## Conceptual Framework of the College of Education

*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. The following reflects 2010 and 2011 data.

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Student Data

STUDENT GENDER  FALL 2011
456  MALE STUDENTS
1,094  FEMALE STUDENTS
1,550  TOTAL ENROLLMENT

69%  vs  31%
FEMALE  MALE

ENROLLMENT  FALL 2011
432  UNDERGRADUATE
942  GRADUATE
176  POST-BACALAUARATE & CERTIFICATE
1,550  TOTAL ENROLLMENT

28%  61%  11%
UNDERGRADUATE  GRADUATE  POST-BAC & CERT

STUDENT ETHNICITY  FALL 2011
1,550  TOTAL ENROLLMENT

Vietnamese  17  1%
Thai  5  0.32%
Samoan  96  6%
Other Pacific Islander  4  0.25%
Other Asian  12  0.77%
Native Hawaiian or Part-Hawaiian  269  17%
No Data  5  0.3%
African American or Black  21  1.4%
Amer Indian or Alaskan Native  8  0.5%
Asian Indian  10  0.6%
Caucasian or White  394  26%
Chinese  77  5%
Filipino  83  5.3%
Guamanian or Chamorro  4  0.25%
Hispanic  20  1.3%
Mixed Race (2 or more)  146  9.4%
Mixed Pacific Islander  2  0.12%
Mixed Asian  85  5.4%
Micronesian  22  1.4%
Korean  31  2%
Japanese  237  15%
**Student Data**

### Undergraduate Degrees Awarded
**Fall 2006–Sum 2011**

<table>
<thead>
<tr>
<th>Semester</th>
<th>BEd</th>
<th>BS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall '06–Sum '07</td>
<td>220</td>
<td>49</td>
<td>269</td>
</tr>
<tr>
<td>Fall '07–Sum '08</td>
<td>238</td>
<td>32</td>
<td>270</td>
</tr>
<tr>
<td>Fall '08–Sum '09</td>
<td>184</td>
<td>45</td>
<td>229</td>
</tr>
<tr>
<td>Fall '09–Sum '10</td>
<td>148</td>
<td>36</td>
<td>184</td>
</tr>
<tr>
<td>Fall '10–Sum '11</td>
<td>209</td>
<td>48</td>
<td>257</td>
</tr>
</tbody>
</table>

### Graduate Degrees Awarded
**Fall 2006–Sum 2011**

<table>
<thead>
<tr>
<th>Semester</th>
<th>MED</th>
<th>MEdT</th>
<th>MS</th>
<th>PBC</th>
<th>PhD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall '06–Sum '07</td>
<td>174</td>
<td>31</td>
<td>15</td>
<td>64</td>
<td>20</td>
<td>304</td>
</tr>
<tr>
<td>Fall '07–Sum '08</td>
<td>211</td>
<td>63</td>
<td>16</td>
<td>60</td>
<td>22</td>
<td>372</td>
</tr>
<tr>
<td>Fall '08–Sum '09</td>
<td>285</td>
<td>64</td>
<td>24</td>
<td>55</td>
<td>20</td>
<td>448</td>
</tr>
<tr>
<td>Fall '09–Sum '10</td>
<td>222</td>
<td>71</td>
<td>22</td>
<td>61</td>
<td>13</td>
<td>389</td>
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<tr>
<td>Fall '10–Sum '11</td>
<td>244</td>
<td>77</td>
<td>22</td>
<td>76</td>
<td>24</td>
<td>443</td>
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### ENROLLMENT & DEGREES AWARDED BY PROGRAM

<table>
<thead>
<tr>
<th>Degree</th>
<th>Program</th>
<th>Enrollment</th>
<th>Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall 10</td>
<td>Spr 11</td>
</tr>
<tr>
<td>BED</td>
<td>Elem Educ-Elem &amp; Spec Ed-BEd</td>
<td>61</td>
<td>48</td>
</tr>
<tr>
<td>BED</td>
<td>Elementary Education-BEd</td>
<td>233</td>
<td>211</td>
</tr>
<tr>
<td>BED</td>
<td>Secondary Education-BEd</td>
<td>65</td>
<td>57</td>
</tr>
<tr>
<td>BS</td>
<td>Kinesiology &amp; Leisure Sci-BS</td>
<td>84</td>
<td>90</td>
</tr>
<tr>
<td>PCERT</td>
<td>Secondary Education-PBC</td>
<td>69</td>
<td>90</td>
</tr>
<tr>
<td>PCERT</td>
<td>Special Education-PBC</td>
<td>88</td>
<td>97</td>
</tr>
<tr>
<td>MED</td>
<td>Counseling &amp; Guidance-MEd</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>MED</td>
<td>Curriculum Studies-MEd</td>
<td>162</td>
<td>162</td>
</tr>
<tr>
<td>MED</td>
<td>Early Childhood Education-MEd</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>MED</td>
<td>Educational Administration-Med</td>
<td>70</td>
<td>67</td>
</tr>
<tr>
<td>MED</td>
<td>Educational Foundations-MEd</td>
<td>59</td>
<td>52</td>
</tr>
<tr>
<td>MED</td>
<td>Educational Psychology-Med</td>
<td>41</td>
<td>41</td>
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<tr>
<td>MED</td>
<td>Educational Technology-Med</td>
<td>80</td>
<td>76</td>
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<tr>
<td>MED</td>
<td>Special Education-MEd</td>
<td>128</td>
<td>122</td>
</tr>
<tr>
<td>MEDT</td>
<td>Master of Educ in Teaching</td>
<td>150</td>
<td>134</td>
</tr>
<tr>
<td>MS</td>
<td>Kinesiology &amp; Rehab Science-MS</td>
<td>63</td>
<td>63</td>
</tr>
<tr>
<td>PHD</td>
<td>Education-PhD</td>
<td>212</td>
<td>204</td>
</tr>
<tr>
<td>PHD</td>
<td>Educational Psychology-PhD</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>GCERT</td>
<td>Disability &amp; Diversity Studies-GCERT</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>1,624</td>
<td>1,572</td>
</tr>
</tbody>
</table>

