Introduction

Proposal Template for Online, Correspondence, Satellite, Video Correspondence or Other Technology-Mediated Programs- Introduction

Please read these instructions carefully before beginning your proposal

INSTRUCTIONS:

- This template outlines the mandatory sections of the proposal. Please specifically answer each question in the template. No section should be left blank. If a question is not applicable, enter "N/A" in the appropriate section. Incomplete proposals will not be forwarded to the Substantive Change committee for review.

- Do not delete the questions.

- The proposal should be no more than 10,000 words, not including attachments.

- Attachments are preferred as .PDF. (Microsoft Office documents should be saved in versions compatible with Office 97-2003. Office 2007 / Windows Vista documents are not acceptable at this time.)

NAMING YOUR PROPOSAL:

Use the following naming convention for your document. Incorrectly named documents will not be reviewed.

[Tentative Review Year-Month], [Institution Name]: [Degree/Program Name] ([Modality])

Example: 2010-02, Sunshine University: BS in Engineering (Online)

REVIEWING YOUR PROPOSAL:

- Please review your proposal against the Pre-Submittal Checklist before submitting it.

SUBMITTING YOUR PROPOSAL:

- See the WASC Guide to Submitting Substantive Change Proposals for instructions on submitting your document.

- Please have your institution's Accreditation Liaison Officer (ALO) notify the WASC Substantive Change Manager (smcgrew@wascsenior.org) once the proposal is complete and has been submitted.

RESOURCES:

- Institutions proposing online programs should refer to the Guidelines for the Evaluation of Distance Education.

- For assistance on completing the educational effectiveness items, refer to the Educational Effectiveness
Section I: Institutional and Program Overview

A. Program Overview

1. Name of degree or program proposed.

Master of Arts in Indigenous Language and Culture Education (ILCE)(Distance Education)

2. Percent of program being offered via distance education. If the program is not being offered fully via distance education, how will the remainder of the program be offered?

The ILCE program is comprised of 31 semester credits, which are earned in 11 graduate level courses; 54% of the courses (6 of the 11) and 58% credits (18 of the 31) are offered via distance education. The remainder of the program consists of five courses (13 credits) that are offered in a face-to-face environment during the summer session.

3. Detailed description of the type of distance education modality being proposed and the format. Is it asynchronous, synchronous, online, correspondence, teleconference, video on demand, etc.?

The six ILCE distance education courses are delivered via interactive television with two courses delivered via the Hawaii Interactive Television System (HITS) and four courses of delivered via Polycom Video Conferencing. All are synchronous, with students and instructor(s) meeting at a specific time and place allowing for instructor(s) and students to see and hear each other, simulating a face-to-face environment.

4. Geographic scope of the program. Where will you market the program?

Access to the ILCE program is available in multiple locations within the State of Hawai‘i including West Hawai‘i, and Maui, Moloka‘i, O‘ahu, and Kaua‘i islands. There are University Centers on each of these islands that provide student support and special facilities for distance education courses delivered via PolyCom and the Hawaii Interactive Television System.

5. Projected number of students.

The ILCE program admitted its first cohort (3 students) in Fall 2007 and produced its first graduates (2 students) in spring 2008. A second cohort (1 continuing and 8 new students) was enrolled in Fall 2008, all completed the
program in Spring 2010. The current cohort (5 students) was enrolled in fall 2010, with completion expected in Spring 2012.

Based on the expressed interest of potential students, including several who are currently completing the entrance requirements, the projected enrollment of students enrolling from 2012-2015 is 10-15 students per cohort.

6. Type of student the program geared for, i.e. adult learners, part-time or full-time.

The ILCE program is a graduate level program. Students accepted into the program will have successfully completed their undergraduate degree and all program admission requirements. Phase I of the program is geared for full-time students, who are student teacher candidates who complete core educational courses in a residential summer session and then are placed in P-12 educational settings for two semesters. Phase II of the program allows students to attend part-time while they work full-time in educational settings for four semesters. They will have met requirements for study and fluency in their particular indigenous language (Hawaiian) and culture of focus. Presently, all students have Hawaiian as their indigenous language and culture. Eventually, as resources expand, the program will include other indigenous languages and cultures.

7. Initial date of offering.

The program’s first cohort began in Fall 2006. Following WASC substantive change approval, a new cohort of students will be admitted for Fall 2012, with classes starting August 27, 2012.

8. Anticipated life of the program, i.e., one time only or ongoing? Cohort model or rolling admissions? Independent study?

The program has been ongoing, enrolling students in a cohort model. Following WASC substantive change approval, a new cohort of students will be admitted for Fall 2012, with classes starting August 27, 2012. New cohorts will begin every two years until demand and resources make it possible to start a new cohort every year.

9. 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 more than 25% of the program will be delivered under contract with an institution or organization not certified to participate in Title IV, HEA programs, please see WASC’s Policy for Contracts with Unaccredited Organizations and explain how this arrangement conforms with the policy.

State of Hawaii Partners

Programs offered by UH system institutions do not require MOUs with University Centers that support their students. The mission of all University Centers in Hawaii includes instructional support to students and programs as well as related student services to students who are working on courses and programs delivered via distance technology to their locations. See the UH Board of Regents policy on this matter at http://www.hawaii.edu/apis/ep/e5/e5204.pdf

The University of Hawaii system operates three University Centers and six Education Centers that provide support to UH distance programs and students. University Center websites that describe the services provided by all such centers include these:

- West Hawaii: http://www.hawcc.hawaii.edu/ucwh/
- Maui: http://www.umaui.net/
- Kauai: http://info.kauaiicc.hawaii.edu/uckauai/
- Moloka‘i: http://www.maui.hawaii.edu/molokai/?page_id=2

US Mainland and New Zealand Partners

Ka Haka ‘Ula o Ke’elikolani College of Hawaiian Language is mandated by state law to implement outreach to other indigenous people on a national and international basis. The ILCE has partnered with and draws upon the interest of graduate programs in education in much larger universities, including the University of Arizona, the University of
British Columbia, the University of Alaska at Fairbanks, and the University of Waikato, New Zealand. Two of the ILCE program courses are delivered via ITV (Polycom), that features synchronous seminar discussions and presentations by both ILCE faculty and students as well as faculty and doctoral students from the partnering universities. The University of Alaska provides access to their Moodle system to students in KED 660 and 662.

Please see the attached “WINHEC MOA 2009” regarding such collaborations. The World Indigenous Nations Higher Education Consortium (http://www.win-hec.org/) fosters partnerships across nations and institutions for “exchanging information and for developing cooperative programs and activities in the areas of graduate educational, professional and faculty development, and research broadly related to the education of Indigenous people.” The MA ILCE as a unit of Ka Haka ʻUla o Keʻelikolani College of Hawaiian Language is a full participant in such collaborative ventures.

Attachments
1. WINHEC_Accreditation_Confirmation_P-20_2010.pdf
2. WINHEC_MOA_2009.pdf

B. Descriptive Background, History and Context

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

The University of Hawaiʻi at Hilo (UH Hilo) is part of the State-supported ten-campus University of Hawaiʻi system, along with UH Mānoa, UH West Oʻahu, and seven community colleges. In addition to Ka Haka ʻUla o Keʻelikolani College of Hawaiian Language (KHUOK), UH Hilo includes four other degree-granting colleges. The university presently offers a PhD in Hawaiian and Indigenous Language and Culture Revitalization, a Doctor of Pharmacy (PharmD), a PhD in Pharmaceutical Sciences, six masters degrees, 33 baccalaureate degrees and 24 academic subject certificates. The seventh masters degree has been approved by WASC pending Board of Regents (BOR) approval in August 2011, and a Doctor of Nursing Practice, scheduled for Fall 2012 implementation, has been approved by both the BOR and WASC.

