REQUESTOR CONTACT INFORMATION

Date: June 12, 2012	Effective term of request (Semester-Year): Summer 2013
Name: Jan Zulich	Title: Chair and Professor
Campus: UH Hilo	Office/Department: Education
Phone: 808-974-7585	Email: izulich@hawaii.edu

1. PROGRAM CODE, MAJOR CODE, CONCENTRATION CODE   Banner forms: SMAPRLE, SOACURR, STVMAJR

UH Hilostitution: ◖	College: Arts and Sciences	Department: Education

[✔] New program code   [ ] Change/replace existing program code:

Level: [ ] Undergraduate   [■] Graduate   [ ] First-Professional   [ ] Post-Baccalaureate   [ ] Other:

Degree: Master of Arts	Certificate: ◖

If requesting an existing Major code and/or Concentration code in Banner:

Existing Major: TCH (Code)   Teaching (Description)   Existing Concentration: EDEL (Code)   Elementary Education (Description)

If requesting a new [ ] Major code or [ ] Concentration code that does not exist in Banner:

New Code [4 char/space limit]:   Description [30 char/space limit]:

If a similar major/concentration code exists in Banner, please list the code:

Is this major/concentration code being used the same way at other UH campuses?

Is 50% or greater of the classes in this program offered at a location other than the Home Campus? [■] Yes [✔] No
(Please consult your Financial Aid Officer on Program Participation Agreement impact)

Is this program/major/certificate financial aid eligible?   [✔] Yes   [ ] No   (Financial Aid Officer consultation required for all new program codes)

Should this program be available for applicants to select as their planned course of study on the online application?   [✔] Yes   [ ] No
(If yes, students may select the code as their only program of study.)

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Replacing or eliminating an existing program code:

If replacing an existing program code, are current students "grandfathered" under the old code? ☐ Yes ☐ No

Should the old program code be available for use in Banner? ☐ Yes ☐ No

Will the old program code be available for:

Banner Module	Yes	No	Ending Term (Semester-Year)
Online Application	☐	☐	_____
Recruitment	☐	☐	_____
Admissions	☐	☐	_____
General Student	☐	☐	_____
Academic History	☐	☐	_____

2. CERTIFICATES ONLY:

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)? ☐ Yes ☐ No
(Please consult your Financial Aid Officer or see: http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html)

For new certificates approved by the Chancellor, the related BOR authorized academic program is:

3. NEW CAMPUS, COLLEGE, DIVISION, OR DEPARTMENT CODE   Banner forms: STVCAMP, STVCOLL, STVDIVS, STVDEPT

Campus code [3 char]:	Campus description [30 char/space limit]:
College code [2 char]:	College description [30 char/space limit]:
Division code [4 char/space limit]:	Division description [30 char/space limit]:
Department code [4 char/space limit]:	Department description [30 char/space limit]:

4. NEW COURSE SUBJECT CODE (Subject Alpha)	**Banner form: STVSUBJ**
College:	Department:
Subject code [4 char/space limit]:	Subject description [30 char/space limit]:

5. NEW MINOR (Minor codes are listed on the Major code table)	**Banner form: STVMAJR**
Minor Code [4 char/space limit]:	Minor Description [30 char/space limit]:

Please briefly describe your request and explain why you are requesting the code(s):
In Summer 2013, UH Hilo's CAS Department of Education will begin offering the MA in Teaching with two areas of concentration, Elementary Education and Secondary Education to students across the state via distance education and teacher candidate classroom experience.

SUPPORTING DOCUMENTATION

Please see the **Code Request Guide** for the required supporting documents to be submitted. Documents submitted with this form:

- ☑ Board of Regents meeting minutes and supporting documents provided to the BOR
- ☐ Memo from UH President
- ☑ Memo from Chancellor
- ☑ Curriculum (required for requests for new programs/majors/minors/certificates)
- ☐ Gainful Employment Program notification to the US Department of Education
- ☐ Other: _____

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UNIVERSITY OF HAWAI'I
CODE REQUEST FORM FOR ACADEMIC PROGRAM CODES

CAMPUS VERIFICATION		
Requestor Signature _(signature)_		Date 6/13/12
Registrar (If different from Requestor)		
Cathy A. Leniz	_(signature)_	6/13/12
Print name	Signature	Date
Email/memo in lieu of Registrar's signature may be attached		
Financial Aid Officer (Financial Aid Officer consultation required for all new program codes)		
Jeff Scofield	_(signature)_	06/13/12
Print name	Signature	Date
Email/memo in lieu of Financial Aid Officer's signature may be attached		
For Community Colleges, verification of consultation with OVPCC Academic Affairs:		
Print name	Signature	Date
Email/memo in lieu of signature may be attached		

Send completed form and supporting documentation to:

Institutional Research and Analysis Office (IRAO)

1633 Bachman Place	Email: iro-mail@lists.hawaii.edu
Sinclair Annex 2, Room 4	Fax: 808-956-9870
Honolulu, HI 96822	Phone: 808-956-7532

After all required forms and supporting documents have been submitted, please allow at least two weeks for processing by IRAO and Banner Central.

FOR INTERNAL USE ONLY	Date form/docs received:
Program code [12]:	Program Description [30]:
CIP code [6]:	CIP description [30]:

MAT Course Sequence: Elementary Education

ED640	2cr	Learner Development	Summer 1
ED643	1cr	Learning Environments I	Summer 1
ED650	1 cr	Planning for Instruction	Summer 1
ED660	1 cr	Professional Responsibility I	Summer 1
ED670	1 cr	MAT Field Experience I	Summer 1
ED641	2 cr	Learning Differences I	Fall 1
ED644	1 cr	Learning Environments II	Fall 1
ED651	2 cr	Elementary Instructional Practice	Fall 1
ED652	2 cr	Elementary Language Arts/Social Studies Pedagogy	Fall 1
ED653	2 cr	Elementary Math/Science Pedagogy	Fall1
ED654	2 cr	Technology for Instruction and Assessment	Fall 1
ED661	1 cr	Professional Responsibility II	Fall 1
ED671	2 cr	MAT Field Experience II	Fall 1
ED642	1 cr	Learning Differences II	Spring 1
ED645	2 cr	Learning Environments II	Spring 1
ED659	3 cr	Professional Practice	Spring 1
ED662	1 cr	Professional Responsibility III	Spring 1
ED672	3 cr	Clinical Practicum	Spring 1
ED680	3 cr	Teacher as Researcher I	Fall 2
ED681	3 cr	Teacher as Researcher II	Spring 2

MAT Course Sequence: Secondary Education

ED640	2cr	Learner Development	Summer 1
ED643	1cr	Learning Environments I	Summer 1
ED650	1 cr	Planning for Instruction	Summer 1
ED660	1 cr	Professional Responsibility I	Summer 1
ED670	1 cr	MAT Field Experience I	Summer 1
ED641	2 cr	Learning Differences I	Fall 1
ED644	1 cr	Learning Environments II	Fall 1
ED654	2 cr	Technology for Instruction and Assessment	Fall 1
ED655	2 cr	Secondary Instructional Practice	Fall 1
ED656	2 cr	Secondary Language Arts/Social Studies Pedagogy	Fall 1
ED657	2 cr	Secondary Math/Science Pedagogy	Fall 1
ED658	2 cr	Secondary Content Literacy	Fall 1
ED661	1 cr	Professional Responsibility II	Fall 1
ED671	2 cr	MAT Field Experience II	Fall 1
ED642	1 cr	Learning Differences II	Spring 1
ED645	2 cr	Learning Environments II	Spring 1
ED659	3 cr	Professional Practice	Spring 1
ED662	1 cr	Professional Responsibility III	Spring 1
ED672	3 cr	Clinical Practicum	Spring 1
ED680	3 cr	Teacher as Researcher I	Fall 2
ED681	3 cr	Teacher as Researcher II	Spring 2

Regent Baxa asked if data exists concerning the percentage of out-of-state students in student housing. Miles Nagata, the Director of Housing at UH Hilo, said that 46% of the population is from the state of Hawai'i, 16% are international, and the remainder is from the U.S. Mainland.

Regent Baxa asked if UH Hilo's 5% proposed rate increase was in conjunction with UH Mānoa's rate increase. Chancellor Straney said that there were discussions and discovered that both campuses were looking into rate increases, purely coincidentally.

Regent Mizuno said that considering that the students are in favor of the rate increase, he is comfortable that they are adequate, especially in light of the fact that UH Hilo may come back before the Board in three years to make adjustments, if necessary.

Regent de la Peña said that he normally opposes rate increases, but because the student body is in favor of the increases, he does not mind approving the 5% increase.

With a motion on the floor, Regents Sullivan, Ota, Holzman, Carlson, Lee, de la Peña, Rasmussen, Gee, Matayoshi, Baxa, and Mizuno voted to approve the item. Regent Hirota opposed the motion. Regent Dahilig was absent from the vote. Approval of the Increase of University Housing Rates, 2012-2017, passed with an 11 to 1 vote.

Approval of Capital Improvements Program and Repairs and Maintenance Project Contracts for Fiscal Year 2011-2012 (University Village, Phase I)

AVP Minaai requested approval for the third construction project (the first Phase of UH Hilo Student Housing (University Village)) for $28.2 million, which was deferred earlier in the meeting.

Regent Hirota said that he would like to see the fees on this project. AVP Minaai agreed, and said that he would produce the information after the contract is negotiated.

Regent Holzman moved and Regent Mizuno seconded the motion, and Regents Sullivan, Ota, Holzman, Carlson, Lee, de la Peña, Rasmussen, Gee, Matayoshi, Baxa, and Mizuno voted to approve the item. Regent Hirota opposed the motion. Regent Dahilig was absent from the vote. Approval of the Capital Improvements Program and Repairs and Maintenance Project Contracts for Fiscal Year 2011-2012 (University Village, Phase I), passed by an 11 to 1 vote.

Approval of Authorization to Establish as a Provisional Program a Master of Arts in Teaching, Effective July 1, 2012

Interim UH Hilo Vice Chancellor for Academic Affairs, Kenith Simmons, requested approval to replace the post-baccalaureate teacher education program with the Master of Arts in Teaching (MAT). It is a generalist degree in elementary and secondary education. It leads to licensure as well as providing students with guided opportunities to do research on their own teaching effectiveness, as evidenced by their own students' learning outcomes.

The degree is in line with national trends to upgrade the skills of entering teachers. Some states are requiring the Masters degree within a few years of entering the profession, and this may become the case in Hawaii in the future. The degree aligns with Hawai'i's Race to the Top, which ties notions of teacher quality to student learning outcomes. The degree was developed with the full support of the Big Island Advisory and Advocacy Community group, comprising of educators, business leaders and political leaders, who shared with Hawai'i's Dept. of Education the Big Island's need for the best prepared teachers possible.

The MAT is consistent with UH Hilo's Strategic Plan, which focuses on hands-on applied learning. Students in the program are in the schools from the beginning. They start in the summer when the schools begin, and they are in the schools throughout the program. The first 30 credits of the program lead to licensure, which should result in each student beginning his or her professional career. The second year of the program involves action research performed on the students in the teachers' actual class. That project culminates in the Masters degree.

The degree aligns with the University's of Hawai'i's Strategic Plan, in that it addresses a critical workforce need of highly-qualified teachers. The degree will increase the pool of highly-qualified candidates, as each cohort will be of 45 students for the first four years, with an increase to 60 in year five. Both elementary and secondary programs will be available in both face-to-face and distance modalities.

Regent Gee asked why UH Hilo offered an MAT instead of a MEd. He also asked if a cohort would be less flexible for the part-time students. UH Hilo Education Department Chair Dr. Jan Zulich said that the MAT is the typical nomenclature for a graduate degree leading to teacher licensure. UH Hilo also offers a MEd; it is for veteran licensed teachers – those who are already in schools and coming back for advanced studies. The MAT is for the beginning profession. As for the cohort, UH Hilo has successfully implemented cohort programs over the past 15 years for the post-baccalaureate program and over 10 years for the MEd. The cohort model is supportive and facilitates higher retention. This program would not have part time students.

