A sense of purpose, a sense of place: Preparing knowledgeable, effective, and caring educators to contribute to a just, diverse, and democratic society

The vision of the College of Education is to work as a community of educators who provide innovative research, teaching, and leadership in an effort to further the field of education and prepare professionals to contribute to a just, diverse, and democratic society. Our vision guides the direction and work of the college in and beyond Hawai‘i and is informed by a sense of purpose and a sense of place. The college recognizes its responsibility to enhance the well-being of the Native Hawaiian people, and others across the Pacific Basin, through education.
The College of Education (COE) Annual Productivity Data Report serves as an important resource. Data provide insight into trends and form a foundation for future planning.

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**Student Ethnicity**

1,829 TOTAL ENROLLMENT

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian or White</td>
<td>413</td>
</tr>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>360</td>
</tr>
<tr>
<td>Mixed Race (2 or more)</td>
<td>257</td>
</tr>
<tr>
<td>Japanese</td>
<td>199</td>
</tr>
<tr>
<td>Filipino</td>
<td>186</td>
</tr>
<tr>
<td>Mixed Asian</td>
<td>165</td>
</tr>
<tr>
<td>Chinese</td>
<td>72</td>
</tr>
<tr>
<td>African American or Black</td>
<td>33</td>
</tr>
<tr>
<td>Hispanic</td>
<td>32</td>
</tr>
<tr>
<td>Korean</td>
<td>31</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>17</td>
</tr>
<tr>
<td>Other Asian</td>
<td>12</td>
</tr>
<tr>
<td>Micronesian (not GC)</td>
<td>11</td>
</tr>
<tr>
<td>Samoan</td>
<td>8</td>
</tr>
<tr>
<td>Amer Indian or Alaskan Native</td>
<td>8</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>7</td>
</tr>
<tr>
<td>No Data</td>
<td>6</td>
</tr>
<tr>
<td>Mixed Pacific Islander</td>
<td>3</td>
</tr>
<tr>
<td>Guamanian or Chamorro</td>
<td>3</td>
</tr>
<tr>
<td>Tongan</td>
<td>3</td>
</tr>
<tr>
<td>Laotian</td>
<td>2</td>
</tr>
<tr>
<td>Asian Indian</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,829</td>
</tr>
</tbody>
</table>
Enrollment*

764 UNDERGRADUATE
(declared education as a major)
173 UNDERGRADUATE
(admitted to professional programs)
124 POST-BACCALAUREATE CERTIFICATE
521 MASTER’S
247 DOCTORAL
1,829 TOTAL ENROLLMENT

Undergraduate Degrees, Graduate Degrees, & Certificates Awarded

<table>
<thead>
<tr>
<th>Degree</th>
<th>FALL 12-SUM 13</th>
<th>FALL 13-SUM 14</th>
<th>FALL 14-SUM 15</th>
<th>FALL 15-SUM 16</th>
<th>FALL 16-SUM 17</th>
<th>FALL 17-SUM 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEd</td>
<td>206</td>
<td>178</td>
<td>169</td>
<td>181</td>
<td>104</td>
<td>102</td>
</tr>
<tr>
<td>BS</td>
<td>62</td>
<td>52</td>
<td>78</td>
<td>94</td>
<td>115</td>
<td>142</td>
</tr>
<tr>
<td>UNDERGRADUATE TOTAL</td>
<td>268</td>
<td>230</td>
<td>247</td>
<td>275</td>
<td>219</td>
<td>244</td>
</tr>
<tr>
<td>MEd</td>
<td>155</td>
<td>149</td>
<td>132</td>
<td>186</td>
<td>108</td>
<td>148</td>
</tr>
<tr>
<td>MEdT</td>
<td>54</td>
<td>35</td>
<td>28</td>
<td>33</td>
<td>39</td>
<td>43</td>
</tr>
<tr>
<td>MS</td>
<td>35</td>
<td>21</td>
<td>22</td>
<td>37</td>
<td>35</td>
<td>25</td>
</tr>
<tr>
<td>PCERT</td>
<td>65</td>
<td>69</td>
<td>59</td>
<td>48</td>
<td>49</td>
<td>62</td>
</tr>
<tr>
<td>PhD</td>
<td>38</td>
<td>36</td>
<td>33</td>
<td>25</td>
<td>26</td>
<td>17</td>
</tr>
<tr>
<td>EdD</td>
<td>23</td>
<td>1</td>
<td>1</td>
<td>25</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>GRADUATE TOTAL</td>
<td>347</td>
<td>333</td>
<td>275</td>
<td>329</td>
<td>282</td>
<td>297</td>
</tr>
</tbody>
</table>

* Total enrollment includes freshmen and sophomores who have declared education as a major
Teacher Candidates Recommended for Initial Licensure

FALL 16–SUM 2018

<table>
<thead>
<tr>
<th>Program</th>
<th>FALL’16–SUM’17</th>
<th>FALL’17–SUM’18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education &amp; SPED-BEd</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>Elementary Education &amp; Early Child-BEd</td>
<td>14</td>
<td>38</td>
</tr>
<tr>
<td>Elementary Education-BEd</td>
<td>25</td>
<td>17</td>
</tr>
<tr>
<td>Secondary Education-BEd</td>
<td>44</td>
<td>21</td>
</tr>
<tr>
<td>Kinesiology &amp; Rehab Science–BS</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Multilingual Learning &amp; Elementary Education-BEd</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Secondary Education–PCERT</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>Special Education–PCERT</td>
<td>43</td>
<td>34</td>
</tr>
<tr>
<td>Elementary Education–MEdT</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>Secondary Education–MEdT</td>
<td>45</td>
<td>14</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>193</strong></td>
<td><strong>246</strong></td>
</tr>
</tbody>
</table>

Students Pursuing Teacher Licensure*

TOTAL NUMBER= 471

* Total enrollment does not include freshmen and sophomores
### Master's Students

**TOTAL NUMBER (2017–18) = 521**

<table>
<thead>
<tr>
<th>Program</th>
<th>FALL'16-SUM'17</th>
<th>FALL'17-SUM'18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Studies-MEd</td>
<td>101</td>
<td>108</td>
</tr>
<tr>
<td>Early Childhood Education-MEd</td>
<td>32</td>
<td>20</td>
</tr>
<tr>
<td>Educational Administration-MEd</td>
<td>60</td>
<td>58</td>
</tr>
<tr>
<td>Educational Foundations-MEd</td>
<td>55</td>
<td>23</td>
</tr>
<tr>
<td>Educational Psychology-MEd</td>
<td>26</td>
<td>31</td>
</tr>
<tr>
<td>Learning Design &amp; Technology-MEd</td>
<td>58</td>
<td>61</td>
</tr>
<tr>
<td>Special Education-MEd</td>
<td>117</td>
<td>99</td>
</tr>
<tr>
<td>Master of Educ in Teaching-MEdT</td>
<td>103</td>
<td>105</td>
</tr>
<tr>
<td>Athletic Training-MS</td>
<td>26</td>
<td>31</td>
</tr>
<tr>
<td>Kinesiology &amp; Rehabilitation Science-MS</td>
<td>45</td>
<td>46</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>623</td>
<td>582</td>
</tr>
</tbody>
</table>

