WSC *Senior College and University Commission*

Substantive Change: New Degree Program Proposal (Assoc, Bach, Masters)

Note: For doctoral degree programs, use the Doctoral Program template.

Please read these instructions carefully before beginning. Proposals filled out incorrectly will not be forwarded to the Substantive Change Committee.

INSTRUCTIONS

This form is to be completed for the following types of programs at the Associates, Bachelors, or Masters level:

- New degree program offered at any location (main campus or any off-campus location, including international)

COMPLETING THE PROPOSAL

- Please answer each question. If a question is not applicable, enter "N/A" in the appropriate section. Do not delete the questions.
- We strongly recommend that you review the document Common Issues in Substantive Change Proposals which identifies common areas of weakness in proposals and can be a useful tool as you draft your proposal.
- The proposal should be no more than 10,000 words, not including the words in the template questions or attachments.
- The proposal must be saved as a Microsoft Word document. Attachments are preferred as PDF.

NAMING YOUR PROPOSAL AND ATTACHMENTS

Use the following naming convention for your document.

2015-03, University of Hawai'i at Hilo: MA in Heritage Management

Please make sure that all attachments are named consistently and referenced with the same name in the appropriate place in the narrative. The name of the attachment should begin with the Section number and question to which it is referring. For example, "Curriculum Map", would reference the curriculum map requirement in Section III, question B.2. Attachments are preferred as PDFs.

REVIEWING YOUR PROPOSAL

Before submitting your proposal, the Accreditation Liaison Officer (ALO) should conduct a review of the proposal noting the following:

- The proposal uses the appropriate form and is named correctly.
- All questions in the proposal are answered completely and directly, or marked as "N/A".
- The narrative is complete, clear, and understandable to someone outside of the department or institution.
- All attachments open.
- All attachments are referenced in the narrative in the appropriate section.
- All hyperlinks function appropriately.
- There are no font or formatting inconsistencies that might distract the readers.

SUBMITTING YOUR PROPOSAL

- Refer to the "READ ME FIRST Sub Change Proposal Submission Instructions" document in the Box.com folder for this proposal.
- Request that your institution's Accreditation Liaison Officer notify Marcy Ramsey (mramsey@wascsenior.org) once the proposal is complete and has been uploaded to Box.com.

 RESOURCES

For more information on substantive change policy and procedures, please refer to:

- The Substantive Change Manual.
- Information on the Degree Level Approval Policy.
- Samples of substantive change proposals may be found at: http://samples.wascsenior.org.
- The rubric used by the Committee for scoring can be in the Box.com folder for your proposal.
- Additional resources and documents may be found on the Substantive Change page or in the Document Library on the WSCUC website.

NEXT STEPS

Once the proposal is uploaded into Box.com, WSCUC staff will conduct a preliminary review of the proposal to determine if additional information is needed before forwarding the proposal to the Substantive Change review panel. It is very unusual that a proposal is not returned to the institution with at least a couple of clarifying questions.

Approximately one month prior to the conference call date, the ALO will receive an email notification requesting response to any questions. Detailed information about how to revise the proposal will also

be provided. You will have one week to respond. After the revised proposal is submitted, it will be forwarded to the Substantive Change Committee for their review.

Degree or Program Name: 2015-03, University of Hawaiʻi at Hilo: MA in Heritage Management

Section I: Program and Institutional Overview

A. Program Overview

1. List the percent of the program being offered:

On-campus: 97%   Via distance education: 3%

Off-campus: 0%   Location of new site: N/A

Internationally: N/A   Location of new site: N/A

If the program will be delivered in a hybrid/blended format, please briefly explain how the program will be delivered (example: *The program contains a combination of face-to-face courses held on-campus, online courses, and several weekend residencies at an off-campus location*).

Initially, all classes will be face-to-face in classrooms and labs, with internships (discussed below). By the fourth year of the program, we hope to integrate at least two DL hybrid courses (6 credits out of 36 total) that will be offer a live-stream option, but with most students on-campus. That will provide the potential for some students on other islands to receive instruction from other locales. The figure presented above is calculated as the total percentage of distance education credits if 2 students out of 9 in the 3rd admitted cohort opt to complete their second-year credits through live stream.

2. What is the anticipated start date of classes?

August 24, 2015

 3. If 50% or more of the program will not be in English, identify the language of instruction. See WSCUC's Policy on Instruction in Languages Other than English.

N/A

B. Institutional Context (CFRs 1.1, 1.2, 2.2, 2.2a, 2.2b, 4.6, 4.7)

1. Provide a brief description of the institution including the broader institutional context in which the new program or site will exist. Connect the anticipated substantive change with the mission, purpose, and strategic plan of the institution.

The University of Hawaiʻi at Hilo is a comprehensive, public liberal arts institution that originally began as "Hilo College" in 1947. In 1970, Hilo College was renamed the University of Hawaiʻi at Hilo (hereafter referred to as "UH Hilo") as it became a baccalaureate granting institution. UH Hilo is situated in a small, rural community on the southernmost island in the Hawaiian chain. The Institution reflects the diversity of its surroundings in that of 2011 full-blooded Native Hawaiians and other indigenous Pacific Islanders made up 11.9% of the total student population of undergraduates; Asians (including Filipino)19.2%; Mixed Ancestry 29.7% (a category which includes a majority of Native Hawaiians); and Whites 23%.

Our Mission Statement includes the following tenets:

- Access to education: We provide access to higher education while holding high expectations for all students and providing support for their success.
- Learning from many sources: We offer an engaging atmosphere of learning where knowledge is created and shared, values and wisdom are preserved, and individuals can learn from one another. Learning occurs not only in the classroom, but in the laboratory, in the field, in the studio, through performance and presentation, in partnerships with our community, and in our everyday lives.
- Connecting instruction with research, service, and professional experiences that empower our students to achieve their academic and career goals.
- Student-faculty interaction: We recognize the value of dialogue, discussion and debate between and among students and their faculty, fostered by quality student-faculty engagement and collaboration, and out-of-class experiences.
- Diversity and cultural infusion: We celebrate different people, their backgrounds and history, and the unique cultural mosaic of Hawaiʻi that brings the feel of a global community to our local campus.
- Stewardship of the natural and cultural environment: We respect the ʻāina/land and appreciate the many lessons it has to teach. We work in partnership with the community to study, protect, preserve and sustain the unique cultural and natural environment of Hawaiʻi Island.
- Community partnerships and economic impact: We are dedicated to our role as a major economic and knowledge-based resource for the Island, state and region. We work in partnership with local government and agencies, businesses, non-profit groups, alumni, and other educational institutions to create a positive impact on our students, local community and economy

The MA in Heritage Management is a program dedicated to developing a local base of expertise in historical site preservation and management in a manner that fits the State's and Pacific region's unique

cultures and histories. In partnership with Kamehameha Schools (a Native-Hawaiian serving education foundation), and a collaborative agreement with the National Park Service, UH Hilo's MA in Heritage Management will be reaching out to a wide range of ethnic populations while striving to uphold the core essence of Pacific Islander descendant community values—educational, social, and cultural.

2. To demonstrate prior experience, list the number, variety and longevity of other programs at the proposed degree level and/or modality, and include a brief summary or profile of one of these programs.

UH Hilo was first accredited by WASC in 1976. At that time, UH Hilo was operationally integrated with Hawai'i Community College (henceforth referred to as HAWCC). HAWCC and UH Hilo formally separated in Fall of 1990 (though we still share some of the same facilities). At that time, enrollment was pegged at 2,874 with the institution offering baccalaureate degrees in 29 disciplines and certificates in another12. Today, we have an enrollment of 4,058 with 36 undergraduate programs (with 25 possible minors), 24 Certificate or Licensure Programs, 6 Master's Degrees, and 4 Doctorates.

The list of degrees are as follows:

College of Agriculture Forestry, and Natural Resource Management

BS in Agriculture (1975)
Beekeeping Certificate (2014)
Forest Resource Management and Conservation Certificate (2010)
Plant Tissue Culture Certificate (2002)
Tropical Farming Certificate 2014)

College of Business and Economics

BA in Accounting (2007)
BA in Business Administration (1975, DL 2012)
BA in Economics (1972)
Accounting Certificate (2015)
Asia Pacific-US Economic Certificate (2015)
Business Administration Certificate (2003)
Finance Certificate (2015)
International Studies Certificate (Tourism) (1999)

College of Arts and Sciences: Arts & Humanities

MA in China-US Relations (2004)
BA in Art (1987)
BA in Communication (1970, DL in 2012))
BA in English (1970)
BA in Japanese Studies (1975)
BA in Performing Arts (2003)

BA in Philosophy (1972)
Chinese Studies Certificate (2012)
Filipino Studies Certificate (2013)
Performing Arts Certificate (1989)
Teaching English as a Second Language Certificate (2004)

College of Arts and Sciences: Natural Sciences

MS in Tropical Conservation Biology and Environmental Science (2004)
BS in Astronomy (1994)
BA/BS in Biology (1970)
BS in Chemistry (1972)
BS in Computer Science (1987)
BA/BS in Geology (1985)
BA in Marine Science (1993)
BA in Mathematics (1970)
BA in Natural Science (1992)
BA in Physics (1972)
Computer Application Development Specialization Certificate (2010)
Database Management Certificate (2001)
Global Engagement Certificate (2014)
Marine Option Program Certificate (2010)
STEM Research Honors Certificate (2015)