Regent Holzman asked if the MAT replaces the licensure program but adds an additional year, would there be a retention problem for the second year of the program. Dr. Zulich said that the program is designed to encourage the second year for two reasons: 1) Added support and 2) Coaching/mentoring/support mechanism. Vice Chancellor Simmons clarified that the students are full-time teachers and part-time students in the second year of the program.

Vice Chair Lee asked if a person with a Teacher Education Program (TEP) would get the MAT. Dr. Zulich said that they would instead get their MEd as a veteran teacher.

Regent Matayoshi asked about the distance learning component of the program. Dr. Zulich said that UH Hilo would arrange for the field experience on the various islands.

Regent Holzman asked what the tuition rates are, and if they are the same for the first and second years. Dr. Zulich said that tuition is graduate rate tuition ($366/hour), and they would be charged for one course in the second year.

Regent Baxa asked about the expected minimum number of students to start the program. Dr. Zulich said that UH Hilo is aiming for 45, but if there were 20 students, they would still make it. Regent Baxa asked if UH Hilo had enough interest, and Dr. Zulich said that they have no doubt that they have enough interest.

Regent Gee asked about the 3% increase for the Collective Bargaining Agreement, and 4% inflation factor reflected in the expected budget. Dr. Zulich said that it is a system template.

Regent Gee asked if UH Hilo could still financially support the program if it doesn't' have a full cohort. Dr. Zulich said that they could.

Upon inquiry from Regent Baxa, Dr. Zulich said that none of the students entering the program would have their licenses; they are aiming to become licensed as teachers.

Regent Holzman asked about the difference between a synchronous format and an asynchronous format. Dr. Zulich said that the asynchronous program is a purely online program where a student can do the work on their own time. A synchronous program has one component where a student has to sign up to be a part of an online class at a specific time. It is necessitated by the specialization of the study.

Regent Gee asked if there is enough faculty and resources for students who are in an area of specialized research. Dr. Zulich said that the research in MAT is more structured and prescribed, in that it is a model aimed at classroom teaching and student outcomes.

Regent Gee moved and Regent Baxa seconded the motion to Authorization the Establishment as a Provisional Program a Master of Arts in Teaching, Effective July 1, 2012, which was unanimously approved.

Community Colleges

Windward Community College

Approval of Program Proposal, Provisional Associate of Science in Veterinary Technology

WCC Chancellor Dykstra introduced Vice Chancellor of Academic Affairs, Dr. Richard Fulton, and Ross Langston, the Program Coordinator. Vice Chancellor Fuller said that seeds for the program were planted in 2006 when several Windward area veterinarians approached WCC to see if there was interest in initiating a program that trained people to help them in their practices. No such program existed in Hawaiʻi at that time. The Board of Regents approved a veterinary assisting program three years ago

June 15, 2012

MEMORANDUM

TO: Linda Johnsrud, Vice President
     Academic Policy and Planning, University of Hawaii System

VIA: Donald Straney Chancellor
     University of Hawai'i at Hilo

FROM: Kenith Simmons
     Interim Vice Chancellor for Academic Affairs

SUBJECT: Code Requests: Master of Arts in Teaching, Concentrations in Elementary Education
     and Secondary Education

We request the following Banner codes for the UH Hilo Master of Teaching, with concentrations
in Elementary Education and in Secondary Education:

   Master of Arts in Teaching, Elementary Education MA/TCH/EDEL
   Master of Arts in Teaching, Secondary Education MA/TCH/EDSE

This degree program was approved by the Board of Regents at its February 23, 2012 meeting. It
will offer students across the state of Hawaii the opportunity to complete a rigorous and
practical graduate program as they prepare for licensure and as they complete their first year of
classroom teaching.

Thank you for your assistance in notifying the appropriate University offices so this program will
be reflected properly in the University's operational and reporting systems.

Cc: Randy Hirokawa, Dean, College of Arts and Sciences
   Cathy Zenz, Registrar
   Luoluo Hong, Vice Chancellor for Student Affairs
   Pearl Imada Iboshi, Director, UH System Institutional Research Office
   Joanne Itano, Director, Academic Planning and Policy
   Jan Zulich, Chair, CAS Department of Education

UNIVERSITY OF HAWAI'I AT HILO

Office of the Vice Chancellor for Academic Affairs

BOR APPROVEDFeb 23, 2012
 c: J.Itano
    P.Imada Iboshi
    D.Mongold

MEMORANDUM

TO: Eric Martinson
            Chairperson, University of Hawai'i Board of Regents

VIA: M.R.C. Greenwood
            President, University of Hawai'i

FROM: Donald O. Straney
      for Chancellor, University of Hawaii' at Hilo

SUBJECT: Authorization to Establish as a Provisional Program a Master of Arts in Teaching, Effective July 1, 2012

SPECIFIC ACTION REQUESTED:

The University of Hawai'i at Hilo (UH Hilo) requests that the Board of Regents authorize a new provisional degree, the Master of Arts in Teaching, effective July 1, 2012.

ADDITIONAL COST:

The proposed program replaces a post-baccalaureate teacher education program, from which resources will be reallocated. With this reallocation, the Education Department will have sufficient resources in terms of faculty, instructional technology and library and student services.

RECOMMENDED EFFECTIVE DATE:

July 1, 2012

PURPOSE:

The proposed Master of Arts in Teaching (MAT) is a two-year generalist graduate degree program with two purposes: it addresses the state's teaching shortage by preparing candidates for the initial teaching license issued by the State of Hawai'i through the Hawai'i Teacher Standards Board, and it enables these newly qualified teachers to complete a master's degree that incorporates their pre-licensure study.

BACKGROUND INFORMATION:

BOR Policy Section 5-1a (1) & (2) and Executive Policy E5.201 provide for the process to establish new programs at the University of Hawai'i. The MAT program at UH Hilo will culminate in a Board conferred degree and falls under the policies and procedures identified above.

The proposed MAT program will attract students who seek to become teachers at the elementary (K-6) and secondary (7-12) levels and who wish to enter the profession having successfully completed master's level study. Prospective MAT candidates will be graduates of bachelor or graduate degree programs in appropriate content areas as well as professionals with such degrees who desire to make a mid-career change to enter the teaching profession.

The program will contribute to a system-wide pathway for the development of highly qualified teachers in the State of Hawai'i. With an online option, the MAT degree will complement rather than compete with other system programs. The program aligns with strategic plans at the campus, system, and department levels and addresses the annual need for new teachers in DOE, public charter, and independent schools across the state.

The curriculum is fully aligned with state and national standards. Program effectiveness will be assessed and evaluated through myriad efforts and multiple sources including faculty, cooperating teachers, field supervisors, graduates, employers, and a national accreditation agency. The curriculum will be delivered to elementary and secondary candidates via an innovative model combining face-to-face and online distance learning options structured in thematic blocks via a compressed schedule.

Anticipated enrollment includes a cohort of 45 candidates entering Phase I for the first four years of implementation, with a projected increase to 60 candidates in the fifth year. Assuming 20% attrition between Phase I (initial teacher licensure) and Phase II (graduate degree), 36 students are projected to qualify for the Master's degree in the second, third, fourth, and fifth year of program implementation.

The UH Hilo Faculty Congress approved the MAT proposal on December 16, 2011.

ACTION RECOMMENDED:

The Board of Regents approves the establishment as a provisional program of the Master of Arts in Teaching, effective July 1, 2012.

Attachment - Master of Arts in Teaching program proposal

Faculty vitae and course syllabi available upon request .

C: Executive Administrator and Secretary of the Board Keith Amemiya

Proposal

Master of Arts in Teaching

Education Department
College of Arts and Sciences
University Hawai`i at Hilo

February 14, 2012

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Proposal Master of Arts and Teaching

Appendix - Letters of Support and Library Impact

Executive Summary

Objectives. The Master of Arts in Teaching (MAT) is a two-year, generalist graduate degree program with two purposes: it addresses the state's teacher shortage by preparing candidates for the initial teacher license issued by the State of Hawai'i through the Hawai'i Teacher Standards Board, and it enables these newly qualified teachers to complete a master's degree that incorporates their pre-licensure study.

Rationale. The MAT is proposed by the Education Department, a unit of UH Hilo's College of Arts and Sciences. The department presently offers three programs and related coursework: (1) an academic certificate comprised of undergraduate courses in Education appealing to students interested in paraprofessional opportunities, (2) a post-baccalaureate Teacher Education Program (TEP) leading to state licensure, and a (3) a Master of Education (MEd) degree for experienced teachers, leading to advanced national certification. With the implementation of the MAT, the current post-baccalaureate TEP will be terminated within a reasonable timeframe; the undergraduate academic certificate and the MEd will be retained.

As the department's central program, the proposed MAT will replace the TEP for a number of reasons, not the least of which is a more rigorous preparation of the future teaching workforce. Teacher quality is the pivotal element in school achievement. The MAT not only admits more highly qualified students (3.0 GPA compared with a 2.75 GPA required for the TEP) but also provides graduate-level coursework to develop research skills aimed at improved pedagogy and K-12 student learning outcomes. As opposed to 400-level, post-baccalaureate TEP coursework, MAT graduate coursework acknowledges the accomplishment of an earned baccalaureate, and qualifies students to pursue further academic pursuits or terminal degrees. From an economic perspective, the MAT represents a more streamlined route to earn a graduate degree, therefore appealing to students seeking financial aid. Finally, the Master of Arts in Teaching (MAT) nomenclature typically refers to a teaching degree. As such, the newly designed MAT capitalizes on the growing national trend to incorporate teacher licensure as a benchmark outcome within master's programs.

Strategic Plan Alignment. The program aligns with strategic plans at the campus, system, and department levels. It meets the UH System Strategic Plan goal of "address(ing) critical workforce shortages," as evidenced in the annual need for new teachers in DOE, public charter, and independent schools across the state.

Organization. The MAT curriculum comprises Phase I and Phase II across two years of graduate study. In Phase I, a summer and two semesters, the degree program integrates the requisite content knowledge and K-12 school-based experience required for licensure with rigorous study of the theoretical and empirical foundations of teaching and learning. Cohort students may then proceed to Phase II, the subsequent two semesters, during which they will complete culminating action-based research projects to earn the Master of Arts in Teaching. Overall, the MAT model allows cohort students to qualify for employment after the first year and continue on a part-time basis (one course

per semester during the second year) as they develop research skills to more effectively advance K-12 student learning.

Delivery. The MAT will appeal to a broader student population through both campus- and web-based delivery options. The curriculum will be delivered to elementary and secondary candidates via an innovative model combining face-to-face and online distance learning options structured in thematic blocks via a compressed schedule. In the first cohort, beginning Summer 2012, elementary candidates may complete the majority of the program online, with 20% of the program in a face-to-face format, and secondary candidates may complete the entire program online, with 20% of coursework in synchronous format. In the future, as enrollment increases, and with additional faculty, the department plans to offer both elementary and secondary tracks completely online in asynchronous format.

Enrollment. The proposed MAT program will attract students who seek to become teachers at the elementary (K-6) and secondary (7-12) levels and who wish to enter the profession having successfully completed master's level study. Prospective MAT candidates will be graduates of bachelor or graduate degree programs in appropriate content areas as well as professionals with such degrees who desire to make a mid-career change to enter the teaching profession.

The MAT is a two-year program comprising two phases. Anticipated enrollment includes a Phase I cohort of 45 candidates for the first four years of implementation, with a projected increase to 60 candidates in the fifth year. Candidates who complete Phase I will qualify for employment as licensed teachers, and will be eligible to continue to Phase II to qualify for the master's degree. In the second, third, fourth, and fifth year of program implementation, it is anticipated that the majority of students completing Phase I will continue to Phase II. Given various life and employment circumstances, 20% attrition is assumed after Phase I of any given cohort; therefore, 36 students are projected to complete Phase II and the master's degree in the consecutive year. Those students who do not enroll in the consecutive Phase II of their cohort are likely to complete the second phase and the MAT in subsequent years.

