


UNIVERSITY OF HAWAI'I

UNIVERSITY BUDGET OFFICE

September 20, 2002

MEMORANDUM

TO: Chancellor Peter Englert

FROM: Acting Director Glenn K. Nakamura 

SUBJECT: APPROVED COPY OF COLLEGE OF EDUCATION
REORGANIZATION

Enclosed for your files is a copy of the College of Education reorganization approved by the Board of Regents on September 13, 2002.

Attachment

c: Interim Vice Chancellor Karl Kim (with attachment)
Dean Randy Hitz (with attachment)
Director Peggy Hong (w/attachment)

A-3 Reorganization of the College of Education, Department of Teacher Education and Curriculum Studies, Mānoa Campus

It is requested that the Board approve the proposed reorganization of the Department of Teacher Education and Curriculum Studies in the College of Education on the Mānoa campus.

The College of Education continues to make strides in improving teacher education, bridging the gap between K-12 education and higher education and implementing major changes in teacher education curricula. Some examples of this include requiring teacher candidates to spend more time in the classrooms to improve connections between theory and practice and having faculty dedicate more time to the schools.

In 1996, the Department of Teacher Education and Curriculum Studies was approved by the Board of Regents. As a result, methods instructors are more closely involved in field experiences and those who directly supervise field experiences are more aware of the pedagogic issues, thereby strengthening the relationship between field supervision and methods teaching. While the department has been successful in that aspect, combining responsibilities for teacher preparation and graduate level programs under a single department has been problematic. The department chair and coordinator have overlapping responsibilities. Duties for graduate education and teacher preparation compete for faculty member's time and energy. Governance of this department is difficult because some faculty qualify for participation while others do not. Promotion and tenure actions, as one of many examples, are acted upon by subsets of faculty, and not the entire department.

Based on a careful and systematic review of the functions and academic mission, the College is proposing to divide the department into 1) the Department of Curriculum Studies, which will be responsible for the curriculum studies master's degree program and the curriculum studies specialization of the doctoral program, and 2) the Institute for Teacher Education, which will spearhead the teacher preparation aspect and foster communication and collaboration among the various groups involved in teacher education. The College will continue to offer the same educational degrees and programs. The organizational changes will enhance the College's effectiveness. In addition, the College is proposing to establish an Office of Outreach Programs in order to respond to the demand for teacher preparation and advanced professional development programs for all of the neighbor islands. In April 2000, the Hawai'i State Legislature called for the creation of this program. In 2001, the College developed a plan that was presented to the Legislature and the University committed funding for the program.

The proposal to divide the existing Department of Teacher Education and Curriculum Studies into two discrete units does not add new positions, functions, or programs. Faculty and staff will be placed in one of the new units. Therefore, no additional resources, faculty, or office space are required.

The creation of the Outreach Programs Office and implementation of the outreach plan will require an additional 11.00 FTE (10 faculty and 1.00 civil service), and \$772,349 annually (to be provided over a three-year period as programs are phased in). The dean notes that the necessary resources to support this effort have been committed. The director's position and a civil service position have been allocated; 9.00 FTE will need to be established as the programs are phased in.

The Hawai'i Government Employees Association and the University of Hawai'i Professional Assembly were contacted and both organizations have indicated that they have no objections to this proposal. A resolution recommending approval of this reorganization was passed on July 1, 2002 by the Mānoa Faculty Senate.

Recommendation: That the Board approve the proposed reorganization of the College of Education, separating the Department of Teacher Education and Curriculum Studies into the Department of Curriculum Studies and the Institute for Teacher Education and creating a new Outreach Programs Office with the understanding that implementation details shall be subject to existing University policies, statutes and regulations, as reflected in the attached organizational charts.

PROPOSED

APPROVED BY THE UNIVERSITY
BOARD OF REGENTS

SEP 13 2002

Date

OFFICE OF THE CHANCELLOR
UH MANOA

OFFICE OF THE DEAN
CHART II

INSTRUCTIONAL UNITS

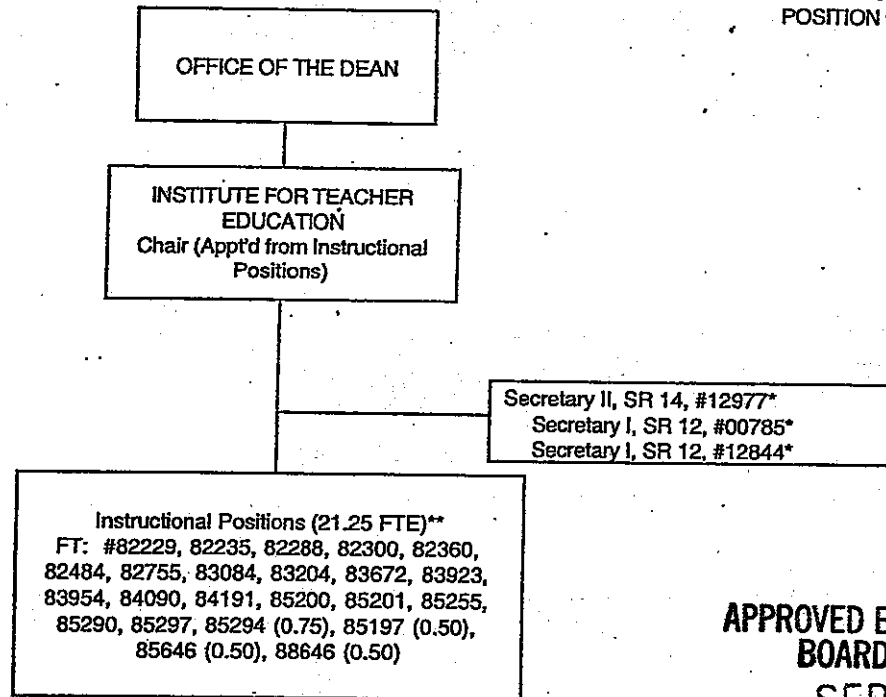
INSTITUTE FOR TEACHER EDUCATION (CHART III)
EDUCATIONAL ADMINISTRATION (CHART IV)
EDUCATIONAL TECHNOLOGY (CHART V)
COUNSELOR EDUCATION (CHART VI)
EDUCATIONAL FOUNDATIONS (CHART VII)
KINESIOLOGY AND LEISURE SCIENCE (CHART VIII)
SPECIAL EDUCATION (CHART IX)
EDUCATIONAL PSYCHOLOGY (CHART X)
CURRICULUM STUDIES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

RESEARCH UNITS

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

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

PROPOSED



APPROVED BY THE UNIVERSITY
 BOARD OF REGENTS
 SEP 13 2002

Date

BOARD OF REGENTS

UNIVERSITY OF HAWAII AT MANOA

**Additional 5.50 FTE to be provided in accordance with approved College of Education Neighbor Island Outreach Plan

*To be redescribed



UNIVERSITY OF HAWAII
BOARD OF REGENTS

UNIVERSITY OF HAWAII AT MĀNOA 02 AUG 27 8 4 00

OFFICE OF THE CHANCELLOR

August 19, 2002

MEMORANDUM

TO: Bert A. Kobayashi
Chairperson, Board of Regents

VIA: Evan S. Dohelle
President, University of Hawai'i

FROM: Peter Englert
Chancellor

SUBJECT: Proposed Reorganization of the College of Education, Department of
Teacher Education and Curriculum Studies, Mānoa Campus

SPECIFIC ACTION REQUESTED:

I request that the Board of Regents approve the proposal to reorganize the Department of Teacher Education and Curriculum Studies in the College of Education on the Mānoa campus.

RECOMMENDED EFFECTIVE DATE:

Upon approval by the Board.

