Section I: Institutional and Program Overview

Program Overview
A. Name of degree or program proposed

Sino-American 1+2+1 Dual-Degree Program

B. Percent of program being offered abroad - If the program will not be offered abroad in its entirety, where will the remainder of the program be offered?

Fifty percent of the program will be offered at the Chinese partner university campuses and the other fifty percent will be offered at the University of Hawaii at Hilo. The 1+2+1 program is designed to allow Chinese students to complete the first year of study at their Chinese university. The second and third years will be completed at the American university. The final year will be completed at the Chinese university.

C. Location of the international site

We have fifteen partner universities in China. These universities were selected by the China Center for International Educational Exchange (CCIEE). We have signed MOUs with each partner university. The names and location of each partner university follow.

Changshu Institute of Technology, Changshu, Jiangsu

Dali University, Dali, Yunnan

Henan University, Kaifeng, Henan

Henan University of Technology, Luoyang, Henan

Inner Mongolia University, Huhhot, Inner Mongolia

Inner Mongolia University of Technology, Huhhot, Inner Mongolia

Jilin Institute of Chemical Technology, Jilin, Jilin

Nanjing Agricultur al University, Nanjing, Jiangsu

Nanjing University of Technology, Nanjing, Jiangsu

Nanyang Normal University, Nanyang City, Henan

Pingdingshan University, Pingdingshan, Henan

Tianjin Institute of Urban Construction, Tianjin, Tianjin

Yanzhou University, Yangzhou, Jiangsu

Zhengzhou University of Light Industry, Zhengzhou, Henan

Zhongyuan University of Technology, Zhengzhou, Henan

D. Geographic scope of the program – Where will you market the program?

The program will be marketed by CCIEE on the Chinese partner campuses. Each year the CCIEE compiles a book with program, location, and financial information from each U.S. AASCU institution. CCIEE representatives travel to the Chinese campuses between November and February to present the program to each university's students and their parents. The U.S. partner schools do no independent marketing of the program.

E. Projected number of students

Initially we plan to accept no more than 10 students per year from a selection of applicants to four programs: Business Administration, Computer Science, Agriculture and Political Science.

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

The program is only for full-time degree-seeking students who have completed their first year of college at a Chinese university selected by CCIEE for participation in the Sino-American 1+2+1 program.

G. Initial date of offering

Fall 2009 semester.

H. Language of instruction

English is the language of instruction at the at the University of Hawaii at Hilo and Chinese at Chinese institutions. Students will be required to complete English as a Second Language instruction if needed upon arrival at UH Hilo. 1+2+1 students will be required to take the English Placement Test during orientation like other international students and their placement results will determine the

level and amount of English required.

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

It will be an on-going program with new students being admitted for each fall semester. The students will follow an academic plan created by the UH Hilo faculty advisor in conjunction with his counterpart at the student's Chinese university. These academic plans will be tailored to each individual student. Each student's academic plan will be affected by their choice of major, their English language ability, and the necessity of taking summer classes. Depending on the students' English language ability and the amount of ESL course work that is required, the academic plan will include either two or three years at UH Hilo. The plan will incorporate the courses completed in the first year at the Chinese university as well as the courses required in the final year at the Chinese university to complete the degree requirements. The life of the program has no end date. A new group of students will be admitted each year. The number of new students will depend on the number and quality of admissions as well as the ability of each UH Hilo program to absorb new students.

J. Description of the external and/or internal partners (if any) contributing and/or participating in this proposal

The American Association of State Colleges and Universities (AASCU) is a higher education association located in Washington, D.C. It is a non-governmental, membership organization serving more than 400 public colleges, universities, and systems of higher education throughout the U.S. and its territories. AASCU collaborates with higher education associations and other international education groups to formulate positions on issues of concern to the international education community. The China Center for International Educational Exchange (CCIEE) is affiliated with the Ministry of Education in China. It is a non-profit, non-governmental organization which conducts international education exchanges. Its role is to improve and promote international education and exchange in educational fields between China and other countries around the world.

Attached is a sample MOU created by CCIEE and AASCU for universities particpating in the 1+2+1 program.

Attachments 121_MOU.docx

Descriptive Background, History and Context
A. 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. **Note: Please insert a 'LiveText' link to the Annual Report document submitted to WASC.**

One of three baccalaureate-granting campuses of the ten-campus University of Hawaii system, the University of Hawaiʻi at Hilo is a comprehensive, primarily baccalaureate institution on the island of Hawaiʻi with the mission of offering high quality undergraduate liberal arts and professional programs to students on Hawaii Island and, through its outreach programs, across the state. UH Hilo is also committed to providing learning opportunities to students in the Pacific and Asia.

UH Hilo prides itself on the ethnic and national diversity of its student body: [statistics]. The 1+2+1 program will enable UH Hilo to contribute to meeting the developmental needs of China's society and economy while promoting intercultural understanding through the immersion of Chinese students in a multi-ethnic and distinctive campus community.

The proposed 1+2+1 program will enrich this diversity, bringing to campus annual cohorts of ten Chinese students enrolling in four undergraduate programs: Agriculture, Computer Science, Political Science, or Business Administration.

UH Hilo welcomes the opportunity to join with over 80 other US universities in offering a 1+2+1 program. In operation for seven years, the Sino-American 1+2+1 Dual Degree program is one of the largest educational exchange programs between the two countries, and it has established a strong educational exchange platform for cooperation between universities in China and the United States. The administrative structure is provided by the China Education Association for Interational Exchange (CEAIE), China Center for International Educational Exchange (CCIEE), and the American Association of State Colleges and Universities (AASCU).

The AASCU handbook for 1+2+1 programs is attached.