The University of Hawaiʻi system was mandated through Act 315 of 1997 to establish a Hawaiian language college at the Hilo campus to serve as a focal point in the State’s efforts to revitalize the Hawaiian language, to train teachers of Hawaiian, and to provide outreach to other indigenous language groups. The product of this mandate, KHUOK’s programs are a key part of an overall state government response to long-standing Native Hawaiian political action seeking to provide the choice of education through the Hawaiian language at all educational levels. As the attached organizational plan indicates, the college houses a complex of units, each contributing uniquely and vitally to this mission.

KHUOK (see attached “Organizational Plan”) has become a leader in the international project of preserving and revitalizing indigenous languages and cultures, with the Hawaiian language and its social context as both model and laboratory. As the attached organizational chart indicates, the college contains a rich array of educational programs, ranging from Hale Kuamoʻo, which produces instructional materials in the Hawaiian language in all subjects taught in the state’s Hawaiian language immersion schools and programs, through the Ph.D. in Hawaiian and Indigenous Culture and Language Revitalization. The ILCE program is a core program of KHUOK for carrying out its primary mission. Hawaiian language immersion schooling is the primary vehicle for achieving that mission, from pre-school through graduate education. Teachers for the Hawaiian language immersion schools (P-12) are the main vehicle for creating a new generation of Hawaiian language speakers. In Fall 2010, 2,059 students and 130 teachers on five islands were in the state’s Hawaiian immersion programs (see attachment “Immersion Count.” Kahuawaiola (phase I of the ILCE program) trains the teachers for those schools, giving them a strong background in Hawaiian culture and culturally-appropriate pedagogy. The MA ILCE program is designed to increase their training so they are better prepared to innovate and improve education.

See section II.A.1. for a discussion of the place of the MA ILCE and KHUOK in the strategic plan and mission of the university.

Currently, UH Hilo’s ILCE program is the only M.A. program in Hawaiʻi which trains teachers exclusively for Hawaiian language immersion education that can be used to instruct K-12 students in all fields of study.

2. To address prior experience, list the number, variety and longevity of other similar programs that have been or
are being offered via distance education. Include a summary or profile of one of the programs being offered via
distance education to demonstrate prior experience.

UH Hilo is now offering four online/distance degree programs that will undergo substantive change review in
September and October 2011: the AA to BA online Psychology program, the RN to BSN online program, the Master
of Arts in Indigenous Language and Culture Education (ILCE), and the BA in Communication. The first three have
been offered in good faith by the university since 2002, 2004, and 2006, under the misapprehension that programs
required subchange review only if 50% or more of total credits were offered online. The fourth achieved DL status
gradually and without planning to become an “online program”: as individual faculty members have offered more
and more online courses over the years, students have responded enthusiastically.

The largest distance education program, in terms of number of graduates and number of students active in the
program at any one time is the AA to BA online Psychology program. The Psy online program accepted its first off-
island students in Fall 2002. Program enrollment is limited to 33 students at any one time; as one student
completes, another student is admitted. Pending the outcome of the substantive change review in September 2011,
new students will again be admitted to the program Fall 2012. On average, students have been enrolling in two
courses per semester and completing the Psychology program in four to six semesters. To date, a total of 84
students have been admitted and 51 have graduated.

Attachments
1. Organizational_Chart_KHUOK.pdf,
2. Immersion_count_2010-11-students_tchrs.pdf

C. Institutional Accrediting History Relevant to Substantive Change

1. Brief response to issues noted in prior substantive change reviews since the institution’s last comprehensive
review.

The last comprehensive WASC review of UH Hilo was completed in 2004. Since then, UH Hilo has successfully
completed six substantive reviews for proposed programs: the PhD in Hawaiian and Indigenous Language and
Culture Revitalization (HILCR) and the Doctor of Pharmacy program, both discussed below; the 1+2+1 dual degree
program involving four departments at UH Hilo and a group of Chinese universities; the PhD in Pharmaceutical
Science in April 2011; the Doctor of Nursing Practice and the Master of Science in Clinical Psychopharmacology in
June 2011.

The three 2011 substantive change reviews completed thus far have concluded successfully. In all three cases, the
proposed programs were found to meet established need and demand, to have well-designed curricula, and to
provide strong support in student services, library, and technology. Recommendations for the future included more
detailed presentation of assessment activities.

In September 2011, the BA in Psychology and the RN to BSN online programs will undergo substantive change
review.

2. Institutional response to issues noted in prior Commission or other Committee action letters or visiting team
reports that are relevant to the proposed substantive change.

Action letters to UH Hilo have emphasized the need for greater faculty involvement in the assessment of student
learning outcomes.

UH-Hilo has requested a permanent position of Assessment Officer to serve all units. However, the severe budget
crisis faced by the State of Hawai‘i and the state’s university system has put new positions on hold for the indefinite
future. In the meantime, the chair of the UH Hilo Congress General Education Committee successfully completed a
term at the WASC Assessment Leadership Academy and over the past two years has been leading her committee in
the development of an assessment system and plan for the new General Education requirements.

In Spring 2008, Ka Haka ‘Ula O Ke‘elikōlani College assigned faculty members to spearhead a college-wide
assessment initiative, with faculty representatives participating in trainings on behalf of Ka Haka ‘Ula at a workshop
held on UH Hilo campus in Feb. 2008 and 3-day conference on Student Learning and Assessment held in Sept. 2008 in California. These trainings provided the foundation for discussion at faculty meetings with work groups emerging from within the various program areas. Faculty met regularly throughout the fall 2008 and spring 2009 semesters to collaborate on the development of the student learning outcomes for each of the College’s academic programs, including Kahuawaiola and the ILCE programs. The outcomes were aligned throughout each of the program’s courses, which in turn have informed the program’s assessment plan (attached in Section III.D).

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 include 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.

The ILCE has received external accreditation through the Hawai’i State Approval of Teacher Education (SATE) process for its Phase I: Kahuawaiola teacher certification component. See the attachment “KITE SATE approv 42011.”

The Ka Haka ‘Ula O Ke‘elikolani College is accredited through the World Indigenous Nations Higher Education Consortium (WINHEC). In 2009, the state of Hawai‘i and WINHEC, in a precedent setting joint accreditation effort, accredited Ka Haka ‘Ula for both the teacher education program and the overall college. The state accreditation from the Hawai‘i Teacher Standards Board was approved in November 2009 for a seven-year period (2009-2016). The WINHEC accreditation represents the first accreditation of a university in the United States, with Ka Haka ‘Ula joining indigenous universities in New Zealand and Europe in its WINHEC accreditation status. Documentation regarding WINHEC accreditation is attached.

Attachments
1.KITE_SATEapprov_042011.pdf,
1.WINHEC_Accreditation_Confirmation_P-20_2010.pdf

Section II: Program Need and Approval

A. Program Need

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

Alignment with Mission and Strategic Goals of UH Hilo and UH System

The proposed program is consistent with the primary mission of UH Hilo as stated in the 2002-2010 Strategic Plan: “to offer high quality undergraduate liberal arts and professional programs.” Of particular relevance is Goal III: “Build a learning environment that facilitates student development and success” and Objectives 8 “Deliver selected, high quality distance learning programs to improve access to higher education statewide and beyond, where UH Hilo can provide unique expertise,” and Objective 9 “Make careful and effective use of technology and adopt new technologies where they enable us to improve teaching effectiveness, extend programs beyond East Hawai‘i, or otherwise achieve our mission.”

A new UH Hilo Strategic Plan has been approved by the campus community and will be reviewed and, it is anticipated, approved by the UH Board of Regents in early Fall 2011:

Mission: ‘A'ohe pau ka ‘ike i ka halau ho’okahi. / One learns from many sources.