PURPOSE/NATURE OF THE PROPOSAL:

The College of Education continues to make strides in improving teacher education, bridging the gap between K-12 education and higher education and implementing major changes in teacher education curricula. Some examples of this include requiring teacher candidates to spend more time in the classrooms to improve connections between theory and practice and having faculty dedicate more time to the schools.

In 1996, the Department of Teacher Education and Curriculum Studies was approved by the Board of Regents. As a result, methods instructors are more closely involved in field experiences and those who directly supervise field experiences are more aware of the

Chairperson Bert A. Kobayashi
August 19, 2002
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pedagogic issues, thereby strengthening the relationship between field supervision and methods teaching.

While the department has been successful in that aspect, combining responsibilities for teacher preparation and graduate level programs under a single department has been problematic. The department chair and coordinator have overlapping responsibilities. Duties for graduate education and teacher preparation compete for faculty member's time and energy. Governance of this department is difficult because some faculty qualify for participation while others do not. Promotion and tenure actions, as one of many examples, are acted upon by subsets of faculty, and not the entire department.

Based on a careful and systematic review of the functions and academic mission, the College is proposing to divide the department into two: 1) the Department of Curriculum Studies, which will be responsible for the curriculum studies master's degree program and the curriculum studies specialization of the doctoral program, and 2) the Institute for Teacher Education, which will spearhead the teacher preparation aspect and foster communication and collaboration among the various groups involved in teacher education. The College will continue to offer the same educational degrees and programs. The organizational changes will enhance the College's effectiveness.

In addition, the College is proposing to establish an Office of Outreach Programs in order to respond to the demand for teacher preparation and advanced professional development programs for all of the neighbor islands. In April 2000, the Hawai'i State Legislature called for the creation of this program. In 2001, the College developed a plan that was presented to the Legislature and the University committed funding for the program.

IMPACT ON STAFFING AND RESOURCES:

The proposal to divide the existing Department of Teacher Education and Curriculum Studies into two discrete units does not add new positions, functions, or programs. Faculty and staff will be placed in one of the new units. Therefore, no additional resources, faculty, or office space are required.

The creation of the Outreach Programs Office and implementation of the outreach plan will require an additional 11.00 FTE (10.00 faculty and 1.00 civil service), and \$776,349 annually (to be provided over a three-year period as programs are phased in). The dean notes that the necessary resources to support this effort have been committed. The director's position and a civil service position have been allocated; 9.00 FTE will need to be established as the programs are phased in.

Chairperson Bert A. Kobayashi
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CONSULTATION WITH EXCLUSIVE EMPLOYEE COLLECTIVE BARGAINING REPRESENTATIVES AND MANOA FACULTY SENATE:

The Hawai'i Government Employees Association and the University of Hawai'i Professional Assembly were contacted and both organizations have indicated that they have no objections to this proposal. A resolution recommending approval of this reorganization was passed on July 1, 2002 by the Mānoa Faculty Senate.

ACTION RECOMMENDED:

I recommend that the Board of Regents approve the College of Education's reorganization proposal which will split the Department of Teacher Education and Curriculum Studies into the Department of Curriculum Studies and the Institute for Teacher Education and create a new Outreach Programs Office, to be effective upon Board approval.

Attachment

c: Board Secretary David Iha
Vice President Wick Sloane
Interim Vice Chancellor Karl Kim
Dean Randy Hitz

Reorganization Proposal
University of Hawai'i at Manoa
College of Education

Executive Summary

This reorganization proposal calls for an existing academic unit within the College of Education, the Department of Teacher Education and Curriculum Studies (TECS), to be split into two units—the Institute for Teacher Education and the Department of Curriculum Studies. It also proposes the establishment of a College of Education Outreach Programs Office.

Institute for Teacher Education and Department of Curriculum Studies

The new Institute for Teacher Education will be responsible for all teacher preparation programs in the College, except special education. The Department of Curriculum Studies will be responsible for the graduate programs (master's and doctoral) in curriculum studies. Under the current organization, the Department of Teacher Education and Curriculum Studies, like other departments in the College, has responsibility for its own masters degree programs and for the curriculum and instruction specialization in the doctoral program. In addition, TECS administers the two largest programs in the College—elementary and secondary education. This dual role for the TECS department has led to a number of problems. The department is large with chair and coordinator positions that have ill-defined roles and overlapping responsibilities. The responsibilities for graduate education and teacher preparation compete for faculty attention and time, thus, spreading thin the energy of the department and individual faculty members. This reorganization clarifies the responsibilities for each of the new academic units.

Creation of the Institute for Teacher Education will provide a clearer focus on teacher preparation, acknowledging and taking advantage of the reality that teacher preparation is a responsibility shared by many departments in the College, by K-12 schools, and by the Arts and Sciences. The Department of Curriculum Studies will parallel other academic departments of the College. The master's degree and doctoral specialization in curriculum studies will gain greater attention as one department has as its primary responsibility the oversight of these programs.

The proposed creation of the Department of Curriculum Studies and the Institute for Teacher Education does not add new positions, functions, or programs to the College of Education. As the proposed change "splits" one department into two, no additional resources, faculty, or office spaces are required. The faculty from the Department of Teacher Education & Curriculum Studies have selected one of the new units as their "home base," within parameters established by the Dean. Faculty with teaching responsibilities only at the undergraduate level (teacher preparation courses) were placed in the Institute. Faculty with teaching responsibilities at both the undergraduate and graduate levels were allowed to state a preference. The four existing Civil Service positions currently assigned to the Department of Teacher Education & Curriculum Studies will be reassigned to the Department of Curriculum Studies (one position) and the Institute for Teacher Education (three positions); all the positions will be redescribed upon approval of the reorganization.

The proposed reorganization does not affect degree requirements, curricula, or other academic policies in the College of Education. The purpose in creating the Institute for Teacher Education is to improve the focus on teacher education for faculty, students, and persons outside the COE, including faculty in the Arts and Sciences and K-12 educators. Improving the focus basically means that communication among these groups will be enhanced as leadership is streamlined and dedicated specifically and solely to teacher preparation. Ultimately, better communication will lead to better overall education for teacher candidates.

College of Education Outreach Programs Office

In April 2000, the Hawai'i State Legislature (HB 1900, H.D. 1, S.D. 1, C.D. 1) requested a plan from the University of Hawai'i and the Department of Education for preparing teachers on the neighbor islands. The plan that was presented to the 2001 Legislature called for the College of Education to continuously offer teacher preparation and advanced professional development programs for all of the neighbor islands. The University of Hawai'i committed itself to providing the funding necessary to support the plan. This reorganization request formalizes the University's commitment to this effort and officially establishes a College of Education Outreach Programs Office to coordinate these efforts.

The College of Education Outreach Programs Office will function as a unit within the Office of the Dean. Faculty for the various outreach programs, including the director of the Outreach Programs, will be drawn from the instructional faculty of the College. Under the leadership of the College of Education's Outreach and Technology Director, teacher education and advanced professional development programs will be offered on a continuous basis to all of the neighbor islands.

The proposed creation of the College of Education Outreach Programs Office and the implementation of the neighbor island outreach plan will require an additional 11.00 FTE (10.00 faculty and 1.00 Civil Service) and \$776,349 annually (to be provided over a four-year period as programs are phased in). As noted above, the University has committed the necessary resources to support this effort. Two positions, the director of outreach (a faculty position) and a Civil Service position, have already been allocated to the College. The other positions—9.00 FTE, to be assigned to the Institute for Teacher Education and the Department of Special Education—will be established as the programs are phased in.

