluency using computer technology and software in this field. The support by students for an ASD in Digital Media Arts is strong and your support to provide these dedicated students with a AS degree will not only be good for the students but also for our communities on the Big Island and the state of Hawai‘i.

Mahalo

Lourdan Kimbrell,
President/Director
East Hawaii Cultural Council/Hawai‘i Museum of Contemporary Art
To: The Board of Regents, University of Hawaii

Aloha,

My name is Ian Hatch and I am the owner of A.S. Designs & Services LLC.

Please consider this a strong letter of support for the proposed Associate of Science degree in Digital Media Arts at Hawai‘i Community College.

Currently, the DMA program at Hawai‘iCC offers a 21 credit Certificate of Completion program. However, as an industry professional, I support the efforts of HawCC to provide a higher degree that will provide further training and knowledge needed for students to compete in this fast-evolving and highly-skilled field. An Associate’s Degree will definitely benefit these students.

This degree benefits Hawai‘i Community College, students graduating in the DMA courses in high schools on the Big Island and most importantly, the students in the DMA program at HawCC who have been asking for a higher degree. Your support of this AS degree is needed.

Furthermore, this is a field of steady and continued growth. As a business owner in the Digital Media Arts industry I currently employ 3 industry professionals — I am currently looking for a 4th employee with the proper education and skills in this field.

Mahalo,

Ian Hatch
A.S. Designs & Services LLC (Director of Marketing)
Date: 2-23-2015

To: The Board of Regents, University of Hawaii

Aloha,

My name is Steven Parente and I am the owner of an animation digital media company under the same name, StevenParente.com. Please consider this a strong letter of support for the proposed Associate of Science degree in Digital Media Arts at Hawai’i Community College.

Currently, the DMA program at HawaiiCC offers a 21 credit Certificate of Completion program. However, as an industry professional, I support the efforts of HawCC to provide a higher degree that will provide further training and knowledge needed for students to compete in this fast-evolving and highly-skilled field. An Associate’s Degree will definitely benefit these students.

This degree benefits Hawai’i Community College, students graduating in the DMA courses in high schools on the Big Island and most importantly, the students in the DMA program at HawCC who have been asking for a higher degree. Your support of this AS degree is needed. It would also benefit small businesses such as myself, to possible hire or contract these students and to build a local infrastructure of skilled people in the digital graphics entertainment field.

Mahalo,

Steven Parente

Animator, Film Maker, Concept Artist, Designer, Graphics Consultant,
www.stevenparente.com - Animation Reel and Portfolio
https://www.youtube.com/user/parentestudios - YouTube Channel

P.O. Box 1241
Hilo, HI 96721
parentestudios@gmail.com  808-938-5302
Bonebreaker Dezines
808-557-0947  boneybreakerdesigns@gmail.com  Kilo Hoku, Hawaii 96720

April 29, 2015

To: The Board of Regents, University of Hawaii

A warm aloha,

My name is Sally Renee Visaya and I'm the owner of a graphics company named Bonebreaker Dezines. I'm writing in regard to supporting the proposed Associate of Science degree in Digital Media Arts at Hawaii Community College. This higher degree will provide students with better training needed in a highly competitive design field. Currently, the DMA program offers a Certificate of Completion program but the higher Associate of Science degree will most definitely help students achieve advanced design skills needed to be successful. Students have been asking for a higher degree for many years and I'm hoping with your help we will be able to offer this opportunity. This degree will not only help students, but it will also benefit local design companies looking to hire highly skilled designers. I really appreciate your time and consideration.

Sincerely yours,
Sally Renee Visaya
February 18, 2015

To: The Board of Regents, University of Hawaii

Aloha, I am writing this letter in support of the proposed Associate of Science degree in Digital Media Arts (DMA) at Hawaii Community College (HawCC).

My name is Shawn Pila, former graduate of the Hawaii Community College Digital Media Arts program and co-owner of, Ena Media Hawaii, a multi-media firm based out of Downtown Hilo.

As an industry professional and former graduate, I believe a higher degree of education is crucial and will provide students with further training and knowledge needed to compete in the ever-evolving media industry. Currently, the DMA program at HawCC offers a 21-credit Certificate of Completion program, which is only a broad introduction into the field of digital media. I highly support the efforts of HawCC to provide an Associate of Science degree. I feel that this will encourage students to take their career to the next step and work at a professional level.

Both high school students graduating in the DMA courses and students in the DMA program at HawCC will benefit substantially from this opportunity, and your support of the proposed AS degree is much needed.

If you have any questions or concerns, feel free to contact me at any time.

Mahalo Nui Loa,

Shawn Pila
Founder / Video Production Lead
Ena Media Hawaii
808.756.8388
shawn@enamediahawaii.com
Aloha!

I am writing to express the County of Hawai’i’s strong support for the proposed Associate of Science in Digital Media Arts program at Hawai’i Community College. This expansion of digital media learning opportunities will be key in empowering Hawai’i Island’s storytellers of tomorrow.

The County of Hawai’i recognizes the importance of the creative industries to our island’s economy. We invest in marketing efforts to attract productions from afar, and we invest in business development initiatives to grow productions right here at home. All of these efforts are for naught without a strong, competent, local digital media workforce for these productions to employ.

Coordinator Violet Murakami and her faculty have been doing a great job training our workforce in the existing digital media arts program. I have worked with some program graduates involved in productions on the island, and their success is the best testament to the opportunity that lies in expanding digital media learning opportunities available to our youth.

On behalf of Mayor Billy Kenoi, Research & Development Director Kawehi Inaba, and myself, we are proud to support this program. If we may offer any further support or assistance, please do not hesitate to contact me at (808) 961-8366 or t.ilihia.gionson@hawaiicounty.gov.

Mahalo for your consideration.

T. Ilihia Gionson
Film Commissioner
Big Island Film Office
County of Hawai’i
Appendix A

Hawai’i Community College

September 21, 2015

To: The Board of Regents, University of Hawai‘i

Greetings

My name is Dr. Muriel Mili‘ilani Hughes and I am the owner and primary researcher for a private educational consulting firm, Mahuhia Educational Enterprises, LLC. I have served the State of Hawai‘i as a teacher and school administrator since 1971. After my retirement, I returned to college and have nearly completed my certificate requirements for the Digital Media Arts program at Hawai‘i Community College. As an older student, I have experienced the value of such a program for nontraditional students to expand knowledge and skills horizons for new careers and pursuits.

Please consider this a strong letter of support for the proposed Associate of Science degree in Digital Media Arts at Hawai‘i Community College.

Currently, the Digital Media Arts program at Hawaii Community College offers a 21 credit Certificate of Completion program. As an individual with first-hand knowledge and industry experience, I urge you to introduce an Associate’s Degree in Digital Media Arts. Your support would allow the Digital Media Arts program to further provide training and knowledge needed for students to compete in this fast-evolving and highly-skilled field. This will definitely benefit and better prepare these students for a career in an expanding digital media industry.

As an entrepreneur, I know for a fact, the role online marketing plays in today’s world of business promotion. The skills I learned through the DMA program have enabled me to build websites, take photos, create videos, do my own layout for marketing materials such as brochures, flyers, and business cards, and have helped me to launch weekly business promotions on Facebook for my various businesses. This program of study would be a great catalyst for other small businesses such as mine.

This degree benefits Hawai‘i Community College as a whole and, students graduating in the Digital Media Arts courses in high schools on the island of Hawaii. Most importantly, the students in the Digital Media Arts program at Hawaii Community College who have been asking for a higher degree. Your support of this AS degree is needed.

Mahalo,

Muriel Mili‘ilani Hughes, Ph.D.

P O Box 647, Volcano, Hawai‘i 96785 Phone: (808) 968-6696 miliani2@gmail.com
Appendix B: Creative Media @Kauai Community College
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College Mission and Vision Statement

Kaua`i Community College Mission Statement

Kaua`i Community College provides open access education and training in an ethical and innovative student-centered and community-focused environment, nurturing life-long learners who appreciate diversity and lead responsible and fulfilling lives.

To demonstrate our commitment to this mission, Kaua`i Community College:

• supports students of all ages, cultures, and backgrounds to achieve their educational goals
• perpetuates appreciation and understanding of Hawaiian culture and develops programs to support native Hawaiian students
• cultivates appreciation for artistic, intellectual, and technical pursuits
• creates curricula and programs responsive to the community’s changing needs for career and work force development
• fosters partnerships with schools, the University of Hawai`i system, and local, state, national, and global communities
• leads the community toward greater social, economic, and environmental sustainability, and
• maintains a healthy and safe learning environment that enhances student and employee growth and success.

Vision

• We are the acclaimed University of Hawai`i at Kaua`i, our island’s primary resource center and gathering place for personal and community enrichment. We are a premier source of education and training for residents and visitors from around the world. We provide comprehensive academic, technical and cultural enrichment in keeping with our diverse local heritage and Hawaiian values. An integral part of the UH System, we are a role model for a close-knit, harmonious institution effectively meeting student and community needs. People look to us first for excellence, quality and service: “Why don’t you call KCC?”
• We educate the whole person, empowering students of all backgrounds to set their own goals, realize their potential and achieve their dreams. They receive ongoing, personal support that builds their sense of belonging. They are proud to attend UH Kaua‘i Community College and thrilled to receive the highest quality education on our special island. Our well-rounded graduates are life-long learners, highly-trained professionals and community leaders, sought after by industry.

• We serve each other, our students, Kaua‘i, UH, our state, nation and world in a safe, caring environment which encourages learning. We respond to needs that serve a pono goal. Our student-focused institution is a trusted, recognized leader, contributing to the economic and social success of our graduates, island and world. Our employees are active in our university and in their communities. Our facilities are efficient and equipped with the latest technology to expand learning possibilities. On our beautiful, garden campus, all buildings are clean, safe and accessible, linked by covered walkways and attractive signage.

• We build partnerships. Within UH, we are role models for community service and working as a system. We are recognized leaders in the fields of complementary health, distance learning and sustainable technology. We partner on educational, cultural and athletic programs and events, which bring recognition and income to our university and island. We work with business and community organizations, promoting aloha, cultural diversity and quality of life.

• We are a “leader-full” organization. Our knowledgeable, caring administrators are united, responsive leaders who provide clear direction, resources and streamlined, state-of-the-art systems. Our diverse, expert faculty is proactive and passionate in supporting individual student needs and inspiring the love of learning. Our staff is the framework and foundation of our organization, modeling teamwork and customer service for all. They serve efficiently, effectively, joyfully and with aloha. All UH Kaua‘i Community College employees enjoy ongoing professional development and career growth. Our involved students take personal responsibility for acquiring skills and knowledge needed to succeed and apply learning to their lives. They are motivated, empowered to face the challenges of the future, while giving to and receiving from their college and community. Our visible, accessible trustees take pride and ownership in our vision. They serve as ambassadors to the community, building our resources and reputation.

• We reach out locally and globally to all those who desire learning and growth. Our excellent relationship with the Department of Education supports accessibility and student preparation for higher education. On campus and in distance learning, we have record enrollment, with user-friendly online registration. Our income-producing ventures, grants, donations and tuition, easily accommodate our financial needs, goals and vision.
• Our success is founded on shared mission and vision, leadership, customer service, partnering, teamwork, and commitment to quality. We serve our community while expanding to touch our world. We consistently live our values and do small things with great love as we provide the stepping stones and a gateway to dreams.

I. Background

A. Need for A.S. Degree in Creative Media

Emerging technologies have dynamically evolved in the twenty-first century. As a result, a significant interest in digital media is on the rise for digital natives and digital immigrants alike. The partnership of creative arts and digital media provide a relevant and useful opportunity for individuals in the form of creative media. These individuals include traditional and non-traditional students with varying demographic and psychographic backgrounds.

• Kauai CC students with Liberal Arts unclassified majors interested in pursuing academic goals that include a more specialized field with an option toward a baccalaureate degree.
• Kauai high school students participating in the Arts and Communication Program of Studies seeking higher education in Creative Media Arts. There are strong indications of interest in the creative media field expected to fuel enrollment in this program. In the 2011 – 2012 academic year there were 140 graduates with an AA, AS or AAS degree, and additionally, 114 transfer students to four-year universities. It is expected that an increasing number of Career and Technical Education (CTE) and Liberal Arts unclassified students will choose to pursue the AS in Creative Media degree, either independently or in tandem with another major. We anticipate enrollment of 20 students in the first year of the program with subsequent increases of 20 students in year two and three for a total of 40 and 60 students respectively.

“The going rate of Hawaii high school graduates into the UH campuses is one measure of how well the University serves the people of Hawaii. The going rates have been increasing in recent years and currently stand at historically high levels. Currently under 40% of all Hawaii high school graduates enroll at a UH campus immediately after high school graduation. In Fall 2012, 66% of these students enrolled at the UH Community Colleges.” Kauai CC’s going rate has steadily increased over the years, and experienced a surge in numbers for 2012 with 200 first-time students from high schools mainly located on Kauai. (University of Hawaii, Fall 2012) Indicators predict these numbers will continue to grow and although other factors such as individual campus recruiting policies and the state of the economy influence first-time student numbers, the likelihood of sustained enrollment is strong.
Kauai High School, closest in proximity to Kauai CC, provided the greatest influx of incoming students, 84 students in 2012. (University of Hawaii, Fall 2012) Kauai High School offers Career Academies whereby students choose from courses in their area of interest as part of smaller learning communities. “The aim of Career Academies is to prepare our students for post-secondary experiences of college and/or careers.” (2012-2013, Kauai High School) This pathway option provides preliminary exposure to creative media education and helps generate interest in this discipline at the high school level for incoming college freshmen. Although the current grant ended in 2013, a new grant proposal will be submitted “to further continue efforts of improving College and Career Readiness for all students (February 2013, Kauai High School) The two remaining public high schools on island, Kapaa High and Waimea High, also provide smaller learning communities that focus on Creative Media. These early introductions to careers in Creative Media will help generate student interest in the AS in Creative Media program.

- Non-traditional students seeking professional development, diversification of current professional skills, or new career development.

- The current Digital Media Arts certificate program at Kauai Community College provides students a firm grasp of all forms of media production. From still photography, print design and layout, creating a website, writing, producing and editing video. Students leave with the ability to tell a story with images or to see something familiar in a new light, through video or photography. The majority of DMA students are recent high school graduates seeking a degree in Creative Media. While a number of Kauai CC students who have received their DMA certificate have gone on to transfer to UH Manoa, many students have an economic or family need to stay on-island. Having an associates degree program in place will benefit these kinds of students, and provide a much needed pipeline to either continuing education or entering the workforce on Kauai.
II. Justification

A. County of Kauai Need and Rationale

Kauai Industry and Occupations Employment Trends and Projections 2010-2020

The following table shows the total expected growth percentages from 2010-2020 and the expected average annual growth percentages for relevant industry employment trends (2013, pp. 8-11). One category, Motion Picture & Sound Recording Industries, is projected to decrease. All other categories show significant increase in industry and occupation trends and projections.

<table>
<thead>
<tr>
<th>NAICS Code</th>
<th>Industry Title</th>
<th>Total Growth %</th>
<th>Average Annual Growth %</th>
</tr>
</thead>
<tbody>
<tr>
<td>515000</td>
<td>Broadcasting (except Internet)</td>
<td>35.9</td>
<td>3.6</td>
</tr>
<tr>
<td>541000</td>
<td>Professional Scientific &amp; Technical Services</td>
<td>18.7</td>
<td>1.9</td>
</tr>
<tr>
<td>710000</td>
<td>Arts, Entertainment, and Recreation</td>
<td>19.6</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Table 1 Source: Kauai County Employment Projections for Industries and Occupations, 2010-2020, pages 9-11

Art, design, entertainment, sports and media, is expected to see a 12.4 percent increase from 2010-2020 for people of various educational accomplishments with an average annual increase of 1.2 percent (State of Hawai‘i Department of Labor and Industrial Relations, 2013, p. 26).

The following table shows the total expected growth percentages from 2010-2020 and the expected average annual growth percentages for relevant occupation employment trends.

These numbers include job openings resulting from new openings and replacement needs due to residents who have retired or relocated (State of Hawaii Department of Labor and Industrial Relations, 2013, pp. 26-38).
### County of Kauai Occupation Employment Trends and Projections 2010-2020

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Occupation Title</th>
<th>Total Growth #</th>
<th>Total Growth %</th>
<th>Average Annual Growth %</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-2000</td>
<td>Advertising, Marketing, Promotions, Public Relations &amp; Sales Managers</td>
<td>50</td>
<td>17.6</td>
<td>1.8</td>
</tr>
<tr>
<td>15-0000</td>
<td>Computer &amp; Mathematical Occupations</td>
<td>70</td>
<td>25.9</td>
<td>2.6</td>
</tr>
<tr>
<td>27-1024</td>
<td>Art and Design Workers</td>
<td>10</td>
<td>10.1</td>
<td>1.0</td>
</tr>
<tr>
<td>27-1029</td>
<td>Designers, All Others</td>
<td>10</td>
<td>22.7</td>
<td>2.3</td>
</tr>
<tr>
<td>27-3000</td>
<td>Media &amp; Communication Workers, All Others</td>
<td>20</td>
<td>9.9</td>
<td>1.0</td>
</tr>
<tr>
<td>27-4000</td>
<td>Media &amp; Communication Equipment Workers, All Others</td>
<td>10</td>
<td>9.0</td>
<td>0.9</td>
</tr>
<tr>
<td>27-4021</td>
<td>Photographers</td>
<td>10</td>
<td>8.8</td>
<td>0.9</td>
</tr>
<tr>
<td></td>
<td><strong>Total Growth #</strong></td>
<td><strong>180</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 Source: Kauai County Employment Projections for Industries and Occupations, 2010-2020, pages 14 and 26-38

### B. Creative Media Program is Linked to the Local Business Community and Alumni

Due to the diverse skills students will be learning (refer to Curriculum for details), graduating students will be equipped to support various industries in various occupations such as social media marketing, graphic designers, sales media, and more. The tourism, marketing, entertainment, and web design industries are a few that cover a broad scope of possibilities.

Entrepreneurial students will be equipped to become freelancers and/or business owners to support various industries and various occupations such as photographers, videographers and more.

**Kauai Creative Technology Center**

Another major implication for the island is the scheduled construction of the Kauai Creative Technology Center. The creative technologies center is envisioned as a state-of-the-art, professional-grade, all-purpose space for digital media, innovation and learning.
It will have the facilities, equipment, and technical training and support for projects of all types, sizes and budgets.

The center will provide 30,000-square-feet of world-class multipurpose creative technology facilities for film industry job training and workforce development programs.

It will offer facilities for filming, editing, performances, lectures and meetings.

The $20.5 million project ($2 million preconstruction, $15 million for construction, and $3.5 million for two years of operation) will be the only professional film studio and post-production facility on Kauai, and will bring high-speed broadband Internet connection to Kauai. It will offer 43,000 hours of professional and community services and programs per year and operate on an annual budget of $2 million.

Kauai CC has been closely involved with KCTC from the preliminary viability check phase of the project in 2012, and is working with the center so that facilities and learning programs work to the benefit of both our respective organizations, rather than in competition with each other.

According to the Kauai Economic Development Bureau, the center will serve as a primary economic and workforce development initiative for the county.

The center will not only create and sustain creative technology based jobs, but it will provide training programs and make this sector an economic driver that benefits Kauai’s community and residents.

Last year, 30 percent of the crew members for film productions on the island were Kauai residents, and the goal is to eventually double that percentage. KEDB anticipates that there will be more than 40 jobs created on island as a result of the KCTC.

The center is expected to break ground around fall 2017.
III. Associate of Science Degree in Creative Media as Proposed

A. Program Learning Outcomes

The Program Learning Outcomes for the AS Degree in DMA are as follows:

Program Learning Outcomes Table

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>PL01</th>
<th>PL02</th>
<th>PL03</th>
<th>PL04</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Apply effective communication and critique skills with peers and clients</td>
<td>Demonstrate skills in professional use of creative media applications and equipment</td>
<td>Describe ethical and legal aspects regarding the creation and use of creative media</td>
<td>Produce creative media projects using critical thinking and basic design concepts</td>
</tr>
</tbody>
</table>

**Creative Media Core Courses**

| ART 115  | Introduction to 2D Design               | ✔    | ✔    | ✔    |
| ICS 101  | Digital Tools for the Information World | ✔    | ✔    | ✔    |
| ICS 111  | Introduction to Computer Programming    | ✔    | ✔    |
| ART 112  | Introduction to Digital Media Art       | ✔    | ✔    | ✔    |
| ART 125  | Intro to Graphic Design                 | ✔    | ✔    | ✔    |
| ART 113  | Intro to Drawing                       | ✔    | ✔    |
| ART 209  | Image in Motion Studio                  | ✔    | ✔    | ✔    |
| ART 120  | Typography                              | ✔    | ✔    | ✔    |
| ART 257  | Motion Graphic Design                   | ✔    | ✔    | ✔    |
| ART 248  | Digital Post Production                 | ✔    | ✔    | ✔    |
| ART 225  | Intermediate Graphic Design             | ✔    | ✔    | ✔    | ✔    |

**Creative Media Elective Courses**

| ART 107D | Introduction to Digital Photography     | ✔    | ✔    |
| ART 229  | Interface Design I                      | ✔    | ✔    | ✔    |
| ART 159  | History of Communication Design         | ✔    | ✔    |
| ART 212  | Digital Animation                       | ✔    | ✔    |
| ART 126  | 3D Computer Graphics I                   | ✔    | ✔    |
| ART 226  | 3D Computer Graphics II                  | ✔    | ✔    |
| ART 267  | Intermediate Digital Video              | ✔    | ✔    | ✔    |
| ART 249  | Interface Design II                     | ✔    | ✔    | ✔    |
| ART 207D | Intermediate Digital Photography        | ✔    | ✔    |
| ART 250  | Film and World History Since WWII       | ✔    | ✔    |
| ENG 257N | WI- Intro to Literature and Film         | ✔    |     |     |
B. Program Curriculum

Kauai CC aims to meet the educational and professional needs of the student, community and Creative Media business industry. The established inventory of courses and media facilities is a foundation for the proposed curriculum. These strengths can be maximized to meet curriculum, strategic, student, and industry goals.

The articulated pathway provides students with the option of a two-year or a UHWO four-year degree. Kauai CC has determined that a 2+2 pathway between an AS degree to a UHWO BA in Humanities with an emphasis on Creative Media or BAS in Creative Media degree. Additional articulation with UH Manoa and UH Hilo is being explored. Collaboration with Kauai high schools to further ensure articulation is an emphasis.

The Creative Media proposed program is a total of 60 credits:

- Required Core Courses – 21 credits
- Required General Education Courses – 24 credits
- Creative Media electives – 15 credits

The following table summarizes the required coursework for the proposed A.S. Degree program in Digital Media Arts.
Curricula Overview for Proposed A.S. Degree in Digital Media Arts at Hawaii Community College

**First Semester:**
- Art 101 or 101W Intro to Visual Arts (*Humanities Gen Ed. Req.*) 3
- Art 112 Introduction to Digital Arts 3
- Art 115 Intro to 2-D Design 3
- Art 107D Digital Photography or
  113 Foundation Studio: Drawing 3
- ENG 100 Expository Writing or ENG 104 Creative Writing or
  ENG 117 Screenwriting 3
  15 credits

**Second Semester:**
- Math 100 Survey of Mathematics or higher 3
- ICS 101 Digital Tools for the Information World 3
- Art 209 Image in Motion Studio 3
- Art 120 Typography or Art 257 Motion Graphic Design 3
- Art 125 Graphic Design 3
  15 credits

**Third Semester:**
- Art 229 Interface Design 3
- Art 248 Digital Post-Production or Art 225 Graphic Design II 3
- Natural Science Gen Ed. (*100 level or higher*) 3
- SP 151 Public Speaking 3
- ICS 111 Introduction to Computer Programming 3
  15 credits

**Fourth Semester:**
- HWST (3 credits with a HAP designation)
- Social Science Gen Ed. (*100 level or higher*) 3
- ENT 125 Starting A Small Business 3
Appendix B

Elective (One Art class from recommended list)  

3  
15 credits

Total Credits: Associate of Science  

60 credits

Electives: Any two(2) from the recommended list below:

Art 159 History of Communication Design
Art 212 Digital Animation
Art 113 Foundation Studio: Drawing (if not taken in first semester)
Art 107D Intro to Digital Photography (if not taken in first semester)
Art 120 Typography (if not taken in second semester)
Art 248 Digital Post-Production (if not taken in third semester)
Art 225 Graphic Design II (if not taken in third semester)
Art 257 Motion Graphic Design (if not taken in second semester)
Art 126 3 D Computer Graphics I
Art 226 3 D Computer Graphics II
Art 259 Narrative Game Design
Art 249 Interface Design II
Art 267 Intermediate Digital Video
## Kaua‘i Community College: Creative Media Curriculum

### Digital Media Core Courses (21 Credits)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Meets UHWO Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 115</td>
<td>Introduction to 2D Design</td>
<td>3</td>
<td>ART 221</td>
</tr>
<tr>
<td>ICS 101</td>
<td>Digital Tools for the Information World</td>
<td>3</td>
<td>ICS 101</td>
</tr>
<tr>
<td>ICS 111</td>
<td>Introduction to Computer Programming</td>
<td>3</td>
<td>ICS 111</td>
</tr>
<tr>
<td>ART 112</td>
<td>Introduction to Digital Media Art</td>
<td>3</td>
<td>ART 112 DA</td>
</tr>
<tr>
<td>ART 125</td>
<td>Intro to Graphic Design</td>
<td>3</td>
<td>ART 221 Interface Design Track</td>
</tr>
</tbody>
</table>

Choose 2 additional courses from below:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Meets UHWO Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 113</td>
<td>Intro to Drawing</td>
<td>3</td>
<td>ART 113D</td>
</tr>
<tr>
<td>ART 209</td>
<td>Image in Motion Studio</td>
<td>3</td>
<td>CM 120</td>
</tr>
<tr>
<td>ART 120</td>
<td>Typography</td>
<td>3</td>
<td>ART 240</td>
</tr>
<tr>
<td>ART 257</td>
<td>Motion Graphic Design</td>
<td>3</td>
<td>CM 317</td>
</tr>
<tr>
<td>ART 248</td>
<td>Digital Post Production</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 225</td>
<td>Intermediate Graphic Design</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### General Education Core Courses (24 Credits)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Meets UHWO Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>Composition I</td>
<td>3</td>
<td>ENG 100</td>
</tr>
<tr>
<td>ENG 104 or</td>
<td>Introduction to Creative Writing or</td>
<td>3</td>
<td>UHWO English course</td>
</tr>
<tr>
<td>ENG 117</td>
<td>Introduction to Screenwriting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 103 or</td>
<td>College Algebra</td>
<td>3</td>
<td>MATH 103 BAS track</td>
</tr>
<tr>
<td>MATH 110</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP 151</td>
<td>Personal &amp; Public Speaking</td>
<td>3</td>
<td>SP 151 (focus)</td>
</tr>
</tbody>
</table>
### Principles of Effective Public Speaking

**ENT 125**
- Starting a Small Business
- Entrepreneurship: Opportunity Recognition and Evaluation
- Advertising & Promotion
- Principles of Marketing

**HWST**
- 3 credits from Hawai’ian Studies with HAP designation

**Total**
- 9 credits

**An elective from UHWO**

---

### Creative Media Specialization and Elective Courses (Total 15):

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Meets UHWO Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 107D</td>
<td>Introduction to Digital Photography</td>
<td>3</td>
<td>ART 107D</td>
</tr>
<tr>
<td>ART 229</td>
<td>Interface Design I</td>
<td>3</td>
<td>ART 229</td>
</tr>
<tr>
<td>ART 159</td>
<td>History of Communication Design</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 212</td>
<td>Digital Animation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 126</td>
<td>3 D Computer Graphics I</td>
<td>3</td>
<td>ART 126</td>
</tr>
<tr>
<td>ART 226</td>
<td>3 D Computer Graphics II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 249</td>
<td>Interface Design II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 267</td>
<td>Intermediate Digital Video</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 207D</td>
<td>Intermediate Digital Photography</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total credits for the AS Degree in Creative Media:** 60 credits
## C. Program Costs and Revenues

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
</table>

### Students & SSH

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Headcount enrollment (Fall)</td>
<td>20</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>B. Annual SSH (24 per student)</td>
<td>480</td>
<td>960</td>
<td>1440</td>
</tr>
</tbody>
</table>

### Direct & Incremental Program Costs Without Fringe

| C. Instructional Cost without Fringe | $80,625 | $83,044 | $176,201 |
| C1. Number (FTE) of FT Faculty/Lecturers | 1.00    | 1.00    | 2.00     |
| C2. Number of (FTE) or PT Lecturers | 0.5     | 0.5     | 1.00     |
| D. Other Personnel Costs (Student Asst) | -       | -       | -        |
| E. Unique Program Costs | 0       | 0       | 0        |
| F. Total Direct and Incremental Costs | $80,625 | $83,044 | $176,201 |

### Revenue

| G. Tuition | $60,480 | $120,960 | $181,440 |
| Tuition rate per credit | 126 | 126 | 126 |
| H. Academy of Creative Media (ACM) | 45,000 | 45,000 | 45,000 |
| I. Total Revenue | $105,480 | $165,960 | $226,440 |

### Net Cost (Revenue)

| $(24,855) | $(82,916) | $(50,239) |

### Program Cost per SSH With Fringe

| J. Instructional Cost with Fringe/SSH | $272 | $140 | $198 |
| J1. Total Salary FT Faculty/Lecturers | $80,625 | $83,044 | $176,201 |
| J3. Total Salary PT Lecturers | 20,625 | 21,244 | 45,075 |
| K. Support Cost/SSH | 402 | 402 | 402 |
| K1. Non-Instructional Exp/SSH | 339 | 339 | 339 |
| K2. System-wide Support/SSH | 63 | 63 | 63 |
| K3. Organized Research/SSH | - | - | - |
| L. Total Program Cost/SSH | 674 | 542 | 600 |
| M. Total Campus Expenditure/SSH | $686 | $686 | $686 |

### Instruction Cost with Fringe per SSH

| N. Instructional Cost/SSH | $272 | $140 | $198 |
| O. Comparable Cost/SSH | $285 | $285 | $285 |

Program Used for Comparison: Technology

*see enclosed infographic on ACM Asset Distribution in Appendix D of this proposal*
D. Industry and Community Letters of Support

Jana J Productions
Kauai Family Magazine
Tracy’s Map
Kauai Economic Development Bureau
9 March 2015

Kauai Community College
Digital Media Arts Program
3-1901 Kaumualii Hwy
Lihue, HI 96766
Attn: Mr. Matthew Fulmer, Instructor

Re: Associate of Science and Creative Media degree at Kauai Community College

Dear Mr. Fulmer,

I am writing you to tell you that I lend my full support for Kauai Community College’s plans to offer the Associate of Science and Creative Media (ASCM) degree at Kauai CC.