Resources. The program features efficient use of human and infrastructure resources, requiring no additional facilities or additional faculty. At program implementation, no additional physical classroom or office space is required: the MAT will replace the current Teacher Education post-baccalaureate certificate program, and new technology has been purchased and installed. Also, library holdings, which already serve graduate programs, are sufficient. Given the current system-wide budgetary restrictions and greater need for resource management across all units, it is notable that the proposed MAT requires minimal casual-hire resource allocations to provide required site-based supervision.

Efficiency. The proposed program replaces the post-baccalaureate teacher education program with a more streamlined route to teacher licensure and a master's degree.

Effectiveness. The curriculum is fully aligned with state and national standards. Program effectiveness will be assessed and evaluated through myriad standards-based efforts, including assessment of student coursework and outcomes by faculty, clinical experience assessments by cooperating teachers and field supervisors, post-graduation surveys by graduates and employers. Additionally, although the current post baccalaureate program is fully accredited, the MAT will undergo national accreditation by the Teacher Education Accreditation Council (TEAC) beginning Spring 2013. The accreditation process is a rigorous examination of candidate quality, faculty inquiry, and institutional capacity. In December 2011, the Western Association of Schools and Colleges (WASC) approved the MAT, pending BOR approval.

Program Objectives

Aims and Goals. Student learning outcomes are identified below as Candidate Objectives. The MAT degree program 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. From this broader perspective, the MAT prepares highly qualified teachers for Hawaii's public and private elementary and secondary classrooms and represents a commitment to our island community.

The MAT degree program advances the Education Department mission to promote excellence in teaching and learning. This mission fosters the professional vitality of reflective, caring educational practitioners who inspire students to recognize and act upon their power to positively transform both local and global communities. To this end, the primary purpose of the Master of Arts in Teaching degree is to prepare qualified, caring, and competent teachers for 21st century classrooms through varied and extensive experiences that connect academic preparation and school-based clinical practice to high quality K-12 student learning outcomes.

Candidate Objectives. The MAT program outcomes align with recently published 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, established under the direction of the Council of Chief State School Officers. MAT candidates will meet national standards and program objectives through coursework and related field experience. Upon completion of Phase I of the MAT program, candidates will be eligible for state licensure, and employment as highly qualified teachers. Completion of Phase I is based on candidates' documented evidence for meeting the following standards-based objectives:

> **Learner Development**, as they design and implement developmentally appropriate and challenging learning experiences based on knowledge of how children learn and develop,
>
> **Learning Differences**, as they work to ensure inclusive learning environments based on knowledge of individual differences and diverse communities,
>
> **Learning Environments**, as they create environments that support individual and collaborative learning, positive social interaction, active engagement, and self motivation,
>
> **Content Knowledge**, as they create learning experiences that make the central concepts, tools of inquiry, and structures of content accessible and meaningful for learners,
>
> **Application of Content**, as they connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem solving related to authentic local and global issues,

Assessment, as they use multiple methods of assessment to engage learners in their own growth, document learner progress, and inform instructional practice,

Planning for Instruction, as they plan instruction that supports student attainment of rigorous learning goals based on teacher knowledge of content areas, cross-disciplinary skills, and pedagogy,

Instructional Strategies, as they implement a variety of instructional strategies to help learners develop a deep understanding of content areas and their connections and to build skills to access and appropriately apply information,

Professional Learning and Ethical Practice, as they gather evidence to continually reflect upon, evaluate, and adjust instructional practice to meet the needs of each learner, and

Leadership and Collaboration, as they work in partnership with students, families, colleagues, and others who share responsibility for student growth, development, learning, and well-being.

Program Objectives as Appropriate Functions of the College and University

The MAT affords the university system the critical benefits of reach and cost efficiencies via a streamlined program featuring campus- and web-based instruction. As part of the overall quality of the university, the new MAT degree program aligns with strategic plans at the system, campus, and department level, and serves a continuing and critical need in the state workforce.

UH System Strategic Plan. This program meets the UH System Strategic Plan goal of "address(ing) critical workforce shortages," as evidenced in the annual need for new teachers in DOE, public charter, and independent schools across the state.

UH Hilo Strategic Plan. The MAT program is consistent with a new UH Hilo Strategic Plan 2011-2015, approved by the UH Board of Regents January 19, 2012.

Strategic Plan Goal 4, "Cultivate, sustain and reflect a diverse, multicultural university that is rooted in the indigenous history of Hawai'i," includes outreach programs such as the MAT in the supporting action to "Improve higher education access, outreach and support for non-traditional and underserved populations through, but not limited to, select, high-quality distance learning programs island-wide and beyond." The MAT will be offered via distance delivery, contributing to greater island-wide, and eventually state-wide access for those seeking to enter the teaching profession.

Strategic Plan 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." The MAT program results from focused input via community meetings on Hawai'i Island. Additionally, the University Center directors anticipate opportunities for recruitment and course delivery across the state.

In keeping with the direction established by UH Hilo Chancellor Straney, the MAT degree program represents a commitment not only to teacher excellence but also to our island community. The MAT program offers online delivery to provide wider educational access and to support "home grown" teachers; as such, the MAT addresses Chancellor's Straney's emphasis on service to the Hawai'i Island community.

As a select graduate program leading to the teaching profession, the proposed MAT supports the newly revised UH Hilo mission to "challenge students to reach their highest level of academic achievement" and to "improve the quality of life of the people of Hawai'i." Given that the vast majority of the current post baccalaureate students are Hawai'i Island residents, the proposed MAT will provide a stronger, more qualified workforce to support the families and communities of Hawai'i. The proposed MAT degree embraces each aspect of UH Hilo's identity and future plans.

Education Department Strategic Plan. The proposed MAT addresses strategic goals developed by the department in consultation with the broader educational community represented by the department's Advisory and Advocacy Group. In particular, the MAT aligns with the department's strategic goals to provide distinctive pathways to excellence that exemplify standards of the teaching profession, and to build and sustain collaborative relationships and partnerships within the UH system and broader community.

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." Hawai'i State Department of Education Personnel Specialists warn of a future statewide teacher shortage as well.

Hawai'i Teacher Employment. At the state level, the Hawai'i State Department of Education hired an average of 1499 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 Hawai'i is still evident. In each of the past five years, between 108 and 223 new teachers were employed on Hawai'i Island. In combination, the Institutions of Higher Education in Hawai'i fill approximately 40% of the total need, including approximately 5% provided by UH Hilo. The Hawai'i 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 Hawai'i Island. These figures emphasize a continuing need for highly qualified teachers (Hawai'i 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. In light of such concern, it is noteworthy that the MAT provides rigorous preparation for the profession during Phase I and focused support for pedagogical performance during Phase II. It is anticipated, therefore, that teachers earning the MAT degree will be better equipped to negotiate the challenges of classroom teaching and will remain in the profession.

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 Hawai`i. 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.

Program Relevance

The proposed MAT contributes to a system-wide pathway for the development of highly qualified teachers in the State of Hawai'i. Upon initial implementation in Summer 2012, the MAT degree will complement rather than compete with other system programs. As described below, the varied UH system programs collectively provide greater access to potential students, while each appeals to a given population.

Undergraduate Pathways in the UH System. At the undergraduate level, pathways to the proposed MAT exist at three system campuses: UH Hilo, Hawai'i Community College and Leeward Community College. The UH Hilo Certificate in Educational Studies caters to prospective teachers and other students such as parents seeking a stronger background in the field of education. Students enrolled in certificate program courses may be recruited to the MAT. Similarly, the Education Department will approach advisors at Leeward Community College and Hawai'i Community College to recruit students with Associate of Arts degrees in education fields.

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 the UH Hilo Master of Education (MEd) program, they are not pathways to the MAT degree.

Post-baccalaureate Programs in the UH System. Only UH Manoa will continue to offer post-baccalaureate certificate programs leading to teacher licensure. The post-baccalaureate curriculum is taught at the undergraduate level.

Graduate Teacher Education in the UH System. The proposed MAT offers a third graduate teacher education program 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 statewide student population using campus-based and web-based delivery modes for courses, with students completing field experiences in K-12 schools on their own islands. MAT students will earn licensure as they earn their master's degree. The UH Manoa MEdT is a face-to-face program for O'ahu-based students, who meet teacher licensure requirements and earn a master's degree through coursework and clinical experiences at designated school sites on O'ahu. The UH Hilo MA in Indigenous Language and Culture Education (ILCE) degree includes the Kahuawaiola teacher preparation program leading to licensure. The MA ILCE is delivered entirely in the Hawaiian language and Kahuawaiola primarily serves current and future teachers of Hawaiian immersion schools and Hawaiian language and culture programs.

Comparable Programs in the State. Nationally, the academic trend to offer Master's programs that lead to a teaching degree provides additional relevance and incentive for the MAT degree. Most public and private universities in Hawai'i offer graduate teacher preparation programs that incorporate licensure within the Master's degree; the proposed MAT provides a more affordable and streamlined option.

Comparable Programs in UH Hilo Benchmark Institutions. Three of the benchmark institutions identified on the UH Hilo Institutional Research Office website and presented below offer graduate programs in Education comparable to the MAT.

Benchmark Institution	Henderson State	U of Alaska Southeast	Norfolk State	UH Hilo (Proposed)
College Enrollment	3600	3000	6964	4077
Degree Program	MAT	MAT	MAT	MAT
Education Faculty	7	15	19	7
Required Credits	36	44 elementary 36 secondary	39	45 elementary* 36 secondary
Program Length	2 years	1 year intensive	2 years	2 years
Admission GPA	2.7 cum	3.0 cum	2.5 cum 2.74 major	3.0 cum

* includes 9 credits of prerequisite coursework in Reading, Math, Social Studies and Science

Relevance to the Professional, Economic, Social, Occupational and General Education Needs of Hawai'i. The proposed MAT degree contributes to fulfilling the federal mandate for highly qualified teachers in all Hawai'i classrooms, and the distance delivery option broadens access not only to West Hawai'i but also to other islands. The MAT contributes to the local economy by providing college graduates the opportunity to further their education toward initial teacher licensure and a graduate degree. As such, the MAT prepares future teachers for employment in K-12 schools serving the future workforce of the community. The social impact of the MAT degree is evidenced in the support of the Education Department's community-based Advisory and Advocacy Group comprised of political, business, and educational leaders. Over the past 11 years, this group has sponsored widely attended educational forums, fund-raising events, annual educator recognition events, and social and professional gatherings among local principals and teacher candidates. This group has even participated in commencement hooding ceremonies. The MAT provides additional opportunities to strengthen community linkages and reinforce established positive relationships between the university and the community. By affording opportunities to improve the quality of education in K-12 public and independent school classrooms, including key relationships with parents and guardians, the proposed MAT positively impacts the general education of the community.

**Relevance to National and International Needs and Where Hawai`i and the University Have Unique or Outstanding Resources to Respond with Quality.** The proposed MAT program will provide opportunities not only for Hawai`i schools to meet national education goals but also for the state's future teachers to meet national standards of the profession. The program emphasis on recruiting local graduates and establishing a pipeline for "home-grown" teachers supports the local economy through a stronger workforce and addresses the state's continued recruitment of mainland graduates for teaching positions. More than half (51.6%) of the new teachers hired for the 2009-2010 school year by the Hawai`i State Department of Education (DOE) held out-of-state degrees. In this same year, the DOE hired 62 Teach for America (TFA) candidates, 20 of whom were placed on Hawai`i Island, through its partnership with this national program that places recent college graduates committed to two years of teaching in public schools. The proposed MAT positions UH Hilo for expansion; the MAT is uniquely qualified through an online delivery format to offer TFA candidates the opportunity to pursue a UH Hilo graduate degree and initial licensure.

