

UNIVERSITY OF HAWAI‘I SYSTEM ANNUAL REPORT



REPORT TO THE 2009 LEGISLATURE

REPORT BY THE UNIVERSITY OF HAWAI‘I AT MĀNOA
ON A PLAN TO DEVELOP, OFFER, OR EXPAND
PHILIPPINE LANGUAGE AND RELATED COURSES
AT THE UNIVERSITY OF HAWAI‘I CAMPUSES
AND PUBLIC SCHOOLS FOR 2009

SCR 120 (2008)

January 2009

UNIVERSITY OF HAWAI‘I REPORT TO THE 2009 LEGISLATURE

**“REQUESTING THE UNIVERSITY OF HAWAI‘I AT MĀNOA AND THE
DEPARTMENT OF EDUCATION TO DEVELOP, OFFER AND EXPAND PHILIPPINE
LANGUAGE COURSES”**

SCR 120 (2008)

Office of Student Equity Excellence & Diversity

University of Hawai‘i at Mānoa

Introduction

SCR 120 requests the University of Hawai‘i and the Department of Education to develop, offer and expand Philippine language courses at public schools and UH campuses. This report is in response to SCR 120. This concurrent resolution was introduced in 2008 by Senate Education Committee Chair Norman Sakamoto, supported by House Higher Education Chair Jerry Chang, the Filipino Legislative House caucus, the University of Hawai‘i, the Department of Education and over 20 Filipino community and student groups.

The Senate Committee noted, “that since their initial immigration, the Filipino community has grown and continues to be prevalent in Hawai‘i. However, despite their significant representation in the general population, including in our public schools, Filipinos are largely underrepresented in higher education, representing a small percentage of enrollment in the University of Hawai‘i System and a small percentage of individuals possessing postsecondary degrees. Given their significance in Hawai‘i’s demographic composition, the Filipino community must be supported to increase the representation of Filipino students and professionals trained in the Philippine languages who can work in the area of education, health, legal services and commerce. This measure requests the University of Hawai‘i (UH) and the Department of Education (DOE) to develop, offer and expand Philippine language courses. Your Committee determines that the increased provision of courses in the Philippine languages will help to increase academic interest and student success.”

The Superintendent’s written testimony stated that the resolution “is consistent with the Hawai‘i Content and Performance Standards and Board of Education policy. The Resolution would strengthen the Department’s ongoing efforts by increasing opportunities for students to acquire the skills and knowledge of our global society, which include the understanding of two or more world languages and cultures. The Department concurs with the need to include and nurture Hawai‘i’s rich communities of speakers of languages other than English.” UH acknowledged that SCR 120 “makes a compelling case that the availability of courses in the Filipino language

and culture would support the academic success of Filipino students in our schools.” Numerous testimonies from Filipino community organizations (e.g. United Filipino Community Council of Hawaii, O‘ahu Filipino Community Council, National Federation of Filipino American Associations) and UH Filipino student organizations expressed their aspirations to improve the disadvantaged status of Filipinos in Hawai‘i; their right to quality public school education and access to higher education; as well as the importance of using and perpetuating their heritage languages.

Scope of report.

There are over 80 Philippine languages with three considered to be the major languages-- Filipino (the official national language based on the Tagalog language), Ilokano (spoken by 80% of Filipino immigrants to Hawai‘i) and Cebuano. Because there are fewer speakers of Cebuano in the state and Cebuano is not taught on any UH campus at this time, this report will focus on Filipino and Ilokano languages. The Hawai‘i DOE uses the term “World Languages” to refer to Hawaiian and other non-English languages in their curriculum. UH usually categorizes language courses as Hawaiian and “foreign” languages although some of these “foreign” languages are not foreign to many Hawai‘i residents and so the terms “community language” and “world language” may be the more appropriate terms. Information and recommendations about related courses (e.g. Filipinos in Hawai‘i, Philippine history and culture as well as co-curricular and student services programs) are not fully discussed in this report but are important areas that should be discussed at a later date.

University of Hawai‘i

Filipino students

Despite the large Filipino community in Hawai‘i and large Filipino enrollment in the public schools, Filipinos are underrepresented in higher education. The 2000 US Census shows 275,728 or 23% of the state are of Filipino ancestry and 36,595 Filipino students or 21% of the public schools. Only 15% of the Filipino population 25 years and over has earned a bachelor’s degree or higher, which puts them below all other major groups in Hawaii. Filipino student representation at UH varies among the campuses. Fall 2007 enrollment was 1,288 Filipinos or 9% Mānoa undergraduates; 288 Filipinos or 5% Mānoa graduate students; 3,573 Filipinos or 6% Hilo students; 143 Filipinos or 15% of West O‘ahu students; 310 Filipinos or 12% Hawai‘i students ; 874 Filipinos or 22% Honolulu students; 1,034 Filipinos or 14% of Kapiolani students; 257 or 25% of Kauai students; 1,406 Filipinos or 24% of Leeward students; 597 Filipino students or 20% of Maui students; and 74 Filipino students or 4% of Windward. Fall 2007 UH system-wide enrolment on ten campuses was 50,454 students, with the following ethnic representation: Caucasian 21%, Hawaiian 16%, Japanese 14%, Filipinos 13%, Chinese 5%, Hispanic 2%, Other Pacific islanders 2%, African Americans 1%, Samoans 1%, and Vietnamese 1%. From Fall 2003 to Fall 2007 Filipino system-wide enrollment increased by 6%