The purpose of our university ‘ohana/family is to challenge students to reach their highest level of academic achievement by inspiring learning, discovery and creativity inside and outside the classroom. Our kuleana/responsibility is to improve the quality of life of the people of Hawai‘i, the Pacific region and the world.

Vision: E lawe i ke a'o a mālama, a e 'oi mau ka na‘auao. / Those who take their learnings and apply them increase their knowledge.
We will be acclaimed as a university community that works together across disciplines and diverse perspectives to prepare student scholars to thrive, compete, innovate and lead in their professional and personal lives. We will engage every student in applied learning that links theory with practice, connects to the distinctive natural and cultural environments of Hawai‘i, and promotes skilled participation in a global society.

The ILCE program is consistent with specific components of the new Plan.

Goal 4, “Cultivate, sustain and reflect a diverse, multicultural university that is rooted in the indigenous history of Hawai‘i,” includes the supporting actions:

Support continued revitalization of the Hawaiian language and UH Hilo’s position of international leadership in language and culture revitalization by structuring an education incubator for the development of ideas, practices, and qualifications relating to Hawaiian and indigenous language and culture to serve our distinctive campus, our bilingual state, and other indigenous communities

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...

Goal 5, “Strengthen UH Hilo’s impact on the community, Island and state of Hawai‘i through responsive higher education, community partnerships, and knowledge and technology transfer,” includes this supporting action:

Work in partnership with other universities and colleges to identify and deliver joint program ventures and/or activities that could benefit Hawai‘i Island and state.

Need for the Program

Hawai‘i is the only state in the United States that has designated a native language, Hawaiian, as one of its two official state languages. In 1987, in light of the Hawai‘i State Constitution mandate (Article X, Section 4) to promote the study of Hawaiian culture, language and history and the persistent requests of parents and Hawaiian community leaders, the Department of Education established the Hawaiian Language Immersion Program, Ka Papahana Kaiapuni Hawai‘i.

The program has grown from 2 sites in 1987 to seven self-standing Hawaiian immersion charter schools and 13 immersion programs embedded into mainstream schools, with a student population of 2,059 in grades kindergarten to grade 12 on five islands (attachment “Immersion count”). Note that figures are for 2010-2011.

The expansion of Hawaiian immersion education schooling in the last two decades (both the Pūnana Leo preschools and the Department of Education’s Papahana Kaiapuni Hawai‘i grade K-12 schools) has created a great demand for qualified teachers who can teach the whole range of academic subjects using the Hawaiian language, a demand which is not yet fully met. Even more important is the need for innovative teachers with the background that this M.A. program is designed to provide. Indigenous education is a new movement in Hawai‘i and elsewhere, with much to be learned and applied by teachers with the training to do so. In addition to the demand for teachers with an M.A. in indigenous education in the P-12 Hawaiian language immersion school system, there is also a demand for such qualified teachers in the Kamehameha Schools system.

The University of Hawai‘i system was mandated through Act 315 of 1997 to establish a Hawaiian language college at the Hilo campus to serve as a focal point in the State’s efforts to revitalize the Hawaiian language, to train teachers of Hawaiian, and to provide outreach to other indigenous language groups. As such, Ka Haka ‘Ula’s programs are a key part of an overall state government response to long-standing Native Hawaiian political action seeking to provide the choice of education through the Hawaiian language at all educational levels. As the attached organizational plan indicates, the college houses a complex of units, each contributing uniquely and vitally to this mission.

As a distance education program promoting Hawaiian language and culture, the ILCE is at the heart of the purpose of KHUOK and provides support for the Hawaiian language by strengthening Hawaiian language immersion schools and communities, thereby increasing the capacity for quality education throughout the State of Hawai‘i. The ILCE program is housed and administered within the Wāhina Mulipuka (Graduate Program Unit), one of 3 units of the Mokuna Papahana Kālai‘ike (Academic Studies Division) of KHUOK.
The ILCE is also an important supporting field for the Ph.D. program in Hawaiian and Indigenous Language and Culture Revitalization. This Ph.D. is the first doctoral program specific to language and culture revitalization in the world, while the ILCE is the first M.A. in the educational field in the United States taught primarily through an indigenous language.

Comparison with Other Program in the State of Hawaii

Some teachers in language immersion programs are also trained for Hawaiian medium education through Ho'okulauli, a special track within UH Mānoa’s College of Education MEDt program. However, that is not the main mission of the UH Mānoa program. Unlike students in our program, students in the Mānoa program do not have the intense language experience or the interaction with faculty and students in Canada, Alaska, Arizona, and New Zealand enjoyed by MA ILCE students.

2. Process and results used to establish the need. Please provide a summary of the findings, not the full study.

The MA ILCE provides those teaching Hawaiian language and culture with graduate level training and professional development. The program is unique in the state of Hawai‘i. See sections II.A.1 above and II.A.3 below.

3. Evidence used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels. If the program is planned to be offered for a finite period, provide the enrollment data for the length of the program. If the program is planned to be offered continuously, then provide enrollment projections for the first three years. These enrollment projections should be reflected in the budget.

The steady growth across the state in the number of students, self-standing Hawaiian immersion charter schools, and embedded immersion programs within mainstream public schools is evidenced in the attachment "Immersion count." These demand teachers fluent in Hawaiian and well trained to teach their subjects in Hawaiian, as well as fully trained in Hawaiian culture. Most current teachers have been trained in the Kahuawaiola program, and those seeking the master’s degree will turn to the MA ILCE program.

In its present form, the non-thesis track, the MA ILCE accepts only students who have completed the Kahuawaiola teacher education program. The next phase of development, already approved by WASC and by the Board of Regent as part of the original vision of the program, will add a thesis option and will accept students who qualify in other ways. This will expand the potential field of students substantially.

4. Attach the recruitment and/or marketing plan for the program. Note that all materials regarding this program should clearly state, "Pending WASC approval" prior to Commission ratification.

Attached are the marketing plan and the current MA ILCE brochure, marked “Pending WASC approval.”

**Attachments**
- ILCEbrochure.pdf
- 2.Immersion_count_2010-11-students_tchrs.pdf
- 1.Organizational_Chart_KHUOK.pdf

**B. Planning/Approval Process**

1. Description of 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.

Neither the University of Hawaii system nor UH Hilo has a process in place to review/approve the transformation of existing on-campus programs to distance formats. The decision to go forward is made by program faculty and the dean of the college to which the program belongs.

The plans for the ILCE program were developed in concert with the Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization program. Planning was undertaken by the leadership and faculty of the college with the proposal for substantive change for the PhD and MA programs prepared and submitted in 2006 to WASC; approval
followed soon thereafter. In order to develop and pilot the new ILCE courses, the first cohort was enrolled in Fall 2007.

The MA ILCE has, from the outset, used technology to deliver courses to students on other islands. In Spring 2011, the college administration and faculty were notified by the ALO that because the MA ILCE program was being offered via technology-mediated modes, it would require substantive change review and approval. The program applied for substantive change review and announced that it would not admit new students until Fall 2012, pending WASC approval of the substantive change proposal in October 2011.

Section III: Program Description and Evaluation

A. Curriculum

1. Overall description of the program, including the alignment of the program philosophy, curricular design, and pedagogical methods with the target population and degree nomenclature selected.

The mission of the ILCE program is to prepare educators as reflective practitioners and researchers and to promote the development of indigenous language and culture-based education.