College of Arts and Sciences: Social Sciences

DNP in Nursing Practice (2012)
MA in Counseling Psychology (2004)
M.ed. in Education (2000)
MA in Teaching (2013, DL 2013)
BA in Administration of Justice (2002)
BA in Anthropology (1970)
BA in Geography (1971)
BS in Environmental Science (2008)
BA in Environmental Studies (2008)
BA in History (1970)
BA in Kinesiology and Exercise Science (2004)
BS in Nursing (1992, DL in 2012)
BA in Political Science (1972)
BA in Psychology (1971)
BA in Sociology (1971)
Education Studies Certificate (2012)
Environmental Studies Certificate (1996)
International Studies Certificate (International Relations) (1999)
Pacific Islands Studies Certificate (1994)
Planning Certificate (1989)
Women's Studies Certificate (1992)

College of Arts and Sciences: Interdisciplinary

      BA in Liberal Studies(1971)

College of Hawaiian Language

      PhD in Hawaiian and Indigenous Language and Culture Revitalization (2006)
      MA in Hawaiian Language and Literature (1998)
      MA in Indigenous Language and Culture Education (2006, DL in 2007)
      BA in Hawaiian Studies (1984)
      BA in Linguistics (1973)
      Contemporary Indigenous Multilingual Certificate (2013)
      Hawaiian Culture Certificate (2013)
      Hawaiian Language Certificate (1999)
      Ka Huawaiola Indigenous Teacher Education (1999)
      Multidisciplinary Hawaiian Studies Certificate (2013)

College of Pharmacy

      PharmD in Pharmacy (2007)
      PhD in Pharmaceutical Science (2011)
      MS in Clinical Psychopharmacology (DL 2011)
      BA in Pharmacy Studies (2011)

Description of the B.A. in Communication:

The UH Hilo Department of Communication offers a communication major and minor and courses in the areas of interpersonal, intercultural, organizational, public, and mass communication.

The Department of Communication provides a strong foundation in human communication theories and practices. Our program emphasizes multicultural team and community building in a personalized learning environment. The program emphasizes multicultural perspectives, authentic communication, valuing diversity, professional and personal empowerment, and enhanced self-awareness. Students develop oral, written, group, interpersonal, intercultural, and organizational communication skills that prepare them for leadership and citizenship in a diverse civil democratic society. (For more information on the mission and SLOs for this degree, please see http://hilo.hawaii.edu/academics/communication/)

Incepted in 1970, the B.A. in Communication was also approved through WASC substantive change as an online degree program as it is possible for students to take more than 50% or more of their major via DL.

SEE PDF—COMM (ATTACHMENT 1) IN THE FOLDER CALLED "HYPERLINKS".

The website detailing this DL portion of this major can also be found via:
http://hilo.hawaii.edu/uhh/accreditation/DstLrngBAComm.php .

3. If this is the first degree program at this level, provide the rationale for the change in degree level and description of what the institution has done to build an appropriate academic culture at that level (i.e., research expectations, opportunities, and funding for faculty, research opportunities for graduate students, appropriate library resources.)

WSCUC Reviewer Comment: Please provide the profile of a current MA program including patterns of enrollment, graduation and retention rates, and evidence of fiscal sustainability.

To help reviewers understand the fiscal health of a comparable undergraduate/graduate program, data from the Department of Psychology (which houses the B.A. In Psychology and the M.A. in Counseling Psychology) has been provided.

SEE "MA PROFILE (PSYCHOLOGY)" IN THE MAIN FOLDER

C. Accreditation History Relevant to Substantive Change (CFR 1.8)

1. What other degree programs have been reviewed by the Substantive Change Committee in the past 12 months and/or planned for review in the next 12 months?   Provide a brief summary of issues noted by WSCUC in prior substantive change reviews since the institution's last comprehensive review and the institution's response to these issues, even if the programs reviewed were at a different degree level or offered in a different discipline.

None

2. Provide the institution's response to issues noted by WSCUC in prior Commission or other Committee action letters or visiting team reports that are relevant to the proposed substantive change. Contact your WSCUC staff liaison if you need more information.

In 2011, UH Hilo was found to be out of compliance with WASC Standard 1.9 with regard to DL components in the following programs/degrees which had not applied for substantive change:

- BA in Communication
- The AA to BA in Psychology
- The RN to BSN in Nursing
- MA in Clinical Psychology
- The MA in Indigenous Language and Culture Education

UH Hilo has since undergone substantive change review for all of the above. SEE "PDF—ACTION LETTER (ATTACHMENT 2)" IN THE FOLDER CALLED "HYPERLINKS".

The response to Commission's action letter also can be found here: http://hilo.hawaii.edu/uhh/accreditation/documents/ResponsetoWASCletterofMarch282011.pdf

3. If the proposed program is within a school accredited by a professional accrediting agency, or is related to a program that is accredited by a professional accrediting agency, list the agency, year accredited, and attach as PDF a copy of the executive summary to the most recent team evaluation report and agency action. Also, indicate whether the specialized agency needs to review and approve the proposed program prior to implementation or when in the program's schedule that the review will be scheduled. Provide similar information for licensure purposes.

N/A

Section II: Program Need and Approval

A. Program Need (CFRs 1.1, 1.7, 1.8, 2.1, 2.12, 4.1–4.3, 4.6, 4.7)

1. Describe the program need/rationale framed by the institution's mission and strategic goals.

Relationship to UH Hilo Strategic Plan. The proposed program fits well with virtually all of UH Hilo's strategic plan goals, but most strongly relates to Goals 4 and 5.5. Goal 4 is to "*cultivate, sustain and reflect a diverse, multicultural university that is rooted in the indigenous history of Hawaiʻi,*" and Goal 5.5 is to "*enhance our scholarship and partnerships with the community to responsibly preserve, protect and sustain natural and cultural resources.*"

The program will contribute to UH's five 2008-2015 strategic areas: 1) Native Hawaiian Educational Attainment, by supporting the access and success of Native Hawaiians in a field of profound cultural and spiritual importance to them; 2) Hawaiʻi's Educational Capital, in particular by making graduate education available to students living in under-served areas that contain significant archaeological sites; 3) Economic contribution, by providing trained professionals in an area of high demand in the State; 4) Globally competitive workforce, by offering training in heritage management to students from areas where indigenous artifacts and sites are endangered by development and industrialization, and 5) Resources and stewardship, by leveraging existing University resources and relations among university units.

2. Describe the methods used to collect evidence (surveys, focus groups, documented inquiries, etc.) that supports the enrollment projections and the conclusion that interest in the program is sufficient to sustain it at expected levels. Evidence should demonstrate interest in this program specific to your institution, as well as broader trends and employment outlook. Please provide a summary of the findings, not the full study.

A recent national study[1] of heritage management professionals has predicted that the number of archaeologists with graduate degrees will double to meet the expected demand in the next 25 years. Of an estimated total of 19,150 archaeological jobs, 85% will be filled with MA level archaeologists. In Hawaiʻi, there are currently 24 private firms and nine universities permitted to conduct archaeological research. The five largest firms together employ approximately 150 persons. The remaining 19 firms employ ten or fewer persons each. A reasonable estimate would be 250 employees in private consulting alone, not including those employed by universities. Various agencies of the US government (such as the National Park Service, Department of Defense, Natural Resource Conservation Service, and US Fish and Wildlife Service), employ about a hundred specialists in heritage management in the Pacific region. The State of Hawaiʻi also maintains the State Historic Preservation Division (SHPD) within the Dept. of Land and Natural Resources and currently has about a dozen preservation specialists on board, but they often have employed more (around 30 in the 1990s) Kamehameha Schools, the Office of Hawaiian Affairs, Hawaiʻi State Parks, and various counties also employ individuals who specialize in heritage management, which would result in an estimate of at least 400 professionals working in heritage management in the Pacific, of which 85% (340) would benefit from graduate training.

Through focus group meetings with our graduates and members of the professional community of heritage management professionals, it is abundantly clear that the current training programs for heritage management professionals in Hawaiʻi do not begin to meet the local demand for trained, qualified professionals, and, based on national trends, those needs will continue to grow. Many heritage management specialists are hired from regions outside of Hawaiʻi and have little background or connection to descendant communities or Hawaiian cultural practice. Given the size of the workforce and expected growth of heritage management positions throughout the Pacific, we are confident that we can maintain a pool of qualified applicants and not flood the market with a program of this size.

Furthermore, state regulations (HAR 13-13-281) require that principal investigators working for the 24 firms that conduct archaeological research possess **"a graduate degree from an accredited institution in archaeology, or anthropology, with a specialization in archaeology, or an equivalent field."** The need for heritage management professionals extends to the US-affiliated Pacific, including the territories of Guam and American Samoa, the Commonwealth of the Northern Mariana Islands and the Freely Associated States. With UH Hilo having the highest percentage of students of Native Hawaiian ancestry at any 4-year institution, and the highest percentage of students from other Pacific Islands, the MA program would enable these students to gain leadership positions in the management of their own heritage. Without having many local opportunities for such training, the consequence has been that most individuals in leadership positions have obtained their graduate degrees elsewhere, and very few are from Pacific Island descendant communities. Our students regularly work in entry level positions in

---

[1] Altschul, Jeffrey H., and Thomas C. Patterson (2010) Trends and Employment in American Archaeology. In *Voices in American Archaeology*, edited by Wendy Ashmore, Dorothy Lippert, and Barbara J. Mills, pp. 291–316. SAA Press, Washington, D.C.

heritage, but hit glass ceilings that do not allow them to open their own firms or to advance to higher positions.

