



## **Proposal**

# **Master of Arts in Teaching**

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

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## **Executive Summary**

The proposed 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 as well as a BOR approved graduate certificate in Elementary or Secondary Education; and it enables these newly qualified teachers to complete a master's degree that incorporates their pre-licensure 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 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.

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. Upon initial implementation in Summer 2012, the MAT degree will complement rather than compete with other system programs. The system's only other graduate teacher education programs leading to teacher licensure are offered through UH Manoa's College of Education and UH Hilo's College of Hawaiian Language and Literature, both of which draw from very different student populations.

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.

The curriculum is fully aligned with state and national standards. Program effectiveness will be assessed and evaluated through myriad 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, and national accreditation by the Teacher Education Accreditation Council. The accreditation process is a rigorous examination of candidate quality, faculty inquiry, and institutional capacity.

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 will complete 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. As enrollment increases, and with additional faculty, the department plans to offer both elementary and secondary tracks completely online in asynchronous format.



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 already 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 lecturer resource allocations to provide required site-based supervision.

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. Assuming 20% attrition, 36 students are projected to complete Phase II in the second, third, fourth, and fifth year of program implementation, to qualify for the Master's degree. Break-even enrollment is 19 students per cohort.

In sum, the MAT meets BOR criteria for evaluation of graduate programs. A more comprehensive explanation regarding the direct relevance of the MAT is presented in Appendix 1 (behind tab C).<sup>1</sup>

### **Institutional Context: Mission and Organizational Structure**

**UH Hilo Strategic Plan.** A new UH Hilo Strategic Plan 2011-2015 has been approved by the campus community and will be reviewed and, it is anticipated, approved by the UH Board of Regents in the 2011-2012 academic year. The MAT program is consistent with specific components of the new Plan.

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 statewide 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.

**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 stated goals to:

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<sup>1</sup> The BOR criteria are cited in the proposal as BOR followed by the criterion number and a short form of the criterion title.



- provide distinctive pathways to excellence that exemplify standards of the teaching profession, and
- build and sustain collaborative relationships and partnerships within the UH system and broader community.

**Organizational structure.** The Education Department is a unit of UH Hilo's College of Arts and Sciences. The department presently offers undergraduate courses in Education, a post-baccalaureate Teacher Education Program (TEP) leading to teaching licensure, and a Master of Education degree. The proposed MAT will replace the TEP; the undergraduate courses and the MEd will be retained.

**Impact on current UH Hilo Master of Education program.** 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. The different foci and clientele of the proposed MAT and the existing MEd programs will enable the Education Department to 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 77 Hawai'i Island teachers earning their master's degrees as of July 2011. In December 2011, 20 more MEd students are expected to graduate. Beginning in Spring 2012, another MEd cohort will begin. The department will continue to offer this program, with plans to increase online course offerings.

The proposed MAT differs from the Master of Education (MEd) and other graduate education degrees primarily in three areas: (1) target student population, (2) curriculum, and (3) intended outcomes.

- **Target student population.** Both MAT and MEd programs appeal to students with earned baccalaureate degrees, however their target student populations differ in the 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.
- **Curriculum.** While both programs adhere to standards of academic rigor required of graduate degrees, the MAT and MEd differ in the nature of the curriculum as relevant to target student 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, NBPTS.

- **Intended outcomes.** In addition to a BOR graduate certificate in Elementary or Secondary Education, the MAT program incorporates the benchmark of initial teacher licensure which establishes eligibility for Highly Qualified Status employment. Because the Hawai'i State Department of Education differentiates the teacher salary schedule for graduate degrees earned after initial employment, students who become hired as new teachers prior to completing the MAT capstone courses may be eligible to earn a higher salary. By contrast, 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. While completion of coursework in the MEd program cannot assure students a favorable review conducted by the NBPTS, a salary increase is associated with national board certification.