An abundance of reports and policy statements decry the exodus of new teachers, and most highlight a single explanation that differentiates the way teachers are inducted into their profession as compared to how other professionals such as doctors and lawyers are welcomed to theirs. In contrast to other professions, the typical teacher induction model places unrealistically high expectations on newcomers who must shoulder the same responsibilities as their veteran colleagues, often with fewer resources and more challenging classroom situations. The Hawai`i DOE recently launched a number of induction initiatives to mediate this concern, and the proposed MAT will support 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.

The proposed MAT will allow UH Hilo's ethnically and culturally diverse student population to pursue a graduate degree leading to initial teacher licensure. In addition, the increasing need for qualified educators for the developing nations of the Pacific rim and Pacific basin coupled with Hawaii's geographic location at the crossroads between Asia and the Americas make the UH Hilo MAT an attractive option. Although delivery formats include both campus- and web-based learning, the MAT primarily involves field placement and clinical experiences in Hawai`i schools.

Relevance to Basic Educational Needs for Which There Is a Demand by Hawaii's Population. A basic, high quality education is as much a right as it is a need for Hawaii's population. The proposed MAT qualifies teachers to be licensed at the conclusion of Phase I of the program and to meet the demands of today's increasingly diverse school environments and classrooms. Given collective bargaining and hiring schedules, new teachers are typically hired as school begins, or later. Statewide employment data reveal that of the total 884 new teachers hired by the DOE during the 2009-2010 school year, only one new teacher was hired in June, approximately one month before the start of school. In the first months of the school year, 403 new teachers (46%) were hired in July, and 90 (9.8%) in August. New teachers were hired in subsequent months, with another bump of 146 (16.5%) in January, at the beginning of the second semester. The proposed MAT emphasizes substantial

clinical practice in school settings throughout the program, connecting academic coursework and field application of new concepts and skills, thereby qualifying new teachers to step into classrooms as prepared as new teachers can be in such circumstances. Additionally, Phase II of the MAT program provides relevant, classroom-based professional advancement as new teachers complete research aimed at student achievement.

Excluding private and independent schools, 2010-2011 school year enrollment data indicate that Hawaii's 257 DOE schools and 31 charter schools currently serve 178,189 students. Specifically on Hawai`i Island, DOE and charter schools enroll 23, 325 students. Over the past five years, 12.2% to 15.2% of the state's newly employed teachers are placed in Hawai`i Island schools. On average, UH Hilo provides 5% of the new teacher population. The proposed MAT offers a more streamlined preparation model than the current post-baccalaureate Teacher Education Program, and anticipates an increase in new teachers provided to the state.

Finally, the changing needs of schools demand more highly qualified teachers who demonstrate a deep understanding of their content and strong pedagogical skills to enable all students to learn and reach high achievement goals. Over the past five years, the number of newly employed DOE teachers with master's degrees has gradually increased, rising to 17.1% in 2009-2010. The proposed MAT will contribute to further increase in this number, and will position UH Hilo to be on par with other state universities that offer a Master's degree leading to teacher licensure.

Relevance as a Necessary Supporting Discipline for Quality Programs. The MAT complements programs offered within other academic disciplines as well as those offered in the Education Department. Essentially, students attending the university to pursue a teaching career must earn a baccalaureate degree in an academic discipline prior to applying to the MAT. Since the proposed MAT program will replace the department's long-standing post-baccalaureate Teacher Education Program (TEP), it will draw on that applicant pool as well as attract others with baccalaureate and advanced degrees aspiring to enter the teaching profession and to earn a master's degree. Data indicate that the vast majority of students enrolled in the TEP (being replaced by the MAT) 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 participating in the new Educational Studies certificate program, in which 80 students are currently enrolled.

Within the Education Department, the proposed MAT and the existing MEd programs will serve a broader student population, to include those seeking to become teachers as well as those already in the teaching profession. The MEd has been offered in traditional face-to-face format since August 1999, with nearly 100 Hawai'i Island teachers earning their master's degrees as of December 2011. A new MEd cohort began in Spring 2012, with increased online course offerings. The department will continue to offer this program, with plans to offer an entirely online option in the future.

The proposed MAT differs from the Master of Education (MEd) and other graduate education degrees primarily in target student populations and intended outcomes.

Both MAT and MEd programs appeal to students with earned baccalaureate degrees, however target student populations differ in their level of teacher preparation and experience. Prospective MAT students have little or no formal teaching experience, yet desire to complete a graduate degree along with requirements for a teaching license. This population includes professionals in other fields seeking a career change. These students demonstrate content mastery, as evidenced by passing scores on relevant national PRAXIS II Subject Assessments. Therefore, the proposed Master of Arts in Teaching degree (MAT) will serve those students who have completed baccalaureate or graduate degrees but have not yet earned teacher licensure. By contrast, the existing Master of Education (MEd) program serves licensed in-service teachers. Prospective MEd students include experienced teachers interested in qualifying for national board certification and/or roles of leadership in their schools and communities.

While both programs adhere to standards of academic rigor required of graduate degrees, the MAT and MEd differ in the nature of intended outcomes based on curriculum relevant to target populations. MAT coursework includes the foundation and application of pedagogical content knowledge required for initial teacher licensure while preparing students to conduct graduate-level critical analysis. The curriculum is based on the 2011 Model Core Teaching Standards of the Interstate Teacher Assessment and Support Consortium, as overseen by the Hawai'i Teacher Standards Board. University coursework is augmented by clinical practice in local elementary and secondary schools; the student teaching experience is characterized by standards-based supervision and evaluation by licensed teachers. The capstone courses result in action research conducted by the beginning teacher and based on a critical review of the literature, data collection and analysis, and a presentation of demonstrated impact on student learning. By contrast, the MEd curriculum incorporates advanced professional inquiry based on a theoretical study of educational foundations and research practice as well as requisite standards of accomplished teaching practice established by the National Board of Professional Teaching Standards.

The MEd prepares veteran teachers to participate in a comprehensive and exacting review process overseen by the National Board of Professional Teaching Standards. Only teachers with a minimum of three years experience may qualify for National Board Certification.

Program Organization

The MAT, which incorporates both initial teacher licensure and rigorous field-based research, focuses on pedagogy, national standards, and educational theory. The curriculum, requirements, admission policies, advising and counseling, and other aspects of program operation are described below.

Curriculum Design. The MAT curriculum is designed in thematic blocks aligned with newly released national teacher performance and licensing standards, set forth by the Interstate Teacher Assessment and Support Consortium (InTASC) and national and state accreditation standards, established by the Teacher Education Accreditation Council (TEAC). The program 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 diligent planning 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 aligned with quality principles established by the Teacher Education Accreditation Council (TEAC).

More specifically, 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 Hawai`i Teacher Standards Board which oversees all state teacher preparation and accreditation. These standards guide the development of professional educators and lead to state licensure.

Curriculum Phases. As described below, the MAT degree program requires completion of two related phases, each with specific outcomes, across two 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 the initial teaching license issued by the Hawai`i Teacher Standards Board, 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) during which MAT candidates study theoretical frameworks and research methodology, connecting their pedagogy to intended student learning outcomes in their own classrooms. Through such classroom-based action research, the MAT program prepares teachers to critically evaluate their own practice toward improved student achievement. Phase II culminates in presentations documenting evidence of data-driven, research-based effective teaching, and qualifies candidates for the MAT degree.

MAT Program Curriculum Phases and Outcomes

Master of Arts in Teaching Degree Program: Semester Schedule				
Phase I: Initial Licensure			**Phase II: MAT Degree**	
Year One *			**Year Two ****	
Summer (6 cr)	Fall (14 cr)	Spring (10 cr)	Fall (3 cr)	Spring (3 cr)
* At completion of Phase I, candidates qualify for licensure and Highly Qualified Teacher employment			** At completion of Phase II, candidates qualify 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. These thematic blocks identify teacher candidate learning outcomes in the areas of: Learners and Learning; Content Knowledge, Instruction and Assessment; and Professional Responsibility and Field Experience.

At the conclusion of Phase I of the MAT program, candidates will demonstrate evidence of meeting all standards included within these blocks. These standards-based curriculum themes then extend to the second year of the program, Phase II, when teachers develop research skills to directly connect their pedagogy to K-12 student learning.

The curriculum incorporates both rigorous university coursework and relevant K-12 classroom-based field experience. All MAT courses are required; there are no electives. Course descriptions are presented below; courses required for elementary (grades K-6) and secondary (grades 7-12) programs are presented in the following separate charts. All syllabi for these required courses are available upon request.

Course Descriptions

Course	Title	Description
ED 640	Learner Development	Introduction to theories of learner development, including cognitive, linguistic, emotional, personality, and moral/prosocial development of students (grades K-12). Exploration of developmentally appropriate and challenging learning experiences.
ED 641	Learning Differences I	Introduction to legislation for students with disabilities. Overview of areas of exceptionality, basic principles and practices of inclusive instruction and approaches for accommodating special need of diverse learners.
ED 642	Learning Differences II	Application of inclusive instruction that acknowledges the influence of individual experiences, talents and prior learning, as well as language, culture, family and community values on student learning.
ED 643	Learning Environments I	Introduction to theory and practice of classroom management at the elementary and secondary school levels. Exploration of student motivation and effective communication techniques as related to the establishment of a positive and caring learning environment.
ED 644	Learning Environments II	Introduction to principles of effective and caring classroom management, including state guidelines for positive school environments. Exploration of personal and professional values related to instructional settings.
ED 645	Learning Environments III	Exploration of student behavior and related interventions to promote caring and effective classroom environments. Application of responsible management of student learning.
ED 650	Planning for Instruction	Introduction to instructional practice, including effective planning, content knowledge, and assessment of student learning experiences. Exploration of K-12 content and performance standards as the basis for professional planning.
ED 651	Elem Instructional Practice	Introduction to a variety of instructional strategies to support and expand student learning outcomes. Exploration of instructional planning based on knowledge of content areas, cross-disciplinary skills, learners, the community and pedagogy toward elementary student attainment of rigorous learning goals.
ED 652	Elem LA/SS Pedagogy	Exploration of the central concepts, tools of inquiry, and multicultural perspectives related to the study of Language Arts and Social Studies. Development of learning experiences that promote learner access and understanding of these disciplines in the elementary classroom.
ED 653	Elem M/S Pedagogy	Exploration of the central concepts, tools of inquiry, and differing perspectives related to the study of Math and Science. Development of learning experiences that promote learner access and understanding of these disciplines in the elementary classroom.
ED 654	Technology for Instruction Elem & Sec	Introduction to the application of educational multimedia technology in 21st century teaching and learning. Development of relevant learning experiences and authentic assessments incorporating contemporary tools and resources to maximize content learning in varied contexts.

Course	Title	Description
ED 655	Sec Instructional Practice	Introduction to a variety of instructional strategies to support and expand student learning outcomes. Exploration of instructional planning based on knowledge of content areas, cross-disciplinary skills, learners, the community and pedagogy toward secondary student attainment of rigorous learning goals.
ED 656	Sec LA/SS Pedagogy	Exploration of the central concepts, tools of inquiry, and multicultural perspectives related to the study of Language Arts and Social Studies. Development of learning experiences that promote learner access and understanding of these disciplines in the secondary classroom.
ED 657	Sec M/S Pedagogy	Exploration of the central concepts, tools of inquiry, and differing perspectives related to the study of Math and Science. Development of learning experiences that promote learner access and understanding of these disciplines in the secondary classroom.
ED 658	Sec Content Literacy	Exploration of the study of literacy processes and strategies for use with K-12 students within multiple content areas.
ED 659	Professional Practice	Demonstration of ongoing use of evidence for continual evaluation of practice, particularly as related to impact on student learning. Document of acquired dispositions and skills of critical reflection that supports life-long professional learning.
ED 660	Professional Responsibility I	Overview of professional licensure standards and professional attributes. Professional development through field experiences in local schools.
ED 661	Professional Responsibility II	Professional development through field experiences in local schools. Critical reflection on classroom instruction and student engagement.
ED 662	Professional Responsibility III	Professional development through field experiences in local schools. Preparation to meet licensure and employment requirements.
ED 670	Field Experience I	Practical application of theories and teaching methods and strategies in local schools. Supervised observation and teaching with emphasis on lessons and unit planning and instruction.
ED 671	Field Experience II	Practical application of theories and teaching methods and strategies in local schools. Supervised observation and teaching with emphasis on lessons and unit planning and instruction.
ED 672	Clinical Practicum	Supervised student teaching and professional development experiences in local schools. Supervised observation and teaching with an emphasis on advanced unit and lesson planning and instruction.
ED 680	Teacher as Researcher I	Introduction to teacher research as a basis for demonstrating impact on student learning. Exploration of effective instructional practices and assessments, IRB approval, and research study elements, including critical analysis of relevant literature and methodology.
ED 681	Teacher as Researcher II	Further exploration of teacher research, resulting in an original classroom-based action research project and presentation of findings. Critical reflection on instructional practice based on research findings.