### Doctoral Students

**TOTAL NUMBER (2017–18) = 247**

<table>
<thead>
<tr>
<th>Program</th>
<th>FALL'16-SUM'17</th>
<th>FALL'17-SUM'18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and Instruction-PhD</td>
<td>41</td>
<td>32</td>
</tr>
<tr>
<td>Educational Administration-PhD</td>
<td>39</td>
<td>33</td>
</tr>
<tr>
<td>Educational Foundations-PhD</td>
<td>24</td>
<td>28</td>
</tr>
<tr>
<td>Educational Policy (Global Perspectives)-PhD</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology-PhD</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Exceptionalities-PhD</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Kinesiology &amp; Rehabilitation Science-PhD</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Learning Design &amp; Technology-PhD</td>
<td>40</td>
<td>67</td>
</tr>
<tr>
<td>Professional Educational Practice-EdD</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>247</td>
<td>249</td>
</tr>
</tbody>
</table>
Faculty & Staff by Funds*

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty State Funds</th>
<th>Faculty Other Funds</th>
<th>Staff State Funds</th>
<th>Staff Other Funds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>143</td>
<td>56</td>
<td>50</td>
<td>34</td>
<td>287</td>
</tr>
<tr>
<td>2018</td>
<td>141</td>
<td>56</td>
<td>47</td>
<td>29</td>
<td>273</td>
</tr>
</tbody>
</table>

* Full-time equivalents

Faculty Diversity

TOTAL NUMBER = 196

New Leadership

Murata, Nathan Dean, Dean’s Office
Jenkins, Amelia Associate Dean for Academic Affairs, Dean’s Office
Frambaugh-Kritzer, Charlotte Chair, Institute for Teacher Education (Secondary)
Heck, Ronald Chair, Educational Administration and Director of Professional Educational Practice (EdD)
Morgan, Charles Chair, Kinesiology & Rehabilitation Science
Ratliffe, Katherine Chair, Educational Psychology

New Hires

Au, Christopher Assistant Professor, Institute for Teacher Education (Elem)
Centeio, Erin Assistant Professor, Kinesiology & Rehabilitation Science
Cross, Keith Assistant Professor, Curriculum Studies
Freemeyer, Bret Assistant Professor, Kinesiology & Rehabilitation Science
Fujii, Rayna Assistant Specialist, Institute for Teacher Education (Elem)
Hoffman, Daniel Assistant Professor, Learning Design & Technology
Means, Alexander Assistant Professor, Educational Foundations
Muneno, Jolene Junior Specialist, Office of Student Academic Services
Tan, Paulo Assistant Professor, Institute for Teacher Education (MEdT)

Tenure & Promotion

Buelow, Stephanie Associate Professor, Institute for Teacher Education (Elem)
Murphy, Kelly Associate Professor, Kinesiology & Rehabilitation Science

Promotion

Conway, Thomas Associate Specialist, Center on Disability Studies
Furuta, Stephanie Associate Specialist, Institute for Teacher Education (MEdT)
Okoji, Leslie Associate Specialist, Center on Disability Studies
O’Neill, Tara Professor, Curriculum Studies
Rao, Kavita Professor, Special Education
Ratliffe, Katherine Professor, Educational Psychology
Sheehy, Patricia Professor, Special Education
Stickley, Christopher Professor, Kinesiology & Rehabilitation Science
Wells, Jenny Professor, Special Education

Retirees

Bartlett, Andrea Professor, Curriculum Studies
Herring, Jennifer Associate Specialist, Institute for Teacher Education (Elem)
McDougall, Dennis Professor, Special Education
Pateman, Beth Associate Dean for Academic Affairs, Dean’s Office
Young, Donald Dean, Dean’s Office
The College of Education offers the Bachelor of Education (BEd), Bachelor of Science (BS), Post-Baccalaureate Certificate (PBCSE, PBSPED), and Master of Education in Teaching (MEdT), leading to initial teacher licensure. [https://coe.hawaii.edu]

### INSTITUTE FOR TEACHER EDUCATION (ITE)

#### BACHELOR OF EDUCATION IN ELEMENTARY EDUCATION (ITE ELEMENTARY)
- Elementary Education (K–6)*
- Dual Preparation in Elementary Education (K–6) and Early Childhood Education (PK–3)
- Dual Preparation in Elementary Education (K–6) and Special Education (K–6) (ITE/SPED)
- Dual Preparation in Early Childhood Education (PK–3) and Early Childhood Special Education (PK–3)* (ITE/SPED)
- Dual Preparation in Elementary Education (K–6) and Multilingual Learning/TESOL (K–6)

#### BACHELOR OF EDUCATION IN SECONDARY EDUCATION (ITE SECONDARY)
- English Language Arts (6–12), Mathematics (6–12), Music (K–12), Science (6–12), Social Studies (6–12), World Languages (6–12)

#### POST-BACCALAUREATE CERTIFICATE IN SECONDARY EDUCATION* (ITE/KRS)
- Art (6–12), Dance (6–12), Drama/Theater Arts (6–12), English Language Arts (6–12), English as a Second Language (6–12), Hawaiian Language (6–12), Mathematics (6–12), Music (K–12), Science (6–12), Social Studies (6–12), World Languages (6–12)

#### MASTER OF EDUCATION IN TEACHING (ITE MEDT)
- Elementary Education (K–6)*, Secondary Education (6–12)*: English, Mathematics, Science, Social Studies; Hawaiian Language Immersion Education (K–12), Hawaiian Language (6–12); Secondary and Special Education (6–12)* (ITE/SPED), World Languages (6–12)

### KINESIOLOGY AND REHABILITATION SCIENCE (KRS)

#### BACHELOR OF SCIENCE IN KINESIOLOGY AND REHABILITATION SCIENCE (KRS)
- Physical Education (K–6, 6–12, K–12)

#### POST-BACCALAUREATE CERTIFICATE IN SECONDARY EDUCATION (ITE/KRS)
- Physical Education (K–6, 6–12, K–12)

### SPECIAL EDUCATION (SPED)

#### BACHELOR OF EDUCATION IN SPECIAL EDUCATION (ITE/SPED)
- Dual Preparation in Elementary Education (K–6) and Special Education (K–6)
- Dual Preparation in Early Childhood Education (PK–3) and Early Childhood Special Education (PK–3)*

#### POST-BACCALAUREATE CERTIFICATE IN SPECIAL EDUCATION* (SPED)
- Mild/Moderate (PK–3, K–6, 6–12), Severe/Autism (PK–3, K–6, 6–12)

#### MASTER OF EDUCATION IN TEACHING (ITE/SPED)
- Secondary (6–12) and Special Education (6–12)*

* Available statewide through distance education (please contact departments)
Non-licensure and Advanced Programs

The College of Education offers the Bachelor of Science (BS), Master of Education (MEd), Master of Education in Teaching (MEdT), Master of Science (MS), Doctor of Philosophy (PhD), Doctor of Education (EdD), Graduate and College-endorsed Certificates, Minor in Education, and programs to add a field to an existing Hawai‘i teaching license. [https://coe.hawaii.edu]

MINOR IN EDUCATION
Minor in Elementary or Secondary Education, with option for HiDOE Substitute Teaching Certification

BACHELOR OF SCIENCE (BS)
Kinesiology and Rehabilitation Science (KRS), Health and Exercise Science