## **Program Goals and Objectives**

**Aims and goals.** The MAT seeks to prepare teachers who demonstrate the knowledge, skills, and dispositions needed to build strong curriculum, pedagogy, assessments, and the relationships that bring about significant changes to improve our schools, support learners and their development, and positively impact student achievement. From this broader perspective, the MAT degree program is a commitment to our island community. The MAT represents the collective effort of university, school, and community members aimed at "improving the quality of teaching and teachers as a cornerstone of school improvement" (NCATE, 2010).

**Mission.** The proposed Master of Arts in Teaching degree 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 student learning outcomes.

**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 meet the following



objectives through program coursework and related field experience. At the completion of Phase I, all candidates will provide evidence of their competence in the following ways:

**Standard 1: Learner Development**, as they design and implement developmentally appropriate and challenging learning experiences based on knowledge of how children learn and develop,

**Standard 2: Learning Differences**, as they work to ensure inclusive learning environments based on knowledge of individual differences and diverse communities,

**Standard 3: Learning Environments**, as they create environments that support individual and collaborative learning, positive social interaction, active engagement, and self motivation,

**Standard 4: Content Knowledge**, as they create learning experiences that make the central concepts, tools of inquiry, and structures of content accessible and meaningful for learners,

**Standard 5: 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,

**Standard 6: Assessment**, as they use multiple methods of assessment to engage learners in their own growth, document learner progress, and inform instructional practice,

**Standard 7: 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,

**Standard 8: 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,

**Standard 9: 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

**Standard 10: 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 Need and Justification**

**UH Hilo pipeline.** The proposed MAT program attracts students who seek to become teachers at the elementary (K-6) and secondary (7-12) levels. It will replace the department's long-standing post-baccalaureate program and can therefore draw on that applicant pool as well as attract others with baccalaureate and advanced degrees aspiring to enter the teaching profession with a master's degree. Data indicate that the vast majority of TEP students earn their bachelor's degree at UH Hilo – 89%, 85%, and 93% respectively over the past three years. Acknowledging attrition, data over the past ten



years indicate that about 37 students graduate from the TEP annually, with 43 expected to graduate during the 2011-2012 academic year. Additionally, prospective MAT students can be found among students majoring in many different disciplines while enrolled in the new Educational Studies certificate program. In its first semester of implementation, approximately 50 students have applied for the certificate. *(BOR 5. Support for other disciplines)*

**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. *(BOR 1 and 4. Needs of Hawai‘i)*

**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). *(BOR 1 and 4. Needs of Hawai‘i)*

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

The typical teacher induction model places high expectations on newcomers who must shoulder the same responsibilities as their veteran colleagues, often with fewer resources and more challenging classroom situations. The Hawai‘i DOE recently launched a number of induction initiatives to mediate this concern, and the proposed MAT will work in tandem with such efforts. Through Phase II of the degree program, newly hired teachers will complete two semesters (three graduate credits each)