**Reorganization Proposal
University of Hawai'i at Manoa
College of Education**

Present and Proposed Organization

The College of Education is currently organized into eight instructional departments and two organized research units. This proposal calls for the elimination of one academic unit, the Department of Teacher Education and Curriculum Studies, and the creation of three new units. One new unit, the Institute for Teacher Education, will unite all teacher preparation programs, except special education, into one unit. The second new unit would be the Department of Curriculum Studies; it will parallel other academic departments of the College by having responsibility for graduate degree programs. The third unit, College of Education Outreach Programs, will be responsible for the coordination of all College of Education programs offered on neighbor islands and/or via distance delivery.

Institute for Teacher Education and Department of Curriculum Studies

Background/Nature of the Proposed Reorganization

For nearly 15 years, the College of Education (COE) has been among the nation's most prominent leaders in teacher education reform. As a member of the National Network for Educational Renewal, the College has sought to bridge the cultures of K-12 education and higher education, and to simultaneously renew teacher preparation and K-12 education. To do this, the College has created meaningful partnerships with colleagues in the Arts and Sciences and in the schools. The COE has also made major changes in the teacher education curricula. Most notably, the COE has improved the connection between theory and practice by requiring teacher candidates to spend more time in classrooms and by having faculty dedicate more time to the schools. By all accounts, the changes are working. Students report much greater satisfaction with their preparation, scores on national exams are high, employer assessments of graduates are extremely positive, and the programs now meet national (the National Council for the Accreditation of Teacher Education) accreditation standards.

Part of the effort to better link theory and practice was accomplished in 1996 with the Board of Regents' approval to combine two departments in the College, Curriculum & Instruction and Field Services, into one now known as Teacher Education & Curriculum Studies (TECS). As a result of that reorganization, methods instructors are more closely connected to field experiences, and those who supervise field experiences are more closely connected to the methods classes. In fact, these two roles, field supervision and methods teaching, have been blended.

While the 1996 reorganization was successful in connecting methods instruction with field experiences in the teacher preparation programs, the combining of responsibilities for both teacher preparation and graduate level programs within one department has been problematic. The TECS department plays a unique role in the College. On the one hand, the department, like other departments in the College, is responsible for its own master's degree program and for the curriculum and instruction specialization in the doctoral program. Unlike other departments,

TECS must also administer the two largest programs in the College, elementary and secondary education, which, more than most programs, draw on the resources of other departments. The TECS department is responsible for administering and coordinating all elementary and secondary teacher preparation programs. This does not mean, however, that the TECS department is solely responsible. The teacher preparation programs must draw on the expertise and resources of other departments in the College, as well as in Arts and Sciences.

This dual role for the TECS department has led to a number of problems. The department is large and bureaucratic with chair and coordinator positions that have ill-defined roles and overlapping responsibilities. The responsibilities for graduate education and teacher preparation compete for faculty attention and time, thus, spreading thin the energy of the department, and individual faculty members. Governance of the unit is complicated because some faculty “qualify” for participation in some discussions and not others. For example, policies regarding promotion and tenure, graduate curricula, elementary education, and secondary education are not made by all faculty in the department, but instead are made by subsets of faculty and, in some cases, with participation by faculty from other departments. There are few policies that impact the entire department.

Proposed Organization

This proposal calls for the TECS department to be divided into two departments. One department, Curriculum Studies (CS), will be responsible for the Curriculum Studies master’s degree program and the Curriculum Studies specialization in the doctoral program.

The other department will be the Institute for Teacher Education (ITE). While in many of its responsibilities, the ITE will function as another department in the College, e.g., promotion and tenure, contract renewal, hiring of lecturers, etc., it is proposed that the new unit be called an “institute” instead of a “department” to convey the collaborative nature of its responsibilities. The Institute for Teacher Education will have a single mission—to provide the very best teacher preparation possible. To meet this objective, faculty from throughout the College, from the Arts and Sciences, and from the K-12 schools, must be meaningfully engaged. Thus, a major role of the Institute for Teacher Education will be to foster communication and collaboration among these groups. Faculty from Educational Psychology, Educational Foundations, Curriculum Studies, and other departments will contribute to the Institute for Teacher Education just as they contribute to teacher education today. The ITE director will be responsible for scheduling classes and coordinating the distribution of faculty and other resources. The ITE will be responsible for working closely with other departments, with the Teacher Education Committees, and with the Hawai‘i Institute for Educational Partnerships (HIEP). The HIEP is the COE’s formal partnership with the DOE and the Colleges of Arts and Sciences. The ITE concept is based on what John Goodlad refers to as “centers of pedagogy” and is part of a national effort to create more and better-focused attention to teacher preparation programs.

The faculty discussed the name of the proposed new unit at length and decided that the word “institute” best serves the purposes of the unit. Again, while the Institute will function as a department in some respects, it will do much more as it gives greater visibility to teacher education and as it fosters better connections among all teacher preparation programs and between those programs and entities outside the College of Education.

The following degree programs will be housed in the Institute for Teacher Education: the B.Ed. in elementary education, the B.Ed. in secondary education, the Post-baccalaureate Program in secondary education, and the Master's of Education in Teaching (M.Ed.T.).

The proposed creation of the Department of Curriculum Studies and the Institute for Teacher Education does not add new positions, functions, or programs to the College of Education. The faculty from the Department of Teacher Education & Curriculum Studies have selected one of the new units as their "home base" within parameters established by the Dean. Faculty with teaching responsibilities only at the undergraduate level (teacher preparation courses) were placed in the Institute. Faculty with teaching responsibilities at both the undergraduate and graduate levels were allowed to state a preference. The four existing Civil Service positions currently assigned to the Department of Teacher Education & Curriculum Studies will be reassigned to the Department of Curriculum Studies (one position) and the Institute for Teacher Education (three positions) as follows:

<u>Pos. No.</u>	<u>Current Assignment</u>	<u>Proposed Assignment (positions to be redescribed)</u>
12977	Sec II-Teacher Ed & Curr. Studies	Sec II-Institute for Teacher Ed.
45864	Sec I-Teacher Ed & Curr. Studies	Sec I-Dept. of Curr. Studies
00785	Sec I-Teacher Ed & Curr. Studies	Sec I-Institute for Teacher Ed
12844	Sec I-Teacher Ed & Curr. Studies	Sec I-Institute for Teacher Ed

Position Nos. 00785 and 12844 are currently vacant. Recruitment for permanent replacements is pending action on this reorganization proposal as the positions will be redescribed upon approval of the reorganization.

The proposed reorganization does not affect degree requirements, curricula, or other academic policies in the College of Education. While the proposed creation of the Institute for Teacher Education and Department of Curriculum Studies will not result in cost savings to the College, as the proposed change "splits" one existing department into two departments and faculty, no additional resources, faculty, or office spaces are required. The purpose in creating the Institute for Teacher Education is to improve the focus on teacher education for faculty, students, and persons outside the COE, including faculty in the Arts and Sciences and K-12 educators. Improving the focus basically means that communication among these groups will be enhanced as leadership is streamlined and dedicated specifically and solely to teacher preparation. Ultimately, better communication will lead to better overall education for teacher candidates.

Creation of the Department of Curriculum Studies will create a better focus on the master's and doctoral programs in that area of specialization. Faculty in this department will be able to give greater attention to the graduate programs, thus providing better service to the students.

