

CHAPTER 10

LAND AND PHYSICAL FACILITIES

Section 10-1 Interests in Land.

The Board shall approve all transactions involving the acquisition or conveyance of land and interests in land where the transaction exceeds a duration of one (1) year or where the estimated value of the transaction exceeds fifty thousand dollars (\$50,000). The President and his/her designee(s) are delegated the authority to approve all other transactions involving the acquisition or conveyance of land and interests in land unless, in consultation with the Board, it is determined that the acquisition or conveyance will have an impact on a program, require a change in Board policy, or may engender controversy, in which case prior approval of the Board shall be required regardless of value of transaction.

Documents for the acquisition or conveyance of land and interests in land shall be executed on behalf of the University by any two of the following officers: the President, Vice President for Budget and Finance/Chief Financial Officer, the Executive Administrator and Secretary of the Board of Regents, or the Director of Procurement and Real Property Management. (Oct. 20, 1978; Dec. 12, 1986; am: Oct. 18, 2002; am: Oct. 20, 2005)

Section 10-2 List of Actions Exempt from Filing of Environmental Impact Statement.

The "List of Exempt Classes of Action Pursuant to Rule 1:33a of the Regulations of the Environmental Quality Commission" is provided below and the President is delegated the authority to add to or delete from the list as operational needs change. (Feb. 13, 1976)

1. Class 1: operations, repairs or maintenance of existing structures, facilities, equipment or topographical features, involving negligible or no expansion or change of use beyond that previously existing.
 - a. Refurbish or renovate existing structures.
 - b. Repair, overhaul, or replace equipment used for construction, transportation, scientific work, heating, and ventilating.
 - c. Repair or repave roads, parking areas, walkways, ramps, and fences.
 - d. Planning and implementing new programs and curricula in existing University facilities, including the creation of new degree programs, the establishment of small experimental programs, curriculum modifications for the expanded use of under-utilized facilities, but not requiring new structures.

- e. Operation of existing public or private facilities for instructional and administrative purposes by new and ongoing programs and colleges of the University system, provided such facilities are located in districts not zoned inconsistent with such use.
2. Class 2: Replacement or reconstruction of existing structures and facilities where the new structure will be located generally on the same site and will have substantially the same purpose, capacity, density, height and dimensions as the structure replaced.
- a. Replacement or reconstruction of existing structures.
 - b. Replacement of drainage, sanitary, mechanical, communication, and electrical systems.
 - c. Replacement of piers, walks, and landings.
3. Class 3: Construction and location of single, new, small facilities or structures and the alteration and modification of same and installation of new, small, equipment and facilities and the alteration and modification of same including but not limited to: (a) single family residences not in conjunction with the building of two (2) or more such units; (b) multi-unit structures designed for not more than four (4) dwelling units if not in conjunction with the building of two (2) or more such structures; (c) stores, offices and restaurants designed for total occupant load of twenty (20) persons or less, if not in conjunction with sewage, electrical, gas, telephone, and other essential public utility services extensions to serve such structures or facilities; and (e) accessory or appurtenant structures including garages, carports, patios, swimming pools and fences.
- a. Relocation or construction of temporary structures and facilities.
 - b. Relocation or construction of bleachers.
 - c. Locating of outdoor lights, alarms, and speakers.
4. Class 4: Minor alterations in the conditions of land, water, or vegetation.
- a. Planting, pruning, and removal of plants.
 - b. Preparation of planting areas.
 - c. Temporary stockpiling of fill materials.
 - d. Minor excavations, land fills, and grading

- e. Excavations for drainage, sanitary, mechanical, communication, and electrical systems.
 - f. Treating of ground for weeds, termites, ants, and other pests, in urban use districts where there is no risk of damage from drift or runoff.
5. Class 5: Basic data collection, research, experimental management, and resource evaluation activities which do not result in a serious or major disturbance to an environmental resource.
- a. Collecting of experimental or investigative allotments of soils, rocks, lava, water, minerals, and air.
 - b. Collecting of plants, animals, and micro-organisms other than of endangered species.
 - c. Use of electronic devices for instruction, research, and public service and support functions.
 - d. Use of equipment for analysis of research data.
 - e. Storage and use of radioactive materials.
6. Class 6: Continuing administrative activities, such as purchases for supplies and personnel-related actions.
- a. Purchase of supplies, services, and equipment for instruction, research, public service, and support functions of existing operations.
 - b. Performance of research, instruction, public service, and support functions in existing facilities.
 - c. Procurement and use of utility services.
 - d. Receipt and storage of supplies and equipment.
 - e. Procedures for leasing or sale of buildings and equipment.
 - f. Procedures for the hiring of faculty and staff.
 - g. Actions necessary to comply with OSHA (Occupational Safety and Health Act) and Title IX requirements.
7. Class 7: Construction or placement of minor structures accessory to existing facilities.