and Filipinos are currently the largest ethnic group on three campuses--Honolulu, Kauai, and Leeward.

The steep tuition fee increases in 1996 (50%) and 1997 (23%) resulted in significant enrollment decreases of 7% and 4% system-wide. Between 1995-1999, the UH system enrollment of Hawaiians increased by 4% but decreased for Caucasians (-10%), Japanese (-12%), and Filipino (-14%). It is likely that Hawaiians were not negatively impacted by these tuition increases because some financial assistance was available to them. Among the four largest ethnic groups, Filipinos were the most negatively impacted (e.g. Mānoa Filipinos had the largest decrease 19%). Since the 2006 tuition increase, Filipino undergraduate has remained steady and Filipino graduate students have slightly increased. This data suggests Filipino students have greater difficulty absorbing tuition increases and need financial resources to assure equal access to UH. The Filipino community is very grateful to the legislature for establishing the UH “B plus scholarships” (for low income students with grades of B or higher) as a large number are awarded to Filipino students.

Filipino campus groups

Nearly all campuses have Filipino student clubs. Filipino and other student clubs could serve as key groups from which to recruit students to enroll in Philippine language courses. The UH system-wide Pamantasan Council is a committee open to UH Filipino and non-Filipino administrators, faculty, staff and students from all campuses. “Pamantasan” is a Filipino word for higher learning/education. For more than 20 years, Pamantasan has organized annual conferences to discuss policy and programs relating to curriculum, representation, campus diversity and equity issues as well as partnerships with Hawai‘i public schools and educational institutions in the Philippines. Affirmative action for faculty, staff and administrators continues to be a major concern for the Pamantasan Council (e.g. 5% of system-wide employees and less than 2% of Mānoa faculty are Filipino). This SCR 120 report and recommendations will be a major agenda item at the spring 2009 Pamantasan meeting to be hosted by Maui Community College Pamantasan members.

Philippine Studies Curriculum

Mānoa and Leeward campuses have the most extensive course offerings in Philippine Studies. The Center for Philippine Studies at UH Mānoa, legislatively initiated in 1975, is the most comprehensive Philippine Studies program in the nation. Faculty from the Center for Philippine Studies and other academic departments (e.g. Philippine Languages program, Ethnic Studies, History, and Political Science) teach over 50 courses with at least 25% of the course content covering material related to the Philippines. Undergraduate and graduate students may receive a “concentration” in Philippine Studies or a graduate certificate in Philippine Studies. Leeward CC is the only community college in the state and the nation to offer a Philippine Studies

Certificate. As part of its Associate in Arts degree, students may obtain a Philippines Studies Certificate after completing 17 credits (Tagalog/Filipino, Asian Studies and History).

Hawaiian, European, Asian and Pacific Island Languages at UH Fall 2008

Fall 2008 data shows a range of languages, enrollment in language classes and faculty resources at the 10 campuses. For example, one campus offers only one language taught by a lecturer while other campuses offer a wide variety of classes and academic degrees in Hawaiian, European Asian and Pacific languages taught by lecturers and full time faculty. Hiring permanent full-time faculty demonstrate a long-term institutional commitment to offer language courses regularly. Classes taught by lecturers (hired to teach a specific class with no permanent employment) can provide quality and flexibility but a degree of unpredictability (i.e. these classes are more easily cut in times of budget reduction). Mānoa, Hilo and Kapiolani have the most number of languages offered. Data for student enrollment and full-time faculty and/or lecturers for Fall 2008 are reported below. Three languages with the largest enrollments and most faculty resources are Hawaiian, Japanese and Spanish.

Hawaiian. Hawaiian is taught on all 10 campuses. Mānoa and Hilo have extensive undergraduate and graduate Hawaiian language certificates and degrees. Mānoa (771 students/14 faculty); Hilo (288 students/ 4 faculty and lecturer); West O‘ahu (10 students/lecturer); Hawaii (131 students/ 1 faculty); Honolulu (49 students/1 faculty); Kapiolani (192 students/ 2.5 faculty); Kauai (39 students/2 faculty); Leeward (75 students/1 faculty); Maui (145 students/ 4 faculty); Windward (68 students/1 faculty).

