

## UNIVERSITY OF HAWA!'I

SENIOR VICE PRESIDENT, UNIVERSITY OF HAWAI'I AND EXECUTIVE VICE CHANCELLOR, UNIVERSITY OF HAWAI'I AT MÂNOA

August 8, 2000

## **MEMORANDUM**

TO

The Honorable Mazie K. Hirono

Lieutenant Governor, State of Hawai'i

FROM:

Dean O. Smitk

Senior Vice President, University of Hawai i and

Executive Vice Chancellor, University of Hawai'i at Manoa

SUBJECT: NOTIFICATION OF APPROVED REORGANIZATION FOR CURRICULUM RESEARCH AND DEVELOPMENT GROUP, AND THE CENTER ON DISABILITY STUDIES/UNIVERSITY AFFILIATED PROGRAMS TO THE UNIVERSITY OF HAWAI'I, COLLEGE OF

**EDUCATION** 

Enclosed for your files is a copy of the reorganization which was approved by the University of Hawai'i, 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 Michael W. Graves at 956-9679.

#### Enclosure

The Honorable Neil Miyahira C:

Director, Department of Budget and Finance

The Honorable Mike McCartney

Director, Department of Human Resources Development

President and Chancellor Kenneth Mortimer

Office of Human Resources, Director Peggy Hong

University Budget Office, Director Rodney Sakaguchi (w/o attachment)

Senate Executive Committee Chair Barry Baker

## **MEMORANDUM**

TO:

Senior Vice President and Executive Vice Chancellor Dean Smith

FROM:

Rodney Sakaguchi

SUBJECT:

APPROVAL OF ORGANIZATIONAL CHARTS FOR THE JOHN A. BURNS

SCHOOL OF MEDICINE (JABSOM) AND THE COLLEGE OF EDUCATION (COE)

REORGANIZATIONS

Your approval of the enclosed proposed organizational charts for the merger of the School of Public Health and Center on Aging into the JABSOM, and the reorganization of the COE (Curriculum Research and Development Group, Center on Disability Studies/University Affiliated Programs) is requested. Although these organizational charts were included in one of the above reorganizational proposals, the charts were not part of agenda items A-2 and A-3 actually approved by the Board of Regents (BOR) during its July 2000 meeting. As such, the enclosed organizational charts must still be approved.

The date of your approval should be July 21, 2000 in order to coincide with the BOR's approval date. Please return all charts to the Budget Office.

In a related matter, although the BOR approved both reorganizations, these approvals were "with the understanding that implementation details would be subject to applicable policies and statutes". We understand that as of the date of the BOR's approval action for these reorganizations, at least one of the consultations, e.g., employee union, which should have been completed prior to the BOR's approval action was still pending. You may want an internal deadline to assure completion of the required consultation.

Should you have any questions regarding this matter, please contact me or Ronald Saito of this office.

Attachment (ten organizational charts)

the Senate would want to review the current proposal but she declined the offer. This proposal has also been sent to the University of Hawai'i Professional Assembly and to the Hawai'i Government Employees Association as part of the consultation process.

Regent McElrath moved to approve the proposed reorganization to merge the School of Public Health and the Center on Aging into the John A. Burns School of Medicine, University of Hawai'i at Mānoa, with the understanding that implementation details would be subject to applicable policies and statutes, as presented in President's Memorandum No. 80 (Agenda), Item A-2, dated July 21, 2000. Regent Nunokawa seconded the motion which was unanimously carried.

## Reorganization to Reassign the Curriculum Research and Development Group, and the Center on Disability Studies/University Affiliated Programs to the College of Education, University of Hawai'i at Mānoa

Senior Vice President Smith requested that the Board approve a proposed reorganization to reassign the staff, programs, and functions of the Curriculum Research and Development Group (CRDG) and Center on Disability Studies/University Affiliated Programs (CDSUAP) to the College of Education (COE). The proposed reorganization would transfer the CRDG to the College of Education and officially establish the Center on Disability Studies/University Affiliated Programs as a unit of the College of Education, with the purpose of integrating and enhancing all three units, under a single administrative authority, the Dean of the College of Education. The COE, CRDG, and CDSUAP have common goals that involve the improvement of education through research and the improvement of professional development programs. This proposed reorganization would assist in ensuring that joint planning and priority setting occurs among these organizational units. Academic programs and opportunities for sponsored research would be enhanced.

The CRDG would continue to conduct curriculum development, research, and training and the CDSUAP would continue to conduct research, training, and service activities. The reorganization will capitalize on the expertise of COE faculty and the organizational strengths and track record of CRDG and the CDSUAP to increase overall research productivity. This proposed reorganization will not change the programs or policies of these organizational entities and services to students should improve since faculty with additional areas of expertise from the CRDG and the CDS/UAP would be accessible.

Under the proposed reorganization, an Associate Dean for Research in the COE would be established to provide direction and support for all research and grant activities within the COE. The Administrator's position of the University Lab School (ULS) would be redescribed for this purpose. With this change, an instructional or APT position would be assigned to serve as the Principal of the ULS. Administrative officer positions would be consolidated under the COE Administrative Services unit as two UH Administrative Officers from the CRDG and a new administrative officer position would be assigned to that office.

With the reassignment of the CRDG and CDSUAP, the locus of tenure of faculty in these units will be transferred to the COE. The Office of the Senior Vice President and Executive Vice Chancellor, UH Mānoa has, therefore, consulted with the UH Mānoa Faculty Senate, the Hawai'i Government Employees Association, and the University of Hawai'i Professional Assembly. While the process is still on-going, it is anticipated that the consultation process will be completed before the Board of Regents considers this request.

Regent McElrath moved to approve in principle, the proposed reorganization reassigning the Curriculum Research and Development Group and the Center on Disability Studies/University Affiliated Programs to the College of Education with the understanding that implementation details would be subject to applicable policies and statutes, as presented in President's Memorandum No. 80 (Agenda), Item A-3, dated July 21, 2000. Regent Nunokawa seconded the motion which was unanimously carried.

## Amend Board of Regents' Policy to Add the Establishment and Review of Institutes and Centers

Vice President Sathre said that in Fall of 1997, the administration conducted an inventory of organizational entities called centers and institutes. The results of this inventory revealed that the University has roughly 80 programmatic centers and institutes (research, instructional, or public service) and a comparable number of administrative service centers. The majority of the former exists at the Mānoa campus, while a majority of the latter were found at the Community Colleges. Centers that are general funded are more likely to appear on organizational charts than those that are not, and the majority of all centers currently do not appear on organizational charts. Furthermore, the source of authorization for existing centers spans the Board of Regents, state legislature, federal initiatives, state and private grants, and various combination of sources. Administrative service centers are generally authorized by the head of a campus, college, or school. Funding sources include general funds, federal grants, county grants, revolving and special accounts, private foundations, donors, foreign governments, state departments, and professional organizations.

In view of this diverse treatment of entities, it is understandable that periodically, campuses will request guidance regarding the requirements associated with the establishment of centers and institutes. The lack of clear policy in this area has resulted in inconsistent advice and counsel. From time to time, the Board itself has raised questions regarding the official status of various centers and institutes and the funding and liabilities associated with these centers. In order to provide for a systematic policy on establishing such entities, Vice President Sathre recommended that the Board approve proposed amendments to its policy to define centers.

Existing Board policy provides the necessary framework for the establishment of organized research units, the establishment of University of Hawai'i centers that coordinate the delivery of distance learning, the establishment and review of academic

A-3

Reorganization to Reassign the Curriculum Research and Development Group, and the Center on Disability Studies/University Affiliated Programs to the College of Education, University of Hawai'i at Mānoa

It is requested that the Board approve a proposed reorganization to reassign the staff, programs, and functions of the Curriculum Research and Development Group (CRDG) and Center on Disability Studies/University Affiliated Programs (CDSUAP) to the College of Education (COE). The proposed reorganization would transfer the CRDG to the College of Education and officially establish the Center on Disability Studies/University Affiliated Programs as a unit of the College of Education, with the purpose of integrating and enhancing all three units, under a single administrative authority, the Dean of the College of Education. The COE, CRDG, and CDSUAP have common goals that involve the improvement of education through research and the improvement of professional development programs. This proposed reorganization would assist in ensuring that joint planning and priority setting occurs among these organizational units. Academic programs and opportunities for sponsored research would be enhanced.

The CRDG would continue to conduct curriculum development, research, and training and the CDS/UAP would continue to conduct research, training, and service activities. The reorganization will capitalize on the expertise of COE faculty and the organizational strengths and track record of CRDG and the CDS/UAP to increase overall research productivity. This proposed reorganization will not change the programs or policies of these organizational entities and services to students should improve since faculty with additional areas of expertise from the CRDG and the CDS/UAP would be accessible.

Under the proposed reorganization, an Associate Dean for Research in the COE would be established to provide direction and support for all research and grant activities within the COE. The Administrator's position of the University Lab School (ULS) would be redescribed for this purpose. With this change, an instructional or APT position would be assigned to serve as the Principal of the ULS. Administrative officer positions would be consolidated under the COE Administrative Services unit as two UH Administrative Officers from the CRDG and a new administrative officer position would be assigned to that office.