The program is divided into two phases: Phase 1, Kahuawaiola, culminates in teacher licensure for successful students; Phase 2, the MA program proper, culminates in the MA degree. Phase 1 requires 31 semester hours earned in 11 graduate-level courses. To be admitted to the MA level, students are to have either previously completed or be simultaneously pursuing the Kahuawaiola certificate. Thus, the three-semester Kahuawaiola program is nested within the Plan B track. The Kahuawaiola program is taught in the Hawaiian language, as are most of the remaining courses (except those taught by mainland or New Zealand faculty), which provides students with the linguistic tools to effectively deliver and participate in indigenous language and culture education in Hawaiian at a high level.

Based on accreditation approval received in Nov. 2009 from the Hawaiʻi Teacher Standards Board, the program areas were revised starting with the 2010 cohort. Phase I of the ILCE program offers five initial pre-service teacher preparation program areas; 1) Hawaiian Language Immersion: grades K-12; 2) Hawaiian Language Immersion: elementary grades K-6; 3) Hawaiian Language Immersion: preschool-grade 3; 4) Hawaiian Language: grades 7-12; and 5) Hawaiian Studies: grades 7-12.

The Phase I program consists of an intensive, residential summer session where students earn 13 semester hours in five foundational education courses and continues with a clinical practicum consisting of two full-time semesters (fall and spring totaling 32 weeks) of student teaching where students work in P-12 classrooms alongside mentor teachers to develop their cultural and professional competencies. Students are placed in public and private school settings throughout the islands, including the college’s K-12 Kula Mauli Ola (laboratory schools), the DOE Hawaiian language immersion schools and ʻAha Pūnana Leo preschools. During these two semesters, six semester hours earned in weekly field experience seminars delivered as distance learning courses (HITS) are applied to the ILCE.

Students who successfully complete the Kahuawaiola program earn the Certificate of Indigenous Teacher Education from UH Hilo and are eligible for teacher licensure in the State of Hawaiʻi through the Hawaiʻi Teacher Standards Board. The majority of the program completers qualify for multiple licenses, based on their undergraduate degrees and clinical practicum placements.

Students then apply for admission to Phase 2, the MA ILCE program, where they complete an additional 12 semester hours of courses to satisfy the Plan B track requirements and earn the M.A. ILCE degree. These distance education via Polycom courses provide the students with opportunities to gain a deeper understanding of indigenous educational issues, trends and practices and to become familiar with the process of inquiry and reflection through applied research into indigenous ways of knowing, teaching and learning. Courses are currently offered one course per semester to accommodate the schedules of the ILCE students, most of whom are employed as full-time teachers.

The program will eventually include candidates focused on indigenous languages and cultures other than Hawaiian. Resources are currently lacking for this outreach.

2. How has the curricular design and pedagogical approach been adapted to the modality of this program?
The ILCE’s distance education courses via HITS and Polycom provide the students with access to opportunities to gain a deeper understanding of indigenous educational issues, trends and practices and to become familiar with the process of inquiry and reflection through applied research into indigenous ways of knowing, teaching and learning. Course materials and resources, as well as activities and projects, have been developed to facilitate students achieving the learning outcomes. Readings and assignments are posted in platform-free formats, e.g. PDF, RTF, with submission and assessment protocols clearly communicated. Technical support is provided for students to ensure sufficient skill level.

Technology is promoted through creative innovation and adaptation and is incorporated extensively to provide high quality learning experiences. Technology skills are developed in all students through instruction on how to integrate technology to increase their students’ literacy and content knowledge, to maintain ties and information sharing with those beyond the borders of the classroom, and to apply methods and practices in clinical practice. During Phase I, the program offers over 15 hours of direct instruction to students to prepare them to effectively use and integrate technology in their teaching.

The applied use of the following technology-related topics includes:

- Leokī Hawaiian e-mail system
- Digital cameras for documentation, lesson creation, and presentations
- Microsoft Word and PowerPoint
- Apple Keynote presentation software and iCal calendar software
- Mac OS X system
- Digital asset management
- Hōkeo Moenahā - electronic lesson and portfolio development and assessment
- Interactive PDF- electronic curriculum unit development: Moenahā
- On-line research
- Hawaiian language online resource: Ulukau.org

Students in KED 660 and 662 have access to Moodle resources because one of the participating instructors is a University of Alaska professor.

3. 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.

**Outcome 1: Mauli Ola/Indigenous Practitioner**

Apply pedagogy appropriate to mauli ola/indigenous language medium and culture-based education.

**Outcome 2: Articulator of Indigenous Education**

Articulate a rationale for culture-based/indigenous pedagogy and dispositions within P-12 classrooms.

**Outcome 3: Effective Communicator**

Communicates effectively in both academic and indigenous community environments.

**Outcome 4: Informed Indigenous Educator**

Accesses, analyzes and reflects on indigenous knowledge, practices, literature and research findings.

**Outcome 5: Mauli Ola/Indigenous Researcher**

Designs and conducts culturally appropriate, rigorous and ethical research that is responsive to issues inherent in indigenous language medium and culture-based education.
Outcome 6: Global Indigenous Perspective

Analyzes global trends and perspectives that affect the implementation of indigenous language and culture education.

4. Curricular map articulating the alignment between program learning outcomes and course learning outcomes and demonstrating the progression from introductory to advanced levels.

The curriculum map is attached.

5. Listing of courses, identifying which are required.

A full cycle for Phase 1 (Kahuawaiola) and Phase II (MA courses) would consist of seven semesters of coursework. See the attachment "ILCE Requirements."

Course descriptions for all courses are in the “Course Descriptions” attachment.

6. Process by which syllabi are reviewed and approved to ensure 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.

There is no formal review of syllabi. Rather tracking of course effectiveness is conducted in monthly meetings where faculty discuss student progress, effectiveness of instructional techniques, assignments, and the curriculum.

A standard format is used for syllabi, as indicated by the attached syllabi. Syllabi include a statement of alignment of course and program learning outcomes.

7. Attach three sample syllabi that are representative of the program and attach the capstone/thesis or culminating experience syllabus (if applicable). Syllabi should include specific student learning outcomes for the course, be adapted to the modality of the course, and be appropriate to the level of the degree. Syllabi should also reflect information literacy requirements and use of the library.

Attached are the syllabi for

- KED 660 A‘o Kahua Mo‘omeheu ‘Ōiwi Indigenous Culture-based Education
- KED 662 Ho‘ona‘auao Mauli Ola ‘Ōiwi Indigenous Well-being Through Education
- Capstone: KED 693 Ka Noi‘i Ho‘ona‘auao ‘Ōiwi Applied Research in Indigenous Education

These were chosen to illustrate the rigor and diversity of course work in the program and to indicate that information literacy is cultivated in the program. KED 660 and 662 have instructors in New Zealand, Canada, Alaska, and Arizona as well as Hawaii. KED 693 serves as the capstone course.

Syllabi, like all course material, are in the Hawaiian language. The syllabi versions attached to this proposal have been translated into English and abbreviated to show essential elements.

8. Internship requirements and monitoring procedures, if an internship is required.

In Phase 1, Kahuawaiola, prior to admission to MA-specific courses, students complete two semesters of full-time field experiences in two educational settings; elementary and secondary, for a minimum of 1,120 hours (KED 641, 642, 643, 644). The primary goals of the field experiences are to provide students with authentic experiences to develop the cultural and professional vision sought as Hawaiian immersion teachers.

Students demonstrate their proficiency in teaching by successfully carrying out classroom-based responsibilities and documenting their achievements, particularly their impact on their students’ learning. Students are actively engaged in reflective, experiential learning that is grounded in traditional values and practices throughout their field experiences.

See the attached "Kahuawaiola Field Experience" for details.

9. Special requirements for graduation, i.e. comprehensive examination, service learning, etc.
A minimum grade of 3.0 is required to successfully complete all coursework. The program requires two presentations of the students research, one at a local education conference and one at the university.