- a. Construction of sheds, lāna'i, stairways, and landings.
 - b. Construction of walkways, parking lot, stairs, and ramps.
 - c. Placement of outdoor lights, alarms, speakers on standards.
8. Class 8: Interior alterations involving such things as partitions, plumbing, and electrical conveyances.
- a. Installation, relocation, or removal of partitions in existing buildings.
 - b. Installation, relocation, or removal of sanitary, mechanical, communication and electrical systems.
 - c. Cleaning and repairs of existing storm drains and culverts.
9. Class 9: Demolition of structures, except those structures located on any historic site as designated in the National Register or Hawai'i Register as provided for in the Historic Preservation Act of 1966, Public Law 89-665, or Chapter 6, Hawai'i Revised Statutes.
- a. Demolition of structures.
 - b. Removal of construction debris.
 - c. Disposal of construction debris. (Feb. 13, 1976)

Section 10-3 Use of University-Owned Facilities. (See Administrative Rules, Title 20, University of Hawai'i, Chapter 13.)

Section 10-4 Child Care Programs.

- a. Child care programs may be established at the various campuses of the University of Hawai'i provided a need for such facilities is demonstrated.
- b. University facilities may be used for child care programs provided they do not displace teaching and research activities.
- c. Guidelines for operating such programs shall be developed by the administration and submitted to the Board for approval.
(Jan. 16, 1975; Mar. 20, 1986) See approved guidelines at the end of this chapter.

Section 10-5 Parking and Operation of Motor Vehicles. (For the respective campuses, see Administrative Rules, Title 20, University of Hawai'i, Chapter 12.)

UNIVERSITY OF HAWAII
GUIDELINES FOR CAMPUS CHILDCARE SERVICES
Approved by the Board of Regents on 4/24/87

I. Licensing and Standards

Each University of Hawai'i Childcare Center (UHCC) shall be licensed by the appropriate State authority and shall comply with the Rules and Regulations governing Group Day Care Centers as administered by the State Department of Social Services and Housing as well as any other applicable local State and federal laws, rules, and regulations. Additionally, each center should strive to meet standards of excellence established by the National Association for the Education of Young Children's credentialing arm, the National Academy of Early Childhood Programs. Each childcare center should seek accreditation by the National Academy of Early Childhood Programs within two years of opening.

II. The Advisory Committee

Each UHCC shall have an advisory committee to review research and training proposals, to advise the administering body of the childcare center, and to help evaluate the program. The advisory committee shall include: a representative of the student government, a member of the faculty government, and a member of the local early childhood education professional community. A designee of the campus administration shall serve as chairperson of the board and shall have responsibility for communication between the campus administration and the administration of the childcare center. This designee shall also serve as the interface between University training and research projects and the center administration.

III. Service to Students

All UHCCs are established primarily to meet the needs of UH-enrolled students for childcare. At least 75% of childcare space should be allocated to students; any remaining space will be made available to faculty and staff first, and then to the general public.

IV. Programs

Programs shall be in accord with the high standards for programs outlined by the National Association for the Education of Young Children's credentialing arm, the National Academy of Early Childhood Programs. Additionally, specific requirements are outlined in the following description of curriculum.

V. Curriculum

Play is such a significant mode of learning that it is considered the real work of children. It is the most important way children have for clarifying and integrating all their experiences and it should form the base of a curriculum.

Young children learn through direct experiences, which should be the primary teaching mode. They learn little of value when facts are separated from their real life. Learning experiences for young children will be multi-faceted and develop more than one skill or concept.

The working premise for each UHCC is that the better young children know, appreciate, and understand their physical and social environment and themselves, the better they will be able to respect and care for themselves, the world, and others. Therefore the base of the curriculum should revolve around some very broad learning goals that are relevant to your children. Under these goals specific teaching objectives will fall.

Each center must have a detailed curriculum which shall include the following elements:

- A. Physical Development Curriculum
- B. Creative Arts Curriculum
- C. Language and Literacy Curriculum
- D. The Inquiry Curriculum