MASTER OF EDUCATION (MED)
CURRICULUM STUDIES (EDCS)
PK-3; Middle (& Secondary) Level*; K-12: Art Education, Aloha Āina Education & Leadership, National Board Certification Teacher Leader, Interdisciplinary Education, Literacy Specialist*, Mathematics Education, Multicultural Education, Social Studies Education, PACMED, Place-Based & Sustainability Education, STEM52*

EARLY CHILDHOOD EDUCATION (EDCS)
Infancy to five years of age

EDUCATIONAL ADMINISTRATION (EDEA)
K-12 Administration*, Higher Education Administration

EDUCATIONAL FOUNDATIONS (EDEF)
Educational Foundations, Educational Leadership in the Pacific Region, Private School Leadership, Teacher Leader, Global Perspectives in Educational Policy and Practice*

EDUCATIONAL PSYCHOLOGY (EDEP)
Educational Psychology; Measurement, Statistics, and Evaluation

LEARNING DESIGN AND TECHNOLOGY* (LTEC)

SPECIAL EDUCATION* (SPED)
Interdisciplinary, Literacy Specialist, Applied Behavior Analysis

TEACHING (MEDT)
Non-licensure track

MASTER OF SCIENCE (MS)
KINESIOLOGY AND REHABILITATION SCIENCE (KRS)
Physical Activity and Adapted Physical Activity, Rehabilitation Counseling*

ATHLETIC TRAINING (KRS)
Athletic Training (Professional)

DOCTOR OF PHILOSOPHY (PHD)
EDUCATION
Curriculum and Instruction (EDCS), Educational Administration (EDEA), Educational Foundations (EDEF), Exceptionalities (SPED), Global and International Education (EDEF). Kinesiology (KRS), and Policy Studies (EDEA/EDEF)

EDUCATIONAL PSYCHOLOGY (EDEP)
LEARNING DESIGN AND TECHNOLOGY (LTEC)

DOCTOR OF EDUCATION (EDD)
PROFESSIONAL EDUCATIONAL PRACTICE
(COLLEGE-WIDE)

CERTIFICATE PROGRAMS
GRADUATE CERTIFICATES:
Disability Studies (CDS Center on Disability Studies)
Ethnomathematics* (EDCS)
Literacy Leader: Literacy Specialist* (EDCS/SPED)
Teacher Leader* (EDCS/EDEF)
COLT Online Learning and Teaching* (LTEC)
TeachTech Learning Design & Technology for Teachers* (LTEC)

COLLEGE-ENDORSED CERTIFICATES:
P4C Philosophy for Children (ITE)
Measurement and Statistics (EDEP)
Program Evaluation (EDEP)

APPROVED COURSE SEQUENCE:
BCBA Certificate Preparation (SPED)

ADD A FIELD PROGRAMS
(Add to existing Hawai‘i teaching license within MEd)
Ethnomathematics (K-12)
Literacy Specialist* (EDCS/SPED)
Reading K-12 (EDCS)
Teacher Leader (EDCS/EDEF)
MEd Early Childhood Education* (birth to 5)
MEd in Curriculum Studies* - PK-3

* Available statewide through distance education (contact programs)
Curriculum Studies

Innovation, leadership, community – these themes characterize the Department of Curriculum Studies’ (EDCS) vision to “support curricular leaders who are committed to collaborating with their communities, particularly in Hawai‘i and the Pacific, to build a more socially just, sustainable, and equitable society.” EDCS offers three programs: the Master of Education in Curriculum Studies (MEd-CS), Master of Education in Early Childhood Education (MEd-ECE), and PhD in Education, Curriculum & Instruction.

EDCS faculty are pushing the boundary of interdisciplinary education. Dr. Linda Furuto started the first Ethnomathematics graduate certification and field of licensure program in the nation, which draws on indigenous wisdom and 21st-century learning to address society’s pressing issues. Dr. Tara O’Neill’s unique STEMS² program welcomed its fourth cohort and has established international partnerships. In the field of Arts & Humanities, Dr. Betty Lou Williams returned from her Italy sabbatical with new ways to integrate ceramic tile mural making in her courses. And some of the most popular seminar courses are Dr. Julie Kaomea’s Indigenous & Post-Colonial Perspectives in Education along with new faculty member Dr. Keith Cross’ Imagination-Based Education.

EDCS believes in cultivating leaders by leading ourselves. Dr. Eōmailani Kukahiko received the prestigious Hubert Everly Award to support and conduct professional development with Hawaiian language immersion teachers. In addition, Kahea Farias started a Native Language Preservation project on Kaua‘i, and Kauaauauhe Lenchanko concluded her work as curriculum and program coordinator with Nānāiakapono Community School Museum, the only DOE school with a living museum rooted in Hawaiian and community. Robyn Chun, Director of Early Childhood Graduate programs, continues to advocate for funding and governance in early childhood and student voice in public policy making. Dr. Patricia Halagao, along with ITE faculty Dr. Amber Makaiau, received a Teaching Tolerance grant to develop social justice leaders in our state.

The Department is guided by its mission to serve at the invitation of the community. Dr. Kimo Cashman’s Aloha Kumu’s Aloha ‘Āina Education & Leadership and National Board Certification Teacher Leadership programs exemplify this community outreach. Dr. Paul Deering and ITE professor Dr. Deborah Zuercher partnered to support approximately 50 teacher leaders in American Sāmoa and the Republic of Marshall Islands. Dr. Rich Johnson also supports Early Childhood education in American Sāmoa. Dr. Amanda Smith partners with Special Education to offer a fully online literacy leader program making our geographic reach limitless. And, Dr. Marga ret Maaka is committed to serving a proposed PhD cohort that will focus on Hawaiian and Indigenous leadership and development.

Educational Administration

The Department of Educational Administration (EDEA) continued preparing leaders in the Hawai‘i Department of Education (HIDOE), the University of Hawai‘i (UH) system, and beyond with graduates serving as educational leaders and professors across the globe. Dr. Lori Idaeta, a PhD alumna, received the NASPA Region VI Distinguished Service to the Profession Award. Another PhD Alumna, Dr. Jocelyn Banaria, was the featured speaker at the 2018 Pamantasan Conference at UHM in October.

EDEA faculty connect with other researchers. Dr. Kahunawai Wright was selected to participate in the National Center for Institutional Diversity (NCID) research workgroup at the University of Michigan. Dr. Nicole Alia Salis Reyes co-wrote a report with Dr. Heather Shotton, a leading scholar in Indigenous education at the University of Oklahoma, on Indigenous students in higher education.

EDEA faculty support and work with graduate students to strengthen the network of educational professionals at the local, national, and international levels. Dr. Chris Lucas and Maria Gamboa, a current MEd student, co-wrote “Filipinx Students in Hawai‘i: Challenges and Experiences of the Racialized Underserved,” a scholarly paper accepted for presentation at the Association for the Study of Higher Education (ASHE) conference. Beloved late Dr. Niki Libarios, a PhD alumnus, co-authored a paper with Lucas, Melissa Arriba, Kaweihonalani Goto, and Dr. Rod Labrador. The paper, “Engaging Filipinx Americans in Higher Education to Foster Student Success,” was accepted for publication in the Journal Committed to Social Change on Race and Ethnicity. Arriba, Goto, and Lucas provided a panel discussion based on related work for the 2018 Pamantasan Conference in October. Their presentation was “Engaging Filipino College Students: Seeing Niki’s Charge to Froition.”