B. To address prior experience, list the number, variety and longevity of other international programs - Include a summary or profile of one of the program being offered abroad to demonstrate prior experience

The University of Hawaii at Hilo has a long history of welcoming international students. In Fall 2007, UH Hilo enrolled a total of 345 international students from 41 countries. They comprised 9.7% of the total student body of 3548. Although we do not have experience with a dual-degree program of this nature, we enrol many transfer students from other countries who come to complete degree

programs started in other countries. For Spring 2008, we have admitted 62 international transfer students from countries all over the world with many of them coming from the South Pacific, Japan, and South Korea.. As a result, our admissions office, and popular majors such as Business Administration are accustomed to evaluating transcripts and course descriptions to determine course placement for the transfer students. The success of the Sino-American 1+2+1 program will rely on experienced admissions personnel and faculty to ensure that students are evaluated and placed in appropriate classes.

Attachments 121_hdbk_pt_1.pdf, 121_hdbk_pt2.pdf, 121_hdbk_pt_3.pdf

Institutional Accrediting History Relevant to Substantive Change
A. Brief response to issues noted in prior substantive change reviews since the institution's last comprehensive review

B. 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

UH Hilo was first accredited in ___. (The 2008 Annual Report to WASC is attached.) Following its 2004 Educational Effectiveness Review under the new standards, UH Hilo was granted a ten-year re-affirmation of accreditation. A special visit in 2008 has led the Commission to mandate actions regarding institutional governance and the new doctoral program in Hawaiian and indigenous language and culture revitalization; a second special visit to review progress is scheduled for October 2009.

The campus is presently working to resolve the governance issue by placing curricular oversight in the hands of the faculty congress; this details of process are still being negotiated by the vice chancellor for academic affairs, representatives of the degree-granting colleges, the graduate council, and the faculty congress. It is anticipated that the new structure will be in place in Spring 2009; the 1+2+1 program will then be submitted to the congress for review and approval.

Of recurrent concern to the Commission has been faculty involvement in student learning assessment, as indicated in the 2004 and 2008 action letters. In 2007-2008, the faculty congress assessment committee and general education committee and the vice chancellor for academic affairs jointly sponsored a series of activities that have increased faculty understanding of such assessment. These include a series of workshops by Mary Allen and the formulation of departmental student learning outcomes, departmental curriculum matrices mapping outcomes against courses, and department assessment plans. The units participating in the proposed 1+2+1 program have each developed these

three assessment components; these are attached to section III below, Plan for Evaluating Educational Effectiveness.

The general education committee, after four years of consultation and revision, received faculty approval for a new general education program that will make possible the systematic assessment of general education knowledge and skills. This Fall 2008, departments are submitting applications for courses for general education certification on the basis of assessable learning outcomes explicitly linked to campus general education outcomes. (GE proposal attached). In Spring 2009, the assessment committee will work with departments to translate GE course outcomes into assignments and performances and to develop assessment schedules for these courses. Still to come is a campus plan for GE assessment that will bring together various departmental efforts.

It is anticipated that until this campus-wide GE assessment plan is formulated, GE knowledge and skills of 1+2+1 students will be assessed through the GE-certified courses they complete on campus, and through GE skills and knowledge expectations built into their capstone projects.

C. 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 in the appendix 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 Business Administration deparment of the College of Business and Economics has been accreditated by the ----- (AACSB) since _____. [attach a copy of the executive summary to the most recent AACSB evaluation report and agency action] [Check with Marcia whether the proposed program needs AACSB review and approval prior to implementation.]

Political Science, Computer Science, and the CAFNRM have not sought accreditation by professional accrediting agencies.

Section II: Program Need and Approval

Program Need

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

The Sino-American 1+2+1 Dual Degree program is consistent with UH Hilo's mission of offering quality undergraduate liberal arts and professional programs to students from Hawaii, the Pacific, and Asia. The program also contributes to UH Hilo's strategic goals ____: … quote and attach SP 2002-2010

Departments that will participate in the 1+2+1 program are working to assure quality learning and continuous curricular improvement, as documented in their assessment plans and related documents. (Attachments to Section III, Plans for Evaluating Educational Effectiveness.)

The BS in agriculture and computer science and the BBA in business administration, which have a professional focus, nevertheless share with the BA in political science a foundation of liberal arts education as presented in courses certified as meeting general education criteria. Although individual programs can add more requirements, the new general education core requirements hold for all degree-granting colleges. The participating departments and the 1+2+1 coordinator will ensure that 1+2+1 students successfully complete GE-certified courses in the majors and that, through the capstone projects, they meet expectations for core GE skills and knowledge, in particular critical thinking, …. (See attachments to Section III, Plan for Evaluating Educational Effectiveness.)

Strategic goals… The 1+2+1 program offers the university the opportunity to bring to campus a series of cohorts of Chinese students motivated to learn to function successfully in an English-speaking, American university environment. It would be difficult to exaggerate the benefits accrued from the sharing of experiences, knowledge, and friendships between these students and other UH Hilo students, as well as with UH Hilo faculty and staff.

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

For the Fall 2007, the University of Hawai'i at Hilo enrolled 345 international students. This number comprises 9.7 percent of the total student body. However, of those 345 students only four were from the People's Republic of China. Given our proximity to China and the historical ethnic ties between China and Hawaii and our graduate program in China-U.S. studies, the University of Hawai'i at Hilo should be a desired destination for Chinese students seeking to study abroad. In the past, Chinese students have found it difficult to get student visas to come to

the United States. This program addresses this problem by involving the China Center for International Education and Exchange (CCIEE) and the American Association of State Colleges and Universities (AASCU) who have close communication with U.S. embassies and consulates in China. Last year over 90 percent of the students applying for the 1+2+1 program were successful in their visa applications for F-1 visas to study in the 1+2+1 program. Due to the involvement of quasi-governmental bodies, and the strict financial requirements for participants, the 1+2+1 program is a proven vehicle for Chinese students to study in the U.S.