I earned my Liberal Arts Associates Degree at Kauai CC in 2013. Now, as being both a graduated as well as a still continuing student in the Digital Media Arts program, I am now working in my chosen field, documentary filmmaking. While only a few relevant courses were offered in 2009 when I started, I have been diligent in my pursuit of my filmmaking studies. Fortunately, the department has expanded, and as a direct result of the growing Digital Media Arts program, the experienced staff that has now been hired, and the skills I have learned at Kauai CC, I am making documentary films.

The problem with my filmmaking work is the lack of coordinated degree plan. I have worked with professors and created a strong curriculum for myself through Special Studies V-199 courses. Having the ASCM degree would enable students like myself to receive formal recognition of the coursework and projects accomplished. I am creating a good portfolio, but many employers, such as the US Government, still want to see the degree associated with the work.
The ASCM benefits Kauai CC, the students, the families, and the community in direct economic ways. First, students who study and live at home have a financial advantage over students who might have to travel for their education. Second, students on Kauai will be building a well-trained talent pool on which the growing national and international film industry shooting can rely for local technical, creative, and staffing support. Third, I have discovered from first-hand experience that the skills and knowledge that current Digital Arts students are obtaining match, and often exceed, those of many mainland schools. Fourth, students will be well-set to move into a career of their choosing, not just into a job, a positive change for some of our young people.

The ASCM will attract eager students to Kauai CC who wish to study and create digital arts and graphics careers for themselves. Additionally, students will contribute to Kauai’s growing economic stability as well. With the strength of the online distribution networks, such as YouTube, Vimeo, websites, and such, digital arts is a strong island business opportunity. Online digital businesses can and do thrive on island, making the available jobs that can be created through digital graphics and digital media be a vibrant opportunity that is ready to be envisioned.

It is with full support that I encourage the Associate of Science and Creative Media degree be created for Kauai Community College, for Kauai’s community, and for Kauai’s future.

Please do not hesitate to contact me at jana@janajproductions.com or 808-651-7224 to discuss this program further.

Aloha and Mahalo for this opportunity

Jana J Rothenberg-Blay
Owner/Producer Janaj Production
To: The Board of Regents, University of Hawaii

Aloha,

Please consider this a strong letter of support for the proposed Associate of Science degree in Creative Media at Kauai Community College.

Currently, the Digital Media Arts program at KCC offers a 21 credit Certificate of Completion program. However, as an industry professional, I support the efforts to provide a higher degree that will provide further training and knowledge needed for students to compete in this fast-evolving and highly-skilled field. An Associate’s Degree will definitely benefit these students, and skilled interns and workers will surely benefit my magazine.

This degree benefits not only Kauai Community College, but also students graduating in the DMA courses in high schools on the island, and most importantly, the students in the DMA program at KCC (like a few of my interns) who have been asking for a higher degree. Your support of this AS degree is essential.

Sincerely yours,

Chrissy Schechter

Kauai Family Magazine
Hawaii Sales and Marketing, LLC DBA Tracy’s Map  
3-2600 Kaumualii Ste. 1300 #401, Lihue, Hawaii 96766

Matt Fulmer  
Re: KCC Creative Media Program

Dear Matt,

I am writing in support of the proposed Creative Media A.S. two-year degree. I believe this program is essential to economic development on Kaua’i, and could serve all Hawai’i and its future workforce.

As a business owner, I feel the need for a program like this for a number of reasons. Although I own a business that relies heavily on creative media, the relative lack of entry-level skilled workers threatens to force me to employ off-island talent to produce my map and website. Working with students at KCC has been a godsend, and my current graphic designer, Keenan Javinar, is a graduate of the Digital Media Arts certificate program. I have already let Keenan know that when the Creative Media A.S. degree becomes a reality, I will happily pay for his continued education at Kaua’i Community College!

The KCC Creative Media Program is a great idea, and I offer my full support.

Mahalo,

Tracy Davidson

Tracy’s Map
September 20, 2015

Aloha,

I am writing in strong support of Kaua`i Community College’s vision to offer a two-year A.S degree in Creative Media. It is our hope that students can also use this A.S. education towards a B.A or B.A.S degree in Creative Media from UH West O`ahu.

Kaua`i Economic Development Board (KEDB) is very familiar with the wonderful artistic and technical talent on our island. We have supported our youth since 2005 through our Aloha `Ike program, where we have funded over 100 projects at 21 public, private & charter schools with over 50 community partners. We have impacted over 4,000 students through the years, and this new opportunity through Kaua`i Community College will provide the next logical step to those who desire more in-depth education for a possible career in the creative media field.

The County of Kaua`i and KEDB have also assessed the market potential in a feasibility study completed in 2012. The report gave confidence to the introduction of the development of the Kaua`i Creative Technology Center to complement and supplement existing and future programs in creative media. The development of the center is well underway with close to a million dollars pledged to the project, and the County has provided a license agreement to use county land for the project. Kaua`i Community College has been an active partner from the very beginning, and the synergy with accredited two-year and four-year degree programs will exponentially prepare our youth for a dynamic future in creative media.

Mahalo for your consideration. If you have any questions, please feel free to contact me at 808.245.6692 or skaneko@kedb.com.

Sincerely,

Susan Tai Kaneko
President and CEO

Cc: Alan Tang, Kaua`i Creative Technology Center project consultant
Press Releases

*Kauai Community College Involvement with Kauai Economic Development Bureau in the Kauai Creative Technology Center*

Midweek Kauai

The Garden Island
Technologically creative minds soon will have a physical space to collaborate. The Kauai Creative Technology Center, a multi-functional high-tech facility where people can participate as well as learn various forms of digital media, is well on its way to becoming a reality.

It’s a place, says Alan Tang, chairman and CEO of Olomana Loomis ISC, a consulting firm on Oahu, “where we can really bring people together to co-create and work in the same space.”

Kauai County Council recently granted land for the center adjacent to Kauai War Memorial Convention Hall on Hardy Street.

“While it’s a time of celebration for all of us, the work is really just beginning,” says Tang, who has been instrumental in developing the feasibility study and business plan for the project.

Plenty of planning is yet to be done, including environmental assessments, but groundbreaking is slated to happen next year with the construction phase occurring between 2016 and 2018. Once completed, the many years of preparation and execution are expected to be well worth the time.

“It will be a place where you can connect — that’s the No. 1 benefit,” says Serge Marcel, a professional filmmaker with a background in television who also serves as a part-time digital media instructor at Kauai Community College.

He explains that people on Kauai often accomplish things on their own. But with an “incubator” like the center, they will have a place to go and combine their creativity with others, producing even greater products.

“It starts with a location,” he says.

Kauai Creative Technology Center will serve many purposes — a location for performing arts, robotics, computer labs and presentation rooms, as well as recording and production studios. One of its most exciting features will be the ability for students to have a new outlet for learning the digital media craft.

“We have the talent here on the island, and I see the center as being a place that will really enhance that talent to make it grow and really show these students that they can do whatever they want to do,” says Kevin Matsuura, who teaches digital media at Chiefess Kamakahele Middle School.

“It’s a really cool opportunity to come and practice digital media outside of just your classroom,” says Ben Brady, one of Matsuura’s students.

Matt Fulmer, Kauai Community College digital media professor and coordinator of the digital media arts program, feels the same way.

“It’s great that I can introduce something quasi-academic and outside the realm of college,” he says.

Students will have the ability to learn more about film — an industry that’s been booming on Kauai in recent years. Currently, only 30 percent of film production crews are comprised of local residents, with others brought over from Oahu or the Mainland. The idea is to provide training for local residents so that they also can work on set. The goal is to increase the portion of Kauai employees to 70 or 80 percent.

“Kauai is talent-rich, and it would be a shame not to have that talent create something, to showcase it to the rest of the world,” says Tang.

Planning for the project began about two years ago through the Kauai Economic Development Board, which was using its Comprehensive Economic
Development Plan to identify several concepts that would have the potential to leverage economic engines for the island—a digital media center was one of them. Tang was hired through a grant from the county to develop a study that examined the feasibility of such a project. When it was discovered that there is, indeed, a high demand for a digital media outlet, a business plan was completed by Tang that looked into the economic sustainability of such a place. Now, the 30,000-square-foot facility is in the pre-construction phase.

“Work like this is really important because diversifying our economy is really important,” says Susan Kaneko, president of the Kauai Economic Development Board, who felt lucky to find Tang.

The project already has managed to bring together many people such as Kaneko and Tang from a variety of backgrounds who are enthusiastic about it coming to fruition.

“I’m excited about this project because you can always just build something, but people are doing things together before we’ve even built anything, so imagine how much more you can do once we actually have the place where people can come together,” says Tang.

They all know it is still going to be a long haul before everything is up and running. The $20.5 million project also has a ways to go as far as fundraising is concerned. The pre-construction phase is estimated to cost $2 million, construction $1.5 million and the first two years of operation about $3.5 million. The state Legislature recently approved a $500,000 Grant-in-Aid award to KDEB, and Hawaii Gas contributed $5,000 to the project. The hope is that more money will continue to filter in as the center gains traction. Still, the light at the end of the tunnel is dimly lit.

“But I think we’re all looking forward to it — we’re actually glad to do it,” says Kaneko.

Tang agrees wholeheartedly.

“We have the diversity and culture to do something really magnificent and show the rest of the world how great it is, and that being in the middle of the Pacific is not really a disadvantage,” he says.

Visit kauaicreativetechcenter.com for more information.

cocomidweek@gmail.com
Tech at core of creative center

August 10, 2015 | Alden Alayvilla

The County Council approved a license agreement for the facility to be built next to the War Memorial Convention Hall in April, and last month the Legislature appropriated $500,000 toward the center, Tang said.

"Now that we are actually in implementation, we’ve been very busy when it comes to fundraising," Tang said. "We were appropriated a grant-in-aid award of $500,000. It's just the start to go towards the $20 million that we need to raise."

According to the KEDB, the center will serve as a primary economic and workforce development initiative for the county.

"The center will not only create and sustain creative technology based jobs, but it will provide training and education programs and make this sector an economic driver that benefits our community and our residents," said Susan Tai Kaneko, Kauai Economic Development Board president and CEO.

Last year, 30 percent of the crew members for film productions on the island were Kauai residents, Kaneko said.

"The goal is to eventually double that percentage," she said. "Regarding the construction of the KCTC and the staff for the center, KEDB anticipates that there will be more than 40 jobs created."

The center is expected to break ground around fall 2017, Kaneko said.

"Classes, training, workshops and programs in filmmaking, animation, web development, robotics and other areas of the creative industries will be available to the community," she said. "Many programs will be focused on training for film crew members."

The center will be maintained by a $2 million annual budget that will be generated through the use of facility and its resources, Tang said.

Contributed graphic

This drawing depicts what the new Kauai Creative Technology Center will look like when it’s built next to the Kauai War Memorial Convention Hall on Hardy Street. If fundraising is successful, the $20 million center is projected to be completed by 2018.

LIHUE — Local artist and musician Kepa Kruse wishes there was a facility to nourish his creativity while growing up on the island.

"It's something that I wish I had in high school," he said. "I wanted to learn, but I had nowhere to turn to. I wish I had these resources and opportunities."

That wish will become a reality by the end of 2018.

The Kauai Creative Technology Center (KCTC), a project of the Kauai Economic Development Board (KEDB), will provide a multipurpose creative technology facility for workforce training, a hub for film and music industry professionals, as well as an audio and video resource center for members of the community.

"The core of this center is really technology," said Alan Tang, president of Olomana Loomis ISC, a business consulting firm in Honolulu. "Anything to do with technology, we want to be able to provide the capability on Kauai."
“We’re going to make it affordable for the community, but honestly when the film studios want to come and use it and using professional-grade equipment, we’re going to charge Hollywood rates,” he said. “That’s going to be the majority of the money coming in. We’re going to rent not just the facility, but the equipment as well.”

Revenue also will be generated through training programs as well as through charitable means, Tang added.

Educational stakeholders that will partner with the center include Kauai Community College, Tang said.

“There’s also some really good talent in the schools on Kauai,” Tang said. “The community college is doing much better than it was three, four years ago, but to get it up to the next level, there needs to be partnership with a private entity that can provide professional-grade type of equipment and instruction.”

Gary Ellwood, KCC marketing director and film and video instructor, said the resources the center will provide for students will be essential toward their career goals.

“The opportunity to be surrounded by a like mind in a creative endeavour is always important, whether you’re in the school or out of the school, and the creative technology center will give us a hub where people will be surrounded by other people doing this kind of work,” Ellwood said.

Ellwood said one of the challenges in the film and video industries is access to equipment without incurring costs.

“For those graduates of our program who choose to continue to work in the field, they will need access to cameras and to lights and edit and sound gear,” he said. “The Creative Technology Center is a dream that furthers what our students are chasing while they’re here.”

Kruse said he and professionals like him will serve as mentors at the center.

“It will create a creative meeting place so that people who have more experience than me and way better skills than I do will be to come and start doing mentorships with young musicians,” he said. “I believe the central hub like the tech center will just allow a really awesome, creative space to put out some amazing projects.”
Creative Media
Program Proposal

University of Hawai‘i Maui College
Appendix
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University of Hawai‘i Maui College

About the College
Situated on one of the most beautiful islands in the world, the University of Hawai‘i Maui College is an accredited college that offers three bachelor of applied science degrees, a wide variety of associate degrees and certificates, as well as distance learning degrees through its UH Center on campus. University of Hawai‘i Maui College is accredited by the Senior College and University Commission of the Western Association of Schools & Colleges.

With small class sizes, a high student to faculty ratio, math labs and career counseling, University of Hawai‘i Maui College students enjoy personalized, individual attention and the support they need to be successful in school and their future careers.

History
University of Hawai‘i Maui College is the largest neighbor island college in the University of Hawai‘i system, and serves the educational needs of residents of the three islands that comprise Maui County: Molokai, Lana‘i, and Maui.

The College is an outgrowth of the Maui Vocational School established in 1931. In 1958 the Department of Public Instruction authorized the name change to Maui Technical School, denoting an upgrade of vocational education to a technical level. In 1964, the Hawai‘i State Legislature enacted the Community College Act establishing a statewide community college system under the University of Hawai‘i. Maui Technical School was incorporated into this system on July 1, 1965, and transferred from jurisdiction of the Department of Education to the University of Hawai‘i.

In 1966, the Board of Regents of the University of Hawai‘i authorized the College to confer the Associate in Arts and the Associate in Science degrees and approved the name change to Maui Community College, effective July 1, 1966. In September 1967, the first lower division transfer courses were offered. Maui Community College is one of seven community colleges in the University of Hawai‘i System and part of a ten campus University of Hawai‘i System. In Spring of 2010, the Western Association of Schools and Colleges (WASC) Senior College and University Commission Board approved the name change from Maui Community College to University of Hawai‘i Maui College, which provided a more accurate reflection of the college’s three baccalaureate degrees.

University of Hawai‘i Maui College networked faculty to terminals connected to a DEC VAX Computer and established the first higher education cable television channel delivering instruction to its tri-isle service area in 1983. By 1988, the college constructed a tri-isle interactive television system. With the completion of Ka’a‘ike Instructional Telecommunications facility in 2001, University of Hawai‘i Maui College opened its television and audio studios, digital media and electronic and computer engineering technology labs, and seven interactive TV classrooms.
Fall 2003, University of Hawai‘i Maui College opened its culinary arts facility and began its Maui Oral Health Center in Kahului. Since 1995 five new classroom and computer lab supporting buildings have been added to the campus: Ka Lama, Ka‘a‘ike, Kupa‘a, Laulima, and Pa‘ina, and Ike Le‘a, a new $26 million science facility, opened its doors in the Spring of 2013.

**College Statements**

**Mission**
The University of Hawai‘i Maui College inspires students to develop knowledge and skills in pursuit of academic, career, and personal goals in a supportive educational environment that emphasizes community engagement, lifelong learning, sustainable living, Native Hawaiian culture, and global understanding.

**Vision**
University of Hawai‘i Maui College: We will prepare students to respond to emerging challenges in their lives, communities, and the world through compassion, leadership, problem-solving, and innovation.

**Core Values**
The faculty and staff of University of Hawai‘i Maui College aspire to embody the following Core Values through their work serving the educational needs of students:

- **Aloha** - Affection, compassion, sympathy, kindness, grace, charity; to show kindness, mercy, charity.
- **Kuleana** - Right, privilege, concern, responsibility, title, business, property, estate, portion, jurisdiction, authority, liability, interest, claim, ownership; reason, cause, function, justification.
- **Lōkahi** - Unity, agreement, accord, unison, harmony; agreed, in unity.
- **Mālama** - To take care of, tend, attend, care for, preserve, protect, beware, save, maintain: care, preservation, support, loyalty: custodian, care taker, keeper.
- **Mana‘olana** - Hope, confidence, expectation; to hope.
- **Pono** - Goodness, uprightness, morality, moral qualities, ethical, correct or proper procedures, excellence, well-being, prosperity, welfare, benefit, behalf, equity, sake, true condition or nature, duty; moral, fitting, proper, righteous, right, just, virtuous, fair, beneficial, correct; should, ought, necessary.
Institutional Learning Outcomes
To qualify for graduation, students demonstrate the following abilities at a level of rigor appropriate for their degree:

- Apply essential skills and knowledge of a technical or academic field to perform tasks, address challenges, and solve problems
- Address social, environmental, or economic issues through work that exemplifies effective interaction in real-world situations
- Integrate multiple perspectives and a broad context of understanding to interpret problems, issues, and artifacts
- Solve problems utilizing mathematical models, methods, and effective quantitative reasoning
- Write and speak effectively to convey ideas that meet the needs of specific audiences and purposes
- Apply creativity and analytical thinking to convey ideas, address challenges, and seek solutions to problems
- Find, evaluate, and share information effectively and responsibly

Evidence of Student Interest Including Service to Non-Majors
Emerging technologies have dynamically evolved in the twenty-first century. As a result, a significant interest in digital media is on the rise for digital natives and digital immigrants alike. The partnership of creative arts and digital media provide a relevant and useful opportunity for individuals in the form of creative media. These individuals include traditional and non-traditional students with varying demographic and psychographic backgrounds.

- University of Hawai‘i Maui College students with Liberal Arts unclassified majors interested in pursuing academic goals that include a more specialized field with an option toward a baccalaureate degree.
- Maui high school students participating in the Arts and Communication Program of Studies seeking higher education in Creative Media Arts.

<table>
<thead>
<tr>
<th>Arts and Communication Pathway Pipeline</th>
<th>Students in Pipeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maui High Schools</td>
<td></td>
</tr>
<tr>
<td>Baldwin</td>
<td>National Academy Foundation -Academy of Information Technology</td>
</tr>
<tr>
<td>King Kekaulike</td>
<td>100</td>
</tr>
<tr>
<td>Lahainaluna</td>
<td>154</td>
</tr>
<tr>
<td>Maui</td>
<td>525</td>
</tr>
</tbody>
</table>

- Non-traditional students seeking professional development, diversification of current professional skills, or new career development.
Employment Outlook

County of Maui Need and Rationale

Maui Industry and Occupations Employment Trends and Projections 2010-2020

The following table shows the total expected growth percentages from 2010-2020 and the expected average annual growth percentages for relevant industry employment trends (Long Term Projections 2010-2020, 2013, pp. 8-11). One category, Motion Picture & Sound Recording Industries, is projected to decrease. All other categories show significant increase in industry and occupation trends and projections.

<table>
<thead>
<tr>
<th>NAICS Code</th>
<th>Industry Title</th>
<th>Total Growth %</th>
<th>Average Annual Growth %</th>
</tr>
</thead>
<tbody>
<tr>
<td>512000</td>
<td>Motion Picture &amp; Sound Recording Industries</td>
<td>-6.5</td>
<td>-0.6</td>
</tr>
<tr>
<td>515000</td>
<td>Broadcasting (except Internet)</td>
<td>14.4</td>
<td>1.4</td>
</tr>
<tr>
<td>541000</td>
<td>Professional Scientific &amp; Technical Services</td>
<td>20.1</td>
<td>2.0</td>
</tr>
<tr>
<td>710000</td>
<td>Arts, Entertainment, and Recreation</td>
<td>20.7</td>
<td>2.1</td>
</tr>
</tbody>
</table>

Table 1 Source: Maui County Employment Projections for Industries and Occupations, 2010-2020, pages 8-11

Art, design, entertainment, sports and media, is expected to see a 14.4 percent increase from 2010-2020 for people of various educational accomplishments with an average annual increase of 1.4 percent and a net growth of 210 job opportunities (State of Hawaii Department of Labor and Industrial Relations, 2013, p. 14). Maui County projected growth is 5.3 percent higher than the overall State of Hawai‘i projected growth percentages. The average annual growth is 0.5 percent higher.

The following table shows the total expected growth percentages from 2010-2020 and the expected average annual growth percentages for relevant occupation employment trends.

These numbers include job openings resulting from new openings and replacement needs due to residents who have retired or relocated (State of Hawaii Department of Labor and Industrial Relations, 2013, pp. 26-38).
### County of Maui Occupation Employment Trends and Projections 2010-2020

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Occupation Title</th>
<th>Total Growth #</th>
<th>Total Growth %</th>
<th>Average Annual Growth %</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-2000</td>
<td>Advertising, Marketing, Promotions, Public Relations &amp; Sales Managers</td>
<td>50</td>
<td>18.4</td>
<td>1.8</td>
</tr>
<tr>
<td>15-0000</td>
<td>Computer &amp; Mathematical Occupations</td>
<td>100</td>
<td>24.4</td>
<td>2.4</td>
</tr>
<tr>
<td>15-1179</td>
<td>Information Security Analysts, Web Developers &amp; Computer Network Architects</td>
<td>20</td>
<td>27.4</td>
<td>2.7</td>
</tr>
<tr>
<td>27-1013</td>
<td>Fine Artists, Including Painters, Sculptors &amp; Illustrators</td>
<td>0</td>
<td>12.5</td>
<td>1.3</td>
</tr>
<tr>
<td>27-1024</td>
<td>Graphic Designers</td>
<td>10</td>
<td>11.9</td>
<td>1.2</td>
</tr>
<tr>
<td>27-1029</td>
<td>Designers, All Others</td>
<td>10</td>
<td>22.7</td>
<td>2.3</td>
</tr>
<tr>
<td>27-3000</td>
<td>Media &amp; Communication Workers, All Others</td>
<td>20</td>
<td>8.7</td>
<td>0.9</td>
</tr>
<tr>
<td>27-4011</td>
<td>Audio &amp; Video Equipment Technicians</td>
<td>20</td>
<td>20.8</td>
<td>2.1</td>
</tr>
<tr>
<td>27-4012</td>
<td>Broadcast Technicians</td>
<td>10</td>
<td>15.6</td>
<td>1.6</td>
</tr>
<tr>
<td>27-4021</td>
<td>Photographers</td>
<td>10</td>
<td>13.7</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>Total Growth #</strong></td>
<td></td>
<td><strong>250</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Table 2 Source: Maui County Employment Projections for Industries and Occupations, 2010-2020, pages 14 and 26-38*

### Implications to Consider

Due to the diverse skills students will be learning (refer to Curriculum for details), graduating students will be equipped to support various industries in various occupations such as social media marketing, graphic designers, sales media, and more.

Entrepreneurial students will be equipped to become business owners to support various industries and various occupations such as photographers, videographers and more.