Reasons for Proposing the Reorganization

Creation of the Institute for Teacher Education will provide a clearer focus on teacher preparation, acknowledging and taking advantage of the reality that teacher preparation is a responsibility shared by many departments in the College, by K-12 schools, and by the Arts and Sciences. The ITE director's responsibilities will bridge the academic programs and the HIEP

thus creating a better link with professional development schools and other HIEP initiatives. As noted earlier, the College's programs are accredited by NCATE. Although the College met 20 out of 20 national standards, two areas for improvement were cited; one of which is addressed by this proposed reorganization. The area for improvement was a lack of overall program coherence regarding common goals and outcomes, knowledge bases, and final evaluation criteria. By consolidating responsibility for the teacher preparation programs in the Institute, communication and coordination will be enhanced, thus facilitating greater coherence across programs, with the COE conceptual framework, and with program goals. In other words, the Institute will "represent" and tie together all teacher preparation programs in the College and it will facilitate connections with the P-12 schools and with Colleges of Arts and Sciences, thus ensuring greater program coherence regarding goals, outcomes, and evaluation criteria. With oversight of all the teacher preparation programs, the Institute chair/director will be in a position to see relative strengths and weaknesses of each program and will be able to help faculty create programs that are conceptually consistent and assessed in similar manners.

The Department of Curriculum Studies will parallel other academic departments of the College. The master's degree and doctoral specialization in Curriculum Studies will gain greater attention as one department has as its primary responsibility the oversight of these two programs.

The proposed reorganization is part of a transformation process whereby the College of Education is significantly changing and improving the way teachers are prepared. Since 1987, the COE has been a member of the National Network for Educational Renewal (NNER), one of the leading organizations in the nation dedicated to improving teacher education. Membership in the NNER has caused the College to look very carefully at the teacher education curricula, field experiences, faculty roles, and relationships with constituent groups outside the COE, including faculty in the Arts and Sciences and K-12 educators. The transformation process has, among other things, led to the creation of the Hawai'i Institute for Educational Partnerships, renewed emphasis on field experiences, better linkages of field experiences and methods courses, better involvement of content area specialists, better involvement of K-12 educators, and creation of innovative degree and certificate programs, such as the post-baccalaureate in secondary education and the Masters of Education in Teaching. The transformation process led to the consolidation of the Department of Field Services and the Department of Curriculum and Instruction in 1996, thus administratively linking academic coursework with field experiences.

This proposed reorganization is the logical next step in improving the focus on teacher education, and facilitating better communication and working relationships among all of the constituents: COE faculty, students, A&S faculty, and K-12 educators.

In summary, the proposed reorganization will:

- Foster better communication and working relationships among COE faculty, students, A&S faculty, and K-12 educators.
- Ensure coherence across teacher preparation programs regarding goals and outcomes.
- Better link academic coursework and field experiences.
- Reduce a layer of bureaucracy that currently exists within the TECS department.

- Better link teacher education with the Hawai'i Institute for Educational Partnerships.
- Create a department, Department of Curriculum Studies, parallel to other academic departments in the College with responsibility for master's degree programs and doctoral specialization.
- Create a unit, the Institute for Teacher Education, in the College of Education that is consistent with leading teacher education reforms.

Other Alternatives Considered

The TECS faculty have supported the effort to better link field experiences and academic coursework. They have, however, never been satisfied with the structure of the TECS department. After many months of studying the structure, the faculty first considered breaking the department into an elementary education department and a secondary education department. But, after more careful consideration, they decided that, while this would create two smaller, more manageable departments, it would not strengthen focus on teacher education. In fact, creating two such departments would actually reduce communication and working relationships among the entire faculty involved in teacher education. It would be a step backwards.

College of Education Outreach Programs Office

Background/Nature of the Proposed Reorganization

In April 2000, the Hawai'i State Legislature (HB 1900, H.D. 1, S.D. 1, C.D. 1) requested a plan from the University of Hawai'i and the Department of Education for preparing teachers on the neighbor islands. The plan that was presented to the 2001 Legislature called for the College of Education to continuously offer teacher preparation and advanced professional development programs for all of the neighbor islands. The University of Hawai'i committed itself to providing the funding necessary to support the plan. This reorganization request formalizes the University's commitment to this effort and officially establishes a College of Education Outreach Programs Office to coordinate these efforts.

Proposed Organization

The College of Education Outreach Programs Office will function as a unit within the Office of the Dean. Faculty for the various outreach programs, including the director of the Outreach Programs, will be drawn from the instructional faculty of the College.

Under the leadership of the College of Education's Outreach and Technology Director, teacher education and advanced professional development programs will be offered on a continuous basis to all of the neighbor islands. These programs will run simultaneously, usually in a cohort system. The cohort system means that students will enroll in the programs as a group (cohort) and remain in the program together until they finish. New enrollments will take place only after a cohort completes a program. In all, potentially 150 students can be enrolled at one time if all proposed programs are operational at the same time.

Students for these programs will be drawn from all of the neighbor islands. Moloka'i, Lana'i, West Hawai'i, Kaua'i, and even Maui, generally do not have population bases sufficient to make a program economically feasible. To address this, a major component of the plan is the offering of distance delivered classes. As many classes as possible will be offered via interactive video or computers. This will create efficiency and will minimize the travel expenses necessary for on-site classes. "Program coordinators" who reside on each island will supervise the clinical experiences.

The proposed creation of the College of Education Outreach Programs Office and the implementation of the neighbor island outreach plan will require an additional 11.00 FTE (10.00 faculty and 1.00 Civil Service) and \$776,349 annually (to be provided over a three-year period as programs are phased in). As noted above, the University has committed the necessary resources to support this effort. Two positions, the director of outreach (Pos. No. 84789, a faculty position) and a Civil Service position (Pos. No. 112736), have already been allocated to the College. The other positions—9.00 FTE to be assigned to the Institute for Teacher Education and the Department of Special Education—will be established as the programs are phased in.

Reasons for Proposing the Change

Since 1991, the College of Education has offered several different academic programs for the neighbor islands. These programs include the B.Ed. in Elementary Education, the Post-baccalaureate program in Secondary Education, the dual B.Ed. in Elementary and Special Education, the Post-baccalaureate in Special Education, the Professional Diploma in Education (an in-service program), the M.Ed. in Educational Foundations, the M.Ed. in Curriculum and Instruction, the M.Ed. in Educational Administration, and Technology Education classes. All of these programs and classes meet the same standards as the programs offered on O'ahu and most of the courses are taught by Manoa faculty.

All Manoa-based teacher education programs currently offered on the neighbor islands are offered through Outreach College. Offering a program through Outreach College makes it possible to use tuition dollars to directly support the program (including faculty salaries, travel and other expenses). In addition, in the absence of general fund money to support the programs, Outreach College provides a mechanism for buying faculty time over and above their regular teaching loads, on an overload basis.

Tuition-dependent programs are fine for meeting temporary needs where dependable programming is not a priority. However, the data regarding teacher supply and demand indicate that the need to prepare teachers on the neighbor islands is not temporary and a more permanent solution is required.

Another problem with tuition-dependent programs is that, in order to ensure that classes can be taught, a minimum number of students must enroll. If the minimum number of students does not enroll, the class is cancelled. This process works fine for classes that are elective, but it does not

work well for students who depend on the class in order to complete a program. In other words, students in programs must be able to depend on getting the classes they need to graduate. That is how the system works on the Manoa campus and that is what is needed on the neighbor islands.

The College of Education has attempted to address this issue by enrolling students in cohorts. Students in the cohort take all classes together thus ensuring stability in enrollment and in class offerings. This procedure does not, however, help to ensure that a program will be offered since a minimum number of students is needed to create a cohort. Such heavy dependence on tuition means that a program may need to be cancelled just because the number of students misses the minimum by just one or two students (e.g., 20 instead of 22).

