October 21, 2011

MEMORANDUM

TO: Reed Dasenbrock, Vice Chancellor for Academic Affairs
   University of Hawai‘i at Mānoa

FROM: Christine Sorensen, Dean
       College of Education

SUBJECT: College of Education Three Year Progress Report on Accreditation

Per your office’s request, please see attached the requested three year program review report summarizing progress the University of Hawai‘i at Mānoa College of Education has made from 2009-2011 in addressing issues for continuing national accreditation.

Please let me know if there are any questions, or if any further information is needed.

cc: Nathan Murata, COE Interim Associate Dean
    Beth Pateman, COE Assessment Coordinator

Attachments
College of Education
Three Year Progress Report on Accreditation
October 2011

This report summarizes progress the University of Hawaii at Manoa College of Education (UHM-COE) has made toward continuing national accreditation during 2009-2011. The National Council for the Accreditation of Teacher Education (NCATE) first accredited the College ("unit") in 2001. The College had its next site visit in Spring 2007, which resulted in Continuing Accreditation for initial programs (those for initial teacher licensure) through Spring 2014, and Continuing Accreditation with Conditions for advanced programs (those for practicing teachers and other school personnel). A subsequent virtual Focused Visit in Fall 2009 resulted in Continuing Education for advanced programs through Spring 2014. During the Unit Assessment (UA) process, NCATE identified several Areas for Improvement (AFIs), which are addressed in this report.

In addition to Continuing Accreditation at the unit level, NCATE requires individual College programs (e.g., special education) to submit program reports for recognition by Specialized Professional Associations (e.g., Council for Exceptional Children), NCATE, or the Hawaii Teacher Standards Board (HTSB). The HTSB is the agency responsible for granting our programs official status as state approved teacher education programs (SATEP). All College programs currently are recognized and those for initial licensure are state approved. However, this report also describes efforts the programs have made to address weaknesses identified for initial and advanced programs during the review process.

UHM-COE national SPA recognition status is documented on the NCATE website (www.ncate.org) and listed in Attachment A for the following programs: Early Childhood Education, Educational Technology, Elementary Education, Elementary and Special Education, English, ESL, Mathematics, Physical Education, Science, Social Studies, Special Education Deaf Education, Special Education Mild/Moderate Disabilities, Special Education Severe to Profound Disabilities, and World Languages. With the exception of Educational Technology, UHM-COE advanced programs are reviewed by NCATE as part of Unit Assessment rather than by SPAs and are not listed separately on the NCATE website.

The Hawaii Teacher Performance Standards, set by HTSB, mirror those of NCATE. The HTSB website (www.htsb.org) provides a matrix of SATEP for each Institute of Higher Education (IHE) in Hawaii (Attachment B). Approved UHM-COE traditional programs are: BEd Elementary, BEd Elementary and Early Childhood, BEd Elementary and Special Education, BS in Kinesiology and Rehabilitation Science, Physical Education, and BEd in Secondary Education (English, Foreign Language, Mathematics, Science, Social Studies). Approved UHM alternative route programs are: PBCSE in Secondary Education (English, ESL, Fine Arts, Foreign Language, Mathematics, Physical Education, Science, and Social Studies); PBCSPED in mild/moderate or severe/autism; MEdT in Elementary, English, Math, Science, and Social Studies; and MEdT in Hawaiian Immersion and Hawaiian Language. Three UHM-COE SATEP (Fine Arts, Hawaiian Immersion, and Hawaiian Language) appear only on the HTSB list because NCATE has no specialized professional associations to review these content areas.
Attachment C lists each College of Education program area and its current national recognition status. Attachment D summarizes commentary made by reviewers during the review process. Attachment E is a list of the professional associations involved in the reviews.

**Initial Licensure Preparation Programs**

Initial licensure programs prepare candidates for their first teaching license. The Hawaii Teacher Standards Board must recognize these programs as SATEP in order for the College to recommend candidates to the state for licensure. Hawaii’s State Partnership with NCATE calls for programs to be reviewed by SPAs whenever possible. If no SPA exists for a content area, HTSB conducts the program review. The UHM-COE initial licensure programs are as follows.