C. 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 Sino-American 1+2+1 Dual Degree Program has allowed more than 500 Chinese students to study at American universities since 2001. The numbers of both university and student participants have been increasing every year. In 2008, 279 students applied for the 1+2+1 program. That was 90 percent increase from the number in 2007. Many of the 45 Chinese universities involved in the program have expressed interest in sending students to the University of Hawaii at Hilo. Initially, our university was assigned 15 Chinese partners by the CCIEE. However, three additional Chinese universities have requested to sign an MOU with the University of Hawaii at Hilo. This is because the Chinese universities anticipate that Hawaii and the types of programs offered at UH Hilo will appeal to their students. Based on the continued and sustained growth of the 1+2+1 program as well as the desirabilty of our university's location for Asian students, we expect to meet our projected enrollment. The actual enrollment will depend on the number and quality of applicants. We project accepting 10 students the first year (Fall 2009) and increasing it to 20 students by the third year (Fall 2011).

D. Attach the recruitment and/or marketing plan for the program

The recruitment for the 1+2+1 program is done thorough presentations conducted by the CCIEE at the participating Chinese universities. The American schools provide information on campus life and costs for the CCIEE to compile into a book entitled "The Introduction of the Sino-American 1+2+1 Dual-Degree

Program." This book is distributed to Chinese students through the participating institutions. American schools are also asked to provide copies of DVDs and other relevant recruiting materials. American schools do no direct recruiting of Chinese students. Below is a copy of the information that has been provided by the University of Hawaii at Hilo for the 2009 recruiting cycle.

For information on the CCIEE marketing procedures see pages 33-35 of the attached "Sino-American 1+2+1 Dual-Degree Program Handbook (2008)."

Attachments UH-Hilo_Overview_cciee_2009.doc, Estimated_Student_expenses_2009_to_2011.doc, Majors.docx, HousingAp2008.word.doc, 121_hdbk_pt2.pdf

Planning/Approval Process

A. Description of the planning and approval process within the institution, indicating how faculty and other groups (administrators, trustees, stakeholders, etc.) were involved in the review and approval of the new site or program.

The participating UH Hilo departments for the Sino-American i+2+1 program were selected by the program coordinator in conjuction with the university chancellor. The identified departments were approached about participating in the program. The deans or department chairs of the departments or colleges that chose to participate -- the College of Business and Economics, the College of Agriculture, the Computer Science department, and the Politcal Science department -- met individually with the 1+2+1 program coordinator to discuss the responsibilities for each department and the requirements of the 1+2+1 program.

B. Evidence that any necessary governmental licensure or approvals required to operate in the host country have been attained

The Sino-American 1+2+1 Dual Degree Program is coordinated in China by the China Center for International Educational Exchange (CCIEE) and in the United States by the American Association for State Coleges and Universities. The CCIEE was founded in 1981 with the approval of the state Council of the People's Republic of China.

According to the Chinese Ministry of Education, the 1+2+1 program has become one of the most important cooperation and exchange projects between the U.S.

and China. At the 2008 1+2+1 graduation, Vice Minister Zhang Xin-Xheng of the Chinese Ministry of Education announced that the 1+2+1 program had received official recognition as a program of excellence from the Department of International Cooperation and Exchanges of the Ministry of Education.

Section III: Program Description and Evaluation

Curriculum

A. 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.

As stated in the AASCU handbook for universities offering the Sino-American 1+2+1 dual degree program, the primary program objective is to "meet the developmental needs of China's society and economy while facilitating the recruitment and retention of Chinese students to US universities." Additionally, the program promotes "mutual understanding between China and the United States."

The participating UH Hilo programs were selected with these objectives in mind. Agriculture… Computer Science…Business Administration… Political Science...

English Language Institute….GE requirements (Basic, Area, WI, HPP, GCC): Note that these may add a semester or a year to the stay at UH Hilo

We will not have direct access to the curricula of the partner universities until their students have applied for admission to UH Hilo. We anticipate that there will be a reasonable level of consistency between those curricula and ours because fifteen other American universities have been been able to bring in students from participating Chinese universities and have succeeded in aligning major and graduation requirements.

Where inconsistency exists, students will complete requirements specific to UH-Hilo while on campus. As noted above for English language proficiency, students might require an additional semester or year at UH Hilo to meet these requirements. The capstone project will be completed as students complete their final year at their home university in China, with the UH Hilo degree granted upon successful completion of that project.

Students begin their study at a Chinese university. While they are enrolled in their first year of classes, the Chinese students can apply to a U.S. university participating the Sino-American 1+2+1 program. Students complete their first year at the Chinese university with the equivalent of at least 30 credits. In the second year, the Chinese students move to the American campus and complete their second and third years at the American university. During the first year at the American university, the Chinese and American universities will agree on an academic plan for each participating student. This plan will include credits from the first year at the Chinese institution and include a plan for how the student will meet general education and major requirements for the American university in two to three years, incorporating the credits completed in the student's first year as well as classes required in the last year in China. This plan will be submitted

to the partner Chinese university and agreed upon by both universities. Students completing all requirements of the program will be granted bachelor's degrees from both the U.S. partner and Chinese partner university.