Faculty were also involved in serving the HIDOE and UH. Dr. Stacey Roberts worked with DOE leadership to gain acceptance of EDEA’s coursework as part of teachers’ academic/professional development activities for salary reclassification with a pilot project in effect for three years. This has provided a considerable boost in the department’s K–12 enrollment. She also serves the COE and Mānoa Senates.

Students in EDEA received several honors. Two were honored with awards at the NASPA Western Regional Conference in Sacramento. PhD student LaJoya Shelly was awarded a Graduate Rising Star Award, and MEd student Jennifer Pagala Barnett received a Mid-Level Student Affairs Professional Award. PhD student Kenny Lopez was selected to participate in the inaugural Project MALES Graduate Scholars Program through the University of Texas Austin. MEd student R.J. Aglugub was chosen to represent UH as a NASPA Graduate Associate Program Member.
**Educational Foundations**

The Department of Educational Foundations (EDEF) prepares educational leaders and scholars with an understanding of the historical, philosophical, cultural, social, and political theories of education in the global context. Along with scholars of education, EDEF aims to develop educational leaders who can make informed and wise decisions while addressing educational problems and policy issues and promoting educational equity and excellence.

Big news in 2018 concerned the launching of two new programs that were previously in development: the Global & International Education specialization at the PhD level with ten new students and Global Perspectives on Educational Policy & Practice at the master’s level, a purely online program. EDEF also began a new summer master’s cohort in our popular Private School Leadership program in conjunction with the Hawai‘i Association for Independent Schools (HAIS), now in its seventh incarnation. HAIS relies on EDEF to help develop future leaders for the independent schools in Hawai‘i.

EDEF faculty and students were busy on the research and publication front. Newly-hired Assistant Professor Alex Means, who is a gifted teacher and researcher, published a new book *Learning to Save the Future: Rethinking education and work in an era of digital capitalism* (Routledge, 2018). The prolific Assistant Professor Brent Edwards authored two new books: *Global Education Policy, Impact Evaluations, and Alternatives: The political economy of knowledge production* (Palgrave Macmillan, 2018) and *The Trajectory of Global Education Policy: Community-based management in El Salvador and the Global Reform Agenda* (Palgrave MacMillan, 2018).

Professor Xu Di (“Di Di”) used sabbatical leave in the fall to complete English language and Chinese language versions of her new book *The Dunhuang Grottos and Global Education: Philosophical, Spiritual, Scientific, and Aesthetic Insights* (Palgrave MacMillan, forthcoming). Assistant Professor Derek Taira garnered a coveted grant from the Spencer Foundation to support his historical research on early 20th Century Native Hawaiian responses to a changing educational landscape in Hawai‘i. And Associate Professor Hannah Tavares, who is enjoying a year-long sabbatical split between Europe and Hawai‘i to support her research, led a research panel at the most recent AERA meeting along with current and past EDEF graduate students, David Kupferman, Mary Chang, and Amy Sojot. Their panel was so well-received that their papers for it were solicited for a special issue on “Spaces of Pedagogy” for the peer-reviewed journal *Policy Futures in Education* (Sage, 2018).

**Educational Psychology**

The Department of Educational Psychology (EDEP) focuses on research design and methods regarding human learning and development within the context of a diverse society. EDEP attracts students from Hawai‘i and across the world with current students hailing from China, Japan, Sweden, Germany, Slovenia, Vietnam, American Sāmoa, the Philippines, and Macao, among other countries.

The department offers courses in development and learning, statistics, program evaluation, and measurement. There are two degree programs – an MEd and PhD in educational psychology – both offering a specialization in learning and development and another in measurement, statistics, and evaluation. Most courses in the MEd program are offered intermittently online in order that the program be accessible to more students, including those on neighbor islands. Graduates from both master’s and doctoral programs include current leaders in private and public institutions across the world.

In spring 2018, EDEP hosted a visiting scholar from Slovenia, Dr. Matej Makarovic. Dr. Makarovic was studying the mobility and reflexivity of transnational youth. He provided the COE with several workshops that engaged students and faculty, including one on fuzzy sets analysis, a strategy for working with data sets that are too small for effective quantitative analysis.

EDEF faculty members, Drs. Lois Yam-auchi and Katherine Ratliffe, were active with The Learning Coalition, a community-based nonprofit foundation dedicated to excellence in Hawai‘i’s public schools, to develop the Hawai‘i Educational Research Network (HERN). Many COE faculty and students attended the first HERN event, held at the East West Center in May 2018.
Institute for Teacher Education –
Secondary Program

The Institute for Teacher Education-Secondary Program (ITE-SE) offers both a bachelor’s degree (BEd) and post-baccalaureate certification in secondary education (PBCSE) pathway toward initial teacher licensure. ITE-SE faculty worked behind the scenes for three years to innovate and redesign the program to better meet the needs of its teacher candidates. In January 2018, the new program launched and welcomed 62 teacher candidates seeking licensure in the fields of English language arts, ELL/MLL, science, mathematics, world languages, social studies, music, and art. For the first time, the department partnered with the Grow Our Own teachers initiative and awarded scholarships to 31 teacher candidates with the support of Senator Michelle Kidani.

ITE-SE’s newly redesigned program is grounded with a deep passion and commitment to creating an equitable and socially just society. The department adopted the Teaching Tolerance Social Justice Standards in order to prepare teachers who are: active members of the community who value diverse learners; collaborative practitioners with the wisdom and capacity for leadership; caring and effective educators who inspire wonder and imagination; innovative designers of learning experiences; and reflective about the practice and craft of teaching.

To support this mission, all teacher candidates are required to create a portfolio that is scaffolded throughout the three-semester program. This portfolio includes a social justice advocacy project, which takes three semesters to complete. On May 5, 2018 we held our first-ever ITE Secondary Program Conference for students to collaborate, share portfolios, and give presentations of learning.

In October 2018, five faculty members presented the new redesign of the ITE-SE Program and the initial student outcomes at the Eighth International Conference on Social Justice and Education.
The Master of Education in Teaching (MEdT) program offers a high-quality K–12 teacher licensure program and a graduate education that supports the simultaneous renewal of K–12 schools and teacher education. The MEdT program welcomed 52 new teacher candidates in the Fall 2018 Semester in face-to-face and statewide cohorts. In addition to a Professional Development Schools (PDS) cohort of face-to-face candidates, MEdT welcomed two statewide cohorts with teacher candidates on Hawai‘i Island, Kaua‘i, Maui, Moloka‘i, and O‘ahu. These are a PDS cohort and a dual preparation secondary and special education cohort.

As a commitment to supporting aspiring teachers on neighbor islands, teacher candidates are placed in partner schools on their home island, complete their coursework online, and meet face-to-face several times a semester on the Mānoa campus. The dual preparation secondary and special education option allows teacher candidates to earn a licensure recommendation in both a secondary content area and special education with a mild/moderate emphasis in addition to obtaining a master’s degree. This program was created to help alleviate the Department of Education’s (DOE) ongoing need for highly qualified special education teachers with content area expertise.

The MEdT program spearheaded the creation of the first-ever complex-wide Professional Development School relationship between an entire complex of DOE schools and the College of Education. What started with a single MEdT cohort in one school has blossomed into teacher candidates from multiple COE programs being placed in each of the seven complex area schools. To support this complex-wide PDS relationship, the MEdT program created the Professional Practice Non-Licensure (PPNL) MEdT – a field-based track for educators looking for a practical, clinically supervised master’s degree program.