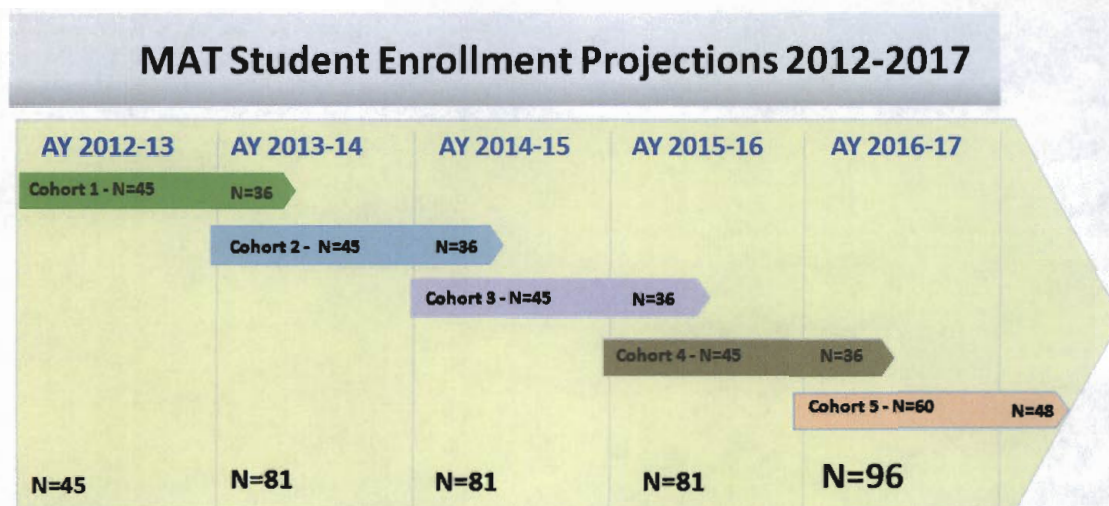


engaged in classroom-based action research designed to study their own professional practice and to connect focused professional improvement to student achievement.

As reported by U.S. Department of Education Secretary Duncan in the Foreword to the September 2011 *Our Future, Our Teachers: The Obama Administration's Plan for Teacher Education Reform and Improvement*, 1.6 million teachers will be hired to fill retirement vacancies over the next ten years. Because the nationwide teacher shortage expected due to retirements of “baby boomers” has not yet materialized, an economic change at the national level will greatly impact the need for teachers in 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. (BOR 2. National Needs Factor)

## Anticipated Student Demand, Recruitment, and 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.



**Recruitment.** Current activity provides additional support for the 45-student projection. At present 47 students (26 elementary and 21 secondary) have been working with the Education Department Advisor/Data Manager to ensure eligibility by the application deadline. The department has implemented a recruitment campaign within UH Hilo through 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 departments.



**Anticipated enrollment patterns.** 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).

## **Relationship to Similar Programs in the UH System and Elsewhere**

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. 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 will 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.** At the post-baccalaureate level, only UH Manoa will continue to offer second baccalaureate degrees and post-baccalaureate certificate programs leading to teacher licensure. The post-baccalaureate curriculum, however, is taught at the undergraduate level.

**Graduate teacher education in the UH system.** At the graduate level, the proposed MAT offers a third teacher education program (TEP) option in the UH System. At present, both UH Manoa College of Education and UH Hilo Ka Haka 'Ula Ke'elikolani College of Hawaiian Language offer programs leading to teacher licensure. These existing programs differ significantly from the proposed MAT in delivery formats and target student populations. The proposed MAT will serve a 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. Manoa's 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. UH Hilo's 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 incentive for the MAT degree. Affording college graduates the opportunity to earn credits toward an advanced degree and qualify for a teaching license allows UH Hilo to remain relevant in national options for future teachers.

As indicated in the following table, most public and private universities in Hawaii offer graduate teacher preparation programs that incorporate licensure within the Master's degree.

**Hawaii Institutions offering Master's Degree Programs Leading to Teacher Licensure\***

UH Hilo Education	UH Hilo Kahuwaiola	UH Manoa	Chaminade University	University of Phoenix Hawaii	Hawaii Pacific University
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*\* UH West Oahu and BYUH offer only B.Ed. degrees*

**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 or 3.0 in last 60 credits	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*



## **Program Curriculum and Requirements**

The MAT, which incorporates both initial teacher licensure and rigorous field-based research, focuses on pedagogy, national standards, and educational theory.

### **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).

**Curriculum framework.** 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 guided by standards established by the National Council of Accreditation for Teacher Education (NCATE) and is aligned with quality principles established by the Teacher Education Accreditation Council (TEAC).

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. The InTASC standards are categorized generally in four groups: (1) The Learner and Learning, (2) Content, (3) Instructional Practice, and (4) Professional Responsibility. These categories guide the development of professional educators and lead to state licensure.