**Elementary Education (BEd and MEdT)**

The Elementary Education initial preparation programs include three Bachelor of Education (BEd) options: Elementary Education, Dual Licensure in Elementary and Special Education, and Dual Licensure in Elementary and Early Childhood Education. Candidates who already hold a bachelor’s degree can pursue initial K-6 licensure through the Master of Education in Teaching (MEdT).

The Association for Childhood Education International (ACEI) nationally recognized the Elementary Education BEd through 2015. ACEI noted the need for additional data collection cycles. Because faculty members have continued to improve their assessments, and collect and analyze data since the initial review, sufficient data are available for the next report, due in Fall 2012.

The Dual Elementary and Early Childhood Education BEd received an initial decision of national recognition with conditions and submitted a follow-up response in Spring 2011. In August 2011, the program received full national recognition through 2014 by the National Association for the Education of Young Children (NAEYC). NAEYC noted that some assessments appeared to be in draft rather than final form and asked the program to ensure that final versions are submitted. We are prepared to do that.

The Council for Exceptional Children (CEC) nationally recognized the Dual Elementary and Special Education BEd through 2013. CEC recommended further development of the rubrics associated with some of the assessments, which faculty members have completed.

The Elementary MEdT is nationally recognized by ACEI through 2015. ACEI indicated that the faculty should continue to refine assessments, gather data, and analyze results, all of which have been done.

**Secondary Education (BEd, PBCSE, and MEdT)**

The Secondary Education initial licensure programs include the Bachelor of Education (BEd), Post Baccalaureate Certificate in Secondary Education (PBCSE), and Master of Education in
Teaching (MEdT). Although secondary candidates are enrolled in a general secondary education program, NCATE requires separate reporting for each discipline (e.g., English, mathematics). Thus, each content area is required to submit a separate program report to its designated SPA, or to HTSB if no SPA exists.

In preparing for the 2007 NCATE visit, the College not only prepared separate reports for the various content areas but also submitted multiple reports within content areas. Thus, rather than linking the BEd, PBCSE, and MEdT data for a combined social studies report to the National Council for the Social Studies (NCSS), the College submitted three separate reports. Subsequent discussions with NCATE and new leadership in the College revealed that linking reports makes a great deal more sense. For the Fall 2012 review, the BEd and PBCSE reports, which have identical assessments, will be linked into one report for each SPA, with data disaggregated by level.

NCATE also recommended a new option called the Initial Licensure/Post-Baccalaureate (IL/PB) Program Report for the secondary Master of Education in Teaching. The Guidelines for Submitting Initial Licensure/Post-Baccalaureate Program Reports allow the MEdT program to submit one combined report for all four secondary content areas (English, mathematics, science, and social studies), which have identical assessments, disaggregating data by content area. The IL/PB guidelines state:

Many secondary post-baccalaureate programs have been developed for candidates who enter the program already having been prepared in the content area; typically candidates enter the program with an undergraduate major in the field. Many of these are MAT programs although in a few institutions these are called MEd programs. Most post-baccalaureate and alternate pathways programs are also designed to prepare candidates who come into the program with appropriate content area preparation. For the purpose of this discussion, these will all be called “Initial License/Post-Baccalaureate (IL/PB)” programs. This discussion includes only those programs in the five secondary academic content areas: English, math, science, social studies, and foreign language. This does not include programs in special education, elementary education or other areas.

Programs will be required to submit a single report, addressing a single set of standards (based on the SASB Task Force principles) that focus on Content Knowledge, Content Pedagogy, Learning Environments and Professional Knowledge and Skills. Programs will have to show how candidates in their programs are meeting the standards. This process does not lead to national recognition by a SPA but will lead to “NCATE national recognition.” A new program report template has been developed. It is available on the NCATE Web site.

