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 Framework.
Section I: Institutional and Program Overview

A. Program Overview

1. Name of degree or program proposed.

Master of Art in Teaching (Distance)

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 MAT offers both elementary and secondary tracks. Seventy-two percent (26 credits of a total 36 credits) of the elementary track is offered online; four credits are offered face-to-face and six credits are field experience credits earned by students on their own islands. Eighty-three percent (30 or 36 credits) of the secondary track is offered either online or synchronously on Collaborate (formerly Elluminate); an additional six credits are earned through the field experience, which students complete on their own islands.

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.?

See section III.A.2 and IV.D for detailed descriptions of the distance modalities and support offered in this program. In brief, both elementary and secondary tracks include 6 credits of field experience on the students’ home islands. The secondary track also includes both asynchronous online coursework and synchronous online coursework. The elementary track includes asynchronous online coursework and face-to-face traditional courses.

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

The proposed MAT is designed to attract a statewide student population, with primary focus on Hawaii Island, and in particular, West Hawaii. The program will be publicized through the University of Hawaii’s University Centers on Maui, Kauai, and West Hawaii. We also hope to publicize the program on all major islands through the Hawaii State Department of Education and the Hawaii Teacher Standards Board.

5. Projected number of students.
During the first four years of implementation (the cohorts of 2012 through 2015), the MAT will enroll 45 new students annually. In the subsequent three cohorts (2016 – 2018) 60 new students are anticipated to join each year. Attrition between the first and second phases of each cohort is estimated at 20%. See the attachment "Anticipated Enrollment Patterns" below.

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

The MAT targets college graduates who aspire to become teachers at the elementary (grades K-6) or secondary (grades 7-12) levels; they will be full-time students in the program in Phase I and part-time in Phase II.

7. Initial date of offering.

The MAT will be implemented Summer 2012.

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

The MAT will be ongoing, admitting students yearly in a cohort model. Students will complete courses in prescribed sequence.

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.

The Hawaii State Department of Education cooperates with accredited teacher education programs (TEPs) in the state, including UH Hilo's Education Department, to provide cooperating teachers and classrooms for teacher candidates' field experiences. No memoranda of understanding are required between the state DOE and TEPs; the UH Hilo Education Department field experience handbook specifies the procedures and policies, as well as forms, required to document licensure eligibility and compliance with standards. All participants, school principals, cooperating teachers, university supervisors, and teacher candidates comply with the handbook's provisions. See the attached "MAT FE Handbook." Note that this handbook has been developed and continually revised over the years for the existing Teacher Education Program and will be revised as needed to fit the proposed MAT. Because a single Department of Education oversees all public schools in the state, arrangements for field experience will be essentially the same on all islands in the state.

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

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.kauaicc.hawaii.edu/uckauai/


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 Hawaii at Hilo is part of the State-supported ten-campus University of Hawaii system, along with UH Manoa, UH West Oahu, and seven community colleges. In addition to the College of Arts and Sciences, where the Education Department is housed, 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, seven masters degrees, 33 baccalaureate degrees and 24 academic subject certificates. The Doctor of Nursing
Practice has been approved by both WASC and the Board of Regents and will begin Fall 2012.

As discussed in Section II.A.1, the proposed MA in Teaching is consistent with both the 2002-2010 Strategic Plan and the new, 2010-2015 Strategic Plan.

Query: Briefly state how the online MA in teaching is consistent with the Strategic Plan and then reference your response to II.A.1.

Response: As discussed in more detail in Section II.A.1, the proposed MA in Teaching is consistent with the 2002-2010 Strategic Plan because it offers educational and degree opportunities to students across the state, and with the pending 2010-2015 Plan for similar reasons.

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.

The University of Hawaii at Hilo offers three distance degree programs that have been undergoing substantive change review in 2011: the BA online Psychology program and the RN to BSN online program in September, and the Master of Arts in Indigenous Language and Culture Education (ILCE) in October. These have been offered in good faith by the university since 2002, 2004, and 2006, respectively, under the misapprehension that programs required subchange review only if 50% or more of total (120) credits were offered online. The RN to BSN program received subchange approval in September, but the BA in Psychology must submit an acceptable assessment plan and revised syllabi.

The largest of these online programs, the online BA in Psychology, accepted its first off-island on-line students in Fall 2002. Program enrollment has been limited to 33 off-island students at any one time; as one student completes, another student is admitted. As of May 2011, a total of 84 students had been admitted and 51 had graduated. The program will not accept new students until it has received WASC approval.

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 review with WASC was completed in 2004, with the university's accreditation reaffirmed through 2014. Assessment has been a recurrent theme in substantive change reviews, with each program being encouraged by review panels to continue to develop and refine their assessment plans. The PhD in Pharmaceutical Sciences and the MS in Clinical Psychopharmacology, both housed in the College of Pharmacy, are benefitting from the guidance of the college's fulltime Assessment Officer, on staff since May 2011. The Doctor of Nursing Practice and the RN to BSN programs are fully integrated into the School of Nursing's well-developed assessment and curriculum system, with all faculty meeting to review curriculum and student performance on a monthly basis and at semester-end retreats.

The Psychology department is responding to the subchange panel's request for resubmission and accompanying recommendations by beginning a thorough review of established program outcomes and assessment practices in other institutions, with a view to integrating systematic assessment into the face-to-face as well as online bachelor's programs.

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 Hawaii 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 Assessment Support 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 2011-2012 the committee will review the campus program review system with an eye to streamlining it and strengthening the assessment components.

Meanwhile, as will be demonstrated in section III.D. below, the Education Department has drawn on the expertise and long
experience of its own faculty with student learning assessment to develop a solid and sustainable system for assessing student learning in the proposed MA.

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 Teacher Education Program is accredited in the State of Hawaii through the Hawaii Teacher Standards Board. Attached as "SATEP accreditation" is the August 2005 letter from the Board announcing accreditation through December 2012, followed by the Board's July 2011 extension of full accreditation through June 2014 (see page 3). The proposed program does not need to be reviewed/approved by the state board prior to implementation.

Attachments
1. SATEP accreditation.pdf

Section II: Program Need and Approval

A. Program Need

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

Aligning with UH Hilo Mission, Vision, and Strategic Goals

A new UH Hilo Strategic Plan 2011-2015 has been approved by the campus community and will be reviewed and, it is anticipated, approved by the UH Board of Regents in Fall 2011 or Spring 2012.