Japanese. Japanese is taught on eight campuses and generally has the largest number of students enrolled compared to other languages: Mānoa (1,467 students/31 faculty); Hilo (137 students/3 faculty); Hawaii (131 students/ lecturers); Honolulu (94 students/1 faculty); Kapiolani (493 students/5 faculty); Leeward (219 students/ 2 faculty); Maui (54 students/1 faculty); Windward (61 students/lecturers).

Spanish. Spanish is taught on six campuses: Mānoa (987 students/15 faculty); Hilo (66 students/ 1 faculty); Kapiolani (237 students/ 2 faculty); Kauai (16 students/ lecturer); Leeward (169 students/2 faculty); Maui (109 students/1 faculty); Windward (51 students/lecturer).

Other Asian, Pacific Island and European languages. Mānoa, Hilo and Kapiolani offer language courses other than Hawaiian, Japanese and Spanish:

Mānoa: Cambodian (32 students/1 faculty); Chinese (401 students/7 faculty); Classics (178 students/4 faculty); German (180 students /4 faculty); Indonesian (43 students/ 1 faculty); Korean 432 students/4 faculty), Maori (3 students/1 faculty); Russian (53 students/2 faculty); Samoan (231 students/2 faculty); Tahitian (14 students/1 faculty); Thai (29 students/1 faculty); Sanskrit (24 students/1 faculty); Vietnamese (41 students/1 faculty); Arabic (31/lecturer);

Chamorro (5/lecture); Italian (123 students/lecturers), Portuguese (46 students/lecturers); and Tongan (23 students/lecturers).

Hilo: Chinese (25 students/ lecturer); French (35 students/ lecturer)

Kapiolani: American Sign Language (159 students/lecturers); Chinese (96 students/1 faculty), Korean (99 student/ 50% faculty); French (79 students/lecturer).

Fall 2008 Ilokano and Filipino Language Courses at UH Campuses.

Enrollment in any course is open to all students of every ethnic background. Although no official data is available, a very large majority of the students currently enrolled in Philippine language courses are of Filipino ancestry. Other ethnic groups also have large enrollments in their heritage languages (e.g. native Hawaiians enroll in Hawaiian language, Hawai'i born Japanese in Japanese classes). As noted in the legislative committee report and various testimonies in support of SCR 120, "provision of courses in the Philippine languages will help to increase academic interest and student success" of Filipino students who are under-represented on campus. It is therefore informative to present data on the number of Filipino students on each campus and the number of students (of any ethnic background) enrolled in various language classes as it suggests student interest or potential increased enrollment of Filipinos in Ilokano and Filipino language classes.

Three UH campuses with Philippine language classes in fall 2008

Kapiolani Community College. There were 1,034 (24%) Filipinos enrolled on campus. The Filipino class had 20 students taught by a lecturer. Although two years of Filipino courses are on the books, Kapiolani currently offers only the first year (Filipino 101 and 102).

Leeward Community College. There were 1,406 (24%) Filipinos enrolled on campus. Tagalog/Filipino classes were taught by a faculty member and enrolled 54 students. Leeward has an exemplary curriculum with its two years of Tagalog/Filipino courses as well as a Philippine Studies Certificate. There is one tenure-track faculty member for the Philippine Studies courses and one for Filipino language.

Mānoa. There were 1,578 Filipinos enrolled on campus which represents 8% of the total Mānoa enrollment, 9% of the undergraduates and 5% of the graduate students. Mānoa is the only campus in the United States with a bachelor's degree in Philippine languages and literature (Ilokano and Filipino). Mānoa also offers a minor and a certificate in Filipino and Ilokano languages and culture. In Fall 2008, enrollment for Ilokano was 74 students and for Filipino the enrollment was 184. Additional upper division courses on Philippine language and literature are offered (e.g. Filipino language faculty taught an additional 50 students in courses listed as Indo-Pacific languages and literature). There are three full time faculties in Ilokano, four full time faculties in Filipino and lecturers for both programs. For 14 years, the Filipino program was awarded a federal grant for a summer program for language intensive courses in the Philippines. Last year 20 students (from Mānoa and other US campuses) received 6 UH Mānoa credits and

were funded for travel, stipends and tuition. Two Filipino faculty works extensively with the San Diego Filipino teachers. Ilokano faculty have worked closely with the Gear Up Ilokano language course offered at Farrington high school. The Ilokano program has recently proposed a new course in Cebuano for Fall 2009. Both programs have sponsored international conferences and have very active student clubs.

Mānoa, Kapiolani and Leeward campuses are commended for offering Philippine language courses. Current instructional resources would need to be maintained to continue teaching these classes and additional resources may be needed if offerings were expanded. We urge campus administrators not to cut lecturers because of budget restrictions. Faculty from these three campuses have knowledge and skills that could be tapped to provide assistance to the public schools and UH campuses with curriculum development and instructor training assistance.