**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 (1) the initial teaching license issued by the Hawai'i Teacher Standards Board, and (2) employment with Highly Qualified Teacher (HQT) status, as mandated by the federal No Child Left Behind Act, and continuation to Phase II of the MAT degree program.

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

#### **MAT Program Curriculum Phases and Outcomes**

<b>Master of Arts in Teaching Degree Program: Semester Schedule</b>				
<b>Phase I: Initial Licensure</b>			<b>Phase II: MAT Degree</b>	
<b>Year One *</b>			<b>Year Two **</b>	
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 as well as a BOR graduate certificate			** 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. The curriculum incorporates both rigorous university coursework and relevant K-12 classroom-based



field experience. All MAT courses are required; there are no electives. The required courses for the elementary (grades K-6) and secondary (grades 7-12) programs are listed in separate charts below and described in Appendix 3 (behind tab E). Course syllabi are provided in Appendix 4 (behind tab F).

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

<b>PHASE I graduate coursework culminating in teacher licensure (30 cr)</b>		
<b>SUMMER (6 cr)</b>	<b>FALL (14 cr)</b>	<b>SPRING (10 cr)</b>
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)	
<b>PHASE II continued graduate coursework culminating in the MAT degree (6 cr)</b>		
	<b>FALL (3 cr)</b>	<b>SPRING (3 cr)</b>
	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

<b>PHASE I graduate coursework culminating in teacher licensure (30 cr)</b>		
<b>SUMMER (6 cr)</b>	<b>FALL (14 cr)</b>	<b>SPRING (10 cr)</b>
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)	
<b>PHASE II continued graduate coursework culminating in the MAT degree (6 cr)</b>		
	<b>FALL (3 cr)</b>	<b>SPRING (3 cr)</b>
	ED 680 (3 cr) Teacher as Researcher I (Ebersole, Masuda, Zulich)	ED 681 (3 cr) Teacher as Researcher II (Barrett, Kalvaitis, Ray)

#### Additional Requirements

- 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.



## **Delivery Formats**

The MAT program is offered through campus-based and web-based formats. Faculty have taken great care to assure that both program offerings meet the same requirements and that candidates are held to similar requirements and receive equal access to advising and support. The delivery format for the cohort program is presented in Appendix 5 (behind tab G).

**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 Lulima, 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 Lulima.

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 21<sup>st</sup> 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 Boards, 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.

## **Program Admission and Transfer**

**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](http://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.

1. ED 341 (3 cr) Literacy Development in the Elementary School
2. ED 343 (3 cr) Math for Elementary School Teachers
3. ED 347 (3 cr) Integrated Science/Social Studies for Elementary School

**Personal statements.** All applicants must provide two statements:



1. Documenting previous experiences working with children or adolescents, particularly in structured learning environments
2. 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, 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 or experience.

### **Assessment of Student Performance and Program Effectiveness**

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

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 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,
  - conduct a self-study report that focuses on goals for program completers, relies on evidence used by the faculty, and is part of a cycle of continuous improvement, and
  - host a site visit audit to verify the self study.

Student mastery of content and professional skills will be evaluated by systematic assessment of actual student work and performance. The MAT program outcomes, expected proficiency measures aligned with key assessments, and schedule of assessment activities are presented in Appendix 6 (behind tab H).

The overall program learning outcomes are identified progressively through Phase I and Phase II. Phase I represents a key assessment checkpoint, and candidate mastery is based on the 2011 Model Core Teaching Standards established by the Interstate Teacher Assessment and Support Consortium (InTASC). 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. 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. While MAT Phase I courses are mapped to these knowledge areas, Phase II courses required for completion of the master's degree comprise continued application and further documentation of these knowledge areas. As shown in the table in Appendix 7 (behind tab I), InTASC standards are targeted in all courses across the curriculum.

## **Resources Required and Resources Available**

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. (*BOR 6. Demands for Resources*)

## **Faculty**

The Education Department has a sufficient number of well-qualified faculty to deliver the proposed program.