The MAT program is consistent with specific components of the new Plan. Goal 4 includes this supporting action: "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."

Meeting Student, State, and National Needs

UH Hilo Pipeline. The proposed MAT program attracts students who seek to become teachers at the elementary (K-6) and secondary (7-12) levels. It will replace the department’s long-standing post-baccalaureate program and can therefore draw on that applicant pool as well as attract others with baccalaureate and advanced degrees aspiring to enter the teaching profession. Data indicate that the vast majority of TEP students earn their bachelor’s degree at UH Hilo – 89%, 85%, and 93% respectively over the past three years. Acknowledging attrition, data over the past ten years indicate that about 37 students graduate from the TEP annually, with 43 expected to graduate during the 2011-2012 academic year. Additionally, prospective MAT students can be found among students majoring in many different disciplines while enrolled in the new Educational Studies certificate program. In its first semester of implementation, approximately 50 students have applied for the certificate.

Workforce Development. In addition to indications of student demand, workforce development factors drive the need for the proposed MAT degree program which prepares graduates for teaching positions at the elementary (K-6) and secondary (7-12) level. The call for highly effective and highly qualified teachers across the United States is significant. The federal No Child Left Behind Act and the American Recovery and Reinvestment Act underscore an increased and highly publicized national effort to recruit, develop, reward and retain highly effective and qualified teachers in all teaching fields. It is important to note that a projected nationwide teacher shortage over the next five years is expected due to retirements of the “baby boomers.” Hawaii State Department of Education Personnel Specialists warn of a future statewide teacher shortage as well.

Hawaii Teacher Employment. At the state level, the Hawaii State Department of Education hired an average of 1,499 new teachers between 2005 and 2009 and 884 new teachers in 2009 - 2010. Although the number of newly hired teachers decreased in the last reported year, the teacher shortage in Hawaii is still evident. In each of the past five years, between 108 and 223 new teachers were employed on Hawaii Island. In combination, the Institutions of Higher Education in Hawaii fill
approximately 40% of the total need, including approximately 5% provided by UH Hilo. The Hawaii DOE recruits out-of-state teachers, and contracts with recruitment firms or programs such as Teach for America. In 2009-2010, the DOE hired 62 Teach for America graduate students, including 20 employed on Hawaii Island. These figures emphasize a continuing need for highly qualified teachers (Hawaii State Department of Education Annual Employment Report 2009-2010).

National Teacher Employment. In 2007, the National Commission on Teaching and America’s Future (NCTAF) examined the costs associated with recruiting, hiring, processing, and training teachers at both the school and district levels. NCTAF estimated the national cost of public school teacher turnover to be over $7.3 billion each year. While NCTAF findings varied across school districts, the evidence of substantial turnover provided “a clear indication that America’s teacher dropout problem is spiraling out of control.“ On a national level, teacher attrition has grown by 50 percent over the past fifteen years, rising to nearly 18% annually. Both the National Center for Educational Statistics (NCES) and NCTAF report that 46% of all new teachers in the United States leave the profession within five years.

The typical teacher induction model places high expectations on newcomers who must shoulder the same responsibilities as their veteran colleagues, often with fewer resources and more challenging classroom situations. The Hawaii DOE recently launched a number of induction initiatives to mediate this concern, and the proposed MAT will work in tandem with such efforts. Through Phase II of the degree program, newly hired teachers will complete two semesters (three graduate credits each) engaged in classroom-based action research designed to study their own professional practice and to connect focused professional improvement to student achievement.

As reported by U.S. Department of Education Secretary Duncan in the Foreword to the September 2011 Our Future, Our Teachers: The Obama Administration’s Plan for Teacher Education Reform and Improvement, 1.6 million teachers will be hired to fill retirement vacancies over the next ten years. Because the nationwide teacher shortage expected due to retirements of “baby boomers” has not yet materialized, an economic change at the national level will greatly impact the need for teachers in Hawaii. The “retirement bubble” will yield additional teaching positions in the near future as federal legislation such as NCLB continues to underscore the need for highly qualified teachers in the state.

Comparable Programs in Hawaii

Undergraduate Pathways in the UH System. At the undergraduate level, pathways to the proposed MAT exist at two system campuses: UH Hilo and Leeward Community College. The UH Hilo Certificate in Educational Studies caters to prospective teachers and other students earning a degree in a content field and seeking a stronger background in the field of education. Students enrolled in certificate program courses will be recruited to the MAT. Similarly, students earning the Leeward Community College Associate of Arts in Teaching (AAT) degree, can eventually qualify for admission to the MAT. The UH West O’ahu Bachelor of Education degree, which prepares elementary teachers only, and the UH Manoa Bachelor of Education degree, which spans the fields of early childhood, elementary, special, and secondary education lead to teacher licensure. Therefore, while UHWO and UHM baccalaureate programs may prepare students for teaching careers and therefore qualify them for the UH Hilo Master of Education (MEd) program, they are not pathways to the MAT degree. See the attachment "UH System Undergraduate TEPs."

Post-Baccalaureate Programs in the UH System. At the post-baccalaureate level, once UH Hilo replaces its TEP with the MAT, only UH Manoa will continue to offer second baccalaureate degrees and post-baccalaureate certificate programs leading to teacher licensure.

Graduate Teacher Education in the UH System. The proposed MAT offers a third graduate-level teacher education program (TEP) option in the UH System. At present, both UH Manoa College of Education and UH Hilo Ka Haka ’Ula Ke’elikolani College of Hawaiian Language offer programs leading to teacher licensure. These existing programs differ significantly from the proposed MAT in delivery formats and target student populations. The proposed MAT will serve a state-wide student population using campus-based and web-based delivery modes for courses, with students completing field experiences on their own islands will serve a statewide student population using campus-based and web-based formats. MAT students will earn licensure as they earn their master’s degree. Manoa’s MEdT is a face-to-face program for O’ahu-based students, who take courses and participate in on-site clinical experience on O’ahu. MEdT students do not earn licensure.

While both the proposed MAT and UH Hilo’s Kahuawaiola MA in Indigenous Language and Culture Education reach out to students across the state and both prepare students for licensure, the MA ILCE is delivered entirely in the Hawaiian language and primarily serves current and future teachers of Hawaiian immersion schools and Hawaiian language and culture programs.

