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.

**STUDENT DATA 2012–2018**
- Enrollment by Gender and Ethnicity ................................................................. 2
- Enrollment and Undergraduate Degrees, Graduate Degrees, & Certificates Awarded ................................................................. 3
- Teacher Candidates Recommended for Initial Licensure .................................... 4
- Students Pursuing Teacher Licensure ................................................................. 4
- Master's Students ............................................................................................... 5
- Doctoral Students ............................................................................................... 5

**FACULTY AND STAFF DATA 2017–2018**
- Faculty and Staff by Funds .................................................................................. 6
- Faculty Diversity .................................................................................................. 6
- Promotion & Tenure, Retirees, and New Leadership ............................................. 6

**DEPARTMENT AND UNIT DATA 2018**
- Programs for Initial Teacher Licensure ................................................................. 7
- Non-Licensure and Advanced Programs ............................................................... 8
- Curriculum Studies (EDCS) .................................................................................. 9
- Educational Administration (EDEA) ..................................................................... 10
- Educational Foundations (EDEF) ........................................................................ 10–11
- Educational Psychology (EDEP) ......................................................................... 11
- Institute for Teacher Education - Elementary (ITE-Elementary) ......................... 12
- Institute for Teacher Education - Secondary (ITE-Secondary) ............................. 12–13
- Institute for Teacher Education - Master of Education in Teaching (ITE-MEdT) .... 13
- Kinesiology and Rehabilitation Science (KRS) .................................................... 14
- Learning Design and Technology (LTEC) .......................................................... 15
- Special Education (SPED) .................................................................................. 16
- Center on Disability Studies (CDS) ..................................................................... 17
- Curriculum Research & Development Group (CRDG) ........................................ 18
- International and Special Programs (IASP) ......................................................... 19
- Office of College Development & Alumni Relations ............................................ 20
- Office of Student Academic Services (OSAS) ...................................................... 20–21
- Technology & Distance Programs (TDP) ............................................................ 21

**FUNDRAISING SUMMARY 2013–2018**
- Donation Tree .................................................................................................... 22
- Donation Sources ............................................................................................... 22
- Distribution of Donations ................................................................................... 23
- Earned Endowment Income ............................................................................... 23
- Scholarship Dollars Awarded .............................................................................. 23

**FISCAL DATA 2017–2018**
- Grants and Contracts .......................................................................................... 24–26

**PARTNER SCHOOLS 2018**
- Partner School Mentors ..................................................................................... 27
- Partner Schools ................................................................................................... 28–29
**Student Gender**

- **Male Students**: 541
- **Female Students**: 1,303
- **Not Reported**: 35
- **Total Enrollment**: 1,879

**Student Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian or White</td>
<td>392</td>
</tr>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>389</td>
</tr>
<tr>
<td>Mixed Race (2 or more)</td>
<td>268</td>
</tr>
<tr>
<td>Japanese</td>
<td>184</td>
</tr>
<tr>
<td>Filipino</td>
<td>172</td>
</tr>
<tr>
<td>Mixed Asian</td>
<td>163</td>
</tr>
<tr>
<td>Samoan</td>
<td>77</td>
</tr>
<tr>
<td>Chinese</td>
<td>71</td>
</tr>
<tr>
<td>Hispanic</td>
<td>34</td>
</tr>
<tr>
<td>African American or Black</td>
<td>33</td>
</tr>
<tr>
<td>Korean</td>
<td>31</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>18</td>
</tr>
<tr>
<td>Other Asian</td>
<td>12</td>
</tr>
<tr>
<td>Amer. Indian or Alaskan Native</td>
<td>8</td>
</tr>
<tr>
<td>Mixed Pacific Islander</td>
<td>6</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>6</td>
</tr>
<tr>
<td>No Data</td>
<td>4</td>
</tr>
<tr>
<td>Tongan</td>
<td>4</td>
</tr>
<tr>
<td>Guamanian or Chamorro</td>
<td>3</td>
</tr>
<tr>
<td>Asian Indian</td>
<td>1</td>
</tr>
<tr>
<td>Laotian</td>
<td>1</td>
</tr>
<tr>
<td>Micronesian (not GC)</td>
<td>1</td>
</tr>
<tr>
<td>Thai</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,879</td>
</tr>
</tbody>
</table>
Undergraduate Degrees, Graduate Degrees, & Certificates Awarded

<table>
<thead>
<tr>
<th>Degree</th>
<th>FALL13-SUM14</th>
<th>FALL14-SUM15</th>
<th>FALL15-SUM16</th>
<th>FALL16-SUM17</th>
<th>FALL17-SUM18</th>
<th>FALL18-SUM19</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEd</td>
<td>178</td>
<td>169</td>
<td>181</td>
<td>104</td>
<td>102</td>
<td>106</td>
</tr>
<tr>
<td>BS</td>
<td>52</td>
<td>78</td>
<td>94</td>
<td>115</td>
<td>142</td>
<td>142</td>
</tr>
<tr>
<td>UNDERGRADUATE TOTAL</td>
<td>230</td>
<td>247</td>
<td>275</td>
<td>219</td>
<td>244</td>
<td>248</td>
</tr>
<tr>
<td>MEEd</td>
<td>149</td>
<td>132</td>
<td>186</td>
<td>108</td>
<td>148</td>
<td>146</td>
</tr>
<tr>
<td>MEdT</td>
<td>35</td>
<td>28</td>
<td>33</td>
<td>39</td>
<td>43</td>
<td>38</td>
</tr>
<tr>
<td>MS</td>
<td>21</td>
<td>22</td>
<td>37</td>
<td>35</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>PCERT</td>
<td>69</td>
<td>59</td>
<td>48</td>
<td>49</td>
<td>62</td>
<td>84</td>
</tr>
<tr>
<td>PhD</td>
<td>36</td>
<td>33</td>
<td>25</td>
<td>26</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>EdD</td>
<td>23</td>
<td>1</td>
<td>25</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>GRADUATE TOTAL</td>
<td>333</td>
<td>275</td>
<td>329</td>
<td>282</td>
<td>297</td>
<td>311</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 17–18</th>
<th>Fall 18–19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional Students &amp; Elementary Ed-BEd</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>Elementary Education &amp; Early Child-BEd</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Elementary Education-BEd</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td>Secondary Education-BEd</td>
<td>44</td>
<td>16</td>
</tr>
<tr>
<td>Kinesiology &amp; Rehabilitation Science-BS</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Multilingual Learning &amp; Elementary Education-BEd</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Secondary Education-PCERT</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>Special Education-PCERT</td>
<td>43</td>
<td>28</td>
</tr>
<tr>
<td>Elementary Education-MEdT</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>Secondary Education-MEdT</td>
<td>45</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>246</td>
<td>214</td>
</tr>
</tbody>
</table>

*Total enrollment does not include freshmen and sophomores*
STUDENT DATA

Master's Students
TOTAL NUMBER (2018–19) = 614

- Curriculum Studies-MEd: FALL'18-SUM'19 = 101, FALL'17-SUM'18 = 110
- Early Childhood Education-MEd: FALL'18-SUM'19 = 32, FALL'17-SUM'18 = 16
- Educational Administration-MEd: FALL'18-SUM'19 = 64, FALL'17-SUM'18 = 63
- Educational Foundations-MEd: FALL'18-SUM'19 = 54, FALL'17-SUM'18 = 64
- Educational Psychology-MEd: FALL'18-SUM'19 = 26, FALL'17-SUM'18 = 20
- Learning Design & Technology-MEd: FALL'18-SUM'19 = 50, FALL'17-SUM'18 = 51
- Special Education-MEd: FALL'18-SUM'19 = 117, FALL'17-SUM'18 = 108
- Master of Educ in Teaching-MEdT: FALL'18-SUM'19 = 103, FALL'17-SUM'18 = 115
- Athletic Training-MS: FALL'18-SUM'19 = 10, FALL'17-SUM'18 = 22
- Kinesiology & Rehabilitation Science-MS: FALL'18-SUM'19 = 45, FALL'17-SUM'18 = 43
- National Board Cert. Teacher Leader-MEd: FALL'18-SUM'19 = 2