Students involved in the Sino-American 1+2+1 program will be entering degree programs at UH Hilo in the same manner as other international students. Therefore, the requirements of the students will be consistent with other students in the same major. Like other international, non-native English speaking students, they will be assessed upon arrival for English language compentency with the English Placement Test, a test given to all non-native English speakers with TOEFL scores under 600 or no TOEFL score at all. The results of that test, in conjunction with the results of the writing placement exam, will determine the amount and level of English language instruction needed prior to their full immersion in a degree program. Students in the 1+2+1 program may be required to take English as a Second Language classes for two full semesters. The ESL courses will be completed in UH Hilo's English Language Institute (ELI). The ELI is integrated into UH Hilo and students taking classes in the ELI are full-time regular UH Hilo students. Each course in the ELI is three credits and students can take classes outside of the ELI depending on their level as determined by the English Placement Test. The faculty of the ELI are part-time lecturers each with more than ten years of university-level ESL teaching experience. The students in the 1+2+1 program will have the advantage of possibly completing low-level general education courses or introductory major courses while completing their ESL courses.

The philosophy of the program is to integrate the Chinese students into the U.S. institution and into their major as effortlessly as possible, while requiring them to meet all graduation requirements. Through close cooperation between the University of Hawaii at Hilo and the Chinese university, in conjunction with the China Center for International Education (CCIEE) and the American Association of State Colleges and Universities (AASCU), the students should be able to complete all the requirements for two degrees in a maximum of five years.

For more information on the program as designed by AASCU and CCIEE, please refer to the Program Overview on pages 23-28 in the "1+2+1 Dual-Degree Program Handbook (2008)" which is attached.

B. Has the method of design of the program been reflected in the curricular design and pedagogy?

C. 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

Four UH Hilo departments will be participating. Each has developed student

learning outcomes, as listed below. Assessment of these outcomes is decribed in section III, Planning for Evaluation of Educational Effectiveness, with attachments.

College of Business and Economics - Business Administration Department

Upon graduating, our students should possess a common core of knowledge that enables them to understand and apply:

- Basic concepts and principles of business operations and leadership, particularly a sense of how to prioritize, delegate and coordinate organizational tasks to fit the organizational mission, business environment, and community context
- Individual and group decision-making processes for assuring efficient, effective, and ethical outcomes
- Integrative knowledge of how the decision process relates to the various contexts within which business operates (technological, economic, social, cultural, legal, ethical, and international)
- Specialized business knowledge that they can apply in their subsequent careers
- An understanding of the entrepreneurial process
- An understanding of the critical role of sound, ethical business and personal judgment in creating and maintaining successful business relationships

Upon graduating, our students should have the following attitudes:

- Conviction that they have received a quality education, appropriate to their personal and career goals
- Appreciation of the goal-orientation and self-motivation needed to be a successful business leader
- Confidence that they are prepared to take on the challenges of the global marketplace
- Recognition that an on-going commitment to learning is critical to continued success and satisfaction in their career
- Confidence that they can respond to the diverse values and needs of their co-workers, clients, and other stakeholders, while working with those of different ethnic and cultural backgrounds
- Recognition that community service will be an important component of their future professional responsibilities
- Confidence that they can make effective and ethical decisions, even under conditions of uncertainty, ambiguity, value conflict, and incomplete information

Upon graduating, our students should have the following skills:

- Individual and team-based analytical/critical thinking and integrative problem-solving skills
- Effective, confident written and oral communication skills in one-on-one and

group settings, demonstrating professional demeanor
- Facility in computer-related applications and current methods of business analysis and presentation.
- Job search and interview skills

College of Agriculture - General Agriculture

The College of Agriculture expects students to be prepared for a career in agriculture by meeting six identified outcomes:

- Demonstrate sound knowledge of the scientific principals on which agriculture is based and agriculture's role in the world's physical, economic, and socio-cultural environment;
- Apply state-of-the-art hands-on techniques, processes, and concepts of environmentally sound tropical agriculture;
- Communicate professionally, incorporating analytical (critical thinking and problem solving), technological, and mathematical skills;
- Grow and care for crops and/or livestock in a sustainable, cost-efficient manner;
- Demonstrate stewardship of natural and agricultural resources;
- Demonstrate a commitment to work with others to improve agriculture and to benefit the community.

The College of Agriculture has a matrix which provides expected program outcomes by course. The matrix is available below as an attachment labeled CANFM Assessment Program Outcomes.

Computer Science Department

The Bachelor of Science degree in Computer Science is designed to prepare students for success as computer science professionals. Students graduating from this program should :

- be able to apply their knowledge to a specific design problem, including detailing the specifications, analyzing the problem, and providing a design and implementation that functions as desired, while meeting criteria for performance, reliability, maintainability, and cost.
- have broad background in the humanities and social sciences, together with a course emphasizing professional ethics, provides students a basis for understanding the societal implications of work performed in their chosen profession.
- be prepared for graduate studies in computer science. Attached is a computer science self-study document which includes student learning outcomes for the department courses.

For more detailed information on program outcomes for computer science majors, pease see attached self-study report.

Political Science Department

By graduation, Political Science majors will be expected to:

- have a firm understanding of the actors, institutions, and laws that influence how governmental policy is made
- be able to understand the relations of these actors and the outcomes of their relations on both a philosophical and practical level
- predict the ramifications of structural reforms to political systems.
- analyze current and past political phenomena according to the theory and methods used by political scientists
- be able to express their analysis in coherent essays and research papers.

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

Following training at the Mary Allen workshops in February 2008, each department prepared a curriculum map aligning program learning outcomes and course learning outcomes and indicating the progression from introductory to advanced levels. These maps are attached.

Attach the curricular maps prepared by each department for the assessment committee in 2008.

Computer Science: See attached advising document.

E. Listing of courses, identifying which are required
Please refer to the links to the departments websites. The links are provided below.

College Business and Economics - Business Administration:

The general education requirements and the required courses for a business administration degree are included as an attachment.

College of Agriculture - General Agriculture:

The general education requirements and the required courses for a general agriculture degree are included as an attachment.

Computer Science department:

The general education requirements and the required courses for a computer

science degree are included as an attachment.