The tourism, marketing, entertainment, and web design industries are a few that cover a broad scope of possibilities.
**Program Learning Outcomes**

The Program Learning Outcomes for the AS Degree in DMA are as follows:

**Program Learning Outcomes Table**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>PL01</th>
<th>PL02</th>
<th>PL03</th>
<th>PL04</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Apply effective communication and critique skills with peers and clients</td>
<td>Demonstrate skills in professional use of creative media applications and equipment</td>
<td>Describe ethical and legal aspects regarding the creation and use of creative media</td>
<td>Produce creative media projects using critical thinking and basic design concepts</td>
</tr>
<tr>
<td><strong>Creative Media Core Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 115</td>
<td>Introduction to 2D Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS 101</td>
<td>Digital Tools for the Information World</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS 110 or ICS 111</td>
<td>Introduction to Computer Programming or Introduction to Computer Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 205 / ICS 205</td>
<td>Photoshop and Illustrator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 221 / ICS 214</td>
<td>Fundamentals of Design for Print and Web</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS 272</td>
<td>Digital Imaging &amp; Animation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS 285</td>
<td>Digital Media Capstone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creative Media Specialization and Elective Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 107D</td>
<td>Introduction to Digital Photography</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 161 / ICS 161</td>
<td>Introduction to Computer Graphics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS 200</td>
<td>Web Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 218 / ICS 261</td>
<td>Intermediate Computer Graphics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS 283</td>
<td>Advanced Computer Graphics Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS 193v</td>
<td>Computer Science Internship I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS 320</td>
<td>Introduction to Information Science &amp; E-Commerce</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 271</td>
<td>Introduction to Music Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 272</td>
<td>Digital Recording Techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TCOM 261</td>
<td>Introduction to Studio Production</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TCOM 190v</td>
<td>Electronic Cinematography/Field Production</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TCOM 190v</td>
<td>Editing With an Emphasis on Digital Storytelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Industry and Community Letters of Support

The following is a list of industry and community supporters whose letters are included at the end of this appendix:

• Adi Ell-Ad, Producer / Editor / Photographer
  o ADIWOOD Studios
• Andrew Rice, Web Developer / Designer
  o andrewriceDesign
• Barry Wurst II, Former Film Instructor
  o University of Colorado at Colorado Springs (UCCS)
• Brian Kohne, Writer / Director / Producer
  o Malama Pono Productions
• Chris Norberg, Project Manager
  o Hawaii Web Group
• Glenn Kalison, President
  o Relativity Education
• Margaret Santos, Executive Producer
  o Golf Hawaii / Global Golf Adventure / MS Productions
• Barry and Stella Rivers, Co-Directors
  o Maui Film Festival
• Peter Liu, Operations
  o Bump Networks
• Scott Johnson, App Developer/Designer/Producer/Publisher
  o Dogtowne Design / Polyphonic Industries
• Tracy Bennett, Maui County Film Commissioner
  o Office of Economic Development, County of Maui
# Program Costs and Revenues

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016-17</td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
<tr>
<td><strong>Students &amp; SSH</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Headcount enrollment (Fall)</td>
<td>24</td>
<td>66</td>
<td>88</td>
</tr>
<tr>
<td>B. Annual SSH (24 per student)</td>
<td>576</td>
<td>1584</td>
<td>2112</td>
</tr>
<tr>
<td><strong>Direct &amp; Incremental Program Costs Without Fringe</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Instructional Cost without Fringe</td>
<td>$89,781.00</td>
<td>$139,579.50</td>
<td>$139,579.50</td>
</tr>
<tr>
<td>C1. Number (FTE) of FT Faculty/Lecturers</td>
<td>1.00</td>
<td>1.50</td>
<td>1.50</td>
</tr>
<tr>
<td>C2. Number of (FTE) or PT Lecturers</td>
<td>0.75</td>
<td>1.25</td>
<td>1.25</td>
</tr>
<tr>
<td>D. Other Personnel Costs (Student Asst)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>E. Unique Program Costs</td>
<td>29,970.00</td>
<td>22,200.00</td>
<td>22,200.00</td>
</tr>
<tr>
<td>F. Total Direct and Incremental Costs</td>
<td>$119,751.00</td>
<td>$161,779.50</td>
<td>$161,779.50</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Tuition</td>
<td>$72,576.00</td>
<td>$199,584.00</td>
<td>$266,112.00</td>
</tr>
<tr>
<td>Tuition rate per credit</td>
<td>126.00</td>
<td>126.00</td>
<td>126.00</td>
</tr>
<tr>
<td>H. Academy of Creative Media (ACM)</td>
<td>60,000.00</td>
<td>60,000.00</td>
<td>60,000.00</td>
</tr>
<tr>
<td>I. Total Revenue</td>
<td>$132,576.00</td>
<td>$259,584.00</td>
<td>$326,112.00</td>
</tr>
<tr>
<td><strong>Net Cost (Revenue)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$(12,825.00)</td>
<td>$(97,804.50)</td>
<td>$(164,332.50)</td>
</tr>
<tr>
<td><strong>Program Cost per SSH With Fringe</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Instructional Cost with Fringe/SSH</td>
<td>$222.00</td>
<td>$126.00</td>
<td>$94.00</td>
</tr>
<tr>
<td>J1. Total Salary FT Faculty/Lecturers</td>
<td>$60,333.00</td>
<td>$90,499.50</td>
<td>$90,499.50</td>
</tr>
<tr>
<td>J2. Cost Including Fringe of J1</td>
<td>$85,672.86</td>
<td>$128,509.29</td>
<td>$128,509.29</td>
</tr>
<tr>
<td>J3. Total Salary PT Lecturers</td>
<td>$29,448.00</td>
<td>$49,080.00</td>
<td>$49,080.00</td>
</tr>
<tr>
<td>J4. Cost Including Fringe of J3</td>
<td>$41,816.16</td>
<td>$69,693.60</td>
<td>$69,693.60</td>
</tr>
<tr>
<td>K. Support Cost/SSH</td>
<td>$207.00</td>
<td>$207.00</td>
<td>$207.00</td>
</tr>
<tr>
<td>K1. Non-Instructional Exp/SSH</td>
<td>$169.00</td>
<td>$169.00</td>
<td>$169.00</td>
</tr>
<tr>
<td>K2. System-wide Support/SSH</td>
<td>$38.00</td>
<td>$38.00</td>
<td>$38.00</td>
</tr>
<tr>
<td>K3. Organized Research/SSH</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>L. Total Program Cost/SSH</td>
<td>$429.00</td>
<td>$333.00</td>
<td>$301.00</td>
</tr>
<tr>
<td>M. Total Campus Expenditure/SSH</td>
<td>$411.00</td>
<td>$411.00</td>
<td>$411.00</td>
</tr>
<tr>
<td><strong>Instruction Cost with Fringe per SSH</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N. Instructional Cost/SSH</td>
<td>$222.00</td>
<td>$126.00</td>
<td>$94.00</td>
</tr>
<tr>
<td>O. Comparable Cost/SSH</td>
<td>$270.00</td>
<td>$270.00</td>
<td>$270.00</td>
</tr>
<tr>
<td>P. All Programs</td>
<td>$205.00</td>
<td>$205.00</td>
<td>$205.00</td>
</tr>
</tbody>
</table>

**Program Used for Comparison**

**Technology**

*Note:*

Letter E:

Unique Program Costs covers Adobe Creative Cloud software currently and otherwise incurred by University of Hawai‘i Maui College.
Program Effectiveness Assessment Plan

As required for all existing programs, the A.S. in Creative Media will be required to submit an Annual Report of Program Data (ARPD) and Comprehensive Program Review (CPR). The ARPD assesses the overall program health by examining the demand, efficiency and effectiveness of the program. The specific sub areas are:

Demand
- Number of Majors
- Percent Change Majors from Prior Year
- SSH Program Majors in Program Classes
- SSH Non-Majors in Program Classes
- SSH in All Program Classes
- FTE Enrollment in Program Classes
- Total Number of Classes Taught

Efficiency
- Average Class Size
- Fill Rate
- FTE BOR Appointed Faculty
- Majors to FTE BOR Appointed Faculty
- Majors to Analytic FTE Faculty
- Analytic FTE Faculty
- Overall Program Budget Allocation
- General Funded Budget Allocation
- Special/Federal Budget Allocation
- Cost per SSH
- Number of Low-Enrolled (<10) Classes

Effectiveness
- Successful Completion (Equivalent C or Higher)
- Withdrawals (Grade = W)
- Persistence (Fall to Spring)
- Unduplicated Degrees/Certificates Awarded Prior Fiscal Year
- Associate Degrees Awarded
- Academic Subject Certificates Awarded
- Goal
- Difference Between Unduplicated Awarded and Goal
- Transfers to UH 4-yr
- Transfers with degree from program
- Transfers without degree from program
- Increase by 3% Annual Transfers to UH 4-yr Goal
- Difference Between Transfers and Goal
Appendix C

Programs are subject to the Annual Program Review Update (APRU), Annual Report of Program Data (ARPD), and appropriate Perkin’s Health Indicators processes. As required for existing programs, the A.S. in Creative Media will also evaluate its Program Student Learning Outcomes (PSLOs) as part of its ARPD. The Program will report on which outcomes were assessed during the reporting period, what were the results of those assessments and what improvements will be planned based on the results of the assessments.

A professional advisory committee will be assembled that consists of local industry professionals and creative media educators to help oversee the functions of the A.S. in Creative Media program and encourage synergies in industry and foster effective pathways to the Creative Media program from local high schools. Annual Advisory Committee meetings conducted with these industry partners and K-12 educators will continue to gauge the effectiveness, and to make appropriate updates, of the program and its ability to meet the workforce needs of the community.

Program Curriculum

University of Hawai‘i Maui College aims to meet the educational and professional needs of the student, community and Creative Media business industry. The established inventory of courses and media facilities is a foundation for the proposed curriculum. These strengths can be maximized to meet curriculum, strategic, student, and industry goals.

The articulated pathway provides students with the option of a two-year or a UHWO four-year degree. University of Hawai‘i Maui College has determined that a 2+2 pathway between an AS degree to a UHWO BA in Humanities with an emphasis on Creative Media or BAS in Creative Media degree. Collaboration with Maui high schools to further ensure articulation is an emphasis.

This degree has the potential of generating much interest in the high schools on Maui, and in the community at large. This would increase the counseling workload in terms of education and inquiries about the degree, as well as counseling for students who take this degree. As such, an important part of implementing this degree would be determining the best way to give support to the counseling department, including the possibility of at least adding a part-time person in support of this degree.

The Creative Media proposed program is a total of 60 credits:

- Required Core Courses – 21 credits
- Required General Education Courses – 24 credits
- Creative Media electives – 15 credits
  - Out of the Creative Media electives, 9 credits Specialization is required in one of the following areas:
    - Computer Graphics (Creative/Digital Art)
    - Digital Storytelling
    - Web Development
# Creative Media Courses

<table>
<thead>
<tr>
<th>Creative Media Specialization Courses (9 in a Specialization) and Elective Courses (Total 15):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specializations:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Course Number</strong></td>
</tr>
<tr>
<td>ART 107D</td>
</tr>
<tr>
<td>ART 113D / ICS 113D</td>
</tr>
<tr>
<td>ART 126 / ICS 126</td>
</tr>
<tr>
<td>ICS 200</td>
</tr>
<tr>
<td>ART 218 / ICS 261</td>
</tr>
<tr>
<td>ICS 283</td>
</tr>
<tr>
<td>ICS 193v</td>
</tr>
<tr>
<td>ICS 320</td>
</tr>
<tr>
<td>MUS 271</td>
</tr>
<tr>
<td>MUS 272</td>
</tr>
<tr>
<td>TCOM 261</td>
</tr>
<tr>
<td>TCOM 190v</td>
</tr>
<tr>
<td>TCOM 190v</td>
</tr>
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</table>
## Creative Media Core Courses (21 Credits)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Specialization</th>
<th>Existing Course</th>
<th>Meets UHWO Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 115</td>
<td>Introduction to 2D Design</td>
<td>3</td>
<td>DA</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>ICS 101</td>
<td>Digital Tools for the Information World</td>
<td>3</td>
<td></td>
<td>Y</td>
<td>ICS 101</td>
</tr>
<tr>
<td>ICS 110 or ICS 111</td>
<td>Introduction to Computer Programming</td>
<td>3</td>
<td></td>
<td>Y</td>
<td>ICS 111</td>
</tr>
<tr>
<td>ART 205 / ICS 205</td>
<td>Photoshop and Illustrator</td>
<td>3</td>
<td>DA</td>
<td>Y</td>
<td>ART 112</td>
</tr>
<tr>
<td>ART 221 / ICS 214</td>
<td>Fundamentals of Design for Print and Web</td>
<td>3</td>
<td></td>
<td>Y</td>
<td>ART 221 Interface Design Track</td>
</tr>
<tr>
<td>ICS 272</td>
<td>Digital Imaging &amp; Animation</td>
<td>3</td>
<td></td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>ICS 285</td>
<td>Digital Media Capstone</td>
<td>3</td>
<td></td>
<td>Y</td>
<td></td>
</tr>
</tbody>
</table>
## General Education Core Courses (24 Credits)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Specialization</th>
<th>Existing Course</th>
<th>Meets UHWO Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>Composition I</td>
<td>3</td>
<td>DA</td>
<td>Y</td>
<td>ENG 100</td>
</tr>
<tr>
<td>ENG 104 or ENG 209</td>
<td>Introduction to Creative Writing Business &amp; Managerial Writing (WI)</td>
<td>3</td>
<td>DL</td>
<td>Y</td>
<td>ENG 104 DA ENG 209</td>
</tr>
<tr>
<td>MATH 103</td>
<td>College Algebra</td>
<td>3</td>
<td>FS</td>
<td>Y</td>
<td>MATH 103 BAS track</td>
</tr>
<tr>
<td>SP 151 or SP 251 or COM 145</td>
<td>Personal &amp; Public Speaking Principles of Effective Public Speaking Interpersonal Communication I</td>
<td>3</td>
<td>DA</td>
<td>Y</td>
<td>SP 151 (focus)</td>
</tr>
<tr>
<td>BUS 125 or BUS 320 or MKT 160 or MKT 300</td>
<td>Starting a Small Business Entrepreneurship-Opportunity Recognition and Evaluation Advertising &amp; Promotion Principles of Marketing</td>
<td>3</td>
<td></td>
<td>Y</td>
<td>An elective from UHWO</td>
</tr>
<tr>
<td>HWST 107</td>
<td>Hawai‘i: Center of the Pacific</td>
<td>3</td>
<td></td>
<td>Y</td>
<td>UHWO HWST Requirement (HAP)</td>
</tr>
<tr>
<td></td>
<td>*Total of 6 credits from 100 level or higher electives Social Science Elective Natural Science Elective (3) credits must be WI</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 151 or HIST 152 or PSY 100 or SOC 100 or BIOL 100 or ASTR 110 &amp; ASTR 110L</td>
<td>*Recommended electives for students transferring to UHWO for BAS CM degree</td>
<td></td>
<td></td>
<td></td>
<td>HIST 151 HIST 152 PSY 100 SOC 100 BIOL 100 ASTR 110 &amp; ASTR 110L</td>
</tr>
</tbody>
</table>
# Recommended Program Map

## Proposed Program Map for Creative Media Degree at UHMC

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Offered</th>
<th>Meets UHWO BAS CM Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester (FALL):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS 101  Digital Tools for the Information World</td>
<td>3</td>
<td>FA/SP</td>
<td>ICS 101  Core</td>
</tr>
<tr>
<td>ART 115  Introduction to 2D Design</td>
<td>3</td>
<td>FA/SP</td>
<td>ART 221  Elective</td>
</tr>
<tr>
<td>SP 151  Personal &amp; Public Speaking or SP 251 Principles of Effective Public Speaking or COM 145 Interpersonal Communication I</td>
<td>3</td>
<td>DA</td>
<td>SP 151 (focus)</td>
</tr>
<tr>
<td>Choose 2 courses from 100 level or higher electives</td>
<td>6 (7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*HIST 151</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*HIST 152</td>
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<td></td>
</tr>
<tr>
<td>*PSY 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*SOC 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*BIOL 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*ASTR 110 &amp; *ASTR 110L (3 + 1 = 4 credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 100 Composition I</td>
<td>3</td>
<td>FA/SP</td>
<td>ENG 100  Gen Ed (FW)</td>
</tr>
</tbody>
</table>

**Semester Total 15 (16) credits**
<table>
<thead>
<tr>
<th>Proposed Program Map for Creative Media Degree at UHMC</th>
<th>OFFERED FA / SP</th>
<th>Meets UHWO Course</th>
<th>Meets UHWO BAS CM Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Semester (SPRING):</strong></td>
<td>Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art 205 / ICS 205  Photoshop and Illustrator</td>
<td>3</td>
<td>FA / SP ART 112 DA</td>
<td>Foundational</td>
</tr>
<tr>
<td><strong>Choose 1 courses from Creative Media Specialization</strong></td>
<td>3</td>
<td>FA / SP ART 107D ART 112 CM 120</td>
<td>Foundational</td>
</tr>
<tr>
<td>ART 107D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS / ART 205</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TCOM 261</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 103  College Algebra</td>
<td>3</td>
<td>FA / SP MATH 103 BAS track</td>
<td>Math</td>
</tr>
<tr>
<td><strong>Choose 1 courses from 100 level or higher electives</strong></td>
<td>3</td>
<td>FA / SP HIST 151 HIST 152 PSY 100 SOC 100 BIOL 100</td>
<td>Gen Ed (FGA) Gen Ed (FGB) Gen Ed (DS) Gen Ed (DB)</td>
</tr>
<tr>
<td>*HIST 151</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*HIST 152</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*PSY 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*SOC 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*BIOL 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HWST 107  Hawai‘i: Center of the Pacific</td>
<td>3</td>
<td>FA / SP UHWO HWST HAP</td>
<td>Elective (DH, HAP)</td>
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**Semester Total 15 credits**
## Proposed Program Map for Creative Media Degree at UHMC

<table>
<thead>
<tr>
<th>Third Semester (FALL):</th>
<th>Credits</th>
<th>OFFFERED FA / SP</th>
<th>Meets UHWO Course</th>
<th>Meets UHWO BAS CM Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICS 110 Introduction to Computer Programming or ICS 111</td>
<td>3 (4)</td>
<td>FA / SP</td>
<td>ICS 111</td>
<td>Foundational</td>
</tr>
<tr>
<td>ART 221 / ICS 214 Fundamentals of Design for Print and Web</td>
<td>3</td>
<td>FA / SP</td>
<td>ART 221 Interface Design</td>
<td>Elective</td>
</tr>
<tr>
<td>ICS 272 Digital Imaging &amp; Animation</td>
<td>3</td>
<td>FA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 209 WI - Business &amp; Managerial Writing</td>
<td>3</td>
<td>FA / SP</td>
<td>ENG 209</td>
<td>Writing Skills</td>
</tr>
</tbody>
</table>

Choose **1** courses from Creative Media Specialization
(Recommended below for articulation to UHWO; meets CM elective requirements)

* ART 113D Intro to Digital Drawing (new course for UHMC)
* ART 221 / ICS 214 Fundamentals of Design for Print and Web
* ICS 126 3D Computer Graphics (new course for UHMC)

Semester Total **15 (16) credits**
<table>
<thead>
<tr>
<th>Proposed Program Map for Creative Media Degree at UHMC</th>
<th>OFFERED FA / SP</th>
<th>Meets UHWO Course</th>
<th>Meets UHWO BAS CM Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Semester (SPRING):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS 285  Digital Media Capstone</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 125  Starting a Small Business</td>
<td></td>
<td>FA / SP</td>
<td>An elective from UHWO</td>
</tr>
<tr>
<td>or BUS 320  Entrepreneurship-Opportunity Recognition and Evaluation</td>
<td></td>
<td>SP only</td>
<td></td>
</tr>
<tr>
<td>or MKT 160  Advertising &amp; Promotion</td>
<td></td>
<td>FA / SP</td>
<td></td>
</tr>
<tr>
<td>or MKT 300  Principles of Marketing</td>
<td>3</td>
<td>FA</td>
<td></td>
</tr>
<tr>
<td><strong>Choose 3 courses from Creative Media Specialization</strong></td>
<td>9</td>
<td>ART 113D</td>
<td>Foundational Elective</td>
</tr>
<tr>
<td>(*recommended below for articulation to UHWO; meets CM elective requirements)</td>
<td></td>
<td>ART 221</td>
<td>Foundational</td>
</tr>
<tr>
<td>*ART 113D  (new course for UHMC)</td>
<td>FA</td>
<td>ART 126</td>
<td>CM Elective (Design Track)</td>
</tr>
<tr>
<td>*ART 221 / ICS 214 Fundamentals of Design for Print and Web</td>
<td></td>
<td>ART 229</td>
<td></td>
</tr>
<tr>
<td>*ICS 126  (new course for UHMC)</td>
<td>FA / SP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*ICS 200  Web Technology</td>
<td>SP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester Total 15 credits</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Total Credits: Associate in Science</strong></td>
<td>60 (62)</td>
<td></td>
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</tr>
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</table>
Works Cited


http://www.plunkettresearch.com/industries/entertainment-media-publishing-market-research/


http://dbedt.hawaii.gov/economic/

Department of Business, Economic Development and Tourism:


Student Illustrations

by Kaizzer Fernandez

by Chynna Helm

by ICS 107D student

ICS 105/ART 205 Fall 2014 Class
April 7, 2015

Daniel Kruse
ICS Assistant Professor
Re: UHMC Creative Media Program

Dear Daniel,

I would like to lend my support for the Creative Media Degree at UHMC.

I am an independent Producer/Editor and Photographer with over two decades of experience in creative film and television production, marketing and post-production. Currently running ADIWOOD Studios on Maui, where I help local businesses develop there social media content with video commercials and photography.

My background as an editing and story structure instructor at Columbia College as well as mentoring many successful Editors in the business allows me the gift of knowing how powerful and important it is to educate generations to come.

Creative Media is the fastest growing industry in the field. Maui is not exempt from this growth. Demand for content creation is growing daily. Most big businesses go off Island and to the Mainland to find production companies. A Creative Media program at UHMC will allow us to keep more and more projects from going elsewhere. Keep it local and help the economy grow. Education is the first step.

Please let me know if there’s anything I can do to help in the process.

Mahalo,
Adi Ell-Ad
ADIWOOD Studios
Adiwood.com
Dear Daniel,

I am writing support of the proposed UHMC Creative Media A.S. two-year degree. I believe this program is vital, and could serve Hawai‘i and our future workforce.

As a business owner and web developer/designer on Maui, I feel the urgent need for this program for a number of reasons. Technology is merging, and the web, cloud services in particular, are where content delivery is heading. The world of TV and Film, two industries I have been immersed in for the past 15 years, are evolving quickly. The traditional methods of delivering content has moved to the web. This is evident on a large scale with business models like Netflix & Hulu, but is also occurring on a smaller scale through independent film distribution and commerce/business websites boasting robust video to promote products and services, to educate, and reach their desired market. It is no longer a marketing option or a luxury for these business, but a necessary cog in their very survival in an increasingly competitive marketplace. With this in mind, employment opportunities in web development/design are everywhere, and these real-world skills are essential for success in today’s world. A program at UHMC that provides this education would serve our young adults and existing workforce seeking professional development, and place them in a favorable position for opportunities in TV, Motion Picture, and Web industries.

As a parent raising my son on island, I’m encouraged that a program like the proposed UHMC Creative Media Program might allow him to pursue an education at home, and enable him to leverage local contacts with the possibility of a career in Hawai‘i, where these skills are needed.

The UHMC Creative Media Program is a great idea, and I offer my full support.

Aloha,

Andrew Rice
Dear Mr. Kruse,

My name is Barry Wurst II, I am a lifelong Maui resident and former film instructor at the University of Colorado at Colorado Springs (UCCS), where I helped create a diverse number of classes to branch out their film department. I am also a film critic for Maui Time Weekly and MAUIWatch and recently received my Masters of Liberal Studies (with an emphasis in film) from The University of Denver. I recently established the first ever Hawaii Film Critics Society. This is an art form that continues to bridge cultures and understanding, inspire young artists and grow in its methods of cinematic storytelling.

I am excited to learn the University of Hawaii Maui is taking meaningful steps to establish a Creative Media/Film program, and offer my full support. Presently, a small number of local schools teach teens how to operate a camera. No one is teaching storytelling, film theory, film history or introducing students to essential artists like Scorsese, Kurosawa, etc. I was hired at UCCS to create core classes, build awareness and create a presence for the film division of their Visual and Performing Arts unit.

Integrated New Media and Film classes present rich opportunities for synergistic relationships with other academic departments. Hawaiian History, US History, Literature (British, American and otherwise), Theater, Philosophy, Psychology, Health and Scientific Thought and Discovery courses can all benefit from multi-purpose studies in film. For example, I created a Hawaii in Film syllabi (attached for your perusal), which compliments Hawaiian History course studies and creates a synergy between two departments. In addition to learning of Hawaii’s legacy, students can discover how, since the inception of cinema, this state has been a landscape for a variety of films. Most importantly, students can discover how Hawaii has been exploited by filmmakers, who have helped perpetuate stereotypes and myths about Hawaiian culture, which future filmmakers can address and, hopefully, break.

If we're equipping young filmmakers to tell their stories and, perhaps, express their cultural heritage through new media and motion pictures, I believe it is important we also provide knowledge, context and constructive criticism abilities to these budding young artists. A film course needn’t be strictly a read/watch/discuss experience. I’ve taught courses on film editing, cinematography, lighting and scoring. The technical side of film classes is yet another approach to cinema education to be explored.

Please let me know how I can support the proposed Creative Media program.

Mahalo,

Barry Wurst II
719–649–0081
barrywurst@hotmail.com

Follows is a Sample Syllabus: Hawaii in Film– Perspectives and History in Cinema
Sample Syllabus

Hawaii in Film– Perspectives and History in Cinema

Instructor: Barry Wurst II

Week One: The invention of film: Lumiere Brothers, F.W. Murnau, Fritz Lang, Charles Chaplin and D.W. Griffith. From Kinetoscope shorts to fully realized narratives. A look at the early days of motion pictures and Thomas Edison's astonishing short films of early 20th century life in Hawaii.

Screening: Thomas Edison's Lahaina Films/1906

Week Two: Pre-Statehood, Hawaii is used in short films and Hollywood star vehicles to provide mild social commentary and a unique setting. First, Charlie Chan and Bela Lugosi solve a mystery on Oahu. Then, Bing Crosby's "Sweet Leilani" becomes a local and international favorite.

Screenings: The Black Camel, dir. Hamilton Macfadden/1931

Waikiki Wedding, dir. Frank Tuttle/1937

Week Three: Hawaii becomes the 50th state. In classic Hollywood dramas, made during the Golden Era of Filmmaking, Hawaii is utilized for its beauty and exotic locale and no other reason. Classic Hollywood dramas in which Hawaii is devoid of Hawaiians. Plus, a Hawaiian Film Noir, with classic Crime Thriller tropes, transported to Oahu.

Screenings: From Here to Eternity, dir. Fred Zinneman/1953

Hell’s Half Acre, dir. John H. Auer/1954

Week Four: Hawaiian kitsch becomes a part of American pop culture. The depiction of Hawaii as a fantasy land of hula skirts, surfboards, shirtless natives and grass huts is firmly set. Gidget's "surfing" antics and The King of Rock Roll's frolicking drum up increased interest and tourism.