With the reassignment of the CRDG and CDSUAP, the locus of tenure of faculty in these units will be transferred to the COE. The Office of the Senior Vice President and Executive Vice Chancellor, UH Mānoa has, therefore, consulted with the UH Mānoa Faculty Senate, the Hawai'i Government Employees Association, and the University of Hawai'i Professional Assembly. While the process is still on-going, it is anticipated that the consultation process will be completed before the Board of Regents considers this request.

RECOMMENDATION: That the Board approve in principle, the proposed reorganization, reassigning the Curriculum Research and Development Group and the Center on Disability Studies/University Affiliated Programs to the College of Education with the understanding that implementation details would be subject to applicable policies and statutes.

(Proposed)

OFFICE OF THE SENIOR VICE PRESIDENT AND EXECUTIVE VICECHANCELLOR UH MANOA

OFFICE OF THE DEAN CHART II

## INSTRUCTIONAL UNITS

TEACHER EDUCATION & CURRICULUM STUDIES (CHART III)
EDUCATIONAL ADMINISTRATION (CHART IV)
EDUCATIONAL TECHNOLOGY (CHART V)
COUNSELOR EDUCATION (CHART VI)
EDUCATIONAL FOUNDATIONS (CHART VII)
KINESIOLOGY AND LEISURE SCIENCE (CHART VIII)
SPECIAL EDUCATION (CHART IX)
EDUCATIONAL PSYCHOLOGY (CHART X)

## RESEARCH UNITS

CURRICULUM RESEARCH & DEVELOPMENT GROUP (CHART XI)
CENTER ON DISABILITY STUDIES/UNIVERSITY AFFILIATED PROGRAMS (CHART XII)

APPROVED BY THE UNIVERSITY BOARD OF REGENTS

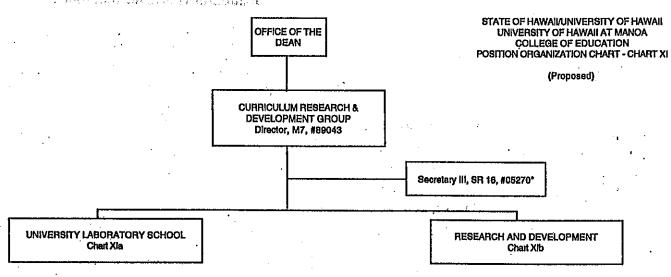
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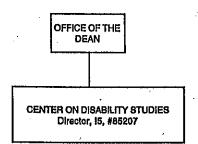
APPROVED BY THE UNIVERSITY
BOARD OF REGENTS
JUL 2 1 2000

Date

\*To be redescribed

STATE OF HAWAII/UNIVERSITY OF HAWAII UNIVERSITY OF HAWAII AT MANOA COLLEGE OF EDUCATION POSITION ORGANIZATION CHART - CHART XII

(Proposed



APPROVED BY THE UNIVERSITY BOARD OF REGENTS

JUL 2 1 2000

Date

7/21/00

## Rodney Sakaguchi



UNIV OF HAWAII UH BUDGET OFFICE

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#### UNIVERSITY OF HAWA!'I

May 25, 2000

PRESIDENT, UNIVERSITY OF HAWAI'S AND CHANCELLOR, UNIVERSITY OF HAWAI'S AT MĀNOA

#### MEMORANDUM

TO:

Mr. Donald C. W. Kim

Chairperson, Board of Regents

FROM:

Kenneth P. Mortimer em H. F. Mortime

President, University of Hawai'i and Chancellor, University of Hawai'i at Manoa

SUBJECT:

PROPOSED REORGANIZATION TO REASSIGN THE CURRICULUM RESEARCH AND

DEVELOPMENT GROUP, AND THE CENTER ON DISABILITY STUDIES/UNIVERSITY AFFILIATED PROGRAMS TO THE COLLEGE OF EDUCATION, UNIVERSITY OF

HAWAI'I AT MĀNOA

#### SPECIFIC ACTION REQUESTED

Approval of the Board of Regents is requested to reorganize the Office of the Senior Vice President for Research and Dean of the Graduate Division (OSVPRDGD) and the College of Education (COE), University of Hawai'i at Mānoa. This proposal reassigns the Curriculum Research and Development Group (CRDG) to the COE and officially establishes the Center on Disability Studies/University Affiliated Programs (CDSUAP) as a unit of the COE. Both the CRDG and CDSUAP are currently under the OSVPRDGD.

## RECOMMENDED EFFECTIVE DATE

It is requested that this reorganization be effective upon approval by the Board of Regents.

## PURPOSE/NATURE OF THE PROPOSAL

The staff, programs, and functions of the CRDG and CDSUAP will be reassigned to the COE. This reorganization will not change the programs or policies of these organizational entities. Services to students will be improved since faculty with additional areas of expertise from the CRDG and the CDSUAP will be accessible. With the reassignment of the CRDG and CDSUAP, the locus of tenure of faculty in these units will be transferred to the COE.

An Associate Dean for Research in the COE is also proposed to provide direction and support for all research and grant activities within the COE. Position No. 89257, the Administrator of the University Lab School (ULS) will be redescribed for this purpose. With this change, an instructional or

Chairperson Donald C.W. Kim May 25, 2000Page 2

APT position will be assigned to serve as the Principal of the ULS. Also, administrative officer positions will be consolidated under the COE Administrative Services unit as two UH Administrative Officers from the CRDG and a new administrative officer position will be assigned to that office.

The COE, CRDG, and CDSUAP have common goals that involve the improvement of education through research and the improvement of professional development programs. This reorganization will assist in ensuring that joint planning and priority setting occurs among the aforementioned organizational units. Enhancement of academic programs and opportunities for sponsored research is anticipated.

## IMPACT ON STAFFING AND RESOURCES

Additional costs for this reorganization which will be covered within existing budgetary allocations are estimated at \$46,000 annually. These costs are for possible position reclassifications and funding for an Administrative Officer's position.

CONSULTATION WITH EXCLUSIVE EMPLOYEE COLLECTIVE BARGAINING REPRESENTATIVES AND UH MÂNOA FACULTY SENATE

As of the date of this memorandum, the Office of the Senior Vice President and Executive Vice Chancellor, UH Mānoa has not completed consultation with the UH Mānoa Faculty Senate, the Hawai'i Government Employees Association, and the University of Hawai'i Professional Assembly. It is anticipated that this consultation process will be completed before the June 2000 meeting of the Board of Regents.

#### RECOMMENDED ACTION

Approval of the Board of Regents is requested to reassign the CRDG and the CDSUAP from the OSVPRDGD to the College of Education, University of Hawai'i at Mānoa.

## Attachment

c: Board Secretary David Iha (w/attachment)
Senior Vice President and Executive Vice Chancellor Dean Smith (w/attachment)
Senior Vice President for Research and Dean of the Graduate Division Alan Teramura (w/attachment)
Senior Vice President Eugene Imai (w/attachment)
Dean Randy Hitz (w/attachment)
Director Rodney Sakaguchi (w/o attachment)

## **Reorganization Proposal**

University of Hawai'i at Manoa
College of Education
Curriculum Research & Development Group
Center on Disability Studies/University Affiliated Programs
Spring, 2000

## **Executive Summary**

The proposal is to transfer the Curriculum Research & Development Group (CRDG) to the College of Education (COE) and to officially establish the Center on Disability Studies/University Affiliated Programs (CDS/UAP) as a unit of the College of Education, with the purpose of integrating and enhancing all three units, under a single administrative authority, the Dean of the College of Education. The CRDG will continue to conduct curriculum development, research, and training. The CDS/UAP will continue to conduct research, training, and service activities. The reorganization will capitalize on the expertise of COE faculty and the organizational strengths and track record of CRDG and the CDS/UAP to increase overall research productivity.

This reorganization will help to ensure that positive joint planning and priority setting occurs. The reorganization will also foster greater collaboration and synergy among faculty of all three units. All three units currently cooperate in development and delivery of a variety of academic and grant programs. The reorganization will facilitate even greater interdisciplinary collaboration within the COE and across units. This should enhance academic programs and result in more opportunities for sponsored research.

The reorganization proposes the "creation" of a new position, associate dean for research, for the College of Education. The position will be created through the redescription of an existing managerial position. The associate dean for research will focus on strengthening the research and grant producing capabilities of the combined units. The reorganization also transfers an APT position from the Office of the Senior Vice President and Executive Vice Chancellor to the College and a Clerk-Typist II position from the Department of Teacher Education & Curriculum Studies into the Dean's Office. Three other positions in CRDG (Secretary III, UH Administrative Officer V, and UH Administrative Officer III) will be redescribed to reflect the transfer of CRDG to the College. Additionally, the locus of tenure for CRDG and CDS/UAP faculty will be transferred to the College of Education.

