MEMORANDUM

TO: The Honorable Mazie K. Hirono  
   Lieutenant Governor, State of Hawai‘i

FROM: Carol M. Eastman  
       Senior Vice President, University of Hawai‘i and  
       Executive Vice Chancellor, University of Hawai‘i at Mānoa

SUBJECT: Notification of Approved Reorganization, College of Education, University of Hawai‘i at Mānoa

Enclosed for your files is a copy of the reorganization which was approved by the University for the College of Education. The purpose of the reorganization is explained in the accompanying executive summary.

If there are any questions regarding this matter, please call Dr. Michael W. Graves at 956-9679.

am

Enclosure

c: The Honorable Earl I. Anzai (with enclosure)  
   Director, Department of Budget and Finance  
   The Honorable James H. Takushi (with enclosure)  
   Director, Department of Human Resources Development  
   University Office of Human Resources (with enclosure)  
   University Budget Office (without enclosure)
EXECUTIVE SUMMARY

COLLEGE OF EDUCATION
UNIVERSITY OF HAWAII AT MANOA

Enclosed for your information is the proposed reorganization of the College of Education, University of Hawai’i at Manoa. The reorganization creates a Department of Teacher Education & Curriculum Studies by merging two instructional departments (Curriculum & Instruction and Field Services).

Primary responsibility for teacher education programs will be placed within the newly created Department of Teacher Education & Curriculum Studies (TECS). Currently, seven departments have responsibilities associated with teacher education. The Departments of Curriculum and Instruction, Educational Psychology, Educational Foundations, and Health, Physical Education, and Recreation offer required courses, with 60% to 80% of those courses being offered by faculty in Curriculum and Instruction. The Division of Field Services oversees the field experiences associated with some of the courses offered by Curriculum and Instruction faculty and the fourth semester student teaching experience. The Departments of Special Education and Educational Technology offer elective courses in teacher education. Currently, the Associate Dean for Teacher Education is responsible for coordinating these components. Coordinating components, however, is not the same as taking responsibility for effectively integrating the various components of the program. At present, no one position or program has this responsibility; no one is charged with overseeing the day to day operation of the teacher education programs.

The proposed reorganization of the College addresses these problems. Under the new organization, faculty in the new Department of Teacher Education & Curriculum Studies will take responsibility for teacher education programs. Three other departments in the College (Health, Physical Education, and Recreation, Educational Foundations, and Educational Psychology) will continue to offer courses required by students seeking initial certification in elementary or secondary education. However, the faculty teaching those courses will work collaboratively with TECS, thus assuring the full integration of those courses into the B.Ed. and basic certification programs.

The creation of this department allows the College to maintain its multiple missions regarding teacher education; research, scholarship, and graduate education; and, professional service. It ensures the College of Education’s ongoing commitment to the preparation of teachers and provides a prominent locus for teacher education within the College that is consistent with its mission.

The proposed reorganization does not add new positions, functions, or programs to the College of Education. It does transfer into the Department of Teacher Education & Curriculum Studies 2.00 FTE positions—a full-time Clerk-Typist III position from the Dean’s Office and two half-time graduate assistant positions from
the Departments of Educational Foundations and Psychology. The reorganization also proposes the reclassification of three positions: (1) Position 00785 from Secretary II to Secretary I; (2) Position 45864 from Clerk-Typist III to Secretary I; and (3) Position 12844 from Clerk-Stenographer III to Secretary I.

The proposed reorganization does not affect degree requirements, curricula, or other academic policies in the College of Education. Further, as the proposed change merges two existing departments and faculty, additional resources, faculty, and office spaces are not required. The merger, however, does not eliminate any of the responsibilities previously assigned to the separate departments but places those responsibilities within a single department. Consequently, while this proposed reorganization will not require additional faculty, it also does not require fewer faculty.

While the reorganization does not affect the curricular requirements of the various teacher education programs, it should result in improved services to students. The merger of the Curriculum and Instruction faculty with the Field Services faculty will create a better integration between the courses the students receive (currently from C&I) and their field experiences (currently organized and supervised by Field Services). The new relationship between faculty in other departments and TECS will increase integration of content within programs. Further, the merger will provide for stronger student academic advising and counseling as the two faculties assume mutual responsibility for the program.
COLLEGE OF EDUCATION
REORGANIZATION PROPOSAL

PRESENT AND PROPOSED ORGANIZATION

The College of Education of the University of Hawai‘i at Manoa is currently organized into nine instructional departments and one organized research unit. The proposed reorganization merges two of the instructional departments (Curriculum & Instruction and Field Services) creating a Department of Teacher Education & Curriculum Studies. Functional statements for the instructional departments have been revised to provide specific information about each department. Except for the Department of Teacher Education & Curriculum Studies, the revised statements reflect existing responsibilities.