Blue Hawaii, dir. Norman Taurog/1961
**Week Five:** Hawaii–sploitation at its most shameless and fascinating. First, movie mogul Roger Corman films two island-set drive-in classics back to back. Then, an early example of a Disaster Thriller; when Lahaina is destroyed, Frank Sinatra makes a pilgrimage to Iao Valley.


*The Devil at Four O’Clock*, dir. Mervyn LeRoy/1961

**Week Six:** Sinatra returns to Hawaii with his directorial debut. Also back– Elvis, in a tale with intriguing cultural resonance. Attempts by A-list movie stars to depict Hawaii as more than a vacation destination. Hawaiian stereotypes and narrative clichés dash whatever good intentions were there.

Screenings: *None But the Brave*, dir. Frank Sinatra/1965

*Paradise, Hawaiian Style*, dir. Michael D. Moore/1966

**Week Seven:** George Roy Hill's epic of Hawaii during the Kapu system is the top grossing film of its year, a portrayal of Hawaii under kingdom rule that has never been matched. The coming of the missionaries is shaped into a sprawling, Max Von Sydow/Julie Andrews epic.

Screenings: *Hawaii*, dir. George Roy Hill/1966

**Week Eight: Mid-Term** The fascinating sequel to "Hawaii" in which Charleton Heston mans The Carthaginian; James Michener's rich, melodramatic history lesson. Then, we'll contrast it, tonally and in narrative approach, the 1958 Rock Hudson vehicle, partially set in Hawaii, which depicts growing madness on a sea vessel.


**Week Nine:** The "Citizen Kane" of surfing movies, an amalgam of every prior teen beach movie, with unique local flavor, the presence of surfing royalty and classic status as an 80's cult item. Then, the little seen, locally made Oahu drama, starring Joe Moore, Pat Morita and Perry & Price.


**Week Ten:** The much discussed romantic comedy that spoofs mainland paranoia and misperception of Hawaiian culture. Then, for the first time in history, a Hawaii–made independent film premieres at the Cannes film festival. Plantation life during the 1900's, the setting of an unorthodox love story.

*Picture Bride*, dir. Kayo Hatta/1994

**Week Eleven:** Another earnest attempt by Hollywood to depict local teens, Hawaiian culture and talking "da kine". Halle Berry is the Teacher in the (Hawaiian) Hood. Then, a Disney animated feature depicts Hawaii both as a fantasy land and as a setting of social struggle and rich ethnic heritage.

*Lilo and Stitch*, dir. Dean Deblois/Chris Sanders/2002

**Week Twelve:** The prototypical Surf Drama gets a unique addition of social commentary, as middle-class Hawaiian culture (hinted at in Lilo and Stitch) is now the driving core of the narrative. Then, a broad satire of Hawaii as a SPAM–loving mix plate culture. Rob Schneider as Ula the one–eyed local. Plus, "The Big Bounce" (2004).

*50 First Dates*, dir. Peter Segal/2004
**Week Thirteen:** Assessing the historical value and liberties taken with independently made historical dramas on the life of Princess Kaiulani and Father Damien. Well intended attempts to fashion complex dramas of Hawaiian history with limited budgets and production resources.

Screenings: *Molokai*, dir. Paul Cox/1999

*Princess Kaiulani*, dir. Marc Forby/2010

**Week Fourteen:** From Clint Eastwood's destruction of Lahaina to Adam Sandler's Maui-set shenanigans, we explore the current-day depictions of Hawaii in film. First, a locally made comedy, made for and by local Hawaiian artists. Then, a depiction of white privilege and local culture clashing over land rights.


**Week Fifteen: Final Exam**

**Course Description:** An examination of Hawaii and Hawaiians, as depicted in cinema since the inception of film. We will look at various films, their influence, historical value, the ways they portray Hawaii as a location and society and whether they created a facsimile of Hawaii that reflects authenticity or stereotypes. We will also be examining short films, animated works and other cinematic efforts dealing with Hawaii. The course is meant to familiarize you with cinema history, aspects of Hawaiian history and film styles and theory. Also to become aware of stereotypes, clichés and consistent approaches filmmakers have made when using Hawaii as a backdrop and/or subject of film, and to make you recognize the value of cinema as an art form that can reflect honesty or sustain deception.

**Assignments:** A one-paragraph review of each film we view will be due the following week. There will also be periodic reading assignments. Finally, there will be a mid-term, two 5–10 page papers, and a comprehensive essay final exam.
Texts:
Identities in Motion: Asian American Film and Video, Peter X Feng/2002

Classroom Protocol: Please turn off cell phones during class. No text messaging at any time. Laptops may be used to take notes but must be turned off during screenings.

Grade Point System:
Paper 1: 14%
Paper 2: 14%
Midterm Exam: 20%
Homework: 10%
Final Exam: 20%
Participation: 12%
Attendance: 10%

Participation is extremely important in this class. Your opinions, comments and questions are welcome. You are allowed three excused absences. I will accept three emailed excuses. Important lectures and screenings happen during each class and it is recommended that you come to every class.
April 2, 2015

Daniel Kruse
Re: UH Maui College Creative Media Program

Aloha Daniel

As a thirty-year creative professional (advertising, publicity, design, web, motion pictures, music) raised on Maui, I am thrilled the University is working toward a much needed two-year degree in Creative Media here as well as Kaua’i and Hawai’i islands.

On first glance at the framework, I find the intention both practical and meaningful, and believe this A.S. degree will prepare students for the local workforce as well as further study. Creative disciplines have converged in the past decade, and lines between entertainment, design, technology, and marketing are forever blurred. For example, marketing now drives every decision in Hollywood, and through social media, content marketing is the most effective method of reaching and connecting with an audience/consumer. The digital design, web, and motion picture storytelling skills the Creative Media degree will provide bears real-world value both professionally and personally. To prepare our youth and island community for future success, we desperately need this focused coursework as never before. Students in other areas of study (Music Institute, Hawaiian Studies, Hospitality, etc.) will also benefit, and I am certain the local business community will gravitate to this program for professional development.

After graduating San Jose State with degrees in Graphic Design, and Radio/Television/Film, I worked in Silicon Valley before moving home in 2005 to help create and participate in Hawaii’s motion picture industry. Malama Pono Productions is preparing to produce our second feature length movie (KULEANA) entirely on island, and are committed to the employ of residents both in front of and behind the camera. I look forward to the day when your interns and graduates populate the majority of our crew.

Please do not hesitate to contact me as you continue to develop this fantastic program, and know that I would be honored to serve on your advisory board.

Sincerely,

Brian Kohne
Writer/Director/Producer
UH Maui College Creative Media Degree Needed

At Hawaii Web Group, we’ve had to hire most of our staff from new arrivals to Maui. Most web companies choose to outsource due to hourly employee savings, but we don’t agree in sending money off-island in order to promote Maui businesses online. We also find our clients prefer to work with those close to them. All of our staff work from Maui, but it’s a shame that we don’t have any longtime residents working here. A major disadvantage to hiring those brand-new to Maui is that we have to spend time training, and then many of them eventually leave the island.

With a degree emphasizing web design and graphic design, we’d have a larger pool of talent to hire from. We would enjoy longer-lasting employees and benefit from their knowledge of the island. At Hawaii Web Group, we occasionally host interns, but finding Maui residents that are not only interested but have some rudimentary training is nearly impossible. We have an intern flying in from Germany later this month, which has been a major challenge so far. If there was an active degree offered, finding interns would be so much easier.

Hawaii Web Group will support this degree in any way possible. Maui needs technically skilled web and graphic artists!

Mahalo,

Chris Norberg  
Project Manager  
(808) 283-3446  
Hawaii Web Group LLC
April 2, 2015

Glenn Kalison  
President  
Relativity Education  
9242 Beverly Blvd., Suite 300  
Beverly Hills, CA 90210

Daniel Kruse  
UH Maui College  
310 Kaahumanu Ave  
Kahului, HI 96732

RE: proposed A.S. degree in Creative Media

Dear Daniel:

Please accept this letter in support of the UH Maui College proposed A.S. degree in Creative Media.

With the rapid expansion of digital technologies and ubiquitous use of graphic and visual media on the Internet to promote businesses of varying industries, the skills this degree teaches are of paramount importance in the changing economy.

That the degree addresses effective communication skills with a focus on client and peer communication is important and noteworthy. Students in creative fields must continually be reminded and trained as to the value of collaborative communication in achieving mutual aesthetic goals. I was pleased to see that this proposed curriculum included such courses.

I have been in the film/TV industry for more than 15 years and been an educator in these fields for the last 12 years. While the entertainment industry continues to be a steady supplier of gainful employment for workers with creative media skills, the opportunities in other industries has been significant and growing. Video production skills are now learned, not only to make entertainment product, but to arm businesses with the ability to market and compete in the online marketplace.
Thank you for your consideration.

Sincerely,

Glenn Kalison
March 25, 2015

Daniel Kruse  
UH Maui College  
310 Kaahumanu Ave  
Kahului, HI 96732

Subject: Support for UH Maui College ~ Creative Media A.S. Degree

Mr. Kruse,

I provide this letter in support of the proposed Creative Media A.S. degree program at U.H. Maui College. Working in television production and providing multi-media content for the last 15 years has given me insight into the burgeoning "Digital Age" and the advent of "New Media".

It is apparent, more than ever before, that training in the skills required for the creative and new media fields is essential. The Creative Media degree program at UH Maui College comes at a critical time when demand and opportunity meet. A.S. degree candidates will be trained in the fundamentals of Creative Media and can use those skills to build a successful career here in the islands or elsewhere.

The creative and new media skill set is in demand now and will be well into the future. I urge UH Maui College to pursue the Creative Media A.S. degree program.

Sincerely,

Margaret Santos  
Executive Producer  
Global Golf Adventure  
Golf Hawaii  
MS Productions  
Maui office: 808-662-0262  
Mobile: 808-870-2763  
www.GolfInTahiti.com  
www.GlobalGolfAdventure.com
To Whom It May Concern:

Barry and I have been the Co-Directors of the Maui Film Festival for 16 years. We are in FULL SUPPORT of the creation of a Creative Media program for UH Maui College.

It is so important for students to become educated in creating work in the visual fields (a picture is worth a thousand words). We are both former teachers from Massachusetts and have been teaching through our film festival for many years. Barry has a Doctorate from the University of Massachusetts in “Media in Education” and I am a former art teacher.

We have both taught within the public school system here on Maui and raised 3 children (now in their 30’s) within this system.

It would be a VERY popular and needed AS degree for UH Maui to offer.

With Support & Aloha,

Barry & Stella Rivers

Stella Rivers
Co-Director
Maui Film Festival
P.O. Box 790669
Paia, HI 96779
808.283.9913
stellarivers@me.com
www.mauifilmfestival.com
Daniel Kruse  
ICS Assistant Professor  
UH Maui College

Dear Daniel,

We are very excited to hear about the new Creative Media A.S. degree that you are considering at UH Maui College.

Growing a technology business on an island in the middle of the Pacific has its challenges. Among them is finding and retaining good, capable, local talent. Any program aimed at education in the area of computers, especially software and mobile applications, has our full support.

From our point of view, your focus in the areas of computer graphics, digital storytelling and web design is a great start.

We wish you the best of luck in this new program. If there is anything we can do to help, please don’t hesitate to contact us.

Sincerely,

Peter Liu  
Operations  
Bump Networks
April 8, 2015

Daniel Kruse
ICS Assistant Professor
Re: UHMC Creative Media A.S. Program

Aloha Daniel, my name is Scott Johnson. I am a 20-year resident of Maui. I moved to Maui because I was offered a job while still in college at CSU Chico. My degree is in Visual Communication and this degree enabled me to create two businesses that revolve around graphic design and the new world of digital media. The first is Dogtowne Design, an established award-winning graphic design firm that specializes in web, print, branding and packaging. My clients include Mick Fleetwood, Keali'i Reichel, Willie K, The Doobie Brothers, Johnson Enos, Edible Hawaiian Islands, Maui Economic Development Board, and Mamas Fish House to name a few. The second is Polyphonic Industries which is an app development, digital publishing and film production company that I am really excited about. Polyphonic is only 2 years old and we have grown immensely in a very short period of time. Four years ago I watched the print industry change. My magazine clients couldn’t afford to print any more and the viewing trend was going toward digital publishing. I immediately redirected my business to include digital publishing and became an app developer and launched a magazine project that was contained in an app. We were the first company in Hawaii to do this. Also, not only did we create the app, but we publish the magazine and oversee a team of media professionals that work on this. Since then Polyphonic has launched five multi-platform apps and has produced two documentary concert films and several commercials and brand films. We also publish 2 digital magazines (Real Weddings Hawaii and Hitched on Maui). In May (of this year) I am heading to San Francisco to represent our app business and speak at WedTech Summit about the future of publishing. I will be on a panel with Pinterest, the Knot, and Wedding Wire; all of which are very large companies that have embraced digital media. Apps are allowing us to create a new way of telling a story and delivering a message… which is the future!

Also, at Dogtowne I have had several employees over the years and they have all been Hawaii born and raised yet college educated on the mainland. I have also participate in the senior project intern program from the Kamehameha school system. Some of my interns have even gone on to become graphic designers. I think a creative media program is necessary and will be extremely beneficial for the kids pursuing this growing industry, whether here on Maui or anywhere in the world.

If there is anything I can do to help with the establishment of this program, please feel free to contact me.

Sincerely

Scott Johnson
App Developer/Designer/Producer/Publisher

polyphonic industries
808.874.0009 • 16 South Market Street • Suite 2B • Wailuku • HI
scott@polyphonicindustries.com • www.polyphonicindustries.com • dogtowne.com
April 8, 2015

To Whom It May Concern,

Aloha, I’m Tracy Bennett, the Maui County Film Commissioner. I am very interested in supporting a possible degree program at UHMC in Computer Graphics, Digital/Film Storytelling and Web Design. Being the Film Commissioner, one of my major goals is to increase the number of students in Film and Television and encouraging classes and programs in this industry, as I strive to make it grow in Maui County. While there are some amazingly talented filmmakers and artists on Maui, there is a shortage of people who are qualified to handle the bigger jobs that do come to the island. I personally look for and use a variety of professionals locally to do my printing, my graphics and referring incoming productions to qualified crew and artists.

I would be honored to be on an advisory committee once this degree is established, as I feel my 18 years in the movie business would be a great asset to those looking to learn, improve their skills, and seek knowledge of how it’s done on major productions.

Please feel free to contact me at your convenience to discuss further, and I’m very excited to assist in any possible manner!

Mahalo,

Tracy Bennett, Maui County Film Office

tracy.bennett@mauicounty.gov  808-269-1641
Appendix D: Articulation Pathways and ACM Support

- UH West Oahu: Creative Media Program Info and Articulation
- ACM Support
The University of Hawai‘i – West O‘ahu recently signed articulation agreements with all seven UH Community Colleges to provide additional pathways to a Creative Media bachelor’s degree. The agreement ensures a smooth transfer for UH community college students and those currently taking Creative Media-related coursework into the program, which is also available for high school graduates. The Creative Media concentration prepares students for in-demand careers in transmedia production, graphic design, digital video production, mobile and platform game design, web interface design, iOS Apps, and other digital media outlets.

“We are proud to offer a clear pathway for community college students and those pursuing careers in Creative Media to obtain their bachelor’s degree at UH West O‘ahu,” said UH West O‘ahu Chancellor RockneFreitas. “Creative Media is a constantly evolving field and students will be able to take advantage of the latest technologies and learn from industry experts right here in West O‘ahu. It is a natural partnership since many students first learned Creative Media skills through award-winning high school programs like Wa‘ianae High School’s Searider Productions.”

“These transfer agreements with UH West O‘ahu make it easier for our community college students to advance their skills and knowledge in this rapidly expanding creative media industry,” said UH Vice President John Morton. “The consumer’s demand for creative content across all digital media is insatiable. This new degree pathway creates another great opportunity for community college students to participate in this exciting field.”

UH West O‘ahu’s Creative Media program will get a boost this fall with the completion of a brand new, state-of-the-art Creative Media lab and four additional faculty members, including an artist-in-residence, thanks to support from the Academy for Creative Media System. The Creative Media lab includes 20 new iMac computers, state-of-the-art camera equipment, large format scanners and printers, and the latest graphic design and editing software. New lower and upper division coursework will be offered in mobile/transmedia, game design and development, app development, digital archiving, and web design and development in the 2014-2015 academic year.

Interested students may elect to pursue a Bachelor of Arts in Humanities with a concentration in Creative Media or a Bachelor of Applied Science with a concentration in Creative Media at UH West O‘ahu after completing recommended associate’s degree coursework. Students who complete or are currently completing 60 credits of 100/200 level coursework in digital media at the following UH Community Colleges are eligible for transfer admission to UH West O‘ahu.

- Hawai‘i Community College Hilo and Palamanui campuses
- Honolulu Community College
- Kapi‘olani Community College
- Kaua‘i Community College
- Leeward Community College Pearl City and Wa‘ianae campuses
- Maui College
- Windward Community College

UH West O‘ahu’s Creative Media program is offered in partnership with the University of Hawai‘i System’s Academy for Creative Media that identifies and coordinates the media studies efforts of all University of Hawai‘i campuses. Taking full advantage of the system-wide approach, UH West O‘ahu’s program enables each student to develop his or her unique skill set at the community colleges and then transfer seamlessly to UH West O‘ahu for continued scholarship and professional development.

“We are very grateful to the legislature and the governor for the positions and funds provided by SB 1273 to continue to realize the Academy for Creative Media System’s mission to, in the words of the UH Board of Regents, ‘engage all of the campuses within the University of Hawai‘i System and work collaboratively across the system, drawing upon programs, faculty, and students system-wide,’” said Founder and Director of the Academy for Creative Media System, Chris Lee. “By leveraging and augmenting the existing centers of excellence in creative media at all of our campuses and this new articulation agreement, we hope to provide a seamless pathway with multiple on-ramps to the 21st century jobs of the creative economy.”

Students who have completed Creative Media-related coursework at other community colleges and universities are also eligible for admission to UH West O‘ahu’s Creative Media program. For more information, contact Assistant Specialist Shari Hanaoka at (808) 689-2392 or shanaoka@hawaii.edu.

UH West O‘ahu is accepting applications for the fall 2014 semester until July 1, 2014. Visit http://www.uhwo.hawaii.edu/admissions, email uhwo.admissions@hawaii.edu or call (808) 689-2900.

UH West O‘ahu became a four-year, regional comprehensive university when it served its first class of freshmen in fall 2007. The University offers quality education, small classes and personalized attention at convenient locations. UH West O‘ahu serves approximately 2,400 students at its brand new, state-of-the-art campus that opened in the City of Kapolei in 2012. For more information visit www.uhwo.hawaii.edu, www.twitter.com/uhwestoahu, www.facebook.com/uhwestoahu or call (808) 689-2800 or toll-free (866) 299-
# UH West Oahu: Creative Media Info/Articulation & ACM Support Infograph

**Course Equivalents (Actual and Projected) for Creative Media program coursework at UHWO**

**Prepared ON 5.1.2015**

**Draft Version**

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**Black Font indicates an approved Course Equivalent**

**Red Font indicates that a course should or may articulate but does not present as such in Banner yet. Transfer Credit Evaluator needs to be notified on these**

**Blue Font indicates that a course was submitted to Transfer Credit Evaluator with the request to articulate but it has not been inputted into Banner yet**

For more information please contact:

Sharla Hanaoka, MFA  
Assistant Specialist, Creative Media  
Instructional Design, Vice Chancellor of Academic Affairs Office  
University of Hawaii - West O'ahu & Leeward Community College  
91-1001 Farrington Highway, Library, B233 // Kapolei // Hawaii // 96707  
808.689.2392  
shanaoka@hawaii.edu

Maile Sing  
Articulation Specialist  
Vice Chancellor of Academic Affairs Office  
University of Hawaii - West O'ahu  
91-1001 Farrington Highway, Library, D209 // Kapolei // Hawaii // 96707  
808.689.2304  
msing@hawaii.edu
# Bachelor of Arts in Humanities, Creative Media (CM)

The goal of academic advising is to further enhance the educational mission of the university, and create quality, accessible advising partnerships with all students in a positive environment that supports student success. This advising sheet is for tracking purposes toward degree completion and is subject to change. Students also may track their academic progress via STAR Degree Check through MyUH at myuh.hawaii.edu. Academic Advising appointments may be scheduled by calling 808-689-2630 or toll-free from neighbor islands at 1-866-299-8656.

Students with an earned degree from one of the following programs may be eligible:
- AS in Television Production (Leeward Community College)
- AS in Digital Media (Leeward Community College)
- AS in New Media Arts (Kapi'olani Community College)

Graduates of other creative media or communication programs will also be considered for admission.

Faculty contact: Sharla Hanaoka, email shanaoka@hawaii.edu

Note: Some courses may be applied more than once to fulfill General Education, Core, or Concentration Requirements. Double counted courses do not reduce the number of credits required for the concentration. Students are still responsible for meeting the minimum number of credits in the concentration and the overall total credits for graduation.

## GENERAL EDUCATION REQUIREMENTS: 31 credits

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Alpha/Number/Title</th>
<th>WI or Focus</th>
<th>Semester Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Foundations Written Communication (FW)</td>
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<td>3</td>
<td>Foundations Symbolic Reasoning (FS) MATH 100, MATH 103, or MATH 135 (will satisfy lower division math requirement for Humanities)</td>
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<tr>
<td>3</td>
<td>Foundations Global and Multicultural Perspectives (FG): 6 credits from two different groups (A,B or C) *Group A: Primarily before 1500 CE (e.g., HIST 151 or ANTH 151) *Group B: Primarily after 1500 CE (e.g., HIST 152 or ANTH 152) *Group C: Pre-history to present</td>
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<tr>
<td>3</td>
<td>Foundations Global and Multicultural Perspectives (FG): Group different from above</td>
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<tr>
<td>3</td>
<td>Diversification Arts, Humanities &amp; Literature (DA, DH, DL): 6 credits from two different areas</td>
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<tr>
<td>3</td>
<td>Diversification Arts, Humanities &amp; Literature (DA, DH, DL): Different from area above</td>
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<tr>
<td>3</td>
<td>Diversification Social Sciences (DS): 6 credits from two different areas</td>
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<tr>
<td>3</td>
<td>Diversification Social Sciences (DS) Different area from above</td>
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<tr>
<td>3</td>
<td>Diversification Natural Sciences (DB, DP, DY) 3 credits from the biological sciences (DB)</td>
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<td>3</td>
<td>3 credits from the physical sciences (DP)</td>
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<td>1</td>
<td>1 credit of laboratory (DY)</td>
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</table>

### UHWO Writing Requirement

<table>
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<th>Credits</th>
<th>Course Alpha/Number/Title</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>3</td>
<td>ENG 200 Composition II or equivalent (check w/a student services academic advisor)</td>
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### LOWER DIVISION MATH REQUIREMENT: 3 credits

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<tr>
<th>Credits</th>
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<tr>
<td>0 or 3</td>
<td>MATH 100*, MATH 103, MATH 135 or higher</td>
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*Will Satisfy FS Requirement

### HUMANITIES CORE REQUIREMENTS (18 credits):

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<tr>
<th>Credits</th>
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<th>WI or Focus</th>
<th>Semester Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 or 3</td>
<td>HIST 151 World History To 1500 (course can also be used to fulfill FGA)</td>
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<tr>
<td>0 or 3</td>
<td>HIST 152 World History Since 1500 (course can also be used to fulfill FGB)</td>
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</tbody>
</table>

*continued*
9 credits of multi-cultural/multi-discipline courses with no more than 6 credits in any one SUBJECT area: To obtain further multi-cultural perspectives from several disciplines.

Note: HWST 107 and PACS 108: This course may be used to fulfill a General Education and Core Requirements. Credits will be made up in the electives. Check with a Student Services Academic Advisor.

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<thead>
<tr>
<th>Credits</th>
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<th>WI or Focus</th>
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*not offered at UHWO

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<tr>
<td>3</td>
<td>HUM 300 Humanities Seminar</td>
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Note: Courses may be used only once to fulfill a lower or upper division Creative Media requirement, Humanities core requirement or elective towards graduation.

CONCENTRATION REQUIREMENTS: 36 credits

CM concentration Courses 18 credits:

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<th>Credits</th>
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<tbody>
<tr>
<td>3</td>
<td>ART 311D Design in Public Spaces or ART 320 Web Design &amp; Development</td>
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<td>3</td>
<td>CM 300 Creative Professionals</td>
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<td>3</td>
<td>CM 314 Music, Sound, &amp; Media</td>
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<td>CM 320 (alpha) Topics in Creative Producing</td>
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<td>3</td>
<td>CM 390 (alpha) Creative Media Internship</td>
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<td>3</td>
<td>CM 400 (alpha) Creative Media Master Class</td>
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Film/Drama Cluster 6 credits: Fulfills Complementary Area Requirement: 6 credits in one additional Humanities concentration at 300-400 level.

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<tr>
<td>3</td>
<td>ENG 360 Literature &amp; Film</td>
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<td>ENG 361 History of Film</td>
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<td>ENG 367 (alpha) Genres &amp; Directors</td>
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<td>ENG 441 Gender &amp; Sexuality in Literature &amp; Film</td>
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Restricted Humanities Electives 9 credits:

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<tbody>
<tr>
<td>3</td>
<td>HIST 325 Asian Economics, Business &amp; Consumers</td>
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<td>3</td>
<td>HIST 464 The Triumph of Mass Culture: The United States Since 1920</td>
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<td>HPST 461 Traditional Art of Hawai‘i</td>
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<td>3</td>
<td>HPST 462 Traditional Art of the Pacific</td>
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<tr>
<td>3</td>
<td>PHIL 439 Philosophy &amp; Film</td>
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</table>
### Electives*

*See a Student Services Academic Advisor:

Please note Upper and Lower Division electives may vary depending on your course selection.