### TEACHER CANDIDATES RECOMMENDED FOR INITIAL LICENSURE

#### FALL 2010–SUM 2011

<table>
<thead>
<tr>
<th>Degree</th>
<th>Fall 10</th>
<th>Sum 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education &amp; SPED-BEd</td>
<td>30</td>
<td>26</td>
</tr>
<tr>
<td>Elementary Education &amp; Early Child-BEd</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Elementary Education-BEd</td>
<td>52</td>
<td>67</td>
</tr>
<tr>
<td>Secondary Education-BEd</td>
<td>33</td>
<td>41</td>
</tr>
<tr>
<td>Special Education-MEd</td>
<td>37</td>
<td>63</td>
</tr>
<tr>
<td>Elementary Education-MEdT</td>
<td>26</td>
<td>29</td>
</tr>
<tr>
<td>K-12 MEdT</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Secondary Education-MEdT</td>
<td>44</td>
<td>45</td>
</tr>
<tr>
<td>Secondary Education-PBC</td>
<td>56</td>
<td>60</td>
</tr>
<tr>
<td>Special Education-PBC</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>233</td>
<td>357</td>
</tr>
</tbody>
</table>
Student Data

STUDENTS PURSUING TEACHER LICENSURE
FALL 2011  TOTAL NUMBER=662

BED
- Elem Educ-Elem & Spec Ed-BEd 9%
- Elem Education, Early Child-BEd 5%

PBC
- Elementary Education-BEd 30%
- Secondary Education-BEd 9%
- Secondary Education-PBC 9%
- Special Education-PBC 9%
- Master of Educ in Teaching 18%

MEDT
- Master of Educ in Spec Ed 3%

DOCTORAL STUDENTS  FALL 2010–2011

<table>
<thead>
<tr>
<th>Program</th>
<th>FALL 10</th>
<th>FALL 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and Instruction-PhD</td>
<td>88</td>
<td>76</td>
</tr>
<tr>
<td>Educational Administration-PhD</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>Educational Foundations-PhD</td>
<td>29</td>
<td>27</td>
</tr>
<tr>
<td>Educational Psychology-PhD</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>Educational Technology-PhD</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>Exceptionalities-PhD</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>Kinesiology-PhD</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Policy Studies-PhD</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>234</td>
<td>274</td>
</tr>
</tbody>
</table>
Faculty & Staff Data

FTE Faculty & Staff by Funds
FALL 2010–2011

<table>
<thead>
<tr>
<th>Funds</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty State Funds</td>
<td>138</td>
<td>149</td>
</tr>
<tr>
<td>Faculty Other Funds</td>
<td>72</td>
<td>52</td>
</tr>
<tr>
<td>Staff State Funds</td>
<td>42</td>
<td>48</td>
</tr>
<tr>
<td>Staff Other Funds</td>
<td>40</td>
<td>28</td>
</tr>
<tr>
<td>TOTAL</td>
<td>290</td>
<td>277</td>
</tr>
</tbody>
</table>

Promotion & Tenure
2011

- Benjamin, Thomas (Office of Student Academic Services) – tenure and promotion
- Cartwright, Brenda (Kinesiology & Rehabilitation Science) – promotion
- Hetzler, Ron (Kinesiology & Rehabilitation Science) – promotion
- Kukahiko, Eomailani (Curriculum Studies) – tenure
- Leake, David (Center on Disability Studies) – promotion
- Nguyen, Thanh Truc (Curriculum Research & Development Group) – tenure and promotion
- Olson, Melfried (Curriculum Research & Development Group) – tenure and promotion
- Ponte, Eva (Institute for Teacher Education) – tenure and promotion
- Ratcliffe, Katherine (Educational Psychology) – tenure and promotion
- Seraphin, Kanesa Duncan (Curriculum Research & Development Group) – tenure and promotion
- Tanabe, Cliff (Educational Foundations) – tenure and promotion
- Zuercher, Deborah (Institute for Teacher Education) – tenure and promotion

New Leadership
2011

- Salzman, Michael Chair of Educational Psychology

Retirees
2011

- Cooper, Joanne (Professor, Educational Administration)
- Dowrick, Peter (Professor, Center on Disability Studies)
- Harpstrite, James (Institutional & Student Support, Curriculum Research & Development Group)
### Department & Unit Data

#### Programs for Initial Teaching Licensure

The College of Education offers the Bachelor of Education, Post-Baccalaureate Certificate, and Master of Education in Teaching, leading to initial teaching licensure.