Seven UH Campuses without Philippine Language Courses in Fall 2008. The seven campuses currently without any Philippine Language courses have the following Filipino student enrollment; students (any ethnic background) enrolled in language classes; and faculty resources: Hilo : Filipino students 212 (6%); Hawaiian (288 students/ 4 faculty and lecturers), Chinese (25 students/lecturer), Japanese (137students/ 3 faculty), French (35 students/lecturer) and Spanish (66 students/lecturers).

West O‘ahu: Filipino students 143 (15%); Hawaiian (10 students/lecturer).

Hawai‘i CC: Filipino students 310 (12%); Japanese (24 students/lecturer); Hawaiian (131 students/2 faculty).

Honolulu CC: Filipino students 874 (22%); Japanese (94 students/1 faculty): Hawaiian (49 students/1 faculty).

Kauai CC: Filipino students 257 (25%); Spanish (16 students/1 faculty) and Hawaiian (39 students/ 1 faculty)

Maui CC: Filipino students 597 (20%); Japanese (54 students/1 faculty), Spanish (109 students/1 faculty); Hawaiian (145 students/4 faculty).

Windward CC: Filipino students 74 (4%); Japanese (61 students/lecturer), Spanish (51 students/lecturer); Hawaiian (68 students/1 faculty).

We recommend all campuses conduct a survey to estimate student interest in enrolling in Ilokano or Filipino. We recommend Honolulu, Kauai and Maui which have 20% or more Filipino student enrollment consider offering one class of Filipino or Ilokano. Given limited resources, another option might be to consider how distance technologies (e.g. interactive video and web-based instruction) or summer programs or off-site delivery could be used to provide access to students on all campuses. In addition, a course could be offered for Leeward and West O‘ahu students as well as a course for Hilo and Hawai‘i students.

Issues and Plans Related to Offering More Courses in Ilokano and Filipino at UH

Student Interest. Offering Hawaiian language and foreign/community languages is consistent with UH's educational mission and strategic plan. Offering Filipino and/or Ilokano on any campus depends on course and teacher availability as well as funding for instructional staff. In addition, student time and interest, tuition cost and alignment with a chosen degree are the major considerations for students in course selection. Although it is not easy to predict student interest and enrollment, many who testified in support of SCR 120 were optimistic that there is an unmet demand and are confident many Filipino heritage students will enroll in a Philippine language class if available.

A major consideration for students is whether language courses meet a requirement or an elective for a major. For many students, taking any language course (e.g. Hawaiian, Spanish, Filipino or Ilokano) competes with the need to take prescribed courses for their major. Two year terminal programs do not have a language requirement so fewer students at the Community College take language courses. In addition, the current tuition structure at community colleges no longer allows students to take an unlimited amount of courses after 12 credits. As a result, students pay for each course taken. Some Mānoa colleges (e.g. Business, Education, Engineering, Tropical Agriculture, Ocean/Earth Sciences, Nursing and Dental Hygiene) no longer require Hawaiian or a foreign language for their majors. If there is a decision to offer Ilokano or Filipino, it is important students know in a timely manner that the language courses will be offered regularly so they can plan their schedules. We recommend assessing student interest at every campus with assistance from Filipino students, Pamantasan representatives and community groups to estimate the potential to fill Ilokano and/or Filipino classes. We also recommend community fundraising for tuition assistance and stipends to support and encourage students to enroll in these new classes. We recommend that new classes be supported over a few semesters as it takes time to increase student enrollment and improve the curriculum.

Course approvals and qualified instructors. Campuses currently without Filipino or Ilokano in their curriculum can follow regular campus procedures to offer the course if there is a decision to offer a new course or to re-activate a course that is on the books but not offered (e.g. Kauai has Ilokano 101 and 102 and Kapiolani has Filipino 201 and 202). The Community Colleges have in place Minimum Qualifications for Tagalog/Filipino that can be adapted for Ilokano and other languages. Hiring qualified faculty to teach Ilokano or Filipino can be addressed although it will be necessary to actively engage in outreach for recruitment activities. We recommend UH Filipino faculty provide assistance in recruiting and supporting qualified language instructors.

Distance Education and other delivery approaches. It is likely enrollment in Ilokano or Filipino courses would be small on some campuses (e.g. Windward Community College and West O'ahu have few students; Kauai with a large number of Filipino students is unsure that there will be

enough students to sustain one class). It may be more practical to adapt or re-design existing language courses (already offered at Leeward, Kapiolani, Mānoa) to be delivered via distance learning technologies such as online, ITV, cable, or a hybrid of these methods. This approach would require some start-up costs to redesign the course and initial delivery of the course. The course could be offered to students from many campuses and the total number enrolled from multiple campuses would be cost-effective. Kauai initiated an informal poll of UH Educational Center Directors and coordinators who indicated less of an interest in offering Filipino or Ilokano courses and more interest in an ethnic studies course that would include Filipino and other ethnic groups. We recommend that a proposal be submitted to appropriate University offices (e.g. Vice President for Academic Affairs & Policy Planning, University and Education Centers, Diversity Initiative Grants) to develop and offer Filipino, Ilokano and/or an Ethnic Studies course via distance education.

