

# Learning Outcomes for Graduate Programs in Ka Haka 'Ula o Ke'elikōlani College of Hawaiian

## 1. Kahuawaiola: Indigenous Teacher Education Program

### **Mission Statement**

The mission of Kahuawaiola is to prepare maui ola Hawai'i (Hawaiian identity-nurturing) teachers of the highest quality who are grounded in Hawaiian language and culture to serve in Hawaiian language medium schools, in Hawaiian language and culture programs in English medium schools, and in schools serving students with a strong Hawaiian cultural background.

The program seeks to develop teachers who have a strong Hawaiian language and culture foundation, and who strive for the following personal goals and learner outcomes:

**Language Pathway:** The maui ola Hawai'i teacher perpetuates Hawaiian language as a vibrant living language and demonstrates Hawaiian language proficiency in the multiple contexts of the learning environment.

**Cultural Identity Pathway:** The maui ola Hawai'i teacher perpetuates a Hawaiian cultural identity and fosters that cultural identity through effective culture-based methods.

**Applied Achievement Pathway:** The maui ola Hawai'i teacher strives continuously for excellence and utilizes consistent self-evaluation and improvement practices; creates learning experiences which guide students towards academic, social, and cultural excellence.

**Relationship Pathway:** The maui ola Hawai'i teacher nurtures relationships with aloha and cultivates respect; he or she also nurtures relationships that connect school, families, and community.

**Sense of Place Pathway:** The maui ola Hawai'i teacher perpetuates a sense of place and aloha for the land, and also creates and maintains civic responsibility for culturally responsive, safe, and nurturing learning environments.

**Intellectual Pathway:** The maui ola Hawai'i teacher is a lifelong learner and seeks, maintains, and utilizes Hawaiian educational processes, knowledge, perspectives, and experiences for the benefit of all students.

**Personal Connection Pathway:** The maui ola Hawai'i teacher is professional and exhibits a heartfelt love for teaching and a sincere desire for pursuing high professional standards of excellence and ongoing improvement.

**Worldview Pathway:** The maui ola Hawai'i teacher makes global connections through a Hawaiian worldview and cultivates multiple perspectives that foster an appreciation for diverse worldviews through a Hawaiian lens.

**Wellness Pathway:** The maui ola Hawai'i teacher fosters well-being, models healthy and responsible practices, and embraces healthy well-rounded and responsible practices as a role model for students.

## **2. M.A. in Indigenous Language and Culture Education**

### **Mission**

The mission of the M.A. program in Hawaiian and Indigenous Language and Culture Education is to prepare indigenous educators as reflective practitioners and researchers, who are prepared to promote the further development of indigenous culture-based education.

### **Student Learning Outcomes**

1. Apply pedagogy appropriate to maui ola / indigenous language medium and culture-based education.
2. Describe, use and provide rationale of indigenous pedagogy and dispositions within P-12 classrooms.
3. Communicate effectively in both academic and indigenous community environments.
4. Access, analyze and reflect on indigenous knowledge, practices, literature and research findings.
5. Design and conduct culturally appropriate, rigorous and ethical research that is responsive to issues inherent in indigenous language medium and culture-based education.
6. Analyze global trends and perspectives that affect the implementation of indigenous language and culture education.

## **3. M.A. in Hawaiian Language and Literature**

### **Mission**

The mission of the M.A. program in Hawaiian Language and Literature is to prepare scholars to carry out research to enhance our knowledge of Hawaiian language and culture in order to ensure their preservation and revitalization. The program draws upon the tremendous wealth of Hawaiian literary resources from the 19th and 20th centuries and examines the contemporary use of Hawaiian language and culture.

### **Student Learning Outcomes**

1. Demonstrate oral and written comprehension and grammatically correct use of Hawaiian at a level appropriate to graduate work.

2. Identify and explain major aspects of the grammatical structure of a sample of Hawaiian.
3. Describe the history of Hawaiian language and literature and know how to access Hawaiian language resources of various kinds (written and oral, electronic and traditional).
4. Read and analyze important Hawaiian language texts (literary, cultural and historical) from the nineteenth and early twentieth century. Describe the most important of those texts.
5. Demonstrate both knowledge of and skill in performance of Hawaiian chant
6. Write an effective academic paper in Hawaiian (clear, concise, effectively organized, accurate in content, analytical and/or synthetic in nature).
7. Apply various research methods appropriate to Hawaiian language and literature and carry out rigorous research in field.
8. Demonstrate understanding of indigenous and/or endangered language in other contexts through personal experience with speakers and communities of those languages.

#### **4. Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization**

##### **Mission**

The mission of the Ph.D. program in Hawaiian and Indigenous Language and Culture Revitalization is to train well rounded Hawaiian and other indigenous scholars who are prepared to take leadership roles within their communities in indigenous language and culture revitalization.

##### **Student Learning Outcomes**

1. Describe and evaluate important current ideas and data in two of the four areas of program specialization (a. indigenous language and culture education, b. indigenous language and culture in society, c. indigenous language planning, d. Hawaiian language and culture)
2. Integrate the fundamentals of all three areas—indigenous language and culture education, indigenous language and culture in society, indigenous language planning—to solve real problems in maintaining and revitalizing indigenous language and culture.
3. Analyze their indigenous language of focus in terms of its grammar, semantics and socio-linguistic variation.
4. Write effective academic papers (clear, concise, effectively organized, accurate in content, analytical and/or synthetic in nature).
5. Write effective non-academic essays to inform public opinion concerning indigenous language and culture revitalization.
6. Communicate effectively in government and indigenous community environments.
7. Apply various research methods appropriate to research in indigenous language and culture revitalization and can carry out rigorous research in the field.

8. Exhibit leadership potential for revitalization of their indigenous language and culture.