Comparable Programs in the State. Four private universities in Hawaii offer teacher preparation programs: Brigham Young University-Hawaii, Chaminade University, Hawaii Pacific University, University of Phoenix-Hawaii. The relatively low
tuition of state institutions puts us at an advantage from the perspective of many students in at least that respect.

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

National and state data on teacher employment and teacher needs are presented in section II.A.1 above.

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.

On the basis of the consistent annual enrollment of the UH Hilo post-baccalaureate Teacher Education Program and the demand for highly qualified teachers in Hawaii schools described above, the Education Department anticipates admitting up to 45 students in the first cohort, beginning Summer 2012. The second cohort will begin Summer 2013, with subsequent cohorts admitted annually on this schedule. As resources allow, plans include admission of up to 60 students per cohort.

Since its inception in the 1980's, the Teacher Education Program has enrolled an average of 40 students per year. The proposed MAT would draw from the same pool of potential students as did the TEP. At present 47 students (26 elementary and 21 secondary) have been working with the Education Department Advisor to ensure eligibility in anticipation that the MAT is approved by the BOR and WASC for summer 2012 implementation. These students understand clearly that these approvals are required.

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.

The department has developed advising materials that will enable students to prepare for admission to the program; attached are the "MAT Advising Sheet" and the "MAT Supplemental Application"; highlighted on both documents is the statement that the program is pending WASC and BOR approval.

The department is beginning to develop a marketing plan. Included in the emerging plan is a recruitment campaign within UH Hilo of presenting at campus-based events such as Career Fairs and career-oriented courses, using the Data Matrix Program in STAR Advising to identify students enrolled in undergraduate Education Certificate courses; and in courses in other departments in high-demand areas. In addition, the Education chair is laying groundwork for the proposed program through the directors of the three UH system University Centers, which are primary support providers for online/offsite UH system programs like the UH Hilo MAT. Once WASC and the BOR approve the proposed program, the department will announce the program's availability through the state Department of Education, the Hawaii Teacher Standards Board, on the UH Hilo website, and the UH system website.

Attachments

3. UH_System_Undergraduate_Teacher_Ed_Programs.pdf, MAT_Advising_Sheet.pdf, MAT_Supplemental_Application.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.

Authorization to plan the program was recommended by the UH Hilo VCAA and Chancellor and granted by the UH system Council of Chief Academic Officers in early 2011. The formal program proposal is expected to receive recommendations for campus approval from the Dean of the College of Arts and Sciences by the end of October 2011; by November 30, from the Graduate Council and the Campus wide Curriculum Committee. It is anticipated that the proposal will be endorsed in early December 2011 by the faculty Congress and approved by the Vice Chancellor for Academic Affairs and the Chancellor. The proposal will be reviewed, and, we anticipate, approved by the UH system Council of Chief Academic Officers and by the UH system Board of Regents is early Spring 2012. Notification of BOR approval will be sent to WASC immediately upon receipt.
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 MAT, which incorporates both initial teacher licensure and rigorous field-based research, focuses on pedagogy, national standards, and educational theory.

Aims and goals. The MAT seeks to prepare teachers who demonstrate the knowledge, skills, and dispositions needed to build strong curriculum, pedagogy, assessments, and the relationships that bring about significant changes to improve our schools, support learners and their development, and positively impact student achievement.

Curriculum framework. The curriculum prepares effective teachers for 21st Century classrooms where they must manage rapidly changing learning environments and new technologies. To this end, the curriculum is grounded in clinical practice interwoven with academic content and professional courses that allow candidates to practice, with expert guidance from classroom teachers and university faculty, newly acquired pedagogical knowledge and skills. The curriculum aligns practice, content, theory, assessment, and pedagogy with national teacher education standards. Candidates complete university coursework and concomitant field experiences in elementary or secondary schools within local communities. In this way, campus-based and web-based courses are augmented by directed field experiences that build upon and allow candidates to practice what they have learned. The curriculum culminates in action research that emphasizes rigorous accountability connecting MAT student performance to K-12 student learning outcomes.

Standards-based curriculum. The MAT curriculum is designed to foster the requisite content knowledge, pedagogical performances, and professional dispositions for high quality teaching. The curriculum represents the work of the entire Education Department faculty, and results from extensive review of comparable teacher licensure programs, study of existing and emerging national standards, and research on the best practices in teacher preparation. As such, the MAT curriculum is guided by standards established by the National Council of Accreditation for Teacher Education (NCATE) and is aligned with quality principles established by the Teacher Education Accreditation Council (TEAC).

The overarching structure of the MAT curriculum centers on the ten recently published Interstate Teacher Assessment and Support Consortium (InTASC) standards, established under the direction of the Council of Chief State School Officers and adopted by the Hawaii Teacher Standards Board, which oversees all state teacher preparation and accreditation. The InTASC standards are categorized generally in four groups: (1) The Learner and Learning, (2) Content, (3) Instructional Practice, and (4) Professional Responsibility. These categories guide the development of professional educators and lead to state licensure. The standards are presented in the attachment "InTASC Standards."

Curriculum phases. As described below, the MAT degree program requires completion of two related phases, each with specific outcomes, across one summer and two academic years. The curriculum phases represent a continuum of professional preparation and development, with Phase I (first year) preparing teacher candidates for initial licensure and eligibility for employment while cultivating graduate-level study and data-driven decision making to improve instruction, and Phase II (second year) guiding new teachers in the conduct of classroom-based research aimed at more effective teaching and higher
student achievement. Ultimately, the Master of Arts in Teaching degree not only enables enrolled students to become eligible for teacher licensure but also responds to the national initiative to link K-12 student results to teachers and to the higher education programs that prepared those teachers.

Phase I: Graduate Coursework Culminating in Initial Licensure. The first year of the program comprises three semesters (Summer, Fall, and Spring) and includes 30 credits of 600-level (graduate-level) coursework and field experience. Upon successful completion, teacher candidates qualify for (1) the initial teaching license issued by the Hawaii Teacher Standards Board, and (2) employment with Highly Qualified Teacher (HQT) status, as mandated by the federal No Child Left Behind Act, and continuation to Phase II of the MAT degree program.

Phase II: Continuation of Graduate Coursework Culminating in the MAT Degree The second year (Phase II) of the program comprises two additional semesters (Fall and Spring) and includes coursework centered on classroom-based action research. MAT candidates study theoretical frameworks and research methodology, connecting their pedagogy to intended student learning outcomes in their own classrooms. Phase II culminates in presentations documenting evidence of data-driven, research-based effective teaching, and qualifies candidates for the MAT degree.