Attachments

- 3.MA_ILCE_600-level_course_descriptions.pdf
- 3.MAILCE_Curriculum_Map.pdf
- 3.SyllabusKED693_Applied_Research_w_rubric.pdf
- 3.Kahuawaiola_Field_Experience.pdf
- 3.ILCE_required_courses.pdf
- Syllabus_KED_660_Indigenous_CBE_w_rubrics_rev.pdf
- Syllabus_KED_662_Indigenous_Well-being_w_rubrics_rev.pdf

B. Schedule/Format

1. Length of time that the typical student is expected to complete all requirements for the program.

   Students are expected to complete all program requirements, including Phases 1 and 2, in three years.

2. Description of the cohort or open registration model being used. Minimum attendance/participation requirements and the provisions made for students to make-up assignments or for students who have to drop out of the cohort for a short period of time.

   The cohort model being used is for all students who are accepted will enroll in the same sequence of courses, for the Kahuawaiola phase, beginning with the summer session. Upon completion of the Kahuawaiola phase of the ILCE, students may apply. Students are expected to attend all class sessions and fully participate in class. For those occasions when a student is absent, prior arrangements are to be made in order to have a copy of the class videotaped and made available. Students are responsible for completing all work missed. Any students who drop out of the cohort will have to wait for a new cohort to begin in order to continue.

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

   All courses are synchronous, either face to face, or delivered via interactive television, either PolyCom or the Hawaii Interactive Television system. In addition, faculty use Leokī, an indigenous language electronic bulletin board service, which provides a variety of telecommunication services through the Hawaiian language, including posting and submitting assignments and course materials and on-line discussion board for “real-time interaction.” Students have access to Moodle for the two courses in which faculty include a University of Alasks faculty. Both on-campus students and distance students communicate with faculty via email and telephone. Some interaction with Skype and iChat has begun to occur.

4. Please describe how the identity of students participating in the program will be verified.

   The faculty will be familiar with each of the students as they would have participated in a number of face to face interactions, including an application interview and attending five courses face-to-face prior to the distance learning portion of the program. The HITTS and Polycom systems ensure that instructors and students continue to be familiar with each other in virtual face-to-face interactions.

   The college’s Leokī site is password protected, accessed by each student with his or her username and password.

   Most courses include multiple writing assignments, including discussion board writing, so that students soon develop a recognizable writing identity to their instructors, any departures from which will alert the instructor to the possibility of inappropriate conduct. More important, carefully sequenced assignments encourage students to complete their own assignments, prompt feedback reinforces the desire to learn and improve, and minimize the occurrence of the kind of end-of-term panic that might lead a student to resort to plagiarism or “borrowed” work.

   Syllabi include an equivalent in Hawaiian of the following statement regarding academic honesty. This statement is taken from the UH Hilo syllabus template, posted at http://hilo.hawaii.edu/uhh/teaching, and endorsed by the UH Hilo Congress and approved by the Vice Chancellor for Academic Affairs).

   UH Hilo’s Kilohana Academic Success Center offers Turnitin, with online training for faculty and students:

The institution’s Student Conduct Code sets clear guidelines and procedures for academic honesty/dishonesty:

http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php

The online Faculty Handbook also provides information on this issue:


5. Timeframe of courses, i.e. accelerated, weekend, traditional, etc. If the course timeframe is abbreviated, 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, and the accelerated nature of the curriculum.

The timeframe is traditional: courses take 150 minutes of classtime per week and run through the 16-week fall and spring semesters and include one 5 week session in the summer.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Semester</th>
<th>Courses (Cr)</th>
<th>Tentative Faculty Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1: Required M.A. courses (Kahuawaiola) 19 credits</td>
<td>Semester 1: Summer 2011</td>
<td>KEd 620 Foundations for Hawaiian Medium Education (3)</td>
<td>Kawai‘ae’a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>KEd 621 Language Arts in Hawaiian Medium Education (3)</td>
<td>Housman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>KEd 622 Math &amp; Science in Hawaiian Medium Education (2)</td>
<td>Harman &amp; Kalili</td>
</tr>
<tr>
<td></td>
<td></td>
<td>KEd 623 Social Studies in Hawaiian Medium Education (2)</td>
<td>Alencastre</td>
</tr>
<tr>
<td></td>
<td></td>
<td>KEd 624 Technology, Arts, &amp; Physical Education in Hawaiian Medium Education (3)</td>
<td>Trapp, Aiona, &amp; Kalili</td>
</tr>
<tr>
<td></td>
<td>Semester 2: Fall 1- 2011</td>
<td>KEd 641 Hawaiian Medium Field Experience I</td>
<td>Kawai‘ae’a, Alencastre, Housman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>KEd 642 Hawaiian Medium Field Experience I Seminar (3)</td>
<td>Alencastre</td>
</tr>
<tr>
<td></td>
<td>Semester 3: Spring 1-2012</td>
<td>KEd 641 Hawaiian Medium Field Experience I</td>
<td>Kawai‘ae’a, Alencastre, Housman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>KEd 644 Hawaiian Medium Field Experience II Seminar (3)</td>
<td>Housman</td>
</tr>
<tr>
<td></td>
<td>Semester 4: Fall 2- 2012</td>
<td>KEd 662 Cultivating Native Well-being Through Education (3)</td>
<td>Kawai‘ae’a</td>
</tr>
<tr>
<td></td>
<td>Semester 5: Spring 2-2013</td>
<td>KEd 630 Research Methods in Indigenous Language and Culture Education (3) or Haw 632 Teaching Hawaiian as a Second Language (3)</td>
<td>Iokepa-Guerrero</td>
</tr>
<tr>
<td></td>
<td></td>
<td>KEd 660 Indigenous Culture-Based</td>
<td></td>
</tr>
</tbody>
</table>
C. Admissions

1. Admissions requirements.

The M.A. ILCE adheres to UH-Hilo’s admissions policies for graduate programs:

http://hilo.hawaii.edu/catalog/graduate-education.html

Specific criteria for admission to the Plan B, non-thesis track program include:

1. A Bachelor’s degree from an accredited college or university with a minimum 3.0 grade point average in an approved field of study, e.g., Indigenous Studies, Ethnic Studies, Education, Languages (including English);

2. Three letters of recommendation, at least one of which must focus on the applicant’s background in the Hawaiian language and culture and service to the Hawaiian community;

3. 30 credits of study in Hawaiian language or a program approved combination of Hawaiian language and a metropolitan language, Anthropology or Linguistics, with no grade lower than a “B” and a 3.5 average;

4. 9 credits of study in the Hawaiian culture or a program approved combination of Hawaiian culture and related social science courses such as Anthropology and Sociology, with no grade lower than a “B” and a 3.5 average;

5. Teaching experience, either paid or volunteer;

6. Interview, either in person or by telephone;

7. Graduate Record Exam (GRE) scores;

8. In the case of second language speakers of English, passing scores on the TOFEL as determined by the college or other evidence of English fluency;

9. Prior completion of the Kahuawaiola Indigenous Teacher Education Program or current enrollment in that program. (Note that enrollment in the Kahuawaiola program requires that the student has previously passed HAW 490 Base-level Fluency for Hawaiian Medium Education.)

Additionally, students are requested to submit a personal statement that addresses their educational philosophy and goals, as well as a research topic of interest. The priority application deadline is February 1 for admission to the following fall semester. After February 1, applications are accepted on a space-available basis.

The UH Hilo Graduate Office of Admissions receives all applications and supporting documents and maintains the applications through final notification. Applications that meet initial requirements are forwarded to the college’s admissions committee for a comprehensive review and consideration for admission into the program. The college may, under some circumstances, provisionally accept students to the program.