A third problem is that the tuition dollars, even with a relatively high enrollment, are not sufficient to support clinically based programs like those in teacher preparation. Each of the programs previously offered on the neighbor islands have, of necessity, received supplemental funding. This has come from a variety of sources including the University System, the Legislature, the Department of Education, and Maui County. Again, this system (or in this case, the lack of a system) leads to undependability. The College of Education was forced to seek supplemental funding each time a new program was needed. Sometimes the funding came at the last minute making student recruitment very difficult. The citizens of the neighbor islands need to have access to programs they can depend on. If they do, they will be able to plan in advance and ultimately more people will enroll in teacher education and become teachers for neighbor island schools.

A fourth problem related to the previous program offerings on the neighbor islands was the impact it had on faculty teaching loads. While teaching an extra class each semester is acceptable according to the faculty union contract, accrediting bodies do not find it acceptable for faculty of research universities to teach 12 credits per semester. Yet, that is the load of College of Education faculty who teach regularly on the neighbor islands.

The most equitable solution and the one that creates the greatest dependability of programs was to provide additional funding and personnel to the College of Education to support teacher education programs on the neighbor islands.

As noted earlier, the College programs are accredited by NCATE. In the final accreditation report, one area for improvement related to the College's outreach efforts was cited. That area for improvement was the monitoring and verification of qualifications of limited-term faculty and lecturers who teach Outreach courses. The creation of an Outreach Programs Office will provide the oversight and record-keeping that is necessary to document quality offerings.

In summary, the proposed reorganization will:

- Establish an office that will provide the leadership and coordination needed to sustain the College's outreach programs

- Provide a locus of authority to ensure that the administration, implementation, and evaluation of Outreach programs meet the standards of quality expected from College programs.

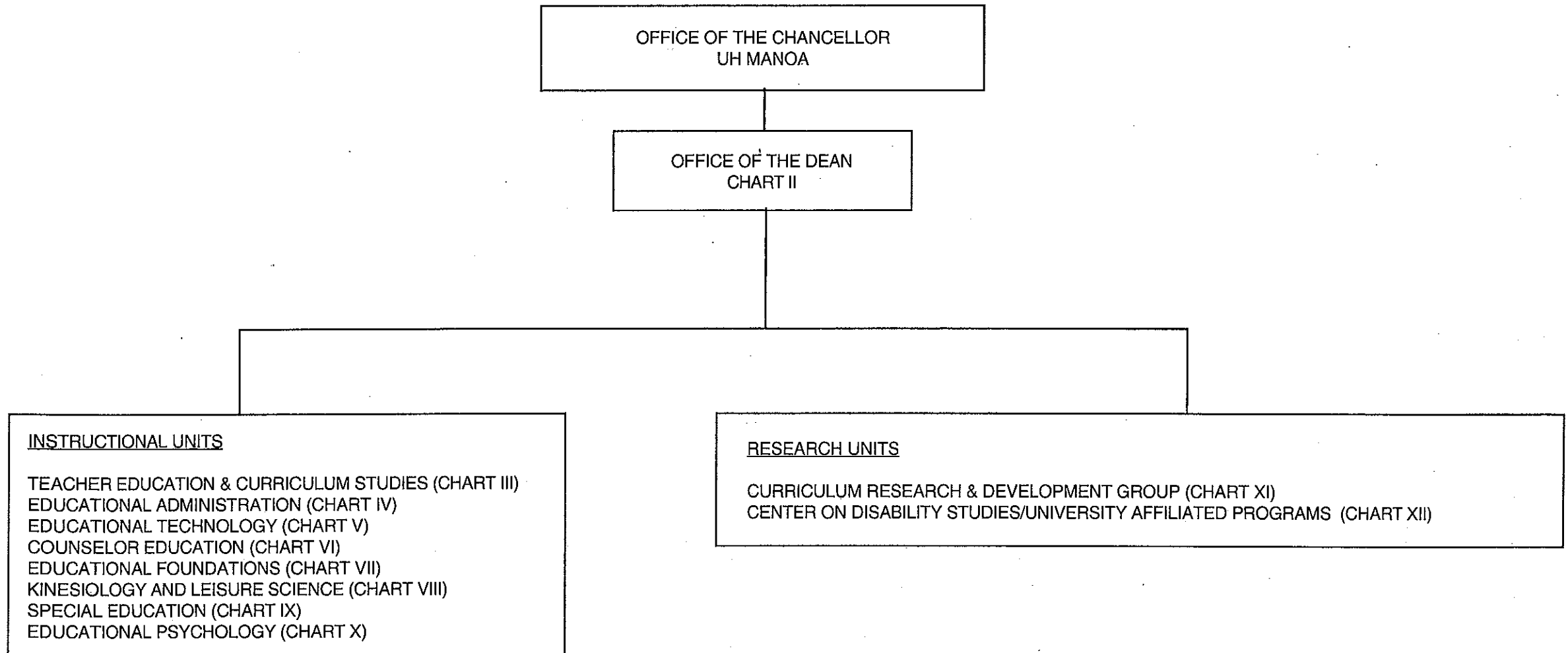
Other Alternatives Considered

Theoretically, the College could have used its existing general funds to support neighbor island programs, but doing so would have required moving resources needed on O'ahu to the neighbor islands. This would not make sense, given the serious shortage of teachers on O'ahu and the relatively greater expense of offering programs on the neighbor islands.

Another way to address the need for teacher education programs on the neighbor islands would be to charge students in these programs tuition sufficient to cover the entire costs of the programs regardless of the numbers of students who enroll. Doing so would, of course, create an inequity for neighbor island residents since they would have to pay higher tuition than students on O'ahu. This is essentially what happens when neighbor island students must attend private universities or state universities from the mainland in order to obtain the education they desire.