Curriculum blocks and required courses. The curriculum is designed in four thematic blocks, guided by the ten Interstate New Teacher Consortium Standards (InTASC) that define the profession’s performance and licensure requirements. The curriculum incorporates both rigorous university coursework and relevant K-12 classroom-based field experience. All MAT courses are required; there are no electives. The required courses for the elementary (grades K-6) and secondary (grades 7-12) programs are listed in section III.A.5 below and catalog descriptions of these courses are provided in the attachment "MAT course descriptions."

2. How has the curricular design and pedagogical approach been adapted to the modality of this program?

The MAT program is offered through campus-based and web-based formats. The delivery format for each course in the cohort program is presented in the attachment "MAT courses Delivery Modes." Course syllabi have been reviewed to ensure conformity with the UH Hilo Quality Online Course Design guidelines (attached to Section IV.A).

Timely interactions. Department syllabi provide a timeframe during which faculty will provide respond to student emails and feedback on assignments or post grades. In addition, faculty hold face-to-face and virtual office hours.

A community of learners. Assignments and learning experiences for distance learning courses are provided via Laulima, Blackboard Collaborate, Skype, and other appropriate communication media. Collaborate captures and stores whole segments of a class for asynchronous viewing and study. Courses may incorporate social media, Facebook, blogs and other means for distance learning teacher candidates to work in small groups and construct meaning of new learning together. Additionally, candidates can respond to each other via discussion tools and online forums on Laulima.

A special feature of the program includes interactive learning technologies obtained via a grant from the Office of the Vice President for Planning and Policy that put the department on par with public and private schools. See Section IV.E.1 Physical Resources for details.

Student expectations. Course syllabi outline technical equipment, software, and proficiency needed by each teacher candidate. The same ethics of classroom behavior and responsibility apply across both program formats. To assure that coursework is completed by the candidate enrolled, syllabi include a standard honor pledge. Faculty are considering the requirement that candidates must complete major assessments in a university-recognized testing center. Through Collaborate, faculty can assess candidate performance in a synchronous format. Laulima provides a mechanism for password-protected submission of assignments. See section III.B.4 for discussion of verification of student identity.

Student online readiness and proficiency. The Education Department has established a number of web-based experiences to evaluate candidate technical expertise. For example, those interested in the distance delivery format of the MAT program must complete their applications online. Faculty are developing criteria and checkpoints within the application to assure a level of technical competency. In addition, the MAT summer schedule begins with a mandatory orientation during which time teacher candidates acquire proficiency in online learning. Based on candidate performance, Laulima modules and/or faculty tutorials for specific applications may be required. The UH Hilo office of Distance Learning has prepared an online learning readiness check at http://hilo.hawaii.edu/academics/dl/onlinereadiness.php to ensure that enrolled candidates have the correct software and level of technology available to assure likely success in distance learning environments.
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.

The following program learning outcomes are based on the Quality Principles established by the Teacher Education Accreditation Council (TEAC). The assessment plan attached to section III.D below shows how student achievement of these outcomes will be tracked and assessed.

Candidates will

- demonstrate understanding of the subject matter they will teach
- apply content knowledge through the design of standards-based lesson plans that meet diverse student needs
- demonstrate effective teaching skills
- contribute to instructional settings that support positive social interaction and active student engagement
- demonstrate professional attributes
- demonstrate skills of critical reflection
- Candidates will demonstrate understanding of matters related to race, gender, individual differences, and ethnic and multicultural perspectives
- use appropriate technology in carrying out their professional responsibilities
- demonstrate skills of informational literacy to synthesize relevant educational research
- apply action research skills and dispositions to demonstrate the impact of instructional methods and strategies on student learning.

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

See the attachment "MAT Curriculum Map."

5. Listing of courses, identifying which are required.

Following is a list of all required courses for the elementary and the secondary components of the MAT. Catalog course descriptions are in the attachment "MAT Course Descriptions" and "MAT course cycle w faculty."

**MAT Elementary Education: Required Courses (36 total credits)**

- ED 640 (2 cr) Learner Development
- ED 641 (2 cr) Learning Differences I
- ED 642 (1 cr) Learning Differences II
- ED 643 (1 cr) Learning Environment I
- ED 644 (1 cr) Learning Environment II
- ED 645 (2 cr) Learning Environment III
- ED 650 (1 cr) Planning for Instruction
- ED 651 (2 cr) Elementary Instructional Practice
- ED 652 (2 cr) Elementary Language Arts/Social Studies Content Pedagogy
- ED 653 (2 cr) Elementary Math/Science Content Pedagogy
- ED 654 (2 cr) Technology for Instruction and Assessment
- ED 659 (3 cr) Professional Practice
- ED 660 (1 cr) Professional Responsibility I
- ED 661 (1 cr) Professional Responsibility II
MAT Secondary Education: Required Courses (36 total credits)

ED 640 (2 cr) Learner Development
ED 641 (2 cr) Learning Differences I
ED 642 (1 cr) Learning Differences II
ED 643 (1 cr) Learning Environment I
ED 644 (1 cr) Learning Environment II
ED 645 (2 cr) Learning Environment III
ED 650 (1 cr) Planning for Instruction
ED 651 (2 cr) Secondary Instructional Practice
ED 652 (2 cr) Secondary Language Arts/Social Studies Content Pedagogy (or)
ED 653 (2 cr) Secondary Math/Science Content Pedagogy
ED 654 (2 cr) Technology for Instruction and Assessment
ED 658 (2 cr) Secondary Content Literacy
ED 659 (3 cr) Professional Practice
ED 660 (1 cr) Professional Responsibility I
ED 661 (1 cr) Professional Responsibility II
ED 662 (1 cr) Professional Responsibility III
ED 670 (1 cr) Field Experience I
ED 671 (2 cr) Field Experience II
ED 672 (3 cr) Clinical Practicum
ED 680 (3 cr) Teacher as Researcher I
ED 681 (3 cr) Teacher as Researcher II

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.

The entire faculty have worked together to develop a standard template for all syllabi and have on several occasions met to
review, edit, and strengthen each syllabus with particular attention to target standards and appropriateness to distance/online delivery. Department faculty have agreed on course policies such as plagiarism, student complaints, attendance/participation, grading, and late assignments. The department will continue to review syllabi periodically.