The proposed reorganization does not affect programs or policies in the three units. Services to students will not be negatively affected. In fact, as the merger provides College of Education students with access to faculty, in CRDG and CDS/UAP, with additional areas of expertise, services to students will be improved.

The proposed change will require the funding of an additional APT position and the possible reclassification of Civil Service positions. The costs of these changes is estimated at approximately \$46,000 annually. These additional expenses will be covered within existing budget allocations. Further, as the proposed change "merges" three existing units, additional resources, faculty, and office spaces are not required to implement the reorganization.

## Reorganization Proposal

University of Hawai'i at Manoa
College of Education
Curriculum Research & Development Group
Center on Disability Studies/University Affiliated Programs
Spring, 2000

## I. Present Organization

The College of Education

The College of Education is a unit under the administrative oversight of the Office of the Senior Vice President and Executive Vice Chancellor. The College has eight academic units within its organization with an allocated FTE position count of 124.75 and an annual budget of \$6.9 million.

The mission of the COE is written in statute as follows:

The College of Education promotes human development within the context of a multicultural society. The mission of the College is to:

- prepare and provide ongoing professional development of teachers, administrators, counselors and related professionals at the undergraduate and graduate levels;
- generate, synthesize and apply knowledge in education and related fields through teaching, research and other scholarly activities; and,
- provide service and support to the local, national and global educational and related communities.

The COE offers the following degrees: B.Ed. (elementary and secondary), B.S. in Kinesiology, M.Ed., Masters of Education in Teaching, M.S. in Kinesiology, and two Ph.D. programs.

Curriculum Research & Development Group (CRDG)

The Curriculum Research & Development Group, including the University Laboratory School, is an organized research unit of the university under the administrative oversight of the Office of the Senior Vice President for Research and the Dean of the Graduate Division.

The CRDG staff consists of 47.00 general funded FTE with a general funded annual budget of \$2.5 million. The staff also includes ten individuals on soft money with an annual salary budget of approximately \$0.43 million. The CRDG also employs 135 casual employees and lecturers.

The mission of the CRDG/Lab School is consistent with that of the College. Basically, the CRDG's mission is to improve the quality of education in elementary and secondary schools. The CRDG serves its primary clients, the schools of the State of Hawai'i, as well as clients elsewhere in the University's service area—the Pacific Island jurisdictions, the U.S. mainland, the Defense Dependent Schools and other international schools throughout the world, and in selected foreign countries.

The CRDG/Lab School organizes teams of teacher-researchers, content scholars, evaluators, editors, publication specialists, and teacher trainers to:

- create theories of knowledge, instruction, curriculum design, teacher education, school change, and evaluation;
- design, develop, and evaluate curricula based on these theories, first in the Laboratory School, later in cooperating schools; and,
- publish instructional materials, develop applicable teaching practices, and present in-service teacher education programs for schools.

The Center on Disability Studies/University Affiliated Programs (CDS/UAP)

The CDS/UAP was first funded by the U.S. Department of Health and Human Services, Administration on Developmental Disabilities in July 1988. A competing continuation is submitted to the Administration on Developmental Disabilities yearly, and the CDS/UAP currently receives funding within a five-year cycle. Currently, the CDS/UAP administers more than 30 federal and state-funded grants and contracts, and employs more than 80 talented professionals, supported by more than 100 affiliated faculty and community partners.

The CDS/UAP is currently under the administrative oversight of the Office of the Senior Vice President for Research and Dean of the Graduate Division. It has a 1.00 FTE faculty position and a general funded budget of \$40,000. All other faculty and staff are funded by extramural grants and contracts.

The mission of the CDS/UAP is to support the quality of life, community inclusion, and self-determination of all persons with disabilities and their families. This is accomplished through the provision of interdisciplinary training, service, research, demonstration, evaluation, and dissemination activities in Hawai'i, the Pacific Region, and the U.S. mainland. The CDS/UAP provides a structure and process to support and maintain internal professional development, collegiality, and cooperation, reflecting an

organizational commitment to excellence. The CDS/UAP activities reflect a commitment to best practice and interdisciplinary cooperation within an academic, community, and family context. Activities are culturally sensitive and demonstrate honor and respect for individual differences in behavior, attitudes, beliefs, and interpersonal styles.

The programs and projects created to accomplish the mission of the CDS/UAP are grouped under the following initiatives: School and Community; Children with Special Needs; Transition, Postsecondary Education and Employment; Children's Mental Health; and Pacific Outreach. Programs and projects created under these initiatives include, among others: The Rehabilitation Research and Training Center; Coordinating Health Services Under IDEA; Hawai'i Assistive Technology Training and Services (HATTS); Hawai'i State Improvement Grant (SIG); MCH LEND (Maternal and Child Health Leadership in Neurodevelopmental and Related Disabilities); Strategies for Effective and Efficient Keiki Find (SEEK); Kak'o 'ia Na Lei (The Children are Supported); Lau Lima Lokahi (Pulling Together Project); and National Early Childhood Technical Assistance System (NEC\*TAS)

## Current Level of Cooperation and Collaboration

The COE, CRDG, and CDS/UAP have a close collaborative relationship. CRDG and the COE serve as two of four partners on the Hawai'i Institute for Educational Partnerships and each contributes faculty FTE (.5) to the partnership. The COE FTE is dedicated to fostering partnership schools and the CRDG FTE is dedicated to operation of the Hawai'i Educational Policy Center. One faculty member holds a joint appointment in CRDG and the COE, and eleven CRDG staff members hold appointments on the Graduate Faculty of the COE. CRDG staff serve graduate students as advisers and committee members.

CRDG faculty teach classes for the COE and many participate regularly in department meetings.

The COE sponsors 500 level staff development courses conducted by CRDG staff. The COE and the CRDG/Lab School jointly support a Computer Laboratory. The units make classroom and other spaces available to staff of the other unit.

Proposals with collaboration of the CRDG and the COE have been submitted or are in preparation to the following agencies: TITEC (Department of Defense), the National Center for Teaching and Learning, and the Principal's Academy.

CDS/UAP and the COE also share faculty FTE in the form of the director who holds tenure in the COE. COE faculty are involved in CDS/UAP grant projects, most notably the Rehabilitation Research and Training Center on Postsecondary Supports (RRTC), the Hawai'i State Improvement Grant (SIG), the Interdisciplinary Diversity and Disability Studies Program, and the Felix Monitoring Reporting Project. The CDS/UAP also funds

numerous research and graduate assistantships held by graduate students in the College of Education. In addition, the CDS/UAP has a contract with the American Samoa Department of Education to plan and deliver a program of special education course work involving the Special Education field of study.

## II. Proposed Organization

The proposed reorganization (1) transfers the CRDG to the College of Education and (2) officially establishes the CDS/UAP as a unit of the College. It thus transfers both units from the oversight of the Office of the Senior Vice President for Research and Dean of the Graduate Division to the Dean of the College of Education. The reorganization will result in the College receiving a single budget for the combined units that will be under the authority of the dean.

The reorganization will capitalize on the expertise of COE faculty and the organizational strengths and track record of CRDG and the CDS/UAP to increase overall research productivity. While the reporting lines of the CRDG and CDS/UAP directors will change, the functions of the units will be unchanged. The CRDG will conduct curriculum development, research, and training. The CDS/UAP will continue its research, training, and service functions.

The proposed reorganization will create a new position of associate dean for research (a redescription of an existing managerial position, University Laboratory School Administrator). The associate dean will provide direction and support to all research and grant activities in the reorganized college. Positions affected by the reorganization include:

Pos. No./Position	Proposed Action
89257, Administrator, Univ. Lab. School	Position will be redescribed as associate dean for research; incumbent will be returned to tenured faculty position. Faculty member will be assigned by dean to serve as ULS principal.
05270, Secretary III, CRDG	Position will be redescribed.
80167, UH Admin. Officer V, CRDG	Position will be transferred into Dean's Office and will be redescribed.
81440, UH Admin. Officer III, CRDG	Position will be transferred into Dean's Office and will be redescribed.

New position, UH Admin. Officer

Position will be transferred from OSVP/EVC to serve as administrative officer for CDS/UAP.

45517, Clerk-Typist II

Position will be transferred into the Dean's Office from the Department of Teacher Education & Curriculum Studies and redescribed to serve as the secretary for the associate dean for research.

The reorganization will transfer the locus of tenure of CRDG and CDS/UAP faculty to the College of Education.

The proposed reorganization does not affect programs or policies in the three units. Services to students will not be negatively affected. In fact, as the merger provides College of Education students with access to faculty, in CRDG and CDS/UAP, with additional areas of expertise, services to students will be improved.

The proposed change will require the funding of an additional APT position and the possible reclassification of Civil Service positions. The costs of these changes is estimated at approximately \$46,000 annually. These additional expenses will be covered within existing budget allocations. Further, as the proposed change "merges" three existing units, additional resources, faculty, and office spaces are not required to implement the reorganization.