2. Identification of the type of student targeted and qualifications required for the program.

At present, the program targets primarily teachers in the Hawaiian language immersion schools across the state of Hawaii. They must be licensed as teachers in the state and they must be sufficiently fluent in spoken and written Hawaiian to successfully complete all coursework in Hawaiian. See sections I.A. 5,6 above for more details on this point.
3. Credit policies, including the number of credits that students may transfer in.

Presently, students must complete all courses in the program; no credits are accepted in transfer.

4. Process for awarding credit for prior learning (applicable only to undergraduate level).

NA

5. Residency requirements, if applicable.

In order to teach in Hawaiian immersion schools, persons must be Hawaii residents.

6. Sample brochure or admissions material. Note that these materials must clearly state "Pending WASC approval" prior to Commission ratification.

As soon as college administrators became aware that the program required substantive change review, they ceased distributing brochures and admissions materials. Attached is the previous brochure, to which we have added "Pending WASC approval," although the brochure is not being distributed. During the interim until approval, the brochure is undergoing review and possible revision.

Attachments

D. Plan for Evaluating Educational Effectiveness

1. Plan for assessing the program at various stages in the first year, including achievement of student learning outcomes and how findings from the review will be used to improve the program. Attach the assessment plan.

The ILCE Program Assessment was developed to regularly evaluate and continuously improve the program. The program assessment is organized around three programmatic features, namely its program development, implementation, and data collection and analysis. These three features are supported by four specific goals that work together to support its students in meeting the program learning outcomes and professional standards. The program assessment was designed to support evidence-based practices which are grounded in systematic inquiry and incorporate processes that 1) guide instruction, including curricular development and implementation, 2) provide feedback to students and faculty, and 3) document program implementation and improvement. All information and data received is analyzed and reviewed by program faculty to inform program improvements.

Assessment is a coordinated effort between the individual faculty members who are responsible for the collection, analysis and review of data from their specific course assignments and projects, with grades and copies of assessments submitted to the associate director. Upon program completion, data indicate that candidates exhibit high levels of competency in content knowledge, planning and instruction, student learning, assessment practices, and professionalism.

ILCE has systematized its processes for analyzing, reviewing, and using data it collects with the intent that data are regularly used to improve student performance. All individual candidate performance data submitted through the LiveText system is immediately available to the candidate once the assessment is complete. This very important feature allows candidates to receive immediate input and feedback, reflect and evaluate that feedback, and improve their performance. Also, during field experiences and clinical practice, observations and assessments are discussed with individual candidates. Aggregated candidate performance feedback analyzed through the LiveText system is also available to faculty.

Tenure-track faculty are required to engage in self-assessment of their teaching through the review of data reflective of the candidate’s progress, including input from candidates, graduates and employers as to program effectiveness, and course/instructor evaluations. Candidate progress data, as well as input from stakeholders, is regularly
collected, analyzed and reviewed as it becomes available from the various measurements, including grades, observation rubrics, progress reports, and surveys.

Discussion with colleagues within the unit helps to focus on areas needing improvement. Faculty members follow the standard procedures for employee evaluations for contract renewal and tenure and promotion of the University of Hawai‘i system, along with the specific criteria of Ka Haka ʻUla (Appendix). Instructional faculty use the UH course/instructor evaluation form as a means of summative evaluation for all courses. UH Hilo has recently piloted an electronic format for students to submit evaluations. The UH assessment office analyzes the data and provides electronic individual reports and overall comparisons.

Faculty use the student ratings to identify area of strengths and those needing improvement. As all of Kahuawaiola courses are team-taught, ratings are reflective of those involved in the delivery of the particular courses.

See the attached “Assessment Plan” for additional information.

2. Plan for incorporating assessment of this program into the school and/or institution’s existing program review process.

The University of Hawaii at Hilo has a seven-year cycle for program review, including external review. The MA-ILCE is preparing a self-study report for review by the UH system Board of Regents to move from provisional status to established status; this will be submitted sometime in Fall 2011. Following establishment, the program will participate in the UH Hilo program review cycle.

3. Evaluation of the educational effectiveness of distance learning programs (including assessments of student learning outcomes, student retention, and student satisfaction) including appropriate comparisons with campus-based programs.

The Kahuawaiola courses include both students aiming for licensure only, and students aspiring to go beyond licensure to the MA; they include students in East Hawaii as well as in other regions. Classes combine both kinds of students. Instructors evaluate students on their performances rather than on their points of origin. Student work over the past five years has been found satisfactory by both KHUOK faculty and faculty from other institutions (KED 660, 662).

4. If the program is offered on-campus or in a traditional format, then it would be appropriate to include a summary of a recent program or curricular review to determine if appropriate changes have been made to the proposed program.

The MA program courses are only offered in technology-mediated formats.

Our assessment plan, attached below, is built on clearly articulated program learning outcomes and a sustainable schedule for assessment student achievement of these outcomes. Direct assessment of student performance in distance courses will be crucial in gauging teaching effectiveness and indicating ways in which distance pedagogy and curriculum can be improved. The assessment plan also includes tracking of indirect measures.

5. Description of how the student's ability to succeed in distance education programs will be addressed and linked to admission and recruiting policies and decisions.

The admissions requirement assure that students who actually enroll in the program are highly motivated and committed to the project of preserving and revitalizing the indigenous language and culture. The vehicles used by the program, PolyCom system and Leokī, are user-friendly and fully supported by the university and faculty, and students have not found either a challenge.

The intensive summer session introduces students to both PolyCom and Leokī.

6. Procedures to evaluate teaching effectiveness in the distance education modality.
See item III. D.3 above and the attached assessment plan for descriptions of direct and indirect assessment of student learning and hence of teaching effectiveness.

Section IV: Resources

A. Faculty

1. Number and type (full-time, part-time, tenured, non-tenured) of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness.

Together, the Kahuawaiola Indigenous Teacher Education Program and the post-Kahuawaiola phase of the M.A. ILCE are largely taught by five core faculty members, all specialists in Hawaiian medium education. Two of these teach full-time in both phases, the other three teach in one or the other part-time. Faculty with other home assignments, e.g., the Ph.D., the M.A. in Hawaiian Language and Literature, the college’s laboratory school program, and the B.A. in Hawaiian Studies assist with the teaching of both the MA ILCE and the Kahuawaiola program when necessary.

The Kahuawaiola phase requires teaching 37 course credits per year and the Phase 2 (MA) requires teaching 6 credits per year for a total of 43 credits, just over the 36 credits per year which the two full-time faculty, as 11 month employees, would be expected to teach at UH Hilo.

2. Information about the balance of full- and part-time faculty members involved, and how that balance will ensure quality and consistency in instruction and advising.

As the attached KHUOK CV indicate, all Hawaii-based instructors are full-time at KHUOK in capacities related to Hawaiian language and culture preservation and education.

3. Analysis of the impact that the proposed program or change will have on faculty workload for all involved in the program, including teaching, research, and 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?

The courses have been taught in load by KUOK faculty since Fall 2006. All involved faculty are involved in student advising.

As CVs indicate, and all have active service and practical research agendas.

4. Preparedness of faculty to support the modality of instruction. Are faculty development opportunities available? Include any faculty guidelines for online instruction.

The PolyCom and Hawaii Interactive Television System (HITS) are user-friendly to both faculty and students. For class meetings, students on other islands go to the University Center on their island, where PolyCom and HITS rooms (and technicians) are situated.

Leok, an indigenous language electronic bulletin board service, which has been developed by Ka Haka ‘Ula, provides a variety of telecommunication services through the Hawaiian language, including posting and submitting assignments and course materials and on-line discussion board for "real-time interaction." In addition, UH Hilo offers workshops and one-on-one training on course design and many aspects of instructional technology. The UH
system ITS offers online synchronous and asynchronous training in instructional technology.