<table>
<thead>
<tr>
<th>Institute for Teacher Education</th>
<th>Bachelor’s Level</th>
<th>Post-Baccalaureate or Master’s Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BEd</strong>—Elementary Education (K–6)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BEd</strong>—Dual Preparation in Elementary Education (K-6) and Early Childhood Education (PK-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BEd</strong>—Dual Preparation in Elementary Education (K-6) and Special Education (PK-3, K-6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Secondary Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BEd</strong>—English Language Arts (7-12), Foreign Language (7-12), Mathematics (7-12), Music (K-12), Physical Education (K-6, 7-12, K12), Science (7-12), and Social Studies (7-12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PBCSE</strong>—Art (7-12), English Language Arts* (7-12), English as a Second Language (7-12), Foreign Language (7-12), Mathematics* (7-12, Physical Education (K-6, 7-12, K12), Science* (7-12), and Social Studies* (7-12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Master of Education in Teaching</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MEdT</strong>—Elementary Education (K-6), Secondary Education (7-12), and Ho’okulawi: Native Hawaiian and Indigenous Education (K-12)</td>
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</tr>
</tbody>
</table>

#### Special Education

<table>
<thead>
<tr>
<th>Special Education</th>
<th>Bachelor’s Level</th>
<th>Post-Baccalaureate or Master’s Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEd</strong>—Dual Preparation in Elementary Education (K-6) and Special Education (PK-3, K-6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PBSPED</strong>—Mild/Moderate*, Severe/Autism*, and Deaf Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Available statewide through distance education (see departments for details)

See departmental sites (http://www.coe.hawaii.edu) or the UHM catalog for more information.
The College of Education offers the Bachelor of Science, Master of Education, Master of Science, PhD in Education, PhD in Educational Psychology, Doctor of Education in Professional Education Practice, and Certificate in Disability Studies.

### MASTER OF EDUCATION (MEd)

**Curriculum Studies**  
PK-3, Elementary, Middle Level*, and Secondary

**Early Childhood Education**  
Professional development and leadership for programs serving children infancy to five years of age

**Educational Administration**  
K-12 Administration*, and Higher Education Administration

**Educational Foundations**  
Educational Foundations, Educational Leadership in the Pacific Region, Private School Leadership, and Program Evaluation

**Educational Psychology**  
Human Development & Learning; Measurement, Assessment, and Evaluation; and Research Design and Data Analysis

**Educational Technology***  
Theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning

**Special Education**  
Interdisciplinary studies to work in non-classroom-based services for persons with disabilities

### MASTER OF SCIENCE (MS)

**Kinesiology and Rehabilitation Science**  
Athletic Training (entry-level), Athletic Training (post-certification), Physical Education, Adapted Physical Education, and Rehabilitation Counseling*

### DOCTOR OF PHILOSOPHY (PhD)

**Education**  
Curriculum and Instruction, Educational Administration, Educational Foundations, Educational Technology, Exceptionalities, and Kinesiology and Rehabilitation Science

**Educational Psychology**

### DOCTOR OF EDUCATION (EdD)

**Professional Educational Practice**

### CENTER ON DISABILITY STUDIES

Certificate in Disability and Diversity Studies

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* Available statewide through distance education (see departments for details)  
See departmental sites [http://www.coe.hawaii.edu](http://www.coe.hawaii.edu) or the UHM catalog for more information.
ACADEMIC UNITS

CURRICULUM STUDIES

The Department of Curriculum Studies (CS) provides educators with opportunities for advanced scholarship and preparation within their chosen fields. In 2011, the department had seventy-two graduates in the Master’s of Education in Curriculum Studies program. This popular degree program had 110 new students in 2011 for a total of 288 active students.

Two COE certificates, Prekindergarten–Grade 3 (PK–3) and Reading K–12, were approved by the graduate council. The Hawaii P–3 project will pay the costs for early childhood educators in the Kalhi, Nānākuli, Wai‘anae and selected Windward districts to study for the PK–3 Certificate through spring 2014. The Kaua‘i DOE contributed funding for an enthusiastic cohort of teachers engaged in earning Reading K–12 certificates, along with MEd CS degrees, through courses that combine online and face-to-face classes. The purpose of the Reading K–12 certificate and specialization is to prepare reading specialists, literacy coaches, and teachers who are literacy leaders for Hawai‘i’s schools.

The MEd in curriculum studies with a middle level emphasis (MLMED) has been continuing its work with educators who work with adolescents and pre-adolescents. Thirty students from neighbor islands and American Sāmoa in the first online cohort graduated in December 2011. COE Dean Sorensen and some of the MLMED faculty traveled to American Sāmoa in November 2011 to hold a commencement ceremony for the graduates. A second online cohort of thirty-five students from O‘ahu, neighbor islands, American Sāmoa, and the US mainland started in June 2010 and will graduate in August 2012. A new online cohort with a similar mix of Hawai‘i, American Sāmoa, and mainland participants is scheduled to begin in May 2012. The MLMED Program has had over 300 participants since 1996 and has a graduation rate of over 90%.

CS is completing its third cohort in the interdisciplinary master of education in early childhood (MEd-ECE) program and will begin a fourth cohort in summer 2012. The doctoral specialization in curriculum and instruction is also thriving with approximately 100 students working with CS faculty, faculty from the college’s Institute for Teacher Education, and the Curriculum Research & Development Group. During the last academic year (from summer 2010 to spring 2011), fourteen doctoral students graduated in the curriculum and instruction specialization.

Ho‘okulāwai, which prepares teachers and community leaders to work in schools and communities where there are large numbers of Native Hawaiians, continues its important work. Ho‘okulāwai conducts research and carries out its operations with support from Native Hawaiian communities and the Office of Hawaiian Affairs. Curriculum Studies is also proud to continue as the home for the Hawai‘i Writing Project, now directed by new ITE-Secondary/CS faculty member, Dr. Ellen Spitler.