MEdT also received approval to offer a Minor in Education (MIE). The purpose of the MIE is to provide undergraduate students with the opportunity to examine and participate in the profession of education without the need to be enrolled in a teacher licensure program. This MIE is designed to highlight the diverse opportunities that COE programs provide and may encourage students to consider education as a viable career option as they complete their bachelor’s degree in their major field of study.

Dr. Paulette Yamada was the recipient of the 2017–18 Hubert V. Everly Endowed Scholar in Education. With that support, she successfully launched the Implementation of a Cancer Rehabilitation (iCARE) internship for KRS students. The program is a model for future research projects that will evaluate the effects of exercise on different outcomes measures, such as quality of life, fitness/health, pain, chemobrain, and health-related biomarkers. The iCARE program has gained island-wide support from oncology providers and the UH Cancer Center. Over the course of 2018, 16 undergraduate and 2 graduate students were given the opportunity to gain hands-on clinical experience with cancer patients.

In July 2018, Dr. Judy Daniels finished six years of elected terms on the American Counseling Association’s (ACA) Governing Council. She was then appointed to be the Parliamentarian for the Governing Council and the ACA Executive Committee. In this capacity, she is a part of the 2018–19 presidential leadership team. She also serves on the ACA Human Rights Committee and was appointed to the ACA task force on Portability.

Dr. Kathryn Yamamoto submitted a self-study to the Council for Accreditation of Counseling & Related Educational Programs (CACREP) for the reaccreditation of the Rehabilitation Counselor Education Program (RCEP). The RCEP cohort in Fall 2018 included students from Hawai‘i, California, and Florida. Five RCEP students represented the program at the National Council on Rehabilitation Education-Spring Conference in Anaheim, CA in March 2018. Two other students represented the program at the National Council on Rehabilitation Education Fall Conference in Arlington, VA in October 2018.
The Department of Learning Design and Technology (LTEC) provides dynamic graduate programs for educators seeking innovative ways to design engaging and integrative learning environments, including emerging technologies and online education. The department offers an on-campus and online master’s program, a Graduate Certificate in Online Learning and Teaching (COLT), a Graduate Certificate in Learning Design and Technologies for Teachers (Teach-Tech), and a PhD program that offers an alternative course schedule to allow distant students to participate online and on campus.

In addition to graduate programs, the LTEC department has grown its undergraduate course offerings. LTEC 112 Technology for Academic Success and LTEC 113 Technology for Academic Success—Business are competency-based courses offered online. LTEC 442 Technology in the Classroom and LTEC 448 Social Media in Education are online courses for both undergraduate and graduate students that will be included in the new Minor in Education (MIE) offerings.

Throughout 2018, the MS Professional Athletic Training (AT) program hosted 17 international students from Sendai University, Ritsumeikan University, and National Taiwan Sports University for short visits. International students interacted with AT program students through various athletic training activities, including cadaver lab and clinical site observations. Dr. Kaori Tamura, the MS Professional (AT) Coordinator, received the Ke Kakoo Nui Service Award from the Hawai’i Athletic Trainers’ Association. Two AT graduate students received scholarships in 2018. Haley Chizuk received the Far West Athletic Trainers’ Association Bill Chambers Scholarship and Kathreece Farrales received the Hawai’i Orthopaedic and Performance Education Scholarship.

During the summer, Dr. Brett Freemyer taught KRS 208 Study Abroad in Spain with six KRS majors enrolled. The trip included cultural, historical, and language learning sessions. Students visited with healthcare providers in three Spanish cities and had experiences that included patient care at secondary schools, elite professional athletic performance and rehabilitation, geriatric care in the public sector, Olympic training facility, school of medicine, physiotherapy school, and research lectures.

Dr. Jan Prins presented his swimming biomechanical research in 2018 at the Annual World Swimming Clinic in Aneheim, CA and at the International Conference of Strength Training & Conditioning in Sydney, Australia.

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The department welcomed new assistant professor Daniel Hoffman in August 2018. Dr. Hoffman received his EdD in Instructional Technology & Media from Teachers College, Columbia University and teaches courses in visual design, digital video design, social and ethical issues in educational technology, and instructional design and development.

LTEC faculty continue to be actively engaged in teaching, research, and service at the local, national, and international levels. They have continued to contribute as leaders in several international organizations, including the Association for Educational Communications and Technology (Christine Sorensen Irvine and Seungoh Paek), the Educational Media International Conference (Catherine Fulford), the International Conference on Educational Media (Peter Leong), the IAFOR International Conference on Education (Michael Menchaca and Curtis Ho), and the International Conference on Media in Education (Curtis Ho).

The LTEC department also maintained its strong international activities in countries such as Estonia (Ariana Eichelberger and Leong), the Netherlands (Fulford), Japan (Ho), and Taiwan (Grace Lin). Two visiting scholars from Japan, Shin Kurata of Nagasaki University and Konumu Dobashi of Aichi University arrived in August to observe and collaborate with faculty on research and practice.

LTEC students and graduates were active in scholarly activities with journal articles and peer-reviewed presentations at multiple conferences worldwide. All master’s student presented their final projects at TCC 2018 Worldwide Online Conference and celebrated their graduation virtually through their avatars in a 3D virtual world, OpenSim, and in person on campus. Tiffany Ng received the 2018 Buddy Burniske Outstanding Master’s Project Award.
The Department of Special Education (SPED) offers programs at all levels with programs for teacher licensure and advanced studies. In fall 2018, approximately 289 students were enrolled in SPED programs. SPED has two Memoranda of Agreement (MOAs) with the Hawai‘i Department of Education (HIDOE) to support the preparation of licensed special education teachers and behavior analysts. Many students receive financial support through these MOAs.

Six doctoral scholars, funded through an Office of Special Education Programs (OSEP) grant for $1.25M, are being prepared to assume faculty and other special education leadership roles to address the needs of the Hawai‘i-Pacific region in multicultural special education, evidence-based practices, and distance teacher preparation. Dr. Jenny Wells is implementing an OSEP grant to prepare 30 licensed teachers to become autism specialists in conjunction with obtaining an MEd in Special Education. The second cohort of this project began January 2018.

During 2018, the Mentoring Unique Special Educators (MUSE) program supported teacher candidates (TCs) who were in emergency-hire positions with HIDOE as special education teachers and enrolled in either the PBC SPED program or the Dual Secondary Special Education MEdT program. The MUSE program supported 109 TCs in 2018, and MUSE mentors provided statewide support to TCs on O‘ahu, Hawai‘i, Maui, Moloka‘i, Lāna‘i and Kaua‘i.

SPED is a member of the Pacific and Northwest Consortium for Vision Education. Membership provides Hawai‘i licensed teachers with the benefits of priority status for admission and in-state tuition to a specialization program, Teachers of the Visually Impaired Learner, at Portland State University. Currently, three students are enrolled in the Visually Impaired Learner program.

The department bid farewell to Drs. Lysandra Cook, Bryan Cook, and Lauren Collins who took academic positions on the mainland and a happy retirement to Dr. Dennis McDougall who was a faculty member since 1995. Seven new faculty members joined SPED in 2018: Dr. Kimberly Brennan, Laura Chandler, Dr. Rockey Knox, Dr. Shawna Ortegero, Kevin Wilkins, Shari Daisy, and Marija Colic.
The Center on Disability Studies (CDS) reaches people with disabilities of all ages, their families, policy makers, and those who work with individuals with disabilities (teachers, vocational rehabilitation counselors, case-workers, and employers). With more than 33 diverse grant and contract programs during 2018, CDS continues to help people make smart decisions about how to include individuals with disabilities in effective ways in all aspects of community life.