The MEdT meets the specifications for an IL/PB program and is preparing for a new combined program report in Fall 2012, rather than four individual SPA reports. Margie Crutchfield, NCATE Vice President for Program Review, approved the deferral of individual content area reports as the MEdT program prepares its new combined submission (Attachment F).
English Language Arts

The National Council for Teachers of English (NCTE) recognized the BEd in English Language Arts through 2015. Reviewers cautioned against reporting individual candidate data (by candidates’ initials) and noted additional improvements and data collection needed for some of the assessments. The program is prepared to address these requirements in Fall 2012. In the 2007 review, the PBCSE was nationally recognized with conditions through 2010. The program did not submit a revised PBCSE report because the program was considering a new IL/PB report at the secondary level. NCATE advised against the IL/PB report for the PBCSE and recommended linking the BEd and PBCSE reports instead for a combined report to NCTE in Fall 2012 (Attachment F).

The MEdT in English Language Arts was recognized with conditions though February 2011. As noted previously, the English Language Arts data will be submitted with the new MEdT IL/PB combined report in Fall 2012.

Mathematics

The National Council for Teacher of Mathematics (NCTM) recognized the BEd through 2015. NCTM noted the need for algebra coursework and the integration of technology into the methods courses. The program has worked on integrating technology and revising course descriptions. However, requirements have not yet been changed to ensure that all candidates have the necessary background in algebra, and discussions on this issue are in progress. The BEd and PBCSE will link their reports for the Fall 2012 review, as described for English Language Arts.

The MEdT in mathematics earned recognition with conditions through Fall 2010. Rather than submit a revised program report to NCTM, the mathematics data will become part of the new MEdT IL/PB combined report submitted in Fall 2012.

Science

The National Science Teachers Association (NSTA) recognized the Science BEd through 2014. Some of the science assessments were selected as exemplars and are featured on the NCATE website. In Fall 2012, the BEd and PBCSE will link their reports for NSTA review, as described previously.

The Science MEdT also was nationally recognized by NSTA through Spring 2014. Rather than submit a revised program report to NSTA, the science data will become part of the new MEdT IL/PB combined report submitted in Fall 2012.

Social Studies

The National Council for the Social Studies (NCSS) recognized the Social Studies BEd through 2015. NCSS recommended better analysis of Praxis content exam data and the need to address
NCSS themes in some of the assessments. Faculty members are working on these issues. The BEd and PBCSE will link their reports for the Fall 2012 review.

The Social Studies MEdT was recognized with conditions through February 2011. NCSS indicated the need for stronger transcript analysis as part of the admission process. Rather than submit a revised program report to NCSS, the social studies data will become part of the new MEdT IL/PB combined report submitted in Fall 2012.

*Arts (Fine Arts and Theater & Dance)*

The College offers a PBCSE in Fine Arts, focused on the visual arts. NCATE has no SPA for the arts, so this program was reviewed and recognized by HTSB through 2014.

Enrollment in the arts education programs is low. Thus, the Deans of Education and Arts and Humanities (Dr. Tom Bingham) called a joint meeting with faculty from their respective colleges to discuss potential solutions. Ideas currently being explored include (1) revamping the PBCSE program to streamline and make it more appealing to fine arts majors, (2) exploring the option of including arts candidates in the MEdT program, and (3) developing a stand-alone set of courses or certificate for Elementary BEd candidates, who would then be eligible for dual licensure in elementary education and the arts. The College has asked HTSB for its reaction to approving a general arts license that would include both visual and performing arts.

The PBCSE in theater and dance did not undergo review in the last cycle, and there were no students enrolled at that time. More recently, one student was enrolled in the PBCSE program with an interest in Dance and Theater. College of Education faculty members are working with faculty in the Theater Department to apply for HTSB recognition of this program in Fall 2012.

*English for Second Language Learners (ESL)*

The Teachers of English to Speakers of Other Languages (TESOL) recognized the ESL PBCSE program with conditions through March 2012. TESOL noted the need to strengthen assessments and rubrics, incomplete faculty information, and the fact that the three completers did not provide enough data to determine program effectiveness. The College has advertised for an additional faculty member and has plans to further develop faculty strength in this field.

Since the last review, NCATE has adopted new rules regarding low enrollment or “small programs” as follows: “In Spring 2011, Fall 2011, and Spring 2012, NCATE will defer review of low-enrollment programs, defined as programs with ≤ 5 completers in the last three years (in total). During this year, NCATE staff will work with states, institutions, and SPAs to develop a new strategy for review of these programs that will provide quality assurance but may not lead to SPA recognition.”