5. Overview of the key credentials and experience of primary faculty responsible for the program. Include abbreviated vitae (3-5 pages) that demonstrate the most current activities in relationship to the program (scholarship, teaching, etc.).

As the abbreviated CVs attached indicate, faculty members model cultural and professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to degree candidate performance. There is a high level of collaboration among faculty in working together to achieve the mission and vision of the college.

MA ILCE core faculty and associated KHUOK faculty from the PhD program in Hawaiian and Indigenous Culture and Language Revitalization are well-qualified to offer master’s level courses in the field. Also attached are abbreviated CVs of the highly qualified faculty from the University of Arizona and the University of Alaska, and from New Zealand institutions of higher learning, who offer courses via PolyCom that are shared by their own students and ours.

Attachments 4.CV_KHUOK-Regular_Faculty.pdf, 4.CV_US_Adjuncts.pdf, 4.CV_International_Adjuncts.pdf

B. Student Support Services

1. Assessment of student support needs including, but not limited to:

   a. Ongoing academic advising and academic support

   The program provides the following services through its own resources:

   - Pre-program student orientation: Program provides in-person and outreach services and orientation.
   - Specialized software or equipment: Program will provide in-person and outreach services and orientation.
   - Specialized Hawaiian-language library information databases, reserve materials, instructional services: Program provides the instructional services and coordinate materials needed for the courses.
   - Exam proctoring: Program provides the services in collaboration with University Centers.
   - Tutoring: Program provides on a per-need basis.
   - Other: With prior arrangements, program provides a recorded copy of the class that a student misses.

   In addition, as pointed out in section I.A.9 above, University Centers provide student support, technological support, proctoring services. Websites of the primary Centers for the purposes of MA ILCE students are located at:

   West Hawaii: http://www.hawcc.hawaii.edu/ucwh/
   Maui: http://www.umauie.net/
   Kauai: http://info.kauaicc.hawaii.edu/uckauai/
   Molokai: http://www.maui.hawaii.edu/molokai/?page_id=2

   b. Financial aid advising

   c. Career placement services

   Career placement is essentially embedded in the MA ILCE, given the requirements for admission. UH Hilo provides the full range of services to students, including graduate students: Admissions, Records (includes registration), Counseling, and Financial Aid through the Division of Student Affairs.
UH Hilo Student Affairs staff are available to assist off-campus/online students during office hours (M-F, 7:45 am - 4:30 pm) by phone and email.

2. Availability of support services for students and faculty, including helpdesk hours.

UH Hilo and the University Centers provide classrooms equipped for PolyCom and Hawaii Interactive Television System delivery; they also provide technical staff.

UH system technicians provide prompt online assistance with Laulima via email to both faculty and students, seven days a week, including evening hours.

UH Hilo staffs a helpdesk from 7:45 am to 4:30 pm weekdays, and the UH system Information Technology Services offers helpdesk assistance system-wide by phone and by email 8 am to 7 pm, four days a week and 8 am to 4:30 pm on Fridays. Helpdesk services are not offered on weekends. It is worth noting that past and current MAILCE students have sufficient instructor and inhouse support and have not had to resort to Helpdesk for assistance.

C. Information Literacy and Library Resources

1. Description of the information literacy competencies expected of graduates (applicable only at the undergraduate level, CFR 2.2a) and how they will be evaluated.

Program learning outcomes 3, 4, and 5 focus on informational literacy and critical reading and thinking:

**Outcome 4: Informed Indigenous Educator**

Accesses, analyzes and reflects on indigenous knowledge, practices, literature and research findings.

**Outcome 5: Mauli Ola/Indigenous Researcher**

Designs and conducts culturally appropriate, rigorous and ethical research that is responsive to issues inherent in indigenous language medium and culture-based education.

**Outcome 6: Global Indigenous Perspective**

Analyzes global trends and perspectives that affect the implementation of indigenous language and culture education.

See the action research projects as presented in the syllabi for KED 660 and 693.

2. Description of how library resources will be used in the curriculum.

The program draws on the resources of the UH Hilo library, many of which are described in the sections following. Students on other islands also have access to online resources and to the libraries of the community colleges associated with the University Centers. Note that all UH system campus libraries share resources with each other and with users.

3. Description of what staffing and instructional services have been put in place and what library and informational resources are available to students and faculty, onsite and remotely, in support of this program. Include a description of the library’s information literacy program.

Mookini Library has a full-time, tenured Distance Learning Librarian whose duties include ensuring that comparable library services are available for UH Hilo distance learners and faculty. These services include access to library materials (including books, journal articles, A/V, course reserves), reference assistance, and research skills instruction. Instruction is available for both classes and individuals. The Library is committed to improving and maintaining both print and online collections for both books and journals.
The instructions for the Library's information literacy program for online classes are available at:

More information about Mookini Library's distance learning services can be found at: http://guides.library.uhh.hawaii.edu/distance

Alphabetical and subject-area lists of journal article databases and lists of individual journals can be accessed from the links under “Find Journals & Articles” on the library’s home page: http://library.uhh.hawaii.edu

Library research guides can be created for subject areas or tailored to the needs of a specific course: http://guides.library.uhh.hawaii.edu/profile.php?uid=25065

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

The current resources are adequate to the program's needs. However, should needs expand, Mookini Library has its own online information literacy program:

LibGuides can be developed for any degree or certificate program. Current guides are available at:
http://guides.library.uhh.hawaii.edu/profile.php?uid=25065

5. Access to library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and document delivery services for both faculty and students.

Mookini Library utilizes a shared online catalog, Voyager, with the other UH system libraries which shows print books, some online books, CDs, DVDs, government documents, maps, and course reserves. A separate service, Serials Solutions, lists access to online journal articles and databases, many of which are linked together to make finding information across multiple vendors easier for the patron. Mookini Library is open more than 80 hours per week during the Fall and Spring semesters and has more than 120 computers for student and faculty use. There is also wireless Internet access in the library.

Loans of materials are available from other libraries both within the UH system and from mainland libraries (some fees and restrictions may apply). Journal articles are emailed to UH email accounts. More information is available at: http://library.uhh.hawaii.edu/lib_services/services/loans.html. In special cases, books may be mailed to distance students and faculty http://library.uhh.hawaii.edu/lib_services/policies/DL_shipping.pdf.

Mookini Library is in the process of implementing the ILLiad system for loans of materials to / from libraries outside the UH System.

D. Technology

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

While the program is able to provide its own students with sufficient technological support, through its own Media and Telecommunications Services staff, there are also other sources of support. Through the Office of Campus Technology (OCT), UH Hilo offers a full range of technological services and support for faculty, staff, and students: http://hilo.hawaii.edu/oct.

Externally, the campus has 10 Gigabit communication capacity to UH system and beyond with Internet 2 capability. Fiber connections run throughout the campus and the entire campus has wireless access to the internet. All classrooms have multimedia and internet access, and there are computers available for student use at multiple points around campus.

In addition to instructional use of technology, UH Hilo, as part of the UH system, has fully functional administrative
and student services computer systems to handle a wide range of campus functions.

2. Description of the institution’s provisions for students in the proposed program to gain full access to course materials.

The college’s Leokī system provides students with access to email, postings, and other course materials.

Mookini Library has a full-time Reserves clerk who coordinates both physical and online Course Reserves of book chapters, journal articles, and DVDs. Instructions and forms for faculty to place items on Reserve are available at: http://library.uhh.hawaii.edu/lib_services/services/reserves.htm

Course Reserves are accessed through the online Voyager catalog. Students and faculty can also contact the full-time Distance Learning Librarian for any assistance with accessing information resources and services.