TOTAL: FALL'18-SUM'19 = 623, FALL'17-SUM'18 = 614

Doctoral Students
TOTAL NUMBER (2018–19) = 233

- Curriculum and Instruction-PhD: FALL'18-SUM'19 = 41, FALL'17-SUM'18 = 36
- Educational Administration-PhD: FALL'18-SUM'19 = 39, FALL'17-SUM'18 = 37
- Educational Foundations-PhD: FALL'18-SUM'19 = 24, FALL'17-SUM'18 = 17
- Educational Policy (Global Perspectives)-PhD: FALL'18-SUM'19 = 5, FALL'17-SUM'18 = 5
- Educational Psychology-PhD: FALL'18-SUM'19 = 33, FALL'17-SUM'18 = 27
- Exceptionalities-PhD: FALL'18-SUM'19 = 20, FALL'17-SUM'18 = 17
- Kinesiology & Rehabilitation Science-PhD: FALL'18-SUM'19 = 15, FALL'17-SUM'18 = 13
- Learning Design & Technology-PhD: FALL'18-SUM'19 = 40, FALL'17-SUM'18 = 52
- Professional Educational Practice-EdD: FALL'18-SUM'19 = 30, FALL'17-SUM'18 = 29

TOTAL: FALL'18-SUM'19 = 247, FALL'17-SUM'18 = 233
Faculty and Staff by Funds*

Faculty & Staff by Funds*

* Full-time equivalents

Faculty & Staff by Funds

2019 2018
Faculty State Funds 141 150
Faculty Other Funds 56 51
Staff State Funds 47 50
Staff Other Funds 29 29
TOTAL 273 280

Faculty Diversity

TOTAL NUMBER = 201

Faculty Diversity

New Leadership

Di, Xu Chair, Educational Foundations
Prins, Jan Chair, Kinesiology & Rehabilitation Science

New Hires

Meng, Paul Assistant Professor, Special Education
Andersen, Lori Assistant Specialist, Curriculum Research & Development Group
Maunakea, Summer Assistant Professor, Curriculum Studies
Taira, Brooke Assistant Professor, Curriculum Studies

Tenure & Promotion

Chapman de Sousa, Elizabeth Associate Professor, Institute for Teacher Education
Cook, Sara Associate Professor, Special Education
Edwards, Donald Associate Professor, Educational Foundations
Harrison, George Associate Professor, Curriculum Research & Development Group
Tamura, Kaori Associate Professor, Kinesiology & Rehabilitation Science

Retirees

Ericson, David Professor, Educational Foundations
Yamamoto, Katherine Associate Professor, Kinesiology & Rehabilitation Science

FACULTY AND STAFF DATA
The College of Education offers the Bachelor of Education (BEd), Bachelor of Science (BS), Post-Baccalaureate Certificate (PBCTE, PBSPED), Master of Education in Early Childhood (MEd ECE), and Master of Education in Teaching (MEdT), leading to initial teacher licensure.

**CURRICULUM STUDIES (CS)**

**MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION (MED IN ECE) (PK-K)**

**INSTITUTE FOR TEACHER EDUCATION (ITE)**

**BACHELOR OF EDUCATION IN ELEMENTARY EDUCATION (ITE ELEMENTARY)**
- Elementary Education (K-6)*
- Dual Preparation in Elementary (K-6) and Early Childhood Education (PK-3)
- Dual Preparation in Elementary (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 (K-6) and Multilingual Learning/TESOL (K-6)
- Dual Preparation in Elementary & Hawaiian Language Immersion (K-6) (2021)

**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***
- Elementary Education (K-6) (to begin fall 2021)
- Secondary: Art (6-12), Dance (6-12), Drama/Theater Arts (6-12), English Language Arts (6-12), English as a Second Language (6-12), Mathematics (6-12), Music (K-12), Science (6-12), Social Studies (6-12), World Languages (6-12), including Hawaiian Language (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)

**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) & 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 programs)
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.

MINOR IN EDUCATION

Minor in 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)

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, 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:

COLLEGE-ENDORSED CERTIFICATES:
P4C Philosophy for Children (ITE)

APPROVED COURSE SEQUENCE:
BCBA Certificate Preparation (SPED)

ADD A FIELD PROGRAMS
(Add to existing Hawai‘i teaching license)

Ethnomathematics (K-12) Literacy Specialist* (EDCS/SPED) Reading K-12 (EDCS) Teacher Leader (EDCS/EDEF) MEd Early Childhood Education* (PK-K) MEd in Curriculum Studies* (PK-3)

* Available statewide through distance education
The Department of Curriculum Studies (EDCS) had a productive academic year in teaching, research, and service. With three graduate certificates; two master’s degree programs, the MEd in Early Childhood Education (ECE) and the MEd in Curriculum Studies; and the PhD in Education, Curriculum and Instruction (C&I) specialization, the department continues to grow. The largest growth was in the Pacific in our PACMED program, led by Dr. Paul Deering and Dr. Deborah Zuercher, in which students hail from American Sāmoa and the Republic of Marshall Islands. The Department brought in 27 new PhD students with 15 students belonging to Dr. Margie Maaka’s Native Hawaiian and Indigenous cohort. The Ethnomathematics Graduate certificate program, under the guidance of Dr. Linda Furuto, graduated its first cohort of eleven students.

EDCS faculty are not only leading diverse and innovative programs, but they are active scholars. Some publication and presentation highlights include: Dr. Keith Cross (Neuropsychologia), Dr. Rich Johnson (UH Press), Dr. Julie Kaomea (Anthropology & Education Quarterly), Dr. Amanda Smith (Oxford Ethnography and Education Conference), and Dr. Betty Lou Williams (InSEA Conference). Dr. Patricia Halagao was appointed co-editor of the FANHS Journal. Drs. Pauline Chinn and Eōmailani Kukahiko received grants respectively from the National Science Foundation and the HIDOE Office of Hawaiian Education to meet our mission to “develop and implement programs supporting the Pacific’s diverse communities, with special emphasis placed on Hawaiian language, culture, and people.”

Faculty members also actively serve the college, university, and community. Dr. Kimo Cashman played an active role in pursuing Aloha ‘Āina in the COE Strategic plan. Dr. Tara O’Neill was appointed the Learning Assistant Program Director, overseeing undergraduate students who are learning to become mentors in classrooms. Assistant Specialist Robyn Chun is the UH System Early Childhood Education (ECE) Higher Education Representative, and she has been instrumental in advancing sound early childhood policy and practice.

True to the Department of Curriculum Studies’ mission to serve our community, we held our last department meeting of the year at a local bookstore, Da Shop, that specializes in Hawai‘i and Oceania books. The department came together at Da Shop to learn about relevant resources for our community, celebrated our accomplishments, and welcomed two of the newest professors to the EDCS ohana: Dr. Summer Maunakea, Assistant Professor for Native Hawaiian and Indigenous Education and Leadership; and Dr. Brooke Taira, Assistant Professor of Literacy Education.
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.

EDEA faculty continue to connect with other researchers. During 2019, Drs. Nicole Alia Salis Reyes and Erin Kahunawaika‘ala Wright served as members of a working group on Land Acknowledgement for the Association for the Study of Higher Education (ASHE). This working group was comprised of 14 Indigenous higher education scholars representing various Native nations and educational institutions. Together, at the 2019 ASHE annual meeting, the working group offered their recommendations during a presidential session titled, “Beyond Land Acknowledgements: Advancing Indigenous Conceptions of Place in Higher Education.” Salis Reyes, Wright, and other EDEA faculty members have been active in multiple research projects and publications.