## III. Reasons for the Proposed Reorganization

All three units, the COE, CRDG and CDS/UAP, share common purposes, that is, the improvement of education through research and improved professional development programs. CRDG and the CDS/UAP have strong track records of attracting external support for research and training projects. The COE has strong academic programs with faculty who are engaged in research and in the everyday realities of the schools. This reorganization will help to ensure that positive joint planning and priority setting occurs. The reorganization will also foster greater collaboration and synergy among faculty of all three units. The research capacity of CRDG and CDS/UAP will be enhanced by greater involvement of COE faculty. COE faculty research will be enhanced by the experience and expertise of CRDG and the CDS/UAP in securing extramural funding and Academic programs within the COE will also be administering grant projects. strengthened by the greater involvement of CRDG and CDS/UAP faculty. Partnerships with DOE and local independent schools should also be strengthened, as services from the newly organized COE are better coordinated. In other words, research, service and teaching will be better integrated as a result of this reorganization.

The reorganization will require the three units, COE, CRDG and CDS/UAP, to jointly develop plans that will address priorities of the UH and UHM Strategic Plans. While each unit has, in its own way, developed policies and programs to meet University goals, joint plans will foster greater collaboration and synergy among the units and thus has the potential to enhance overall progress toward the goals. The most relevant priorities include the following UH Manoa Strategic Plan objectives:

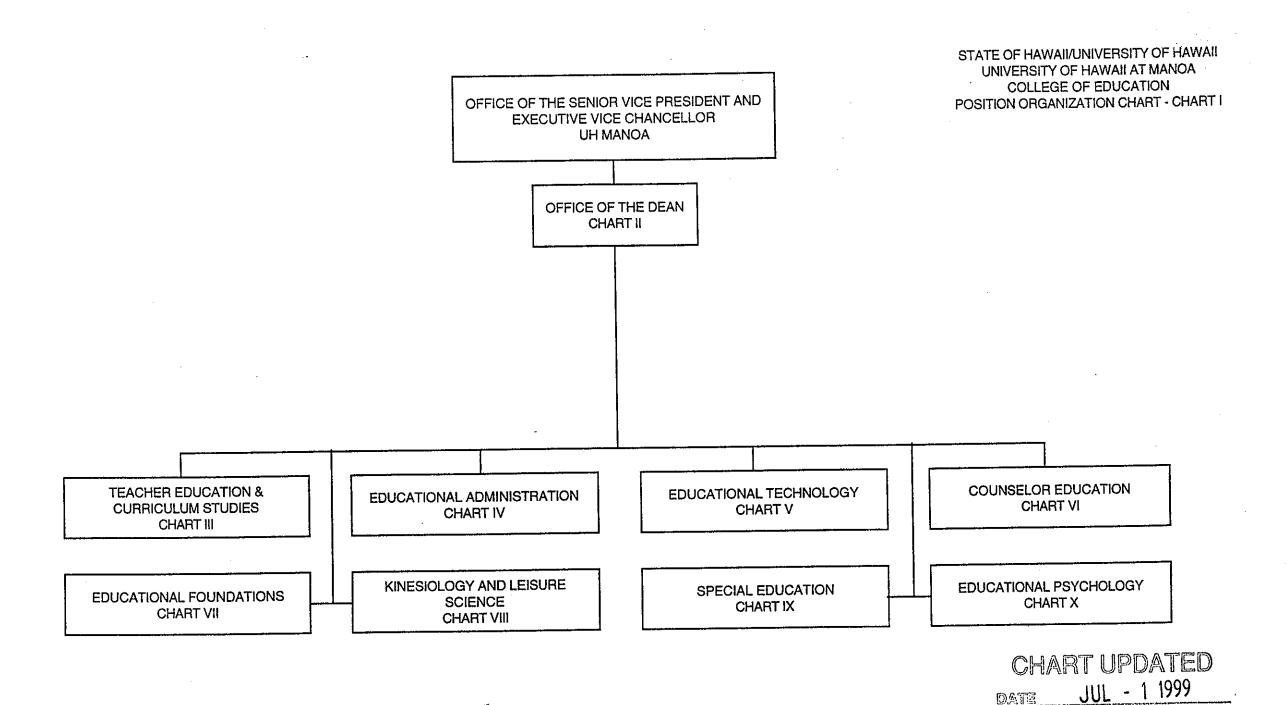
- 2.(a) Strengthen targeted graduate programs...
- 4.(a) Emphasize development of an educated and responsible citizenry...
- 4.(b) Prepare an educated and competent work force with particular emphasis on those...
- 4.(c)(d) Help address state needs by nurturing partnerships with...K-12 education...
- 5. Expanding opportunities through distance education and information technologies
- 7. Diversity and Respect for Differences