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.

These course syllabi have been selected for presentation with this proposal. Although assignments and rubrics are posted separately on the course Laulima websites and are not part of our syllabi (also posted on the course website), we attach representative assignment descriptions and rubrics to these syllabi to document the integration of online resources and activities into our courses.

   Ed 640 Learner Development
   
   Ed 654 Technology Instruction Assessment (Elementary and Secondary)
   
   Ed 658 Secondary Content Literacy
   
   Ed 681 Teacher as Researcher II. (Teacher as Researcher I and II represent the program capstone experience.)

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

The department's Handbook for the Field Experience, developed and continuously revised over the past 20 years in the Teacher Education Program, is attached. It will be revised yet again for the proposed MAT, and we include it as documentation of the fully developed working relationship, agreements, assessment and evaluation procedures, and forms already in place that will be used in the proposed program. The current handbook is attached.

Query: When do you expect to have the revised Handbook completed?

Response: We expect to complete adaptation of the Handbook to the MAT by March 2012.

9. Special requirements for graduation, i.e. comprehensive examination, service learning, etc.

The MAT will adhere to all university requirements for UH Hilo graduate programs as described in the university catalog, http://hilo.hawaii.edu/catalog/graduate-education-general-information.html  MAT graduation requirements include:
   
   • Students must maintain continuous registration throughout Phase I (Summer, Fall, Spring semesters).
   • Students must be registered during the semester in which the MAT degree is granted.
   • Students must complete at least 30 credit hours of coursework including Phase II (six credits) in residence. With express approval, a maximum of six credit hours may be transferred to fulfill Phase I coursework requirements.
   • Students must maintain at least a B average (3.0 GPA) in MAT courses (Phase I and Phase II). No credit is granted for courses in which a grade lower than a B- has been received.
   • Students must fulfill all MAT course requirements, including Phase II action research requirements, to earn the degree.
   • All requirements must be met within five years after admission to the MAT program.

Note that a student who must delay program completion may be considered for readmission.

Attachments
   3.MATcourse_cycle_w_faculty.pdf, 3.MAT_Curriculum_Map.pdf,
   3.MAT_Course_Descriptions.pdf, 3.MAT_courses_Delivery_Modes_.pdf,
   3.Syll_640_Learner_Development.pdf,
   3.Syll_654_Technology_Instruction_Assessment_Elem_Sec.pdf,
B. Schedule/Format

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

Normally students will complete the program in one summer and two academic years (fall and spring semesters). Students will enter the cohort in the summer, completing 6 credits over an intensive four-week period; they will then complete full-time coursework in the following fall and spring semesters, at which point they qualify for teacher licensure. In the succeeding fall and semester, they will complete their action research projects and earn their MA.

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.

Candidates will proceed through their coursework as a cohort and will be expected to complete all work in each course in a timely fashion. Course work must be completed by deadlines specified in the syllabi, with penalties for late submissions.

If a candidate needs to discontinue enrollment for any reason, he or she may be considered for re-entry into the next cohort to resume coursework. The MAT program adheres to the UH Hilo graduate program policies and procedures: [http://hilo.hawaii.edu/catalog/graduate-education-general-information.html](http://hilo.hawaii.edu/catalog/graduate-education-general-information.html)

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

As pointed out in section III.A. above, the MAT draws on a wide range of online resources to ensure that students and faculty are active members of the online learning community.

4. Please describe how the identity of students participating in the program will be verified. See [Best Practice Strategies for Promoting Academic Integrity in Online Education](http://www.uhh.hawaii.edu/uhh/teaching/handbook/AcademicDishonesty.php?l=3).

The Laulima website is password protected, accessed by each student with his or her hawaii.edu 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 clear statements regarding academic honesty.

Some online courses may require that examinations be taken at proctoring sites at University Centers.

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


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.

In the summer session that begins the program, students complete six credits over a four-week period.

During the fall and spring semesters of Phase I and Phase 2, courses will adhere to the traditional semester schedule.
6. Sample schedule of courses for a full cycle of the program with faculty assignments, if available.

Attached is a two-page "MAT course cycle w faculty" showing semester scheduling for both the elementary and the secondary cohorts with faculty assignments.

**Attachments** 3.MATcourse_cycle_w_faculty.pdf

**C. Admissions**

1. Admissions requirements.

   **Baccalaureate degree.** Each applicant must hold a baccalaureate degree or graduate degree from a regionally accredited U.S. college or university, or its equivalent from a recognized non-U.S. institution of higher learning. The standards of the degree in question must be equivalent in scholarship requirements to those maintained in the undergraduate program at UH Hilo.

   **Grade point average.** The applicant must have a GPA of 3.0 or the equivalent from the last 60 semester credits in the undergraduate degree completed, or must hold a graduate degree with a GPA of 3.0 or better. Under special circumstances, a GPA of 2.75 or higher will be considered based on the applicant’s other qualifications and subject to the appeal process noted below.

   **PRAXIS exams.** Applicants must submit passing scores, set by the Hawaii Teacher Standards Board, on both PRAXIS I Pre-Professional Skills Test and PRAXIS II Subject Assessment exam. PRAXIS test registration and State of Hawaii passing scores are available at www.ets.org/praxis and from the Education Department Advisor.

   **Prerequisite coursework for Elementary Education applicants.** Those seeking elementary licensure must complete the following prerequisite courses, each passed with a grade of C or better, and in combination passed with a GPA 2.75 or above.

   - ED 341 (3 credits) Teaching Beginning Reading, Grades K-3
   - ED 343 (3 credits) Math for Elementary School Teachers
   - ED 347 (3 credits) Integrated Science/Social Studies for Elementary School

   **Personal statements.** All applicants must provide two statements, one documenting previous experiences working with children or adolescents, particularly in structured learning environments; and one describing long range professional and academic goals.

   **Three letters of recommendation.** Applicants must submit recommendation forms aligned to specific professional dispositions and observation of applicant performance in teaching situations as well as academic ability to succeed in graduate coursework.

**Graduate Admissions Appeal.** The department adheres to Graduate Council policy and procedures with regard to student appeals.

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

Students with an earned baccalaureate or graduate degree who seek to become elementary or secondary teachers. See section III.C.1. above for qualifications required for the program.