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<tr>
<td>3</td>
<td>WI CM 490 Senior Practicum OR WI CM 491 Senior Project</td>
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</table>

#### Graduation Requirements (see the 2014-15 general catalog for any additional graduation requirements/recommendations):

- [ ] 45 Upper Division Credits Minimum
- [ ] 120 Total Credits Minimum
- [ ] 30 UHWO Credits
- [ ] 3 Upper Division Writing Intensive Courses
- [ ] Focus Requirements (OC, HAP, ETH)
- [ ] 2.0 OVERALL GPA
- [ ] 2.0 UHWO GPA
- [ ] 2.0 CONCENTRATION GPA
Bachelor of Applied Science, Creative Media (CM)

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- AS in MELE (Honolulu Community College)
- AS in Communication Arts (Honolulu Community College)

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<td>1</td>
<td>1 credit of laboratory (DY)</td>
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**GENERAL EDUCATION REQUIREMENTS: 31 credits**

**WRITING SKILLS REQUIREMENT: 3 credits**

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<tr>
<td>3</td>
<td>Select one course from the following:</td>
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<tr>
<td></td>
<td>ENG 200 Composition II</td>
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<td>ENG 209 Business Writing</td>
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<td>ENG 210 Writing Term Papers</td>
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<td>ENG 215 Research/Argumentative Writing</td>
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**LOWER DIVISION MATH REQUIREMENT: 3 credits**

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<tr>
<td>3</td>
<td>ICS 101 Intro to Digital Tools for the Information World <strong>OR</strong> PUBA 335 Technology for Public Administration</td>
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<tr>
<td>3</td>
<td>Select one course from the following: (Check Prerequisites) SSCI 210 Statistical Analysis I PUBA 341 Statistics for Decision-Making in Public Administration BUSA 320 Statistics for Decision-Making</td>
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<td>3</td>
<td>SSCI 301 Methods &amp; Techniques in Social Science Research</td>
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<tr>
<td>3</td>
<td>Select one course from the following: PUBA/BUSA/PHIL 481 Ethics and Administration PUBA 477 Ethics and Health Care Administration MGT 301 Business Ethics SCFS 485 Cross-Cultural Environmental Ethics Any Upper Division (300-400 level) course designated as an ETH</td>
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</table>

**FOUNDATIONAL COURSE WORK: 18-21 credits**

*One of these courses will also meet the General Education Diversification Arts Requirement

Students who have earned an AS from a UH Media Design program may have adequate background to waive these requirements. Please consult with Sharla Hanaoka.

<table>
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<tbody>
<tr>
<td>3</td>
<td>ART 107D Introduction to Digital Photography *</td>
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<td>3</td>
<td>ART 112 Introduction to Digital Art *</td>
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<td>3</td>
<td>ART 113D Introduction to Digital Drawing *</td>
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<td>ART 126 3D Computer Graphics</td>
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<td>CM 120 Introduction to Digital Video</td>
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<td>3</td>
<td>CM 142 Introduction to Video Game Design</td>
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<td>3</td>
<td>ICS 111 Introduction to Computer Science</td>
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**CONCENTRATION CORE REQUIREMENTS: 18 credits**

Students choose ONE area of interest: Game Design, Interface Design, Transmedia or General Creative Media

**Game Design:**
CM 140 History of Video Games
CM 341 Writing & Storytelling for Video Games (pre: CM 140 and CM 142)
CM 342 Applied Game Design
CM 343 Game Level Design
CM 385 Game Design and Development
CM 391 Games Design Project

**Interface Design:**
ART 229 Interface Design
ART 240 Typography and Color in Design
CM 315 Interactive Applications
CM 316 User Experience
CM 317 Motion Graphics
CM 350 Creative Strategy **OR** CM 351 Innovative Advertising
**Transmedia:**
CM 150 Film Analysis and Storytelling
CM 351 Innovative Advertising
CM 352 Transmedia and Emerging Media
CM 358 Web Series Production
CM 359 Branded Entertainment: Online Video Campaign
Any other ART or CM 300-400 Level not used to meet a requirement

**General Creative Media:**
Students take 18 credits in Art (ART) or Creative Media (CM), with at least one 300-400 level course from Game Design, Interface and Transmedia.

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**CAPSTONE:** 3 credits

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<tbody>
<tr>
<td>3</td>
<td>APSC 486A Senior Project or APSC 490A Senior Practicum</td>
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</tbody>
</table>

**ELECTIVES**
*See a Student Services Academic Advisor: Please note Upper and Lower Division electives may vary depending on your course selection.*

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Alpha/Number/Title</th>
<th>WI or Focus</th>
<th>Semester Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Possible Upper Division (300-400 level)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Possible Upper Division (300-400 level)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Electives**

*GAME DESIGN:* Recommended electives to meet the 120 credit graduation requirement: HIST 326 Japan Cool: Anime, Manga, and Film; ICS 211 Introduction to Computer Science II; Any other ART or CM course not used to meet other requirements.

*INTERFACE DESIGN:* Recommended electives to meet the 120 credit graduation requirement: ART 221 Design for Print or Web; ART 231 Art through Applied Geometry; Any other ART or CM course not used to meet other requirements.
Appendix E: A.S. in Creative Media General Curriculum
A.S. in Creative Media General Curriculum

The following curriculum chart encompasses the entirety of courses in the A.S. program-specific course offerings, and a suggested sequence of matriculation for each of the 3 proposing campuses are outlined in each campus’ appendix.

<table>
<thead>
<tr>
<th>Creative Media Core Courses (21 or 22 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number</strong></td>
</tr>
<tr>
<td>ART 115</td>
</tr>
<tr>
<td>ICS 101</td>
</tr>
<tr>
<td>ICS 110 or 111 (ITS 103 at HCC)</td>
</tr>
<tr>
<td>ART 112 or ART 205/ICS 205</td>
</tr>
<tr>
<td>ART125 or ART 221/ICS 214</td>
</tr>
</tbody>
</table>

Choose 2 additional courses from below:

<table>
<thead>
<tr>
<th><strong>Course Number</strong></th>
<th><strong>Course Title</strong></th>
<th><strong>Credits</strong></th>
<th><strong>Notes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ICS 272</td>
<td>Digital Imaging &amp; Animation</td>
<td>3</td>
<td>UHMC only</td>
</tr>
<tr>
<td>ICS 285</td>
<td>Digital Media Capstone</td>
<td>3</td>
<td>UHMC only</td>
</tr>
<tr>
<td>ART 113</td>
<td>Intro to Drawing</td>
<td>3</td>
<td>ART 113D</td>
</tr>
<tr>
<td>ART 209</td>
<td>Image in Motion Studio</td>
<td>3</td>
<td>CM 120</td>
</tr>
<tr>
<td>ART 120</td>
<td>Typography</td>
<td>3</td>
<td>ART 240</td>
</tr>
<tr>
<td>ART 257</td>
<td>Motion Graphic Design</td>
<td>3</td>
<td>CM 317</td>
</tr>
<tr>
<td>ART 248</td>
<td>Digital Post Production</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 225</td>
<td>Intermediate Graphic Design</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
## General Education Core Courses (24 Credits)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Meets UHWO Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>Composition I</td>
<td>3</td>
<td>ENG 100</td>
</tr>
<tr>
<td>ENG 104 or ENG 117</td>
<td>Introduction to Creative Writing or Introduction to Screenwriting</td>
<td>3</td>
<td>UHWO English course</td>
</tr>
<tr>
<td>MATH 103</td>
<td>College Algebra</td>
<td>3</td>
<td>MATH 103 BAS track</td>
</tr>
<tr>
<td>SP 151 or SP 251 or COM 145</td>
<td>Personal &amp; Public Speaking Principles of Effective Public Speaking Interpersonal Communication I</td>
<td>3</td>
<td>SP 151 (focus)</td>
</tr>
<tr>
<td>ENT/BUS 125 or BUS 320 or MKT 160 or MKT 300</td>
<td>Starting a Small Business Entrepreneurship-Opportunity Recognition and Evaluation Advertising &amp; Promotion Principles of Marketing</td>
<td>3</td>
<td>An elective from UHWO</td>
</tr>
<tr>
<td>HWST</td>
<td>3 credits from Hawai’ian Studies with HAP designation</td>
<td>3</td>
<td>UHWO HWST requirement</td>
</tr>
<tr>
<td>HIST 151 or HIST 152 or PSY 100 or SOC 100 or Biological Science</td>
<td>*Recommended electives for students transferring to UHWO</td>
<td>3</td>
<td>HIST 151 HIST 152 PSY 100 SOC 100</td>
</tr>
</tbody>
</table>

Total of 6 credits from 100 level or higher electives Social Science Elective Natural Science Elective (3) credits must be WI *(see note below regarding students who plan to transfer)*

### Creative Media Elective Courses (Total 15 Credits):

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 107D</td>
<td>Introduction to Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>ICS 200 or ART 229</td>
<td>Web Technology or Interface Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 159</td>
<td>History of Communication Design</td>
<td>3</td>
</tr>
</tbody>
</table>
### Creative Media Elective Courses (Total 15 Credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 212</td>
<td>Digital Animation</td>
<td>3</td>
</tr>
<tr>
<td>ART 126</td>
<td>3 D Computer Graphics I</td>
<td>3</td>
</tr>
<tr>
<td>ART 226</td>
<td>3 D Computer Graphics II</td>
<td>3</td>
</tr>
<tr>
<td>ART 259</td>
<td>Narrative Game Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 249</td>
<td>Interface Design II</td>
<td>3</td>
</tr>
<tr>
<td>ART 207D</td>
<td>Intermediate Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 267</td>
<td>Intermediate Digital Video</td>
<td>3</td>
</tr>
<tr>
<td>ART 250</td>
<td>Film and World History Since WWII</td>
<td>3</td>
</tr>
<tr>
<td>ENG 257N</td>
<td>WI-Intro to Literature and Film</td>
<td>3</td>
</tr>
<tr>
<td>ART 161 / ICS 161</td>
<td>Introduction to Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ICS 200</td>
<td>Web Technology</td>
<td>3</td>
</tr>
<tr>
<td>ART 218 / ICS 261</td>
<td>Intermediate Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ICS 283</td>
<td>Advanced Computer Graphics Design</td>
<td>3</td>
</tr>
<tr>
<td>ICS 193v</td>
<td>Computer Science Internship I</td>
<td>3</td>
</tr>
<tr>
<td>ICS 320</td>
<td>Introduction to Information Systems &amp; E-Commerce</td>
<td>3</td>
</tr>
<tr>
<td>MUS 271</td>
<td>Introduction to Music Technology</td>
<td>3</td>
</tr>
<tr>
<td>MUS 272</td>
<td>Digital Recording Techniques</td>
<td>3</td>
</tr>
<tr>
<td>TCOM 261</td>
<td>Introduction to Studio Production</td>
<td>3</td>
</tr>
<tr>
<td>TCOM 190v</td>
<td>Electronic Cinematography/Field Production</td>
<td>3</td>
</tr>
<tr>
<td>TCOM 190v</td>
<td>Editing With an Emphasis on Digital Storytelling</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total credits for the AS Degree in Creative Media:** 60 or 62 (for Hawaii CC) credits.
MEMORANDUM

TO: Randolph G. Moore
   Chair, Board of Regents

VIA: David Lassner
     President

VIA: Robert Bley-Vroman
     Interim Chancellor

FROM: Reed Dasenbrough
      Vice Chancellor for Academic Affairs

SUBJECT: APPROVAL OF PROVISIONAL DOCTOR OF JURIDICAL SCIENCE
         AT THE UNIVERSITY OF HAWAI'I AT MĀNOA

SPECIFIC ACTION REQUESTED:
It is requested that the Board of Regents approve as provisional the Doctor of Juridical
Science in the William S. Richardson School of Law at the University of Hawai'i at Mānoa.

RECOMMENDED EFFECTIVE DATE:
Effective Fall 2016.

ADDITIONAL COST:
No additional resources are needed. All program needs will be met using internal resources
within the William S. Richardson School of Law.

PURPOSE:
The purpose of the Doctor of Juridical Science (SJD) degree is to train future law school
faculty members and policymakers who will conduct scholarly research and will work on law
reform in foreign jurisdictions as well as in the United States.

BACKGROUND:
Board of Regents’ Policy 5-1 states that “The Board shall approve the establishment of all
new instructional programs granting academic credit leading to a degree or credential.”
Significance/Contribution of this Degree: The proposed SJD will be the only advanced
research law degree in Hawai‘i, and it will contribute to UH Mānoa and the Law School's research and education goals. The degree will strengthen and complement the University's strategies for continued engagement with Asian-Pacific communities within Hawai‘i and it will establish enduring connections with universities, non-profits, and governmental units in Asia and the Pacific.

Cost and resource allocation/reallocation implications: The SJD program will not require additional resources in terms of faculty, facilities, or library materials, and it can be run with only minimal additional expenses. The Law School is able to accommodate up to 25 SJD students with existing resources.

Demand projections: The anticipated number of the inaugural SJD cohort will be 6-10, increasing to a total enrollment of 20 students by year two. Our Master of Laws (LLM) students regularly inquire about the opportunity to pursue an SJD at the Law School, and we expect that many LLM graduates will continue their studies in the SJD program, once approved. We also expect an increase in enrollment in the LLM program once the option of continuing on to the SJD program becomes available.

Accreditation impact (if any): All post-JD programs require acquiescence from the law schools’ accrediting agency, the American Bar Association; and on February 11, 2015, the ABA acquiesced in the Law School's proposal to establish an SJD degree.

Examples (2-3) of similar models from peer institutions: The SJD is offered by most of the leading law schools in the U.S, including the following:

- University of California, Los Angeles, School of Law
- University of Chicago Law School
- University of Michigan Law School

Similar Programs at other UH campuses: There is no program duplication within the UH System.

Statement from campus administration on the program's strategic value within UH priorities. The SJD as a research degree will both capitalize on and enhance the existing research strength of the School of Law. Faculty in the School are conducting world-class research into some of the most timely topics of the day, the law of the sea and maritime disputes in East Asia, environmental law, particularly in an international context, and human rights, among others. The international dimension of this work fits in well with the largely international student body envisioned for the SJD, and the new program will help boost our already prominent stature in the legal world, particularly in East Asia.

Impact of program change request on campus budget allocations and mission priority. The SJD program assumes the already existing faculty resources, which are certainly adequate to handle the additional number of SJD students on top of the existing JD and LLM programs.
The impact of this program will therefore be resource positive for the School of Law and will have no effect on campus-wide priorities or resource allocations.

**ACTION RECOMMENDED:**
It is recommended that the Board of Regents approve as provisional the Doctor of Juridical Science in the William S. Richardson School of Law at the University of Hawai‘i at Mānoa.

Attachment

c: Vice President for Academic Affairs Risa Dickson
   Executive Administrator and Secretary of the Board Cynthia Quinn
   Dean Aviam Soifer
PROPOSAL FOR A DOCTORAL DEGREE IN JURIDICAL SCIENCE (SJD)

WILLIAM S. RICHARDSON SCHOOL OF LAW
UNIVERSITY OF HAWAI‘I AT MĀNOA
March 16, 2016
ADMINISTRATIVE LOCUS

William S. Richardson School of Law

PLANNING COMMITTEE

- Professor Alison Conner (JD, MA, PhD) – Planning Committee Chair
- Professor Diane Desierto (JD, LLM, JSD)
- Professor David Cohen (JD, PhD)
- Professor Carole Petersen (JD)
- Professor Tae-Ung Baik (LLB, LLM, JSD)
- Ms. Keiko Okuhara (MA, MILS)
- Ms. Minara Mordecai (JD)

DEGREE PROPOSED

SJD - Doctor of Juridical Science

PROPOSED DATE OF IMPLEMENTATION

Fall 2016
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EXECUTIVE SUMMARY

The William S. Richardson School of Law seeks approval for its proposal to introduce a new academic degree: a Doctor of Juridical Science (SJD). This advanced degree, which is offered by most of the leading law schools in the U.S., is primarily a research degree for legal academics and public policy makers who have already earned a master of laws degree. Most SJD students would be international scholars, but the degree will be open to American JD graduates and it will offer an opportunity for Hawai‘i residents to pursue advanced research. The SJD proposal calls for one year in residence, with seminars and courses to support students in preparing a dissertation proposal and beginning their research. At the end of that year, all students would be expected to submit final proposals as they seek approval for their dissertation topics. These SJD candidates, most of whom would be on leave from their teaching or government positions, could remain in residence at the Law School to write, or they could return to their positions. The goal is for all students to submit their finished dissertations by the end of the third year of candidacy.

Since the Law School graduated its first Master of Laws (LLM) students in 2004, our international students have often asked to have the opportunity to pursue an advanced research degree and to earn an SJD degree in Hawai‘i. We have surveyed our current LLM students as well as our LLM graduates and many remain interested in the possibility; we also receive inquiries about an SJD opportunity every year, especially from Asia and the Pacific. The Law School’s JD graduates have also expressed interest in an SJD program, especially those related to areas important to Hawai‘i, such as environmental law, Native Hawaiian rights, and business law. If approved, the proposed SJD degree will be the only advanced research law degree in Hawai‘i, and it will contribute to the University of Hawai‘i at Mānoa (the University) and the Law School’s research and education goals. The degree will support and advance research capabilities at the Law School; more broadly, it will strengthen and complement the University’s strategies for continued engagement with Asian-Pacific communities within Hawai‘i and it will establish enduring connections with universities, non-profits, and governmental units in Asia and the Pacific.

The SJD Planning Committee has studied SJD programs at other law schools in the United States, and we have consulted colleagues at other American SJD programs. All post-JD programs require acquiescence from the law schools’ accrediting agency, the American Bar Association; and on February 11, 2015, the ABA acquiesced in the Law School’s proposal to establish an SJD degree.1 In 2015, the Law School applied to the University for authorization to plan the degree, and on July 29, 2015, this request was approved.2 The final SJD degree proposal was unanimously approved by the Law School faculty at its meeting on November 13, 2015, and it has the enthusiastic support of Dean Avi Soifer. The Law School is ready to admit its first SJD students in fall 2016 if it receives final approval in time enough to do so.

---

1 A letter of acquiescence from the American Bar Association is attached in Appendix II.
2 Approved Authorization to Plan (ATP) from the University is attached in Appendix I.
A. SJD PROGRAM OBJECTIVES

The William S. Richardson School of Law (the Law School) is proposing a new academic degree: Doctor of Juridical Science (SJD, Scientiae Juridicae Doctor). The SJD degree, also known as the JSD, is the standard doctoral degree in law offered at American law schools, virtually none of which offer a PhD as their most advanced degree. The SJD is primarily a research degree, with very limited coursework and a short period in residence—ordinarily one to two years.

Currently, more than 40 law schools in the U.S. offer an SJD or JSD degree, almost all of which require completion of an LLM degree, at least from foreign law graduates. Because SJD degrees are structured differently from PhD degrees and have different requirements, they are directly administered by law schools, which handle all admissions, registration, and orientation, in addition to the actual running of the program.

The SJD degree is primarily intended for those who teach or who wish to teach law outside the United States, or who are involved in policy work in research institutes or government organizations. Most law schools outside the United States require a doctorate—whether a PhD or SJD—as a condition of employment or promotion. Consequently, most candidates for the SJD degree in the U.S. are foreign law graduates who seek an academic career in their home countries. SJD degrees are generally preferred over PhDs because they are administered by law schools, they are research-based, and they can be completed within a shorter period of time—all important considerations for professionals with a defined area of legal expertise but a limited time in which to pursue a degree.

Most SJD programs are highly selective; applicants generally must identify a potential dissertation adviser on the law school faculty and be accepted by the particular adviser. These programs offer personal attention and strive to help their students to focus their research and to complete their dissertations within a reasonable time. For example, the University of Connecticut Law School SJD degree is aimed at law graduates who are engaged in or plan to pursue careers in academic life, government service, or the judiciary. Students are required to spend the first two semesters in residence at the law school. The University of Wisconsin Law School requires one to two years of residence; the first year of the program is devoted to the student's dissertation research. The University of Iowa's SJD also follows a research track, with a minimum year in residence as preparation. In the second and third year, the University of Iowa students research and write their dissertations and need not be in residence.

Law schools that currently offer the SJD degree include:

- Indiana University-Bloomington, Maurer School of Law: http://www.law.indiana.edu/degrees/graduate/requirements.shtml
- University of California, Los Angeles, School of Law: http://law.ucla.edu/llm-sjd/sjd-program/
The Law School's proposed SJD degree (like SJD degrees at other law schools) will be distinct from other University programs or departments, and its students must already be law graduates. But the program will build on current Law School programs, offering advanced training to those who have earned either a JD or LLM degree. In addition to the basic JD degree, the Law School already offers a Masters of Law (LLM) degree, which provides advanced training for foreign-trained legal professionals, including those who are preparing for academic careers.

The SJD degree presents an opportunity to expand the scope of the Law School's existing graduate programs and will achieve two objectives beyond what the LLM program can offer. First, the focus of the SJD degree is on research and writing, and the program will require every successful candidate to produce a work of publishable scholarship that makes a unique contribution to the legal scholarly literature. In addition, the SJD will allow academics and other legal experts to hone their areas of expertise within a specific legal field. Graduates of the LLM Program are more likely to continue their studies in the Law School's SJD program, building on their LLM study with Richardson faculty. We also expect an increase in enrollment in our LLM Program once the option of continuing to do SJD research with LLM faculty mentors at the Law School becomes available.

**SJD PROGRAM OBJECTIVES**

More specifically, the most important objectives for the SJD program are:

- To produce outstanding researchers and policy experts with special expertise in core areas of research and teaching at the Law School.

- To provide the opportunity for advanced legal training to members of the Hawai‘i legal profession in areas of law important to the state, including environmental law, the rights of indigenous peoples, international law, and business law.

- To enrich the scholarly and collegial culture of the Law School and the University of Hawai‘i at Mānoa by attracting international legal experts to our academic community.
To enhance the international standing and to increase international partnerships for the Law School and the University while strengthening our ties to international educational institutions, particularly in Asia and the Pacific.

To aid in educating and providing future Pacific Rim leaders, policy-makers, and law professors by enabling broad research access to American, comparative, and international legal thought, as Hawai‘i further solidifies its historic, strategic, multi-ethnic, and multilingual relationships with Asia and the Pacific.

The Law School has already received strong support for this degree from the Hawai‘i legal profession, whose members understand the importance of our international programs and links—as the eloquent letter from Hawai‘i Supreme Court Chief Justice Mark Recktenwald testifies. We have also received enthusiastic support and encouragement from colleagues at our partner schools in Asia and the Pacific, who plan to send their students and younger faculty members to pursue advanced training in key areas of research at the Law School.3

**STUDENT LEARNING OUTCOMES**

The SJD is an advanced research degree in law and consequently its student learning outcomes all relate to research results, so that student progress in research and writing of the dissertation can be readily gauged. As a result of completing the program, all successful SJD students will be able to:

- Conduct a literature and legal review in the student’s chosen subfield of law and identify a topic on which s/he can make a substantial and original contribution to the existing body of knowledge and legal analysis.

- Refine the research topic in light of comments from faculty advisers and the results of the student’s initial literature and legal review.

- Develop an effective research methodology and research plan.

- Conduct original research on the student’s topic and related legal issues.

- Write a dissertation of publishable quality that makes an original and substantial contribution to legal scholarship in the student’s field.

**B. PROGRAM JUSTIFICATION**

The purpose of the SJD degree is to train future law school faculty members and policymakers who will conduct scholarly research and will work on law reform in foreign jurisdictions as well as in the United States. For American-trained lawyers, an SJD degree offers the opportunity to pursue research.

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3 Support letters are included as Appendix V.
in a specialized legal area, leading to careers in policy and public service and it can substantially enhance their professional opportunities abroad.

Moreover, Richardson Law students and Hawai‘i residents who wish to continue scholarly research after completing their JD degrees will contribute to unique legal scholarship of significance to our State, such as Native Hawaiian law, ocean and maritime law, energy law, and Pacific Asian business law, all areas in which the Law School excels. In particular, our faculty’s unmatched expertise in Native Hawaiian law will help students advance legal research related to unique aspects of Native Hawaiian jurisprudence and traditional and customary law. Professor Melody MacKenzie, the Director of the Ka Huli Ao Center for Excellence in Native Hawaiian Law, has submitted a letter indicating her unequivocal support for the SJD program and its anticipated collaboration with the Ka Huli Ao Center.

Outside the U.S., American SJD degrees are generally regarded as prestigious because foreign policymakers often look to U.S. law and policy in reviewing and reforming their own laws and legal structures, and because many legal specialties may not be offered in their home countries. All SJD students will have the opportunity to develop their research and academic skills as well as to develop expertise in richly varied legal policy areas, which will serve them well in their future academic and government positions.

The SJD program will therefore serve some of the most important goals of the Law School and the University. The program will:

• Be the only advanced research law degree offered in Hawai‘i, thus serving the educational needs of the state, and ensuring that students will not have to leave for an expensive program on the mainland that does not directly address the pressing legal and public policy issues facing Hawai‘i.

• Attract students who seek to research and publish in the areas of Native Hawaiian jurisprudence and indigenous law, supported by the extensive expertise of the Law School and the Ka Huli Ao Center for Excellence in Native Hawaiian Law.

• Support and advance the research capabilities of the Law School and the Law Library, allowing faculty members to work in their areas of expertise with international experts, offering them new perspectives and opening possibilities for joint research and other cooperative projects.

• Strengthen, reinforce, and complement the University's campus programs and educational strategies for continued engagement and regular outreach with the numerous Asia-Pacific communities within the state, by establishing enduring bidirectional connections for research and policy exchanges between Hawai‘i and countries in the Asia-Pacific, in which law reform initiatives, institutional design, and capacity-building technical assistance remain indispensable to the continued economic development and ongoing success of Asia-Pacific economies.

• Meet the need for law experts with doctorates in many foreign law schools, particularly in Asia and the Pacific, where an advanced degree in law is required for appointment and promotion.
The Law School offers a uniquely attractive program for Asian academics and policy-makers, allowing them to earn the SJD degree with a year in residence and thus to pursue an advanced degree while on leave from their universities or the judiciary. Building on Richardson Law's reputation for training outstanding legal practitioners, the SJD program aims to attract a diverse and highly qualified cohort of legal scholars.4

C. PROGRAM ORGANIZATION

The SJD program will be directed by a graduate chair/program director, to be appointed by the Dean of the Law School and to be responsible for the day-to-day administration of the program. The director will be supported by the SJD Committee, which will include at least some members of the planning committee, who know the program well. The SJD Committee will serve as the admissions committee members, will oversee the individual SJD faculty supervisors, and will participate in the SJD seminars.

SJD CURRICULUM--YEAR ONE

The SJD program will require all students to complete one academic year of study at the Law School. Because the SJD is essentially a research degree and the primary requirement is the completion of a dissertation, all coursework during that year in residence will focus on preparation of the dissertation proposal and final approval of the topic, and all assessment and counseling will also be directed towards those goals.

Accordingly, in the first year, all SJD students must participate in the Legal Scholarship Seminar taught in the fall semester and in the Legal Writing Seminar taught in the spring semester. Both courses will be organized by the SJD program director and will be taught by members of the SJD Committee, other Law School faculty members, and Law Library colleagues. A proposed syllabus for both seminars, approved by the SJD Committee, is included as in this proposal.5 All students will also take 2-4 credits of Directed Research with their supervisors; this course will focus on their individual topics and research progress. With the supervisor's approval, each semester SJD students may also enroll in or audit one course or seminar related to the proposed subject and area of research. Students who arrive at the Law School with a proposed topic will also be encouraged to begin writing during their year in residence, once the topic has been approved.

All students in the SJD program will therefore take the following courses in their first year of study, for a total of eight credits:

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4 Richardson Law is ranked as one of the top five law schools in the country for practical skill training by the National Jurist magazine: [http://www.bizjournals.com/pacific/news/2015/04/02/university-of-hawaii-law-school-among-top-5-in.html](http://www.bizjournals.com/pacific/news/2015/04/02/university-of-hawaii-law-school-among-top-5-in.html)

5 Detailed course outline for the Legal Research and Legal Writing seminars are attached in Appendix III.
Dissertation Writing—Years Two and Three

After the first year in residence, it is expected that some SJD students will be required to return to their jobs and will write the dissertation while working. But SJD students will be strongly encouraged to remain in residence for a second year so that they can spend their time writing their dissertations. Remaining in residence would further afford continued support from their dissertation committees and the Law Library, without the pressures of full-time or even part-time work. SJD students who remain in residence may participate in Law School activities and may audit a Law School course or two if their supervisors approve—but the emphasis will be on writing and completing a draft during this second year. Some SJD students may also remain in residence at the Law School for a third year.