The center does a substantial amount of work in the areas of education; employment and post-secondary education; screening and early intervention services; provision of training and technical assistance in creating and maintaining accessible technology; exposure to disability studies to those who have diverse, non-disability related career plans; benefits planning; returning to personally controlled community living; and much more.

CDS has several projects focused on Native Hawaiian students, including those with disabilities: exposing middle schoolers to STEM; increasing enrollment of targeted students in postsecondary education or in postsecondary certification programs, leading to employment; and enhancing and expanding a highly successful support model addressing the needs of youth at risk of failure to succeed in postsecondary education and realize improved employment outcomes.

The center received funding for a Hawai’i Family Engagement Center to build the capacity in every community in Hawai’i to develop and sustain strong, productive relationships among schools, parents, and community organizations so that children thrive developmentally and academically. CDS operates the Hawai’i & Pacific Deaf-Blind Consortium (HPDBC), designed as a collaborative effort to serve Deaf-Blind children and their families within the Pacific Rim of Island Nations.

CDS also manages a one-stop center off-campus in the McCully neighborhood, providing educational offerings, information and referrals, summer activities for youth, and vocational training for people who are Deaf, Hard of Hearing, or Deaf-Blind. These and so many more projects allow CDS to continue research, training, community service, and dissemination to promote full community participation for individuals with disabilities.

The Curriculum Research & Development Group (CRDG) is an organized research unit that conducts research and develops, evaluates, disseminates, and supports educational programs serving students, teachers, parents, and other educators in grades PK–20 locally, nationally, and internationally. CRDG provides direct research-informed services through the development of new curricula and programs and through the delivery of professional development projects and program evaluation studies. The unit is affiliated with University Laboratory School (ULS), a public charter school that serves as a research and development laboratory for the College of Education.

In 2018, CRDG faculty and staff participated in 12 active program development endeavors with a primary focus on science, mathematics, learning technology, and Native Hawaiian education in early literacy. The results of these program areas included 14 professional development experiences and 9 significant products produced in print, pdf, or interactive formats. These products include mathematics interactive games focusing on number and algebraic concepts for grades 5–12 and a pilot version of a middle/high school algebra curriculum. A pilot test of these materials is underway at ULS and is open as a demonstration site.

During 2018, more than 25 educators visited CRDG. There was continued production of episodes of Voice of the Sea, an award-winning ocean science television show. Multiple professional development activities were conducted in the areas of science, learning technology, mathematics, and early literacy. CRDG continued its support of Hawai’i Department of Education initiatives by providing professional development and technical assistance. CRDG also continued its Summer Programs with 20 classes for students in elementary through high school.

CRDG faculty and staff had five funded grants and six grant subawards or contracts. Faculty and staff gave 28 professional presentations; served as editor of a professional publication and of a series of books from a national professional organization; and participated in U.S. Department of Education review panels.
The International and Special Programs (IASP) in the College of Education (COE) Dean’s Office supports international activities and initiatives for the entire college, striving towards creating a global experience for its students, faculty, and staff. In 2018, IASP engaged in active partnerships with institutions in China, Japan, South Korea, and Switzerland. By December of 2018, the college had formal memoranda of understanding and/or agreements (MOU/ MOA) with 25 international partners in the Asia-Pacific and Europe.

During the 2017–18 academic year, the COE enrolled 47 international students with the majority coming from East Asia and many coming from Southeast Asia, the Pacific basin, and Europe. The majority of these students were enrolled in masters and doctoral programs in various departments, while the Kinesiology and Rehabilitation Science (KRS) BS program continues to be a popular undergraduate major for international and domestic students alike.

Existing partnerships deepened in 2018. The COE was named a partner in a successful Movetia grant application by partner Pädagogische Hochschule Thurgau (PHTG) in Switzerland to design and deliver a short-term exchange between teacher candidates in PHTG and the COE on the subject of Teaching and Learning for a Globalized Sustainable World. Meanwhile, the STEMS² program in Curriculum Studies continues to develop mini learning journeys with the Tsukuba-STEM (or T-STEM) program at the Bureau of Laboratory Schools at the University of Tsukuba as a way to explore how STEMS² concepts and approaches can be applied on the global stage. STEMS² and T-STEM co-presented at the 30th Japan-US Teacher Education Consortium (JUSTEC) annual conference. The JUSTEC conference was followed by the 12th COE-Bukkyo University Joint-Research Conference, a triennial invitational gathering of minds.

Highlights from 2018 activities also include a visit by special education and social-emotional learning researchers and graduate students from Waseda and Hiroshima Universities and a learning visit by teacher candidates from National Chiayi University (Taiwan). Both groups learned about approaches used in Hawai’i schools and teacher education at the college. In addition, the COE celebrated a partnership with Seoul National University of Education as they became a third reciprocal partner site for the ITE 403C International Inquiry and Field Study summer course.

Throughout 2018, IASP assisted with hosting eight visiting scholars from Japan, China, and South Korea in various units of the college. Areas of research include global student mobility, massification of translation studies programs, societal educational change through critical discourse analysis, the development of athletic training programs, and the development of policies for inclusive communities and labor markets.
The faculty and staff of the Office of Student Academic Services (OSAS) provide services for prospective and enrolled students in the College of Education’s (COE) undergraduate, post-baccalaureate certificate, master’s, and doctoral programs. The delivery of OSAS services is based on five core functions: Recruitment, Admissions, Academic Advising, Retention, and Graduation.

Recruitment plays a prominent role in OSAS services. Building pathways from the high school and community college campuses to the COE are of vital importance. OSAS faculty members continue to canvass the State of Hawai‘i to recruit prospective students into the COE’s initial teacher licensure programs. OSAS conducted recruitment sessions at various sites, including UH community college campuses, Maui College, UH University/Education Centers, and Hawai‘i DOE schools.

Wai‘anae and Campbell High School teacher academy students visited the COE for campus observations and tours. Karen Wilson is working with the HIDOE to establish teacher academies at two schools on Hawai‘i Island. Alyssa Kapaona, Pu‘uhonua Coordinator, provided recruitment services to Native Hawaiian students at UHM and UH community colleges. OSAS Director Denise Nakaoka established a partnership with Farrington High School to deliver the COE’s inaugural Early College initiative via UHM’s Mānoa Academy.

2018 recruitment and advising efforts included 5,883 advising sessions, 61 recruitment sessions, and 350
Office of Student Academic Services cont.

Phone calls made to welcome and share information to incoming freshmen and transfer students who applied to UHM but had not yet enrolled. For the second consecutive year, OSAS collaborated with Senator Michelle Kidani, the HIDOE, and various COE departments to deliver the Grow Our Own initiative. The State of Hawai‘i awarded $600,000 in tuition stipends to the COE. This collaborative project was designed to attract HIDOE emergency hire teachers, educational assistants, and substitute teachers working in federally designated shortage areas to enroll in a teacher education program and obtain their initial teaching license.

OSAS awarded over $384,000 in additional scholarships and grants, many of which targeted students majoring in STEM, Special Education, and other critical shortage teaching fields. Associate Director Denise Abara, Reid Kuioka, and APT Kori Ricci coordinated the various financial assistance programs.