EDEA faculty support and work with graduate students and alumni to strengthen the network of educational professionals at the local, national, and international levels. Dr. Kyle van Duser, a 2017 EDEA doctoral alumnus; Dr. Chris Lucas (2009); and Shoshana Cohen, EDEA graduate assistant and doctoral student in KRS, co-wrote *Emerging Influence of Rising Tuition on First-Year Students’ Enrollment and Persistence*, which was accepted for publication in the College Student Journal. Doctoral student Susan Hua, Jason Higa (2012), Leona Anthony (2018), and Lucas presented “Integrating ecological perspectives into practice for graduate student educators and other professionals” at the NASPA Region VI annual conference in November of 2019. Dr. Salis Reyes and LaJoya R. Shelly, EDEA doctoral student and graduate assistant, co-authored a book review of Munin and White’s 2019 *Keep Calm and Call the Dean of Students* for Teachers College Record. Dr. Wright co-authored *Cleansing the Bitter Mouth: Indigenizing Free Speech in Higher Education* with EDEA doctoral students Māhealani Quirk and LaJoya R. Shelly.

Students in EDEA received recognition and acceptances to present research at numerous conferences across the country. Andy Lachman, EDEA doctoral student, was selected as the Vice President for the National Association of College Auxiliary Services (NACAS) West Board of Directors. Dr. Isaac Rodriguez Lupercio’s (2019) dissertation titled *A Phenomenological Study of the College Student Disciplinary Suspension and Reenrollment Experience* was accepted as a finalist for the Dissertation of the Year award by the Association of Student Conduct Administrators. Additionally, EDEA graduate students, Kenny Lopez, Jennifer Pagala Barnett, and Eve Millett, and EDEA alumna Dr. Christine Quemuel presented “Mānoa Access Initiative: Partnerships and Pathways for the Success of Marginalized Students” at the NASPA Multicultural Institute in New Orleans, Louisiana.

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, wise, and effective decisions while addressing educational challenges and policy issues and promoting educational equity, excellence, and social justice.

In 2019, EDEF continued its strong tradition of innovative program development to serve students’ needs. EDEF partnered with the UHM Department of Ethnic Studies in the university’s first group of BAM Programs, which allows undergraduate students to take EDEF graduate courses in their fourth or senior year and complete their MEd in EDEF in the 5th year. The program will start recruiting new students in the fall of 2020. Meanwhile, two EDEF programs that began in the Fall 2018 Semester – PhD in Global & International Education and the online MEd in Global Perspectives on Educational Policy and Practice – have been well received in Hawai‘i, the continental U.S., and around the world. Both programs are growing steadily with the existing programs in EDEF as they actively engaged diverse educators and leaders inter-disciplinarily to combine educational theories and practices for positive and transformative changes.

EDEF faculty and students continued to be productive in their scholarly research and publications. Assistant Professor Derek Taira received a continued grant from the prestigious Spencer Foundation to support his historical research on early twentieth century Native Hawaiian responses to a changing educational landscape in Hawai‘i. EDEF students and alumni published their works...
The Department of Educational Psychology (EDEA) promotes inquiry in human learning and development, research methods, and program evaluation within the context of a diverse society. Department graduates pursue careers as professors, researchers, program evaluators, specialists, and administrators and are leaders in education and other related fields in Hawai‘i, throughout the nation, and globally. EDEF offers courses on learning, development, research methodology, statistics, measurement, and assessment and program evaluation. It offers an MEd and PhD in Educational Psychology for approximately 50 students and two graduate certificates in Measurement and Statistics and Program Evaluation.

In 2019, EDEF partnered with the UHM Department of Psychology to offer a 4+1 BAM program. In their senior year, BAM students are dual-enrolled in the BA in Psychology and the MEd in Educational Psychology. BAM students can complete their MEd one year after receiving their BA. The department admitted its first BAM students in the Fall 2019 Semester to begin January 2020.

Department Chair Katherine Ratliffe conducted research and prepared special education teachers in the Marshall Islands and continued her project to promote teacher and family partnerships through web-based modules. She and other educators in the COE and Hawai‘i State DOE were selected to participate in a nationwide Pre-service Family Engagement Consortium. Associate Professor Seongah Im conducted research on non-normal summed scores in varying test situations and found that some approaches based on binomial distribution can be practical alternatives. Professor Lois Yamauchi conducted research on the Center for Research and Education, Diversity, and Excellence (CREDE) and provided CREDE professional development to the United Auburn Indian School, a tribal school serving children from the Miwok and Maidu Indian tribes. This year, Professor Marie Iding and Assistant Professor Nicole Lewis mentored Dr. Hannah Kavalahua-Uddin from the Puyallup Indian Tribe, who received her doctorate in educational psychology and was the first person to complete the Department’s graduate certificate in Program Evaluation. Students and colleagues continued to seek the consultation of Associate Professor Min Liu for her expertise in advanced statistics.

The department was saddened by the passing of Professor Emeritus Peter Dunn-Rankin. A former department chair, Dunn-Rankin was a prolific and long-time faculty member. He and his wife Patricia, who earned her PhD in educational psychology, supported the department through their annual Peter and Patricia A. Dunn-Rankin Scholarship Fund for Research in Educational Psychology.
The Institute for Teacher Education Elementary Education Program (ITE-EEP) offers a bachelor's degree (BEd) in Elementary Education, which qualifies graduates to teach in elementary schools (K–6) with the option of dual-preparation in early childhood education (PK–3), special education (K–6), or multilingual learning. The Exceptional Students & Elementary Education (ESEE) dual special education certification program is also nationally ranked. The BEd in elementary education is offered statewide in a hybrid online distance education format that consists of web-based instruction and four face-to-face weekend meetings per semester. ITE-EEP also offers a BEd program for dual-preparation in early childhood and special education (ECE SPED PK-3) in full and part-time hybrid distance education formats. The EEP is also offered in American Sāmoa to support teacher education for its Department of Education.

ITE-EEP has programs to support West O‘ahu, including the Wai‘anae Coast based cohort, which partners with elementary schools and community partners to support teacher recruitment and retention for Wai‘anae Coast schools, as well as the Leeward based cohort with elementary school and community partners in the Waipahu, ‘Ewa, and Kapolei complexes. ITE-EEP also works in partnership with the Leeward Community College (LCC) Associates of Arts in Teaching program to hold courses on their campus.

The ITE-EEP program continues to engage faculty members in Hawaiian culture learning field trips, or huaka‘i. The purpose of these huaka‘i is to help our faculty gain more knowledge in order to help our students understand more about Native Hawaiian place – belonging, responsibility, excellence, total well-being and aloha (Na Hopena A‘o: HĀ statements).

The Institute for Teacher Education Secondary Program (ITE-SE) offers both a bachelor’s degree (BEd) and a statewide post-baccalaureate certification (PBCTE) in secondary education pathway toward initial teacher licensure. In January 2019, ITE-SE welcomed 43 teacher candidates seeking licensure in the fields of English language arts, science, mathematics, world languages, social studies, music, and art. The program also has a Memorandum of Agreement (MOA) with the Hawai‘i Department of Education (HIDOE) coupled with the support of Senator Michelle Kidani to offer the Grow Our Own program. Through this initiative, a total of 22 teacher candidates were awarded stipends to cover tuition.

Faculty members continue to work hard to create and maintain new traditions. In a face-to-face orientation held on January 5–6, 2019, all candidates and faculty attended a weekend orientation that started with a learning excursion at Papahana Kuaola. The purpose of this excursion was to engage everyone in community building activities that align with the UHM initiatives of supporting a Native Hawaiian place of learning and an indigenous-serving institution. In April 2019, ITE-SE held its second annual ITE Secondary Spring Conference where Senator Michelle
Kidani, Dean Nathan Murata, Interim Associate Dean for Academic Affairs Amelia Jenkins, and HIDOE Superintendent Christina M. Kishimoto were honored for their commitment to our program. With 105 students from the newly admitted cohort and the graduating cohort in attendance, candidates gave presentations of their greatest learning from the 18-month program.