DEPARTMENT OF TEACHER EDUCATION & CURRICULUM STUDIES

BACKGROUND AND NATURE OF THE PROPOSED REORGANIZATION

Conditions Prompting the Proposed Reorganization

The current departmental organization of the College of Education was established in 1965. At that time, faculty responsibility for the organization and curriculum of the B.Ed. program was disbursed across several departments offering various courses in the program. Administrative responsibility was unified only at the level of the associate dean for teacher education. Since then, there has been a constant tension between the priorities of departmental organization and the priorities of program organization, with departmental concerns usually predominating. The faculty recognized this as a problem, and from time to time efforts were made to organize the faculty programmatically and to make program-wide plans and decisions. Proposals were made by faculty and students, numerous action committees were formed, and some significant improvements were initiated. The momentum, however, was difficult to maintain and competing demands diverted faculty attention and energy. As a result, the B.Ed. programs continued to lack sequence and coherence.

Nature of the Proposed Reorganization

The proposed reorganization creates the Department of Teacher Education & Curriculum Studies and places primary responsibility for teacher education programs within a single department. Currently, seven departments have responsibilities associated with teacher education. The Departments of Curriculum and Instruction, Educational Psychology, Educational Foundations, and Health, Physical Education, and Recreation offer required courses, with 60% to 80% of those courses being offered by faculty in Curriculum and Instruction. The Division of Field Services oversees the field experiences associated with some of the courses offered by Curriculum and
Instruction faculty and the fourth semester student teaching experience. The
Departments of Special Education and Educational Technology offer elective courses
in teacher education. Currently, the Associate Dean for Teacher Education is
responsible for coordinating these components. Coordinating components however is
not the same as taking responsibility for effectively integrating the various
components of the program. At present, no one position or program has this
responsibility; no one is charged with overseeing the day to day operation of the
teacher education programs.

The proposed reorganization of the College addresses these problems. Under
the new organization, faculty in the new Department of Teacher Education &
Curriculum Studies will take responsibility for teacher education programs. The
department will be organized into three divisions: Elementary and Early Childhood
Education (EECE), Secondary and Middle Level Education (SMILE), and Graduate
Studies. Faculty in EECE will be responsible for the B.Ed. and basic certification
programs in elementary education. Faculty in SMILE will be responsible for the
B.Ed. and basic certification programs in secondary education. Faculty in Graduate
Studies will be responsible for the Master's of Education in Teaching (MET) and
Elementary and Secondary Education (M.Ed.) and the Doctor of Education degree in
Curriculum and Instruction (Ed.D.). The assignment of faculty among these three
divisions will be fluid in order to flexibly address the State's changing need for new
teachers and the professional development of existing teachers.

The responsibilities of the TECS faculty are fourfold. First, they will evaluate
current programs and use the results of their evaluations to improve existing
programs and as the basis for new programs. The goal is to better integrate
educational theory with practice in the preparation of new teachers. Second, they will
conduct courses in the various teacher education programs. Third, faculty will work
collaboratively with the Hawai'i Department of Education to insure that College of
Education graduates are well prepared as first year teachers. Fourth, as
appropriate, they will work collaboratively with the Office of Student Services to
coordinate the admissions, advising, and scheduling process.

The faculty in the current departments of Field Services and Curriculum and
Instruction will be merged to become the faculty of the new department. As noted
above, rather than take responsibility for specific parts of the teacher education
program, TECS faculty will collectively have responsibility for the entire program
insuring its effectiveness and quality.

Three other departments in the College (Health, Physical Education, and
Recreation, Educational Foundations, and Educational Psychology) will continue to
offer courses required by students seeking initial certification in elementary or
secondary education. However, the faculty teaching those courses will work
collaboratively with TECS, thus assuring the full integration of those courses into the
B.Ed. and basic certification programs.
The creation of this department allows the College to maintain its multiple missions regarding teacher education; research, scholarship, and graduate education; and, professional service. It ensures the College of Education's ongoing commitment to the preparation of teachers and provides a prominent locus for teacher education within the College that is consistent with its mission.