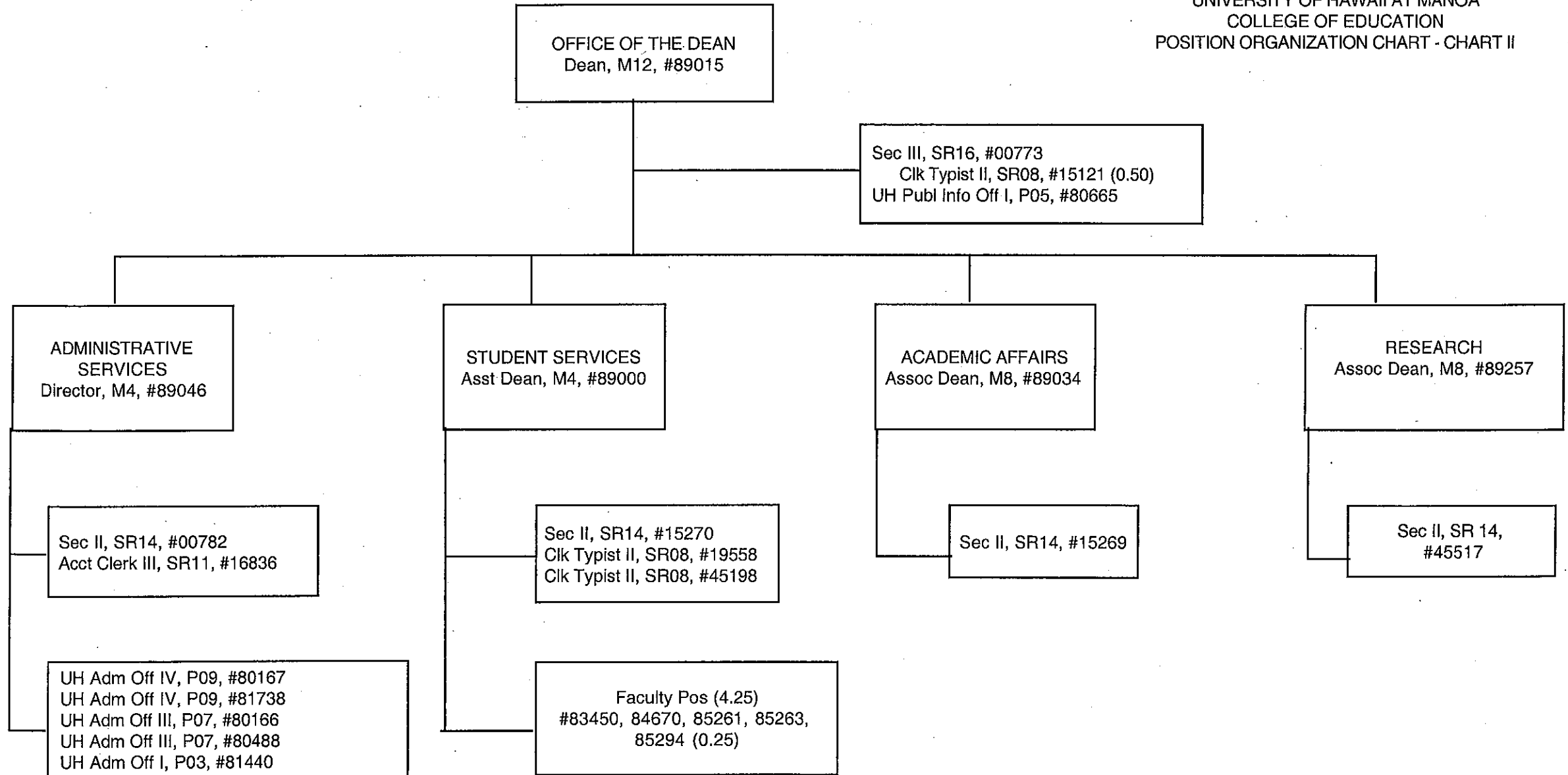
PREVIOUS ORGANIZATIONAL CHARTS
AND
FUNCTIONAL STATEMENTS

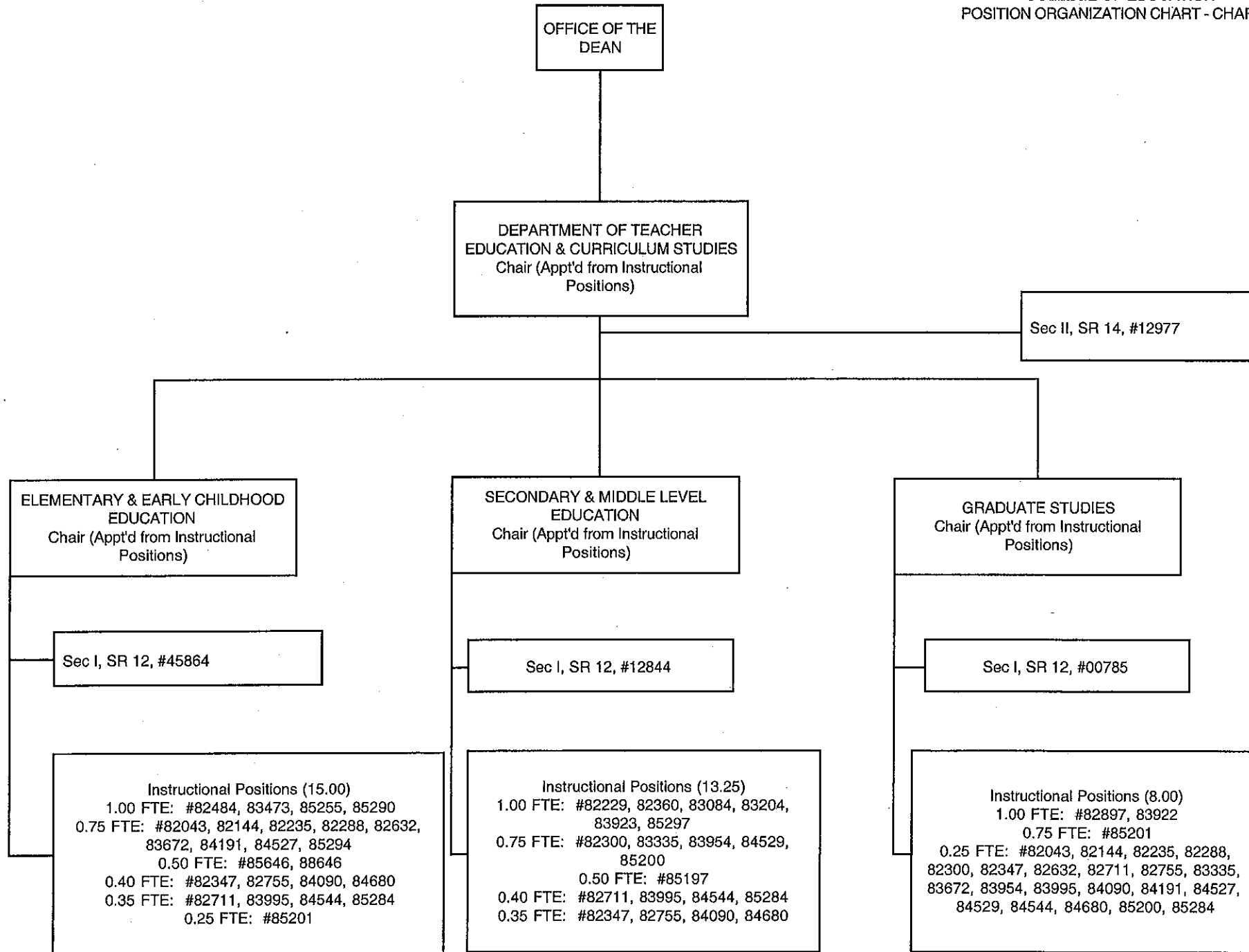
STATE OF HAWAII/UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
COLLEGE OF EDUCATION
POSITION ORGANIZATION CHART - CHART I