Jolene Muneno, formerly the John A. Burns School of Medicine Director of the Hawai‘i Pre-Health Career Corps, joined OSAS’s team of academic advisors. Since being hired in May 2018, she has utilized her expertise as a certified Youth Mental Health First Aid instructor to train 61 UH faculty and staff members in identifying and providing services to students in distress. Muneno also served as an invited guest speaker at the 2018 Distinguished Young Women of Hawai‘i’s Leadership Forum.

OSAS Graduate Assistants also made noteworthy achievements. LaJoya Shelly, who won the NASPA Region VI Graduate Rising Star Award, organized and hosted the 2nd annual UHM Alice Ball Memorial Black Graduation Celebration. Wendan Li, who earned her PhD in Educational Foundations in December, coordinated seven workshops for international students and first generation college students in the COE PhD program.

Office of Technology and Distance Programs

The Technology and Distance Programs (TDP) office supports College of Education (COE) operations through technical support, software development, and faculty support for design and delivery of technology-mediated programs. In 2018, the Zoom web-conferencing platform was rolled out to COE instructors, improving distance and hybrid course delivery. Support for a new “Here or There” (HOT) delivery format in the Secondary BEd program was a new venture for TDP, enabling simultaneous instruction with traditional and online students. An updated COE logo was created as one component in modernizing the college’s media presence.

TDP celebrated the 10-year anniversary of its Distance Course Design and Consulting (DCDC) group, which has been applying instructional and technical design expertise to create innovative learning experiences for partners throughout the UH system. A new support program for taking academic programs online, called Jumpstart, was launched with accompanying workshops and one-to-one support services. Among many other instructional design projects, DCDC also partnered with the UH Mānoa Biology department to launch an open online biology text. The biology text was enhanced with embedded media, mobile device compatibility, formative assessments, learning analytics, and dashboard features that support online and flipped classroom instruction.

Late in 2018, TDP brought DCDC’s external contracting activities to a close in response to reduced external demand for services. With gratitude, we thank our DCDC team and partners for a decade of instructional and technical design innovation serving the UH community.
FUNDRAISING SUMMARY

Donation Tree

- 39%
- 45%
- 16%

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Donation Sources

TOTAL AWARDED: **$1,079,419**

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FUNDRAISING SUMMARY

Distribution of Donations
TOTAL AWARDED = $1,079,419

- Student Opportunity & Access: $437,825
- Enrichment & Research: $414,695
- Faculty & Academic Support: $221,579
- Other: $5,320
- TOTAL: $1,079,419

Earned Endowment* Income
*Current value of endowment portfolio = $12,551,241

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Scholarship Dollars Awarded

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<td>2017–2018</td>
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<td>$274,876</td>
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Revenue by Source

- EXTRAMURAL FUNDS: $16,713,406 (45%)
- STATE GENERAL FUNDS: $11,808,886 (32%)
- SPECIAL TUITION FUNDS: $7,815,992 (21%)
- REVOLVING FUNDS: $599,876 (2%)
- TOTAL COLLEGE ALLOCATION: $36,938,160

Expenditure by Function

- INSTRUCTION: 65%
- PUBLIC SERVICE: 14%
- RESEARCH: 10%
- ACADEMIC SUPPORT: 6%
- INSTITUTIONAL SUPPORT: 3%
- STUDENT SERVICES: 2%

Grants & Contracts

TOTAL = $16,713,406
### Academic Units & Dean's Office

The following grants and contracts tables reflect FY 2017 funded activity, which includes both newly awarded and ongoing, multi-year projects

**Fiscal Year: July 1, 2017 to June 30, 2018**

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<td>Kukea Shultz, Pohai</td>
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<td>Improving Teacher Quality Grants - SAHEs</td>
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<td>Pacific Regional Comprehensive Center (Year 5)</td>
<td>Education, Dept-HI</td>
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<td>Zuercher, Deborah</td>
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<td>American Sāmoa Territorial Teacher Training Assistance Project 2017</td>
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<td>Zuercher, Deborah</td>
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</tbody>
</table>

**TOTAL** | **34 AWARDS** | **$8,057,309**

* Not added to total $ amount; projects funded by Improving Teacher Quality Grants - SAHEs
### Center on Disability Studies

The following grants and contracts tables reflect FY 2017 funded activity, which includes both newly awarded and ongoing, multi-year projects

**Fiscal Year: July 1, 2017 to June 30, 2018**

<table>
<thead>
<tr>
<th>PRINCIPAL INVESTIGATOR</th>
<th>PROJECT TITLE</th>
<th>SPONSOR</th>
<th>$ AMOUNT</th>
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<td>Abhari, Kaveh</td>
<td>Ne’epapa Ka Hana: Transforming STEM Education for Native Hawaiian Students (NKH)</td>
<td>Education, Dept-FED</td>
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<td>Anderson, Jean</td>
<td>Ulua’i Laona - Helping Babies Hear</td>
<td>Health and Human Service-HRSA, Dept-FED</td>
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<td>Banks, Sara</td>
<td>Literacy through Digital Media K-3 (LDM K-3)</td>
<td>Education, Dept-FED</td>
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<td>Coryell, Judith</td>
<td>Navigating Student Success in the Pacific (NSSP)</td>
<td>Marshall Islands, College of</td>
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<td>Folk, Eric</td>
<td>Comprehensive Services Center for Persons Who are Deaf, Hard of Hearing, and Deaf Blind</td>
<td>Human Services-DVR, Dept-HI</td>
<td>$498,392</td>
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<td>Folk, Eric</td>
<td>Hawai’i/Pacific TPSID, The DEIS Model Comprehensive Transition and Post-secondary Program</td>
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<td>Ho, Lauren</td>
<td>Postsecondary Supports Project (PSP)</td>
<td>Human Services-DVR, Dept-HI</td>
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<td>Ho, Lauren</td>
<td>State of Hawai’i Department of Health, Developmental Disabilities Division</td>
<td>Health, Dept-HI</td>
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<td>Ho, Lauren</td>
<td>Maternal Child Health Branch Website Design and Development</td>
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<td>Maternal Child Health Branch Facilitation</td>
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<td>Maternal Child Health Branch Domestic Violence</td>
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<td>Johnson, Jean</td>
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<td>Johnson, Jean</td>
<td>Share, Integrate, Link American Samoa (SILAS II)</td>
<td>Health and Human Service-CDC, Dept-FED</td>
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<td>Leake, David/Okoji, Leslie</td>
<td>External Evaluation Services for Project HI AWARE Grant</td>
<td>Education, Dept-HI</td>
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<td>Lee, Chin H.</td>
<td>Hawai’i WIPA</td>
<td>Social Security Administration</td>
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<td>Lee, Mellanie</td>
<td>Hawai’i and Pacific Deaf-Blind Consortium (HPDBC)</td>
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<td>Mihalke, William</td>
<td>Benefits Planning for DHS, DVR</td>
<td>Human Services-DVR, Dept-HI</td>
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<td>Mihalke, William</td>
<td>Building Career Pathways for Tomorrow, DEI Round 6</td>
<td>Labor &amp; Industrial Relation, Dept-HI</td>
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<td>Mihalke, William</td>
<td>Hawai’i State Health Insurance Assistance Program (SHIP)</td>
<td>Health-Executive Office on Aging, Dept-HI</td>
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<td>Miner, Ray</td>
<td>Identify and Follow: Ajiiri in Ibwinini</td>
<td>Health and Human Service-CDC, Dept-FED</td>
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<td>Morrissey, Patricia</td>
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<td>Health and Human Service-ACL, Dept-FED</td>
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<td>Morrissey, Patricia</td>
<td>Hawai’i University Center for Excellence in Developmental Disabilities (HI UCEDD)</td>
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<td>Okoji, Leslie</td>
<td>No Wrong Door (NWD) Evaluation</td>
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<td>Park, Hye-Jin</td>
<td>Project BEAM</td>
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<td>Park, Hye-Jin</td>
<td>Twice Exceptional Students Achieving and Matriculating in STEM (TEAMs)</td>
<td>Education, Dept-FED</td>
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<td>Peter, Chinilla</td>
<td>Learn the Signs, Act Early Ambassador</td>
<td>Association of University Centers on Disabilities</td>
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<td>Romboa Tanaka, Naomi</td>
<td>Hawai’i Positive Engagement Project (H-PEP)</td>
<td>Education, Dept-FED</td>
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<td>Takahashi, Kiriko</td>
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<td>Takahashi, Kiriko</td>
<td>Ka Pilina No’eau</td>
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<td>Tom, Tamara</td>
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<td>Health and Human Service-SAMHSA, Dept-FED</td>
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<td>No Wrong Doors Evaluation</td>
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**TOTAL 33 AWARDS**