Political Science department:

The required courses for a political science degree are included as an attachment.

F. 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

GE courses: beginning Fall 2009, all GE-certified courses will have syllabi showing course Los consistent with GE LOs and assessable outcomes-appropriate assignments. Reviewed by GE committee every __ years.

Department practices on syllabus review and approval: check with departments.

G. 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.

Three sample syllabi, including capstone/senior project—for each of the four programs. Syllabi must show course learning outcomes consistent with program learning outcomes. I would also include three GE-certified courses, such as Eng 100, History 151/152 that have those attributes. I can get the certified GE course syllabi from the GE committee.

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

None is required.

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

Both Computer Science and Business Administration require ETS's Major Field Tests. Both have excellent multi-year performances; attached are summaries of

their students' performances in these examinations.

Attachments 121_hdbk_pt_1.pdf, CS_self-study.doc, CANFM_Assessment_-_Program_Outcomes.xls, GENAG-F2006Rev08-06.pdf, Bus_Admin_Courses.doc, Pol_Sci_requirements.doc, Computer_Science_Course_Schedule.doc

Schedule/Format
Schedule/format requirements:

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

Typical students are expected to complete the entire program in no more than five years. Their first year will be completed at their home university in China. They will apply for the 1+2+1 program during their freshman year. Once they are accepted into the University of Hawaii at Hilo, they are allowed three years to complete all required English as a second language courses as well as courses required by each department to complete their degree. After completing the coursework at UH Hilo, students will return to their home university in China to complete their final year and complete coursework required for the Chinese and UH Hilo degrees. Students who fail to make academic progress as the result of poor English skills or other reasons, and require more than three years to complete their coursework required by UH Hilo, will be terminated from the program by the department chair and program coordinator in consultation with the program coordinators at AASCU and CCIEE.

B. 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

Students in the Sino-American 1+2+1 program will be required to meet the same requirements as other degree-seeking students. The only distinct requirement for this student population is the time limitation. Due to restrictions placed by the CCIEE, students have a maximum of three years to complete their studies in American universities. As a result, students who need additional English preparation, or struggle academically will be required to attend summer sessions to catch up in their coursework. Also, the program coordinator at UH Hilo will

work with the program representatives at CCIEE to council and assist the student with academic tutoring or other advising to insure that the student can maintain adequate academic progress. Students who are at risk of not completing the program in the required three years will be tracked and given notification prior to termination. Any program termination will be done in consultation and collaboration with the CCIEE and the Chinese partner university as required by the program regulations.

C. Description of how the institution will ensure that timely and appropriate levels of interactions between students and faculty, and among students are maintained

UH Hilo will appoint a 1+2+1 Program Coordinator. The coordinator's responsibility is to maintain control and accountibilty of the Chinese 1+2+1 students. This will be accomplished by adhering to the regulations imposed by the CCIEE and AASCU for program management. The program requires participating institutions to not only provide an extensive orientation for the incoming students, but also monitor their academic and social life on campus. For example, coordinators are required to take possession of the students' passports upon arrival in the U.S. In addition, students are required to live on-campus for the first year and are not allowed to purchase cars. The 1+2+1 program coordinator will hold meetings twice a month with the 1+2+1 students and will provide weekend excursions and support during holidays and vacations. In addition, a Chinese speaking graduate student will be employed part-time to provide additional counseling and mentoring for the students. Each participating department will be asked to provide a designated advisor to monitor the academic progress of each 1+2+1 student. That academic advisor will have regular contact with the program coordinator. Because the program coordinator is housed within the university's Center for Global Education and Exchange, the 1+2+1 students will be integrated into the larger community of exchange students through combined excursions and social activities.

D. 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.
Students in the 1+2+1 program are expected to complete the same major and general education requirements as other degree-seeking students. Therefore, they will be taking courses during the regular semester on a schedule outlined by their academic advisor in their individual academic plan. These courses will not be created specially for the 1+2+1 students and will be offered to all qualified UH Hilo students. Because 1+2+1 students are restricted to spending three years for

the U.S. portion of their program, and they may be required to take additional English courses, it may be necessary or them to complete summer school classes in order to complete the required major and general education course work in the required timeframe. These summer school course will be those listed in the summer session catalog and offered to all qualified UH Hilo students.

For more information about the program requirements governing course articulation and academic plans please refer to the "Course Articulation and Planning Procedures" on pages 41-45 in the "Sino-American 1+2+1 Dual-Degree Program Handbook (2008)" which is attached.

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

Each student's transcript will be evaluated for UH Hilo equivalencies, and each student will have a unique schedule of courses to be taken to complete UH Hilo requirements. Following are typical semester-by-semester schedules for students transferring into each of these programs following one year at other from American universities.

Replace links with inserts of sample schedule for each program: semester 1, 2, 3, 4. Usual format is a matrix of courses and faculty.

The actual schedule for each student will be developed once the student has been accepted based on our standard adnmmission requirements. UH Hilo will not know the provisions of the Chinese university until a student has applied. The academic plan will be developed by a designated faculty member in each participating department in consulation with a counterpart at the Chinese institution.