The proposed reorganization does not add new positions, functions, or programs to the College of Education. It does transfer into the Department of Teacher Education & Curriculum Studies 2.00 FTE positions—a full-time Clerk-Typist III position from the Dean's Office and two half-time graduate assistant positions from the Departments of Educational Foundations and Psychology. Including the Clerk-Typist III position, five full-time Civil Service positions will support the combined teacher education programs—two Secretary IIs, a Clerk-Stenographer III, a Clerk-Typist III, and a Clerk-Typist II. The reorganization proposes the reclassification of three positions as follows:

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<thead>
<tr>
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<tbody>
<tr>
<td>12977</td>
<td>Sec II - Field Services</td>
<td>Sec II - Tchr. Ed. &amp; Curr. Studies</td>
</tr>
<tr>
<td>00785</td>
<td>Sec II - Curr. &amp; Instr.</td>
<td>Sec I - Division of Grad. Studies</td>
</tr>
<tr>
<td>45864</td>
<td>Clk-Typist III - MET/EdD Program</td>
<td>Sec I - Division of Elem. &amp; Early Childhood Education</td>
</tr>
<tr>
<td>12844</td>
<td>Clk-Steno III - Curr. &amp; Instr.</td>
<td>Sec I - Division of Secondary &amp; Middle Level Education</td>
</tr>
<tr>
<td>45517</td>
<td>Clk-Typist II - Field Services</td>
<td>Clk-Typist II - Tchr. Ed. &amp; Curr. Studies</td>
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The proposed reorganization does not affect degree requirements, curricula, or other academic policies in the College of Education. Further, as the proposed change merges two existing departments and faculty, additional resources, faculty, and office spaces are not required. The merger, however, does not eliminate any of the responsibilities previously assigned to the separate departments but places those responsibilities within a single department. Consequently, while this proposed reorganization will not require additional faculty, it also does not require fewer faculty.

While the reorganization does not affect the curricular requirements of the various teacher education programs, it should result in improved services to students. As noted above, the present organization divides responsibility for required program components among five units (Field Services, Curriculum and Instruction, Educational Foundations, Educational Psychology, and Health, Physical Education, and Recreation). The merger of the Curriculum and Instruction faculty with the Field Services faculty will create a better integration between the courses the students received (currently from C&I) and their field experiences (currently organized and
supervised by Field Services). The new relationship between faculty in other departments and TECS will increase integration of content within programs. Further, the merger will provide for stronger student academic advising and counseling as the two faculties assume mutual responsibility for the program.

REASONS FOR PROPOSING THE REORGANIZATION

The proposed reorganization addresses a recognized need to assign responsibility for teacher education programs to a single unit. It is not prompted by legal or university policy requirements.

Recent reviews of the College of Education's programs support ongoing college concerns about responsibility for teacher education. In 1994, two reviews were conducted of the College of Education's programs. The first review was conducted by the University's Council on Program Reviews. The second review was conducted as part of the State Approval of Teacher Education (SATE) accreditation process. Both reviews pointed to the need for greater coordination of the undergraduate teacher education program. The 1994 Program Review expressed concerns about "the need for greater administrative coordination of the undergraduate program." The report noted:

The review team encountered an incompatibility between the College of Education's structure and the procedures of the Council on Program Reviews. The undergraduate program is said to be a College-wide product, and is not under the aegis of any single department. The Council, however, reviews by department. . . . The problem became particularly apparent for our Committee because Curriculum and Instruction is responsible for approximately two-thirds of the courses taken by pre-service students. However, we were repeatedly told that Curriculum and Instruction is not responsible for coordinating or ensuring the overall quality of the undergraduate program, even though it was described as the "driving force" in the preservice curriculum. This appeared to us as a paradox.

The SATE Report also noted its concern that "the efforts of the COE's nine departments are neither coordinated nor focused on the College's teacher preparation mission." The report recommended that the College reorganize "away from a departmental structure towards one that will establish a decision-making process more responsible to attaining integrated quality teacher education program results" and, it commended the College for its recognition of "the need to greatly improve the coordination of the teacher preparation program."

The recent (November 1995) Management Audit of the College of Education, conducted by the Office of the Auditor of the State of Hawai'i, echoed these concerns. The audit report noted that the College's undergraduate teacher preparation programs were "overlooked" by the University's program review "because they were not specially housed in any of the college's nine departments. Thus, no department was specifically responsible for these programs."
While the SATE Report recommended coordinating and focusing the efforts of the COE's nine departments on teacher preparation, in fact, only five departments provide instruction in required courses in the B.Ed. and basic teacher certification programs—Curriculum & Instruction, Field Services, Educational Foundations, Educational Psychology, and Health, Physical Education, & Recreation. Two other departments—Special Education and Educational Technology—provide elective courses to the programs. As noted previously, the majority of the instructional courses is provided by the Department of Curriculum & Instruction. The Departments of Educational Foundation, Educational Psychology, and HPER provide only one required course each for the programs. The major focus of Educational Foundations and Educational Psychology is on their masters' and doctoral degree programs; HPER focuses on its B.S. degree with options in athletic training, health/exercise science, and recreation/leisure science. Consequently, the proposed merger of Curriculum and Instruction and Field Services unites the two departments who previously were most responsible for components of teacher education programs.