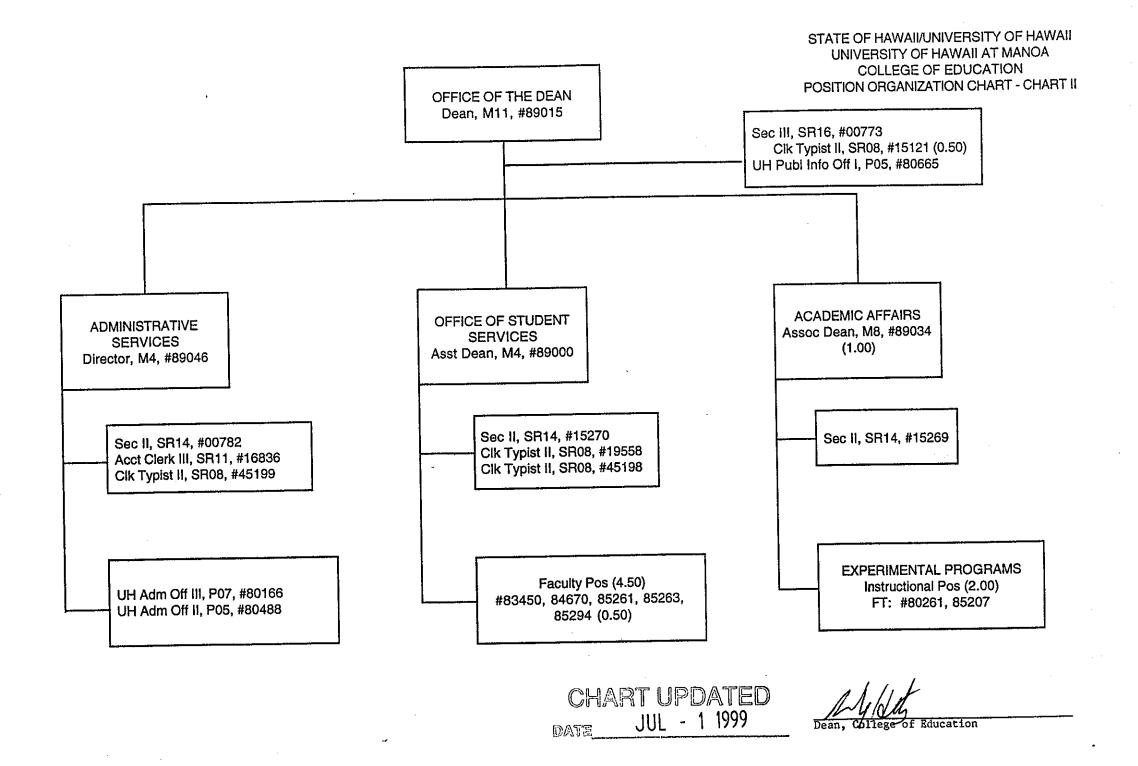
## IV. OTHER ALTERNATIVES CONSIDERED

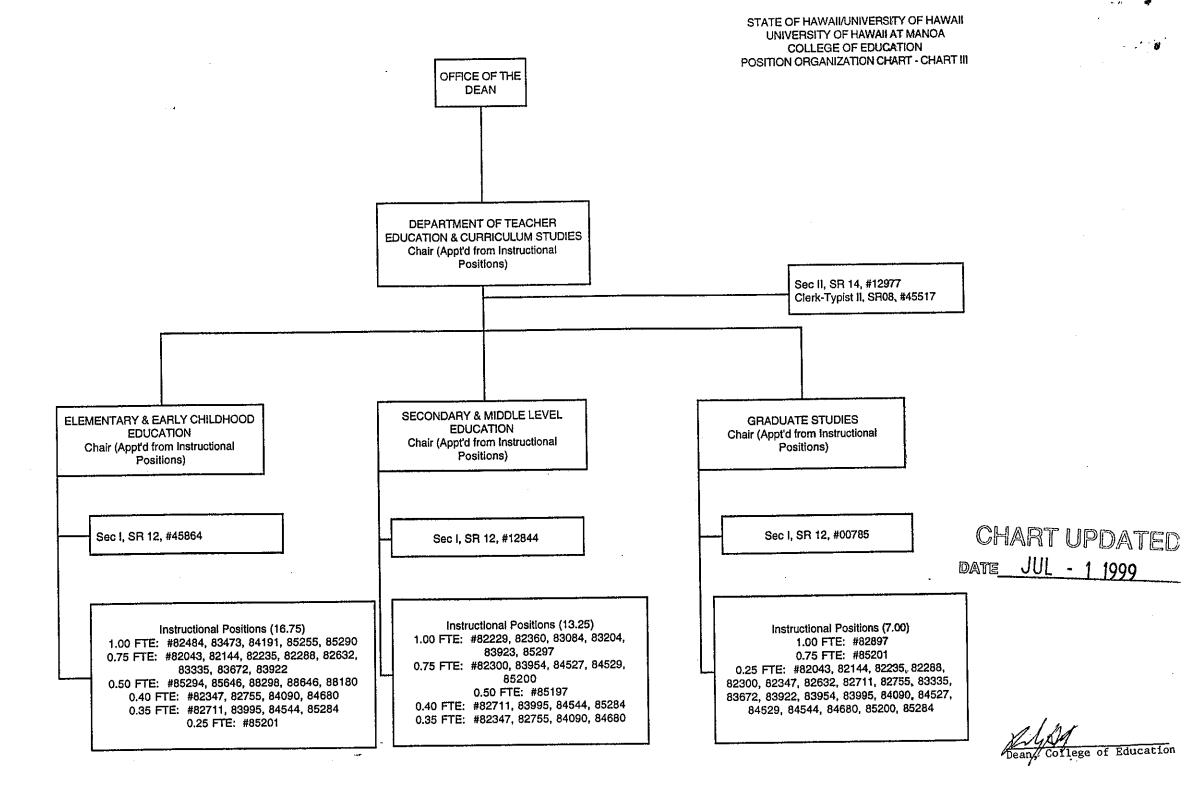
Two other alternatives were considered: (1) continuation of the present organization and (2) transfer of the CDS/UAP to another academic unit, e.g., Social Sciences, School of Medicine, etc. The continuation of the present organization deprives the University of the benefits of the combined strength of the College of Education, CRDG, and CDS/UAP in seeking additional extramural funds. While the assignment of CDS/UAP to another academic unit was considered, the majority of its efforts involve education, training, and the provision of services to students. These activities are more closely related to the mission of the College of Education than to any other unit in the University. This reorganization should not affect, however, efforts by CDS/UAP to collaborate in joint and/or interdisciplinary research and service activities with other units at Manoa or within the UH system.



## PREVIOUS ORGANIZATIONAL CHARTS AND FUNCTIONAL STATEMENTS







## 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:
      - Teacher Education & Curriculum Studies (Chart III). Offers undergraduate and post-baccalaureate teacher preparation programs and selected graduate preparation programs including:
        - a. B.Ed. Elementary Education (including dual Elementary/Special Education) and Secondary Education
        - b. Post-Baccalaureate Program in Secondary Education and Secondary/Special Education
        - c. Master's Degree Elementary Education (M.Ed.), and Secondary Education (M.Ed.)

- d. Ph.D. Degree Curriculum and Instruction
- 2. Educational Administration (Chart IV). Provides graduate level programs to prepare educational administrators and supervisors for a broad range of administrative positions in both K-12 and higher education including:
  - a. Basic School (K-12) Administrator Certification
  - b. M.Ed. K-12 Administration and Higher Education Administration
  - c. Ph.D. Educational Administration and Higher Education Administration in areas of (1) policy formulation, (2) development of administrative competencies in leading organizations, (3) managerial theory and operations, and (4) research management.
- 3. Educational Technology (Chart V).
  - a. Provides graduate level education leading to the M.Ed. in educational technology to prepare education personnel to optimize the opportunities for learning of and through diverse technologies and media.
  - b. Also provides undergraduate instruction for elective courses in the B.Ed. programs.
- 4. Counselor Education (Chart VI). Provides graduate level education leading to the master's degree (M.Ed.) with specialization in the areas of school, rehabilitation, college, and community counseling to prepare professionals to become effective counselors in a variety of settings.
- 5. Educational Foundations (Chart VII).
  - a. Provides graduate level education leading to the M.Ed. and Ph.D. programs in educational foundations and the Master's of Education in Teaching (MET) program.
  - b. Also provides undergraduate instruction for required educational foundations courses in the B.Ed. programs.
- 6. Kinesiology and Leisure Science (Chart VIII). Provides undergraduate and graduate level instruction for the following programs:
  - a. B.Ed. Secondary Physical Education
  - b. B.S. Athletic Training, Health/Exercise Science, and Recreation & Leisure Science
  - c. M.Ed. Secondary Physical Education specialization
  - d. M.S. Kinesiology and Leisure Science

- 7. Special Education (Chart IX). Provides undergraduate and graduate level instruction to prepare education personnel with basic knowledge, skills, and attitudes regarding identification, assessment, and intervention strategies for persons with disabilities in the following programs:
  - a. Post-Baccalaureate Program in Special Education
  - M.Ed. Special Education with emphasis in mild/moderate disabilities or severe disabilities at preschool, elementary, or secondary levels
  - c. Also provides instruction for special education courses in the B.Ed. elementary and secondary education programs and the post-baccalaureate secondary education program.
- 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.

STATE OF HAWAII OFFICE OF THE SENIOR VICE UNIVERSITY OF HAWAII AT MANOA SENIOR VICE PRESIDENT FOR RESEARCH AND PRESIDENT FOR RESEARCH AND DEAN OF THE GRADUATE DIVISION DEAN OF THE GRADUATE DIVISION CURRICULUM RESEARCH & DEVELOPMENT **GROUP** CURRICULUM RESEARCH & DEVELOPMENT **GROUP** Secretary III, SR16, #05270 UH Admin Officer V, P11, #80167 Director, M07, #89043 UH Admin Officer III, P07, #81440 RESEARCH AND DEVELOPMENT UNIVERSITY LABORATORY SCHOOL CHART B CHART A LABORATORY SCHOOL CAFETERIA Full-time: Sch Food Svc Mgr III, F206, #04945 Cook II, BC06, #05092 CHART UPDATED Cafe Helper, BC02, #08095 JUL - 1 1999

Cafe Helper, BC02, #13934 (.50)

Part-time:

OFFICE OF THE SENIOR VICE PRESIDENT FOR RESEARCH AND DEAN OF THE GRADUATE DIVISION

CURRICULUM RESEARCH & DEVELOPMENT GROUP

Director

STATE OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
SENIOR VICE PRESIDENT FOR RESEARCH AND
DEAN OF THE GRADUATE DIVISION
CURRICULUM RESEARCH & DEVELOPMENT
GROUP

CHART A

## UNIVERSITY LABORATORY SCHOOL

Admintr-Univ Lab Sch, M05, #89257 (.90)

Clerk-Typist II, SR08, #36690

Instructional Positions (2.00)

Part-time: #82154 (.60), #82174 (.20), #82387 (.20), #82793 (.20), #84377 (.80)

Administrative, Professional, Technical Positions (11.30)

Full-time: UH Ed Assoc V, P11, #80480

UH Ed Assoc IV, P09, #77012, #80472, #81170

UH Ed Assoc III, P07, #80481

UH Ed Assoc II, P05, #80476, #80993

Part-time: UH Ed Assoc VI, P13, #80435 (.15), #80470 (.20)

UH Ed Assoc V, P11, #80418 (.20), #80440 (.40), #80474 (.20), #80482 (.20)

UH Ed Assoc IV, P09,#80433 (.80)

UH Ed Assoc III, P07, #80465 (.80), #80849 (.40)

UH Ed Assoc II, P05, #80494 (.95)

CHART UPPATTED

DATE

JUL - 1 1999

OFFICE OF THE SENIOR VICE PRESIDENT FOR RESEARCH AND DEAN OF THE GRADUATE DIVISION

CURRICULUM RESEARCH & DEVELOPMENT GROUP

Director

STATE OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
SENIOR VICE PRESIDENT FOR RESEARCH AND
DEAN OF THE GRADUATE DIVISION
CURRICULUM RESEARCH & DEVELOPMENT
GROUP

CHART B

## RESEARCH AND DEVELOPMENT

Instructional Positions (10.50)

Full-time:

#82160, #82272, #82950, #83951, #84077, #84608, #84659

Part-time:

#82154 (.40), #82174 (.80), #82387 (.80), #82793 (.80), #84377 (.20), #85236 (.50)

Admintr-Univ Lab Sch, M05, #89257 (.10)

Administrative, Professional, Technical Positions (12.70)

Full-time:

UH Ed Assoc VI, P13, #80443, #80486, #80495

UH Ed Assoc IV, P09, #80228, #80491

UH Ed Assoc III, P07, #80468 UH Ed Spec IV, P12, #80420

Part-time:

UH Ed Assoc VI, P13, #80435 (.85), #80470 (.80)

UH Ed Assoc V, P11, #80418 (.80), #80440 (.60), #80474 (.80), #80482 (.80)

UH Ed Assoc IV, P09, #80433 (.20)

UH Ed Assoc III, P07, #80465 (.20), #80849 (.60)

UH Ed Assoc II, P05, #80494 (.05)

Clerk-Typist III, SR10, #35206

CHAST UPDATED

JUL - 1 1999

# STATE OF HAWALI UNIVERSITY OF HAWALI SENIOR VICE PRESIDENT FOR RESEARCH AND DEAN OF THE GRADUATE DIVISION CURRICULUM RESEARCH AND DEVELOPMENT GROUP

## FUNCTIONAL STATEMENT

- A. Conducts research and designing and testing more adequate models for educational programs.
- B. Serves as the State school system in its programs of curriculum and instruction improvement, including the development of courses of instruction and student and teacher materials.
- C. Evaluates promising curriculum innovations and disseminates the information to schools.
- D. Provides a research base, including a laboratory school, for a variety of educational research and development programs.
- E. Conducts research on the process of curriculum change.