One of the largest problems has been limited professional training programs that are suited to the Hawaiian cultural landscape. In 2008, various bills before the State legislature again sounded the alarm, such as House Resolution 130 which requested that UH Hilo develop this proposal. Another Senate Bill (2906) stated "The legislature finds that historic preservation in Hawai'i is presently in a condition of unprecedented confusion and disarray, making it nearly impossible for the State to meet its cultural obligations and legislative mandates to manage historical properties for the benefit of the various descendent communities. The discovery, identification, and preservation of archaeological sites, human burial sites, and other historic properties are increasingly threatened." Five years later, in 2013, the State Historic Preservation Division was still struggling to meet the demands of a Federal "Corrective Action Plan" that is necessary to sustain federal funding of nearly 50% of the agency's budget. The largest failure of the office is that many positions requiring graduate degrees remain unfilled.

Economic development in Hawai'i is often intimately connected to issues surrounding Heritage Management. One of the hardest lessons that the development community has faced is that when historic preservation efforts prior to development have been poorly conducted in accordance with State and Federal law, then the delays from litigation can drastically affect the development. In Hawai'i, sources of community division have often included the potential and demonstrated adverse effects to cultural resources from federally-funded military training operations. Many other high-profile cases make headlines in the local papers weekly, and affect billions of dollars in development funds. If heritage management regulatory processes are poorly implemented, the results are costly for everyone, and rarely result in optimal preservation outcomes.

By establishing localized training in heritage management, we hope to create more professionals who are well-versed in the specific issues in heritage management that are most significant to Hawai'i, and who are more trusted in descendant communities because they will be *from* those same descendant communities.

3. Attach the recruitment and/or marketing plan for the program, including the geographic scope of the program. Financial resources committed to marketing this program should be clearly explained in the budget. Note that all materials regarding this program should clearly state, "Pending WSCUC approval" prior to Commission ratification. Include a hyperlink to the program website, if available.

Although many M.A. marketing plans would want to target a broad national cross-section of recent college graduates, our program will not be efficiently served by expending a great deal of effort on developing national marketing materials. Instead, we are reaching out primarily to Pacific Islander college graduates, many of whom will come from the UH system, and others who could come from New Zealand, Australia, and some US campuses (particularly on the West Coast). While our marketing plan for future years is still being developed, we have recruited a full cohort for the first year, and we have fielded serious inquiries from at least half the students who would be needed to fill a second cohort in

the Fall of 2016. Initial outreach has largely been through word-of-mouth, newsletters (SEE "PDF—NEWSLETTERS (ATTACHMENT 3)" IN THE FOLDER CALLED "HYPERLINKS" published by heritage related organizations, a devoted Facebook page SEE "PDF—FACEBOOK (ATTACHMENT 4) IN THE FOLDER CALLED "HYPERLINKS", email list-serves of community organizations such as the Society for Hawaiian Archaeology (SEE "PDF—SOCIETY FOR HAWAIIAN ARCHEOLOGY (ATTACHMENT 5)" IN THE FOLDER CALLED "HYPERLINKS", and information posted on the UH Hilo Graduate Admissions web page (SEE "PDF—MA HERITAGE (ATTACHMENT 6) IN THE FOLDER CALLED "HYPERLINKS". Additional information on the program will be available by the summer on the UH Hilo anthropology department web page SEE "PDF—ANTHRO (ATTACHMENT 7) IN THE FOLDER CALLED "HYPERLINKS", which is currently going through a major expansion to include photos, research profiles, and more curricular information. The graduate program will also be listed in the American Anthropological Association Guide (SEE "PDF—AAA (ATTACHMENT 8) IN THE FOLDER CALLED "HYPERLINKS", which is the single most significant source of information on anthropology graduate programs in the nation. Approximately $1500 per year will expended on marketing, roughly 1/3 of which is the cost of the listing in the AAA guide. The remainder will be for flyers and web-gage development.

4. If the program is planned to be offered for a finite period, provide the enrollment projections for the length of the program. If the program is planned to be offered continuously, provide enrollment projections including projected attrition rates for the first three years. These enrollment projections should be reflected in the budget.

N/A

B. Planning/Approval Process (CFRs 1.8, 4.1, 4.2)

1. Describe the planning and approval process within the institution (and system, if applicable), indicating how the faculty and other groups (administrators, trustees, stakeholders, system office, etc.) were involved in the review and approval of the new site or program. Attach documentation of necessary approvals. CSU campuses must attach a letter of approval from the Chancellor's office.

The MA in Heritage Management responds to House Resolution No. 130 of the 24th Hawaiʻi State Legislature that requested the University to consider developing the major. An "Authorization to Plan" (ATP) document was first prepared in the by the Anthropology Department in the 2010-2011 academic year. The ATP completed the internal approval process within UH Hilo in the Fall of 2011 (routed through the Anthropology Department, Faculty Congress, Graduate Division, Vice Chancellor of Academic Affairs, and Chancellor). Due to a hiring freeze, the VCAA made a decision to hold off on submitting to the Council of Chief Academic Officers (COCAO) for system-wide consultation for one year, and submitted the ATP to COCAO in the Fall of 2012.

Over the following year, the full proposal was prepared and routed through the same internal and external review process, and received approval as a provisional MA program from the UH Board of Regents on August 21, 2014.

The ATP was approved on November 5, 2012 by UH Hilo's Vice Chancellor of Academic Affairs and Chancellor. The Council of Chief Academic Officers of the University of Hawai'i system approved the ATP on September 13, 2013. (SEE "PDF—ATP" IN THE MAIN FOLDER)

The formal proposal was entered into Curriculum Central and the attached log reflects the larger chain of approval sequence: (1) Submitter and CC Liaison, (2) Department Chair, (3) Division Chair, (4) CAS Senate Curriculum Review Committee, (5) CAS Dean, (6) Faculty Congress Curriculum Review Committee, and (7) Vice Chancellor of Academic Affairs. SEE "PDF—Curriculum Central" AND "PDF—CC Proposal" IN THE MAIN FOLDER.

THE PROPOSAL WAS BROUGHT BEFORE THE BOARD OF REGENTS AND APPROVED ON AUGUST 7, 2014. (SEE "PDF—BOR" IN THE MAIN FOLDER)

2. Describe the external and/or internal partners contributing and/or participating in this proposal, if applicable. Attach any Memoranda of Understanding (final and signed) between the requisite parties. If the program will be offered under contract with an institution or organization not certified to participate in Title IV, HEA programs, please see WSCUC's **Policy on Contracts with Unaccredited Organizations** and explain how this arrangement conforms with the policy.

See Attachment II B(2) Collaborative agreements.

Currently, we have two major collaborative agreements, one of which is being drafted for execution with Kamehameha Schools (hereinafter "KS", the 13th wealthiest private trust in the world, devoted to the education of Hawai'i's children), and the National Park Service (primarily Kaloko-Honokohau National Historic Site- see attached). The KS collaborative agreement involves providing our graduate students with access to lands owned by KS to conduct heritage related projects, supporting their research, and providing $180,000 towards direct costs of the program over the first three years. The NPS agreement involves providing research and internship opportunities for undergraduate and

graduate students with over $184,850 available to support student stipends, travel, and research. Neither of these parties are under contract to provide academic training as part of the program.

3. For international programs ONLY: N/A

a.) Attach evidence that any necessary governmental licensure or approvals required to operate in the host country have been attained.

b.) Is the institution recognized by an accrediting agency or the Ministry of Education in the proposed country? Describe the due diligence conducted to qualify the partner and what criteria were used.

c.) Describe the nature of the relationship with the partner institution in terms of admissions, faculty, governance, finances, and support services.

Section III: Program Description and Evaluation

A. Curriculum (CFRs 2.1–2.5, 2.8, 3.5, 4.1, 4.4, 4.7)

Provide an overall description of the program including the alignment of the program philosophy, curriculum design, and pedagogical methods/instructional theory with the target population, modality and degree nomenclature selected.

There are four main programmatic learning objectives (SEE "CURRICULUM MAP' IN THE MAIN FOLDER): Students Completing the MA program should achieve the following:

1). Develop an understanding of the value of community engagement in Heritage Management as it is practiced in county, state, and federal agencies, and in private consulting through course-work, internships, and a sustained research program.

2). Learn the technical skills necessary to operate as a principal investigator on archaeological, historical, and ethnographic projects, and apply those skills in the completion of a community-based thesis project.

3. Develop an understanding of federal laws and regulations that direct federal preservation programs.

4) Understand the anthropological context of Heritage Management work.

A total of 36 credits will be required for the MA. This is six credits more than the MA in applied archaeology offered at UH Mānoa, but it is consistent with many other MA programs nationally. For example, the minimum credit requirements in Pac-12 MA programs in anthropology range from 34 credits (Arizona State University) to 45 credits (University of Oregon and Oregon State University).

Because the program's graduates will often be preparing detailed research reports as professionals, we are requiring that all of the program participants complete their own thesis as their capstone project for the program. By requiring all graduate students to plan, initiate, and complete a substantial community-based heritage project in order to earn their MA, we can better prepare them to succeed as professionals in a way that a non-thesis option would undermine. We also expect that many of our students will be the first ones in their families to complete a graduate degree, and will not be intimately familiar with the process. In anticipation of this situation, we have designed the program with a mandatory seminar (ANTH 600) that will be offered in the first semester for each incoming cohort that will introduce students to the MA program, and that will help them design a thesis project that can be completed in two years' time. As part of the seminar, each student will build their own map for how they plan to complete the program in two years, design their proposed field project, develop community contacts, explore funding opportunities, and examine examples of similar MA thesis projects in anthropology. By offering this course as a group seminar as opposed to relying on individual advising sessions, we hope to foster a mutually supportive graduate cohort.

Furthermore, every graduate student must demonstrate at least limited proficiency in a second language (see section III A.8 below).