**Qualifications.** The proposed MAT program will be taught by six tenure-track faculty and one instructor; faculty qualifications are presented in Appendix 8 (behind tab J). All fulltime faculty contribute to the program in the following areas: curriculum development, instruction, advising, field work supervision, department governance, and service to the department, the university, and the community. In addition, each fulltime faculty must engage in scholarly activities and publish research results. Faculty CVs, as presented in Appendix 9 (behind tab K), indicate the range of activities in which each fulltime faculty is expected to be engaged.

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

**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 Lulima 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 Appendix 10 (behind tab L).

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
- Interlibrary loans of materials are available from other libraries both within the UH system and from mainland libraries (some fees and restrictions may apply).
- Mookini Library is in the process of implementing the ILLiad system for loans of materials to/from libraries outside the UH System.



	A	B	C	D	E	F	G	H	I	J	K
1	<b>Academic Program Cost and Revenues Template: Distance Education Delivery Components</b>										
2											
3	ENTER VALUES IN HIGHLIGHTED CELLS ONLY										
4	CAMPUS/Program										
5	Education: Teaching MA										
6	Projected Years Provisional										
7	Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Year 7 Year 8										
8	2012/13 2013/14 2014/15 2015/16 2016/17										
9	ENTER ACADEMIC YEAR (i.e., 2004-05)										
10	Students & SSH										
11	A. Headcount Enrollment (fall)										
12	B. Annual SSH										
13	Direct and Incremental Program Costs Without Fringe										
14	C. Instructional Cost without Fringe										
15	C1. Number (FTE) of FT Faculty/Lecturers										
16	C2. Number (FTE) of PT Lecturers										
17	D. Other Personnel Costs (**fld supervisors)										
18	E. Unique Program Costs (*coop teachers)										
19	F. Total Direct and Incremental Costs										
20	Revenue										
21	G. Tuition										
22	Tuition rate per credit (*proposed GR res rate)										
23	H. Other										
24	I. Total Revenue										
25	J. Net Cost (Revenue)										
26	Program Cost per SSH With Fringe										
27	K. Instructional Cost with Fringe/SSH										
28	K1. Total Salary FT Faculty/Lecturers										
29	K2. Cost Including Fringe of K1										
30	K3. Total Salary PT Lecturers										
31	K4. Cost Including Fringe of K3										
32	L. Support Cost/SSH										
33	Non-Instructional Exp/SSH										
34	System-wide Support/SSH										
35	Organized Research/SSH										
36	M. Total Program Cost/SSH										
37	N. Total Campus Expenditure/SSH										
38	Instruction Cost with Fringe per SSH										
39	K. Instructional Cost/SSH										
40	O. Comparable Cost/SSH										
41	Program used for comparison: MAN, Col of Ed, Graduate 0910										
42	Reviewed by campus VC for Administrative Affairs: (date)										
43	Instructions										
44	Please include an explanation of this template in your narrative.										
45	A. Headcount Enrollment: Headcount enrollment of majors each Fall semester. Located at url: <a href="http://www.irc.hawaii.edu/maps/mtitles.asp">http://www.irc.hawaii.edu/maps/mtitles.asp</a>										
46	B. Annual SSH: Course Registration Report located at <a href="http://www.irc.hawaii.edu/maps/mtitles.asp">http://www.irc.hawaii.edu/maps/mtitles.asp</a> . Add the SSH for the Fall and Spring reports to obtain the annual SSH. This is all SSH taught by the program, including to non-majors.										
47	C. Instructional Cost without Fringe (automated calculation): Direct salary cost for all faculty and lecturers teaching in the program.										
48	C1. Number of full time faculty and lecturers who are ≥ 5 FTE.										
49	C2. Number of part time lecturers who are < 5 FTE.										
50	D. Other Personnel Cost: Salary cost (part or full time) for personnel supporting the program (APT, clerical lab support, advisor, etc.) This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
51	E. Unique Program Cost: Costs specific to the program for equipment, supplies, insurance, etc. For provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment and add 4% per year for inflation thereafter.										
52	F. Total Direct and Incremental Cost: C + D + E										
53	G. Tuition: Annual SSH X resident tuition rate/credit										
54	H. Other: Other sources of revenue including grants, program fees, etc. This should not include in-kind contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template.										
55	I. Total Revenue: G + H										
56	J. Net Cost: F - I. This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e., revenue in excess of cost.) If there is a net cost, please explain how this cost will be funded.										
57	K. Instructional Costs with Fringe/SSH: (K2 + K4) / B										
58	K1. Salaries without Fringe of Full Time Faculty and Lecturers who are ≥ 5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
59	K2. K1 X 1.35										
60	K3. Salaries without Fringe for Lecturers who are < 5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
61	K4. K3 X 1.05										
62	L. Support Cost/SSH: The campus' non instructional expenditure/ssh + systemwide support - organized research (UHM only) as provided by UH Expenditure Report ( <a href="http://www.hawaii.edu/budget/expand.html">http://www.hawaii.edu/budget/expand.html</a> )										
63	For example, from the 2005-06 UH Expenditure Report, the support expenditure/ssh per campus is:										
64	UHM \$382.00 + \$60 = \$112 for organized research = \$330										
65	UHH \$278 + \$40 = \$318										
66	UHWO \$179.00 + \$32 = \$211										
67	HawCC \$111.00 + \$33 = \$144										
68	HonCC \$168.00 + \$38 = \$206										
69	KapCC \$114.00 + \$30 = \$144										
70	KauCC \$346.00 + \$68 = \$414										
71	LeeCC \$112.00 + \$28 = \$140										
72	MauiCC \$175.00 + \$39 = \$214										
73	WinCC \$257.00 + \$44 = \$301										
74	M. Total Program Cost/SSH: K + L										
75	N. Total Campus Expenditure/SSH: Taken from UH Expenditures Report. For example, for 2005-2006: UHM = \$799-112 (organized research) = \$687, UHH = \$528, UHWO = \$429, HawCC = \$329, HonCC = \$375, KapCC = \$300, KauCC = \$677, LeeCC = \$279, MauiCC = \$385, WinCC = \$442										
76	O. Comparable Program/Division Instructional Cost/SSH: Taken from UH Expenditures Report ( <a href="http://www.hawaii.edu/budget/expand.html">http://www.hawaii.edu/budget/expand.html</a> ) or campus data, as available. Please note in the space provided, the program used for the comparison.										
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## 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.** With attrition, 36 students are projected to complete Phase II in the second, third, fourth, and fifth year of program implementation, to qualify for the Master's degree. Break-even enrollment is 19 students per cohort.