Programs with fewer than five completers are no longer subject to separate SPA review but are covered under the umbrella NCATE unit review. HTSB has verified that our ESL program will continue to be approved under the new rules (Attachment G). Because of this NCATE policy shift, the College is not required to submit a follow-up report to TESOL. The program will be
included in the general NCATE review in 2014. If the number of program completers increases prior to then, the program will submit a full report to TESOL in preparation for the 2014 review.

During the past year, the Dean of Education has talked with the Dean of Languages, Literature, and Linguistics (LLL), Dr. Robert Bley-Vromen, about strategies to increase interest in the ESL endorsement, as well as interest in licensure in world languages. One strategy is to better market the option to candidates enrolled in the newly approved LLL program in Second Language Studies. Once the College’s new ESL faculty member is hired, we will push for a redesign of the program to make it more appealing to potential candidates. Also, as a result of conversations with the Hawaii Department of Education (DOE) regarding the need for more ESL preparation in elementary levels, the Elementary Education program is developing new courses to meet those needs and is working with the DOE to develop a potential dual elementary/ESL program that would enable candidates to be recommended for licensure in both K-6 general elementary and K-6 ESL (Attachment H). Elementary faculty members also are redesigning their general program to include more ESL preparation.

Hawaiian Immersion and Hawaiian Language

The Hawaiian Immersion (K-12) and Hawaiian Language (7-12) programs are offered through the MEdT and conducted in collaboration with faculty members from the School of Hawaiian Knowledge. These program have no option for SPA review. Thus, HTSB reviewed and recognized these programs through 2014.

World Languages

Programs that lead to licensure in various world languages are offered via the BEd and PBCSE routes. The American Council on the Teaching of Foreign Languages (ACTFL) nationally recognized the BEd and PBCSE programs, submitted as a linked report, through Spring 2014. ACTFL expressed concerns about not requiring Native speakers to be assessed with the ACTFL assessments and/or use of the ETS tests rather than ACTFL tests. The COE Dean worked with HTSB to address concerns related to the testing of candidates for licensure in foreign languages. Previously, HTSB recognized only the ETS tests for licensure, which were limited to German, French, and Spanish.

New HTSB actions passed this last year now allow for use of either the ACTFL or ETS tests for those languages, as well as allowing ACTFL tests for all other languages for which ACTFL has developed tests. Unfortunately ACTFL has not developed tests for Hawaiian, Samoan, or Ilokano. HTSB has requested that ACTFL consider developing tests for Samoan and Ilokano. Because of the unique role of Hawaiian here and its status, not as a foreign language, but as an official language of Hawaii, HTSB has called a special workgroup to make recommendations for testing in Hawaiian. In addition, HTSB passed an action requiring Native speakers to take the ACTFL tests when available. The BEd and PBCSE programs will submit a combined report to ACTFL in Fall 2012.
Physical Education

A major in physical education is available through the BEd and PBCSE programs, which were recognized with conditions by the National Association for Sport and Physical Education (NASPE) until February 2012. NASPE cited issues related to the adequacy of assessments and rubrics, and the disaggregation of data. Faculty members redesigned the assessments and rubrics in question and submitted a follow-up report to NASPE in September 2011. The College will receive status notification in Spring 2012, and the BEd and PBCSE programs will submit a new linked report to NASPE in Fall 2012.

Career and Technical Education

The Career and Technical Education major was offered via the BEd and PBCE options, including concentrations in agriculture, family and consumer sciences, marketing education, office education, and trades and industry. These programs were reviewed by HTSB during the 2008-2009 academic year, resulting in a 2009 designation as low performing, which is reported to the U.S. Department of Education as part of its Title II requirements. Following that designation, the College terminated these programs. HTSB approved a plan to complete all students in the program within a one-year time frame and allow them to be licensed. The programs currently are closed with no plans to re-open them. The College has worked with Leeward Community College to help develop licensure programs to serve the DOE in these areas.