College of Business and Economics: http://www.uhh.hawaii.edu/academics/degrees/2007-2008/bba_gbus.php

College of Agriculture: http://www.uhh.hawaii.edu/academics/cafnrm/specializations/genag.php

Computer Science: http://www.uhh.hawaii.edu/academics/degrees/2007-2008/bs_cs.php

2008-2009
Computer Science Major
Suggested 4-Year Schedule

Freshman

3	Eng 100	Composition	3	Com 251	Public Speaking
4	Math 205	Calculus I	4	Math 206	Calculus II
3	CS 150	Intro. to CS I	3	CS 151	Intro. to CS II
3/4		Science Elective	3	CS 141	Discrete Math I
3		World Cultures	3		World Cultures
16/17 credits			16 credits		

Sophomore

4	Phys 170	Physics I	4	Phys 171	Physics II
1	Phys 170L	Physics I Lab	1	Phys 171L	Physics II Lab
3	CS 241	Discrete Math II	3	CS 321	Data Structures
3	CS 266	Computer Org.	3	CS 340 or 350	GUI or Systems Prog.
3	Eng 209	Written Comm.	3	Math 311	Linear Algebra
3		Hum/SS Elective	3		Hum/SS Elective
17 credits			17 credits		

Junior

3	CS 420	File Management	3	CS 421 (or CS elec)	Database
3	CS 430	Op. Systems	3	CS 431 (or CS elec)	Networks
3		Hum/SS Elective	3	CS 407	Num. Anal. I
3		Hum/SS Elective	3	CS 410	Computer Arch.
3		Gen Elective	3		Gen Elective
15			15		

Senior

3	CS 460	Software Engr. I	3	CS 450	Prog. Languages
3	CS 470	Theory of Comp.	3	CS 461	Software Engr. II
3	CS 4XX	CS Elective	1	CS 495	Prof. Seminar
3		Gen Elective	3		Gen Elective
3		Gen. Elective	3		Gen. Elective
15			13		

Political Science: http://www.uhh.hawaii.edu/academics/degrees/2007-2008/ba_pols.php

Attachments 121_hdbk_pt2.pdf

Admissions
A. Admissions requirements

The Sino-American 1+2+1 program students should have completed 15 college-level semester credit hours with a minimum GPA of 2.0 during their first semester at their Chinese university to be eligible for admission. By the time of their arrival at UH Hilo, they will have completed 30 credit of course work at the home Chinese university. Transcripts from all post-secondary educational institutions attended must be submitted before an admissions decision will be made. If course work is in progress, a final transcript must be sent as soon as it becomes available after the term is completed. Official college transcripts from all previous and current institutions; Official results of the TOEFL, Cambridge IELTS (if possible). Applicants may submit official results of the IELTS or TOEFL exams. Students with a test score equivalent to the IELTS 5.5 or TOEFL 500 (PBT) (CBT=173, iBT=61) may be admitted directly into a degree program at UH Hilo. Applicants who meet the academic requirements but have no test results, or test results below 5.5 or 500 may be admitted first as General Studies majors in the English Language Institute (ELI) to prepare for academic study at the University.

When they arrive at UH Hilo, non-native speakers of English must take the English Proficiency Test and the Writing Placement Exam prior to registration. Student performance in these tests determine course placement. the level and length of English language study will be determined based on the results of the placement tests. Students taking courses in the ELI may take non-ELI classes depending on their placement and total number of credits.

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

The student recruiting for the Sino-American 1+2+1 program is done by the China Center for International Education and Exchange (CCIEE) and the Chinese partner universities. After testing for English proficiency and conducting an oral interview, the CCIEE and Chinese universities select applicants to apply to selected U.S. partner institutions. Students who apply to UH Hilo will be required to meet all the standard the admission requirements for international students.

C. Off-campus/international students meet admissions requirements of the home institution.

For international programs, admission criteria are similar to those used for international students admitted to the US campus, including appropriate language proficiency.The students entering the Sino American 1+2+1 program apply during their first year of university study in China. Therefore, students are admitted based only on the requirements of the UH Hilo admission requirements for international transfer students.

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

According to the the program policies as laid out by the organizing partners, AASCU and CCIEE, American institutions may accept no more than 30 credits from the students' first year of study at their Chinese university. The students' first year transcripts will be evaluated by their academic advisor in their major department. According 1+2+1 program regulations, the academic plan that determines the type and amount of transfer credit must be completed and agreed upon by both universities by March of the students' first year in the U.S.

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

A Transfer Credit Evaluation (TCE) will be processed upon the receipt of a compete freshman year transcript in English and course descriptions for transferaable courses in English which shows the courses taken at other institutions and how they transfer in to UH Hilo.

Credit is awarded for a course provided that:

- The course is at the baccalaureate level in a field that is typically part of a baccalaureate program. The student has earned a "C-" or higher (all other schools).
- The course is not developmental or remedial.
- Official transcripts from international post secondary institutions must be submitted in English, or must be accompanied by a certified English translation.
- Course descriptions must be submitted by the college, and must be in English or be accompanied by certified English translations.

Upon application the student will provide his/her first semster grades in an official transcript. In addition, the students will provide evidence of high school graduation. Upon acceptance and the completion of the second semester, the students will provide a complete transcript of their first year. In addition, the Chinese university will provide course descriptions in English to be used for

course evaluation. A designated faculty member of the major department will examine the student's transcript for assignment of transfer credit.

F. Residency requirements, if applicable

All students will be non-resident.

G. Sample brochure or admissions material

See attachment for a copy of the1+2+1 Admission Application

Attachments CCIEE_app_form_08.final.pdf

Plan for Evaluating Educational Effectiveness
A. 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

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

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

D. 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

Attachments CAFNRM_assessment.pdf, Comp_Sci_Assessment.doc

Section IV: Relationships with Third Parties (If Applicable)

Third Parties

A. Description of the external and/or internal partners (if any) contributing and/or participating in this program - Is the institution recognized by an accrediting agency or the Ministry of Education in the proposed country?