ITE-SE launched its first formal partnership with the Waipahu Complex Professional Development School (PDS). The newly admitted teacher candidates took part of an interdisciplinary schoolwide learning experience at both Waipahu High and Intermediate Schools and also participated in the first-ever Literacy Clinic working one-on-one with Multilingual Language Learners.

In August 2019, ITE-SE welcomed newly hired instructor, Dr. 'Alohilani Okamura who has served as a lecturer in the department since 2016. Okamura brings her experience as an educator of Hawaiian language and culture to the department and, more specifically, to world language teacher candidates. She has already provided powerful leadership in our department to honor the UHM and COE initiatives of supporting a Native Hawaiian place, including the naming of our program: Kahalewaho'ona'auao, which honors our host culture as a symbol where life giving waters of knowledge flow forth. Additionally, Instructor Cheryl Treiber-Kawaoka was awarded promotion and nominated to the Board of Regents for an Excellence in Teaching Award.

The Institute for Teacher Education 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. In the Fall 2019 Semester, the MeDT program welcomed 47 new teacher candidates in face-to-face and statewide cohorts. In addition to a Professional Development Schools (PDS) cohort of face-to-face candidates, MeDT also welcomed two statewide cohorts with teacher candidates on Hawai‘i Island, Kaua‘i, Maui, Moloka‘i, and O‘ahu. These include 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 and complete their coursework online and meet 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 offers 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.
In 2019, Dr. Paulette Yamada continued expanding the Implementation of a Cancer Rehabilitation (iCARE) internship program for Kinesiology and Rehabilitation Science (KRS) students. A total of 73 students were mentored over the course of the year, gaining valuable independent hands-on clinical experience working with cancer patients. Four students from the program have been hired as laboratory technicians at the Rehabilitation Hospital of the Pacific. In connection with her research, Yamada also headed a poster presentation at the 2019 Friedman Fellowship Symposium, titled “Implementing a Cancer Exercise Rehabilitation Program (iCARE) in Hawaii.”

Dr. Judy Daniels received the American Counseling Association’s (ACA) Kitty Cole Human Rights Award (2020). The award honors an ACA member who has made significant contributions in one or more areas of the broad spectrum of human rights. This is the third national ACA award that she has earned in her career as a counselor educator.

Under the guidance of Drs. Kaori Tamura and Yukiya Oba, the MS Professional Athletic Training (AT) program continues on firm footing. The program hosted return visits from Sendai and Ritsumei Universities and inaugural visits from Asahi University and the Toyo Medical Vocational School in Japan. Oba was awarded with the Asahi University Presidential Fund to start a joint research project with the Asahi University Research Group. The joint research focuses on a novel movement analysis of the elderly population in the greater Honolulu community to identify risks of frailty and promote healthy lifestyle.

KRS student Sheldon Victorine received the Far West Athletic Training Association Scholarship. Haley Chizuk, received second place for the best student-track poster award at the Far West Athletic Training Association Annual Symposium, and Hailey Tuesday, received the National Athletic Trainers’ Association (NATA) Scholarship. Dr. Shinobu Nishimura, visiting scholar from Toyo University, received second place for the peer-review track poster award at the Far West Athletic Trainers’ Association Annual Symposium.

Reappointed to the Journal of Teaching in Physical Education Editorial Board in 2019, Dr. Erin Centeio was also elected to the board of directors for the Hawai’i Association for Health and Physical Education (HAHPERD). In addition to these appointments, she received the SHAPE America (Society for Health and Physical Educators) Research Fellow Award. Assisted by graduate students Hayley McKown and Virginia Hodges, as well as current KRS undergraduate students, Dr. Centeio worked to provide afterschool physical activity opportunities for youth through a partnership with Noelani Elementary’s A+ program and the PLAY for All program. The program provides children ages 3–10 an opportunity to be physically active and learn gross and locomotor skills.
The Department of Learning Design and Technology (LTEC) continues to provide dynamic and high quality 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.

LTEC faculty are actively engaged in teaching, research, and service at the local, national, and international levels. Ariana Eichelberger was named the Hubert V. Everly Endowed Scholar for 2019–2020. Peter Leong and Seungoh Paek received a $300,000 NSF grant as Co-PI’s for computer science undergraduate students. Three new courses were developed by Daniel Hoffman (Design Based Research), Grace Lin (Design Thinking) and Seugnoh Paek (Cognition and Technology). A number of the PhD core courses were also redesigned, including Research Design, Qualitative Research, Mixed Methods Research, Seminar in Online Communities, Seminar in Research, and Seminar in Ed Tech Theory.

LTEC faculty have continued to contribute as leaders in several international organizations: Christine Sorensen Irvine and Seungoh Paek, Association for Educational Communications and Technology (AECT); Catherine Fulford, Educational Media International Conference; Peter Leong, International Conference on Educational Media; and Michael Menchaca and Curtis Ho, IAFOR International Conference on Education. The department hosted two visiting international faculty, Perien Boer from the University of Namibia and Masayuki Miyoshi from Tottori University, Japan.

LTEC students and graduates were active in scholarly activities with journal articles and peer-reviewed presentations and continue to receive awards for their work. Candice Frontiera received the AERA Outstanding Dissertation Award, Helen Torigoe and Youxin Zhang received the Learning and Technology Award from Campus Technology, Candace Tabuchi received the UH Regent’s Medal Award for Excellence in Teaching, Peter Leong and Hong Ngo received the Distinguished LTEC Alumni Award, and Sarah Espinosa received the 2019 Buddy Burniske Outstanding Master’s Project Award.
The Department of Special Education (SPED) offers programs at all levels for teacher licensure and advanced studies. In the Fall 2019 Semester, approximately 263 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, continue their training 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 will graduate in spring 2020.

During 2019, the Mentoring Unique Special Educators (MUSE) program supported teacher candidates who were in emergency-hire positions with HIDOE special education teachers and enrolled in either the PBC SPED program or the Dual Secondary Special Education MEdT program. The MUSE program supported 87 teacher candidates in 2019, and MUSE mentors provided statewide support to teacher candidates 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, two students are enrolled in the Visually Impaired Learner program. SPED is also providing stipends through the Hawaii DOE Special Education MOA for up to six individuals to become licensed teachers for students who are deaf/hard-of-hearing.

The Department of Special Education welcomed one new tenure track-faculty member in the fall, Dr. Paul Meng, who came from the University of Oregon where he earned his PhD with a focus on early literacy and multi-tiered systems of support. Dr. Meng is currently teaching students in our undergraduate Blended Early Childhood program and the Exceptional Students and Elementary Education Program.
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 (educators, vocational rehabilitation counselors, professionals, caseworkers, policy makers, and employers). With more than 30 research, evaluation, program, and direct services during 2019, CDS continues to advocate for individuals with disabilities in all aspects of community life. CDS priorities include early intervention and education services; education; employment and post-secondary education; training and technical assistance in creating and maintaining accessible technology; the disability studies certificate program; and person-centered community living.

The Newborn Hearing Screening Project is implemented by the CDS on behalf of and in collaboration with the Ministry of Health in the Republic of the Marshall Islands (RMI). Ajiri in Ibuininj ensures that babies identified in the Marshall Islands with a significant hearing loss are screened, evaluated, and provided the intervention services they need.

CDS provides evaluation services to programs and agencies like the Hawaii Department of Education. HI-AWARE is funded by the U.S. Substance Abuse and Mental Health Services Administration to strengthen the capacity of K-12 schools to implement strategies and practices that bring awareness to mental health issues and provide support to students.

The Hawaii Positive Engagement Project (H-PEP) is a strengths-based professional development and training program for Hawaii’s educators and parents. H-PEP has trained over 3,000 participants on topics including positive approaches to teaching, parenting, and school readiness; Native Hawaiian mindset and culture; and personal resiliency and well-being. Significant positive changes were reported by educator participants in the perception of their health and the reduction of burnout, stress, depressive symptoms, and cognitive stress.