Special Education (PBSPED and MEd)

In addition to providing for special education licensing through the BEd dual option in elementary education, the College also provides programs for special education licensing in mild/moderate and severe/profound disabilities through its post-baccalaureate program in special education (PBSPED) and MEd program in special education. Deaf Education also is listed by NCATE as an approved program, but the state approval process has not been completed. Thus, this option is offered only occasionally in collaboration with a program from another state, with licensing going through that state. The initial reviews for the PBCSE programs by the Council for Exceptional Children (CEC) resulted in national recognition with conditions because of a lack of data. The revised report resulted in recognition through 2015. Recommendations for further improvement focused on more discrete presentation of data. The MEd program options for licensure also were approved by CEC through 2013. Since the time of the review, the College terminated the MEd licensure option, thus eliminating the need to undergo initial review through CEC during the next accreditation cycle. The non-licensure interdisciplinary MEd option will be reviewed as part of the overall NCATE unit review of all programs as it was in 2007 and 2009.

Advanced Preparation Programs

During the 2007 Unit Assessment, NCATE found that the advanced programs overall did not meet Standard 2 (Assessment System and Unit Evaluation). This condition led to a focused visit,
which was conducted in 2009. COE met Standard 2 for advanced programs, resulting in full continuing accreditation for UHM-COE.

The following NCATE statement explains how advanced programs are reviewed. “Advanced Teaching Programs: NCATE no longer requires programs to submit for SPA review, programs for the advanced preparation of teachers in the same discipline in which they were previously trained. This guideline does not apply to programs that prepare other school personnel. Advanced teaching programs will continue to have the option to seek national recognition if they so choose. Note that these programs are still part of the unit and must provide all necessary documentation for standard 1, etc.”

Advanced preparation programs are designed for educators but are not linked to licensure. This description applies to nearly all of the masters and doctoral options in the College. Only one program, the MEd in Educational Technology, underwent SPA (Association for Educational Communications and Technology/AECT) review and was nationally recognized. However, that SPA has withdrawn from NCATE, and the MEd in Educational Technology will be reviewed at the unit level with other advanced programs in 2014.

Other advanced programs reviewed and approved through 2014 as part of the NCATE Unit Assessment include the MEd programs in Curriculum Studies (including Middle Level Education), Early Childhood, Educational Administration, Educational Foundations, Educational Psychology, Kinesiology and Rehabilitation Science, and the PhD programs in Education (all specializations) and Educational Psychology.

In 2010, a new EdD program was approved in the College. The following NCATE statement explains its review of new programs. “New Programs: A unit can voluntarily submit a program report for a new program anytime between on-site visits if the program has been approved by the state. It must submit a program report for the new program as part of its scheduled program review cycle whether or not candidates have graduated from the program.” The new EdD program is not a licensure program and thus does not need approval from HTSB. It will be included in the next NCATE unit review cycle.

Other Programs

There are other programs in the College designed for non-school related professions. The Master of Science (MS) in Kinesiology and Rehabilitation Science (KRS) currently has three tracks reviewed by different accrediting bodies: the Council on Rehabilitation Education (CORE), Commission on Accreditation of Athletic Training Education (CAATE), and the National Athletic Training Association (NATA). All three accrediting bodies provided positive reviews. NATA issued accreditation through 2015, CORE through 2017, and CAATE through 2020.

The Rehabilitation Counseling program is the only one available in the state and is accredited through 2017 by CORE. CORE implemented a monitoring system that requires annual reports on progress related to specific conditions. All conditions noted in 2009 were addressed in the 2010 report, and all were found to have been met (Attachment I), with the exception of a concern related to the need for new faculty. Currently only one faculty member possesses the required
Certified Rehabilitation Counselor (CRC) designation. The College has prioritized a second position, and the Dean’s Council (chairs and directors) voted to request to fill that position for the 2012 academic year using internal college resources. Assuming that the request is approved, this concern will be addressed.

The College has the only two athletic training programs in the state. The COE prepares athletic trainers at the entry-level (CAATE accredited program) and the advanced level (NATA accredited program), although both are offered through the MS in KRS. Accrediting issues that must be addressed prior to the next visits include the need for (1) additional athletic trainer certified faculty (CAATE), (2) including more formalized biomechanics instruction in the program (NATA), and (3) more student mentoring (both CAATA and NATA). The first and third issues can be addressed by adding a faculty member who is certified. Accreditation now requires that the athletic training program director and the clinical educator be two different positions. Currently the program only has one faculty member who serves in both roles, but this will not be an acceptable administrative structure for the future. The department has listed that position as a priority for a tenure-track search for the 2013 academic year. The College plans to discuss this program with the Chancellor as it primarily serves the UH athletic programs.