The Sino-American 1+2+1 program has two managing partners that set the guidelines for the universities and students involved in the program. On the American side, the agency is the American Association of State Colleges and Universities (AASCU). AASCU is a higher education association located in Washington, D.C. It is a non-governmental, membership organization serving more than 400 public colleges, universities, and systems of higher education throughout the U.S. and its territories. AASCU collaborates with higher education associations and other international education groups to formulate positions on issues of concern to the international education community. In China the agency is the China Center for International Educational Exchange (CCIEE) which is affiliated with the Ministry of Education in China. It is a non-profit, non-governmental organization which conducts international education exchanges. It's role is to improve and promote international education and exchange in educational fields between China and other countries around the world.

In addition, the University of Hawaii at Hilo has fifteen partner universities in China. These institutions are all recognized by the Chinese Ministry of Education and were selected by CCIEE to partner with UH Hilo.

For more information on AASCU and CCIEE please refer to the Foreward and Program Overview, pages 21-28 in the "Sino-American 1+2+1 Dual-Degree Program Handbook (2008)" which is attached.

B. Description of the due diligence conducted to qualify the partner and what criteria was used

The Chinese partner universities are all recognized by the Chinese Ministry of Education and selected by the China Center for International Educational Exchange (CCIEE) to particpate in the program. The partnerships were assigned by CCIEE and AASCU based on the program elements and other factors that would be beneficial to both the Chinese universities and UH Hilo, as well as special requests from the universities based on common majors and specializations.

C. Description of the nature of the relationship in terms of admissions, faculty, governance, finances, and support services

Applicants for the Sino-American 1+2+1 program are subject to the same admission requirements as other international students. The student applications are gathered in China by the CCIEE and are sent to the participating schools in the United States. The U.S. schools evaluate the applications and communicate directly with CCIEE rather than the students' universities regarding the acceptance or denial of admission. Once a student has been accepted into the American university, direct contact is established with the student's Chinese university for the purpose of course articulation. The students' financial obligations are handled by CCIEE. Students must submit two years of tuition and living expenses to the American university through the CCIEE. The participating U.S. universities use that money for tuition and living expenses for the student and return any unused balance upon completion of the American portion of their program.

For more information regarding the obligations of the partner universities in admissions, enrollment and student services, see pages 29-40 of the attached "Sino-American 1+2+1 Dual- Degree Program Handbook (2008)"

D. Attach the Memorandum of Understanding including all parties signatures

Attached is a signed MOU betwwen the University of Hawaii at Hilo and Dali University, one of the 1+2+1 partner institutions. All the MOUs for the 1+2+1 partnerships are identical, so this is attached as a representative of all the MOUs.

Attachments Dali.mou.docx, 121_hdbk_pt_1.pdf, 121_hdbk_pt2.pdf

Section V: Resources

Faculty

A. 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

B. 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

C. 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?

Each participating department will be asked to provide an academic advisor for their 1+2+1 students. The advisor will be responsible for preparing an individual academic plan for each student and monitoring the students' academic progress through the UH Hilo portion of the students' program. The 1+2+1 program coordinator will also be responsible for monitoring academic progress as part of the program oversight. We initially we plan to accept nor more than ten total students and a maximum of five for any department. Therefore, according to the department chairs involved in program planning, the advising load should be manageable within the present demands of faculty duties. As the number of 1+2+1 students increase, the demands on the departmental advisors will need to be reassesed.

D. Description of how faculty will be oriented to the particular needs of the program and the ethos of the institution

There will be no new or dedicated faculty for this program. All the 1+2+1 students will be taking courses that are already offered and will be in classes with all other UH Hilo students. Faculty with advising responsibilities for the 1+2+1 students will meet with the 1+2+1 program coordinator prior to arrival of the students to be oriented to the goals of the program and the unique needs of the 1+2+1 students.

E. Description of how campus based faculty who teach in the program will be enculturated into the local culture and society

There will be no new or dedicated faculty for this program. All the participating faculty will be existing faculty within the participating departments.

F. 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.)

The program coordinator is Todd Shumway, the Director of Global Education and Exchange. In his position, he is responsible for managing the international exchange student program and the exchange agreements with universities around the world. In this position, he assists all incoming international exchange students with applications, admissions, course registration, housing, academic advising, and all student life issues while they are on campus. During the 2008-2009 school year, UH Hilo has had 65 international exchange students from 10 countries including, Japan, Korea, Taiwan, China, New Zealand, Sweden, Norway, Germany, Scotland, and England. These students come to UH Hilo as part of institutional exchange agreements with more than 50 universities. Todd manages these agreements and oversees the writing and signing of new agreements. His backgound includes more than ten years of English as a Second Language teaching including periods as Interim Director of the Hawaii Community College Intensive English Program and Assistant Director and Interim Director of the UH Hilo English Language Institute. While Interim Director of the English Language Institute at UH Hilo he was not only responsible for managing faculty and curriculum, but also all academic advising for students enrolled in the English Language Institute. Since these students were mostly degree-seeking students, this advising required familarity with accessing on-line advising information and a working knowledge of university general education requirements. In his role as 1+2+1 program coordinator, he has received training by attending two "worker-bee" meetings in Washington, D.C. with other AASCU 1+2+1 participating school program coordinators and the 1+2+1 program conference and graduation in Kunming, China in June 2008.

His vitae is attached below.

The designated department academic advisors have not yet been determined and will be selected by the appropriate deans or department chairs prior to student arrival.

Attachments Todd_Res.3_10.08.doc

Student Support Services
A. Assessment of student support needs including, but not limited to:

i. Ongoing academic advising and academic support

UH Hilo will appoint a 1+2+1 Program Coordinator. The coordinator's responsibility is to maintain control and accountibilty of the Chinese 1+2+1 students. This will be accomplished by adhering to the regulations imposed by the CCIEE and AASCU for program management. The program requires participating institutions to not only provide an extensive orientation for the incoming students, but also monitor their academic and social life on campus. Students in the 1+2+1 program will be assigned a designated 1+2+1 academic advisor in each participating department. This advisor will be responsible for creating an academic plan for each student that ensures that the students take all classes required for general education and major requirements. In addition, the program coordinator will monitor the progress of each student through regular contact with the academic advisors. Students will be required to register for the classes listed in the plan completed by the academic advisor.

ii. Financial aid advising
Students in the 1+2+1 program will not be eligible for financial aid due to immigration regulations and program policy.

iii. Career placement services
Students in the 1+2+1 program will not receive the services of the Career Center since, due to immigration regulations and program policy, they must return to China after completing the American portion of the program.