Year 1 =	Cohort 1	45 students x 30 cr.	= 1,350 SSH
Year 2 =	Cohort 2	45 students x 30 cr.	= 1,350 SSH
	Cohort 1	36 students x 6 cr.	= 216 SSH
	Year 2 TOTAL		= 1,566 SSH
Year 3 =	Cohort 3	45 students x 30 cr.	= 1,350 SSH
	Cohort 2	36 students x 6 cr.	= 216 SSH
	Year 3 TOTAL		= 1,566 SSH
Year 4 =	Cohort 4	45 students x 30 cr.	= 1,350 SSH
	Cohort 3	36 students x 6 cr.	= 216 SSH
	Year 4 TOTAL		= 1,566 SSH
Year 5 =	Cohort 5	60 students x 30 cr.	= 1,800 SSH
	Cohort 4	36 students x 6 cr.	= 216 SSH
	Year 5 TOTAL		= 2,016 SSH

## Direct and Incremental Program Costs

**Instructional Costs.** Years 1-4 require 2.71 FTE faculty, and Year 5 requires 3.0 FTE faculty.

**Other Personnel Costs = Field supervisors.** University field supervisors are casual hires who monitor teacher candidates in their field placements. Field supervision comprises site visits, conferences, and evaluations per year equal to .5 credits. 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.