Develop and support other related educational programs and student activities.

UH-Hilo intends to offer a Philippine Studies Certificate and has in place an Advisory Committee tasked to identify an appropriate academic unit for a faculty position to develop and sustain the certificate. The State Legislature provided partial funding for this faculty position. Although no Philippine language is offered at Hilo, Anthropology 354 (Filipino Culture) has been offered for a number of semesters and currently has 37 students.

A number of Community Colleges and community groups have expressed strong interest in providing more Philippine content courses, co-curricular activities and community partnerships. For example, in Spring 2008 Maui Community College with support from Filipino community groups offered a one-day noncredit Ilokano class taught by a Mānoa Ilokano faculty member. Maui staff and Kabatak (Filipino student club), expressed strong interest and support for language and culture classes as well as a 2009 study abroad program in the Philippines. For the past three summers, Hawai'i University of the Philippines Alumni Association offered Saturday morning Filipino classes for children at the Filipino Community Center. A number of campuses provide Filipino students service learning opportunities with Philippine language speakers (e.g. Mānoa Ethnic Studies students assist immigrant senior citizens obtain naturalization papers; Office of Multicultural Student Services bilingual college tutors). The Mānoa SEED office has pre-college and college recruitment and retention services that may be able to incorporate Philippine language programming.

We recommend campuses survey students and faculty for interest in expanding academic, co-curricular programs and student outreach activities supportive of Philippine language courses at the various campuses. We strongly support UH Hilo's efforts to institutionalize a Philippine Studies Certificate. We support programs to increase Filipino college enrollment and success.

Department of Education and College of Education

Department of Education.

The four largest ethnic groups in the public schools are Native Hawaiians (27%), Filipinos (21%), White (13%) and Japanese (10%). High schools with high percentages of Filipino students are Farrington (58%), Waipahu (63%), Lanai High and Elementary (61%), Campbell (43%), Maui High (48%) and Waiialua (35%). Middle and elementary schools associated with these schools also have large enrollment of Filipino students who are in the English Language Learners Program. There are more than 75 languages spoken by Hawai‘i public school students with Ilokano and Tagalog/Filipino having the most speakers. It is our hope that students and parents from these schools would be interested in Ilokano and Filipino language courses.

There are 18,000 elementary students (K-5th grade) and 23,660 secondary students (6-12th grade) learning a language other than English. The four languages with the highest enrollment in secondary schools are: Spanish (10,230), Japanese (7,309), Hawaiian (3,560), and French (1,001). Student enrollment is much lower in middle school courses like Exploring New Languages and Foreign Language Experience and in other languages at secondary schools: Chinese (152), Ilokano (86), Samoan (62), American Sign Language (48), and German (6). Schools are also able to offer courses such as Conversational Filipino, Introduction to Filipino and Introduction to Ilokano in middle school.

World Languages is identified as one of the nine content areas of the Hawai‘i Content and Performance Standards. The Hawai‘i Content and Performance Standards identifies the essential content and skills for all students in the public schools. World Languages include Philippine languages as one of the languages students can choose to study. As stated in the Superintendent’s testimony in support of SCR120, “all secondary schools can choose to offer Filipino or Ilokano as an elective course. Schools determine course offerings based on Board of Education policy, student interest, and budget allocation.” The Ilokano language program at Farrington High School in Kalihi and an exemplary Filipino language program established in San Diego schools offer models that interested Hawai‘i public schools can use as a resource for present and future program planning and implementation.

San Diego. The San Diego Filipino language program started modestly (an afterschool class in 1974 and a 6:30 am class in 1988). Currently, the San Diego Unified School district has more than 70 classes in the regular middle school and high school curriculum. Filipino language is also available at three community colleges and two universities. With support from San Diego elected officials, parents and teachers, the district was able to get a law approved so Filipino language teachers can receive a “credential” recognizing them to be a “highly qualified” teacher consistent with the No Child Left Behind regulations. Educators who initiated and nurtured the program for twenty years established the Council for Teaching Filipino Language and Culture.

The UH Mānoa Filipino language program has worked closely with this Council on professional development workshop and curriculum. We recommend increased collaboration with the Council.