MAT Elementary Education Schedule of Required Courses (36 cr) and Faculty Assignments

PHASE I graduate coursework culminating in teacher licensure (30 cr)		
SUMMER (6 cr)	**FALL (14 cr)**	**SPRING (10 cr)**
ED 640 (2 cr) Learner Development (Ray)	ED 641 (2 cr) Learning Differences I (Ray)	ED 642 (1 cr) Learning Differences II (Ray)
ED 643 (1 cr) Learning Environments I (Zulich)	ED 644 (1 cr) Learning Environment II (Zulich)	ED 645 (2 cr) Learning Environment III (Zulich)
ED 650 (1 cr) Planning for Instruction I (Ebersole, Kalvaitis, Masuda)	ED 651 (2 cr) Elementary Instructional Practice (Ebersole)	ED 659 (3 cr) Professional Practice (Barrett, Ebersole, Kalvaitis, Masuda)
ED 660 (1 cr) Professional Responsibility I (McNaughton)	ED 652 (2 cr) Elementary Language Arts/Social Studies Content Pedagogy (Ebersole)	ED 662 (1 cr) Professional Responsibility III (McNaughton)
ED 670 (1 cr) Field Experience I (McNaughton)	ED 653 (2 cr) Elementary Math/Science Content Pedagogy (Barrett)	ED 672 (3 cr) Clinical Practicum (McNaughton)
	ED 654 (2 cr) Technology for Instruction and Assessment (Barrett, Kalvaitis, Ray)	
	ED 661 (1 cr) Professional Responsibility II (McNaughton)	
	ED 671 (2 cr) Field Experience II (McNaughton)	
PHASE II continued graduate coursework culminating in the MAT degree (6 cr)		
	FALL (3 cr)	**SPRING (3 cr)**
	ED 680 (3 cr) Teacher as Researcher I (Ebersole, Masuda, Zulich)	ED 681 (3 cr) Teacher as Researcher II (Barrett, Kalvaitis, Ray)

MAT Secondary Education Schedule of Required Courses (36 cr) and Faculty Assignments

PHASE I graduate coursework culminating in teacher licensure (30 cr)		
SUMMER (6 cr)	**FALL (14 cr)**	**SPRING (10 cr)**
ED 640 (2 cr) Learner Development (Ray)	ED 641 (2 cr) Learning Differences I (Ray)	ED 642 (1 cr) Learning Differences II (Ray)
ED 643 (1 cr) Learning Environments I (Zulich)	ED 644 (1 cr) Learning Environment II (Zulich)	ED 645 (2 cr) Learning Environment III (Zulich)
ED 650 (1 cr) Planning for Instruction I (Ebersole, Kalvaitis, Masuda)	ED 654 (2 cr) Technology for Instruction and Assessment (Barrett, Kalvaitis, Ray)	ED 659 (3 cr) Professional Practice (Barrett, Ebersole, Kalvaitis, Masuda)
ED 660 (1 cr) Professional Responsibility I (McNaughton)	ED 655 (2 cr) Secondary Instructional Practice (Masuda)	ED 662 (1 cr) Professional Responsibility III (McNaughton)
ED 670 (1 cr) Field Experience I (McNaughton)	ED 656 (2 cr) Secondary Language Arts/Social Studies Content Pedagogy (Masuda) OR ED 657 (2 cr) Secondary Math/Science Content Pedagogy (Barrett)	ED 672 (3 cr) Clinical Practicum (McNaughton)
	ED 658 (2 cr) Secondary Content Literacy (Masuda)	
	ED 661 (1 cr) Professional Responsibility II (McNaughton)	
	ED 671 (2 cr) Field Experience II (McNaughton)	
PHASE II continued graduate coursework culminating in the MAT degree (6 cr)		
	FALL (3 cr)	**SPRING (3 cr)**
	ED 680 (3 cr) Teacher as Researcher I (Ebersole, Masuda, Zulich)	ED 681 (3 cr) Teacher as Researcher II (Barrett, Kalvaitis, Ray)

Additional Requirements. The MAT aligns with UH Hilo graduate program requirements. Additionally, the following requirements apply:

- 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.

Campus and Online Delivery Formats. The MAT program is offered through campus-based and web-based formats. As explained in greater detail below, faculty have taken great care to assure that both campus and online program offerings meet the same requirements and that candidates are held to similar requirements and receive equal access to advising and support.

Communication. The Department Clerk Steno maintains a database to support effective communication with students, the Advisor /Data Manager counsels each student through the admission process, and the Field Experience Coordinator places all students in schools as well as oversees site-based supervision during field experience and clinical practicum. Alignment of candidate expectations for both face-to-face and online delivery formats is assured through similar syllabi, field experience calendars, and schedule of classes.

Timely Interactions. In addition to consistency between program delivery formats, there are assurances of timely interactions between students and faculty as well as among students. Department syllabi provide a timeframe during which faculty will provide feedback on assignments or post grades. In addition, faculty hold face-to-face and virtual office hours.

Learning Experiences. 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. Social media allow faculty to duplicate in online environments what occurs in the campus classroom. Courses 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. 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.

Student Expectations. 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 Elluminate, faculty can assess candidate performance in a synchronous format. Laulima also provides a mechanism for password-protected submission of assignments.

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 must demonstrate 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 Instructional Technology and User Services has prepared an online learning readiness check to determine whether enrolled candidates have the correct software and level of technology available to assure likely success in distance learning environments. Course syllabi outline technical equipment, software, and proficiency needed by each teacher candidate.

Course Sequence and Delivery Modes. The MAT curriculum is designed in thematic blocks aligned with national teacher performance and licensing standards, as well as national accreditation standards. The delivery format, presented in the following chart, highlights required courses by semester as well as face-to-face and online sections.

MAT COURSE SEQUENCE & DELIVERY MODES

Thematic Block	2012 Summer (6 credits)		2012 Fall (14 credits)		2013 Spring (10 credits)		Fall/Spring (6 credits)
	Phase I Coursework and Field Experiences — Initial Teacher Licensure and Employment Eligibility						Phase II Master's degree
Learner & Learning	ED 640 2cr Learner Development	(001) F2F / (002) DL	ED 641 2cr Learning Differences I	(001) F2F / (002) DL	ED 642 1cr Learning Differences II	(001) F2F / (002) DL	**Fall 2013**
Learner & Learning	ED 643 1cr Learning Environments I	(001) F2F / (002) DL	ED 644 1cr Learning Environments II	(001) F2F / (002) DL	ED 645 2cr Learning Environments III	(001) F2F / (002) DL	ED 680 3cr Teacher as Researcher I
Content Knowledge, Instruction & Assessment	ED 650 1cr Planning for Instruction	(001) F2F / (002) DL	ED 651 2cr Elem Instructional Practice	(001) F2F	ED 659 3cr Professional Practice (001) F2F		(001) F2F
Content Knowledge, Instruction & Assessment			ED 652 2cr Elem LA/SS Pedagogy	(001) F2F			(002) DL
Content Knowledge, Instruction & Assessment			ED 653 2cr Elem M/S Pedagogy	(001) F2F	ED 659 3cr Professional Practice (002) DL		
Content Knowledge, Instruction & Assessment			ED 654 2cr Technology for Instruction & Assessment Elementary & Secondary	(001) F2F / (002) DL	ED 659 3cr Professional Practice (003) Hybrid		
Content Knowledge, Instruction & Assessment			ED 655 2cr Sec Instructional Practice	(001) F2F 8/06			**Spring 2014**
Content Knowledge, Instruction & Assessment			ED 656 2cr Sec LA/SS Pedagogy OR ED 657 2cr Sec M/S Pedagogy	(001) F2F 8/06			ED 681 3cr Teacher as Researcher II
Content Knowledge, Instruction & Assessment			ED 658 2cr Sec Content Literacy	(001) F2F 8/06			
Professional Responsibility & Field Experience	ED 660 1cr Professional Responsibility I	(001) F2F / (002) DL	ED 661 1cr Professional Responsibility II	(001) F2F / (002) DL	ED 662 1cr Professional Responsibility III	(001) F2F / (002) DL	(001) F2F
Professional Responsibility & Field Experience	ED 670 1cr Field Exper I	(001) F2F / (002) DL	ED 671 2cr Field Experience II	(001) F2F / (002) DL	ED 672 3 cr Clinical Practicum	(001) F2F / (002) DL	(002) DL

F2F = Face to face, campus-based instruction
DL = Distance learning, web-based instruction
Sync = Synchronous distance learning instruction

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Admission Requirements. Applicants must demonstrate that they meet minimum qualifications for acceptance to the Master of Arts in Teaching degree program, as outlined below.

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.

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 Hawai`i Teacher Standards Board, on both PRAXIS I Pre-Professional Skills Test and PRAXIS II Subject Assessment Exam. PRAXIS test registration and State of Hawai`i passing scores are available at www.ets.org/praxis and from the Education Department Advisor/Data Manager.

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 Literacy Development in the Elementary School, ED 343 Math for Elementary School Teachers, and ED 347 Integrated Science/Social Studies for Elementary School. These prerequisite courses not only provide content knowledge specific to elementary classroom teaching as established by national standards but also prepare prospective applicants for the rigor of required PRAXIS Subject Assessments and MAT coursework.

Personal Statements. All applicants must provide two statements, documenting previous experiences working with children or adolescents, particularly in structured learning environments, and 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. If an applicant initially has been determined to be inadmissible based on his or her academic record, the Education Department may petition the Graduate Council on behalf of the applicant to reconsider the application. Both student and department must present evidence that the applicant is capable of successfully completing graduate work. The Graduate Council, through the Graduate Admissions Committee, receives these appeals and then renders a decision to accept or deny the appeal. It is important to note that meeting minimum UH Hilo Graduate Council criteria does not assure acceptance into a graduate degree program. Acceptance is competitive and decided upon by each individual graduate program.

Transfer of Courses/Credits. 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.

Advising. The Education Department engages in two forms of advising with different student populations: applicants and matriculating students. The first type of advising is conducted by the Department Advisor/Data Manager who recruits and guides all interested students through the application and admission process of the programs offered by the Education Department: Educational Studies Certificate, Master of Arts in Teaching, and Master of Education. The advisor communicates with each MAT applicant, provides information about PRAXIS exams, counsels regarding additional coursework if applicable, describes field experience expectations, and assures eligibility.

The second form of advising involves typical counseling interactions between instructors and students as well as faculty mentorship of graduate students. The student work and affiliated advising differ in the MAT and MEd degrees. The MAT action research courses comprising both semesters of Phase II result in a prescribed methodology, with students completing classroom-based research in a standard manner. In this model, course instructors carry the largest responsibility in advising students. The MEd students work more independently to complete action research, with assigned faculty advisors who regularly monitor their individual progress and provide research support. To determine MEd advising, graduate faculty as a whole review the identified research interests of MEd students and then divide the advisement workload evenly, as appropriate to faculty expertise and/or experience.

Anticipated Enrollment

Student Demand and Enrollment Projections. On the basis of the consistent annual enrollment of the UH Hilo post-baccalaureate Teacher Education Program, the success of various licensure programs across the state, and the demand for highly qualified teachers in Hawai'i 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.