Ideally, SJD students will submit their completed dissertation at the end of the third year of the program, or even at the end of their second year if they can remain in residence. The dissertation supervisor will be required to report to the SJD committee on the student’s progress at the end of each year. In any event, SJD students will have a maximum of five years in which to submit their dissertations and apply for their degrees—after which they would have to petition to be reinstated and to submit their completed dissertations. The consistent goal is to support SJD students to finish their degrees in three years. While in residence, students will be expected to concentrate on their own research and writing and will not be permitted to serve as research or teaching assistants to Law School faculty or programs.

Admissions Standards and Process

All admissions decisions will be made by the Law School’s SJD Committee, consisting of faculty and admissions representatives, in consultation with the faculty member committed to serving as the candidate’s dissertation adviser.

Applicants to the SJD degree program must have earned a JD degree from an American law school or they must have earned an LLM from a program in the U.S. or another common law country. The SJD admissions committee will be given limited discretion, however, to consider applicants with graduate degrees from institutions outside the common law world and from experienced members of the judiciary, universities, or public service organizations if that experience is an adequate substitute for an LLM degree and if it indicates likely success in the SJD program.

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6 The one-credit dissertation course will be modeled after the existing 800 Dissertation courses available at the University’s graduate level.
Applicants will be required to submit a detailed statement of purpose or preliminary dissertation proposal, published work or a writing sample of publishable quality, transcripts, at least two academic or professional letters of recommendation, and a complete CV. Applicants will not be admitted to the program unless the SJD Committee finds an appropriate Law School faculty member who is willing to serve as dissertation adviser and two other colleagues, one of whom could come from another University department, to serve on the student’s dissertation committee.

Applicants must also demonstrate excellent English writing skills and a thorough understanding of the subject matter discussed in the dissertation proposal. In most cases, an interview by phone or web conferencing will be required of applicants, depending on their experience and training.

**ADVISING AND COUNSELING**

All SJD students will have a dissertation supervisor who is primarily responsible for their study and research. During their first year in the program, SJD students will meet with their supervisors each week in an individual Directed Research seminar, which will focus on the student's development of a dissertation proposal and research plan, and which may in the second semester include writing. Both the SJD Legal Research and Legal Scholarship Seminars taken in that first year will require written work and assessments of student progress towards a detailed research and writing proposal for the dissertation. The SJD Director will also be available to meet with students on a regularly scheduled basis.

**D. SJD PROGRAM ENROLLMENT**

The Law School’s proposed SJD degree will be open to all qualified students, whether trained in the U.S. or at international institutions. Most applicants to the program will be international, especially law teachers, government lawyers, and policy makers, who need to develop specialized legal expertise and who may be required to earn higher degrees to advance their careers. We expect that the largest number of applicants will come from East and Southeast Asia, where the Law School already has many personal as well as institutional ties. Few such applicants could take leave or find funding to complete a long PhD program, even if this were the standard in the legal world, so a one-year residence requirement will be ideal for them.

Although most students will be foreign-trained, the SJD program will also offer opportunities for American JD graduates. The design of the program will benefit Hawai‘i residents, giving them the opportunity to pursue an advanced research degree in Hawai‘i in areas of great importance to the University and the State, including environmental, Native Hawaiian and business law--and to do so at resident tuition rates.

**EVIDENCE OF STUDENT INTEREST**

Since the Law School graduated its first class of LLM students in 2004, our international students have regularly inquired about the opportunity to continue their legal studies and to pursue an SJD degree at
the Law School. As part of the preparation for this proposal, we surveyed our LLM graduates as well as current LLM students and found that a number remain interested in pursuing the degree themselves or would recommend the SJD program to others. For example, five out of our current eleven LLM students expressed strong interest in applying to the SJD, and all said they would recommend the program to others. Several LLM graduates also phoned or wrote the Director of International Programs directly to ask when they could apply—even though they did not complete the survey.  

In addition, colleagues who travel to Asia are frequently asked when the Law School will introduce an SJD program, and we often receive direct inquiries from potential applicants. The Law School has now signed MOUs with Ateneo Law School in Manila and the Department of Foreign Affairs in the Philippines to train their young law professors and international lawyers and they are very interested in our SJD as well as LLM programs. We look forward to more close cooperation with universities in Asia, particularly in China and Indonesia. The Law School has cooperation agreements with the Beijing Foreign Studies University Law School, and we are working with them to find support for their graduate students to pursue LLM and SJD degrees at the University. Colleagues visiting Indonesian universities, where the best law students seek to pursue an international graduate degree, have also found strong interest in the possibility of studying in Hawai‘i—and we have already received requests to apply from excellent Indonesian candidates. Our visiting colleagues from Korea, from Seoul National and Sogang universities, for example, have also encouraged the Law School to introduce an SJD degree, recognizing our internationally known specializations, strategic location, and strong supervision, as well as the personal attention that they know our faculty provide to students.

As indicated in this proposal, the SJD program will be open to American JD graduates, even if most applicants are international, and in some research areas we have found strong domestic applicant interest in pursuing an SJD. Over the years, especially during the last six months, the Director of the Ka Huli Ao Center for Excellence in Native Hawaiian Law has spoken with Law School alumni who graduated before the Center was established. Many of them asked whether they could return to obtain a qualification in Native Hawaiian law. The Center runs an excellent program and the Law School would be the ideal place to offer an advanced research degree to nonresidents as well as to Hawai‘i residents.

The anticipated number of the inaugural SJD cohort will be 6-10, with the goal of expanding the number of students somewhat in subsequent years.

<table>
<thead>
<tr>
<th>Projected Enrollment</th>
<th>FY 2016-17</th>
<th>FY 2017-18</th>
<th>FY 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>New students</td>
<td>6 students</td>
<td>12 students</td>
<td>18-20 students</td>
</tr>
<tr>
<td>Continuing students</td>
<td>N/A</td>
<td>5-6</td>
<td>11-13</td>
</tr>
</tbody>
</table>

7 Results of the survey indicating interest in the SJD program are attached in Appendix VII.
EXPECTED SERVICE TO NON-MAJORS

The Law School's international LLM students and international JD students take all or almost all of their courses with our regular JD students, and their different perspectives add greatly to class discussion. Some students also work as research assistants with faculty colleagues, many of whom conduct international and comparative research. Beginning with the first class in the fall of 2003, international LLM students have participated enthusiastically in the Law School's activities, something that is also appreciated by our Hawai'i students, many of whom are interested in working internationally or in engaging in comparative study even if they cannot pursue these professional interests abroad. Although the SJD students will take fewer courses and their focus will be on their dissertation proposals during the required year in residence, they will be encouraged to become active members of the Law School academic and professional community.

Overall, international SJD students will have many opportunities to interact with American JD and other law students during their time in residence, which will add to their understanding of different legal systems and cultures, as well as to the possibilities for further study in specialized areas.

E. RESOURCES REQUIRED AND RESOURCES AVAILABLE

The SJD program will not require additional resources in terms of faculty, facilities, or library materials and it can be run with only minimal additional expenses.

No student will be admitted to the SJD program unless a suitable and willing adviser can be found among members of the Law School, so the SJD program will not require the hiring of additional faculty. Law School faculty members strongly support the introduction of the SJD program; they voted unanimously to approve this proposal. We have also surveyed our colleagues for their interest in supervising SJD students and received enthusiastic responses. Most colleagues are willing to take SJD students in their areas, and many are eager to do so. Most courses of interest to SJD students are small seminars in which their expertise and experience would be welcome and in which such advanced students can easily be accommodated. In addition, the Law Library is well staffed with excellent librarians who are experienced in working with international students and addressing individual research needs.

The Law School faculty now numbers more than thirty members, greatly expanded from a decade ago, and consequently we offer a depth of expertise in some of the most important areas of law likely to be attractive to SJD students. While faculty members can offer a diverse list of specialties to prospective applicants, they are especially strong in certain core specializations, including international law (private and public, in many areas); environmental, energy and climate change issues; comparative law (Asia and the Pacific in particular); Native Hawaiian law; constitutional law, civil rights, and anti-discrimination law; human rights and humanitarian law; law and psychology; and business law, including contracts employment law, trusts and taxation, and negotiation and alternative dispute
resolution. Some colleagues have PhDs in other disciplines and other interdisciplinary training and they are eager to take SJD students with similar research interests. Many colleagues are well known internationally for their areas of expertise, but we will also list them and the specific areas they are willing to supervise on the website.

The Law School has ample facilities and support for the SJD students, especially because most students will be in residence for only one year or, in some cases, for two years. The Law Library can provide an individual carrel for all SJD students who would like to have one. The Library collection exists in mixed media, with a heavy reliance on legal databases for access to domestic, foreign, and international primary collections and specialized commentaries. SJD students will be issued individual accounts for the most popular resources and can be given access codes for more specialized databases, which may usually be accessed remotely. The Law Library’s collection in our areas of specialization is strong, including international and comparative law (particularly relating to Asia and the Pacific), environmental and Native Hawaiian law. Hamilton Library resources will also be available for SJD students, depending on student research interests. In addition, most international students will return to their home countries to complete their dissertations and will have access to local materials that UHM libraries may not carry.

In summary, the Law School's resources in terms of faculty, classrooms, and course offerings are sufficient to meet the expected demands of the SJD program. The Law School estimates a negligible additional cost (about $500 a year) needed for supplies and advertising.

**PROGRAM COSTS AND REVENUE**

The proposed estimated budget, including tuition, is comparable to SJD programs at other universities that are likely to compete for the same applicant pool.

The program will focus on training legal scholars and foreign law school faculty members rather than lawyers, which means that expectations for professional income will be considerably lower than for typical JD and LLM students.

The majority of the SJD cohort will be international students with limited financial resources who also will not be eligible for federal financial aid, including loans. In addition, the Law School cannot offer graduate assistantships or fellowships to SJD students. Unless the students receive outside scholarships, they will be responsible for the entire cost of their degrees plus the high cost of living expenses in Hawai‘i.

Continuing SJD students will enroll in fewer credits after the first year as they advance to the dissertation phase of the program. They will register for the Law Dissertation course (1 credit) each semester until they submit their dissertations. The program does not impose additional hiring costs nor

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8 A list of areas of expertise among faculty advisers is attached in Appendix VI.
require any increase in salaries for faculty and other personnel. The current staffing at the Law School readily allows for a redistribution of duties of the existing faculty and administrative staff.

Because the SJD is the law school equivalent of a PhD program, the proposed SJD tuition is based on the standard graduate tuition rate for UH Mānoa, including the modest tuition increases in the proposed tuition schedule for 2016-2020.

Estimated annual expenses to implement the program will be:

- Publication of informational and promotional materials = $500
- Increased workload for the existing faculty:
  - FY 2016-17
    - SJD Seminar instructor and advisor = 25% of the current teaching load = $32,355
  - FY 2017-18
    - SJD Seminar instructor and advisor = 25% of the current teaching load = $32,355
    - Other dissertation advisors = 10% of the current teaching load = $12,942 x approx. 4 advisors= $51,768
  - FY 2018-19
    - SJD Seminar instructor and advisor = 25% of the current teaching load = $32,355
    - Other dissertation advisors = 10% of the current teaching load = $12,942 x approx. 8 advisors= $103,536
- Increased workload for the administrative staff and faculty support unit = approximately 8% time commitment of 1 existing staff member = $6,095

  *Salaries are increased by 4%/year for inflation per the cost template instructions.

The Law School is able to accommodate up to 25 SJD students with existing resources. Most of the program costs are closely tied to instruction and enrollment, so if the anticipated enrollment does not materialize, the costs will decrease. Furthermore, the resources and program costs associated with the second and third year students will be lower as the students will focus their attention on writing and will not be enrolled in regularly scheduled classes.  

F. EFFECTIVENESS OF THE PROGRAM

STUDENT SUPPORT AND ASSESSMENT

SJD programs are very selective and the students are given intensive support from their dissertation supervisors and committee. Because most students will be international and will want to complete their dissertations within the three-year time frame, the Law School will introduce a series of measures to monitor their progress.

1. All incoming students will be required to attend an SJD orientation that will provide academic/curricular information, including the SJD program requirements, information and

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9 Detailed Program Cost and Revenue Spreadsheet is attached in Appendix IV.
resources, and Law School policies. Students who have not lived or studied in Hawai‘i will also be included in general Law School and Law Library orientation sessions.

2. The SJD director will meet with each student to confirm assignment of a dissertation adviser and discuss the required SJD Seminars.

3. At the beginning of each semester in residence, each student will meet with his or her dissertation adviser for specific course advising. As part of the required Directed Research course, all students will meet with their advisers every week.

4. Dissertation advisers will review the progress of each student at the end of each semester with the student and will update the student’s file.

5. Students will be graded on an A-F basis in every course taken for credit.

6. All students will complete an annual student review and survey, which will be reviewed by the dissertation adviser and kept in the student file. At the end of each academic year, dissertation advisers will be asked to report to the SJD Committee on the progress of each SJD student towards completion of the dissertation, as well as to discuss the result with the student.

PROGRAM ASSESSMENT

The SJD program asks students to meet certain requirements at key stages of their study and their dissertation research and writing, in addition to the goals set by individual advisers. Their progress towards the degree will be assessed at each of these stages. Thus, at the end of the first semester in residence, SJD students will have chosen or refined their dissertation topics, and at the end of their second semester they will each be expected to submit an outline of the proposed dissertation, together with a draft of the introduction.

By the end of the third year, students will ideally be able to submit a complete draft of the dissertation, although this will depend in large part on whether students can stay a second year in residence, which some students will not be able to do. By the end of the fifth year, all students will have submitted a completed dissertation. The dissertation supervisor will be required to report to the SJD committee on the student’s progress at the end of each year; a warning will be issued to a student for unsatisfactory progress.

CURRICULUM MAP

The following map shows the alignment between the student learning outcomes and the proposed curriculum for the SJD Program:
<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
<th>SLO 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Legal Writing Seminar</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Legal Research Seminar</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Directed Research</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Specialized Courses</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Dissertation Outline</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Year 2 &amp; 3</td>
<td>Meet and discuss research and writing progress with adviser</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Dissertation Draft</td>
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<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Final Written Dissertation Submission</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Dissertation Defense</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

- **Student Learning Outcome 1:**
  Conduct a literature and legal review in the student's chosen subfield of law and identify a topic on which s/he can make a substantial and original contribution to the existing body of knowledge and legal analysis.

- **Student Learning Outcome 2:**
  Refine the research topic in light of comments from faculty advisers and the results of the student's initial literature and legal review.

- **Student Learning Outcome 3:**
  Develop an effective research methodology and research plan.

- **Student Learning Outcome 4:**
  Conduct original research on the student's topic and related legal issues;

- **Student Learning Outcome 5:**
  Write a dissertation of publishable quality that makes an original and substantial contribution to legal scholarship in the candidate’s field.

**G. CONCLUSION**

The SJD program at the William S. Richardson School of Law will be an important addition to the Law School’s growing international programs and will help advance the University’s strategic goals to “promote faculty and student research and scholarship; improve research infrastructure; invest in key areas of research and scholarship.” The Program already enjoys the enthusiastic support of the Law School faculty and alumni, as well as the legal community in Hawai‘i and Asia, and we intend to build on this momentum to attract high-caliber international students to the University.
APPENDICES

APPENDIX I: REQUEST FOR AUTHORIZATION TO PLAN
JULY 21, 2015, APPROVED ON JULY 29, 2015

APPENDIX II: NOTICE FROM ABA ACCREDITATION COMMITTEE ACQUIESCING IN THE
ESTABLISHMENT OF THE SJD PROGRAM
FEBRUARY 11, 2015

APPENDIX III: SYLLABUS FOR LEGAL SCHOLARSHIP SEMINAR AND SYLLABUS FOR LEGAL WRITING
SEMINAR

APPENDIX IV: PROGRAM COST AND REVENUE SPREADSHEET

APPENDIX V: LETTERS OF SUPPORT FOR THE SJD PROGRAM

APPENDIX VI: AREAS OF EXPERTISE AMONG FACULTY ADVISERS

APPENDIX VII: RESULTS OF THE SURVEYS INDICATING INTEREST IN THE PROGRAM
1. **Department**

The William S. Richardson School of Law requests authorization to plan a new academic degree at the Law School: a Doctor of Juridical Science (SJD, *Scientiae Juridicae Doctor*). The proposal to establish the degree was submitted by the International Programs Committee and has the enthusiastic support of Dean Avi Soifer. The proposal was approved by the Law School faculty at its regular meeting on January 17, 2014.

2. **Planning Committee Chair and Members**

The Planning Committee includes:

- **Professor Alison Conner (JD, PhD)** – Planning Committee Chair
- Professor Diane Desierto (JD, LLM, JSD)
- Professor David Cohen (JD, PhD)
- Professor Carole Petersen (JD)
- Professor Tae-Ung Baik (LLB, LLM, JSD)
- Ms. Keiko Okuhara (BA, MA, MILS)
- Minara Mordecai (JD)
All members of the core planning committee have extensive experience in international education and in working with international students from Europe as well as from Asia. As indicated above, two of the members have doctorates in law (termed either SJD or JSD) and two have doctorates in other disciplines, so the group is familiar with the standards for both degrees.

3. Degree Description

The SJD will be the most advanced degree offered by the Law School. The SJD degree is the standard doctoral degree in law offered at American law schools, virtually none of which offer a PhD as their most advanced degree. It is primarily a research degree for those who teach or who wish to teach law abroad. Most law schools outside the United States require a doctorate — whether a PhD or SJD — as a condition of employment or promotion. Consequently, most candidates for the SJD degree in the U.S. are foreign law graduates who seek an academic career in their respective countries. Currently, over 40 law schools in the U.S. offer the SJD or JSD degree.

The William S. Richardson School of Law offers a Masters of Law (LLM) degree, which provides advanced training for foreign-trained legal professionals, including those who are preparing for academic careers—almost all SJD programs require completion of the LLM degree. The SJD degree achieves two objectives beyond what the Law School’s existing LLM program can offer. First, the focus of the SJD degree is on research and writing, and the program will require every successful candidate to produce a work of scholarship of publishable quality that makes a unique contribution to the legal scholarly literature. The SJD also will allow academics and other legal experts to hone their expertise within a specific legal field.

Admissions

The Law School’s proposed SJD degree will be open to all qualified students, whether trained in the U.S. or abroad. Few Americans traditionally participate in SJD programs; the JD is the highest required degree for virtually all purposes in the U.S., including teaching law, so those who plan academic careers generally prefer doctorates in another discipline. We thus expect that most SJD applicants will be foreign-trained, from countries in Europe and especially in Asia. The SJD applicants will be required to submit proof of the following:

- Successful completion of an LLM degree either from an American or a foreign law school, or a JD degree from an American law school;
- A strong academic record;
- A detailed statement of purpose or a dissertation proposal;
- Published work or a writing sample of publishable quality;
- At least two letters of recommendation from law faculty members.

Applicants must also demonstrate excellent English writing skills and a thorough understanding of the subject matter discussed in the dissertation proposal. In addition,
qualified applicants will not be admitted to the Program unless the SJD Committee can identify a suitable Law School faculty member willing to serve as academic advisor.

Admissions decisions will be made by the SJD Committee, consisting of faculty and admissions representatives, in consultation with the faculty member committed to serving as the candidate’s dissertation advisor.

**Program Structure**
The SJD will be a research-based degree with a minimum of one year in residence at the Law School. During that year, the SJD Committee Chair will teach SJD Legal Scholarship (fall semester) and SJD Legal Writing (spring semester) seminars, which will serve to provide students with general guidance and feedback on their developing research. The syllabus and curriculum will be organized by the chair of the SJD Committee, including frequent collaboration with other members of the SJD Committee and the Law Librarians. Both SJD seminars will be introduced as new courses (three to four credits); the general outlines, approved by members of the Planning Committee, are attached to this application. In addition, SJD students will be required to enroll in Directed Research (one to four credits) with their dissertation advisers. By the end of the first year, SJD students will be expected to submit their dissertation proposals and outlines for approval.

With the approval of their faculty advisors, SJD students may also enroll in courses related to their areas of research. After completion of the first year of the program, SJD students may advance to candidacy to complete their dissertations. They need not remain in residence to do so, although students will be encouraged to spend a second year in residence to concentrate on writing. All coursework prior to the dissertation phase will be graded.

The SJD students will be enrolled at the University as full-time students and will be responsible for appropriate tuition and fees until their degrees are conferred. All SJD students will be encouraged to complete their degrees within three years. Students will be expected to submit their completed dissertations at the end of the third year, but they will have up to five years to do so. Students who fail to complete the degree within five years will be required to petition the SJD Committee to be reinstated and to submit their dissertation.

### 4. Rationale and Demand for the Program

**Background for the SJD Program Development**
The International Programs Committee first began to discuss establishing an SJD Program in April 2013.¹

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¹ In April 2013 members of the International Programs Committee included: Professors David Cohen, Alison Conner, David Forman, Carole Petersen, and Faculty Specialist Spencer Kimura. In the fall of 2013 the Committee added two new members, Professors Diane Desierto and Tae-Ung Baik, both of whom hold JSD degrees (SJD equivalent) from ABA-accredited law schools.
The faculty serving on the Committee met on a monthly basis and carefully considered the advantages and any concerns in implementing such program. The Committee took into account the success of other SJD programs; the demand for the degree at our Law School based on discussions with current and former LLM students; the availability of resources; and the timeline for implementation.

The Committee unanimously agreed that the current timing for the introduction of an SJD program is excellent. The Law School now employs enough full-time faculty to offer depth in many important areas of legal research, and an SJD program will complement and support what is now a well-established LLM program that has already achieved an international reputation. An SJD program will contribute greatly to existing collaboration with major Asian law schools and enhance the Law School’s position as a center of research on Asian-Pacific law.

In January 2014, after consultation with many colleagues, the International Programs Committee submitted the SJD degree proposal to the Law School faculty, which enthusiastically supported the proposal and voted to approve it. The faculty agreed that the development of an SJD program will support the academic excellence of the Law School and will affirm its global reach.

**Purpose of and Rationale for the SJD Program**

The purpose of the SJD degree is to train future law school faculty members and policymakers who will conduct scholarly research and will work on law reform in foreign jurisdictions and the United States. For American-trained lawyers, an SJD degree offers the opportunity to pursue research in a specialized legal area leading to careers in policy and public service and can enhance their professional opportunities abroad. Moreover, Richardson Law students who wish to continue scholarly research after completing their degrees will contribute to unique legal scholarship of significance to our State, such as Native Hawaiian Law, Ocean and Maritime Law, Energy Law, and Pacific Asian Business Law.

Outside the U.S., American SJD degrees are generally regarded as prestigious because foreign policymakers often look to U.S. law and policy in reviewing and reforming their own laws and legal structures, and because many legal specialties may not be offered in their home countries. All SJD students will have the opportunity to develop their research and academic skills as well as to develop expertise in richly varied legal policy areas, which will serve them well in their future academic and government positions.

The SJD program will become an extension of and will help supplement the Law School’s current international LLM program. The LLM Program recently celebrated its 10th anniversary and boasts a strong and supportive alumni base around the globe with graduates from over 50 different countries. For international LLM students on an academic track, the SJD is a natural extension of their graduate studies. The SJD is usually a necessary terminal degree for a
successful teaching career in their countries of origin. Over the past ten years, the Director of International Programs has received many inquiries from LLM alumni wishing to pursue an SJD degree at Richardson Law. The stability of the Law School’s resources and the success of the LLM program have positioned us well to establish a doctoral degree as part of a comprehensive program of post-JD education.

International SJD students often receive at least some funding from their home countries and institutions to pursue their doctoral degrees. We anticipate that these SJD candidates will seek to study at the Law School because of our highly-regarded areas of expertise, notably in environmental law, international law, human rights, and business and commercial law, particularly in Asia and the Pacific. The Law School offers unparalleled depth in our expertise and experience in these areas. Because of the advanced level of training and scholarly expertise SJD students will bring, they also will contribute to research and teaching at the Law School.

International SJD students will have many opportunities to interact with American SJD and other law students during their time in residence, which will add to their understanding of different legal systems and cultures, as well as to the possibilities for further study in specialized areas.

Existing SJD/JSD Programs

Many U.S. law schools, particularly those at major research institutions, already offer the SJD (or JSD) degree. These include:

- Harvard Law School
  (http://law.harvard.edu/academics/degrees/gradprogram/sjd/index.html)
- Indiana University-Bloomington, Maurer School of Law
  (http://www.law.indiana.edu/degrees/graduate/requirements.shtml)
- University of California, Berkeley Law School (http://www.law.berkeley.edu/5653.htm)
- University of Chicago Law School (http://www.law.uchicago.edu/jsd-program)
- University of Iowa School of Law (http://www.law.uiowa.edu/sjd)
- University of Michigan Law School
  (http://www.law.umich.edu/prospectivestudents/graduate/degreeprograms/sjd/Pages/default.aspx)
- University of Wisconsin Law School
  (http://law.wisc.edu/grad/prospective/sjd/overview-sjd.html)

These programs attract competitive foreign applicants from across the globe. The William S. Richardson School of Law’s unique geographic location provides an opportunity for similar international academic partnerships, particularly with the legal communities in the Asia-Pacific region. At the same time, Hawai’i students can pursue advanced research degrees in law while
living and working at home. Overall, the establishment of the SJD program falls squarely in line with the University's strategic goals to "promote faculty and student research and scholarship; improve research infrastructure; invest in key areas of research and scholarship," as well as with our general commitment to attract high-caliber international students to the University.

5. Student Learning Outcomes

All successful SJD graduates will:

- Conduct research related to legal issues in their areas of expertise;
- Write and successfully defend a dissertation of publishable quality that makes an original and substantial contribution to legal scholarship in the candidate's selected field.

6. Similar Existing UH Programs (if any)

Currently, the University of Hawai'i does not offer a comparable doctoral degree in law. The LLM program is a one-year master's degree and is primarily practice-oriented.

7. Planning Period

The proposal to establish the SJD Program was approved by the Law School faculty at its regular meeting on January 17, 2014. The planning period has been ongoing and will extend through December 2015, with the goal of enrolling the inaugural class in August 2016. As part of the process, the Law School sought acquiescence from the American Bar Association – the Law School's accrediting agency – to establish a new non-JD program. In February 2015, the American Bar Association notified the Law School that it had granted acquiescence for the proposed SJD degree.2

During the planning phase, members of the SJD planning committee will prepare the SJD application form along with policies related to the application process. They will also assist in creating a new webpage dedicated to the SJD program. The program will be labeled as "Pending Approval" until full approval has been granted by the University of Hawai'i. The Law School's anticipated expenses during the planning period include: publication of print materials (in-house), creating a webpage (in-house), designing and sending promotional email campaigns to prospective applicants announcing the new program (in-house, $500), and the application fee for ABA acquiescence ($6,000).