## STATE OF HAWAI'I UNIVERSITY OF HAWAI'I

## OFFICE OF THE SENIOR VICE PRESIDENT FOR RESEARCH AND DEAN OF GRADUATE DIVISION

## FUNCTIONAL STATEMENT FOR ORGANIZATION CHART I

## RESPONSIBILITIES OF THE OFFICE OF THE SENIOR VICE PRESIDENT FOR RESEARCH AND DEAN OF GRADUATE DIVISION

This office has leadership responsibility for the planning, direction, development, coordination, and management of research and graduate academic programs of the University of Hawai'i, and the Senior Vice President serves as the chief policy advisor to the President in these areas. The office of the Dean of Graduate Division is responsible for the supervision, development, and improvement of graduate education.

## Senior Vice President for Research

The office directs the University's research and graduate education programs through the development of governing policies, the conduct of program planning and assessment, the determination of directions, and setting of priorities in response to new research opportunities, the formulation of University goals and objectives, the allocation and reallocation of resources, and the management of existing programs and organized research units.

The office is actively involved in encouraging and developing new research initiatives, in providing an environment conducive to research, in establishing approved new research and graduate programs, and in restructuring existing programs within policy. The office facilitates and encourages technology transfer and economic development activities by the University of Hawai'i on a systemwide basis through the Office of Technology Transfer and Economic Development.

## The office:

- Initiates and develops long-range planning studies for research and graduate education at the University of Hawai'i;
- Administers a policy of continuing qualitative evaluation of each of the major efforts relative to the development and maintenance of an international standard of excellence;
- Coordinates the activities of the organized research units through the respective directors, and supports other research and graduate programs through the respective academic deans;
- Directs the University's research programs as implemented by the University's organized research units, serves as liaison between them and the President, and assists in the integration of research and teaching activities throughout the University;
- Directs research and training support through the Office of Research Services/Research Corporation of the University of Hawai'i. Directs the University's graduate programs through the Graduate Division, directs the School of Ocean and Earth Science and Technology through the Office of the Dean, directs the College of Tropical Agriculture and Human Resources through the Office of the Dean, directs the Office of Technology Transfer and Economic Development through the Director, and directs the John A. Burns

School of Medicine through the Office of the Dean.

- Selects/appoints University of Hawai'i representatives to various external and internal boards and committees associated with University programs;
- Serves as the President's representative for research with a variety of groups and agencies, both inside and outside the University, such as Federal and State agencies, other research institutes and universities, legislators, and the general public, which have the potential to take appropriate actions to enhance the University's research and graduate programs and capabilities; and
- Serves as the University's expert on the subject of research and graduate programs and activities.
- The Assistant Vice President for Research has been assigned oversight of the Institutional Animal Care and Use Committee, which reviews and approves protocol of any research involving the use of animals as mandated by U.S. laws and regulations; and for the Laboratory Animal Service, which is responsible for the animal facilities at UH Manoa.

## Dean of the Graduate Division

The Dean of the Graduate Division is responsible for all aspects of graduate education including the appointment of graduate faculty, the admission of graduate students, and the establishment and maintenance of standards in graduate programs. Also is responsible for the dissemination of information about faculty fellowships and awards, and administers fellowships and scholarship programs such as Fulbright, NDEA, NSF, NASA, and others.

In order to fulfill the above responsibilities, the Dean of the Graduate Division:

- Appoints faculty to serve as chairperson of each of the graduate fields of study.
- Approves the appointment of new faculty who may be eligible for nomination to the Graduate Faculty (I3 or equivalent and up).
- Approves initial appointments of all Graduate Assistants, and any reappointments.
- Appoints members of the University faculty to the Graduate faculty.
- Appoints personnel to the Affiliate Graduate Faculty.
- Chairs the Graduate Council, composed of 20 members of the Graduate Faculty, who are advisory to the Dean in all matters pertaining to students and programs.
- Chairs the Senate of the Graduate Division (70 members) who are advisory to the Dean in policy matters which pertain to all fields of study.
- Approves any new graduate programs and new graduate courses.
- Approves all changes of graduate programs or graduate courses.
- Is responsible for maintaining quality of graduate programs through regular formal reviews thereof, both at the doctoral and master's level.
- Is responsible for administration of special short-term graduate-level educational institute.

- Administers fellowship and scholarship programs such as Fulbright, NDEA, NSF, NASA, and others.
- Hears graduate student grievances.
- Awards tuition waivers to graduate students (currently 370 Dean's tuition waivers and 150 Pacific-Asian Scholarships).
- Establishes and maintains standards of admission of graduate students, and requirements for continued registration thereof.
- Administers actions resulting in probation or dismissal of graduate students and all regulations related thereto.
- Performs any other necessary duties pertaining to graduate faculty, programs and students. Meets with a variety of University personnel and others daily for consultation, discussion, and examination of views, policies, and procedures.

In addition, Graduate Division is charged with additional functions performed through the office of the Dean. These include:

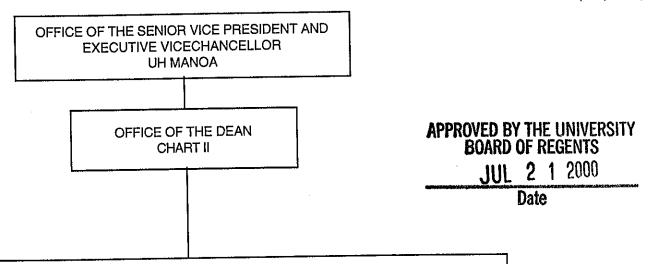
1. University Research Council
Graduate Division serves as the administrative arm of the University Research
Council. The intramural support for faculty projects and faculty travel to
conferences is administered by Graduate Division for the URC. Proposals are
solicited, evaluations obtained, and URC decisions on funding are implemented.
Fiscal support services and administrative assistance to faculty are provided by the
Office of Research Services and Graduate Division, respectively. The Dean or the
Dean's designee chairs the URC. The Office of Research Services is responsible
for the administration of these funds, and prepares the annual reports as mandated
by law.

2. University Patent and Copyright Committee
The University Patent and Copyright Committee is co-chaired by the Dean or the
Dean's designee. The PCC is charged with all decisions and actions on inventions
and material that might be subject to copyright or patent. Policy recommendations
and procedure changes are also the responsibility of the PCC.

## NEW ORGANIZATIONAL CHARTS AND FUNCTIONAL STATEMENTS

# STATE OF HAWAII/UNIVERSITY OF HAWAII UNIVERSITY OF HAWAII AT MANOA COLLEGE OF EDUCATION POSITION ORGANIZATION CHART - CHART I

(Proposed)