EDUCATIONAL ADMINISTRATION

In 2011, twenty-seven master’s students and two doctoral students completed their degrees in educational administration.

The Department of Educational Administration (EA) prepares educational administrators and supervisors for a broad range of education-related administrative positions. These positions include elementary and secondary school administrators, higher education staff positions, and department and grade-level chairpersons at lower and higher education institutions. The program develops leaders who conduct and apply research; utilize reflection and inquiry; and develop and implement policy within a collaborative context, all of which fosters growth and transformation within individuals and organizations.

Dr. Sam Museus was honored with the Promising Scholar/Early Career Award from the Association for the Study of Higher Education (ASHE).

EDUCATIONAL FOUNDATIONS

The Department of Educational Foundations is committed to the professional and personal intellectual growth of educators and laypersons who wish to broaden and deepen their understanding of educational problems, questions, issues, and controversies. The department aims to create in educational professionals an understanding of the historical, philosophical, cultural, social, and political context of education so that they can make informed and wise decisions about educational problems and policy issues.

In summer 2011, twenty-one students graduated from the Private School Leadership in the Pacific Basin (PSL) program. The students, who constituted Cohort IV, work in independent schools in the State and on the mainland. The PSL program is a collaboration of the Department of Educational Foundations and the Hawai‘i Association of Independent Schools (HAIS). The department also completed its first set of courses for Cohort VII of Educational Leadership in the Asia/Pacific Region (EdLeads), a program for educators who can pursue their degree without career interruption.

In May 2011, the department hosted visiting faculty from Peking University. The scholars were in Honolulu to present papers at the Tenth East-West Philosophers Conference. They were joined by Educational Foundations faculty who also presented papers at the conference.
Academic Units

EDUCATIONAL PSYCHOLOGY

The Department of Educational Psychology (EP) promotes inquiry in human learning and development within the context of a diverse society. It has the only program in the state that prepares specialists in testing, evaluation, and measurement. Graduates from both the master’s and doctoral programs are leaders in the State Department of Education and University of Hawai‘i assessment and accountability units. Eight master’s students are enrolled in the newly established Measurement, Assessment, and Quantitative Methods (MAQ) strand of EP’s master’s program. The department developed this strand in response to the Hawai‘i State Department of Education request for a program to prepare individuals to work in educational testing and evaluation. EP is also home to the Center for Research on Education, Diversity and Excellence (CREDE) Hawai‘i project. CREDE Hawai‘i provides professional development to teachers who wish to improve their instruction for Hawaiian and other culturally diverse students.

EDUCATIONAL TECHNOLOGY

The Department of Educational Technology (ET) provides a dynamic and high quality program for educators seeking innovative ways to integrate emerging technologies for teaching and learning. ET offers a specialization in the college’s PhD program, an on-campus and online Master’s program, and a Graduate Certificate in Online Learning and Teaching (COLT). COLT is currently in the process of receiving Board of Regents approval. The ET ohana (family) has grown to include 149 students with all programs combined.

ET has formed a new campus chapter of the national professional organization, the Association for Educational Communications and Technology (AECT). AECT-HI is a student organization, but alumni and interested community people can join as associate members. A number of students and faculty regularly attend the AECT International Conference and host a table at the university reception to highlight the University of Hawai‘i.

ET has created a video game lab with each of three stations housing major commercial video game platforms to conduct research for use in education. The game lab is currently used in ET643-Educational Technology in Informal Learning, which explores the application of games in learning environments, such as museums, cultural institutions, tourist attractions and visitor information centers. This summer, the video game lab hosted K–12 educators from the Punahou Summer Lab School who came to better understand the role of video games in the classroom. As part of the COE Homecoming 2011 festivities, ET hosted a Gaming Lab Open House.

LEI Aloha, ET’s grant group, continues to support important initiatives. This year, they hosted graduates from the online post-baccalaureate program in math and science, COE faculty and staff, and the ET ohana to attend the Mobile Learning Summit II. LEI Aloha will also be offering a mini-grant to a lucky school that will receive ten tablets to conduct classroom research.

Under the leadership of Dr. Peter Leong with graduate assistant, Rebecca Meeder, the college now has its own COE Second Life island that was officially launched in the spring of 2011. ET held its first in-world graduation ceremony in Second Life for its online master’s program graduates in May 2011 – a first for the University of Hawai‘i. The virtual graduation received national attention.
The Bachelor’s in Education (BEd) program in Elementary and Early Childhood Education (EECE) qualifies graduates to teach in elementary school (K–6) with the option of dual-preparation in Early Childhood Education or Special Education. The BEd in elementary education is also offered statewide in a hybrid format that consists of web-based instruction and four face-to-face weekend meetings per semester. In the fall of 2012, the EECE program will begin a dual preparation in general and special education cohort on the Leeward Community College campus to better meet the needs of students living in that geographical area. The EECE program is also offered in American Sāmoa, and is called the Territorial Teacher Training Assistance Project (TTTAP).

EECE is excited about the recent award of a $1.5 million grant from the U.S. Department of Education, Office of Special Education and Rehabilitation Services. Read more about this new grant project on page eight of Currents.