The CDS promotes changes in attitudes and hiring practices toward youth with disabilities by implementing the Reverse Job Fair. The fair shifts the focus from the employer to the candidates who set up table displays to highlight their education, skills, abilities, and accomplishments. Employers from private and public sectors attend the Reverse Job Fair to meet and spend time with candidates. The event typically attracts about 90 employers and 75 job candidates with disabilities.

The CDS Learner Experience (CDS LX) offers a training and development hub for online courses and training, which includes: Financial Literacy Series (Hawai‘i Department of Human Services) with eight modules for Benefit, Employment, and Support Services case managers to improve their toolkit and skills for working with clients; Visions Training Series (Hawai‘i Department of Health) with 10 modules to train caregivers for adult foster homes and domiciliary homes; and Lead Free Keiki (Hawai‘i Department of Health) with training for families and professionals to prevent lead poisoning in young children.
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 2019, 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 16 professional development experiences and six significant products produced in print, pdf, or interactive formats. These products include mathematics print and digital games focusing on number and algebraic concepts for grades 3–12 and a pilot version of a middle/high school algebra curriculum. A pilot test of these materials is underway at ULS and Connections Public Charter School in Hilo. A middle grades social studies curriculum is in its initial development. Additionally, CRDG produced their first young children’s trade book with more trade books currently in production.

During 2019, more than 30 educators visited CRDG, including visits to the open demonstration classroom of the pilot program in middle grades algebra and the grade one experimental mathematics program. 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 more than 20 classes for students in elementary through high school.

CRDG faculty and staff had two funded grants and four grant sub-awards or contracts. Faculty and staff gave 36 professional presentations; served as editor of a professional publication and of a series of books from a national professional organization; served as program chair for two professional organizations; was appointed to the What Works Clearinghouse, U. S. Department of Education author panel for revision of a practice guide; and participated in U.S. Department of Education review panels.
The International and Special Programs (IASP) unit in the Dean’s Office oversees and coordinates international activities and initiatives for the entire college. The unit works collaboratively with academic departments and support units throughout the college in areas of international recruiting, advising, and retention of students from anywhere in the world. The unit also provides strategic and project management support for the college towards sustainable partnerships in higher education with institutions and visiting scholars whose vision and mission are in alignment with UHM’s, so as to take advantage of our unique location and role in the Pacific and in the greater global community.

During the 2018–19 academic year, the college enrolled 53 international students, with the majority coming from East Asia. Many also hail from countries in Southeast Asia, the Pacific basin, and Europe. By December of 2019, the college had formal agreements with 26 international partners in the Asia-Pacific and Europe.

Early in 2019, through a research relationship between Dr. Lois Yam-auchi of the Department of Education Psychology and Dr. Katrine Lund Olsen of Ilinniarfissuaq (“the great learning site”) in Greenland, the college assisted a group of Inuit undergraduate teacher candidates to visit schools and sites on O’ahu to learn about how indigenous education happens on the islands through culturally responsive pedagogy that centers around caring for the land.

After more than six months of preparations upon being named a partner in the successful Movetia grant, received by partner institution Pädagogische Hochschule Thurgau (PHTG or “University of Teacher Education”) in Switzerland, College of Education students enrolled in ITE 403C visited Switzerland in May 2019. This was followed by a visit from their counterparts a few months later in October. Students of both institutions were able to explore each other’s approaches to teaching and learning for a globalized sustainable world.

The college also sent a small delegation to the Belt and Road Shanghai Autumn 2019 Study Project, hosted by the United Nations Teacher Education Center and housed in Shanghai Normal University. Over a period of 15 days, a group of about 30 selected participants from all over the world actively engaged both in workshops and site visits to analyze different approaches in policy and practice in teacher professional development.

Throughout 2019, IASP also assisted with hosting nine visiting scholars from China, Japan, South Africa, South Korea, and Taiwan in various units in the college. Areas of research include integration of indigenous science knowledge into science curriculum, 3D biomechanical and motion analysis in knee replacement surgery, design of a speech training program for throat cancer survivors using the principles of instructional design, as well as global variables in the design of educational technology programs in higher education.
The Office of Student Academic Services (OSAS), proud recipient of the 2019 UH Mānoa 'Oikela Outstanding Academic Advising Unit Award, provides services related to five core functions: recruitment, admission, advising, retention, and graduation. OSAS faculty and staff assist students seeking undergraduate, post-baccalaureate certificate, masters, and doctoral degrees.

In 2019, OSAS partnered with the Mānoa Transfer Coordination Center to create Visit College of Education Day, a one-day event for prospective and transfer UH System neighbor island students. With monetary support from a UHM SEED IDEAS grant, students from Hawai‘i and Kaua‘i Community Colleges and Maui College flew to O‘ahu and spent the day speaking with COE faculty, staff, and students; touring the campus; and meeting with representatives from various student support offices.

Jolene Muneno created an onboarding program for Kinesiology and Rehabilitation Science (KRS) majors, called New KRS Student Summer Bridge Program. The program utilizes retention data and student feedback to develop student connections among participants and to the UHM campus, helps students identify and connect their strengths to their major, and aims to increase student persistence and retention. Incoming freshmen and transfer students completed modules designed to meet these goals, participated in team building activities with fellow KRS students, learned about the history of Mānoa, and attended information sessions and tours.

Native Hawaiian student support: Pu‘uhonua serves over 200 COE undergraduate students and continues to address the need to support the indigenous people of Hawai‘i. It also addresses the greater COE and UH Mānoa goals of striving to be a Hawaiian place of learning. Faculty member Alyssa Kapaona, the Pu‘uhonua coordinator, has been collaborating...
with the Institute for Native Pacific Education and Culture (INPEACE) to provide outreach, student support, and informational sessions focused on entry into teacher preparation programs to residents of West O‘ahu.

OSAS awarded $304,698 in UH Foundation Scholarships to 185 students in 2019. An additional $30,000 in new recruitment and persistence scholarships were awarded to incoming UH System transfer students and to UHM freshmen transitioning into their sophomore year. Associate Director Denise Abara led the effort to award scholarships to 36 undergraduate students for this new funding initiative.

For the third 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. Director Denise Nakaoka coordinated and supervised the admissions, data collection, and reporting for this initiative.

OSAS welcomed two new Graduate Assistants, Richard Jay Aglugub and Kenny Quibilan. Their positive, proactive approach to recruitment and advising have already made a significant impact with students. With deep gratitude and appreciation, OSAS said goodbye to academic advisor Karen Wilson, who retired in December 2019 after 11 years of service; academic advisor Reid Kuoka, who started a new job as Director of Admissions in a K–12 setting on the mainland; and to Graduate Assistant LaJoya Shelly.

The COE Technology and Distance Programs (TDP) office supports COE operations through technical support, instructional design, software development, and faculty support for design and delivery of technology-mediated programs. In 2019, TDP was actively involved with the planning and implementation of audiovisual equipment, security, and furnishings for six new College of Education classrooms. These classrooms include mobile, flexible furnishings and 90-inch LCD displays for presentations.

TDP planned and executed the migration of over 100 virtual servers to new infrastructure. These servers operate our public websites; internal services, such as the college’s student information system; online courses; and sites operated on behalf of program partners. TDP continued support for partners in the larger university community, including the Office of Human Resources, the Office of Institutional Equity, and the Institutional Research & Analysis Office. TDP IT staff also migrated COE infrastructure servers to a low-power, highly available ARM cluster (an alternative type of processor), which uses less energy and reduces cooling demand in our server room in Wist Hall.

TDP staff undertook a revamp of the College of Education’s website throughout the year. Departmental sites for Learning Design & Technology, Curriculum Studies, and Special Education have been released. The college’s STEMS³ program, Kahua Ao project, and Tinalak Filipino Council sites were also launched. The new sites include integrations to dynamically display faculty publications within the personnel directory and show selected publications in departmental news. As part of this project, updated color directory photos were taken. Five remaining department sites and the college’s main website are set for release in Spring 2020.