3. Credit policies, including the number of credits that students may transfer in.

The program's credit policies are consistent with those of UH Hilo graduate policies. Students matriculated in advanced degree programs must petition to have previously earned graduate credits from other institutions transferred toward their MAT degree within the first (Summer) semester. A maximum of six credits may apply to Phase I required courses only.
Credits petitioned for transfer must be relevant to the MAT degree, 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 courses for which the student earned at least a B. Students may not take graduate coursework elsewhere for transfer credit during their tenure at UH Hilo.

Credits earned through correspondence courses or through courses or experiences offered under the auspices of proprietary schools, business or other training programs are not considered for transfer. Additionally, courses taken more than five years prior to matriculation in the MAT program are not considered for transfer.

4. Process for awarding credit for prior learning (applicable only to undergraduate level).
Not applicable.

5. Residency requirements, if applicable.
Students must be residents of the state of Hawaii.

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

After WASC and BOR approval, the department will develop a print brochure and online description of program goals and requirements.

The department has developed advising materials that will enable students to prepare for admission to the program; attached are the "MAT Advising Sheet" and the "MAT Supplemental Application" which are in use; highlighted on both documents is the fact that the program is pending WASC and BOR approval.

**Attachments**  
MAT_Advising_Sheet.pdf, MAT_Supplemental_Application.pdf

**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.

As a whole, the faculty has designed the assessment system by carefully addressing national and state professional standards, determining assessment checkpoints for candidate progression, identifying key assessments, developing and refining rubrics, and establishing levels of candidate performance ranging from unacceptable to exemplary. The entire faculty takes responsibility for assessing the quality of candidate and graduate performance as well as the effectiveness of the MAT program. The department’s assessment culture is demonstrated through the process of monitoring and improving program quality based on evidence of candidate learning, with data analysis occurring during department retreats in August and January. Once analyzed, data are disaggregated as appropriate to determine program improvement methods. Decisions to modify assessments, pedagogical approaches, and curriculum and program requirements are based on evidence of candidate learning.

See the attachment "MAT Program Assessment" for a description of the foundations of program assessment and of methods of indirect and direct assessment. A schedule of direct assessments is included.

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. Units like the Education Department that have external accreditation agencies submit copies of self-study reports to the VCAA that were submitted to their external agency in lieu of a report following UH Hilo’s template. These reports are submitted to the VCAA on the schedule set by the external agency. At the conclusion of its program review process, each campus academic unit meets with the VCAA and a memorandum of understanding is articulated that describes next steps for the unit and the administration
in light of review results.

The last accreditation process completed by the Education department preceded the establishment of the campus MOU practice. With our 2014 TEAC review, we will participate in this final, MOU step. As pointed out in Section I.C.3, the department is fully accredited in the state through June 2014. In 2011, the Hawaii Teacher Standards Board, which oversees accreditation of teacher education programs in Hawaii, announced that henceforth education programs (like the MAT) would be accredited through one of two agencies: the National Council for Accreditation of Teacher Education (NCATE) or the Teacher Education Accrediation Council (TEAC). In 2014, the MAT will undergo accreditation review by TEAC.

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.

See section III.D.1 and the program assessment plan.

Query: Your response to item III.D.1 does not seem to address this item. Please clarify how the assessment of the online program will be compared to the assessment of the traditional program.

Response: We are puzzled by this query. The assessment plan addresses the entire proposed program, which is primarily online and which has never been offered in traditional format. The long-standing MEd, which is traditional (face to face), has a very different clientele with very different courses and outcomes and is subject to its own assessment system. In III.D.6 below are details about how the department will evaluate the effectiveness of the online modality.

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 MAT has never been offered at UH Hilo. The TEP program has undergone review by the Hawaii Teacher Standards Board for State Accreditation of Teached Education Programs. Attached is the HTSB letter announcing full accreditation to the department TEP through December 2012 and the extension of full accreditation through June 2014 (see page 3 of table), labeled "SATEP Accreditation."

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.

As described in III.A.2 above, the Education Department has established a number of web-based experiences to evaluate candidate technical expertise. For example, those interested in the distance delivery format of the MAT program must complete their applications online. Faculty are developing criteria and checkpoints within the application to assure a level of technical competency. In addition, the MAT summer schedule begins with a mandatory orientation during which time teacher candidates must demonstrate proficiency in online learning. Based on candidate performance, Laulima modules and/or faculty tutorials for specific applications may be required. Course syllabi outline technical equipment, software, and proficiency needed by each teacher candidate and recommend that students complete the Distance Learning office's online learning readiness check.

6. Procedures to evaluate teaching effectiveness in the distance education modality.

Query: Please be more specific in your response, particularly in regard to how faculty who teach online are evaluated?

Response: The MAT students in both campus- and web-based courses are provided opportunities to evaluate faculty and program effectiveness. At the mid-point of each semester, online students will provide formative feedback to instructors regarding the clarity of the instructions and assignments, instructor availability and timeliness of feedback and consultation, and appropriateness as well as accessibility of web-based materials and sites. After Fall semester of Phase I, students will complete a plus/delta feedback survey on program effectiveness, including advising, alignment with professional standards, and relevance of coursework and field
At the conclusion of Phase I comprising Summer, Fall, Spring semesters, all students will complete a 50-item survey focused on textbook selection and use, the department conceptual framework, teaching strategies, and the like. The current TEP surveys (elementary and secondary) are attached; they will be revised to cover graduate study and online issues. Finally, when they complete their MAT degree, students will provide feedback on the overall program and faculty teaching effectiveness in the online format. At the Fall and Spring Education Department Retreats, faculty and staff review these and other data to determine program effectiveness and chart plans for program improvement.

UH Hilo has a course evaluation survey which is administered in all courses but which does not include questions that apply to the online format. The survey is offered in online format to students in online courses, but return rates have been poor. The department does not plan to rely on this instrument to evaluate the effectiveness of its online courses.

Program assessment is designed to evaluate student learning in this modality, and hence teaching effectiveness of faculty in the program. See the attached "MAT Program Assessment."