The Master of Education in Teaching (MEdT) program envisions empowered, well-prepared educators who have a critical role in creating and implementing quality experiences for all children and who serve as teacher-leaders, framing the conversations and outcomes that drive public education. The program works in collaboration with public and private school partners to offer both a high-quality K–12 teacher licensure program and a graduate education that supports the simultaneous renewal of K–12 schools and teacher education.

Last year was the first year since its inception that the MEdT program did not have fourth semester internships funded by the Hawai‘i Department of Education. In response to the absence of grant funds, the program coordinators and candidates worked with the DOE personnel office to secure vacant paid positions for the Spring semester. The program separated the licensure portion of the program from the graduate degree so that candidates could be recommended for licensure at the successful completion of their third semester. Candidates were therefore in a stronger position to apply for and receive full-time positions. All candidates wanting an internship were able to secure some type of paid position for the Spring semester. End-of-program assessments from students showed that, while they were displeased with the loss of DOE support, they praised faculty for their support in finding other positions.

For the past four years, MEdT has offered emergency hire teachers the opportunity to earn licensure and a graduate degree through the On-the-Job cohort. Classes were offered in the evenings, and candidates were supported in their field positions by MEdT faculty without the added support of mentor teachers. Most of the candidates in this cohort were from Teach for America (TFA). TFA has been approved by the Hawai‘i Teacher Standards Board to offer its own licensure program. In anticipation of losing this cohort, the MEdT faculty are looking into the possibility of offering a hybrid program to candidates across the state. Such a cohort would address the request of non-O‘ahu students who want to complete the MEdT program and to continue to serve emergency hire teachers from any island. No program details have yet been finalized.

Two MEdT faculty members, Eva Ponte and Deborah Zuercher, earned tenure this past year and a third faculty member, Jon Yoshioka, successfully completed his dissertation. Sarah Twomey took leave from the program for a semester to work in Italy with the Mānoa Study Abroad Program.

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The Kinesiology and Rehabilitation Science (KRS) department continues to sustain and grow thriving undergraduate and graduate programs in a very multi-faceted department.

The department said farewell and mahalo to Dr. Robert Benham who has moved on to become an associate athletics director at Kamehameha Schools.

The Health & Physical Education and Health & Exercise Science undergraduate programs have been streamlined to be completed in four years at a 120 credits. Enrollment in both programs is on the rise as more students have expressed an interest in teaching health and physical education or in preparing for a profession in health care (e.g., physical therapy, athletic training, medical school) or the fitness industry (e.g., personal trainer, nutrition counselor) upon graduation. The Health and Exercise Science program has been designed to more directly align with the National Strength and Conditioning recognition program. Graduates with a BS in KRS are prepared and eligible to take the exam to become certified in strength and conditioning.

KRS faculty members have been very productive and diverse in their topics of study. Several publications and presentations are in press in top tier and other professional journals. A sampling of these topics include: physical activity and overweight relative to Hawaiian children, contributions of daily physical activity for adolescents, understanding health issues and taking a culturally responsive approach, strategies to prevent cultural-racial prejudice, strengths and barriers to effective multicultural counseling, examining injured military personnel use of a special orthotic on walking gait, 3D analysis of swimming strokes, and many others.
Academic Units

GET FIT (A FUTURE IN TEACHING)

The Get FIT (A Future in Teaching) program is designed to support students interested in becoming teachers. This includes both an exploratory pre-education program for students who plan to apply to the UHM College of Education, as well as support for students who have already been admitted. Get FIT offers special classes; Praxis exam preparation; opportunities for service learning; and collaboration with students, faculty, and staff from the college.

There are Get FIT Scholar stipends available each year ($1000/academic year) for students interested in adding value to their educational experience. Students chosen to receive these stipends participate in a comprehensive service learning project, the development of an online presence in the form of blogs and other social media, and coffees and other events to share their experiences with faculty and alumni.

The program also works with high schools on O‘ahu and the neighbor islands, fostering a greater awareness of opportunities available to students who may be interested in becoming teachers. One goal of the program is to develop a pipeline of students who will learn the cultural implications of teaching and learning, and then share their knowledge with their communities.

To read more about the Get FIT program, see our feature in Currents (page 24).

Research Units

CENTER ON DISABILITY STUDIES

The Center on Disability Studies (CDS) promotes diverse abilities across the life through interdisciplinary training, research, and service. One of the program’s main focuses is to disseminate evidence-based practices and cutting-edge research related to disabilities. The 27th Annual 2011 Pac Rim Conference on Disability and Diversity attracted almost one thousand attendees, representing every continent. The 3rd Annual Pre-Pacific Rim International Forum on the Rights of Individuals with Disabilities attracted renowned speakers from the international field of disability rights. The international forum extends the work of the United Nations Convention on the Rights of Persons with Disabilities and provides a platform for international advocacy for individuals with disabilities.

As part of its outreach initiative, CDS produces a monthly community television program called Disability Perspectives, airing monthly to a global following on OLELO Channel 54. Disability Perspectives combines documentary and TV magazine style formats with specific topic features in each one-hour episode.

During the last fiscal year, CDS generated $16,633,852 in grants and contracts from state (17%), federal (77%), and private agencies (6%) and supported sixty-two projects across Hawai‘i, the Pacific region, and the nation. These projects generated 393 activities and produced 173 products. Products included peer reviewed publications (19), newsletters and brochures (25), electronic media (28), and conference presentations (64).