Faye Furutomo, TDP program manager, was awarded the COE Innovation and Transformation award in May 2019. She has been instrumental in meeting the COE’s needs in the effective design and development of online modules, courses, and programs – infrastructure for our online presence. Ariana Eichberger, TDP’s Instructional Designer and a Specialist faculty member, was named the Hugh Everly Endowed Scholar for 2019–20.
FUNDRAISING SUMMARY

2018–2019

Donation Tree

<table>
<thead>
<tr>
<th>RANGE</th>
<th>DONORS</th>
<th>DONATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100,000–$999,999</td>
<td>2</td>
<td>$1,170,497</td>
</tr>
<tr>
<td>$10,000–$99,999</td>
<td>14</td>
<td>$498,498</td>
</tr>
<tr>
<td>$1–$9,999</td>
<td>1,140</td>
<td>$197,808</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,156</td>
<td>$1,866,803</td>
</tr>
</tbody>
</table>

Donation Sources

TOTAL AWARDED = $1,866,803

<table>
<thead>
<tr>
<th>DONATION SOURCES</th>
<th>DONATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFFILIATED ORGANIZATIONS</td>
<td>$970,497</td>
</tr>
<tr>
<td>FOUNDATIONS</td>
<td>$408,703</td>
</tr>
<tr>
<td>OTHER</td>
<td>$216,989</td>
</tr>
<tr>
<td>ALUMNI</td>
<td>$180,361</td>
</tr>
<tr>
<td>FACULTY &amp; STAFF</td>
<td>$47,929</td>
</tr>
<tr>
<td>CORPORATIONS</td>
<td>$39,821</td>
</tr>
<tr>
<td>PARENTS</td>
<td>$2,503</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$1,866,803</td>
</tr>
</tbody>
</table>
FUNDRAISING SUMMARY

Distribution of Donations
TOTAL AWARDED = $1,866,803

- Enrichment & Research: $1,010,368
- Student Opportunity & Success: $577,448
- Other: $144,000
- Special Programs: $70,819
- Faculty & Academic Support: $64,168
- TOTAL: $1,866,803

Earned Endowment* Income
*Current value of endowment portfolio = $13,056,624

Scholarship Dollars Awarded

2013–2019

<table>
<thead>
<tr>
<th>Students Awarded</th>
<th>Dollars Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>192</td>
<td>$307,132</td>
</tr>
<tr>
<td>163</td>
<td>$274,876</td>
</tr>
<tr>
<td>177</td>
<td>$282,580</td>
</tr>
<tr>
<td>177</td>
<td>$292,760</td>
</tr>
<tr>
<td>177</td>
<td>$276,704</td>
</tr>
<tr>
<td>171</td>
<td>$278,817</td>
</tr>
</tbody>
</table>
The following grants and contracts tables reflect FY 2019 funded activity, which includes both newly awarded and ongoing, multi-year projects.

**Fiscal Year: July 1, 2018 to June 30, 2019**

### PRINCIPAL INVESTIGATOR | DEPT. | PROJECT TITLE | SPONSOR | $ AMOUNT
---|---|---|---|---
Chinn, Pauline | EDCS | Transforming Scientific Practices to Promote Students Interest and Motivation in the Life Sciences: A Teacher Leadership Development Intervention | National Science Foundation | $434,499
Chun, Robyn | EDCS | To Administer and Distribute Funds for the Purpose of Early Childhood Education Student Scholarships for the SPSCS Preschool Development Grant | Hawaii State Public Charter School Commission | $188,380
Deering, Paul | EDCS | PacMed STEM Masters Program: American Samoa | American Samoa, Government-Department of Education | $385,990
Foruta, Stephanie | EDCS | 2017-2018 National Writing Project SEED Invitational Leadership Institute to Invest in Developing New Teacher-Leaders | National Writing Project Corporation | $1,875
Jenkins, Amelia | DNED | Project Laulima | Education, Dept-FED | $35,699
Kimura, Iris | KRS | University of Hawai'i at Mānoa Advanced Athletic Training Graduate Assistantship Program - Damien Memorial School | Damien Memorial School | $28,574
Kimura, Iris | KRS | University of Hawai'i at Mānoa Advanced Athletic Training Graduate Assistantship Program - Le Jardin Academy | Le Jardin Academy | $25,905
Kimura, Iris | KRS | University of Hawai'i at Mānoa Advanced Athletic Training Graduate Assistantship Program - PACS | Pac 5 Athletics | $38,585
Kimura, Iris | KRS | University of Hawai'i at Mānoa Advanced Athletic Training Graduate Assistantship Program - Sacred Heart Academy | Sacred Hearts Academy | $52,755
Kimura, Iris | KRS | University of Hawai'i at Mānoa Advanced Athletic Training Graduate Assistantship Program - Straub Hospital | Straub Clinic and Hospital | $30,906
Kuioka, Reid | OSAS | Ho'omānalowai: STEM Student & Teacher Preparation Program | Education, Dept-FED | $33,436
Kukea Shultz, Pohai | EDCS | Provision of the Kāiapuni Assessment of Educational Outcomes (KAEO) Project | Education, Dept-HI | $1,274,100
Makaiau, Amber | DNED | Professional Development School | Hanahauoli School | $39,761
Murata, Nathan | DNED | For the Certification of Secondary Teachers | Education, Dept-HI | $378,182
Murata, Nathan | DNED | For the Certification of Special Education Teachers | Education, Dept-HI | $2,180,069
Murata, Nathan | KRS | Hawai'i Concussion Awareness Management (HCAMP) Curriculum Project | Health, Dept-HI | $44,000
Murata, Nathan | KRS | Project Head, Neck, Spine | Health, Dept-HI | $252,186
Murata, Nathan | KRS | Reducing Head Impact Exposure in Hawaiian Football Players and Enhancing Community Awareness and Environment for Head Safety | University of Massachusetts-Lowell | $44,889
Noonan, Mary Jo | SPED | For the Certification of Behavior Analysts | Education, Dept-HI | $1,493,442
Noonan, Mary Jo | SPED | Ke Alaka'i: Special Education Leadership Project | Education, Dept-FED | $249,539
O'Neill, Tara | EDCS | Building Sustainable Pathways to STEM Teaching | National Science Foundation | $34,357
O'Neill, Tara | EDCS | For the Provision of Mālama Honua Leaders Pathway: Hawai'i Based Pathways to Address Recruitment and Retention for HIDOE Teachers | Education, Dept-HI | $50,000
O'Neill, Tara | EDCS | For the Provision of Mālama Honua Learners Pathway: Hawai'i Based Pathways to Address Recruitment and Retention for HIDOE Teachers | Education, Dept-HI | $66,667
O'Neill, Tara | EDCS | Hawai'i Geographic Alliance | National Geographic Society | $9,654
O'Neill, Tara | EDCS | Hawai'i Geographic Alliance (HGA) (2017-2018) | National Geographic Society | $23,483
Royer, David | SPED | To Provide Professional Learning & Technical Assistance for the Multi Tiered System of Support for the Central District Schools for the Hawai'i Department of Education | Education, Dept-HI | $9,687
Taira, Derek | EDEF | Forward Without Fear: Native Hawaiians Contesting Americanization in Territorial Hawai'i's Public Schools, 1900-1941 | Spencer Foundation | $41,170
Tamashiro, Palette Yamada | KRS | Hubert Everly Endowed Scholar 2017-2018 | University of Hawai'i Foundation | $2,500
Wells, Jenny | SPED | Project Ho'olako (Focus Area B) | Education, Dept-FED | $248,242
Yamamoto, Kathryn | KRS | Building Capacity for the Evolving Field of Vocational Rehabilitation | Education-RSA, Dept-FED | $56,723
Yamamoto, Kathryn | KRS | Building Capacity for the Evolving Field of Vocational Rehabilitation-PSSUP | Education-RSA, Dept-FED | $179,097
Yamauchi, Lois | EDEP | CREDE Hawai'i | University of Hawai'i Foundation | $1,026