Farrington High School. Farrington High School in the Kalihi area has 60% Filipino student enrollment. It is the only public school in Hawai‘i and the nation offering Ilokano and Samoan language courses. With funding from SEED Mānoa Gear Up federal grant and support of Principal Catherine Payne, Ilokano is now part of Farrington’s regular course offerings. Farrington has 86 students enrolled in Ilokano classes taught by an experienced UH Mānoa Ilokano language faculty member. The Ilokano teacher is a native Ilokano speaker, a doctoral student at the UHM College of Education and has strong academic credentials in second language teaching. The Ilokano teacher currently does not meet the No Child Left Behind “Highly Qualified” teacher criteria. We appreciate Farrington High School principal’s on-going efforts to address teacher qualification requirements. SEED Mānoa Gear Up recently received an award for Waipahu middle and high school’s 2014 graduating class. There are plans to offer Philippine languages as part of the Waipahu Gear Up program. We recommend Mānoa Gear Up programs offer their expertise to schools with a high proportion of Philippine language heritage students.

Other Public Schools. In addition to Farrington and Waipahu, other schools with high Filipino enrollment will be encouraged to offer Ilokano and Filipino language courses as well as other courses with Philippine-related content (e.g. ethnic studies courses, Pinoy Teach curriculum, service learning opportunities with Filipino immigrant social service agencies, Philippine Study Abroad, summer language classes). We recommend further discussions to expand courses, co-curricular activities as well as ongoing college recruitment efforts.

UH Mānoa College of Education.

The College of Education at Mānoa provided the following information relating to teaching Philippine languages in the K-12 schools: (1) admissions, (2) program of study for students interested in teaching Philippine languages and (3) teacher licensing.

Admissions. The Institute for Teacher Education (ITE) in the College of Education (COE) offers a BEd in Secondary Education and a Post-Baccalaureate Certificate in Secondary Education (PBCSE) with a major in Philippine Language (Filipino and/or Ilokano). Upon completion of either program, graduates are recommended for teacher licensure to the Hawai‘i Teacher Standards Board (HTSB). After receiving their teaching license, graduates are eligible to teach Filipino or Ilokano Language in a grade 7-12 setting in the Hawai‘i Department of Education. Admission to these programs include a 2.75 grade point average, a 2.75 grade point average in Philippine Language courses, passing scores on the PRAXIS I exams, passing an

admissions interview, and 40 hours of field experience working with middle and high school students.

Education Program. The program consists of 36 credits of education coursework typically taken over approximately three semesters, inclusive of 60 hours of field experience and one semester of full-time student teaching. The ITE foreign language program is engaged in the process of achieving National Recognition through the American Council on the Teaching of Foreign Languages (ACTFL) as part of COE's National Accreditation through the National Council on the Accreditation of Teacher Education (NCATE). The program is structured to meet ACTFL and NCATE standards. Demonstration of adequate preparation in the language is required, as is candidate oral proficiency. The ITE foreign language program and its advisory body, the Teacher Education Committee (TEC), are working to ensure that language coursework meets standards. Oral proficiency in the language at a sufficiently high level to meet accreditation standards is demonstrated by the candidate via a specific oral test, called the Oral Proficiency Interview (OPI). The candidate bears the cost of this test, which is currently \$134. A UH Mānoa faculty member is certified to give OPI in Filipino.

Teacher Licensing. Upon successful completion of the ITE program of study in Philippine Language, the College of Education recommends candidates for Initial Teacher Licensure to the Hawai'i Teacher Standards Board (HTSB). Instructions on documents and filing for a license and the Initial License Application can be found online at www.htsb.org. To be licensed, candidates must take and pass the relevant PRAXIS test. Information on required tests and passing scores also can be found on the HTSB website. The fee for initial licensure is \$240.

Recommendations to support Ilokano and Filipino languages in the public schools.

- a. Increase Foreign Language Licenses in scope from 7-12 to K-12.
- b. Expand opportunities for student teachers and observation/participation (OP) students working on state teaching licensure to gain their field experience in schools via a variety of possible settings (e.g. private or public school, language school, college classroom with second language teacher, ESL teacher, Philippine language college faculty). Current requirements are that the student must be placed in a K-12 public school setting with a cooperating teacher.
- c. Explore alternative routes for licensure because there is no Praxis II test for Philippine languages (e.g. currently certified public school teachers should have the option of taking the ACTFL Oral Proficiency Interview/Writing Test in order to add Filipino or Ilokano as a "field" in their license).
- d. Develop an accelerated program or special permit for heritage language speakers.