Year 1	Cohort 1	45 candidates = 22.5 credit hours	= \$34,155
Year 2	Cohort 2	45 candidates = 22.5 credit hours	= \$35,010
Year 3	Cohort 3	45 candidates = 22.5 credit hours	= \$36,068
Year 4	Cohort 4	45 candidates = 22.5 credit hours	= \$37,147
Year 5	Cohort 5	60 candidates = 30 credit hours	= \$49,530

**Unique Program Costs = Cooperating teachers.** Required field placement of teacher candidates involves the cost of school-based cooperating teachers. Each candidate is placed with one cooperating teacher per year; the stipend provided to cooperating teachers = \$175 per year.

Year 1	Cohort 1	45 cooperating teachers x \$175 per year = \$ 7,875
Year 2	Cohort 2	45 cooperating teachers x \$175 per year = \$ 7,875
Year 3	Cohort 3	45 cooperating teachers x \$175 per year = \$ 7,875
Year 4	Cohort 4	45 cooperating teachers x \$175 per year = \$ 7,875
Year 5	Cohort 5	60 cooperating teachers x \$175 per year = \$10,500

**Tuition.** Using DRAFT proposed UH Hilo tuition rates for 2012-2016 being circulated August 2012, by system OEVPA/P, tuition revenue is based on the proposed graduate resident rate, across the five years of program implementation.

**Explanation of Program Cost per SSH with Fringe.** Uses proposed 1<sup>st</sup> yr course offerings (SH taught) and proposed 1<sup>st</sup> yr instructional assignments with assigned faculty member's actual salaries of AcYr 2011-12—divided by 24—to calculate faculty member's "workload unit cost". Workload unit cost is multiplied by course semester hours taught "towards this program" to identify instructional cost per class or per academic year.

Consistent with July 2011 faculty contract agreements, calculated instructional cost is increased by 5% each year.

#### **Comparable Cost**

The UH Manoa College of Education 0910 graduate programs were used as comparable programs.



## Appendices

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Appendix	Content
1	Relationship to Board of Regents (BOR) Criteria
2	Letters of Support
3	Course Descriptions
4	Course Syllabi
5	Delivery Formats for Program Courses
6	Program Plan for Direct Assessment of Student Achievement
7	Curriculum Map
8	Summary of Faculty Qualifications
9	Faculty Curriculum Vitae
10	Library Resources

## **Appendix 1**

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### **RELATIONSHIP TO BOARD OF REGENTS (BOR) CRITERIA E5.201**

The proposed MAT program is in concert with criteria set forth by the University of Hawai'i Board of Regents, as described in greater detail in respective sections of the proposal. Highlights include:

#### **1. Program Objectives**

The MAT seeks to prepare highly qualified teachers for Hawaii's public and private elementary and secondary classrooms. As such, the MAT is a commitment to our island community. The MAT program outcomes, aligned with the most current national standards, are described in detail beginning page 7 in the proposal. Specifically, student learning outcomes include proficiency in the following:

**Learner Development**

**Learning Differences**

**Learning Environments**

**Content Knowledge**

**Application of Content**

**Assessment**

**Planning for Instruction**

**Instructional Strategies**

**Professional Learning and Ethical Practice**

**Leadership and Collaboration**

#### **2. Program Objectives as Appropriate Functions of the College and University**

The MAT program is consistent with a new UH Hilo Strategic Plan 2011-2015, which is anticipated to be approved by the UH Board of Regents in the 2011-2012 academic year. The MAT will be offered via distance delivery, contributing to greater island-wide, and eventually statewide access for those seeking to enter the teaching profession. Also, 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. The program objectives are described fully, beginning on page 7 of the proposal.