MAT Student Enrollment Projections 2012-2017

AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17

Cohort 1 - N=45 → N=36

Cohort 2 - N=45 → N=36

Cohort 3 - N=45 → N=36

Cohort 4 - N=45 → N=36

Cohort 5 - N=60 → N=48

N=45 **N=81** **N=81** **N=81** **N=96**
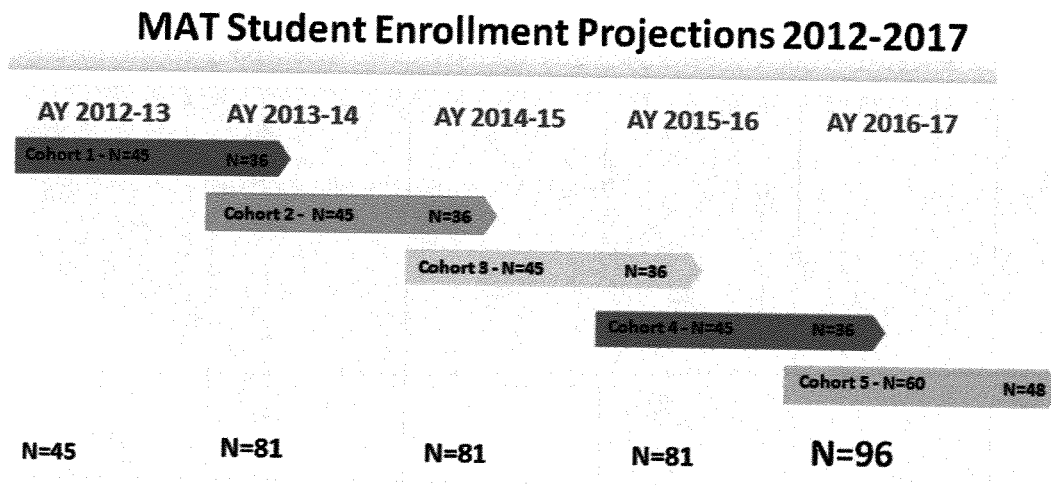
The above chart shows anticipated enrollment patterns for the first five cohorts. Projected enrollment includes program offerings for face-to-face and online elementary and secondary options. The number of students identified in each year reflects a 20% attrition rate between Year One (New students enrolled in Phase I) and Year Two (Continuing students, enrolled in Phase II, to complete the MAT degree). This attrition estimate is based on the expectation that some students will postpone Phase II for a year or so. The first year of implementation will enroll 45 students. During each of the second, third, and fourth years of implementation, the combined groups comprised of new and continuing students, reflect an anticipated enrollment of approximately 81 students. Because the fifth year anticipates a new cohort of 60 students, the continuation of approximately 36 students (based on 20% attrition between Phase I and Phase II), represents a total enrollment of 96 students.

Recruitment. Current activity provides additional support for the 45-student projection. At present, approximately 70 students (elementary and secondary) have been working with the Education Department Advisor/Data Manager to discuss requirements and prepare for eligibility. The department has implemented a recruitment campaign within UH Hilo by 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 seeking nominations of prospective students from academic department chairs.

Required Resources

The proposed program has sufficient resources in terms of faculty, instructional technology, and library and student services, and is a more cost-efficient program than the post-baccalaureate teacher education program that it replaces due to resource allocation and a streamlined curriculum leading to a master's degree.

Faculty. The proposed MAT program will be taught by six tenure-track faculty and one instructor; as presented in the chart below, faculty range in rank from Instructor to Full Professor and span from 1 to 27 years of university service. All fulltime faculty contribute to the program in the following areas: curriculum development, instruction, advising, field work supervision, department governance, scholarship, and service to the department, the university, and the community. Faculty CVs are available upon request.

Name and Degree	Year and University Degree Conferred	Degree Focus	Year Hired at UH Hilo and Current Rank
Diane Barrett, Ph.D.	2004 Claremont Graduate University	Mathematics Education	2010 Associate Professor
Michele Ebersole, Ph.D.	2000 University of Arizona	Language, Reading and Culture	2002 Associate Professor and Department Vice-Chair
Darius Kalvaitis, Ph.D.	2007 Utah State University	Curriculum and Instruction, Science Education	2007 Assistant Professor
Avis Masuda, Ph.D.	2008 University of Queensland	Education	2006 Assistant Professor
Colby McNaughton, M.S.	2008 University of Hawai`i Hilo	Tropical Conservation Biology and Environmental Science	2009 Instructor
Janet Ray, Ed.D.	1996 United States International University	Technology and Learning	2010 Assistant Professor
Jan Zulich, Ph.D.	1983 Indiana University	Curriculum and Instruction, Secondary Education	1984 Professor and Department Chair

Online Teaching Experience. While expertise varies with experience, all Education faculty members have taught at least one class online, and some 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.

Faculty 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 Instructional Technology and User Services to maximize distance delivery with use of the newly acquired equipment. In addition, all faculty members 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.

Campus and UH System Technology Resources. Department-specific technological resources are described in the section "Delivery Formats" above. In addition, campus and UH system technological resources are also in place. The program is also well supported by campus and UH system technological resources. Through the Office of Campus Technology (OCT), UH Hilo offers a full range of technological services and support for faculty, staff, and students. Externally, the campus has 10 Gigabit communication capacity to the UH system and beyond with Internet 2 capability. The entire campus enjoys excellent communication capacity with fiber connections throughout the campus and campus wide 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.

Education faculty have access to Blackboard Collaborate, the UH system's Laulima (Sakai) Learning Management System, and the system's broad range of instructional technology online resources.

Students also have 24/7 access to online databases and other informational resources through the University of Hawai'i library, as described in the Library section below.

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. In addition, all communication systems and servers have Uninterruptible Power Supply to ensure safe power-down if power is disrupted. Scheduled service interruptions are announced in advance and occur after 10:00pm or on weekends.

Student Services. Student services are appropriate for and sufficient to meet the needs of students in the proposed program. UH Hilo offers the standard array of services to all students, including graduate students.

Library resources already serving the existing MEd are appropriate for and sufficient to serve this master's program, as evidenced in the MAT Impact Assessment and letter from the UH Hilo Librarian, both presented in the Appendix.

Mookini Library shares an online catalog with the other UH system libraries, Voyager, 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 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.

Library services for online students include: searchable online journal article databases including those required for graduate programs in Education, support for information literacy in online courses and programs, and interlibrary loans of materials are available from other libraries both within the UH system and from mainland libraries (some fees and restrictions may apply). Also, Mookini Library is in the process of implementing the ILLiad system for loans of materials to/from libraries outside the UH System.

Program Efficiency

The proposed program has sufficient resources in terms of faculty, instructional technology, and library and student services, and in fact replaces a more costly post-baccalaureate teacher education program that leads to teacher licensure but does not lead to a master's degree.

Explanation of Cost and Revenue Projection

Headcount Enrollment. It is anticipated that 45 students will enroll in the program as Cohort 1 in the Summer 2011 semester, with an annual cohort admission of 45 students each summer during the first four years of program implementation (Cohorts 1 – 4). A projected increase to 60 students is anticipated in the fifth year of implementation (Cohort 5).

Annual SSH. The MAT comprises two years, Phase I and Phase II, of coursework. Phase I completion qualifies candidates for a teaching license, as well as employment. It is anticipated that with approximately 20% attrition between Phase I and Phase II in consecutive years, 36 students will continue to Phase II to qualify for the Master's degree.

Instructional Costs. The first year of program implementation requires 3.61 FTE faculty, with the second, third, and fourth years requiring 4.28 FTE, and the fifth year requiring 5.06 FTE. With careful planning, current department faculty resources are sufficient for program operation.

Other Personnel Costs. A critical and required element of teacher preparation programs involves the field experience of teacher candidates in K-12 schools. Therefore, the MAT includes two types of casual hires to augment field experience: field supervisors and cooperating teachers.

Field supervisors. University field supervisors monitor teacher candidates in their field placements. Field supervision comprises site visits, conferences, and evaluations during Phase I equal to .7 credit per teacher candidate. Required supervision credits are presented with 45 candidates per year for the first four years of program implementation, and 60 candidates per year for the fifth year. Costs are based on system projections for average lecturer salary, adjusted for salary increase each year.

Cooperating teachers. Required field placement of teacher candidates involves the cost of school-based cooperating teachers. Cooperating teachers allow teacher candidates to practice, or student teach, in their classrooms. Each candidate is placed with one cooperating teacher during Phase I; the stipend provided to cooperating teachers is $175.

The following three pages include the Academic Cost and Revenue Template and the supporting Notes for the template.

ENTER VALUES IN YELLOW CELLS ONLY

CAMPUS/Program — UH-Hilo Education Department / N

Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree,

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ENTER ACADEMIC YEAR (i.e., 2011-2012)	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Students & SSH						
A. Headcount enrollment (Fall)	45	81	81	81	96	
B. Annual SSH	1,350	1,566	1,566	1,566	2,016	
Direct and Incremental Program Costs Without Fringe						
C. Instructional Cost without Fringe	$ 178,165	$ 217,389	$ 223,910	$ 232,867	$ 286,214	
C1. Number (FTE) of FT Faculty/Lecturers	3.61	4.28	4.28	4.28	5.06	
C2. Number (FTE) of PT Lecturers	-	-	-	-		
D. Other Personnel Costs	$ 42,885	$ 58,370	$ 59,882	$ 61,961	$ 80,154	
E. Unique Program Costs	$ 13,000	$ 13,520	$ 14,061	$ 14,623	$ 15,208	
F. Total Direct and Incremental Costs	$ 234,050	$ 289,278	$ 297,853	$ 309,451	$ 381,577	
Revenue						
G. Tuition	$ 494,100	$ 609,174	$ 653,022	$ 700,002	$ 965,664	
Tuition rate per credit	$ 366	$ 389	$ 417	$ 447	$ 479	
H. Other	$ -	$ -	$ -	$ -	$ -	
I. Total Revenue	$ 494,100	$ 609,174	$ 653,022	$ 700,002	$ 965,664	
J. Net Cost (Revenue)	-260,050	-319,896	-355,169	-390,551	-584,087	
Program Cost per SSH With Fringe						
K. Instructional Cost with Fringe/SSH	$ 178	$ 187	$ 193	$ 201	$ 192	
K1. Total Salary FT Faculty/Lecturers	$ 178,165	$ 217,389	$ 223,910	$ 232,867	$ 286,214	
K2. Cost Including Fringe of K1	$ 240,523	$ 293,475	$ 302,279	$ 314,370	$ 386,390	
K3. Total Salary PT Lecturers	$ -	$ -	$ -	$ -	$ -	
K4. Cost Including fringe of K3	$ -	$ -	$ -	$ -	$ -	
L. Support Cost/SSH	$ 411	$ 411	$ 411	$ 411	$ 411	
Non-Instructional Exp/SSH	$ 369	$ 369	$ 369	$ 369	$ 369	
System-wide Support/SSH	$ 42	$ 42	$ 42	$ 42	$ 42	
Organized Research/SSH	$ -	$ -	$ -	$ -	$ -	
M. Total Program Cost/SSH	$ 589	$ 598	$ 604	$ 612	$ 603	
N. Total Campus Expenditure/SSH	$ 682	$ 682	$ 682	$ 682	$ 682	
Instruction Cost with Fringe per SSH						
K. Instructional Cost/SSH	$ 178	$ 187	$ 193	$ 201	$ 192	
O. Comparable Cost/SSH	$ 483	$ 483	$ 483	$ 483	$ 483	
Program used for comparison.	UH-Manoa, College of Education, GL, 2009-2010					

Reviewed by campus VC for Administrative Affairs: _(signature and date)_

Notes for Academic Cost and Revenue Template					
	Year 1	Year 2	Year 3	Year 4	Year 5
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

A. Headcount enrollment (Fall)

Assuming only 80% will continue into the 2nd year.