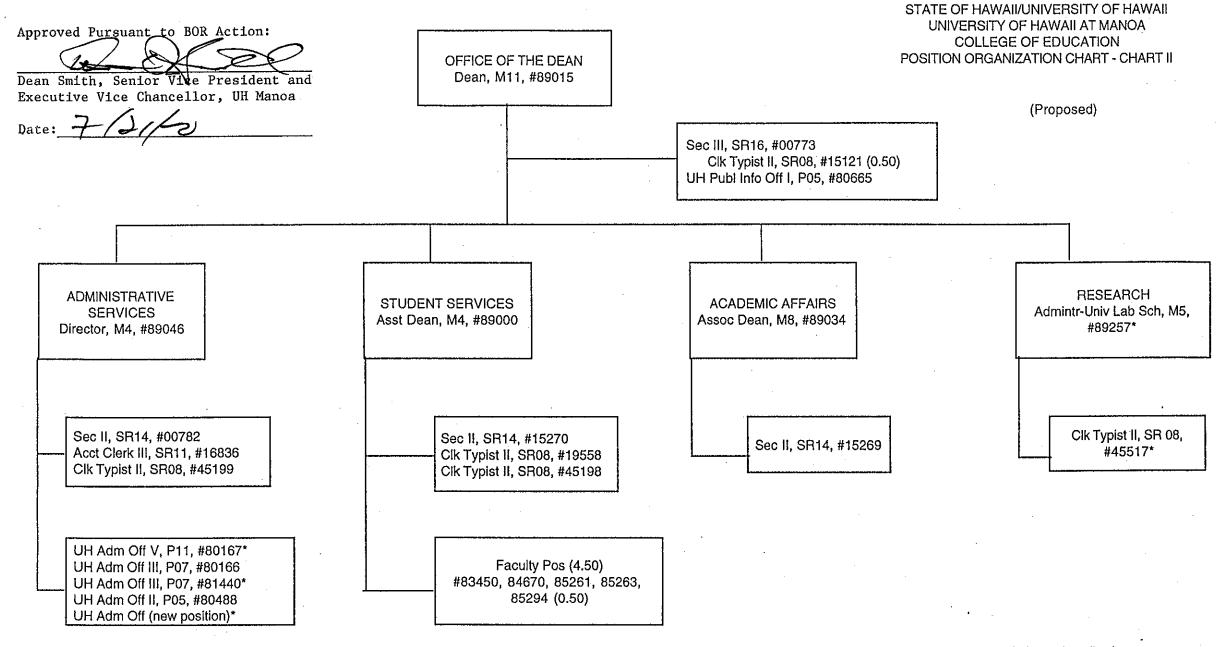


## INSTRUCTIONAL UNITS

TEACHER EDUCATION & CURRICULUM STUDIES (CHART III)
EDUCATIONAL ADMINISTRATION (CHART IV)
EDUCATIONAL TECHNOLOGY (CHART V)
COUNSELOR EDUCATION (CHART VI)
EDUCATIONAL FOUNDATIONS (CHART VII)
KINESIOLOGY AND LEISURE SCIENCE (CHART VIII)
SPECIAL EDUCATION (CHART IX)
EDUCATIONAL PSYCHOLOGY (CHART X)

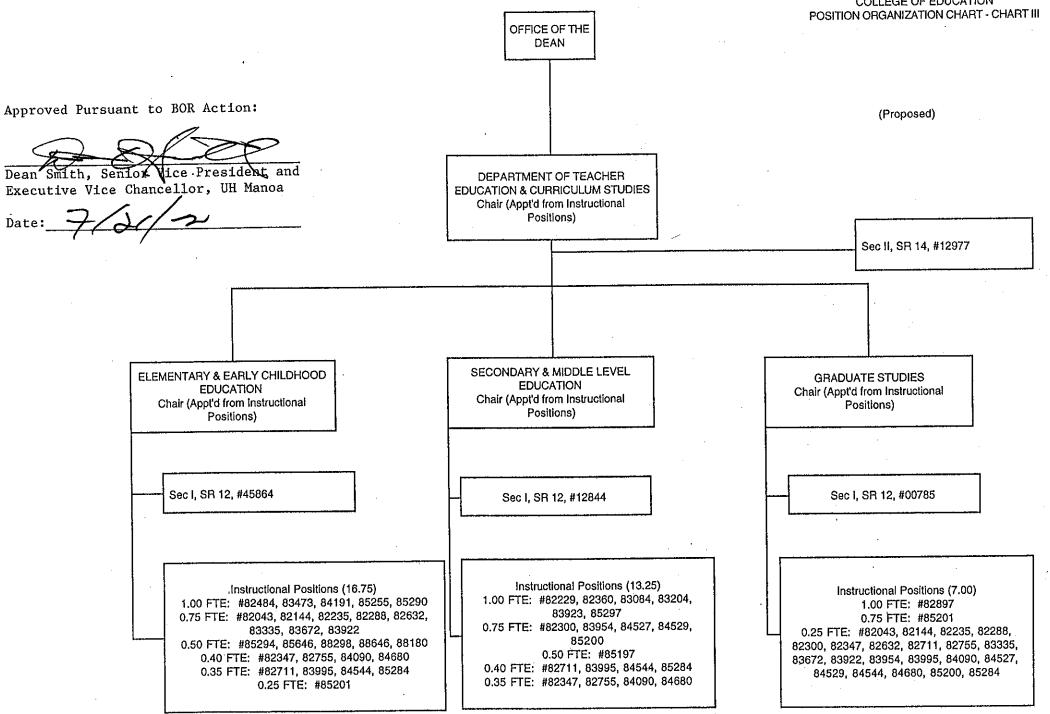
## RESEARCH UNITS

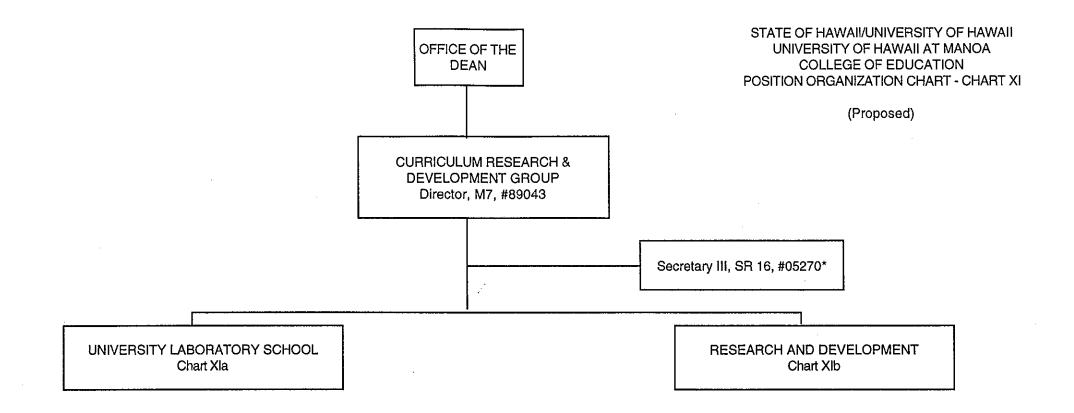
CURRICULUM RESEARCH & DEVELOPMENT GROUP (CHART XI)
CENTER ON DISABILITY STUDIES/UNIVERSITY AFFILIATED PROGRAMS (CHART XII)



\*To be redescribed.

STATE OF HAWAII/UNIVERSITY OF HAWAII UNIVERSITY OF HAWAII AT MANOA COLLEGE OF EDUCATION POSITION ORGANIZATION CHART - CHART III

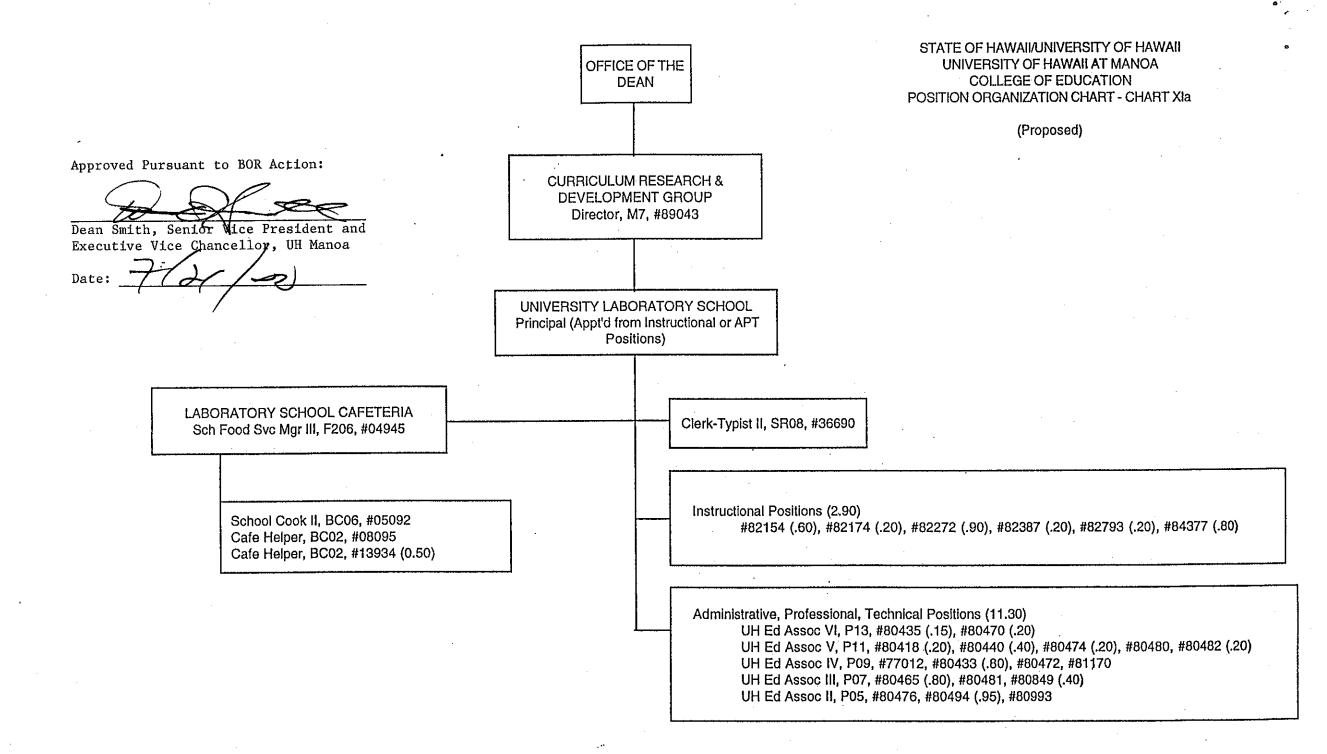




APPROVED BY THE UNIVERSITY BOARD OF REGENTS JUL 2 1 2000

Date

\*To be redescribed



OFFICE OF THE DEAN

**CURRICULUM RESEARCH &** 

DEVELOPMENT GROUP Director, M7, #89043 STATE OF HAWAII/UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
COLLEGE OF EDUCATION
POSITION ORGANIZATION CHART - CHART XID