CURRICULUM RESEARCH & DEVELOPMENT GROUP

The Curriculum Research & Development Group (CRDG) has served the educational community locally, nationally, and internationally since 1966 by conducting research and creating, evaluating, disseminating, and supporting educational programs that serve students, teachers, parents, and other educators in grades preK–12. CRDG operates in partnership with the University Laboratory School (ULS), a Hawai‘i public charter school as an R&D laboratory for the College of Education.

In 2011, CRDG published three new books: Aloha, the final volume in the Ka Wana series; No Nā Mamo, a major work on Hawaiian culture and values co-published with the University of Hawai‘i Press; and The Voices of the Youth, a collection of essays from high school students expressing their concerns about Internet safety. In addition, a number of new projects began that will result in new publications or cutting-edge research: two algebra projects, one for high school and one for community college; curriculum materials about Korea that will continue the series on East Asia; an online marine science curriculum and teacher professional development program for high school; revision of the popular Hawai‘i Nature Study series to be published online; and a STEM training program to help individuals with disabilities prepare for and secure meaningful jobs.

Work continued in the areas of Internet safety and digital citizenship, Native Hawaiian education, and teacher professional development in science and mathematics. CRDG also continued its work with the Hawai‘i Department of Education (HIDOE) on its transition to the Common Core State Standards, developing instructional materials aligned with the new standards and implementing the previously published Designing Professional Development for Educators.
Support Units

OFFICE OF COLLEGE DEVELOPMENT & ALUMNI RELATIONS

The Office of College Development was established in 1989 under the leadership of Dr. Alex Pickens and then Dean John Dolly. The goal of the newly created office was to build a viable scholarship program which could provide financial assistance to a greater number of students.

Today, the office has succeeded in establishing more than 50 endowments with a valuation of more than $6.5 million. The 2011 fiscal year saw donations from our supporters in the amount of $1.2 million.

TECHNOLOGY & DISTANCE PROGRAMS

The Technology & Distance Programs office (TDP) provides technical support, instructional support, and distance education support to COE faculty and programs. TDP works closely with COE’s Office of Student Academic Services to provide and improve the college’s Student Information System. TDP provides a help desk for COE faculty, an equipment loan service for COE students, and online services such as the college’s website and portal services.

TDP’s instructional support group provides ongoing professional development, technology integration support, and consulting for faculty. Many recent services have centered on the University System’s move to Google services, which provides shared calendaring, document editing, and improved email services. This group continues to plan and execute technology orientation courses for students in distance education programs. These orientation courses establish baseline student competencies, familiarizing students with the technologies they will use in their technology-mediated studies.

TDP’s Distance Course Design and Consulting group (DCDC) provides contracted services, especially instructional design, course design, and multimedia development. In the past year, DCDC has created online courses for the COE, the College of Tropical Agriculture and Human Resources, Honolulu Community College, and others. DCDC is currently designing online delivery for courses in Special Education, Calculus, Social Work, and Insect Studies. TDP staff members are evaluating student and instructor satisfaction with DCDC courses and plan to publish results and conclusions. In 2011, TDP also introduced teaching guides and an instructional support site that accompany the delivery of all DCDC products.

OFFICE OF STUDENT ACADEMIC SERVICES

Over the last two years, the Office of Student Academic Services (OSAS) has undergone transformations in its access to student advising and day-to-day operations. OSAS implemented an on-line data base, called Student Information System (SIS), which stores student information for admission, advising, and graduation. This had led to paperless student files and on-line access to information off-campus. Adding to their ‘green’ efforts, they initiated an online COE application process.

OSAS established a Wiki site, providing on-line access to all OSAS advising sheets and materials and resulting in broader, quicker, and more convenient opportunities for students to obtain information. The integration of technology to enhance advising services to students through the adoption of SKYPE, Twitter, Facebook, Elluminate, Second Life, and YouTube has further enhanced outreach services to students. Non-traditional opportunities for student advising, via evening and weekend appointments as well as “Satellite Advising,” are available whether students are on campus, at a community college, or in another country.

In the Fall 2012 semester, the college will admit freshmen, so OSAS is working with the Distance Course Design and Consulting group (DCDC) to develop online modules to help them with mandatory orientation and advising which will be the first of its kind at UH Mānoa.

As a result of a grant from the Office of Hawaiian Affairs (OHA), OSAS is excited to introduce Pu‘uhonua: Hale for Native Hawaiian Student Support. Two new OSAS faculty members, Kalehua Krug and Pohai Kukea Shultz, will focus on the recruitment and retention of native Hawaiian students of the COE.

OSAS was awarded the first Academic Advising Unit Award for Excellence and Innovation. The new award will be given annually by the UHM Council of Academic Advising in the office of the Vice-Chancellor. OSAS was selected by a committee of peers for leadership and innovation in working with students.
Fiscal & Foundation Data

DONATION TREE 2010–2011

- $498,853 DONORS: 2
  Gift Range: $100,000 to $499,999
- $343,828 DONORS: 12
  Gift Range: $10,000 to $99,999
- $359,053 DONORS: 1,829
  Gift Range: $1 to $9,999
- $1,201,734 TOTAL DONATIONS

DONATION SOURCES 2011

Total Awarded = $1,201,734

- $166,000
  Foundations
- $183,622
  Alumni
- $356,972
  Parents & Current Students
- $63,983
  Faculty & Staff
- $30,213
  Other
- $400,944
  Corporations
**Fiscal & Foundation Data**