	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017
Cohort 1	45				
Cohort 1		36			
Cohort 2		45			
Cohort 2			36		
Cohort 3			45		
Cohort 3				36	
Cohort 4				45	
Cohort 4					36
Cohort 5					60
Total	45	81	81	81	96

B. Annual SSH

Formula = headcount X credits per student

1st year students take 30 credits per academic year

Headcount	45	45	45	45	60
Credits per student	30	30	30	30	30
Sub-total	1,350	1,350	1,350	1,350	1,800

2nd year students take 6 credits per academic year

Headcount	-	36	36	36	36
Credits per student	-	6	6	6	6
Sub-total	-	216	216	216	216
Total	1,350	1,566	1,566	1,566	2,016

C1. Number (FTE of FT Faculty/Lecturer)

Assuming each faculty teaches 18 semester hours per AY.

Total formula = AY Semester Hours Proposed / AY Semester Hours per faculty

AY Semester Hours Proposed					
1st year students	65	65	65	65	79
2nd year students	-	12	12	12	12
sub-total	65	77	77	77	91
AY Semester Hours per faculty	18	18	18	18	18
Total	3.61	4.28	4.28	4.28	5.06

Notes for Academic Cost and Revenue Template					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	2012-2013	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**

D. Other Personnel Costs

Field Supervisors (Casual Hires): Salary based on Lecturer B rate.

Sub-Total formula = Lecturer Rate X AY Semester Hours Proposed

	Year 1	Year 2	Year 3	Year 4	Year 5
Lecturer B rate*	$ 1,556	1,603	1,651	1,717	1,786
AY Semester Hours Proposed	22.50	31.50	31.50	31.50	39.00
Sub-Total	$ 35,010	$ 50,495	$ 52,007	$ 54,086	$ 69,654
*CB increase		3%	3%	0%	0%
*Inflation increase		0%	0%	4%	4%

Cooperating Teachers (Casual Hires): Salary based on flat rate of $175.

Sub-total formula = Rate X Headcount of first year students only

	Year 1	Year 2	Year 3	Year 4	Year 5
Rate	$ 175	175	175	175	175
Headcount	45	45	45	45	60
Sub-Total	$ 7,875	$ 7,875	$ 7,875	$ 7,875	$ 10,500
Total	$ 42,885	$ 58,370	$ 59,882	$ 61,961	$ 80,154

E. Unique Program Costs

	Year 1	Year 2	Year 3	Year 4	Year 5
Equipment & Supplies*	$ 13,000	$ 13,520	$ 14,061	$ 14,623	$ 15,208
Total	$ 13,000	$ 13,520	$ 14,061	$ 14,623	$ 15,208
*Inflation increase		4%	4%	4%	4%

K1. Total Salary FT Faculty/Lecturers

Used the average of the Education faculty 8/1/12 annual salary, divided by 24 credits, to determine the cost of teaching one semester hour. Cost = $2,741 per semester hour.

Total formula = Semester Hour Cost X AY Semester Hours Proposed.

	Year 1	Year 2	Year 3	Year 4	Year 5
Semester Hours Cost*	$ 2,741	$ 2,823	$ 2,908	$ 3,024	$ 3,145
AY Semester Hours Proposed	65	77	77	77	91
Total	$ 178,165	$ 217,389	$ 223,910	$ 232,867	$ 286,214
*CB increase		3%	3%	0%	0%
*Inflation increase		0%	0%	4%	4%

Program Effectiveness and Assessment of Student Performance

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 and decisions to modify assessments, pedagogical approaches, and curriculum and program requirements occurring during department retreats in August and January. Once analyzed, data are disaggregated as appropriate to determine program improvement methods.

Since August 2011, the department has employed a junior specialist as the Advisor/Data Manager responsible for recruitment, advising, admission, data collection and management of the quality control assessment system. In terms of assessment, this person tracks applicant scores on Praxis national exams, grade point average, field-based assessments based on professional attributes and national licensure standards, and collects and aggregates program data from candidates, graduates, employers, and community focus groups.

Indirect assessment of student learning and success will include the following:

- **Documentation including records of applications, acceptance, and attrition**: The Department Clerk Steno and Department Advisor/Data Manager maintain records to track and report the success of applicants, from initial advising through program completion.
- **Program and course evaluation by students**: At the completion of each semester, courses are evaluated by enrolled students and these data are submitted during faculty review at the division, college, and campus levels. Program data providing candidate perception of program and course quality are collected at the end of fall and spring semesters of Phase I and in the final spring semester of Phase II.
- **Program evaluation by graduates**: Surveys of program graduates will be used to collect data regarding program quality and relevance to professional responsibilities.
- **Program review and refinement by faculty**: The department is refining the existing quality control system, based on an internal audit conducted by program faculty, to assure that the assessment system not only functions as designed but also supports continual improvement based on curriculum alignment with state licensure requirements, faculty expertise, candidate selection policies, and capacity to support the MAT program.
- **Program and graduate evaluation by employers**: School administrators will be surveyed to determine whether program graduates meet professional expectations and requirements.
- **Focus-group, community feedback**: The Education Department Advisory and Advocacy Group will sponsor regular focus group sessions during which members of the educational community can engage in informal discussions regarding program quality and areas of improvement based on changing community needs.

- **National accreditation reports**: The Hawai'i Teacher Standards Board through the national accreditation review conducted by the Teacher Education Accreditation Council (TEAC) will accredit the MAT program. The rigorous TEAC accreditation process requires the department to establish a culture of inquiry and evidence, establish a cycle of continuous improvement, conduct a self-study report describing goals for program completers, and host a site visit audit to verify the self study.

The overall program learning outcomes are identified progressively through Phase I and Phase II of the MAT degree. Candidate mastery is based on the 2011 Model Core Teaching Standards established by the Interstate Teacher Assessment and Support Consortium (InTASC). In essence, the InTASC standards outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts. Therefore, InTASC standards are targeted in all courses of the MAT curriculum. Phase I represents a key assessment checkpoint, and upon completion of Phase I of the program, candidates must demonstrate proficiency in these new Model Core Teaching Standards to become eligible for the state teaching license. Phase II courses required for completion of the master's degree comprise continued application and further documentation of these standards-based knowledge areas.

The MAT program outcomes, expected proficiency measures aligned with key assessments, and schedule of assessment activities are presented in the following table.

PROGRAM PLAN FOR DIRECT ASSESSMENT OF STUDENT ACHIEVEMENT

Program Learning Goal — Based on Quality Principles of the Teacher Education Accreditation Council, 2011	Objective — Using scale of unacceptable, functional, proficient, and exemplary*	Key Assessment	Assessment Development Schedule	Courses or Data collection	Data collection schedule	Analysis and evaluation schedule
Candidates will demonstrate understanding of the subject matter they will teach.	Upon program admission, 100% of candidates will meet or exceed passing scores as established by the Hawaii Teacher Standards Board.	PRAXIS II Content Exam, Educational Testing Service	In use	Application	Collected annually at program application and admission	Department retreats– August and January
Candidates will apply content knowledge through the design of standards-based lesson plans that meet diverse student needs.	Upon completion of Phase I, 85% of candidates will meet or exceed proficiency.	Lesson Plan	In development	ED642 Elementary Language Arts/ Social Studies Pedagogy; ED643 Elementary Math/Science Pedagogy; ED656 Secondary Language Arts/ Social Studies Pedagogy; ED657 Secondary Math/Science Pedagogy	Collected annually at end of course	Department retreats– August and January
Candidates will demonstrate effective teaching skills.	Upon completion of Phase I, 85% of candidates will meet or exceed proficiency.	Final Evaluation of Teaching Effectiveness	In development	ED673 Field Experience III	Collected annually at end of course	Department retreats– August and January

Program Learning Goal Based on Quality Principles of the Teacher Education Accreditation Council, 2011	Objective Using scale of unacceptable, functional, proficient, and exemplary*	Key Assessment	Assessment Development Schedule	Courses or Data collection	Data collection schedule	Analysis and evaluation schedule
Candidates will contribute to instructional settings that support positive social interaction and active student engagement.	Upon completion of Phase I, 85% of candidates will meet or exceed proficiency.	Classroom Management Philosophy	In development	ED645 Learning Environments III	Collected annually at end of course	Department retreats-- August and January
Candidates will demonstrate professional attributes.	Upon completion of Phase I, 85% of candidates will meet or exceed proficiency.	Final Professional Attributes Scale	In use	ED673 Field Experience III	Collected annually at admission and at end of course	Department retreats-- August and January
Candidates will demonstrate skills of critical reflection.	Upon completion of Phase I, 85% of candidates will meet or exceed proficiency.	Exit Portfolio	In development	ED659 Professional Practice	Collected annually at end of course	Department retreats-- August and January
Candidates will demonstrate understanding of matters related to race, gender, individual differences, and ethnic and multicultural perspectives.	Upon completion of Phase I, 85% of candidates will meet or exceed proficiency.	Case Study	In development	ED642 Learner Differences II	Collected annually at end of course	Department retreats-- August and January
Candidates will use appropriate technology in carrying out their professional responsibilities.	Upon completion of Phase I, 85% of candidates will meet or exceed proficiency.	Student Outcome Data Analysis	In development	ED654 Technology in Instruction & Assessment	Collected annually at end of course	Department retreats-- August and January
Candidates will demonstrate skills of informational literacy to synthesize relevant educational research.	Upon completion of Phase II, 85% of candidates will meet or exceed proficiency.	Literature Review	In development	ED680 Teacher as Researcher I	Collected annually at end of course	Department retreats-- August and January

Program Learning Goal Based on Quality Principles of the Teacher Education Accreditation Council, 2011	Objective Using scale of unacceptable, functional, proficient, and exemplary*	Key Assessment	Assessment Development Schedule	Courses or Data collection	Data collection schedule	Analysis and evaluation schedule
Candidates will apply action research skills and dispositions to demonstrate the impact of instructional methods and strategies on student learning.	Upon completion of Phase II, 85% of candidates will meet or exceed proficiency.	Professional Action Research Report	In development	ED681 Teacher as Researcher II	Collected annually at end of course	Department retreats-- August and January

Evaluation Scale:
Unacceptable = demonstrates little understanding or ability to implement the specified standards.
Functional = demonstrates understanding of the specified standards at a basic level, addresses the standards on occasion, but not consistently.
Proficient = demonstrates a competent understanding of the specified standards, addresses the standards often and with ease.
Exemplary = excels beyond expectations for a Teacher Candidate, grasps the core meaning of the specified standards and exhibits appropriate applications of the standards in multiple contexts.

APPENDIX

Letters of Support and Library Impact

DANIEL K. INOUYE
HAWAII

COMMITTEE ON APPROPRIATIONS,
CHAIRMAN
SUBCOMMITTEE ON DEFENSE,
CHAIRMAN

COMMITTEE ON COMMERCE,
SCIENCE, AND TRANSPORTATION

COMMITTEE ON INDIAN AFFAIRS

DEMOCRATIC STEERING AND COORDINATION
COMMITTEE

COMMITTEE ON RULES AND ADMINISTRATION

United States Senate

SUITE 722, HART SENATE OFFICE BUILDING
WASHINGTON, DC 20510-1102
(202) 224-3934
FAX (202) 224-6747

PRINCE KUHIO FEDERAL BUILDING
ROOM 7-212, 300 ALA MOANA BOULEVARD
HONOLULU, HI 96850-4975
(808) 541-2542
FAX (808) 541-2549

101 AUPUNI STREET, NO. 205
HILO, HI 96720-4221
(808) 935-0844
FAX (808) 961-5163

February 2, 2011

Randy Y. Hirokawa, Ph.D.
Dean
College of Arts and Sciences
University of Hawaii at Hilo
200 West Kawili Street
Hilo, Hawaii 96720

Dear Dr. Hirokawa:

It has recently come to my attention that your Education Department has decided to propose a Master of Arts in Teaching degree rather than continue to provide a Teacher of Education Program certificate. In my judgment, this is a very nice evolution, and will truly serve the residents of the Big Island and each of our Neighbor Islands admirably. Accordingly, your assistance in keeping me informed of the University's deliberations would be deeply appreciated.