During the first year of the two-year program, there will be an emphasis on classroom instruction in basic skills that will be necessary to write a thesis (historical background, regional specializations, method and theory). Over the summer following the first year of instruction, it is expected that most students will be engaged in fieldwork. Over the second academic year, students should be focused on a smaller number of classroom credits that should help them analyze their field data, and work with community members on their heritage projects through community internships. The structure of the curriculum is designed in groups of courses that meet these needs (SEE "COURSES" IN THE MAIN FOLDER, with Group A including all the required courses to be taken in the first year, and the subsequent groups B-E including electives for various kinds of heritage research. The final group (F) represents thesis preparation credit that each student should be enrolled in for both semesters of the second year.

1.a. If 50% or more of the program will be offered via distance education: provide guest log-in access to the learning management system for this program for at least one course for which a syllabus is provided. N/A

2. How has the curriculum design and pedagogical approach been adapted to the modality of this program? See description above

3. Attach a list of courses for the major, identifying which are required and including the units earned in each course. Also include the number of elective units required for the program, if any, and provide a link to the institution's GE requirements (for undergraduate programs).

List of courses for the MA: SEE "COURSES" IN THE MAIN FOLDER

4. Describe how library resources will be used in the curriculum.

UH Hilo's Moʻokini Library already houses an excellent collection of Hawaiiana that would serve as the main resource for much of the research within the program, including many archaeological reports prepared by private consultants. In addition to the University's collections, the Hawaiʻi State Historic Preservation Division at 40 Poʻokela Street in Hilo (a 15 minute walk from campus) houses a comprehensive collection of cultural resource management reports for Hawaiʻi Island. Many national periodicals relevant to the program are available in full text electronic databases, and interlibrary loans from UH Mānoa will also augment the physical and electronic databases available. Certain archival materials such as those housed at Hawaiʻi State Archives, Bishop Musuem, and Hamilton Library Special Collections (all in Honolulu), will require some students to travel off-island in order to obtain pertinent materials for their research. As the program develops, we hope to improve access to this off-campus repository by initiating grant projects (and perhaps even as part of a MA project) to digitize many reports available elsewhere for easy access in a digital repository. This digitized heritage collection could be used by programs well beyond the MA program and would be an asset to the entire State. For example there are annual grants through NEH for up to $350,000 specifically for digitizing collections (Humanities Collections and Reference Resources CFDA # 45.149). The 5-Year business plan also includes funding for additional library acquisitions to support the program in the amount of $2,000 with a 10% annual increase.

5. For undergraduate programs, describe the information literacy competencies expected of graduates and how they will be evaluated. N/A

6. Attach three sample syllabi that are representative of the program and appropriate to the degree level. If the program has a capstone/thesis or culminating experience, the syllabus for that course must also be provided. Syllabi must include:

- specific student learning outcomes for the course
- a course schedule including a schedule of all assignments
- the number of credit hours earned in the course and expectations for how those hours are earned both in and out of class (seat time, lab time, homework, etc.)
- use of the library and information resources, as appropriate
- relevant university/departmental policies

Syllabi must also be adapted to the modality of the course, and be appropriate to the level of the degree. Online courses must include information about the learning management system and expectations for students participating in the online modality, netiquette, and other considerations specific to the modality.

WSCUC Reviewer Comment: Since the program requires a thesis as a capstone experience, the panel will need to see 3 courses PLUS the thesis syllabus for this review.

SEE "THREE EXAMPLES OF COURSE SYLLABI" IN THE MAIN FOLDER.

7. Describe any internship or residency requirements and monitoring procedures, if an internship or residency is required.

Six credits of internship will be required for students, primarily to be completed in the second year of the MA program:

ANTH 690 Heritage Management Internships (S) Placement and experience in public, private, and/or government agencies involved in heritage management plus completion of related research projects: a) Archaeology; b) Museum Studies; c) Burials Program; d) Cultural Impact Assessments. Pre: ANTH 600, ANTH 644, ANTH 645. May be repeated for 6 credits maximum.

These credits are designed to promote community involvement in a graduate students' fieldwork. Students can enroll only after they receive a permit from the supervising UHH professor. Potential hosts for internships include a number of government agencies and private organizations; such as 1) the Department of Land and Natural Resources, Division for Historic Preservation in Hilo; 2) The Lyman Museum; 2) Various National Parks in Hawaiʻi, and private consultants (see http://hawaii.gov/dlnr/hpd/hpgreeting.htm), several of which maintain offices in Hilo.

For every three credits that a graduate student enrolls in, they are expected to spend 9 hours per week engaged in the internship. This may involve time in the office or home preparing maps or conducting background research, or it may involve actual time conducting fieldwork and other work-related duties. They will be required to maintain a log/journal of the time spent that should list the number of hours spent on various activities and give detailed, thoughtful and introspective descriptions of the activities in a daily summary prepared at the end of each day. Additionally, they will be required to complete a ten-page scholarly research paper for every three credits (two ten-page papers required for each MA). These papers should deal with some aspect of the internship, and should contribute to the community-based component of each MA thesis. They will be expected to conduct background research, summarize previous reports/publications dealing with your topic and relate that information to the current internship project.

8. Describe other special requirements for graduation, i.e. comprehensive examination, service learning, etc.

There will be a thesis defense, publicly presented. Additionally before defense of the thesis, all MA candidates must demonstrate proficiency in a second language that is closely related to the student's thesis topic, and preference will be given to applicants for graduate admission who have already achieved proficiency. The level of proficiency will be equivalent to the successful completion of a year of introductory Hawaiian language. If these courses have not been taken, or if the requirement is to be met based on another language than Hawaiian, proficiency may be demonstrated by written examination. Exams can be scheduled at any point prior to the submission of the student's thesis

research. The intent of this requirement is to provide preference to those who are either members of the descendant communities that they are studying, or people who have been willing to devote enough time to communicate with descendant communities that they study in the descendants' own language(s).

<mark>WSCUC Reviewer Comment: The panel will expect to review the grading rubric for the thesis document as well as the assessment rubric used for the thesis defense. Also explain how the second language proficiency will be determined.</mark>

SEE "THESIS RUBRIC" IN THE MAIN FOLDER.

B. Evaluating Educational Effectiveness (CFRs 1.2, 2.1–2.7, 2.9, 3.2, 3.3, 4.1–4.7)

1. Attach program learning outcomes that articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree.

SEE "LEARNING OUTCOMES" IN THE MAIN FOLDER2. Attach a curriculum map articulating the alignment between program learning outcomes and course learning outcomes and demonstrating the progression of levels of achievement from introductory to advanced levels.

SEE "CURRICULUM MAP" IN THE MAIN FOLDER

3. Describe the process by which syllabi are reviewed and approved to determine that 1) course learning outcomes are described and are linked to program learning outcomes; 2) materials are current; 3) pedagogy is appropriate for the modality of the course.

All new graduate courses at UH Hilo, such as those proposed here, are managed through a central system, curriculum central (SEE "PDF—CC (ATTACHMENT 9) IN THE FOLDER CALLED "HYPERLINKS", and involve review of syllabi by the department chair, a college-wide faculty-composed curriculum review committee (SEE "PDF—CC COMM (ATTACHMENT 10)" IN THE FOLDER CALLED "HYPERLINKS", the graduate division, the full faculty congress, the vice-chancellor of academic affairs, and the registrar's office. This process specifies that course-learning outcomes are to be clearly identified. This review process has provided good feedback for relationships between course learning outcomes and program learning outcomes. That said, it is largely the anthropology faculty who are most knowledgeable about current materials, but through student course evaluations and feedback that will be collected from the employers of our MA graduates (and other instruments discussed under assessment sections herein), we hope to continue to modify our modalities and pedagogies to best meet the desired program outcomes.

<mark>WSCUC Reviewer Comment: The review process described above is designated for "new graduate courses" at UH Hilo. Please also clarify how all course syllabi for repeated course delivery are reviewed for PLOs, assessment procedures, Univ policies, etc.</mark>

4. Describe the assessment plan for the program at various stages including achievement of student learning outcomes using direct and indirect measures. How will findings from the review be used to improve the program? Attach the assessment plan. (The assessment plan template linked below is provided as a model, but is not required. Feel free to modify the template as appropriate).

SEE "ASSESSMENT PLAN" IN THE MAIN FOLDER

Many of our assessment goals will be established in order to meet the requirements of WASC and the self-study that is necessary to move from a 'provisional' program to an 'established' program, typically after three years of operation. The anthropology department's tentative long range assessment plan will begin in the first semester of the program (Fall `15), and various objectives will be assessed on a two-year schedule (SEE "ASSESSMENT PLAN" IN THE MAIN FOLDER). The overall assessment plan will be designed to address the four major instructional objectives of our MA program (addressed herein), as well as larger program goals (such as monitoring the number of graduates of Hawaiian ancestry who take on leadership positions in heritage management).

5. Describe the plan for data collection, analysis, and the incorporation of findings into the existing program review process.

Student success within the program will be measured by their ability to meet the program objectives. Each student's performance will be assessed through grades in coursework, reviews of student progress during annual meetings with their graduate committees and general progress evaluations at the end of each semester. Evaluations at the culmination of each degree will be based on the completion of a written thesis that fulfills both community-based outreach and academic research. A publicly advertised oral defense will also be a venue to collect community input on the quality of each project.

In terms of student satisfaction, we will establish an online survey that will allow students in each cohort to express their degree of satisfaction with the curriculum and to make recommendations for changes. Also, once students have completed the M.A., we will administer an exit survey to attempt to assess student satisfaction with the overall program. Both qualitative and quantitative responses will be solicited in each instrument. We will ask questions that specifically address each outcome as well as teaching quality and program resources. By the time that each cohort graduates, we will attempt to track their career paths, specifically to determine whether or not the MA program has enabled the graduate to obtain higher pay or rank with their employers than they would have been possible without the degree. We will compile a list of publications, ethnographic films and other products produced by graduates and faculty, compile statistics on citations of research conducted through the program and secure an outside reviewer to evaluate the program's strengths and weaknesses.