The SJD program will be financially sustainable primarily because of its low operating costs; we expect that the revenue generated from tuition will cover much more than the expenses of the program.

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2 Standard 308 of the ABA states that an ABA-approved law school must obtain acquiescence prior to commencing a non-JD program.
8. Description of Resources Required

The anticipated number of SJD students will be 6-10. The SJD program will start with a small inaugural class, with the possibility of expanding the number of students in subsequent years once the program has been established.

- **Faculty (existing and new FTEs)**
  - No new full-time or part-time faculty will be required for the program. The faculty members who will serve as dissertation advisors will be assigned no more than two students and in most cases only one student per year (approximately 10% of faculty workload). The faculty teaching first-year SJD students will be assigned a reduced JD teaching course load to correspond with additional responsibilities.
  - The SJD Committee Chair or another member of the Committee will teach the SJD Seminars in both fall and spring semesters each year (approximately 25% of existing workload).

- **Library resources (estimate of current resources and additional resources required)**
  - Initially, no additional library resources will be required. The current Law Librarians will assist SJD students with research, although the incoming students will be expected to be skilled in advanced legal research. The Law School will acquire new library materials as needed, subject to further discussion with the Law Library staff.
  - The Richardson School of Law Library is a 30,000 square foot research center that seats more than 400 students. Our current student population, including non-JD students is 331. The Law Library has ample seating space and study carrels for post- and non-JD students who choose to study in the Law Library. The Library collection exists in mixed media, with a heavy reliance on legal databases for access to domestic, foreign, and international primary collections and specialized commentaries. All students are issued individual accounts for the most popular resources, and they are given access codes for more specialized databases upon request. Database contracts reflect the number of enrolled students at the school each year and are available remotely if students choose to do their research off-campus. Augmenting the student population through advanced degree programs will not negatively affect these services.

- **Physical resources (space, equipment, etc.)**
  - No additional space or equipment will be required. The Law School will be able to accommodate all SJD students within the existing facilities.
• Other: Faculty Support, Student Services
  o The SJD students will receive administrative support through the faculty support unit assisting the SJD Committee and thesis advisors. They also will have access to administrative offices at the Law School and the University, such as the Law School's career counseling, financial aid, student services, and the Law School registrar.

9. Projected Budget for the Program

The proposed estimated budget, including tuition, is comparable to SJD programs at other universities that are likely to compete for the same applicant pool. As a preeminent American law school in international and Asian law with strong connections in Asia and the Pacific, we anticipate that the SJD program will attract international students predominantly from the Asia Pacific region, especially Southeast Asia.

The program will focus on training legal scholars and foreign law school faculty members rather than lawyers, which means that expectations for professional income will be considerably lower than for typical JD and LLM students.

The majority of the SJD cohort will be international students with limited financial resources and ineligibility for federal financial aid, including loans. In addition, the Law School cannot offer graduate assistantships or fellowships to SJD students. Unless the students receive outside scholarships, they will be responsible for the entire cost of their degree plus living expenses in Hawai’i.

As mentioned in the Program Description section, continuing SJD students will enroll in fewer credits after the first year as they advance to the dissertation phase of the program. They will register for the Law Dissertation course (1 credit) each semester until they submit their dissertations.³

³ The one-credit dissertation course will be modeled after the existing 800 Dissertation Courses available to other graduate students at the University. However, we are aware that the one-credit dissertation and thesis courses are currently under review.
<table>
<thead>
<tr>
<th>PROJECTED REVENUES</th>
<th>FY 2016-17</th>
<th>FY 2017-18</th>
<th>FY 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Projected Enrollment</strong></td>
<td>6 students</td>
<td>12 students</td>
<td>18-20 students</td>
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<tr>
<td>New students</td>
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<td>7</td>
<td>7</td>
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<tr>
<td>Continuing students (advanced to candidacy)</td>
<td>N/A</td>
<td>5-6</td>
<td>11-13&lt;sup&gt;a&lt;/sup&gt;</td>
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<tr>
<td><strong>No. of Credits per Student</strong></td>
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<tr>
<td>New students</td>
<td>16 (8 per semester)</td>
<td>16 (8 per semester)</td>
<td>16 (8 per semester)</td>
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<tr>
<td>Continuing students (advanced to candidacy)</td>
<td>N/A</td>
<td>2 (1 per semester)</td>
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<tr>
<td><strong>Tuition Rate per Credit (Proposed)</strong></td>
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<tr>
<td>Resident</td>
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<tr>
<td>Non-resident</td>
<td>$1,532</td>
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<tr>
<td><strong>Total Tuition per Student per Year</strong></td>
<td></td>
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<tr>
<td>New students (Resident/Non-resident)</td>
<td>$10,192/$24,512</td>
<td>$10,192/$24,512</td>
<td>$10,192/$24,512</td>
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<tr>
<td>Continuing students (Resident/Non-resident)</td>
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<td>$1,274/$3,064</td>
<td>$1,274/$3,064</td>
</tr>
<tr>
<td><strong>Total SSH (Student Semester Hours)</strong></td>
<td>96 (48 per semester)</td>
<td>124 (62 per semester)</td>
<td>138 (69 per semester)</td>
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<td><strong>Total Revenue from Tuition&lt;sup&gt;5&lt;/sup&gt;</strong></td>
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<td><strong>TOTAL Revenues</strong></td>
<td>$147,072</td>
<td>$186,968</td>
<td>$211,416</td>
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<table>
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<th>PROGRAM COSTS</th>
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<th>FY 2017-18</th>
</tr>
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<tr>
<td>Faculty w/o fringe</td>
<td>$32,355</td>
<td>$84,123</td>
<td>$135,891</td>
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<td>Other personnel costs w/o fringe</td>
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</tr>
<tr>
<td>Other: Publication of promotional materials</td>
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<td><strong>TOTAL Expenses</strong></td>
<td>$38,950</td>
<td>$90,718</td>
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**Program Costs Narrative**

The faculty and other personnel costs listed in the table above do not represent any additional hiring or increase in salaries. These are existing Law School expenses. The current staffing at the Law School allows for a redistribution of duties of the current faculty and administrative staff.

<sup>a</sup> Estimate is based on possible attrition.

<sup>5</sup> The majority of the SJD cohort will be non-resident international students. Consequently, we base total projected tuition revenue on the non-resident tuition rate.
Estimated annual expenses to implement the program will be:

- Publication of informational and promotional materials = $500
- Increased workload for the existing faculty:
  - FY 2016-17
    - SJD Seminar instructor and advisor = 25% of the current teaching load = $32,355
  - FY 2017-18
    - SJD Seminar instructor and advisor = 25% of the current teaching load = $32,355
    - Other dissertation advisors = 10% of the current teaching load = $12,942 x approx. 4 advisors = $51,768
  - FY 2018-19
    - SJD Seminar instructor and advisor = 25% of the current teaching load = $32,355
    - Other dissertation advisors = 10% of the current teaching load = $12,942 x approx. 8 advisors = $103,536
- Increased workload for the administrative staff and faculty support unit = approximately 8% time commitment of 1 existing staff member = $6,095

The Law School will be able to accommodate up to 25 SJD students with existing resources. Most of the program costs are closely tied to instruction and enrollment, so if the anticipated enrollment does not materialize, the costs will decrease. Furthermore, the resources and program costs associated with the second and third year students will be lower as the students will focus their attention on writing and will not be enrolled in regularly scheduled classes.

10. Impact on Current Courses or Programs

The SJD degree will have minimal impact on existing courses and other programs at the Law School at the UH Mānoa campus. The focus of the SJD program is overwhelmingly on the individual research and dissertation writing. In addition, the program will be highly selective, and the anticipated enrollment of SJD students will be less than 5% of the Law School’s total student body.

JD students will continue to have priority enrollment in all JD courses. The SJD policy and program description will stipulate that the SJD students may enroll in JD courses only with the permission of the course instructor and the faculty advisor.

The Law School will create new SJD Seminar courses restricted to SJD students and led by members of the existing law faculty, with guest lecturers. Because of the restricted SJD class
size (6-10 students each year) and topic-specific advising, no new faculty or administrative staff will be required to support the SJD program.

11. Multidisciplinary

This program will not be multidisciplinary. SJD students will be permitted to audit courses outside the Law School only with the prior approval of their dissertation advisor as well as the individual course instructor.

12. Appendix: Course Descriptions

SJD Legal Scholarship Seminar [Fall Semester]

The SJD Seminar is designed to provide SJD students with an overview of legal analysis in a series of related fields. Through presentations by the instructor and by other law faculty members in different fields, the students will be introduced to different research approaches and areas of legal analysis. Appropriate introductions will be given to some of the principal research methodologies widely used in legal research, together with more detailed comment on those relevant to individual dissertations being proposed and undertaken by SJD students in the class. Introductions will be provided to the following: empirical methods of research, ethical standards and legal research, historical research, comparative legal research, case studies, and interdisciplinary research, among others. The seminar will guide and support SJD students to help them prepare and present their dissertation proposals. Each student will be expected to give a class presentation on her/his research question and preliminary proposal for feedback from the course instructor and classmates.

This seminar is required for all entering SJD students in the fall semester and will meet once a week, though additional sessions may be arranged, depending on student interest. Enrollment is limited to SJD students.

The most important student learning objectives for this course are: to provide students with the intellectual and methodological skills they will need to plan, research, write and publish their theses. In particular, the objectives are to assist students in enhancing their understanding of significant issues in current legal theory and awareness of theoretical approaches relevant to their research areas as they prepare feasible research plans, which address research aims, assumptions, methods, and possible findings.

Seminar Topics
Session 1: What is an SJD and How Does One Commence?
Session 2: Structuring and Writing a Dissertation
Session 3: Introduction to Empirical Methods in Legal Research
Session 4: Ethical Aspects of Legal Research
Session 5: Legal History: Research Aspects
Session 6: Comparative Legal Studies
Session 7: Case Studies
Session 8: "Law in Context" Approaches
Seminar 9: Comparative Legal Theory: Natural Law and Positivism
Seminar 10-11: Comparative Legal Theory: Individual Theories and Legal Development
Seminar 12: Legal Research in Common Law and Statutes, including Statutory Interpretation

**SJD Legal Writing Seminar [Spring Semester]**

This seminar follows on the SJD Legal Scholarship Seminar, in which all SJD students enroll during their first semester. The seminar will include participation by the law librarians to discuss advanced legal research techniques and materials. Research approaches and relevant materials for each candidate will be reviewed and discussed. Attention will be given to structuring the dissertation, citation style, avoiding plagiarism, complying with copyright requirements, and arranging for publication of dissertation chapters and/or monographs. Each student will present her/his revised dissertation proposal and outline for comment and discussion by the instructor and the group.

This seminar addresses some of the mechanics of preparing a dissertation, including an advanced introduction to University of Hawai‘i library resources; Open Access publishing; data collection by downloading online sources, filming and editing materials, preparing draft legislation or treaties, using the media to publicize aspects of your dissertation, possible post-doctoral opportunities, and getting your dissertation published (including writing a book proposal, whom to approach for publication, law review publication, SSRN publication, and others).

The seminar is required for all entering SJD students in the spring semester and it will meet once a week, with special sessions to be arranged depending on the interests of the students. Enrollment is limited to SJD students.

The most important student learning objectives for this course are: to provide students with the intellectual and methodological skills they will need to research, write, and publish their theses and to think broadly and creatively about the best way to answer their research questions; in particular, to assist students to enhance their ability to prepare and execute feasible research plans and to write and revise their SJD dissertations.
Seminar Topics
Session 1: Legal research and library sources
Session 2: Planning the argument and working on first draft
Session 3: Correct citation practices; use of sources and avoiding plagiarism
Session 4: Bluebooking of sources
Session 5: Bluebooking (con’t) atypical sources
Session 6: Review of legal resources and methods
Session 7: Structuring and writing a dissertation
Session 8: Planning the argument and first draft; legal analysis vs. descriptive writing
Session 9: Discussion of outlines and working bibliographies
Session 10: Planning the bibliography
Session 11: Editing drafts of the dissertation
Session 12: Revision and publication of the SJD dissertation
Session 13: Individual candidate meetings on outlines
Session 14: Oral presentations of project.
APPENDIX II: NOTICE FROM ABA ACCREDITATION COMMITTEE ACQUIESCING IN THE ESTABLISHMENT OF THE SJD PROGRAM

February 11, 2015

Chancellor Robert Bley-Vroman
University of Hawaii at Manoa
2500 Campus Road
Honolulu, HI 96822

Dean Aviarn Soifer
University of Hawaii at Manoa
William S. Richardson School of Law
2515 Dole Street
Honolulu, HI 96822

Dear Chancellor Bley-Vroman and Dean Soifer:

Attached please find the decision of the Accreditation Committee at its meeting on January 22-24, 2015, with respect to the application of the University of Hawaii, William S. Richardson School of Law, for the establishment of a S.J.D. (Doctor of Juridical Science) degree.

Ms. Charlotte Stretch, Assistant Consultant, recused herself from participation in the Committee's consideration of this matter.

Please feel free to call me, Deputy Managing Director William E. Adams, Executive Assistant Cathy A. Schrage, or Paralegal Shirley A. Gonzalez if you have questions or need clarification or guidance.

Sincerely yours,

Barry A. Currier
Managing Director of Accreditation and Legal Education

Attachment
APPENDIX III: SJD SEMINARS

William S. Richardson School of Law
University of Hawai‘i at Mānoa

Law XXX SJD Legal Writing Seminar, Spring 2016 (V3-4 credits)
Monday 10:00am-12:30pm at SRX

William S. Richardson School of Law
University of Hawai‘i at Mānoa
2515 Dole Street,
Honolulu, HI 96822-2350
(808) 956-xxxx
xxxxx@hawaii.edu

Office hours:
Tuesday and Thursday at 2:00pm - 3:00pm,
Or by appointment

Course Materials

• John C. Dernbach et al., A PRACTICAL GUIDE TO LEGAL WRITING & LEGAL METHOD (5th ed. 2013).
• Online course reading materials assigned (Students can download the readings from Lau Lima (https://lauim.hawaii.edu/portal) with his or her UH id and password).
• Additional readings if assigned in class.

Scope and Objectives of the Course

The SJD Legal Writing Seminar is designed to provide SJD students with an overview of fundamentals for academic writing skills and opportunity to improve their writing of dissertations.

Designing a research plan and learning about the proper use of relevant materials for academic writing will be important part of the session. Attention will be given to structuring the dissertation, citation style, avoiding plagiarism, complying with copyright requirements, and arranging for publication of dissertation chapters or a monograph. Each student will work on a sample writing based on the dissertation and will submit the revised version for comment and discussion by the instructor and the group.

This seminar addresses some of the mechanics of preparing a dissertation, including an advanced introduction to University of Hawai‘i library resources; Open Access publishing; data collection by downloading online sources, filming and editing materials, preparing draft legislation or treaties, using the media to publicize aspects of your dissertation, possible post-doctoral opportunities, and getting your dissertation published (including writing a book proposal, whom to approach for publication, law review publication, SSRN publication, and others). The seminar will include participation by the law librarians to discuss advanced legal research techniques and materials.

Course Requirements

• Class participation: 20%
• Preliminary sample writing and class presentation: 30%
• Final dissertation proposal: 50%

This seminar is required for all entering SJD students in the Spring semester and will meet once a week, though additional sessions may be arranged, depending on student interest. Enrollment is limited to SJD students.
Submission of preliminary sample writing

All students should prepare a preliminary sample writing, which could be the dissertation proposal, a chapter of the dissertation, or a manuscript of a law journal article. Each student must prepare his or her preliminary sample writing, approximately 20-page long during the first five sessions. An electronic copy of the assignment should be sent to the professor's email address, and a printed hard copy must be submitted to the faculty separately. The students shall also submit this assignment to his or her supervisor/committee for feedback.

Class presentation

Each student must give a presentation in a session (15 minutes maximum) the writing sample after circulating the sample writing for feedback from the course instructor and classmates.

Final paper submission

At the end of the course, each student must submit his or her revised writing as a final paper. The paper will be a completed dissertation proposal, a chapter of his or her dissertation, or a manuscript for a law journal publication maximum 20-page long excluding cover page and bibliography.

An electronic copy of the assignment should be sent to the professor’s email address, and a printed hard copy must be submitted by XXXXX. Make sure that you will submit this assignment to your supervisor/committee for feedback.

Attendance and Class Participation

Regular class attendance is required. Students must notify the Law School of any "excused" absence from class (see the forms on Students page & Student Handbook). Repeated unexcused absences may have your grade significantly reduced, and may result in failing the course.

Class participation will count for 20% of your grade. Discussion is an important element of the course. Students are expected to read assigned readings and to participate in class discussions.

The use of cell phones/laptop/electronics/internet in the classroom will be allowed only for note-taking and other class-related activities to enhance the learning environment avoiding any distractions.

Title IX Policy

The William S. Richardson School of Law recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy educational environment, and should I learn of any sexual misconduct I must report the matter to the Title IX Coordinator, who oversees the University’s centralized review, investigation, and resolution process for reports of sexual misconduct, and also coordinates the University’s compliance with Title IX. If you want direct services offered by confidential resources within the University, you are encouraged to contact the following resources: University Health Services Mānoa, 808.956.8965, 1710 East-West Road; Counseling & Student Development Center, 808.956.7927, 2600 Campus Road QLCSS 312; Office of Gender Equity, 808.956.9977, 2600 Campus Road QLCSS 210.

Seminar Schedule

Session 1:
Overview and Introduction: Guest Speaker-
- Seminar overview
- Discussion on research topic and plan of research

Session 2:
Legal research and the use of library sources
Guest speaker: Law librarian
Reading assignment:

Session 3:

Page 33
Legal Method and Legal Analysis
Reading assignment:
  ➢ John C. Dernbach et. al., A PRACTICAL GUIDE TO LEGAL WRITING & LEGAL METHOD 57, 137 (2013)

Session 4:
Fundamentals of Legal Writing
  ➢ John C. Dernbach et. al., A PRACTICAL GUIDE TO LEGAL WRITING & LEGAL METHOD 139, 255 (2013)

Session 5:*
"My Dissertation Research"
Guest speaker: Prof. XXX’s experience
Reading assignment:

* Preliminary writing sample is due.

Session 6:
Blue-booking1 - principles
Student’s Presentation 1
Reading assignment:

Session 7:
Blue-booking 2 - exercise
Student’s Presentation 2
Reading assignment:

Session 8:
Developing arguments 1 - International Court of Justice Jurisprudence
Guest Speaker: TBD
Student’s Presentation 3
Reading assignment:

Session 9:
Developing arguments 2 - U.S. Constitutional jurisprudence
Guest Speaker: TBD
Student’s Presentation 4
Reading assignment:

Session 10
Writing 1 - Work habits and other tips
Guest Speakers: TBD
Student’s Presentation 5
Reading assignment:
  ➢ TBD.

Session 11
Writing 2 - Footnote and bibliography
Guest Speakers: TBD
Student’s Presentation 6
Reading assignment:
  ➢ TBD.

Session 12:
Editing and Polishing
Student's Presentation 7
Reading assignment:
  > TBD.

Session 13:
Publication of the SJD dissertation
Guest Speaker: Professor XXX speaks on his new publication
Student's Presentation 8
Reading assignment:

Session 14:
Conclusion: Open discussion on dissertation research and writing
Law XXX SJD Legal Scholarship Seminar, Fall 2016 (V3-4 credits)
Monday 10:00am-12:30pm at SRX

William S. Richardson School of Law
University of Hawai‘i at Mānoa
2515 Dole Street,
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Scope and Objectives of the Course

The SJD Seminar is designed to provide SJD students with an overview of legal analysis in a series of related fields. Through presentations by the instructor and by other law faculty members in different fields, the students will be introduced to different research approaches and areas of legal analysis. Appropriate introductions will be given to some of the principal research methodologies widely used in legal research, together with more detailed comment on those relevant to individual dissertations being proposed and undertaken by SJD students in the class. Introductions will be provided to the following: empirical methods of research, ethical standards and legal research, historical research, comparative legal research, case studies, and interdisciplinary research, among others. The seminar will guide and support SJD students and help them to prepare and present their dissertation proposal.

The most important student learning objectives for this course are: to provide students with the intellectual and methodological skills they will need to plan, research, write and publish their thesis. In particular, the objectives are to assist students in enhancing their understanding of significant issues in current legal theory and awareness of theoretical approaches relevant to their research areas and preparing feasible research plans, which address research aims, assumptions, methods and possible findings.

Course Requirements

- Class participation: 20%
- Class presentation: 20%
- Preliminary Bibliography and Abbreviated Literature Review: 20%
- Final dissertation proposal: 40%

This seminar is required for all entering SJD students in the fall semester and will meet once a week, though additional sessions may be arranged, depending on student interest. Enrollment is limited to SJD students, but the sessions may be open to the LL.M. students, visiting scholars, and other members of the law school community.
Preliminary Bibliography and Abbreviated Literature Review

All students should prepare a preliminary, organized bibliography for the dissertation proposal focusing on 20 to 25 selected works (books and articles) and relating how they further the dissertation research objectives. Each of the works should be briefly annotated.

An electronic copy of the assignment should be sent to the professor’s email address, and a printed hard copy must be submitted to the faculty separately. The students shall also submit this assignment to his or her supervisor/committee for feedback.

Class presentation

All students must give a class presentation (15 minutes maximum) on their research question and preliminary proposal for feedback from the course instructor and classmates.

Dissertation Proposal and Methodology Statement

Each student will prepare a substantial proposal and methodology paper at the end of the course. This will be a maximum 20-page paper in which he or she lay out: the research questions, objectives, conceptual framework for the selected legal topic, methodological approach and the justification for it, and a brief summary of the main concepts of the dissertation.

An electronic copy of the assignment should be sent to the professor’s email address, and a printed hard copy must be submitted by XXXXXX. Make it sure that you will submit this assignment to your supervisor/committee for feedback.

Attendance and Class Participation

Regular class attendance is required. Students must notify the Law School of any "excused" absence from class (see the forms on Students page & Student Handbook). Repeated unexcused absences may have your grade significantly reduced, and may result in failing the course.

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Seminar Schedule

Session 1:
Overview: What is an SJD and How Does One Commence
  ➢ Seminar overview
  ➢ Your research topic and plan of research
Library and other practical matters

Session 2:
The nature of legal scholarship
Reading assignment:

Session 3:
Structuring and Writing a Dissertation
- Sample dissertations.
- Research skills
- Resource managements

Session 4:
Introduction to Empirical Methods in Legal Research
Reading assignment:

Session 5:
Judicial interpretation: literalism, original intent, doctrinal approach, and structuralism
Reading assignment:

Session 6:
Historical approach
Reading assignment:

Session 7:
Law and sociology, and critical legal theories
Reading assignment:

Session 8:
Law and economics
Reading assignment:
Session 9:
Feminist jurisprudence
Reading assignment:
- Max Travers course book, at 89-111.
- Reza Banakar and Max Travers, AN INTRODUCTION TO LAW AND SOCIAL THEORY (Oxford, 2002), at 135-188

Session 10
Comparative Legal Studies; Natural Law and Positivism
Reading assignment:

Session 11
Individual Theories and Legal Development

Session 12:
Ethical Aspects of Legal Research

Session 13:
Common Law, Statutes, and Statutory Interpretation

Session 14:
Empirical Legal Studies: Quantitative methods, analysis, qualitative methods
## APPENDIX IV: PROGRAM COST AND REVENUE SPREADSHEET

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<td>ENTER ACADEMIC YEAR (i.e., 2011-2012) Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters Degree, 5 yrs for Doctoral Degree)</td>
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<td>G. Tuition</td>
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<td>J. Net Cost (Revenue)</td>
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<td>Program Cost per SSH With Fringe</td>
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<td>K. Instructional Cost with Fringe/SSH</td>
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<td>K1. Total Salary FT Faculty/Lecturers</td>
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<td>K2. Cost Including Fringe of K1</td>
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<td>K3. Total Salary PT Lecturers</td>
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<td>K4. Cost Including fringe of K3</td>
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<td>L. Support Cost/SSH</td>
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<td>37</td>
<td>Non-instructional Exp/SSH</td>
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<td>System-wide Support/SSH</td>
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<td>Organized Research/SSH</td>
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<td>M. Total Program Costs/SSH</td>
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<td>N. Total Campus Expenditure/SSH</td>
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<td>K. Instructional Cost/SSH</td>
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<td>D. Comparable Cost/SSH</td>
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<td>Program used for comparison. PhD in Political Science (Social Sciences)</td>
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APPENDIX V: LETTERS OF SUPPORT FOR THE SJD PROGRAM

1. **Chief Justice Mark Recktenwald**
Hawai'i Supreme Court

2. **Professor Melody Kapilialoha MacKenzie '76,**
Professor of Law and Director of Ka Huli Ao Center for Excellence in Native Hawaiian Law
William S. Richardson School of Law

3. **Dean Sedfrey M. Candelaria**
Dean
Ateneo de Manila University School of Law
Manila, PHILIPPINES

4. **Professor Jae-Hyup Lee**
Professor of Law, Seoul National University
Seoul, REPUBLIC OF KOREA

5. **Professor Naoki Okada**
Associate Professor of Law
Aoyama Gakuin University Faculty of Law
Tokyo, JAPAN

6. **Professors Cao Yiqing and Guizhen Yan**
Tongji University School of Law
Shanghai, CHINA

7. **Professor Vivienne Bath**
Professor of Law,
The University of Sydney Faculty of Law
Sydney, AUSTRALIA

8. **Professor Seokwoo Lee**
Professor of Law
Inha University Law School
Incheon, REPUBLIC OF KOREA

9. **Professor Liming Chen**
Associate Professor of Law
Beijing Jiaotong University Law School
Beijing, CHINA

10. **Professor Chulwoo Lee**
Professor of Law, Yonsei Law School
Seoul, REPUBLIC OF KOREA

11. **Dean Hirofumi Ito**
Dean and Professor of Law, Aichi Law School
Nagoya, JAPAN

12. **Professor Jewan Kim**
Professor of Law
Korea University School of Law
Seoul, REPUBLIC OF KOREA

13. **Professor Russell Leu**
Vice Dean and Professor of Law
Beijing Foreign Studies University
Beijing, CHINA
December 18, 2015

Dean Aviam Soifer
William S. Richardson School of Law
University of Hawai‘i at Manoa
2515 Dole Street
Honolulu, HI 96822-2350

Dear Dean Soifer:

I am writing to offer my strong support for the effort by the William S. Richardson School of Law at the University of Hawai‘i to launch and to maintain a new degree program, a Doctor of Juridical Science (SJD). The law school already has established an impressive record in educating and serving our community in multiple ways. Without dwelling on its many successes over the past 40+ years of its existence, I wish to underscore the vital role it has played and can continue to play in the global exchange of people and ideas.

The law school's local, national, and global impact is unquantifiable; yet, its Masters of Law (LLM) program alone—with students from 50 different countries who have studied in Hawai‘i in the course of that program's twelve-year history—already has enhanced and helped to educate our community about the legal world beyond our shores. I am confident that the proposed SJD degree will bolster the law school's many strengths and will enhance the LLM and the new Advanced Juris Doctor programs as well. Simultaneously, the SJD program will advance global understanding and will increase appreciation for Hawai‘i, for our distinctive culture, and for our outstanding law school.