3. Description of the level of technology proficiency expected of students and faculty.

Presently, the MA-ILCE is delivered primarily by PolyCom, but course materials and interaction between Polycom sessions are offered online through Leokī, the college’s internet system.

Access to and training in the use of online databases is provided by the UH Hilo library, as described above in section IV.C.

Students and faculty are able to use Word and the internet.

UH Hilo’s Distance Learning webpages, developed and maintained by the campus Distance Learning Coordinator, offers an online readiness check for students that includes training in four basic functions of Laulima Other forms of support for online students is also provided at the DL webpages: http://hilo.hawaii.edu/academics/dl

UH Hilo’s office of Instructional Technology and User Services (ITUS) provides workshops and one-on-one training in instructional software and in on-line course design, as well as support for PolyCom, Laulima (Sakai) as well as Skype, iSpring, and other inexpensive or free resources that are useful in off-site as well as on-line teaching and learning. The webpage of ITUS is: http://hilo.hawaii.edu/oct/itus/

4. Description of how students will receive training on how to utilize program required technology.

Rooms for Hawai‘i Interactive Television System and PolyCom are set up at University Centers on the islands where students live; these rooms are maintained by technology staff at the Centers, so that students do not need to manage the systems, but need only to come to the PolyCom rooms at class time prepared to participate in class discussions. Students will also become familiarized to these modes during the initial summer session.

5. Description of how the institution will ensure business continuity during system failures (major or minor) or scheduled service interruptions.

At the campus level, continuity and safeguarding of network services are assured by provision of two network paths to each building. Externally, the network connects to the UH system through the university fiber system and through the state fiber system separately. In addition, all internal communication systems and servers are on Uninterrupted Power Supply (battery back-up) to ensure safe power-down if there is power disruption. Scheduled service interruptions occur after 10pm or on weekends and are announced to the campus community.

6. Description of the provisions available to faculty to ensure that the enrolled student is the student completing the coursework. See Best Practice Strategies for Promoting Academic Integrity in Online Education.

The Leokī system is secure, with access to course websites requiring students to enter their hawaii.edu usernames and passwords.
The institution has clear guidelines and procedures addressing academic honesty and dishonesty: the Student Conduct Code contains a detailed description of academic honesty and procedures for students who violate that expectation.

The conduct code is posted at http://hilo.hawaii.edu/catalog/student-conduct-code.html; the UH Hilo graduate student handbook, at http://hilo.hawaii.edu/academics/graduate/documents/GraduateStudentHandbook2010final.pdf affirms that the Code applies to graduate students as well as to undergraduates.

Academic regulations pertaining to academic dishonesty occupy a section in the university catalog; see http://hilo.hawaii.edu/catalog/academic-dishonesty.html In addition, the university website provides online resources for instructors in how to promote academic honesty:

http://hilo.hawaii.edu/uhh/teaching/PreventingPlagiarism.php

For those teaching offsite/online:

http://hilo.hawaii.edu/academics/dl/helpforfaculty.php

UH Hilo's Kilohana Academic Success Center offers Turnitin, with online training for faculty and students:


And finally, all program syllabi include a statement on academic honesty with a link to the university's student code.

E. Physical Resources

1. Description of the physical resources provided to support the proposed program(s) and the impact of the proposed change on the physical resource capacity of the institution. This includes, but is not limited to, the physical learning environment -- classrooms, study spaces, student support areas.

Physical facilities are currently adequate. The MA ILCE program uses UH Hilo classrooms, PolyCom and HITS classrooms. Students on other islands have use of PolyCom and HITS classrooms at the University Centers, whose mission it is to provide such facilities to students taking distance-delivered courses from any UH system institution.

Ground has been broken and construction will shortly begin for new $31 million facilities for KHUOK. This award-winning facility, funded by the Hawai‘i state legislature despite the current economic crisis, will provide sufficient space for all programs so that general UH Hilo facilities will no longer be required. This is yet more evidence of state’s commitment to the preservation and vitality of the Hawaiian language and culture. A press release about the new building is at http://hilo.hawaii.edu/blog/chancellor/2011/02/15/uh-hilo-college-of-hawaiian-language-breaks-ground/

F. Financial Resources

1. 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). Costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design should be included.

The MAILCE has been functioning since Fall 2006 drawing on the technological resources provided by the college, the university, and the UH system.

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

In 2011-2012, students pay $348 per credit in tuition. Assuming that tuition rate, to complete the 12 MA ILCE
credits, a student would pay $4,176 in tuition and $152/semester in fees. For the entire program, including the 19 credits in Kahuawaiola, the cost would be $10,695 (31 credits) plus $152/semester in fees. Tuition for 2012 forward has not yet been announced.

c. Financial impact of the change on the institution including evidence that the institution has the capacity 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.

All courses are taught inload by fulltime faculty, an arrangement in place since the program was started. UH Hilo has never incurred a deficit.

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.

Because the MA program contributes directly to the mission of the college in ensuring the vitality of the Hawaiian language and culture through education, the decisive factor is the commitment of the institution to sustaining the program. Program enrollment has dropped as low as five students and thus far has not exceeded nine students.

e. Budget projection, for at least the first three years of the proposed program, based on the enrollment data in the market analysis and including projected revenues and costs. The budget should include all budgetary assumptions. (The attached budget template is provided as a model of the level of detail the Committee expects, but is not required. The template may be modified as appropriate.)

An analysis of the program’s revenue and cost was conducted in collaboration with the UH-Hilo’s Office of Institutional Research (IRO). Presented in the two attached “ILCE-MA cost revenue” spreadsheets are the results of this analysis for the years between 2007 and 2011, prepared by the Institutional Research Analyst. In addition to the data from 2007-2009, the analysis contains projected figures for the years 2012 to 2015.

As described earlier, the MA ILCE has as a major component the Kahuawaiola teacher education program. (Nineteen of the 37 credits taken in the KWO program are counted for the MA and the students must have completed the other 18 credits.) Because of the overlap between the two programs, the cost/revenue information has been presented in two templates, the first ("ILCE-MA Kahuawaiola shared") showing costs/revenues for courses shared by the two programs and the second ("ILCE-MA unique") showing costs/revenues for courses unique to the MA program.

In general, the shared curriculum has a net revenue (line J) in three of the four years it was taught and in all projected years. (The figures for 2009-10 are aberrant because no students were admitted during the year, only in the summer.) The unique MA curriculum has a net cost (line J) in all four years it was taught and in all projected years. If, however, both curricula are put together, the net revenue of the shared curriculum outweighs the net cost of the of the unique curriculum (except for the aberrant year 2009-10), as shown below.

In both templates, the instructional cost per SSH for the MA ILCE (line K) is compared to the figures for the UH Mānoa Languages Division graduate program (line O). The instructional cost for the MA ILCE shared curriculum is considerably less (with the exception of the aberrant year 2007-2008 where it is only slightly less). The instructional cost for the MA ILCE unique curriculum is also less, except for the first year (2001-8) when the program was being taught on an experimental basis with only two students.

Attachments
- 4.ILCE_MA_Kahuawaiola_shared_course_cost_revenue.pdf
- 4.ILCE_MA_unique_course_cost_revenue.pdf

Section V: Teach-out

A. Teach-out

1. Teach-out plan detailing how students who begin this program will be able to finish if the institution determines that the program is to be closed. Please see WASC’s Policy on Teach-Out Plans and Teach-Out Agreements.
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 UH Hilo or the UH system administration requests that the program be closed, the college will continue to provide PolyCom courses required for the MA-ILCE so that students already enrolled in the program will be able to complete their degrees. If low enrollments require it, these courses may be offered as 399/499 courses—that is, so-called Directed Reading courses in which enrollment may be as low as one student per course and faculty are not compensated except when the course is offered in the summer.