**Attachments**

🔥 1.SATEP_accreditation.pdf, 🔥 3.MAT_Program_Assessment_10_23.pdf,

**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.**

In brief, there are seven full-time faculty, six of whom have doctorates and are tenured or tenure-track. In addition, a full-time non-tenure-track instructor (with an MS) serves as field experience coordinator and a full-time junior specialist (with an MA) serves as department advisor and data manager. All fulltime faculty contribute to the program in the following areas: assessment, curriculum development, instruction, advising, field work supervision, department governance, and service to the department, the university, and the community. In addition, each fulltime faculty must engage in scholarly activities and publish research results. The attached abbreviated CVs indicate the range of activities in which each fulltime faculty is expected to be engaged. See the attachment "MAT Faculty Abbreviated CVs."

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.**

The program relies on the six full-time doctoral faculty to deliver all course work, to provide academic advising to candidates once admitted to the program, and to work with candidates on their action research projects. Supervision of teacher candidates in the field is handled by experienced retired classrooms teachers who are paid for their services and by cooperating teachers who oversee teacher candidates in their own classrooms. The field experience handbook, attached as "MAT FE Handbook," documents all field experience relationships, arrangements and procedures as they currently exist for the Teacher Education Program; the handbook will be revised for the MAT, including provisions for conduct of the field experience on other islands. Note that in Hawaii, there is a single state Department of Education, so that arrangements will be essentially the same on all islands in the state.

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?**

All faculty are teaching inload. The MAT courses will replace current TEP courses, so no reassignments are involved.
Academic advising is divided equitably among the six doctoral, tenured/tenure-track faculty, and such faculty are assigned to students for the action research projects on the basis of mutual research interests.

Query: Is there a maximum number of students that one faculty member can advise?

Response: No maximum has been set, except that during Phase II, each faculty will be assigned no more than 12 advisees (by virtue of course enrollment) whose research they will oversee. The intent is for all six tenure-track faculty to work with all MAT students; particularly during the research process in Phase II. The faculty have created the courses together. Each faculty member will teach one section of the research process during Phase II. In this way, all faculty advise all students, with more specific responsibility assigned to course instructors.

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

Online teaching experience. While expertise varies with experience, all Education faculty members have taught at least one class online, and a few have taught web-based courses for several years. Some faculty have published in the area of distance learning, and have provided campus-based workshops to help UH Hilo faculty develop and refine innovative distance delivery pedagogy. All Education faculty have agreed to participate in additional training as appropriate to deliver a quality teacher preparation program.

Facility development. Recently, the Education Department was provided funding from the Office of the UH Vice President for Planning and Policy to purchase equipment in support of delivering the MAT online. The faculty are planning training sessions with the UH Hilo Office of Technology and Distance Learning to maximize distance delivery with use of the newly acquired equipment. In addition, all faculty have participated in Laulima training, through workshops and webinars. To extend faculty proficiency in online teaching, the UH Hilo instructional technology specialists will continue to offer training sessions and individual support leading to Certification for Quality Online Courses. All faculty have committed to participate in the training and to follow guidelines for effective distance delivery, as exemplified in the certification process.

Online guidelines. The department has adopted the UH Hilo Quality Online Course guidelines (attached) as part of the syllabus review process; the expectation is that all online courses will meet these guidelines.

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.).

Current abbreviated CVs are attached. In brief, there are seven full-time faculty, six of whom have doctorates and years of teaching experience and are tenured or tenure-track. Research and publication as well as professional service are expected from tenured/tenure-track faculty. In addition, the full-time instructor serves as field experience coordinator and a full-time junior specialist (MA) serves as department advisor.

Attachments

4. MAT Faculty Abbreviated CVs.pdf

B. Student Support Services

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

a. Ongoing academic advising and academic support

The department employs a non-instructional junior specialist (with an MA) as fulltime advisor who recruits and guides/advises all interested students through the application and admission process of the programs offered by the Education Department: Educational Studies Certificate, proposed Master of Arts in Teaching, and Master of Education.

The six tenured/tenure-track doctoral faculty advise students admitted to the program, including counseling interactions and academic guidance. During Phase II, students work with faculty advisors assigned on the basis of shared research interest who regularly monitor their individual progress and provide research support.

b. Other student services
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. Student Affairs personnel are available to online/offsite students by phone and by email on weekdays from 7:45 am to 4:30 pm.

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

Student Affairs staff are available to assist off-site students during office hours (M-F, 7:45 am -4:30 pm) by phone and email.

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's Office of Instructional Technology and User Services and Distance Learning Office collaborate to offer course design assistance and faculty workshops and one-on-one training on various aspects of instructional technology. The UH system offers periodic online and recorded training sessions on instructional technology, with special emphasis on Laulima. Blackboard-Collaborate support is available weekdays by email, phone, and Collaborate through the UH Manoa College of Education.

UH Hilo staffs a technology 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.

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.

While the question restricts response to undergraduates, the MAT program includes mastery of graduate-level critical analysis and research as one of its program outcomes.

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

As described in the following sections, the UH Hilo library as part of the UH system library consortium offers a rich array of both traditional and online/digital resources to students and faculty. The library's online databases will be of particular use to the MAT program, as will the services to both students and faculty of the DL librarian.

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: http://library.uhh.hawaii.edu/instruction/Laulima_intro_dl_revS11.pdf

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

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.

Library resources already serving the existing MEd are appropriate for and sufficient to serve this master’s program. See the attached "MAT Library resources."

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.

Note that libraries at the University Centers are also staffed by professional librarians, and students have full access to all UH system library resources through Center libraries.

**Attachments**

4.MAT_Library_resources.pdf

**D. Technology**

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

Through the Office of Campus Technology (OCT), UH Hilo offers a full range of technological services and support for faculty, staff, and students. The campus has 10 Gigabit communication capacity to UH system and beyond with Internet 2 capability. The entire campus enjoys excellent communication capacity with fiber connections throughout the campus and campuswide wireless access to the internet. All faculty and most staff have their own office computers, all classrooms have multimedia and internet access, and there are computers available for student use at multiple points around campus. Most faculty, staff and students have 100 Megabit to their desktops, with 1 Gigabit available to research-heavy users. OCT includes the offices of Instructional Technology and User Services, Academic Computing, and Publications. UH Hilo faculty have unlimited access to the UH system's Laulima (Sakai) Learning Management System, and the system’s broad range of instructional technology online resources. 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.

The campus connects with the UH system through the university fiber system and through the state fiber system separately.

The department's specially equipped classrooms have been paid for through a grant from the office of the UH system Vice President for Academic Planning and Policy, as described in section IV.E below.