$7,070,841
# Grants & Contracts

## Curriculum Research & Development Group

The following grants and contracts tables reflect FY 2017 funded activity, which includes both newly awarded and ongoing, multi-year projects

**Fiscal Year:** July 1, 2017 to June 30, 2018

<table>
<thead>
<tr>
<th>Principal Investigator</th>
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<th>Sponsor</th>
<th>$ Amount</th>
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<td>Dougherty, Barbara</td>
<td>Cooperative Agreement for the Hawai'i Afterschool Alliance</td>
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<td>To Provide Professional Development Services for the Hawai'i Department of Education</td>
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<td>Dunn, Hugh</td>
<td>Mohala I Ke Ao (MIKA): A Culturally-Responsive, Multi-Tiered Beginning Reading Support System for Schools and Communities</td>
<td>Education, Dept-FED</td>
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<td>Dunn, Hugh</td>
<td>Pihana Hou: An RTI Approach Building Early Reading Skills in Schools and Communities</td>
<td>Education, Dept-FED</td>
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<td>Hawai'i Instructional Support Academy (HISA)*</td>
<td>Education, Dept-FED</td>
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<td>Nguyen, Thanh Truc</td>
<td>Broadening Participation of Native Hawaiians for Engineering Faculty Careers</td>
<td>National Science Foundation</td>
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<td>Professional Learning for All Science Educators (PLEASE)</td>
<td>Essential Teaching and Learning PD, LLC</td>
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<td>Philippoff, Joanna</td>
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<td>Commerce, NOAA-Dept-FED</td>
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<td>Hawai'i Youth Risk Behavior Survey</td>
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<td>Developing Teaching Expertise in K-5 Mathematics</td>
<td>University of Michigan</td>
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<td>Qualitative Data Reuse: Records of Practice in Educational Research and Teacher Development</td>
<td>University of Michigan</td>
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<td>Expansion of Math Teachers' Circle Hawai'i (E-MaTCH) *</td>
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</table>

**Total**

17 Awards

$1,585,256

* Not added to total $ amount; projects funded by Improving Teacher Quality Grants - SAHEs
The College of Education thanks our partner school mentors for their support in preparing future education professionals.
THE COLLEGE OF EDUCATION THANKS OUR PARTNER SCHOOLS FOR THEIR SUPPORT IN PREPARING FUTURE EDUCATION PROFESSIONALS.
COLLEGE OF EDUCATION PARTNER SCHOOLS–O‘AHU

Central District
DOE Schools
'Aiea
'Aiea High
Alvah A. Scott El
Pearl Ridge El
Weibling El
Honolulu
Aliamanu El
Aliamanu Middle
Hickam El
Moanalua High
Moanalua Middle
Mokulele El
Pearl Harbor El
Radford High
Salt Lake El
Millilani
Millilani High
Millilani 'Ike El
Millilani Mauka El
Millilani Middle
Millilani Uka El
Millilani Waena E1
Wahiawā
Hale Kula El
Helemano El
Leilehua High
Wahiawā Middle
Wheeler Elementary School
Waialua
Waralua High & Int

Leeward District
DOE Schools
'Wai'alea
Campbell High
'Wai'alea El
'Holomua El
'Ilima Int
'Iroquois Point El
Pōhākea El
Kapolei
Barber's Point El
Kapolei High
Kapolei Middle
Makakilo El
Mauka Lani E1
Pearl City
Highlands Int
Pearl City El
Pearl City High
Pearl City Highlands El
Waialua E1
Wa'i'anae
Nānākuli E1
Nānākuli High and Int
Mā'ili El
Mākaha El
Wa'i'anae El
Wa'i'anae High
Wa'i'anae Int
Waipahu
August Ahrens El
Honowai El
Kae'ōpū'u El
Waikiel El
Waipahu El
Waipahu High
Waipahu Int
Charter Schools
Kamaile Academy PCS

Honolulu District
DOE Schools
ʻĀina Haina El
ʻĀnuenue
Aliʻiolani El
Dole Middle
Farrington High
Fern El
Hahaʻione E1
Hōkūlani El
Jarrett Middle
Kaʻahumanu E1
Kaimuki Middle
Kaimuki High
Kaiser High
Kalani High
Kalihi E1
Kalihi-Kai E1
Kaimiloiki E1
Kawānanakoa Middle
Koko Head El
Lanakila El
Likilike E1
Lōno E1
Māʻeke El
Mānoa E1
McKinley High
Niu Valley Middle
Noelani El
Nūʻuanu El
Red Hill El
Roosevelt High
Royal School
Stevenson Middle
ʻUH Mānoa Children's Center
Waikiki E1
Wilson E1
Charter Schools
Halau Ku Mana NCPCS
University Laboratory School
Waʻalae E1 PCS
Voyager PCS
Private Schools
Assets School
Damien Memorial School
Hanahauoli El
Hawai‘i Baptist Academy
Hongwanji Mission School
Iolani School
Kamehameha Schools
Maryknoll School
Mid-Pacific Institute
Peltier Child Development Center
Punahou School
Saint Clement's Elementary School
St. Louis School
Saint Theresa School
The School for Examining Essential Questions of Sustainability (SEEQS)

Windward District
DOE Schools
Kaihū
Ala Kai E1
Enchanted Lake E1
Kaeʻelepulu E1
Kailua Int
Kailua High
Kailua E1
Keeou E1
Maunawili E1
Mōkāpu E1
Olomana School
Kāne‘ohe
ʻAli‘i Maui E1
Castle High
Heʻeia E1
Kane‘ohe E1
Kapunahala E1
Parker E1
Pū‘ōhala E1
Lāʻie
Lāʻie E1
Hale‘iwa
Hale‘iwa E1
Sunset Beach E1
Waimānalo
Pope E1
Private Schools
Ka‘ohao School
Le Jardin Academy
St. Ann Model Schools

FLIP REPORT OVER FOR COE CURRENTS

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