WSCUC Reviewer Comment: Please include information regarding WHO and WHERE these indicators will be collected, housed, aggregated and prepared for the external evaluation during a Program Review.

Many of these indicators are housed on the UH Hilo IRO website. Course data is disaggregated by College/Division/Subject enrollment; Course Outcomes, Student Course evaluations, and Quantitative Data for use in Program Review. (http://hilo.hawaii.edu/uhh/iro/academic.php)

SEE "PDF—IRO (ATTACHMENT 23) AND "PDF—PROGRAM REVIEW (ATTACHMENT 24) IN THE FOLDER CALLED "HUPERLINKS."

6. Describe the procedures to evaluate teaching effectiveness in the proposed modality.

At the inception of the program, the faculty will be almost evenly split between senior faculty, tenured associate faculty, and junior faculty. With this particular condition, and the relatively small MA program, it will be beneficial for the faculty as well as the students to form a collaborative cohort where mentorship and creative collaborative efforts are fostered, particularly with the aim of improving teaching effectiveness. To this end, and at the culmination of every spring semester, we plan to hold day-long graduate faculty retreat to evaluate our assessment data and teaching. Following the completion of our assessments of learning outcomes, if a class is showing less than favorable scores for a particular skill, then we will collectively consider alternatives to improve student performance and adjust course syllabi/requirements/modalities to hopefully obtain a better result.

7. If 50% or more of the program will be offered off-campus, internationally, or via distance education:

a. Please include a summary of a recent program or curriculum review of the on-campus version of the program (if applicable) to determine if recommended modifications have been incorporated into the proposed program.

N/A

b. If applicable, explain how comparative assessment of program outcomes for students in different program modalities will be conducted (including assessments of student learning outcomes, student retention, and student satisfaction) including appropriate comparisons with campus-based programs.

SEE "PDF—MATRIX (ATTACHMENT 11) IN THE FOLDER CALLED "HYPERLINKS".

Link: Sample_Matrix_for_Assessment_Plans

C. Schedule/Format (CFRs 1.6–1.8, 2.1–2.3, 2.5, 2.10, 2.12, 3.1, 4.1)

1. What is the length of time (in months) that the typical student is expected to complete all requirements for the program? 21 Months

2. Provide the minimum attendance/participation requirements and the provisions made for students to make-up assignments or for students who have to drop out of the program for a short period of time.

As stated in the UH Hilo Graduate Handbook, attendance/participation must be maintained at levels that allow the student to obtain a cumulative grade point average (GPA) of at least 3.0 (on a scale where A = 4.0) in courses required by the graduate program. Taking formal records of attendance will be at the discretion of the faculty member. When the cumulative GPA falls below 3.0, the student will be placed on academic probation. Once a student is placed on probation, the student has two semesters to attain a cumulative GPA of 3.0 or higher, or the student will be dismissed.

When graduate students fail to complete a small but significant portion of a course's requirements due to unforeseen circumstances, they may be given an "incomplete" grade (I) by the instructor. Graduate students who are given a grade of "I" must complete the coursework before the due date listed in the University Academic Calendar. "I" grades that are not completed by this due date automatically are converted into "NC" grades. The instructor may set a deadline sooner than that listed in the University Academic Calendar, reflecting the instructor's availability to extend his/her commitment beyond the course. The instructor, however, cannot extend the due date unless granted a specific waiver by the college Dean. While the program is designed to be completed in two years, students have up to five years to complete the program before they are dismissed.

3. Describe the timeframe of courses, i.e. accelerated, weekend, traditional, etc. If courses are not offered in the traditional 10 week quarter or 15-16 week semester system, please explain how credit hour and course content expectations can be met within the timeframe established for the program. An institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre- and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre- and post-course assignments, the accelerated nature of the curriculum, and conform to the institution's Credit Hour policy.

Courses will be offered in a 16-week semester system, with the additional expectation that students will spend a significant portion of the summer between the first and second academic year engaged in their field projects.

3.a. Attach the institution's Credit Hour Policy, in compliance with **WSCUC's Policy on the Credit Hour,** adopted in September 2011. SEE "PDF—CREDIT HOUR (ATTACHMENT 12)" IN THE FOLDER CALLED "HYPERLINKS".

Hyperlink is available at:
https://www.google.com/url?q=http://hilo.hawaii.edu/uhh/congress/documents/UHHCreditHourPolicy andreviewprocess_000.pdf&sa=U&ei=54nuVM3EMo6HyAT-n4Ew&ved=0CAYQFjAB&client=internal-uds-cse&usg=AFQjCNF_QOGGQ0UBX9rRqWJ0Gc7LvphxEA

3.b. If 50% or more of the program will be offered via distance education, please explain how the courses in this program meet the credit hour definition as described in **WSCUC's Policy on the Credit Hour**.

N/A

3.c. For face-to-face programs with individual courses that contain elements other than traditional seat time requirements (i.e., laboratory work, internships, practica, studio work, hybrid courses, online courses, and other academic work leading to the award of credit hours), please identify these courses and explain how the time requirements are equivalent to the credit hour requirements as described in **WSCUC's Policy on the Credit Hour**.

All classes in Group D (SEE "COURSES" IN MAIN FOLDER) will involve a mix of traditional seat time, laboratory work, and/or practica with an approximately 50% of the time spent as traditional seat time, and the other 50% of scheduled class time spent in laboratory work and/or practical application of applied methods. While one applied methods course might be taken during a student's first year in the program (particularly those doing oral history research for part of their thesis), the second required class in Group D will be in the second year of the program, after the student has collected thesis data that they will need to analyze. Thus, we envision that these analytical methods classes will simultaneously provide students with the skills necessary to analyze their data, and guide them through the practical application of their thesis fieldwork.   Group E (Internships, ANTH 690) are also second-year courses that will involve non-traditional instruction and are described and justified in Section III A(7). Finally Group F (thesis preparation credit, ANTH 700), intended for second-year students, will be managed by each student's thesis advisor, and will involve the submission of initial outlines and drafts of chapters to the advisor throughout the year, and the circulation of a complete draft to the student's thesis committee by the first week in April, completion of the thesis defense by the third week in April, and submission of the thesis to the library and registrar.

In all likelihood, this process will involve substantially more time than the minimum expectation of 9 hours spent per week on each 3-credit course (combining inside and outside class time). We will develop assessment instruments (see section III B(5) above) to help ascertain if this is the case, most specifically the graduate students will be asked to keep a log for internships, and thesis-related research.

4. How will the institution define and monitor that timely and appropriate levels of interactions between students and faculty, and among students are maintained?

Effective August 1, 2009, the University of Hawaii at Hilo mandated that full-time faculty establish at least five (5) hours per week to meet with students in their offices. SEE "PDF—OFFICE HOURS (ATTACHMENT 13)" IN THE FOLDER CALLED "HYPERLINKS". The policy also recommended that the common practice of offering additional advising "by appointment" outside of these five hours also be maintained. The program intends to comply with this policy to ensure that students receive the necessary feedback for successful completion. This applies to DL and/or hybrid courses as well. If regular

face-to-face contact cannot be achieved, the program intends to allow for phone and/or video conferencing to students off-island.

UH Hilo's Office Hours Policy is also available at: https://www.google.com/url?q=http://hilo.hawaii.edu/policies/documents/Officehours.pdf&sa=U&ei=4gsbVba8JIGysAHZ5IC4DA&ved=0CAUQFjAC&client=internal-uds-cse&usg=AFQjCNEZTEzD1687YIaoHOIPdQSEu2dcvw

Also, UH Hilo is re-implementing periodic (Five year) Review of faculty. SEE "PDF—REVIEW (ATTACHMENT 14) IN THE FOLDER CALLED "HYPERLINKS" or http://hilo.hawaii.edu/uhh/vcaa/documents/FacultyEvaluationprocedures.pdf;

And PDF—REVIEW 2 (ATTACHMENT 15) IN THE FOLDER CALLED "HYPERLINKS" OR http://hilo.hawaii.edu/uhh/vcaa/documents/UHH-Faculty-Eval_5-Year-Review-Policy_1993.pdf.

Faculty at the unit level will produce a statement of performance expectations including office hours, advising, scholarship (including mentoring student research projects) and service. Faculty will evaluate faculty scheduled for review using these statements. The administration will communicate to faculty and chairs the evaluation schedule and results of the evaluation. Some faculty may be offered professional development opportunities as a result of the evaluation.

5. If 50% or more of the program will be offered via distance education, describe the provisions available to faculty to determine that the enrolled student is the student completing the coursework. How will the identity of students participating in the program be verified?

N/A

6. Attach a sample schedule of courses for a full cycle of the program with faculty assignments, if available.

See "SAMPLE SCHEDULE" IN THE MAIN FOLDER

D. Admissions (CFRs 1.1, 1.6, 2.1, 2.2, 2.10, 2.12, 2.14)

 1. Describe the admissions requirements and other qualifications expected of students in this program.

 Acceptance is granted at the discretion of the Admissions Committee based on the six criteria listed below. An applicant must:

1) have earned a baccalaureate degree from an accredited US institution or from a nationally recognized foreign institution.

2) in her/his personal statement, list advisor(s) from the Heritage Management M.A. faculty who agrees to sponsor the application and to serve as primary advisor upon acceptance to the program.

3) have a minimum average combined verbal and quantitative score in the 50th percentile on the General Graduate Record Exam (GRE).