**TOTAL** | **36 AWARDS** | **$8,871,836**

* 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 2019 funded activity, which includes both newly awarded and ongoing, multi-year projects

**Fiscal Year: July 1, 2018 to June 30, 2019**

<table>
<thead>
<tr>
<th>PRINCIPAL INVESTIGATOR</th>
<th>PROJECT TITLE</th>
<th>SPONSOR</th>
<th>$ AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abhari, Kaveh</td>
<td>Ne‘opapa Ka Hana: Transforming STEM Education for Native Hawai’ian Students (NKH)</td>
<td>Education, Dept-FED</td>
<td>$261,084</td>
</tr>
<tr>
<td>Banks, Sara</td>
<td>Literacy through Digital Media K-3 (LDM K-3)</td>
<td>Education, Dept-FED</td>
<td>$581,183</td>
</tr>
<tr>
<td>Chinn, Chuan</td>
<td>Hawai‘i Family Engagement Center (HFEC)</td>
<td>Education, Dept-FED</td>
<td>$742,829</td>
</tr>
<tr>
<td>Chinn, Chuan</td>
<td>Hawai‘i Jobs Now Partnership</td>
<td>Health and Human Service-ACL, Dept-FED</td>
<td>$250,000</td>
</tr>
<tr>
<td>Coryell, Judith</td>
<td>Navigating Student Success in the Pacific (NSSP)</td>
<td>Marshall Islands, College of</td>
<td>$85,604</td>
</tr>
<tr>
<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>$518,224</td>
</tr>
<tr>
<td>Folk, Eric</td>
<td>Hawai‘i/Pacific TPSID, The DEIS Model Comprehensive Transition and Post-secondary Program</td>
<td>Education, Dept-FED</td>
<td>$499,819</td>
</tr>
<tr>
<td>Folk, Eric</td>
<td>Postsecondary Support Project Increasing the Success of Native Hawaiian Youth with Culturally Responsive Coaching</td>
<td>Education, Dept-FED</td>
<td>$513,117</td>
</tr>
<tr>
<td>Folk, Eric</td>
<td>Postsecondary Support Project (PSP)</td>
<td>Human Services-DVR, Dept-HI</td>
<td>$297,200</td>
</tr>
<tr>
<td>Ho, Lauren</td>
<td>Hawai‘i Childhood Lead Poisoning Prevention Program (HI-CLPPP)</td>
<td>Health, Dept-HI</td>
<td>$35,230</td>
</tr>
<tr>
<td>Ho, Lauren</td>
<td>Maternal Child Health Branch Website Design and Development</td>
<td>Health, Dept-HI</td>
<td>$37,689</td>
</tr>
<tr>
<td>Ho, Lauren</td>
<td>State of Hawai‘i Department of Health, Developmental Disabilities Division</td>
<td>Health, Dept-HI</td>
<td>$249,995</td>
</tr>
<tr>
<td>Johnson, Jean/Ander, Jean</td>
<td>Universal Newborn Hearing Screening and Intervention</td>
<td>Health and Human Service-HRSA, Dept-FED</td>
<td>$250,000</td>
</tr>
<tr>
<td>Johnson, Jean/Miner, Ray</td>
<td>Ajiri in Ibwinini</td>
<td>Health and Human Service-HRSA, Dept-FED</td>
<td>$250,000</td>
</tr>
<tr>
<td>Johnson, Jean/Miner, Ray</td>
<td>Share, Integrate, Link American Sāmoa (SILAS II) Enhanced!</td>
<td>Health and Human Service-CDC, Dept-FED</td>
<td>$141,925</td>
</tr>
<tr>
<td>Lee, Chin H.</td>
<td>Hawai‘i WIPA</td>
<td>Social Security Administration</td>
<td>$110,000</td>
</tr>
<tr>
<td>Lee, Chin H.</td>
<td>Pre-ETS: Employment Resources in Transition Planning and Benefits Planning Services</td>
<td>Human Services-DVR, Dept-HI</td>
<td>$198,869</td>
</tr>
<tr>
<td>Lee, Mellanie</td>
<td>Hawai‘i and Pacific Deaf-Blind Consortium (HPDBC)</td>
<td>Education, Dept-FED</td>
<td>$145,998</td>
</tr>
<tr>
<td>Mihalke, William</td>
<td>Building Career Pathways for Tomorrow, DEI Round 6</td>
<td>Labor &amp; Industrial Relation, Dept-HI</td>
<td>$270,101</td>
</tr>
<tr>
<td>Mihalke, William</td>
<td>Hawai‘i State Health Insurance Assistance Program (SHIP)</td>
<td>Health-Executive Office on Aging, Dept-HI</td>
<td>$60,748</td>
</tr>
<tr>
<td>Mihalke, William</td>
<td>To Provide Financial Literacy Training to First to Work Administrators, Supervisors and Case Managers</td>
<td>Human Services, Dept-HI</td>
<td>$37,500</td>
</tr>
<tr>
<td>Miner, Ray</td>
<td>Identify and Follow: Ajiri in Ibwinini</td>
<td>Health and Human Service-CDC, Dept-FED</td>
<td>$124,584</td>
</tr>
<tr>
<td>Morrissey, Patricia</td>
<td>Hawai‘i University Center for Excellence in Developmental Disabilities (HIUCEDD)</td>
<td>Health and Human Service-ACL, Dept-FED</td>
<td>$570,000</td>
</tr>
<tr>
<td>Okoji, Leslie</td>
<td>Evaluation Services for Project AWARE</td>
<td>Education, Dept-HI</td>
<td>$52,856</td>
</tr>
<tr>
<td>Okoji, Leslie</td>
<td>Evaluation Services for Project AWARE School Climate Transformation</td>
<td>Education, Dept-HI</td>
<td>$3,160</td>
</tr>
<tr>
<td>Park, Hye-Jin</td>
<td>Project BEAM</td>
<td>Education, Dept-FED</td>
<td>$518,871</td>
</tr>
<tr>
<td>Park, Hye-Jin</td>
<td>Twice Exceptional students Achieving and Matriculating in STEM (TEAMS)</td>
<td>Education, Dept-FED</td>
<td>$472,997</td>
</tr>
<tr>
<td>Takahashi, Kirko</td>
<td>Ka Pilina No eau</td>
<td>Education, Dept-FED</td>
<td>$491,877</td>
</tr>
<tr>
<td>Takahashi, Kirko</td>
<td>Pacific Basin University Center for Excellence in Developmental Disabilities, Education, and Service (PBUCEDD)</td>
<td>Education, Dept-FED</td>
<td>$570,000</td>
</tr>
<tr>
<td>Tanaka, Naomi Romboa</td>
<td>Hawai‘i Positive Engagement Project (H-PEP)</td>
<td>Education, Dept-FED</td>
<td>$135,801</td>
</tr>
<tr>
<td>Tarnay, Jennifer</td>
<td>Deaf Mentor Pilot Project</td>
<td>Health, Dept-HI</td>
<td>$20,000</td>
</tr>
<tr>
<td>Tarnay, Jennifer</td>
<td>Newborn Hearing Screening Program</td>
<td>Health, Dept-HI</td>
<td>$42,500</td>
</tr>
<tr>
<td>Tom, Tamara</td>
<td>Behavioral Health Workforce Educaiton and Training (BHWET) Program</td>
<td>Health and Human Service, Dept-FED</td>
<td>$299,904</td>
</tr>
<tr>
<td>Tom, Tamara</td>
<td>Nānākuli Educational Assistant Pilot Program</td>
<td>INPEACE</td>
<td>$16,667</td>
</tr>
<tr>
<td>Uyehara, Lisa</td>
<td>Project Ho’okui: Na Kumu Alaka’i</td>
<td>Education, Dept-FED</td>
<td>$540,131</td>
</tr>
</tbody>
</table>