- e. Expand DOE, Hawai‘i Teacher Standards Board, and UH COE partnerships to provide internships and other opportunities for candidates to accrue credit toward licensure while on the job.
- f. Develop special temporary permits to expand the teacher recruitment pool for Filipino and Ilokano language teachers similar to Career and Technical education teachers. These temporary permits were authorized by Act 226 according to guidelines set and agreed upon by the DOE and Hawaii Teacher Standards Board.
- g. Require three years (or proficiency equivalent) of the same World Language for a Board of Education Recognition Diploma. Presently, a student can graduate and/or get a Recognition Diploma without taking any World Languages courses. This new requirement will provide equal access for all students to higher education opportunities. This will encourage more students to take a longer sequence of a language (e.g. Ilokano, Filipino etc.) and achieve a higher proficiency level.
- h. Review the negative impacts of the “No Child Left Behind” requirements on World Languages (i.e. decreased student enrollment in electives and addressing “highly qualified teacher” requirements).
- i. Develop web-based (and related technologies/hybrids) Ilokano and Filipino language curriculum, especially for secondary programs.
- j. Identify existing materials and/develop courses with Filipino/Philippine content.

Conclusion

We recommend establishing an ad hoc “SCR 120 Committee” to follow up on issues and recommendations identified in this report. We recommend the committee consider the following tasks: (1) survey Philippine language courses and courses with significant Philippine or Filipino ethnic content; (2) identify and support public schools and UH campuses interested in offering new classes or expanding access to existing courses in Ilokano and Filipino and related areas; (3) incorporate appropriate language and culture in pre-college and college recruitment and retention activities; (4) offer workshops, mentoring and other professional development activities for Ilokano and Filipino language teachers; (5) seek funds for student support and funds for co-curricular activities and Philippine language courses; (6) request advice and resources from San Diego Filipino language experts, Hawai‘i organizations (e.g. KNDI radio, Filipino Community Center) and other resources. The proposed SCR 120 committee should include but not be limited to representatives from UH Pamantasan Council, Filipino student clubs, University and DOE administrators, legislators and community organizations. Implementation of SCR 120 recommendations will require support from UH and DOE administration, particularly Chancellors and Principals. We believe an SCR 120 Committee working in 2009 will bring

focus, direction and energy towards implementing recommendations. We thank the legislature for approving SCR 120 and expressing its interest in educational programming at UH and DOE to maintain and perpetuate the rich language heritage of the Filipino community in Hawai'i.