(Proposed)

Approved Pursuant to BOR Action:

Dean Smith, Senior Vice President and Executive Vice Chancellor, UH Manoa

Date:

## RESEARCH AND DEVELOPMENT

Instructional Positions (9.60)

Full-time: #82160, #82950, #83951, #84077, #84608, #84659

Part-time: #82154 (.40), #82174 (.80), #82272 (.10), #82387 (.80), #82793 (.80), #84377 (.20), #85236 (.50)

Administrative, Professional, Technical Positions (12.70)

UH Ed Assoc VI, P13, #80435 (.85), #80443, #80470 (.80), #80486, #80495

UH Ed Assoc V, P11, #80228, #80418 (.80), #80440 (.60), #80474 (.80), #80482 (.80)

UH Ed Assoc IV, P09, #80433 (.20), #80491

UH Ed Assoc III, P07, #80465 (.20), #80468, #80849 (.60)

UH Ed Assoc II, P05, #80494 (.05)

UH Ed Spec IV, P12, #80420

Clerk-Typist III, SR10, #35206

CENTER ON DISABILITY STUDIES
Director, 15, #85207

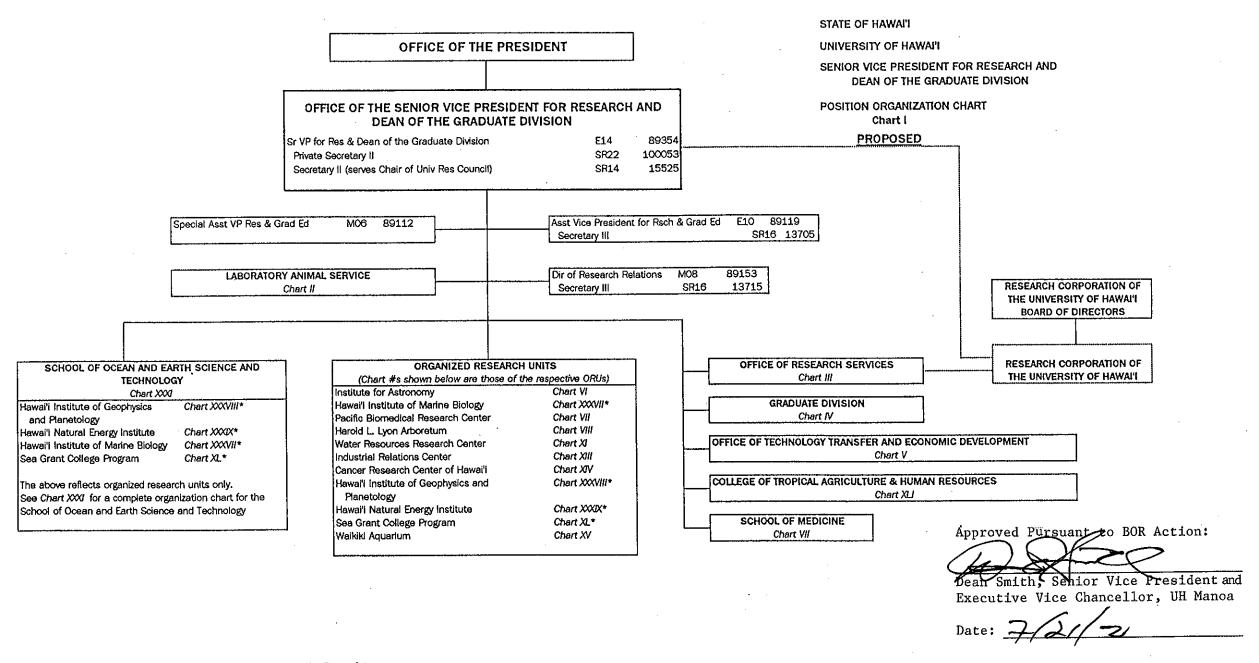
APPROVED BY THE UNIVERSITY
BOARD OF REGENTS

JUL 2 1 2000

Date

STATE OF HAWAII/UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
COLLEGE OF EDUCATION
POSITION ORGANIZATION CHART - CHART XII

(Proposed)



\* The Directors of these four organized research units report to the Dean of the School of Ocean & Earth Science & Technology (SOEST), as well as to the SVPRDGD. Thus these units are shown at two places on this chart. The respective SOEST chart numbers are shown.

**GENERAL FUND POSITIONS** 

8.00

## 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. Research Plans, organizes, and administers
      - a. Grant development, writing, and administration
      - b. Coordination between academic programs and research projects
    - 3. 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
    - 4. 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:
    - Teacher Education & Curriculum Studies (Chart III). Offers undergraduate and post-baccalaureate teacher preparation programs and selected graduate preparation programs including:
      - a. B.Ed. Elementary Education (including dual Elementary/Special Education) and Secondary Education
      - b. Post-Baccalaureate Program in Secondary Education and Secondary/Special Education

- c. Master's Degree Elementary Education (M.Ed.), and Secondary Education (M.Ed.)
- d. Ph.D. Degree Curriculum and Instruction
- Educational Administration (Chart IV). Provides graduate level programs to prepare educational administrators and supervisors for a broad range of administrative positions in both K-12 and higher education including:
  - a. Basic School (K-12) Administrator Certification
  - b. M.Ed. K-12 Administration and Higher Education Administration
  - c. Ph.D. Educational Administration and Higher Education Administration in areas of (1) policy formulation, (2) development of administrative competencies in leading organizations, (3) managerial theory and operations, and (4) research management.
- 3. Educational Technology (Chart V).
  - a. Provides graduate level education leading to the M.Ed. in educational technology to prepare education personnel to optimize the opportunities for learning of and through diverse technologies and media.
  - b. Also provides undergraduate instruction for elective courses in the B.Ed. programs.
- 4. Counselor Education (Chart VI). Provides graduate level education leading to the master's degree (M.Ed.) with specialization in the areas of school, rehabilitation, college, and community counseling to prepare professionals to become effective counselors in a variety of settings.
- 5. Educational Foundations (Chart VII).
  - a. Provides graduate level education leading to the M.Ed. and Ph.D. programs in educational foundations and the Master's of Education in Teaching (MET) program.
  - b. Also provides undergraduate instruction for required educational foundations courses in the B.Ed. programs.
- 6. Kinesiology and Leisure Science (Chart VIII). Provides undergraduate and graduate level instruction for the following programs:
  - a. B.Ed. Secondary Physical Education
  - b. B.S. Athletic Training, Health/Exercise Science, and Recreation & Leisure Science
  - c. M.Ed. Secondary Physical Education specialization
  - d. M.S. Kinesiology and Leisure Science

- 7. Special Education (Chart IX). Provides undergraduate and graduate level instruction to prepare education personnel with basic knowledge, skills, and attitudes regarding identification, assessment, and intervention strategies for persons with disabilities in the following programs:
  - a. Post-Baccalaureate Program in Special Education
  - M.Ed. Special Education with emphasis in mild/moderate disabilities or severe disabilities at preschool, elementary, or secondary levels
  - c. Also provides instruction for special education courses in the B.Ed. elementary and secondary education programs and the post-baccalaureate secondary education program.
- 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.

## III. Research Units

- A. Curriculum Research & Development Group (Chart XI)
  - 1. Conducts research and designs and tests more adequate models for educational programs.
  - 2. Serves the State school system in its programs of curriculum and instruction improvement, including the development of courses of instruction and student and teacher materials.
  - 3. Evaluate promising curriculum innovations and disseminates the information to schools.
  - 4. Provides a research base, including a laboratory school, for a variety of educational research and development programs.
  - 5. Conducts research on the process of curriculum change.

- B. Center on Disability Studies/University Affiliated Programs (Chart XII): Supports the quality of life, community inclusion, and self-determination of all persons with disabilities and their families by:
  - 1. providing interdisciplinary training and student mentorship, through targeted course-work and certificate programs at the undergraduate and graduate levels,
  - 2. conducting interdisciplinary research, demonstration, evaluation projects impacting upon policy, procedure and practice across special health, human service and education disciplines,
  - 3. conducting interdisciplinary community and university service activities which result in an improved quality of life for persons with special health, human service and education needs,
  - 4. developing research products, training materials, and media software/video formats,
  - 5. planning and conducting interdisciplinary national and regional conferences, institutes, and forums,
  - 6. disseminating information regarding research-based practices in the State of Hawai'i, the Pacific Region, the U.S. mainland, and internationally.