**DISTRIBUTION OF DONATIONS** 2011

TOTAL AWARDED = $1,201,734

- **43%** $517,909
  - **STUDENT OPPORTUNITY & ACCESS**

- **19%** $229,393
  - **FACULTY & ACADEMIC SUPPORT**

- **.004%** $50
  - **OTHER**

- **38%** $454,382
  - **ENRICHMENT & RESEARCH**

**EARNED ENDOWMENT* INCOME** 2007–2011

*Current value of endowment portfolio = $6,516,000

- **2007** $187,986
- **2008** $218,340
- **2009** $201,150
- **2010** $172,170
- **2011** $267,000

**SCHOLARSHIP DOLLARS AWARDED***

2007–2011

*Number of students who received scholarships for each of the years: 72 82 69 84 100

- **2006–2007** $168,000
- **2007–2008** $167,000
- **2008–2009** $210,852
- **2009–2010** $208,059
- **2010–2011** $250,000
Fiscal & Foundation Data

Allocation by State General & Special Tuition Funds 2011

- $11,230,448 State General Funds
- $753,729 Revolving Funds
- $3,499,847 Special Tuition Funds
- $20,693,636 Extramural Funds
- $36,177,660 Total College Allocation

Expenditure by Function 2011

- 17% Research
- 51% Instruction
- 26% Public Service
- 4% Academic Support
- 2% Student Services

Grants & Contracts 2011

- 22% ACADEMIC UNITS & DEAN’S OFFICE: $4,638,965
- 63% CDS: $12,939,798
- 15% CRDG: $3,114,873
## Grants & Contracts

### ACADEMIC UNITS & DEAN’S OFFICE

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<tr>
<th>PRINCIPAL INVESTIGATOR</th>
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<td>Yamauchi, Lois A</td>
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<td>Kamaile Academy, Public Charter School</td>
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<td>Noonan, Mary Jo</td>
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<td>Chinn, Pauline W</td>
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<td>Kulia I Ka Nu’u (Strive for the Summit: Culturally Responsive, Place-based Professional Development</td>
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<td>Hookulawai: Aha Hoonaauao Oiwi</td>
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**TOTAL** 16 Awards $4,268,965
## Grants & Contracts

### CURRICULUM RESEARCH & DEVELOPMENT GROUP

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<tr>
<th>PRINCIPAL INVESTIGATOR</th>
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<td>Berg, Kathleen F</td>
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<td>Johns Hopkins University</td>
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<td>Education, Dept - FED</td>
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<td>Higa, Terry Ann</td>
<td>Mathematics and Culture in Micronesia: Integrating Societal Experiences (MACIMISE) Program Evaluation</td>
<td>Pacific Resources for Education &amp; Learning</td>
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<td>Higa, Terry Ann</td>
<td>An Evaluation of the Campbell Complex’s 21st Century Community Learning Centers’ Project in 2010-2011</td>
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<td>Higa, Terry Ann</td>
<td>Data Analysis Services to the Farrington Complex Kalihi Learning Center 21st Century Community Learning</td>
<td>Education, Dept - HI</td>
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<td>Lai, Morris K</td>
<td>Kākoʻo Ikaika: Supporting Adolescent Hawaiian Students to Achieve High Standards</td>
<td>Education, Dept - FED</td>
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<td>Lai, Morris K</td>
<td>Heluhelu Maoli: Building Strong Foundations in Reading and Mathematics</td>
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<td>Olson, Melfried</td>
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<td>The Makery Professional Development Workshop for Robotics</td>
<td>Robotics Organizing Committee, Hawaii</td>
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<td>Slovin, Hannah</td>
<td>Measure Up Castle</td>
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<td>Get FIT - Culture-Based Teaching and Learning</td>
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**TOTAL 16 Awards $3,184,873**
### Grants & Contracts

**Center on Disability Studies**

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<td>My Voice My Choice</td>
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<td>Dowrick, Peter W</td>
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### CENTER ON DISABILITY STUDIES

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<td>Roberts, Kelly D</td>
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<td>A Cluster Randomized Study of the Impact of Heuristic Math Teaching vs. Intelligent Tutoring with CC Students with Disabilities in Algebra</td>
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<td>Uehara Denise</td>
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<td>Yuen JoAnn</td>
<td>From Chalkboards to Interactive Whiteboards</td>
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<td>Yuen JoAnn</td>
<td>Mikiala</td>
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<td><strong>TOTAL</strong></td>
<td><strong>49 Awards</strong></td>
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</table>
College of Education Partner Schools

THE COLLEGE OF EDUCATION THANKS THE FOLLOWING SCHOOLS FOR THEIR SUPPORT IN PREPARING FUTURE EDUCATION PROFESSIONALS

DOE Schools
- ‘Ele‘ele
- ‘Ele‘ele El
- Kaläheo
- Kaläheo El
- Kapa‘a
- Kapa‘a El
- Kapa‘a High
- Kekaha
- Kekaha El
- Kilauea
- Kilauea El
- Koloa El
- Wai‘ale‘ale El
- Lihue
- Kamakahili Middle
- Kaua‘i High
- King Kaumualii El
- Mililani El

Charter School
- Kanukaipo Learning Center PCS
- (Kula, Maui)

DOE Schools
- Ha‘iku
- Ha‘iku El
- Kahului
- Kahului El
- Kalama Int
- Maui High
- Maui Waena Int
- Pomaikai El
- Kihei
- Kamali‘i El
- Kihei El
- Liholihi Int
- Kula
- Kula El
- Lahaina
- Kamehameha III El
- Lahainaluna High
- Nāhiku‘ena El
- Makawao
- Makawao El
- Pa‘ia
- Pa‘ia El
- Pukalani
- Kekaulike High
- Pukalani El
- Wailuku
- Baldwin High
- Kā‘u Int.
- Wai‘ale‘ale El
- Walla Walla El