I am excited about this promising new addition to the law school's educational mission, and hope that it can be undertaken soon.

Sincerely,

MARK E. RECKTENWALD
Chief Justice

MARK E. RECKTENWALD
Chief Justice

MER:gng
January 26, 2015

Dean Aviam Soifer
William S. Richardson School of Law
2515 Dole Street
Honolulu, Hawai‘i 96822

RE: Proposed Doctoral Degree in Juridical Science (SJD)

Dear Dean Soifer:

I write to express Ka Hulì Ao’s enthusiastic support for the proposed Doctoral Degree in Juridical Science (SJD). As you know, Ka Hulì Ao is an academic center that promotes education, scholarship, community outreach and collaboration on issues of law, culture and justice for Native Hawaiians and other Pacific and Indigenous peoples. We see the proposed SJD as an opportunity for our graduates, as well as graduates of other law schools, both nationally and internationally, to continue to pursue their education and understanding of the complex issues facing Native Hawaiians and indigenous communities world-wide.

Several Richardson Law School graduates, who attended law school before Ka Hulì Ao was established, have approached me about returning to school to gain more understanding and knowledge of Native Hawaiian legal issues and earn a Native Hawaiian Law Certificate. That option is not currently available, but the SJD program could allow additional and more intensive study of Native Hawaiian and indigenous issues, and give these graduates an opportunity to earn an advanced degree. Moreover, the SJD program can support and serve as an incubator for new ideas and perspectives in indigenous law and has the potential to provide law graduates, particularly Richardson law graduates, with the skills and academic credentials necessary to gain teaching positions at the undergraduate, graduate, and law school level.

Finally, I have served on doctoral dissertation committees at the University of Hawai‘i–Mānoa and also for a student at the University of Waikato (Aotearoa-New Zealand) School of Law, and have felt that my own knowledge and scholarship have been greatly enriched by those experiences. Thus, I foresee that my colleagues and I at the William S. Richardson School of Law, will benefit greatly from supervising SJD students as they pursue their doctoral degrees.

Mahalo and again, I wish to express strong support for an SJD program at the Law School.

Sincerely,

Melody Kapilialoha MacKenzie
Professor and Director, Ka Hulì Ao Center
for Excellence in Native Hawaiian Law
25 January 2016

DEAN AVI SOIFER
William S. Richardson School of Law
University of Hawaii at Manoa
2515 Dole Street, Honolulu, HI

Re: Letter of Support for WSRSL's Proposed S.J.D. Program

Dear Dean Soifer,

I write to express the Ateneo de Manila University School of Law’s (ALS) support for the proposed Doctor of Juridical Science (S.J.D.) program of the William S. Richardson School of Law (WSRSL). ALS recently signed a Memorandum of Understanding on Collaboration, Cooperation, and Partnership for Cross-border Education, Research, and Exchanges with the WSRSL. Considering the reputation of the WSRSL and its academic programs, ALS considers this an important partnership as it advances its goals on research, faculty development, international student exposure, and law and policy reform.

Apart from the areas of collaboration mentioned, the proposed S.J.D. Program is of particular interest to ALS, particularly for our faculty members who have previously completed their Master of Laws degrees. It is worth mentioning that the WSRSL and the ALS have shared interests in the areas of business law, ASEAN law and integration, environmental law, and peace and conflict resolution, among others. The WSRSL is an excellent option for ALS faculty members and alumni to pursue their S.J.D. given these common areas of research, collaboration, and scholarly exchanges.

Should the S.J.D. Program be approved, I am positive that it would be one of WSRSL’s significant contributions to legal education and to the legal profession. We look forward to recommending potential students from the Ateneo to your S.J.D. Program.

Thank you.

Sincerely yours,

Sedfrey M. Candelaria
Dear Avi:

It is my great pleasure and honor to write a letter of support for the proposed SJD program at the William S. Richardson School of Law (WSRSL). I do so with full support and great enthusiasm.

I write in my capacity as a distinguished international lecturer who, for the last 10 years, has been a visiting scholar affiliated with WSRSL, teaching students and collaborating on research with the faculty. I have had ample opportunities to interact with law school community members as well as with foreign visitors, and to observe and experience the growth of various degree and curricular programs at WSRSL.

When I first came to WSRSL as a Fulbright scholar in Spring 2006, I did not realize the full breadth of what the Law School can offer. But I soon discovered a vibrant academic community with rich diversity in student and faculty composition and scholarly interests. The Environmental Law Program (ELP) is highly regarded around the country, and I have been fortunate to know and work with the first-class scholars at ELP. The Pacific-Asian Legal Studies (PALS) program is renowned for diverse faculty members who are active in research and teaching. Due to the University of Hawaii’s proximity to Asia, the PALS draws motivated students and an excellent group of visitors from throughout the Pacific Rim for teaching and research. There are abundant resources for diverse research at WSRSL. My wife Jisuk Woo—who is also a Professor at Seoul National University (SNU) in the Graduate School of Public Administration—and I regularly collaborate with scholars in jury studies and law and film studies by affiliating with the Culture and Jury Project and the Law and Film Institute at WSRSL.

As a keen observer of American legal education, I understand the many opportunities and challenges law schools are facing nowadays. Launching a new program requires careful consideration of many factors. However, the SJD Program at WSRSL will enhance both the quantity and quality of graduate degree programs, e.g., the LLM Program. The LLM Program at WSRSL has been immensely successful. It has attracted highly qualified candidates from outside of Hawaii, and the recently-established 2-year JD program stimulated further interest from foreign attorneys who wish to pursue American legal education and to obtain bar membership in U.S. jurisdictions within a shorter period of time.

In addition, the SJD Program will address the needs of those who pursue graduate degrees to fulfill their academic credentials. As in many countries with a continental law system, law schools in Korea require higher graduate degrees (e.g., Ph.D. or SJD) for faculty positions. At SNU, for instance, a growing number of JD graduates in Korea are applying for Ph.D. or SJD programs. The SJD Program at WSRSL will be particularly appealing to these aspiring scholars because of its
faculty resources in many internationally renowned subject areas (e.g., Asian law, environmental law) and its strategic location between Asia and the mainland U.S. Another strength is the relatively low tuition and the personal attention and strong supervision that the faculty members and the administration provide to students, for which WSRSL is rightly famous.

I strongly believe the SJD Program will help WSRSL to maintain its world-class reputation as a leader in global legal education. If you need further assistance, please do not hesitate to contact me.

Sincerely yours,

Jae-Hyup Lee, J.D., Ph.D.
Professor of Law
Seoul National University
January 24, 2016

William S. Richardson School of Law, The University of Hawai‘i
2515 Dole Street, Honolulu, HI 96822 USA

Dear Dean Aviam Soifer,

I'm very delighted to hear from one of my best friends, Mr. Spencer Kimura who as you know is my counterpart in the annual Study Tour in Hawai‘i, that your school is planning to launch an S.J.D. program.

Since the international exchange agreement with your school was enacted in 2012, both law schools have been in a greatly productive and friendly relationship that has made much progress in a variety of field. The annual Study Tour has made it possible for my students to learn American law intensively for two weeks at a prestigious law school, and acquire a balanced understanding of American legal practice in both government and private sectors. Application number for the tour has steadily increased, so that it has become the most popular short-term study abroad program at my school. This great success has borne abundant fruits. A symbolic one is Ms. Narumi Toho who, as you know, participated in the tour last march, then applied for your LL.M. program and has been admitted to the class of 2017. Her application was highly motivated by her experience throughout the tour, especially a great deal of academic resources in a wide range of legal expertise at your school and your faculties' enthusiasm for legal education with kind support to students.

I know that your school is highly recognized as a leading U.S. law school in such measures as superiority of educational environment (i.e. faculty-student ratio, diversity of faculty and student body, historical relations to the Hawai‘i islands) and the outstanding achievements in legal research and education by your faculty. Your school also has invaluable programs which provide students a comparative perspective on the increasingly important legal issues in the fast-changing world. I have been greatly interested in the Elder Law Program for which Professor James Pietsch has worked as director. Professor Pietsch annually teaches Elder Law to my students in the Study Tour, and I was deeply impressed by his lecture when observing my students taking his class. As you know very well, my country has been under intensive pressure to cope with the rapid aging of its population amidst the extremely low birthrate, and also expected to meet a huge variety of social demand, including medical care and the nursing of elderly people. Those challenges have required Japanese people to change the existing social structure by legislation and administrative actions in a substantial degree, but there have been vehement debate among them on whether they have appropriately and sufficiently come up with response measures to the problems. I'm convinced that what can be learned in the Elder Law Program helps them so much to find and implement better solutions, and to have more secure and bright prospects for the future.

I strongly believe that your S.J.D. program will successfully attract many students all over the world. I firmly think that the new program, along with your renowned J.D. and LL.M. ones, will not only enrich intellectual resources of your school very much, but raise the school's high reputation as a legal education and research institution much more both at home and abroad, of course, in Japan. I'm absolutely willing to recommend the S.J.D. program to my students, young colleagues at my school, and my friends who want to pursue more advanced law degree in the United States.

Sincerely

Naoki OKADA
Associate Professor of Law
Faculty of Law, Aoyama Gakuin University
Email: mail@naokiokada.com
Dean Avi Soifer
William S. Richardson School of Law
University of Hawaii/Manoa

Dear Dean Soifer:

We are writing as visiting scholars to the Law School this semester. We also know the University through the study abroad program based at Tongji University, and we have worked with Professor Alison Conner while she was in Shanghai.

During this visit, we have had a chance to visit different law classes and to participate in activities at the Law School. Among others, we are really interested in the graduate programs in this Law School, especially the SJD program since Tongji University School of Law also offers the Ph.D in Law program which is equivalent to your SJD program. As we have known through the conversation with Professor Conner, there are different ways of admitting and supervising doctoral studies between this Law School and Tongji Law School. We have learned about the proposed new SJD program that the Law School hopes to begin in the next year or so, and have discussed it with Professor Conner. We are enthusiastic about the possibility of sending our students and graduates to study in Hawaii.

With the globalization, China needs a large number of people who have a background of having studied abroad and experienced in international academic environment. We need both law professors and lawyers who have done his or her doctoral studies in western legal systems. The need decides opportunity. Therefore many Chinese law school graduates and lawyers are very interested in furthering their legal studies and earning final law degrees in western law schools.

The academic environment and the quality of the legal educational team of your Law School all heavily impressed us. We think it a wise choice for our students and graduates to do their SJD legal studies in your law school. We would recommend the SJD program to them. We would appreciate you if you could examine their application in a favorable way.

Sincerely yours

Cao Yiqing
Guizhen Yan

Professors of Law

Phone: 86-21-65983016; 86-21-65982644
Email: yiqingcao@yeah.net; guizhenyan@126.com
Vivienne Bath  
Professor of Chinese and International Business Law  
Director of the Centre for Asian and Pacific Law  
Director of Research, China Studies Centre  
4 February 2016

Dean Avi Soifer  
William S. Richardson School of Law  
University of Hawai‘i at Manoa  
2515 Dole St,  
Honolulu, HI, 96822-2350, USA

Dear Dean Soifer,

**Proposal to establish an SJD Program at William S. Richardson Law School**

I am writing in support of the William S. Richardson Law School’s proposal to establish an SJD program. Professor Conner has provided me with an outline of the program and its planned scope and I believe that an SJD at the University of Hawai‘i would be attractive both to Australian and to international law students. As you know, Sydney Law School and the William S. Richardson Law School have engaged in a number of successful collaborations in the past due to our joint specialisation in the area of Asian law. As a result of my visits, I am aware of the high quality of academic teachers and researchers at the Law School, and the wide and interesting range of areas in which the Law School has expertise—including international law, human rights, Asian law, environmental law and indigenous rights. The establishment of an SJD program would enhance the reputation of the Law School in these specialist areas, and raise the Law School’s research profile in the Asia-Pacific.

I am Director of the Centre for Asian and Pacific Law, academic members of which conduct research and offer subjects in Asian, Islamic and comparative law to domestic and international undergraduate and postgraduate students. There is considerable demand from Australian students, and also from a wide range of international students, for the opportunity to pursue further studies in the areas of Asian and comparative law, international law and the other areas outlined above. Australian students often pursue postgraduate studies outside Australia,
as students value the chance to broaden their educational horizons after doing a first law degree in Australia. I consider that for these students, it would be very attractive to have the opportunity to conduct postgraduate research overseas in a law school environment which is stimulating and diverse, and which, because of the compact size of the Law School, offers a flexible program with the opportunity to have a close working and learning relationship with academics who are experts in their field. The very reasonable proposal in relation to compulsory tuition, residence and fees should also be an advantage.

I would be very happy to recommend the program to students who wish to study at Hawai'i.

Best wishes,

Vivienne Bath
Dear Dean Aviam Soifer:

I am very pleased to submit this letter of interest in the proposal to implement an S.J.D. program at the William S. Richardson School of Law. I am a Professor of International Law, Inha University Law School, Korea (2003-present) and I serve as Chairman of both the Foundation for the Development of International Law in Asia (DILA) and the Development of International Law in Asia-Korea (DILA-KOREA). I have been taught in the J-term program at the Richardson Law School and have guest lectured in classes. I have enjoyed a very productive and cooperative relationship with the Richardson Law School for many years. Professor Jon Van Dyke was my mentor and we published several books and many articles together. Professor Van Dyke was Global Ocean Fellow, Inha University.

I have also worked closely with Professor Van Dyke's wife and colleague, Sherry Broder, who is also an expert in International Law and International Ocean Law, heads the Jon Van Dyke Institute of International Law and Justice, lectures at the law school and is an Adjunct Research Fellow at the East-West Center. In the past few years, Ms. Broder and I have worked to establish and promote the Jon Van Dyke Institute, collaborated on the convening of several academic conferences involving issues relating to the Asia Pacific Region both in Hawaii, Korea and other places, and worked on academic publications. We have been able to arrange for law students at both Inha and Richardson to assist in these various projects.

I have learned about the plans for the S.J.D. program at the Richardson Law School and think that it is an excellent idea. Inha University already has a close relationship with the University of Hawaii and the Richardson Law School, and from my experience Inha students would be very interested in continuing their legal studies there. In the past, LL.M students from Inha have studied at the Richardson law school and I have received positive reports about the learning environment and academic opportunities. I have recommended the Richardson Law School in the past to students and an S.J.D. program would provide more substantive reasons to recommend further study there.

The Richardson Law School has an international reputation for its scholarship in International Law, International Ocean Law, and International Human Rights. There is an Ocean Law Certificate offered to LL.M students and those LL.M students have participated in the activities of the Jon Van Dyke Institute. An S.J.D. Program would contribute to its academic and intellectual achievements and thereby enhance its reputation. Scholars in an S.J.D. Program must have the ability to conduct sustained and original academic or professional research at the highest intellectual level. I would strongly recommend an LL.M and a S.J.D. program at the William S. Richardson School of Law to Inha University law students for advance study.

Please do not hesitate to contact me should you have any questions.

Sincerely,

Seokwoo LEE
February 18, 2016

Dean Avi Soifer  
William S. Richardson School of Law  
University of Hawai‘i at Mānoa

Dear Dean Soifer,

I had finished my year as a visiting scholar at the Law School and came back to China several weeks ago. Thank you for your invitation and it is a most rewarding visit for me through the past whole year. I learned about your school from my colleague Prof. Luan Zhiyong, who also is a visiting scholar once to the William S. Richardson School of Law. As a visiting scholar I gained many things from Hawaii, especially from Prof. Alison Conner’s lessons. She is so diligent in her work which gives me deep impression. I also joined the lessons of Prof. Forman and Prof. Yamamoto.

In the communication with students and teachers I found it is very strong for your law school in international and comparative, business and environmental law. I gain a lot from library and discussion activities. So I was excited when Prof. Conner said that your school will offer the SJD. It is a good idea and I think it will provide an excellent opportunity for Chinese students, particularly academics, to pursue an advanced degree—and Hawaii would be a very good place for them to work on many research areas. You know we need our students to have international experience and we wish they have more knowledge of environment protection and administrative rules. I think your colleagues have been supportive and I would recommend the program to our students and friends. I really wish your school SJD program come true.

Best wishes,
Liming Chen  
Associate Professor  
Law School, Beijing Jiaotong University  
Haidian district, No.3 Shangyuan Cun  
Beijing, China. 100044  
Tel:86-10-51688714
February 5, 2016

Dear Dean Soifer

I am Chulwoo Lee, Professor of Law, Yonsei Law School, and Director of the Institute of Legal Studies at Yonsei University, Seoul, Korea. Solicited by Professor Tae-Ung Baik, a trusted colleague in legal academia, I am writing this letter in support of an S.J.D. Program at the University of Hawaii William S. Richardson School of Law.

Among many law schools that have strong international and comparative law programs, the William S. Richardson School of Law has an unusually rich faculty expertise in the field. I had the pleasure to meet Professor Alison Conner when she participated in the East Asian Law and Society Conference held at Yonsei Law School in 2011. Professor Mark Levin is a long-time friend of mine, whom I met a few months ago. Needless to say, Tae-Ung Baik is an invaluable asset to the transnational community of legal scholars between our two countries. I have visited the William S. Richardson School of Law several times, including participation in the Law and Society Association Annual Conference in 2012 and in a conference on Korean immigration to the United States in 2013. My recent conversation with Mark Levin reaffirmed that we should do much more to promote scholarly exchanges and cooperation between our two law schools.

I believe that the new S.J.D. program that the William S. Richardson School of Law is currently trying to implement will greatly add to its widely recognized international eminence. Based on my experience as a former Associate Dean of International Affairs at Yonsei Law School, in which capacity I cooperated with many law schools in the United States, I can assert with confidence that the program will be well-received by, and have strong appeal to, law students and scholars in South Korea and East Asia who are considering a study abroad. It will also give a boost to your already successful LL.M. program and, above all, contribute to synergizing the academic endeavors of various institutions specializing in comparative law in the Asia-Pacific region, with the William S. Richardson School taking the lead.

I enthusiastically support the idea of establishing an S.J.D. program at the William S. Richardson School of Law and express my willingness to assist in any way that the school thinks useful and appropriate.

Yours sincerely,

Chulwoo Lee, Ph.D.
Professor of Law, Yonsei Law School
Director, Institute of Legal Studies
Yonsei University
Phone: +82-2-2123-6025
Email: chulwoo.lee@yonsei.ac.kr
February 5, 2016

Aviam Soifer  
Dean and Professor of Law  
University of Hawai'i at Mānoa  
William S. Richardson School of Law  
2515 Dole Street Honolulu, HI 96822-2328

Dear Dean Soifer,

Here, I write a letter of support for your new SJD (Doctor of Juridical Science) program at WSRSL.

My first experience at WSRSL was in 1999 when I gave a lecture at the invitation of PALSO under the direction of Prof. Mark Levin. In 2013, I came back to WSRSL as a visiting scholar for one year to expand my research field. From my viewpoint, WSRSL has not hesitated to change itself ever since. Your challenges and changes will bring us a good opportunity to study law for various needs.

The programs that interest me the most are your LL.M. and SJD programs. Now I, as Dean of Aichi Law School, am responsible for our program to send out our excellent students to foreign law schools. The LL.M program at WSRSL is very attractive for my law students because it consists of a one-year program in an international environment in Hawai'i. WSRSL also offers the Study Tour program for Japanese law students in March. From novice to professional, WSRSL gives us a variety of choices to study law in a wonderful situation. For a novice, the Study Tour in Hawai'i, for an intermediate, LL.M and Advanced JD, and for a professional, the SJD. Now the SJD at WSRSL would complete the set of legal educational programs as a US law school.

Yes, I am happy to recommend the SJD and other programs to my law students and our young faculty members.

Sincerely yours,

Hofumi ITO  
Dean and Professor of Law, Aichi Law School
Jewan Kim  
Professor of Law, Korea University School of Law  
1-Anamdong 5Ga, Sungbuk-Gu, Seoul, Korea, 136-701  
jkim@korea.ac.kr  82-2-3290-1899  

Aviam Soifer  
Dean and Professor of Law  
William S. Richardson School of Law  
University of Hawaii at Manoa  
2515 Dole Street, Honolulu, HI 96822, USA  

January 31, 2016

Dear Dean Soifer:

My name is Jewan Kim, Professor of Law, Korea University School of Law. I teach civil law and other related subjects. I am writing this letter to support the idea of launching the S.J.D. program at the William S. Richardson School of Law, University of Hawaii at Manoa, after being told from Professor Tae-Ung Baik that you are currently considering it.

As you may know, the Republic of Korea is a country with civil law system. We believe that the function of the law schools should not be limited to educating future lawyers, and that it should contribute to [re-]producing future legal scholars. As you may know, the William S. Richardson School of Law has fine reputation among scholars and lawyers in Korea. I am sure that many people here will be puzzled why your law school does not have a doctoral program yet. Especially, knowing that you have great faculty members and courses in the area of international law, international human rights law, comparative law, and environmental law, I think you should use your resources to offer the S.J.D program so that more students will be benefitted from the opportunity that you can provide to deepen their knowledge in your institution.

Some of my law school graduates have been expressing their interests in studying at your school. Currently, Jae-Young Lee, a graduate from Korea University, is studying in the L.L.M.
program at the William S. Richardson School of Law. I heard that he was greatly enjoying the educational environment at your law school. The SJD program at your university will be considered as a good opportunity for international lawyers to strengthen their professional academic training through the intensive research, coursework, and dissertation writing. The S.J.D. program will be also strategically important for the growth of the University of Hawaii: It will not only help the lawyers and scholars to learn at your institution, but also it will allow your school community to have opportunities to broaden their vision through the consistent process of learning and teaching. Constant communications between scholars and students who have worked in diverse areas will stimulate the school members to achieve a greater academic development. That is why so many great law schools have established S.J.D. programs.

In this regard, I fully support the idea to establish an S.J.D program at the William S. Richardson School of Law. If you have any questions, please feel free to contact me at jkimg@korea.ac.kr.

Sincerely yours,

Jewan Kim
Professor of Law,
Korea University School of Law,
1-Anamdong 5Ga, Sungbuk-Gu,
Seoul, Korea, 136-701.
jkim@korea.ac.kr 82-2-3290-1899.
February 29, 2016

Dean Avi Soiffer
William S. Richardson School of Law
University of Hawaii at Manoa
2515 Dole Street
Honolulu, HI 96822

Reference: Letter of Support for Establishment of a SJD Program

Dear Dean Avi Soiffer,

The Beijing Foreign Studies University School of Law submits this letter of support for the establishment of a Doctor of Juridical Science (SJD) at the University of Hawaii Richardson School of Law. This letter is important and essential to our continuing and furthering cooperation. We already have a cooperation agreement between our law schools. But, the cooperation agreement between our two law schools will be greatly enhanced, and it surely create more opportunities especially if the University of Hawaii Richardson School of Law offers a SJD program.

We believe that opportunities to attract more Chinese law graduates will significantly increase with your law school’s establishment of a SJD program. Our cooperation agreement was made with your law school due to your excellent curriculum of courses offered, your reputable law program and the strength of your faculty. While many of our law postgraduates appeal to your programs in international and comparative law, business and commercial law, and environmental law, there are also many who are interested at pursuing SJD programs in order to become law professors. What makes it possible for Chinese law graduates to pursue postgraduate law programs in the U.S. law schools is funding provided by China’s government.

At this time, the China government policy favors and supports China’s law graduates to pursue SJD programs at U.S. law schools. The China government makes available funds for law graduates to pursue SJD programs as the government policy seeks to develop and increase the number of qualified law professors in China’s 624 law schools. Upon graduating with a SJD at US law schools such as yours, our law graduates can return to China and be qualified as law professors to teach in our law schools.

We wholeheartedly support your establishment of a SJD program as it will be in the mutual interests of both our law schools.

Best regards,

[Signature]
Russell Lee
Vice Dean & Professor of Law
School of Law
Beijing Foreign Studies University
APPENDIX VI: AREAS OF EXPERTISE AMONG FACULTY ADVISERS

18 out of 28 full-time faculty members have indicated an interest in serving as faculty advisers in the following areas of expertise:

<table>
<thead>
<tr>
<th>Anti-discrimination Law and Policy</th>
<th>International Criminal Law</th>
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<tbody>
<tr>
<td>ASEAN Law</td>
<td>International Economic Law</td>
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<tr>
<td>Chinese Labor Law</td>
<td>International Human Rights</td>
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<tr>
<td>Chinese Law</td>
<td>International Investment and</td>
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<tr>
<td>Chinese Legal History</td>
<td>Commercial Arbitration</td>
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<tr>
<td>Civil Rights of Women</td>
<td>International Law</td>
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<tr>
<td>Climate Change Law and Policy</td>
<td>Japanese law</td>
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<tr>
<td>Comparative Constitutional Law</td>
<td>Korean Law</td>
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<tr>
<td>Comparative Criminal Law</td>
<td>Labor and Employment Law</td>
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<tr>
<td>Comparative Law</td>
<td>Law and Psychology</td>
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<tr>
<td>Conflict Resolution</td>
<td>Legal History</td>
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<tr>
<td>Constitutional Law</td>
<td>Legal Research</td>
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<td>Contracts</td>
<td>Legal Theory</td>
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<tr>
<td>Criminal Law</td>
<td>Mediation</td>
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<tr>
<td>Disability Rights</td>
<td>Negotiation and Alternative Dispute</td>
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<tr>
<td>Empirical Law and Social Research</td>
<td>Resolution</td>
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<tr>
<td>Environmental Law</td>
<td>Professional Responsibility</td>
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<tr>
<td>Family Law</td>
<td>Race and the Law</td>
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<tr>
<td>Federal Courts</td>
<td>Racial and Religious Minorities Law and</td>
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<tr>
<td>Federal Taxation</td>
<td>Social Science</td>
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<tr>
<td>Food Law</td>
<td>Renewable Energy Development</td>
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<tr>
<td>Gender and Law</td>
<td>Reproductive Rights</td>
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<tr>
<td>Humanitarian Law</td>
<td>Rule of Law</td>
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<tr>
<td>Implicit Bias and the Law</td>
<td>Sexuality and Health Law</td>
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<tr>
<td>Insurance Law</td>
<td>Tort Law</td>
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<td>Trusts and Estates</td>
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APPENDIX VII: RESULTS OF THE SURVEY INDICATING STUDENT INTEREST IN THE PROGRAM

<table>
<thead>
<tr>
<th>SJD program for LLM alumni</th>
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</thead>
<tbody>
<tr>
<td>Completed Responses</td>
</tr>
<tr>
<td>11</td>
</tr>
</tbody>
</table>

Q1

Country of Residence
Answered: 10  Skipped: 1

1. Korea
2. Japan
3. Vietnam
4. China
5. Switzerland
6. United States
7. Germany
8. US
9. Cambodia
10. Republic of Korea
Q2

Would you be interested in pursuing SJD degree (Doctor of Juridical Science) at the University of Hawai'i Law School?

Answered: 11  Skipped: 0

Yes 64%
No 27.27%
Not in 2016-17 but perhaps later 63.64%

Q3

Would you recommend the SJD Program at the University of Hawai'i Law School to your students or colleagues?

Answered: 11  Skipped: 0

Yes 90.91%
No 9.09%