4) have a grade point average of 3.0 (4.0 = A scale) or the equivalent in the last four semesters of approximately 60

semester credits of undergraduate and/or in all post- baccalaureate work. Candidates with less than a 3.0 GPA may still be considered if they can demonstrate additional post- baccalaureate professional development that compensates for the GPA.

5) submit three letters of recommendation from references who have observed or supervised the applicant's performance and are able to comment on the quality of the applicant's academic achievement, ability to pursue graduate study, and general character.

 Criteria for admissions can be found on page one of the guide explaining the process: https://www.google.com/url?q=http://hilo.hawaii.edu/admissions/forms/documents/MAHeritageManagement.pdf&sa=U&ei=x4fuVM6bBcKsyAStk4LYAQ&ved=0CAUQFjAA&client=internal-uds-cse&usg=AFQjCNEun8XORrLitsTtH5n5abA7y4m5sg, (SEE "PDF—MA HERITAGE (ATTACHMENT 6) IN THE FOLDER CALLED "HYPERLINKS".

1a. For international programs ONLY: Describe how admissions criteria are similar to those used for international students admitted to the U.S. campus, including appropriate language proficiencies. (International students must meet admissions requirements of the home institution.) International student applicants must earn a score of 550 TOEFL (paper based), 213 (computer -based) or 79 (internet based), or 6.0 IELTS (for students who have not attended an English language university, or for whom English is not the primary language).

2. Identify the type of student targeted (i.e., adult learners, full-time or part-time).

Full-time students. Approximately half will be recent BA recipients, and another half will be returning to school from professional positions. In some cases, returning professionals may continue to work in their positions part-time, but will be more prepared to conduct the proposed field-work associated with the MA degree.

3. If 50% or more of the program will be offered via distance education, describe how the student's ability to succeed in the distance education modality will be addressed and linked to admission and recruiting policies and decisions. N/A

4. Describe the **Transfer of Credit policies** including the number of credits that students may transfer in.

Graduate Students must petition transfer credits from other institutions within their first semester at UH Hilo. Using the Graduate Division's Petition to Transfer, Substitute, and/or Waive Courses form.

Credits petitioned for transfer must be relevant to the student's UH Hilo degree program, must have been earned at a regionally accredited university, must not have been used to satisfy the requirements of another degree, and must have been earned in graduate-level courses for which the student earned at least a B. In cases where a graduate student wishes to take graduate coursework elsewhere for transfer credit during their tenure at UH Hilo, the course work must be pre-approved, using the Petition to Transfer, Substitute, and/or Waive Courses, by the student's primary academic advisor and graduate program chair. Petition for transfer of these credits must be completed within a semester of completion of the course work, and will otherwise be subject to the same regulations as credits petitioned for transfer from before the student's acceptance to UH Hilo.

Courses taken more than five years prior to matriculation in the Graduate Division are accepted only when the graduate program chair attaches a statement justifying the transfer.

Limitations on the number of credits acceptable in transfer are set in the first instance by the minimum residence requirement of 24 credit hours for any advanced degree.

5. Describe the process for awarding credit for prior learning (applicable only to undergraduate level). See WSCUC'S **Policy on Credit for Experiential Learning**. N/A

6. Describe the residency requirements, if applicable.

24 graduate credits must be completed in residence at UH Hilo.

7. Provide a copy of the student handbook and/or pertinent catalog copy related to the proposal submitted.

SEE "PDF—GRADUATE HANDBOOK (ATTACHMENT 16) IN THE FOLDER CALLED "HYPERLINKS". See also hilo.hawaii.edu/.../UHHilo**GraduateS**tudent**handbook**2012-2103.pdf.

8. Please attach a sample brochure or admissions material for this program that will be made available to prospective students. Note that these materials must clearly state "Pending WSCUC approval" prior to Commission ratification.

(SEE "PDF—MA HERITAGE (ATTACHMENT 6) IN THE FOLDER CALLED "HYPERLINKS".

Section IV: Resources

A. Faculty (CFRs 2.1, 2.2b, 3.1–3.5, 3.7)

1. Provide the number and FTE of faculty (distinguishing between full-time and adjunct/part-time) allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness. Include plans for new hires as enrollment grows.

In the first year, four full-time tenure-track faculty members in the anthropology department (Mills, Kawelu, Genz, Paleoethnobotanist currently being hired) will offer a total of six graduate courses (21 credits) and supervise 6 graduate students. An additional full-time tenure track faculty member in anthropology (Morrison) will advise one graduate student, but will carry no graduate teaching load. By the second year, 9 more graduate students will enter the program, and 42 graduate classroom credits will be offered in the 2016-2017 academic year between first-year and second-year graduate courses. Advising will be divided equally between the same faculty mentioned above, with the addition of a new tenure-track specialist in museum studies in the Fall of 2016 who will help cover the teaching load of the second-year graduate curriculum. On average, we hope to maintain a graduate advising load of 3 to 4 students per graduate faculty member, balanced between first-year and second-year students. All graduate faculty will also be assigned undergraduate courses with a cumulative 3/3 annual teaching load between graduate and undergraduate classes (per UH Hilo policy). Full syllabi for the entire graduate curriculum were developed in the university's planning process for the MA program, and a plan/schedule for faculty teaching assignments for each core course has been developed for the first

two years, and the same core courses should cycle through every two years, with additional electives being offered to suit the needs of specific graduate cohorts. The budget also includes funds by the third year for part-time/adjunct support in special topic areas such as maritime heritage. Professor Peter Mills will chair the graduate program and will move from a nine-month appointment to an 11-month appointment to help conduct programmatic assessments.   Additional funds will support a part-time position that will provide logistical assistance to faculty and graduate students.

2. What will the faculty-to-student ratio be for this program? If the program will be accredited by a specialized accrediting agency, does this ratio meet those requirements?

There is no specialized accrediting agency. For full-time faculty teaching in the graduate program and advising graduate students, the ratio will be 1:3.6. These same faculty will also carry undergraduate advising in a department of approximately 60 undergraduate majors, but undergraduate advising includes 3 additional faculty (Brown, Morrison, Reichl) who will not regularly be teaching or advising graduate students. When combining graduate and undergraduate advising for the full-time anthropology faculty, the average advising load will be 1:9.75.

3. Provide information about the balance of full- and part-time faculty members involved, and how that balance will contribute to quality and consistency in instruction and advising.

The eight full-time faculty in the anthropology department are discussed above, of which five will be taking on regular teaching and advising duties in the MA program. Additional adjunct faculty include five individuals who could serve on committees and occasionally teach courses for the MA (see item 5 below).

4. Describe the impact that the proposed program or change will have on faculty workload for all involved in the program, including teaching, research, and scholarship. Describe the institution's expectations for faculty scholarship. Who will teach courses no longer being taught by the faculty reassigned to this program? What will be the maximum number of students that each faculty member can advise?

In 2007, the anthropology department hired Dr. Kathy Kawelu in partial anticipation of the future creation of this MA program, and in 2012, Dr. Daniel Brown returned to the department in a teaching role, after an extended period as an administrator. Consequently, the department currently maintains six full-time tenure track faculty, each with 3/3 teaching loads, to teach approximately 50 undergraduate majors. The additional lecturer pool including Dr.s Medieros, Scheffler, and Wolforth teach primarily introductory courses, but also teach a combined average of one to two upper division courses each semester. This situation has resulted in under-enrollment in several upper-division anthropology courses from the university's minimum target of 10 students per class. Given this situation, and with the addition of two more full-time anthropology faculty over the next two years to teach graduate and undergraduate courses, the department will be able to absorb the graduate curriculum without unduly taxing undergraduate class sizes or appropriate levels of undergraduate course offerings. With the

range of graduate faculty available, we envision no more than 5 graduate students (first-year and second-year students combined) being assigned to a single faculty member (as primary advisor). Where this policy may conflict with what we envision is when students do not complete the program in a timely manner, and drift into a third year or fourth year without completing their thesis. If these students are not being actively advised by a faculty member, then the department and faculty member may decide to accept additional new incoming students.

UH Hilo's College of Arts and Sciences tenure and promotion policies (SEE "PDF—CAS TNP GUIDELINES (ATTACHMENT 17) IN THE FOLDER CALLED "HYPERLINKS" do not prescribe a specific number of publications that have to be produced by faculty, or quantify a level of research or grants-funding that must be maintained, but they require that faculty demonstrate commitments to excellence in teaching, and excellence in at least one other category (research and university service), with competence in the remaining category. The director of the new MA program (Mills) achieved the rank of full professor in 2008, and has maintained active NSF funding for the last decade that incorporates numerous undergraduate students in the research and publications (see geoarchaeology web page) (SEE "PDF—GEO GUIDELINES (ATTACHMENT 18) IN THE FOLDER CALLED "HYPERLINKS". The MA program will allow some of these same undergraduates (and others) to continue their research in the lab at the graduate level. Two other faculty members (Dr.s Kawelu and Genz) are currently assistant professors, but Kawelu should achieve tenure before the program begins, and Genz is well on his way to tenure with a book draft in review and several important publications already competed, and an active service record in the University.   Both of these faculty members' research interests closely relate to the proposed graduate program and should allow them to develop more substantial research and publication opportunities as they proceed from associate to full professorship. The remaining two department members who will be regularly teaching graduate courses will be arriving as assistant professors in 2015 (paleoethnobotanist) and 2016 (museum specialist), and will be mentored in the tenure and promotion process by the extant faculty. Again, the research interests of these new hires will be closely aligned with the goals of the MA program, and should facilitate their ability to engage in significant research and publication.