#### **3. Program Organization**



The curriculum, requirements, admission policies, advising and counseling and other aspects of program operation are described fully in relevant sections, beginning on page 13 of the proposal.

**4. Anticipated Program Enrollment**

The target population and anticipated enrollment are described in narrative and graph form, beginning on page 10 of the proposal.

**5. Required Resources**

Resources required for the implementation and first cycle of the proposed MAT program are described in detail in respective sections of the proposal, including Appendices.

**6. Program Efficiency**

The Cost/Revenue projections of the MAT program are presented in the proposal, beginning on page 24.

**7. Program Effectiveness**

The assessment system and program learning goals are described beginning on page 20 of the proposal, and in respective Appendices.

## **Appendix 2**

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### **LETTERS OF SUPPORT**

Letters from supporters listed below are provided on the following pages.

- Daniel K. Inouye, Senator and Chairperson for Committee on Appropriations, United States Senate
- Dwight Takamine, Director, Hawai'i Department of Labor and Industrial Relations
- Mark M. Nakashima, State Representative and Vice-Chair of Committee on Higher Education, Hawai'i House of Representatives
- Clift Tsuji, State Representative and Chairperson of Committee on Agriculture, Hawai'i House of Representatives
- Wil Okabe, President, Hawai'i State Teachers Association
- Valerie Takata, Superintendent, Hilo-Laupahoehoe-Waiakea Complex Area, Hawai'i Department of Education



DANIEL K. INOUE  
HAWAII

COMMITTEE ON APPROPRIATIONS,  
CHAIRMAN  
SUBCOMMITTEE ON DEFENSE,  
CHAIRMAN

COMMITTEE ON COMMERCE,  
SCIENCE, AND TRANSPORTATION

COMMITTEE ON INDIAN AFFAIRS

DEMOCRATIC STEERING AND COORDINATION  
COMMITTEE

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## United States Senate

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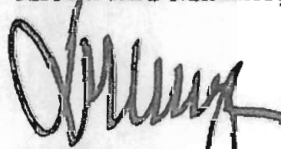
**February 2, 2011**

**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. INOUE  
United States Senator

DKI:phdw  
cc: Delbert Nishimoto



**STATE OF HAWAII  
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS**

830 PUNCHBOWL STREET, ROOM 321  
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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.



Dr. Randy Hirokawa  
March 1, 2011  
Page 2

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,

A handwritten signature in black ink, appearing to read "Dwight Takamine", with a stylized flourish at the end.

DWIGHT TAKAMINE



Mark M. Nakashima



# 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

Mark M. Nakashima  
First District  
repnakashima@capitol.hawaii.gov

Twenty-Sixth Legislature  
415 South Beretania Street Room 406  
Honolulu, Hawaii 96813

Telephone (808)586-8680  
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Vice Chair  
Committee on Higher Education  
Member  
Committee on Education  
Committee on Energy & Environmental Protection  
Committee on Housing  
Committee on Water, Land, & Ocean Resources





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

A handwritten signature in dark ink, appearing to read "CLIFT TSUJI", with a long, sweeping underline.



1200 Ala Kapuna Street • Honolulu, Hawaii 96819  
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**Wil Okabe**  
President

**Karolyn Mossman**  
Vice President

**Joan Kamila Lewis**  
Secretary-Treasurer

**Alvin Nagasako**  
Executive Director

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 HAWAII  
DEPARTMENT OF EDUCATION  
HAWAII DISTRICT  
75 AUPUNI STREET, RM. 203  
HILO, HAWAII 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 21<sup>st</sup> 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,

A handwritten signature in cursive script, appearing to read "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.

## Appendix 3

### 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.



Course	Title	Description
ED 654	Technology for Instruction and Assessment	Introduction to the application of educational multimedia technology in 21 <sup>st</sup> century teaching and learning. Development of relevant learning experiences and authentic assessments incorporating contemporary tools and resources to maximize content learning in varied contexts.
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.

Course	Title	Description
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.