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

All course lectures and slides will be posted on Laulima and are available 24-7 during the semester. These materials can be downloaded and saved on individual student computers. Our students must agree to manage these materials with academic integrity.

Students also have 24/7 access to online databases and other informational resources through the University of Hawaii library.

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

As described above, in section IV.C., a full-time Distance Learning Librarian is accessible by email or phone for any assistance with accessing information resources and services.
3. Description of the level of technology proficiency expected of students and faculty.

Students will need to be able to use Word, PowerPoint, and Excel; to navigate the internet, use email, upload and download files; and to use Laulima and Collaborate. Faculty will require skill in all of these, and at a higher level. For example, they must be able to upload and organize course materials on Laulima Resources or Modules, create quizzes and tests, post assignments and download and upload student submissions, manage Forums or Discussion Board, etc.

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

Each cohort is launched in an on-campus orientation during the first summer. At this time, students will be oriented to and trained in all technological aspects of the program, including the specially equipped classrooms, Laulima, and Collaborate. Students needing training in Word, PowerPoint, and Excel will receive it at this time, and course work will advance skills in these programs.

The department’s subscription to Collaborate includes the training services of a technical specialist situated at the UH Manoa College of Education; this specialist will train students on the software in a face-to-face class session at the during the summer session. In addition, this specialist is able to provide as-needed and one-on-one support in for both faculty and students. The UH system provides a Collaborate webpage with links to training videos and PDF documents.

In support of both faculty and students, the UH system Information Technology Services (ITS) offers online videos on all aspects of Laulima and select Word, Excel, and PowerPoint functions. UH Hilo offers an online Student Readiness test and tutorial.

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.

During the initial summer orientation, students and faculty will interact in person, thus providing the personal connection that will be the foundation for coursework throughout the program. A number of courses will use Collaborate, which will enable students on other islands to participate in class meetings with faculty and students in Hilo, including the capability for videoconferencing. As pointed out above, most courses include multiple writing assignments, and all students will take multiple courses from the same instructors, so that each student will develop a recognizable writing persona.

Campus/system provisions:

The Laulima 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
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.

All faculty have their own offices with computers and ethernet and wireless access to the internet. A special feature of the program includes interactive learning technologies obtained via a grant from the Office of the Vice President for Planning and Policy that put the department on par with public and private schools. During Fall 2011, two SMART Board systems, consisting of interactive whiteboards, projectors, computers, and video cameras were installed in the Education classrooms. SMART Boards engage teacher candidates in lesson preparation for 21st Century classrooms. Further, candidates are able to experience a wealth of K-12 academic content available within the application software to provide standards-based instruction and to engage in interactive, multisensory (visual and tactile) lessons that can be modified to meet the needs of diverse learners. Video cameras capture live class sessions, allowing distance learners to view and participate in the campus-based class. Classes are then posted on Blackboard Collaborate to provide reference for further study. Additionally, along with the SMART Bards, captured class sessions enable distance learners to see what is written on the board as the class is taught. Blackboard Collaborate allows the Education Department to deliver a virtual classroom and interactive learning experience for distance-learning students. Students can view recorded live class sessions as needed for learning or review.

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.

   All startup costs have already been covered. The UH system provides Laulima and support for Laulima and other instructional support software/infrastructure to all academic departments at no cost. Some courses will use Collaborate, access to which is purchased on an annual basis by the Education Department for use in all of its programs, including undergraduate Education courses. The UH system Vice President for Academic Policy and Planning funded the equipping of two of our classrooms with Smartboards and related equipment, as described in sections III.A.2 and IV.E above; these are in place, in use and paid for. The UH Hilo office of Instructional Technology and User Services (ITUS) provides technological support for equipment, software, as well as faculty training and assistance in instructional design to all departments at no cost to the departments. The Distance Learning office works with ITUS to provide faculty support, also at no cost to departments. See the attached projection of program costs and revenues, which includes projected ongoing personnel costs and unique program costs.

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

   Public hearings regarding proposed tuition raises each year over the next five years are being held as this proposal is submitted. In our cost/revenue projection we assume that these modest increases will be in place beginning with our first cohort. In 2012-2013, graduate tuition will be $366/credit; in 2013-14, $389/credit; in 2014-15, $417/credit; in 2015-16, $447/credit; in 2015-16, $479/credit.

   To complete the program in the first cohort, a student would pay $10,980 (30 cr x $366) for Phase I (2012-2013) and $2,334 (6 cr x $389) for Phase II (2013-14). Student fees are set by each campus; increases are not yet under discussion at UH Hilo, so we assume current student fees of $38 for the summer of 2012, $152 per semester for fall and spring 2012-2013 and $118.50 per semester for fall and spring 2013-2014, when students are part-time. A first-cohort student would pay $13,893 for the program ($10,980 + 2,334 + 38 + 304 + 237). This does not include cost of travel to Hilo from other islands and
accommodations for the initial summer orientation.

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.

As indicated above, all start-up costs have already been covered, and all ongoing instructional support costs are covered by the UH system and/or UH Hilo. The subscription to Collaborate ($798 per year) is covered by the department for all programs. The University of Hawaii at 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.

While we anticipated starting cohorts of 45 students, it appears that the program would break with just 19 students per cohort.

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.)

Attached is the five-year projection of costs and revenue prepared by the UH Hilo Institutional Research Officer using the academic program cost and revenues template required by the UH system for new program proposals. With the projection is an explanation of assumptions, components and calculations. It is anticipated that the program will be highly productive in terms of the numbers of students served and that it will operate at a high level of benefit vs. cost.

Query: Have all program costs (marketing, library, etc.) been included in the budget? The Committee will expect to see a complete budget listing all revenues and costs associated with the program.

Response: All program costs have been included in the budget. Unique program costs are limited to stipends to supervisors and cooperating teachers; these are shown in the budget. As indicated previously, start-up costs have been paid well in advance (IV.E.1 and IV.F.1.a), no additional library costs are required for this second master's program (IV.C.4 and attachment), and Laulima and other technology and support costs are covered by the university or the university system (IV.D). The program will be publicized without cost, internally and through the university's website, the University Centers, the Hawaii Teacher Standards Board, and the state Department of Education (II.A.4).

It must be pointed out that departments do not receive their generated tuition directly. All tuition moneys go into the General Fund, with allocations made by the UH system to campuses, and by campuses to colleges, and by colleges to departments. Along the way, various formulas are used to determine allocations.


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 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.