B. Availability of support services for students and facultly including helpdesk hours

Students in the 1+2+1 program will have access to all support services that are available to all full-time UH Hilo students. The computing center help desk is available from 8:00-4:30 p.m during all days that the campus is open.

Information Literacy and Library Resources
A. Description of the information literacy competencies expected of graduates and how they will be evaluated

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

C. Description of what staffing and instructional services have been put in place and what library and informational resources are available to students and faculty in support of this program including a description of the library's information literacy program

Students in the 1+2+1 program will have the same access to library and technology facilities as all other students. Below is a listing of the variety of services provided by the UH Hilo library and links to more information about those services.

LIBRARY SERVICES

Audiovisual Service - Find out about loan periods of AV materials and how to view them in the library.

Circulation Services - In addition to checking out books and AV materials, Circulation also sends faxes, reserves Group Study Rooms, loans laptops, and provides other services.

Collection Development - Find out the Library's Collection Development Policies and the subject liaison librarians.

Distance Learning - Everything related to distance learning.

Loan from Other Libraries - Can't find what you need in this library? IntraSystem Loan service can get the material for you if it is available from other libraries in the University of Hawaii system. Interlibrary Loan can get the material no matter where it's located.

Library Fees & Charges (.pdf) - Updated August 2008

Library Hours

Library Instruction - From how to do effective assignments using library sources to using Laulima and LILO.

Library Services for Faculty & Staff - Find out about services to help faculty with teaching and researching.

PCs in the Library - Information about using PCs in the library as well as on campus.

Reference Services - Got questions? Librarians are available at the Desk as well as online.

Reserve Services - Information related to reserve services for the faculty and students.

Services for Visiting Researchers - Information about borrowing privileges, reference service, and computer access.

Users with Disabilities - Learn the accommodations provided by the Library.

D. 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

Students in the 1+2+1 program will be using the same literacy and library resources as other students including other international, non-native speaking students.

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

F. Staff and services available to students and faculty for instruction on how to use, access, and support information resources, onsite and remotely, as applicable

The UH Hilo library provides technical assistance to all faculty and students through a dedicated staff member who provides instruction to classes as well as individual faculty. In the English Language Institue, where many 1+2+1 students will begin their academic life at UH Hilo, students receive an orientation to the on-line academic database for reseach purposes by the library instructional staff. In addition, they receive a library orientation to learn how to use and access the printed material and the technological resources.

Technology

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

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

C. Description of the level of technology proiciency expected of students and faculty

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

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

Physical Resources

A. Description of the physical resources provided to support the proposed program(s) at the international site, including, but not limited to the physical learning environment - classrooms, study spaces, student support areas

Financial Resources

A. Assessment of the financial viability and sustainability of the program including:

i. Narrative describing all start-up costs for the institution and how the costs will be covered (including direct program cost and institutional indirect cost) or is it intended to meet a specific need while being subsidized by the institution – Costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design should be included

The initial costs of program start-up are being provided by the Office of the Chancellor through the Center for Global Education and Exchange. The initial costs have been time required to meet and collaborate with participating departments, and travel costs associated with the annual meeting of AASCU participants in Washington, D.C. and the costs of sending a staff member to China for the annual summer 1+2+1 conference and graduation. The costs have been taken from the budget of the Center for Global Education and Exchange.

ii. Total cost of the program to students, including tuition and any special fees
Students are required to pay for two complete years of tuition, room and board, books and estimated health insurance costs in addition to a semester of English as a second language tuition prior to their arrival in the U.S. In addition, UH Hilo will be charging a one-time Student Administrative fee of $500 to each accepted 1+2+1 student. these funds are expected to support a part-time, Chinese speaking staff member to provide student services including organizing excursions, coordinating meetings, and providing mentoring and advising. The costs required for students attending UH Hilo are detailed in the attachment titled "Estimated Student Expenses 2009 to 2011." In addition, the students are required to pay to CCIEE a deposit of 270,000 RB prior to visiting the U.S. Embassy for a visa interview. This deposit demonstrates that the student or student's family has sufficient funds as is required by U.S. immigration policy. For more details on financial requirements and refund policies of the program, please view pages 31-32 in the "Sino-American 1+2+1 Dual-Degree Program Handbook (2008)" which is attached.

iii. 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

iv. 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 1+2+1 students are academically integrated with other students and

can take advantage of existing student support services provided by the Center for Global Education and Exchange for international exchange students, the ongoing expenses will be minimal. The student support will be provided for by the existing Director of Global Exchange in the outline of his normal duties with international exchange students. We anticipate that the revenue produced by ten students (our initial projection for students the first year) will pay for the added expenses incurred by the Center for Global Education and Exchange (the hiring of a part-time Chinese speaking student to assist with student management) and the participating departments as a result of the increased academic advising burden. In addition to the $500 administrative fee, we intend to use interest colelcted from the housing of student deposits to offset additional costs to the Center for Global Education and Exchange as well as the participating departments. With increased participation and increased revenue, we will consider employing a full-time coordinator devoted to this program paid for by program generated revenue.

v. 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

Attachments Estimated_Student_expenses_2009_to_2011.doc, 121_hdbk_pt2.pdf

Section VI: Teach-out

Teach-out

A. 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