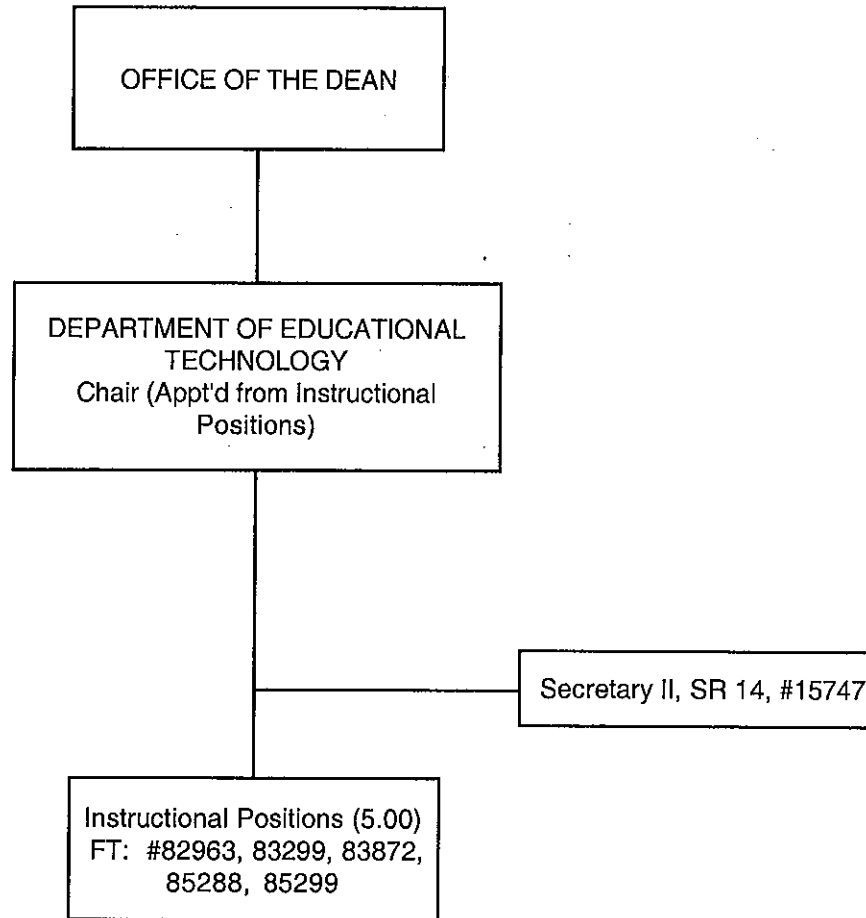
General Funds 173.75

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



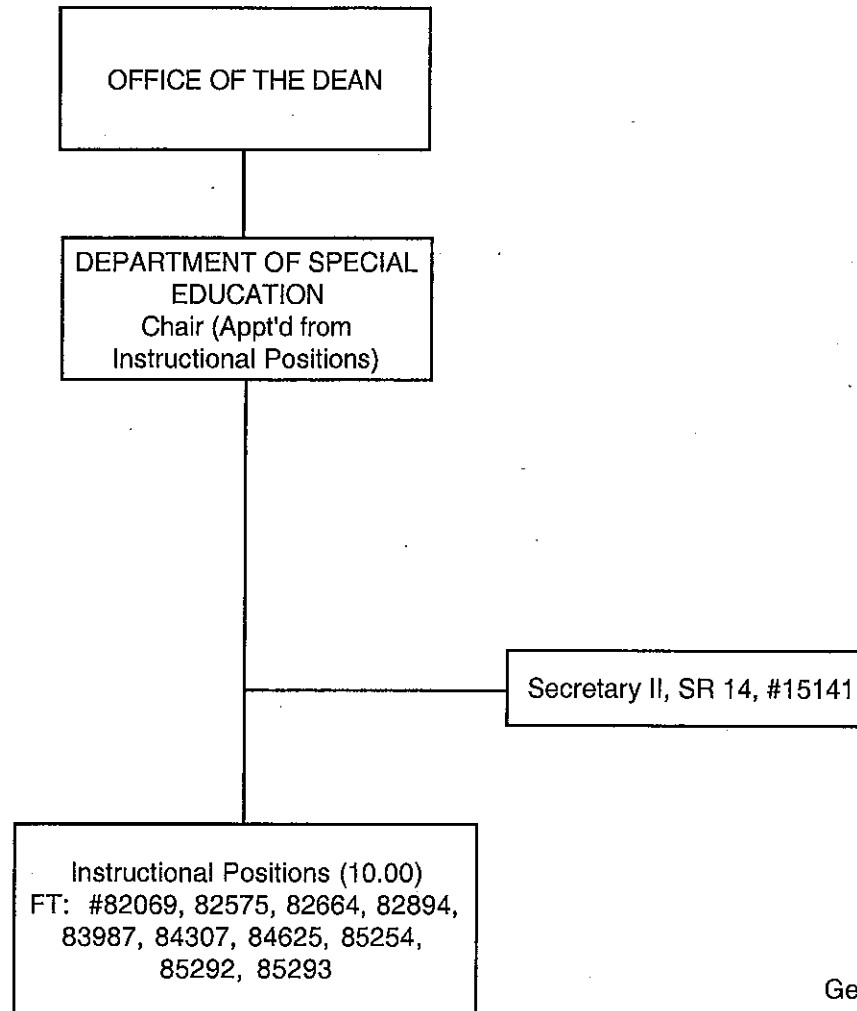


STATE OF HAWAII/UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
COLLEGE OF EDUCATION
POSITION ORGANIZATION CHART - CHART V



General Funds 6.00

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



General Funds 11.00

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:
 1. 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.), Secondary Education (M.Ed.), and Master's of Education in Teaching (MET) program.
 - 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.
 - 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
 - b. 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

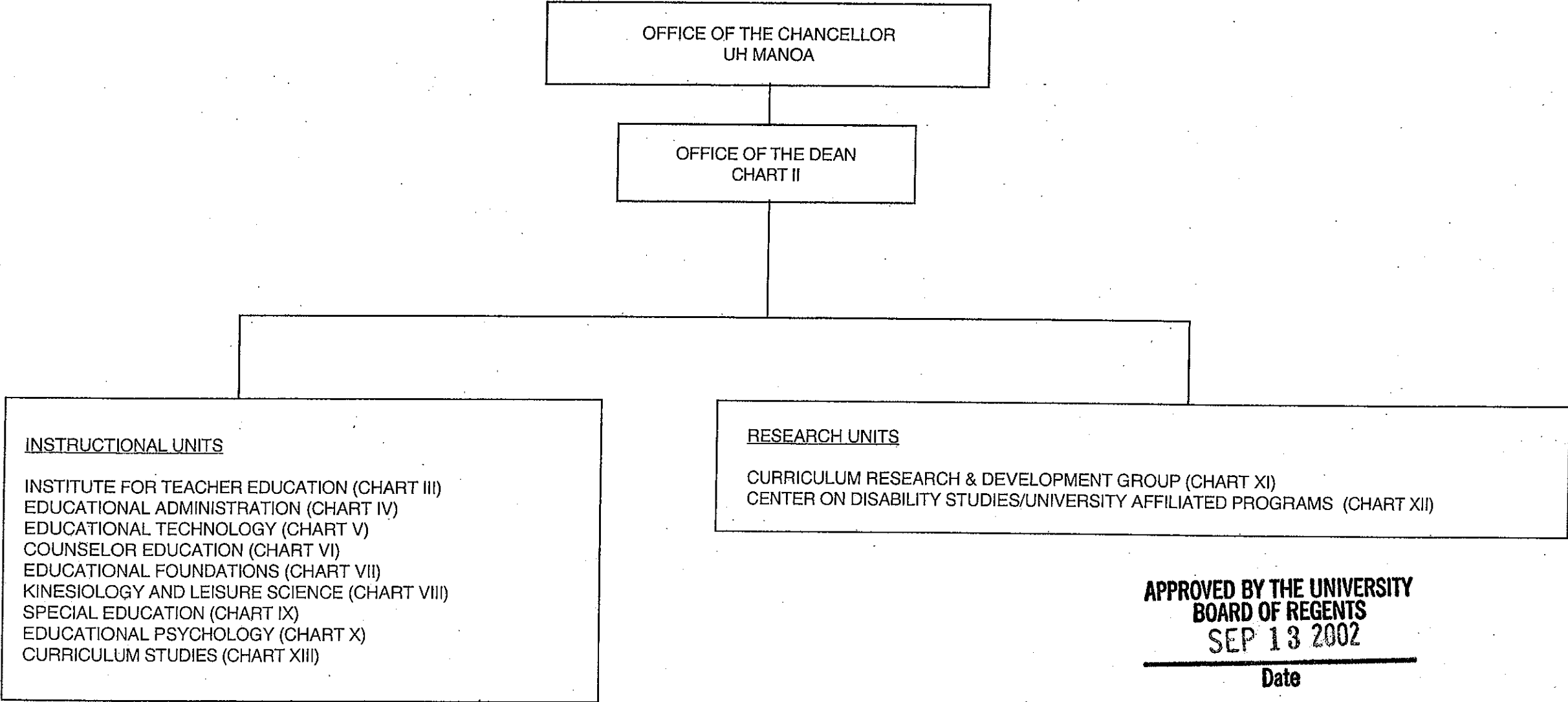
- A. Curriculum Research & Development Group (Chart XI)
 1. Conducts research and designs and tests more adequate models for educational programs.
 2. Serves the State school system in its programs of curriculum and instruction improvement, including the development of courses of instruction and student 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.