TABLE 6
 ETHNIC BACKGROUND OF CREDIT STUDENTS, BY CAMPUS
 UNIVERSITY OF HAWAII
 FALL 2007

	TOTAL		UH MĀNOA		UH HILO		UH WEST O'AHU		UH COMMUNITY COLLEGES															
	No.	V%	No.	V%	No.	V%	No.	V%	Subtotal	Hawai'i	Honolulu	Kapi'olani	Kaua'i	Leeward	Maui	Windward								
									No.	V%	No.	V%	No.	V%	No.	V%	No.	V%						
TOTAL	50,454	100.0	20,051	100.0	3,573	100.0	940	100.0	25,890	100.0	2,603	100.0	4,027	100.0	7,517	100.0	1,051	100.0	5,887	100.0	2,981	100.0	1,824	100.0
Asian / Pacific Islander	31,512	62.5	11,793	58.8	1,736	48.6	580	61.7	17,403	67.2	1,602	61.5	2,932	72.8	5,418	72.1	660	62.8	3,941	66.9	1,781	59.7	1,069	58.6
Asian	21,927	43.5	9,204	45.9	871	24.4	365	38.8	11,487	44.4	701	26.9	2,057	51.1	4,257	56.6	429	40.8	2,679	45.5	946	31.7	418	22.9
Chinese	2,685	5.3	1,507	7.5	70	2.0	26	2.8	1,082	4.2	20	0.8	240	6.0	648	8.6	13	1.2	102	1.7	23	0.8	36	2.0
Filipino	6,485	12.9	1,578	7.9	212	5.9	143	15.2	4,552	17.6	310	11.9	874	21.7	1,034	13.8	257	24.5	1,406	23.9	597	20.0	74	4.1
Indian Subcontinent	138	0.3	116	0.6	2	0.1	2	0.2	18	0.1	2	0.1	4	0.1	7	0.1					2	0.1	3	0.2
Japanese	7,249	14.4	3,438	17.1	392	11.0	123	13.1	3,296	12.7	251	9.6	501	12.4	1,458	19.4	102	9.7	611	10.4	200	6.7	173	9.5
Korean	1,459	2.9	789	3.9	45	1.3	12	1.3	613	2.4	12	0.5	84	2.1	392	5.2	4	0.4	91	1.5	18	0.6	12	0.7
Laotian	68	0.1	19	0.1			1	0.1	48	0.2			12	0.3	18	0.2			16	0.3			2	0.1
Thai	98	0.2	55	0.3	3	0.1	1	0.1	39	0.2	6	0.2	4	0.1	6	0.1	6	0.6	13	0.2	2	0.1	2	0.1
Vietnamese	450	0.9	239	1.2	6	0.2	2	0.2	203	0.8	4	0.2	64	1.6	96	1.3	3	0.3	25	0.4	7	0.2	4	0.2
Other Asian	374	0.7	224	1.1	23	0.6	4	0.4	123	0.5	6	0.2	26	0.6	61	0.8	1	0.1	18	0.3	4	0.1	7	0.4
Mixed Asian 1/	2,921	5.8	1,239	6.2	118	3.3	51	5.4	1,513	5.8	90	3.5	248	6.2	537	7.1	43	4.1	397	6.7	93	3.1	105	5.8
Hawaiian or Pacific Islander	9,585	19.0	2,589	12.9	865	24.2	215	22.9	5,916	22.9	901	34.6	875	21.7	1,161	15.4	231	22.0	1,262	21.4	835	28.0	651	35.7
Guamanian or Chamorro	181	0.4	83	0.4	5	0.1	4	0.4	89	0.3	1	<0.1	12	0.3	47	0.6			23	0.4	3	0.1	3	0.2
Hawaiian / Part-Hawaiian	7,816	15.5	1,834	9.1	672	18.8	188	20.0	5,122	19.8	837	32.2	743	18.5	916	12.2	211	20.1	1,074	18.2	771	25.9	570	31.3
Micronesian	246	0.5	56	0.3	46	1.3	1	0.1	143	0.6	17	0.7	26	0.6	53	0.7	2	0.2	16	0.3	22	0.7	7	0.4
Samoan	530	1.1	324	1.6	11	0.3	11	1.2	184	0.7	9	0.3	37	0.9	43	0.6			69	1.2	5	0.2	21	1.2
Tongan	98	0.2	28	0.1	1	<0.1	1	0.1	68	0.3	3	0.1	12	0.3	17	0.2	4	0.4	8	0.1	9	0.3	15	0.8
Other Pacific Islander	360	0.7	137	0.7	106	3.0	2	0.2	115	0.4	17	0.7	18	0.4	30	0.4	6	0.6	21	0.4	13	0.4	10	0.5
Mixed Pacific Islander	354	0.7	127	0.6	24	0.7	8	0.9	195	0.8	17	0.7	27	0.7	55	0.7	8	0.8	51	0.9	12	0.4	25	1.4
Hispanic	1,204	2.4	484	2.4	120	3.4	23	2.4	577	2.2	57	2.2	79	2.0	123	1.6	19	1.8	174	3.0	74	2.5	51	2.8
Puerto Rican	52	0.1	19	0.1	5	0.1	1	0.1	27	0.1	5	0.2	2	<0.1	5	0.1	1	0.1	10	0.2	4	0.1		
Other Hispanic	996	2.0	406	2.0	60	1.7	21	2.2	509	2.0	43	1.7	75	1.9	110	1.5	16	1.5	154	2.6	62	2.1	49	2.7
Mixed Hispanic	156	0.3	59	0.3	55	1.5	1	0.1	41	0.2	9	0.3	2	<0.1	8	0.1	2	0.2	10	0.2	8	0.3	2	0.1
Caucasian	10,479	20.8	5,235	26.1	1,171	32.8	186	19.8	3,887	15.0	513	19.7	386	9.6	919	12.2	236	22.5	618	10.5	817	27.4	398	21.8
Middle Eastern	30	0.1	23	0.1	1	<0.1			6	<0.1			1	<0.1	4	0.1					1	<0.1		
Portuguese	114	0.2	31	0.2	22	0.6	3	0.3	58	0.2	13	0.5	4	0.1	7	0.1	7	0.7	6	0.1	19	0.6	2	0.1
Other Caucasian	10,335	20.5	5,181	25.8	1,148	32.1	183	19.5	3,823	14.8	500	19.2	381	9.5	908	12.1	229	21.8	612	10.4	797	26.7	396	21.7
African American	594	1.2	237	1.2	49	1.4	15	1.6	293	1.1	30	1.2	48	1.2	69	0.9	6	0.6	106	1.8	15	0.5	19	1.0
American Indian / Alaska Native	234	0.5	93	0.5	32	0.9	5	0.5	104	0.4	23	0.9	13	0.3	21	0.3	4	0.4	24	0.4	14	0.5	5	0.3
Mixed Ethnic Background	5,568	11.0	1,868	9.3	395	11.1	122	13.0	3,183	12.3	298	11.4	487	12.1	866	11.5	121	11.5	876	14.9	278	9.3	257	14.1
No Response	863	1.7	341	1.7	70	2.0	9	1.0	443	1.7	80	3.1	82	2.0	101	1.3	5	0.5	148	2.5	2	0.1	25	1.4

1/ Mixed Asian Pacific Islander category was renamed Mixed Asian as a result of the migration to banner in Spring 2003. Therefore, as of Fall 2006 Mixed Asian and Pacific Islander will no longer be reported as a separate line item.
 Note: With migration to new registration system, ethnic categories have been expanded. However, only incoming students are included in the new categories; students already enrolled are reported under the ethnic category previously selected.