5. Provide an overview of the key credentials and experience of faculty with leadership roles in the program. Include abbreviated vitae (3-5 pages) that demonstrate the most current activities in relationship to the program (scholarship, teaching, etc.).

SEE "ABBREVIATED VITAE" IN MAIN FOLDER

Full-time faculty with primary teaching advising roles in MA Program

Dr. Peter R. Mills, full professor, Chair of Heritage Management MA Program, PhD in anthropology UC Berkeley 1996, has been teaching at UH Hilo since 1997. He has worked for state agencies, federal

agencies, private consulting firms, and a state governor's appointed review board in heritage management. He has also served as the President of the Society for Hawaiian Archaeology from 2010-2012 and has published over 30 publications in peer-reviewed journals, two books and numerous reports. He received a university-wide award in undergraduate teaching.

Dr. Kathleen L. Kawelu, assistant professor (expected to receive tenure this summer), PhD in anthropology UC Berkeley 2007, has been teaching at UH Hilo since 2009. PhD in the relationships between the Hawaiian community and archaeologists (now a UH Press book in press), ongoing fieldwork in community-based archaeology in Hawaii. One of only three Native Hawaiians with a PhD in archaeology (ever).

Dr. Joseph Genz, assistant professor (expected to receive tenure in 2016), PhD in anthropology from UH Mānoa 2008, has been teaching at UH Hilo since 2011. PhD in traditional voyaging methods in the Marshall Islands (now in review as a book at UH Press), experience in private consulting in preparing cultural impact assessments, collecting oral histories, and other ethnographic skills related to the Heritage Management MA.

Paleoethnobotanist (to be hired by May 2015)

Minimum Requirements: Ph.D. from an accredited college or university in anthropology or a related field with a primary focus on paleobotanical research; demonstrated expertise in Island Pacific paleobotany with an emphasis in anthropological applications; evidence of good teaching skills.

Museum Collections specialist (to be hired by May 2016)

Minimum Requirements: Ph.D. from an accredited college or university in anthropology or a related field with a primary focus on collections management; demonstrated expertise in developing and managing collections in indigenous communities; evidence of good teaching skills.

Full-time Faculty with occasional advising and teaching roles

Dr. Lynn Morrison, associate professor and Dept. Chair, PhD in anthropology from U. Toronto in 1999, has been teaching at UH Hilo since 2000. PhD in biological anthropology, will contribute to the MA in terms of training in human osteology, paleopathology, ecological anthropology.

Dr. Daniel Brown, full professor, PhD in anthropology from Cornell University in 1978, has been teaching at UH Hilo since 1977. PhD in biological anthropology, will contribute to the MA in terms of training in human osteology, paleopathology, ecological anthropology.

Dr. Christopher Reichl, full professor, PhD in anthropology from U. Iowa in 1988, has been teaching at UH Hilo since 1989. PhD in sociocultural anthropology, with specializations in immigrant Asian diasporas, will contribute to the MA in terms of Asian-Hawaiian heritage, ethnographic field methods.

<u>Adjunct Faculty</u>

Dr. Momi Naughton, director, UH Hilo's North Hawaii and Education Center (NHERC) [Heritage Center](), PhD in Museum and Heritage Communications, Simon Fraser University 2002. Dr. Naughton specializes in community museum heritage, and has been teaching undergraduate courses in Museology for UH Hilo since 2003. While Dr. Naughton's position is listed as administrative, the Heritage Center and Dr. Naughton offer a ready-built community heritage outreach program that can be incorporated into the MA program. Although we do not count Dr. Naughton in the ratios presented above, she has expressed a willingness to advise students in certain cases and work with graduates on community-based projects.

Dr. Hans Van Tilburg, Maritime Heritage Coordinator, NOAA, PhD in History, UH Mānoa 2002. Adjunct faculty member to contribute to the curriculum and advising for students who wish to specialize in maritime heritage. We have budgeted money to support the teaching of a maritime heritage class by the third year of the program.

Dr. Lynne Wolforth, lecturer, PhD in anthropology from U. Illinois, at Urbana 1997. Has been teaching at UH Hilo since 1997. Specialization in Museum Studies.

Dr. Pua Medieros, lecturer, PhD in anthropology from U. Alberta 2002. Has been teaching at UH Hilo since 2004. Specialization in indigenous studies, oral history.

Dr. Timothy Scheffler , lecturer, PhD in anthropology from Penn State U. 2008. Has been teaching at UH Hilo since 2005. Specializations in cultural ecology, Mesoamerica, Hawaiʻi.

6. Describe how off-campus, international, or distance education faculty will be oriented to the particular needs of the program and the ethos of the institution (if applicable).

N/A

7. If 50% or more of the program will be offered via distance education, describe the preparedness of faculty to support the modality of instruction. What faculty development opportunities are available? Include any faculty guidelines for online instruction and/or web links to online training resources.

N/A

B. Student Support Services (CFRs 2.3, 2.11–2.14, 3.1, 3.5, 3.7, 4.7)

1. Describe the available student support services provided, appropriate to the modality of the program, including, but not limited to:

a. Ongoing academic advising and academic support

UH Hilo maintains an active Student Support Services Program (SSSP). See webpage for details (SEE "PDF—SSSP (ATTACHMENT 19) IN THE FOLDER CALLED "HYPERLINKS" . Of particular relevance to out MA program (which targets students of Native Hawaiian ancestry) is the Kipuka Native Hawaiian Student Center . (SEE "PDF—KIPUKA GUIDELINES (ATTACHMENT 20) IN THE FOLDER CALLED "HYPERLINKS"

b. Financial aid advising- Advising for the graduate program will be conducted directly through the anthropology department faculty. The ANTH 600 course at the beginning of the program will serve a dual purpose of group advising and academic context for the program. Special sources of financial assistance will also be available to certain heritage management students who work on the collaborative agreements with Kamehameha Schools and the National Park Service discussed in Section II B(2).

c. Career services- For the specialized MA program that we are developing, students will become intimately familiar with the main institutions that will be hiring our graduates as the program proceeds. Relevant job postings across the entire Pacific are frequently available on the Society for Hawaiian Archaeology Web Page (SEE "PDF—SOCIETY FOR HAWAIIAN ARCHOLOGY (ATTACHMENT 5)" IN THE FOLDER CALLED "HYPERKLINKS"), and contact information for the 24 active private consulting firms in Hawaiʻi are available online. (SEE "PDF--SHA CONSULTANTS (ATTACHMENT 21)" IN THE FOLDER CALLED "HYPERKLINKS") Throughout the program and through their own community-based research, we expect that we will be able to facilitate our graduates' abilities to make excellent connections with employers as their graduate work progresses.

C. Library and Information Resources (CFRs 2.3, 2.13, 3.4, 3.5)

 1. Describe the access to library resources including library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and book and document delivery services that will be available for both faculty and students, on-site and remotely, as applicable. Include a web link to the library's home page.

The Edwin Moʻokini Library at UH Hilo is a 2-minute walk from the anthropology department and has 228,000 books with one of the best open-access collections of material on Hawaiian culture and history in the state (over 40,000 titles including maps, periodicals, and microfilm). Its electronic resources include access to 126,000 electronic books, 10,000 streaming videos, 51,000 periodicals, and 125 electronic databases.   The major subscriptions for full-text material include Academic Search Premier, ProQuest, JSTOR, Project MUSE, Sage Premier, Science Direct, and SpringerLink. The closest state library is the Hilo Public Library, approximately two miles from campus.   All titles available through the entire state library system are accessible through interlibrary loan. Online historical resources such as Internet Archive and Making of America also will provide access to national periodicals pertaining to heritage.

2. Describe the library staff available to support students and faculty in this program, including hours of availability, on-site and remotely, as applicable. As of FY 14, there were 23 library staff serving 5,188 students (UH Hilo and Hawaiʻi Community College combined). Although budget restrictions keep the library closed on weekends in the first two weeks of each semester (and holidays), the library is

otherwise open 7 days a week through the regular academic year for a total of 82 hours per week.   The Hawaiian Collection is overseen by at least one reference librarian from 8AM to 4PM each weekday, and has other librarians on call after those hours. During finals week, hours are extended to midnight, and during summer session, hours are reduced, but the library is still open.

3. How does the library staff support the development and assessment of information literacy competencies, such as providing instruction on how to use the library, conducting research, and gaining access to required information for students in this program?   The library offers "book-a-librarian" sessions for students or classes to provide personalized training in using library resources. In FY 2014, the library conducted 364 formal training sessions that reached 4,590 students in instruction sessions.

4. If additional library and information resources are deemed necessary, specify what these resources are and detail the institution's long-term financial commitment to acquire them.

Although additional resources are not necessary, various plans could improve access. See discussion under section III A(4) above.

D. Technology (CFRs 2.1, 2.13, 3.1, 3.3-3.5, 4.7)

 1. Describe the institution's technological capacity to support teaching and learning in the proposed program.

Computers available for student use include 130 PCs and 4 Mac computers in the Moʻokini Library, as well as four devoted laboratory computers in the anthropology department. UH Hilo maintains an Office of Campus Technology to help faculty and students address computer problems, schedule AV equipment use, set up web pages for programs. In addition, Academic Computing Services manages with DL and other technology-driven aspects of the curriculum. These two support systems cover most of the technological support teaching and learning that are necessary for operating the program.

The Office of the Vice Chancellor for Academic Affairs offers online and one-on-one faculty training in online course development and delivery (SEE "PDF—DL RESOURCES (ATTACHMENT 22)" IN THE FOLDER CALLED "HYPERKLINKS"). The Distance Learning Advisory Committee is charged with examining and recommending "institutional policies and practices for supporting the design, development, implementation and evaluation of distance learning program and course offerings with a focus upon quality and connection to the mission of the University of Hawaiʻi at Hilo." The University also hosts a Distance Learning Faculty Resources (SEE "PDF—DL RESOURCES (ATTACHMENT 22)" IN THE FOLDER CALLED "HYPERKLINKS")webpage that supports this modality of teaching.