Charter School
- Kīhei PC El

DOE Schools
- Captain Cook
- Ho‘okipa El
- Hilo
- DeSilva El
- Hilo High
- Hilo Int
- Hilo Union El
- Kapi‘olani El
- Wai‘ale‘ale El
- Wai‘ale‘alea El
- Honokōa‘a
- Honokōa‘a High
- and Int
- Kailua-Kona
- Kahakai El
- Kealakehe El
- Kealakehe High
- Kealakehe Int
- Kapa‘au
- Kohala El
- Kohala High
- Kea‘au
- Kea‘au El
- Kea‘au High
- Kealakekua
- Konawaena El
- Konawaena High
- Konawaena Middle

Mountain View
- Mountain View El
- Pāhala
- Ka‘u High and
- Pāhala El
- Pāhoa
- Pāhoa High and Int
- Waimea
- Waimea El

Charter Schools
- Connections NCPCS
- (Hilo)
- Hawaii Academy of Arts & Science PCS
- (Pāhoa)
- Innovations PCS
- (Kailua-Kona)
- Kona Pacific PCS
- (Kealakekua)
UHM College of Education Partner Schools–O‘ahu

Central District

DOE Schools
‘Aiea
‘Aiea High
‘Aiea Int.
Alahau, H. Scott El
Pearl Ridge El
Shafter El
Waimalu El
Webbing El

Hale‘iwa
Hale‘iwa El
Sunset Beach El

Honolulu
Aliamanu Middle
Hickam El
Moanalua El
Moanalua High
Moanalua Middle
Mokulele El
Pearl Harbor El
Pearl Harbor Kai El
Radford High
Red Hill El
Salt Lake El

Millani
Kipapa El
Millani High
Millani ‘Ike El
Millani Mauka El
Millani Middle
Millani Uka El
Millani Waena El

Wahiawa
Hale‘iwa El
Kā‘ala El
Leilehua High
Solomon El
Wahiawa Middle
Wheelock Middle

Wai‘alua
Wai‘alua High & Int.

Leeeward District

DOE Schools
‘Ewa Beach
Campbell High
‘Ewa Beach El
‘Ewa El
Ho‘omaluhia El
Ilūhia Int.
Iroquois Point El
Ka‘imikaua El
Keone‘ula El
Pāhoa Kea El

Kapolei
Kapolei El
Kapolei High
Kapolei Middle
Ma‘uka Lani El

Pearl City
Highlands Int.
LCC Children’s Center
Lehua El
Pearl City El
Pearl City Highlands El
Waialu El

Wahiawa
Leilehua High

Wa‘ianae
Mā‘ili El
Mā‘aiwa El
Nānākapono El
Nānākuli El
Nānākuli High and Int.
Wa‘ianae El
Wa‘ianae Int.

Waipahu
Augustus Ahrens El
Honowai El
Waikēhe El
Waipahu El
Waipahu High
Waipahu Int.

Charter School
Ka Wāhona o Ka Na‘auao NCPCS

Private Schools
Island Pacific Academy
Kamehameha PK (Waianae 1)

Honolulu District

DOE Schools
‘Āina Haina El
Ala Wai El
Ali‘i‘ōlanui El
Kula Kaiapuni‘ō Anuenue
Parrington High
Pern El
Ha‘alino El
Hickam El
Hokūlani El
Jamest Middle
Jefferson El
Kalāhu‘anu El
Kā‘anapali El
Kaimukī High
Kaimuki Middle
Kalākaua High
Kalākaua Middle
Kalānui High
Kalānui-ka‘a El
Kalānui-waena El
Kānamoku El
Kapalama El
Kaukawa El
Kawānanaokoa Middle
Kīhonō El
Lanakila El
Liholiho El
Likeli‘i El
Likeli‘i-kalani El
Ma‘emae El
Mānoa El
McKenny High
Niu Valley Middle
Nō‘ai‘i El
Pāioki El
Pearl Harbor El
Pearl Harbor Kai El
Pu‘ulēlē El
Red Hill El
Royal El
Salt Lake El
UH Mānoa Children’s Center
Waikīkī El
Washington Middle
Wilson El

Charter Schools
Education Laboratory
Hawai‘i NCPCS
Wa‘i‘ale‘ale El

Private Schools
Enchanted Lake El
Kalikapuu El
Kalākaua El
Kalākaua Int.
Kalākaua High
Kainalu El
Maunawili El
Mo‘okapu El
Na‘ua El
Castle High
He‘eloa El
Kahalui‘u El
King Int.
Pau‘ilani El
Pope El
Pū‘uhonua El
Waianohi El
Waianoe El and Int.

Kāneohe
Kāne‘ohe El

Le‘ahi Academy
Pearl Harbor Christian Academy
St. Vianney

Windward District

DOE Schools
Kahuku
Kahuku High and Int.

Kailua
‘Aiala El
Enchanted Lake El
Kalikapuu El
Kalākaua El
Kalākaua Int.
Kalākaua High
Kainalu El
Maunawili El
Mo‘okapu El

Private Schools
Kamehameha PK (Kahuku)
Kamehameha PK (Kaneohe)
Le Jardin Academy
Pearl Harbor Christian Academy
St. Vianney