Aloha and Mahalo,

DANIEL K. INOUYE
United States Senator

DKI:phdw
cc: Delbert Nishimoto

NEIL ABERCROMBIE
GOVERNOR

DWIGHT TAKAMINE
DIRECTOR

AUDREY HIDANO
DEPUTY DIRECTOR

STATE OF HAWAII
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS
830 PUNCHBOWL STREET, ROOM 321
HONOLULU, HAWAII 96813
www.hawaii.gov/labor
Phone: (808) 586-8842 / Fax: (808) 586-9099
Email: dlir.director@hawaii.gov

March 1, 2011

Dr. Randy Hirokawa
Dean, College of Arts and Sciences
University of Hawaii at Hilo
200 W. Kawili Street
Hilo, Hawaii 96720

Dear Dean Hirokawa:

I write this letter in strong support for the new proposed Master of Arts in Teaching Program at the University of Hawaii at Hilo. This new program will be a tremendous benefit to all Hawaii residents, particularly those who reside in rural areas.

The new Master of Arts in Teaching degree will allow those who reside in geographically isolated areas to earn their teaching credentials. Historically, these residents have lacked access to UH-Hilo's programs because of the long distance to travel between their communities and the main campus of UH-Hilo. By having a distance option for this new graduate program, residents of the rural Big Island communities will now have access to graduate level teacher education program.

The new Master of Arts in Teaching degree will also aid in the retention of highly qualified teachers. Many of the geographically isolated public schools have difficulties retaining highly qualified teachers because many seek to transfer, once tenured. By training residents from these areas to become highly qualified teachers, these rural schools will have a strong pool of teachers that take pride in teaching in the schools that serve their communities.

Finally, this distance education version of this new program can utilize many of the existing structures already in place. The North Hawaii Educational Resource Center in Honokaa can be used to serve the Hamakua Coast communities, while the UH Center in West Hawaii can serve the Kailua-Kona areas. Historically these areas have asked for better access to higher education. This new program will allow these areas to get their long-awaited access to higher education and may possibly be the catalyst for other programs to join in on distance delivery.

I look forward to seeing the fruition of this new program. This program will undoubtedly have a positive effect on many Big Island residents, as many residents will now be able to fulfill their dream of becoming a teacher.

Sincerely,

DWIGHT TAKAMINE

HOUSE OF REPRESENTATIVES

STATE OF HAWAII
STATE CAPITOL
HONOLULU, HAWAII 96813

February 22, 2011

Dr. Randy Hirokawa
Dean of the College of Arts and Sciences
University of Hawaii at Hilo
200 W. Kawili Street
Hilo, Hawaii 96720-4091
ATTN: Dr. Jan Zulich, Chair, Education Department.

RE: Master of Arts in Teaching (MAT)

Dear Dean Hirokawa:

I am writing to voice my support for the creation of a new "Master of Arts in Teaching" (MAT) degree that is being proposed to replace the current post-baccalaureate Teacher Education Program (TEP).

As an educator and former classroom teacher, I have experienced and am well aware of the many challenges that a teacher must deal with on a day to day basis. This fact coupled with a need to deal with the Elementary and Secondary Education Act, the so called "No Child Left Behind" and the rigors of being "highly qualified" requires that the new teacher professional receive a recognized degree from an accredited institution of higher learning, and the days of getting by with a "fifth-year degree", "professional diploma" or "teaching certificate" are numbered.

A new MAT will streamline the current curriculum and provide students with a quicker, more efficient route to licensure. Further, the new MAT leads to a graduate degree that will be nationally recognized while the current TEP leads to a Board of Regents Certificate that may currently satisfy local requirements but does not carry the weight of a university degree. Finally, based on delivery formats, the MAT will complement not compete with the programs offered by UH Manoa (MEdT) or the UH Hilo Kahuawaiola Indigenous Teacher Education Program.

Sincerely,

Mark M. Nakashima
State Representative

A-3

HOUSE OF REPRESENTATIVES

STATE OF HAWAII
STATE CAPITOL
HONOLULU, HAWAII 96813

February 22, 2010

Mr. Randy Y. Hirokawa
Dean, College of Arts & Sciences
University of Hawaii at Hilo
200 W. Kawili Street
Hilo, HI 96720

Dear Dean Hirokawa:

It is with pride and pleasure that I submit support for the proposed Master of Arts in Teaching (MAT) degree, which would replace the existing Teacher Education Program (TEP).

I continue to be a community volunteer with the Education Department at UH-Hilo and am proud to be a participant with its A&A group. As a state legislator, I am keenly aware of Hawaii's teacher shortage as well as the fact that education continues to be a priority of lawmakers. In that respect, I feel that the new MAT would assist in filling the need for qualified educators via a streamlined, more efficient path to licensure. I take special note that the MAT would prepare graduates to meet High Quality Teacher (HQT) status as mandated by the Federal No Child Left Behind Act. Lastly, I find it important that the MAT leads to a graduate degree and does not compete with other worthy programs such as UH-Manoa's MEdT degree and UH-Hilo's Kahuawaiola Indigenous Teacher Education Program.

Thank you for allowing me to convey my support of the new MAT degree proposal.

Sincerely yours,

CLIFT TSUJI
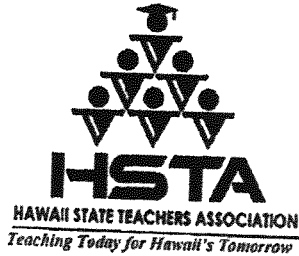
February 1, 2011

Dean Randy Hirokawa
University of Hawaii at Hilo
200 W. Kawili Street
Hilo, HI 96720-4091

Dear Dean Hirokawa:

The Hawaii State Teachers Association wholeheartedly supports the proposed Masters of Arts in Teaching Program at the University of Hawaii at Hilo.

We believe that this program is long overdue and would serve to benefit the teachers on the Big Island who wish to pursue an advanced degree in the field of education.

Please keep me informed as to the progress of this proposed program. If I can do anything to assist in this endeavor, please do not hesitate to contact me.

Sincerely,

Wil Okabe
President

STATE OF HAWAI'I

DEPARTMENT OF EDUCATION

HAWAI'I DISTRICT
75 AUPUNI STREET, RM. 203
HILO, HAWAI'I 96720

HILO-LAUPAHOEHOE-WAIAKEA COMPLEX

February 18, 2011

Dean Randy Hirokawa
College of Arts and Sciences
200 W. Kawili Street
Hilo, HI 96720

Dear Dean Hirokawa:

I am pleased to know that the University of Hawaii at Hilo's Education Department is proposing a new Master of Arts in Teaching degree and replacing the current post-baccalaureate program which was conceived years ago. As an educational system this change is so very timely as our public education system is also experiencing major transformation to be in line with 21st Century ideals.

Based on dialogue and communications with the Teacher Education Department, specifically with Professor Zulich and her colleagues Michele Ebersole and Avis Masuda, our collaborative efforts will be even greater. The proposed changes and revisions will definitely support and streamline the UHH current curriculum and better provide and even hasten the master student in their journey to licensure. Additionally, this effort will also increase their graduate degree attainment. More importantly, they will become eligible for employment as a Highly Qualified Teacher in the Department of Education system; if they so choose to be employed in public education.

As a complex area superintendent of the Hilo area, I am especially pleased with this new effort as we will be better able to provide our students in the public schools. Our collaborative efforts with the UHH Teacher Education program will be stronger and our community will benefit greatly.

Sincerely,

Valerie Takata

Valerie Takata
Complex Area Superintendent
Hilo-Laupahoehoe-Waiakea Complex

VT:pc

c.   Jan Zulich, Ph.D. Professor and Chair Education Department
       Michele Ebersole, Ph.D.
       Avis Masuda, Ph.D.

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

Linda Marie Golian-Lui
University Librarian

To: Michelle Ebersole, Vice Chair Education

From: Linda Marie Golian-Lui, University Librarian

C: Randy Hirokawa, Dean CAS
Kenith Simmons, Interim VC Academic Affairs
Donald Straney, Chancellor
UHH Mookini Librarians

Subject: Library Assessment, Master of Arts in Teaching (MAT)

Date: October 7, 2011

Dear Michelle:

Thank you for the opportunity to work with you concerning the proposed Master of Arts in Teach (MAT). Attached is quick library resource assessment prepared by Ms. Kathleen Stacey, the education science liaison librarian, concerning this proposed program.

I have had an opportunity to review this assessment prepared by Ms. Stacey. I strongly support Ms. Stacey's preliminary analysis and believe that the Mookini Library can support this new graduate program with no increased material funding on an annual basis.

Master of Arts in Teaching (MAT)
Impact Assessment – Edwin H. Mookini Library
By Kathleen Stacey, Education subject liaison

Summary of existing library resources in Education

One-time Purchases (Monographs)

Our print monograph collection is small and somewhat out of date. Of
approximately 7,600 titles with the Library of Congress classifications of L, LB,
and LC (education subject areas), less than 400 titles are 5 years old or newer
(copyright dates of 2006 to present). This includes both circulating and reference
materials, as well as those in Hawaiian and other special collections.

Our ebook collections are more up to date, with approximately 1,700 titles
available with "Education" as a subject heading or in the L – LC classification
range.

In the Learning Express database, there is a large selection of "ebooks" and
practice materials for teachers, including test preparation materials for the Praxis
exams.

Continuing Resources (Serials and Databases)

The collection of print serials for education has always been very small, less than
20 titles. Both students and faculty prefer online access to journal articles
through databases.

We have access to ERIC, the premier database of education articles and reports,
via two different databases, CSA and EbscoHost. Also via EbscoHost are
Education Research Complete, which indexes approximately 1,500 journals in
education and provides full-text access for half of those; the Professional
Development Collection, which carries 450 full text education journals; and the
Teacher Reference Center, with another 270 journals and magazines aimed at
practicing educators.

Audio-Visual

Most DVDs available in education subjects are put on reserve temporarily by
faculty who need them for specific classes. We have access to a collection of
online streaming video, Films on Demand (from Films for the Humanities and
Sciences), which includes about 300 titles on education, on subjects ranging
from classroom management to curriculum design. These films can be shown in
the classroom as well as used for individual study.

Assessment of the suitability of existing resources

The monograph collection needs a slight increase in number of new titles. Materials purchased for existing programs (both undergraduate and graduate) will be sufficient for this new program, as well, as the subject coverage is the same.

Through EbscoHost, the three databases we have on Education are adequate for existing program needs, and would be adequate for the new program as well. There are no limitations on numbers of simultaneous users for these databases, so adding more students would not slow service. Library websites at three peer institutions (University of Alaska Southeast, Henderson State University in Arkansas, and Norfolk State University in Virginia) reveal a very similar suite of available databases.

The Films on Demand database of streaming videos is more than adequate for both existing programs and the MAT. In fact, existing programs should probably make more use of this valuable resource. The same can be said of the Learning Express database of test preparation materials.

Resources are needed to start up the program

The MAT program would involve little or no additional resources to start up. The existing monograph budget for Education, approximately $1,260.00 for Fiscal Year 2011-2012, should cover any print titles needed. Since the subject coverage is the same as for existing programs (e.g., curriculum development, classroom management, etc.), the number of books needed should not be increased substantially by the addition of the MAT students. The same can be said of ebooks, which also come out of this monograph budget.

Our current set of education databases (the three from EbscoHost and ERIC access) are adequate for new and existing programs. However, there are similar databases available from ProQuest (Education Abstracts, Education Journals) that could be substituted if a cost savings were involved.

No new print or electronic single journal subscriptions would be required for the new program.

Other library resources needed for new program

The only other library resource necessary might be additional library instruction. The subject liaison for education would have to work with Education faculty to ensure that students in the new program received library instruction at various points in their studies.