2. Describe the institution's information technology support for students and faculty in the proposed program, including help desk hours.

UH Hilo's Office of Campus Technology provides a full range of technological services to support programs, as well as faculty workshops during the academic year. The Office of the Vice Chancellor for Academic Affairs offers online and one-on-one faculty training in online course development and delivery. The Distance Learning Advisory Committee, comprised of faculty, one IT staff, and the campus DL liaison is charged with examining and recommending "institutional policies and practices for supporting the design, development, implementation and evaluation of distance learning program and course offerings with a focus upon quality and connection to the mission of the University of Hawai'i at Hilo.

The University's Strategic Plan 2011-2015 includes priority actions 3.2 "Upgrade the university's *technology infrastructure* including computer laboratories and classrooms, wireless broadband across all areas of the campus, and new technologies to better support student learning, teaching effectiveness, and research"; and 4.5 "Improve higher education access, outreach and support for *non-traditional and underserved populations* through, but not limited to, select, high-quality distance learning programs island-wide and beyond....

The UH helpdesk operates both through an online system (see "trouble report" form), and via phone contact (808) 932-7040 for immediate assistance from 8:00-4:30 Mondays through Fridays including summers.

3. Describe the institution's provisions for students in the proposed program to gain full access to course materials.

UH Hilo uses "Laulima," which is an open-source publishing tool for course materials and other online curricular material, based on Sakai 2.9 software. At a minimum, faculty places their course syllabi and handouts online and often include PowerPoint presentations, lecture notes and readings approved by copyright.

4. If 50% or more of the program will be offered via distance education, provide a detailed description of the type of distance education modality being proposed and the format (asynchronous, synchronous, online, correspondence, teleconference, video on demand, etc.).

N/A

5. Describe how students will receive training on how to utilize program required technology.

The ANTH 600 course will serve the purpose of providing answers to FAQs about program technology. Laulima offers online tutorials, and the Student Affairs Office serves as a clearing house for many other areas of tutorial support and general academic support. All faculty in the MA program will also support graduate students individually through advising in order to provide training in any required technologies that they are unfamiliar with. For analytical methods requirements of the MA, all courses will also provide specific training in technologies required for conducting analyses.

6. Describe how the institution will plan for business continuity during system failures (major or minor) or scheduled service interruptions.

UH Hilo's network infrastructure is fault tolerant. It consists of redundant network connections to each building from 2 main core routers each housed in separate buildings. Minor system failures will not impact network connectivity. In the event of a major failure, such as, the loss of 1 of the main core routers, network connectivity will not be lost. Each core router is covered by an on-site next day service contract. In the event of failure of switching equipment, existing backup equipment will be installed to replace failed equipment. In the case of a loss of fiber connectivity, existing dark-fiber will be used to reroute network traffic to restore connectivity.

Scheduled service interruptions with advanced notification are planned for late evening hours to minimize impact on faculty, staff and students.

E. Physical Resources (CFRs 3.4, 3.5)

1. If the proposed program will require physical resources not currently available on campus, please describe.

N/A

2. For off-campus or international programs: Describe the physical resources provided to support the proposed program(s)/site. This includes, but is not limited to the physical learning environment, such as classrooms, study spaces, student support areas. N/A

Section V: Financial Resources

A. Financial Resources (CFRs 3.4, 3.5, 4.2, 4.3 4.6, 4.7)

1. Provide an assessment of the financial viability and sustainability of the program including

a. Narrative describing all start-up costs for the institution and how the costs will be covered, including direct program cost and institutional indirect cost. Explain how the institution effectively plans such that the impact of additional services and support for a new program will be adequately supported as the program grows (i.e., are indirect costs charged on a program basis). Costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design should be included.

"BUDGET TEMPLATE" IN THE MAIN FOLDERshows the budget projections for direct program costs (with fringe salary included), and funds secured which can be directly used to offset those costs. Outside

funding from Kamehameha Schools ($180,000) will be used to pay the salary of one of the projected new positions for the first three years ($60,000 per year), which, with tuition, makes the program fully self-funded for the first three years (at least) with surplus of approximately $30,000 for each of those years including indirect costs.   Another potential source of funding includes Hawaiʻi State Dept. of Transportation (HDOT) mitigation funds ($800,000) established in a recent Memorandum of Understanding with UHH. These funds are targeted for heritage management related activities, and can be applied to scholarships, travel, supplies and other resources related to research activities, the majority of the funds will be used for student research and development of education materials related to heritage management in Kona, which will be jointly administered with Ka Haka ʻUla o Keʻelikōlani College of Hawaiian Language. Additional funds from the National Park Service ($184,000) will also be used to initiate collaborative projects with Kaloko-Honokohau National Historic Site, and finally, the Hiroo Sato Endowed Excellence Scholarship, established in 2012 through the UH Foundation is intended to be applied to students interested in conducting public/oral histories and cultural resource management. In brief, the operational budget is fully funded for the first three years, and a significant amount of additional university funding is available for student and faculty research in heritage management. Additional operational funds for subsequent years (years 4 and beyond), will continue to be sought through Kamehameha Schools and other stakeholders, such as OHA, the National Park Service, and private donors.

Without hiring additional faculty, we do not envision enlarging the annual incoming cohort beyond 9 students per year. Beyond WASC, there are no additional costs for licensing.

b. Total cost of the program to students, including tuition and any special fees.

There are no special fees. Tuition for the Fall of 2015 is set at $447 per credit hour, which adds up to $8,046 per year of full-time (nine credits) enrollment. By the Fall of 2016, graduate credit will be $479 per credit hour or $8,622 for a year of full time enrollment for a total of $16,668 for the program. Most of the classes will be based on directed readings instead of textbooks. Additional costs will be incurred primarily through field projects, some of which, at least, should be covered by grants or available scholarships discussed above.

c. Financial impact of the change on the institution including evidence that the institution has the capacity and commitment to absorb start-up costs. If the institution has incurred a deficit in the past three years, supplemental information describing the financial capacity of the institution to start and sustain the new program(s) is required.

Start-up costs will involve additional support staff and faculty. As currently planned, a Lab Manager (APT) would be hired at .5 FTE for FY `15 and `16, and be raised to 100% FTE for FY `17. Also, a clerical assistant devoted to the management of several small graduate programs is being considered by the VCAA that will be jointly funded for several programs, but will not be directly funded through the Heritage Management operating budget. One existing faculty position (Mills) will be converted to 11-month employment as program director, and one new faculty member would be added in the first year

of the program and a second faculty member would be added in the second year. Space allocations would be provided by the College of Arts and Sciences within existing facilities.

Even with the funding of two new faculty positions and support staff, we project that revenues will meet direct expenses in the first three years, including fringe costs of faculty positions. The hiring of one faculty position in FY `15 on a flat budget will be supported by KS monies before tuition dollars come in, and we can operate on a smaller curriculum because we will only have a 1st year cohort.

In the past three years (2011-12, 2012-13, 2013-14), UH Hilo revenues (general state fund revenues and tuition & fee revenues) have exceeded expenditures from those sources.

d. Statement of the minimum number of students per year necessary to make the program financially viable. The budget should reflect anticipated attrition and should include plans to respond to low enrollment.

For the first three years of the program, tuition from 5 graduate students are all that are necessary to keep the program financially viable, and this is due largely to the infusion of Kamehameha Schools funds into the operational budget. Given that we plan to enroll between 7 and 9 students each of those three years, this should amply compensate for attrition. By the fourth year, when Kamehameha Schools funds are no longer secured, we would need 10 to 11 students to enroll in the program each year when we only currently plan to admit 9. We hope to either secure additional outside funding to cover the difference, incorporate another existing faculty position into the graduate teaching program and not hire a second new tenure-track position (this decision would have to be made prior to 2016), or raise our annual enrollment. If enrollment falls below expectations, one option would be to limit the range of graduate courses offered to a smaller set of heritage management related specializations and cut back on course offerings in groups D and E.

e. Budget forecast, for at least the first three years of the proposed program, based on the projected enrollment data, including attrition, anticipated faculty hires, additional library resources, and other projected revenues and expenditures. The enrollment data should match the market analysis provided earlier in the proposal. The budget should include all budgetary assumptions. (The linked budget template is provided as a model of the level of detail the Committee expects, but use of this template is not required. The template may be modified as appropriate.)

See Attachment V A(1e) budget template.

Section VI: Teach Out

A. Teach-Out (CFRs 1.6–1.8)

CFR 1.6 and **WSCUC's Policy on Teach-Out Plans and Teach-Out Agreements** require that institutions provide a teach-out plan or program discontinuation policy detailing how students who begin a program will be able to finish if the institution determines that the program is to be discontinued.

1. Please attach the institution's teach-out or program discontinuation policy.

University of Hawai`i Board of Regents policy 5.1.g.3 provides that "Provisional and established programs deemed out-of-date or nonproductive may be terminated by the President in consultation with the Board, following a stop-out of the program by the administration. Commitments to students already officially enrolled in such programs shall be met but no new program admissions shall take place."

Each campus is responsible for working out the details of enabling students to complete program requirements. While it would be permissible for programs at different campuses in the system to collaborate in providing students with appropriate coursework, it would not be appropriate for such arrangements to require students to travel to an institution on another island or in another state.

In the event that the university administration requests that the program be closed, the Education Department will ensure that students already enrolled in the program will be able to complete their degrees in online format.