The larger issue relates to the new CAATE requirement that the entry-level athletic training program must be a stand-alone degree program rather than a specialization by the 2014 academic year. The faculty and the department chair are aware of this issue and are working with the Associate Dean to develop the appropriate requests. The Associate Dean also has been asked to discuss the issues with the Director of Athletics, since the program currently provides services to Athletics as part of the training the students receive. Moving to a separate degree will have additional implications for staffing and resources, and once the report is received from the department, the Dean will schedule a meeting with the Chancellor to discuss these issues.

NCATE Unit Review Concerns

The 2007 NCATE report indicated an unmet standard for Standard 2 (Assessment System and Unit Evaluation) for advanced programs, which resulted in a Focused Visit in 2009. The advanced programs were successful in addressing the issues, and the College received full accreditation. The AFIIs from the 2007 visit and a summary of the report and AFIIs from the 2009 visit can be found in Attachment J.

There were three Areas for Improvement (AFIs) identified for Standard 2 in the 2007 review. The first AFI was for lack of evidence of consultation with the professional community outside of the COE (P-12 personnel, Arts and Sciences faculty, and others) in development and review of the assessment system. Since the visit, programs have been advised to review their assessments and their data with their Teacher Education Committees (TECs), which include both P-12 representatives and representatives from the arts and sciences areas outside of the College. Faculty provide reports to the Associate Dean’s office annually on what topics have been covered at the TEC meetings. In addition, the assessment system has been reviewed by the Dean’s Advisory Committee, which includes representatives from P-12, the arts and sciences (Arts and Humanities, Social Sciences, and Natural Sciences), and other community groups and
education stakeholder groups (see list of Advisory Council members in Attachment K). Minutes indicate that the assessment information has been discussed in these meetings.

A second AFI related to the need for evidence that assessments had been reviewed for fairness, consistency, and accuracy for both initial and advanced programs. The key areas of weakness were in the advanced programs. All advanced programs were reviewed during the focused visit and were successful in showing improvement in this area. All programs have been asked to address this issue in their future reports.

A third AFI indicated that the MEedT program did not have a system for collecting and analyzing candidate data, including dispositions. The MEedT program now has a complete system that is aligned with the required NCATE assessments, including dispositions.

Following the 2009 focused visit, these AFIs were found to be corrected for the advanced programs. However, new AFIs were identified, which included the need for data to be analyzed systematically and initiation of changes based on the data. Since the 2009 review, the College has implemented a new assessment management program called the Student Information System (SIS). Programs enter their assessment data into the SIS each semester and receive resulting data tables for their analysis and program improvement. Programs report to the Dean’s office each semester on changes initiated as a result of those reviews. Progress reports have been received from most of the program areas.

The other Standard where the 2007 review indicated an AFI was in Standard 6, which deals with the adequacy of facilities and resources for the program. The visiting team found that “space allocated to the unit for instruction, faculty, and research do not support learning, research and scholarship.” The team went on to state, “Current space allocation for faculty offices are inadequate, resulting in some faculty having to work from home, assigning an office that houses 16 full-time lecturers, converting storage rooms to offices, and assigning offices that are too small to accommodate a regular-size desk. Faculty members are teaching and candidates are learning in unhealthy, unsafe, and outdated classrooms. Research faculty who bring in multimillion dollar grants are confined to conducting their research in unhealthy buildings that have no air conditioning and in a shared space with graduate assistants, files, and documents related to research.”

While this finding did not keep the unit from being accredited, it continues to be a problem and has been cited in the two most recent NCATE visits. The space situation has not improved and in fact has worsened since the 2007 visit. With the 2014 NCATE visit quickly approaching, the College is concerned about our ability to show any progress at all in addressing this AFI.