**TOTAL**

<p>| 36 AWARDS | $9,067,796 |</p>
<table>
<thead>
<tr>
<th>PRINCIPAL INVESTIGATOR</th>
<th>PROJECT TITLE</th>
<th>SPONSOR</th>
<th>$ AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dougherty, Barbara</td>
<td>Cooperative Agreement for the Hawai‘i Afterschool Alliance</td>
<td>Education, Dept-HI</td>
<td>$75,000</td>
</tr>
<tr>
<td>Dougherty, Barbara</td>
<td>Creating Social Change through the Hawai‘i Afterschool Alliance</td>
<td>Hawai‘i Community Foundation</td>
<td>$50,000</td>
</tr>
<tr>
<td>Dougherty, Barbara</td>
<td>Gear Up 2018-2025</td>
<td>Education, Dept-FED</td>
<td>$21,022</td>
</tr>
<tr>
<td>Dougherty, Barbara</td>
<td>Hawai‘i Education Research Network (HERN)</td>
<td>The Learning Coalition</td>
<td>$22,869</td>
</tr>
<tr>
<td>Dougherty, Barbara</td>
<td>Network Data Grant Contract</td>
<td>National Conference of State Legislatures</td>
<td>$10,000</td>
</tr>
<tr>
<td>Dougherty, Barbara</td>
<td>To Provide Professional Development Services for the Hawai‘i Department of Education</td>
<td>Education, Dept-HI</td>
<td>$37,500</td>
</tr>
<tr>
<td>Dunn, Hugh</td>
<td>Mohala I Ke Ao (MIKA): A culturally-responsive, multi-tiered beginning reading support system for schools and communities with diverse learners</td>
<td>Education, Dept-FED</td>
<td>$942,492</td>
</tr>
<tr>
<td>Nguyen, Thanh Truc</td>
<td>Broadening Participation of Native Hawai‘i’ans for Engineering Faculty Careers</td>
<td>National Science Foundation</td>
<td>$24,591</td>
</tr>
<tr>
<td>Philippoff, Joanna</td>
<td>Longitudinal Assessment - OPIHI</td>
<td>Commerce, NOAA-Dept-FED</td>
<td>$25,675</td>
</tr>
<tr>
<td>Philippoff, Joanna</td>
<td>Our Project In Hawai‘i’ Intertidal (OPIHI): Kilo Ae Kai - Observer of the Place Where the Sea and Land Meet</td>
<td>Commerce, NOAA-Dept-FED</td>
<td>$62,498</td>
</tr>
<tr>
<td>Philippoff, Joanna</td>
<td>Our Project In Hawai‘i’ Intertidal: Examining Change over Time</td>
<td>Commerce, NOAA-Dept-FED</td>
<td>$18,340</td>
</tr>
<tr>
<td>Philippoff, Joanna</td>
<td>Professional Learning for All Science Educators (PLEASE)</td>
<td>Essential Teaching and Learning PD, LLC</td>
<td>$14,823</td>
</tr>
<tr>
<td>Saka, Susan</td>
<td>Hawai‘i School Health Surveys</td>
<td>Health, Dept-HI</td>
<td>$200,000</td>
</tr>
<tr>
<td>Saka, Susan</td>
<td>Hawai‘i State Health Surveys: Graphics</td>
<td>Health, Dept-HI</td>
<td>$48,000</td>
</tr>
<tr>
<td>Saka, Susan</td>
<td>Hawai‘i State Health Surveys: Presentation</td>
<td>Health, Dept-HI</td>
<td>$27,000</td>
</tr>
<tr>
<td>Saka, Susan</td>
<td>Hawai‘i Youth Risk Behavior Survey</td>
<td>Education, Dept-HI</td>
<td>$55,000</td>
</tr>
<tr>
<td>Saka, Susan</td>
<td>Hawai‘i Youth Tobacco Survey (HYTS) Administration</td>
<td>Health, Dept-HI</td>
<td>$28,583</td>
</tr>
<tr>
<td>Suzuka, Kara</td>
<td>Developing Teaching Expertise in K-5 Mathematics</td>
<td>University of Michigan</td>
<td>$38,781</td>
</tr>
<tr>
<td>Suzuka, Kara</td>
<td>Qualitative Data Reuse: Records of Practice in Educational Research and Teacher Development</td>
<td>University of Michigan</td>
<td>$4,924</td>
</tr>
<tr>
<td>Venenciano, Linda</td>
<td>Provision of Common Core Standards (CCSS) Aligned Math Course Materials and Professional Development</td>
<td>Education, Dept-HI</td>
<td>$12,500</td>
</tr>
</tbody>
</table>

**TOTAL 20 AWARDS**

$1,719,598

* 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.
COLLEGE OF EDUCATION PARTNER SCHOOLS

DOE Schools

Kaua‘i

O‘ahu

Moloka‘i

Lāna‘i

Maui

Hawai‘i

DOE Schools

‘Ele‘ele
‘Ele‘ele El
Kalāheo
Kalāheo El
Kapa‘a
Kapa‘a El
Kapa‘a Middle
Kekaha
Kekaha El
Kiluaea El
Kōloa
Kōloa El
Līhu‘e
Kamakauhele Middle
Kaua‘i High
Kaumuali‘i El
King Kaumuali‘i El
Wilcox El
Waimea
Waimea Canyon Middle

Private School

Hāloaau’ui‘akaa
Early Learning Center
Kaua‘i Independent
Daycare Services

Maui District
DOE Schools

Ho‘olehua
Moloka‘i El

Kaua‘i

O‘ahu

Moloka‘i

Lāna‘i

Mauna‘aloa
Mauna‘aloa El

Charter Schools

Kulau‘u El NCPCCS

DOE Schools

Ha‘ikū
Ha‘ikū El
Hana
Hana High & El
Honoka‘a
Honoka‘a El
Ho‘olehua
Moloka‘i High
Kahului
Maui High
Pomai‘ka‘a El
Kīhei
Kamaili El
Lahaina
Kamehameha III El
Kamehameha III El
Lahaina Int
Nahienaena El
Makawao
Makawao El
Pā‘ia
Pā‘ia El
Pukalani
Kekaulike High

Maui District
DOE Schools

Kula‘i City
Lāna‘i High & El

Kīhei
Kamalani‘i El

Lahaina
Kamehameha III El
King Kamehameha III El
Lahaina Int
Nahienaena El
Makawao
Makawao El
Pā‘ia
Pā‘ia El
Pukalani
Kekaulike High

Maui District
DOE Schools

Lāna‘i City
Lāna‘i High & El

Waikīku
Wailuku
Iao Int
Pu‘u Kukui El
Waie‘e Elementary
Wailuku El

Kīhei
Kamalani‘i El

Lahaina
Kamehameha III El
King Kamehameha III El
Lahaina Int
Nahienaena El
Makawao
Makawao El
Pā‘ia
Pā‘ia El
Pukalani
Kekaulike High

Private schools

Carden Academy
of Maui
Emmanuel Lutheran
School
Holy Innocents
Preschool
Imua Family Services
Kamehameha Schools
Maui Preparatory Academy
Real Ongoing
Opportunities to
Soar (ROOTS)
St. Anthony School
St. Joseph Early Learning Center

Charter Schools

Connections NCPCS (Hilo)
Hawai‘i Academy of Arts &
Science Public Charter School
Innovations Public Charter School
Kona Pacific PCS
Laupāhoehoe High & El
Volcano School of Arts &
Sciences CPCS (Volcano)
West Hawai‘i Explorations
Academy Public Charter School

Private Schools

Greenwell Daycare
Kuleana Education Academy

THE COLLEGE OF EDUCATION THANKS OUR PARTNER SCHOOLS FOR THEIR SUPPORT IN PREPARING FUTURE EDUCATION PROFESSIONALS.