The findings and concerns of the reports supported the already developing plans for the College to restructure itself and reorganize the various units and faculty involved in teacher education into a single unit with responsibility for teacher education. A single department ensures faculty responsibility and autonomy for the teacher education programs. It takes advantage of the range of expertise and specialized training within the College and promotes discussions among those with the greatest stake in professional teacher education. The creation of a Department of Teacher Education & Curriculum Studies is responsive to expressed concerns in the SATE Report regarding the locus of faculty responsibility for teacher education.

The Department of Teacher Education & Curriculum Studies will focus attention on preservice teacher preparation. Its creation ensures program integrity and coherence and students' ongoing involvement with faculty members throughout the duration of their teacher preparation programs.

OTHER ALTERNATIVES CONSIDERED

Several other alternatives were considered to address the concerns noted above. Two major alternatives emerged: (1) the creation of two new departments—a department of elementary and early childhood education and a department of secondary and middle level education; and (2) continuation of efforts to organize by programs while retaining the current departmental structure.

The first alternative was seriously considered. However, in many cases, it is the same faculty members who participate in both elementary and secondary education. The percentage of time that faculty members devote to each program is partially determined by individual interests but is also heavily influenced by the state’s need for either elementary or secondary teachers. Determination of where total teacher education resources are to be allocated need to be made at a higher level. Consequently, this alternative was rejected.
Efforts to focus attention on teacher education while retaining the current departmental structure have already proven unsatisfactory. Additionally, the current structure does not address the expressed need to identify a single group with responsibility for teacher education.
OFFICE OF THE DEAN

DEPARTMENT OF EDUCATIONAL FOUNDATIONS
Chair (App'td from Instructional Positions)

Secretary II, SR 14, #13672

Instructional Positions (6.50) FT: #82617, 82678, 83196, 83952, 84261, 84885, 82141 (0.50)
STATE OF HAWAII/UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
COLLEGE OF EDUCATION
POSITION ORGANIZATION CHART - CHART X
(PROPOSED)

OFFICE OF THE DEAN

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
Chair (App'd from Instructional Positions)

Secretary II, SR 14, #11895

Instructional Positions (6.75)
FT: #82095, 82105, 82193, 82276,
82571, 84004, 84141, 85286,
88588 (0.50), 83240 (0.28)
STATE OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
COLLEGE OF EDUCATION

MAJOR FUNCTIONS

I. Office of the Dean (Chart II)
   A. Provides executive/managerial direction and support to the
      primary programs of instruction and organized research and the
      support program of student services.

   1. Academic – Plans, organizes, and administers
      a. Program curricula and course development
      b. Program evaluation
      c. Staff recruitment and development
      d. Curriculum research, development, and implementation
      e. Outreach instructional and community service programs

   2. Administration – Plans, organizes, and administers
      a. Budget development, allocation, and administration
      b. Accounting for resources
      c. Procurement and property management
      d. Personnel
      e. Other logistical support services

   3. Student Services
      a. Administers the functions of recruitment, application,
         selection, and admission of undergraduate and Professional
         Diploma students.
      b. Provides counseling services, career guidance, and
         placement services to all students in the College.
      c. Conducts institutional research studies for program
         planning.
      d. Maintains accurate student records.

II. Instructional Department (Charts III to X)
   A. Provides instruction for degree credit leading to the following
      educational objectives:

   1. Teacher Education & Curriculum Studies (Chart III). Offers
      undergraduate and post-baccalaureate teacher preparation
      programs and selected graduate preparation programs
      including:

      a. Initial Teacher Certification – Elementary Education and
         Secondary Education
      b. B.Ed. – Elementary Education and Secondary Education
      c. Master’s Degree – Teaching (MET), Elementary Education
         (M.Ed.), and Secondary Education (M.Ed.)
      d. Ed.D. Degree – Curriculum and Instruction
c. M.Ed. – Special Education with emphasis in mild/moderate disabilities or severe disabilities at preschool, elementary, or secondary levels

d. Also provides undergraduate instruction for elective special education courses in the B.Ed. elementary and secondary education programs.

8. Educational Psychology (Chart X).

a. Provides graduate level instruction leading to the M.Ed. and Ph.D. programs in educational psychology to prepare individuals to conduct basic or applied research and evaluation in public and private educational settings.

b. Also provides undergraduate instruction for educational psychology courses required for the B.Ed. degree.

B. Provides continuing education instruction through courses, workshops, seminars, field work, and consultations to practicing professionals to assist them in maintaining currency of knowledge in their fields.

C. Makes available the skills, services, specialized facilities, and resources to the educational community.

D. Shares in the development of policy, and program curricular, courses, standards, and evaluation.

E. Facilitates individual research and training projects concerning problems and possibilities of teaching and learning.