The Dean has had multiple meetings with administration and with facilities and architectural engineering staff to discuss these issues. The College worked to prepare a request for planning funds following receipt of a settlement related to the building that was destroyed by fire in 2006. Approvals were received from UH Manoa administration to proceed with planning, including using funds to plan for future use of the entire site upon which the College of Education is located. Consultants were selected through the university-approved process and a request to the
Board of Regents was prepared. The College’s understanding is that the proposal was stopped at the system level in Fall 2010 and to date, no further progress has been made.

Following an email message to Chancellor Hinshaw and copied to Vice Chancellor Kathy Cutshaw in July 2011, additional attention was received on the repair and maintenance issues. Facilities personnel conducted an audit of College of Education space and toured the most inadequate spaces (UHS 1, UHS 2, and UH Annexes 1-4). Following that review, the College was asked to prepare a list of all needed repairs and maintenance in priority order and to submit that information to facilities. The information was conveyed from the College in early September.

Since that time, additional questions have been raised as the architectural engineers have sought to re-energize the request for use of funds for planning future facilities. The list of repairs and maintenance resulted in further meetings with staff from facilities. Facilities experts from UH have expressed concerns that UHS 1 and UHS 2 should be condemned and should not be inhabited, as they are unsafe and unhealthy. For Wist Annex 1 it appears there is agreement on the need for an exit door as a safety issue, and the College has agreed to pay for that repair. The long list of other repairs (Attachment L) has been estimated to cost more than $3.5 million. Facilities has indicated that it will commit only $200,000 toward the work, which will not even be enough to correct the electrical issues in the buildings according to the estimates provided by facilities (estimated at about $800,000 see Attachment M). Questions have been raised about the cost of completing repairs and maintenance for buildings that probably should be abandoned and demolished versus providing funds toward building more adequate facilities. In fact, one classroom in UHS1 has already been condemned and is not useable.

Currently in the two buildings (UHS 1 and UHS 2), there are approximately 50 College faculty and staff assigned to offices. In addition, there are four classrooms that are used for pre-service and in-service teacher preparation and two classrooms used by the ULS for their research programs conducted in collaboration with the Curriculum Research & Development Group (CRDG). The pre-service classrooms include those for teaching science methods and art methods. There are no other classrooms in the College that could be used for teaching either of these subjects. The ones being used currently in UHS 1 are completely inadequate for preparing candidates for today’s P-12 classrooms, but they are the only science and art classrooms available to the College.

To further complicate matters, the University has taken away space the College was using in Bilger Hall without providing any replacement space. We also hired new faculty. Two who are set to begin their careers at UHM in January 2012 still have no office space available for them. At this time, we are making plans to vacate two storage and copier rooms to become faculty offices for them. The College has made a request to the Vice Chancellor for Administration asking for additional space to be allotted to the College and even naming potential spaces. No response has been made to those requests.

Given recent conversations with staff from facilities regarding the repairs and maintenance and the general state of the buildings, and the looming deadline for submitting our accreditation report (Spring 2013), the Dean is working to call a meeting with the top UHM administrators to
discuss how best to deal with the situation. Hopefully that meeting will occur prior to the end of the Fall 2011 semester.

Final Questions

The memorandum from the office of the Vice Chancellor of Academic Affairs requesting this program update report also identified two issues that were not addressed as part of the NCATE process. The first was the status of the College’s request to change the name of the Post Baccalaureate programs to Professional Certification. Faculties in these programs voted initially and more recently confirmed their request that the name change proceed if possible, as it more accurately reflects what the post-baccalaureate programs are really about—completing a state approved teacher education program that will lead to professional licensure or certification as a teacher in Hawaii. A request to change the names has gone to the VCAA office.

The final question had to do with the TEACH grants that were inadvertently issued by the UHM Financial Aid office to our PBCSE and PBSPED candidates, although by federal policy they were ineligible to receive them. The Financial Aid office notified students of the error. Those who were issued the TEACH grants had their funds replaced by institutional funds. Financial Aid also verified (Attachment N) that students would not be required to fulfill their service obligations that they committed to in order to receive the TEACH grants. Financial Aid sent the students an email to inform them of this change.

This concludes our program review three-year follow up report. Should there be additional questions, please contact the Dean’s Office.