**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

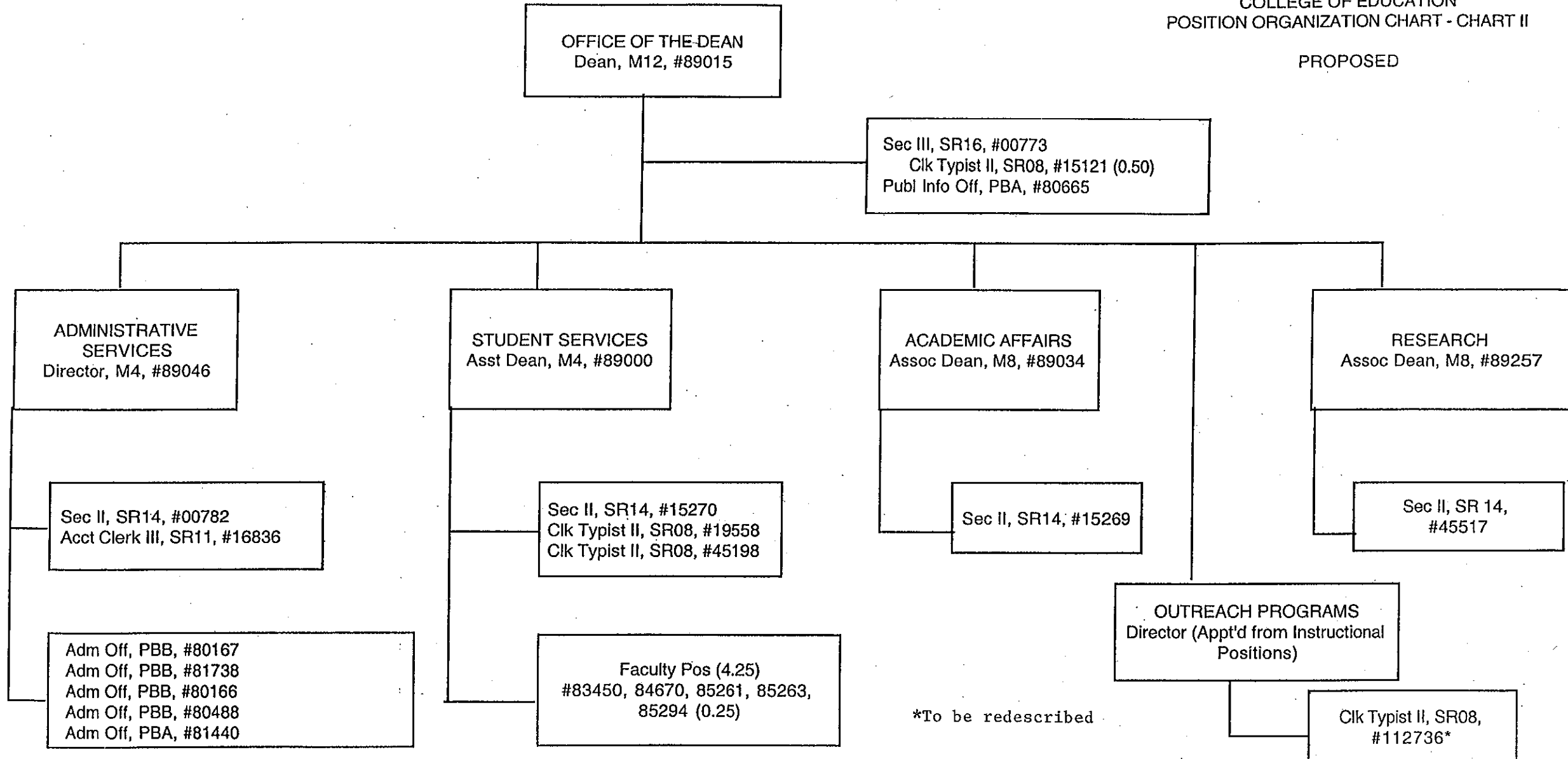


**APPROVED BY THE UNIVERSITY
BOARD OF REGENTS
SEP 13 2002**

Date

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

PROPOSED



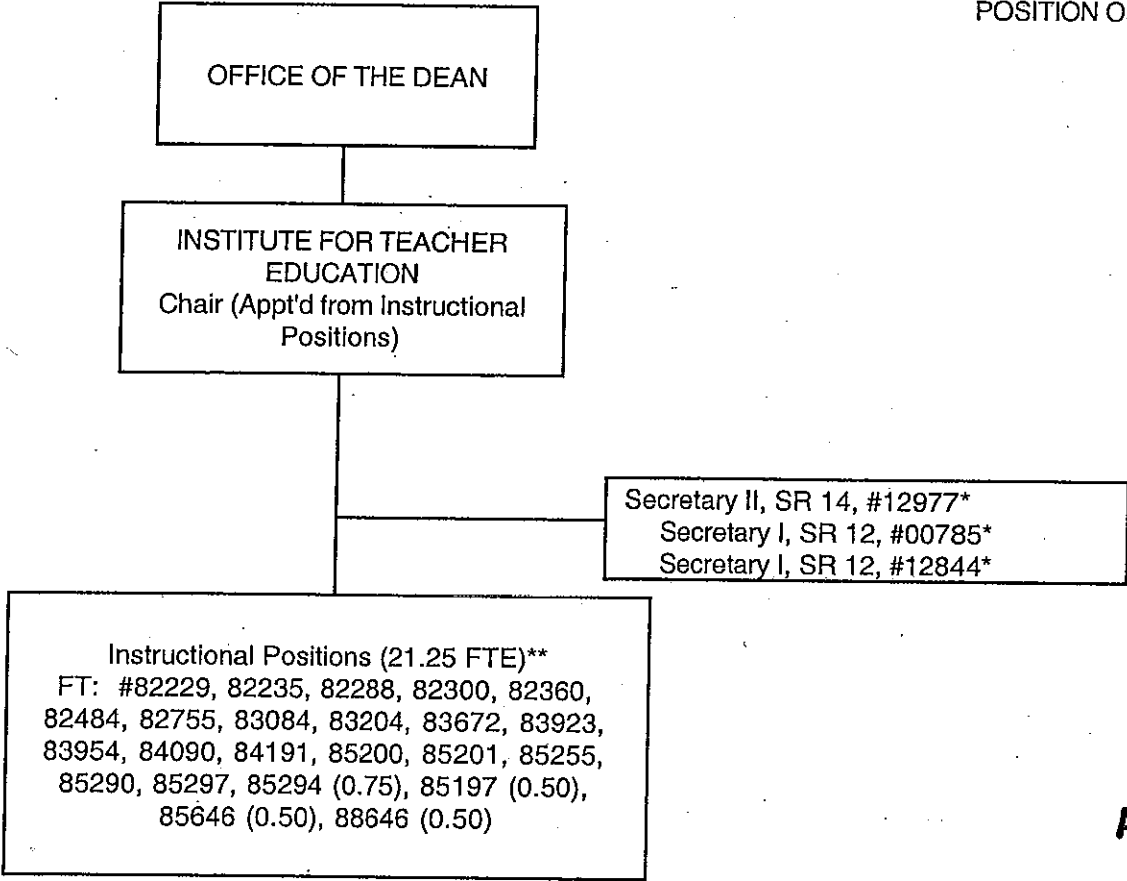
Approved Pursuant to Board of Regents Action

Peter Englert
 Peter Englert, Chancellor

09/13/02

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

PROPOSED



**APPROVED BY THE UNIVERSITY
BOARD OF REGENTS
SEP 18 2002**

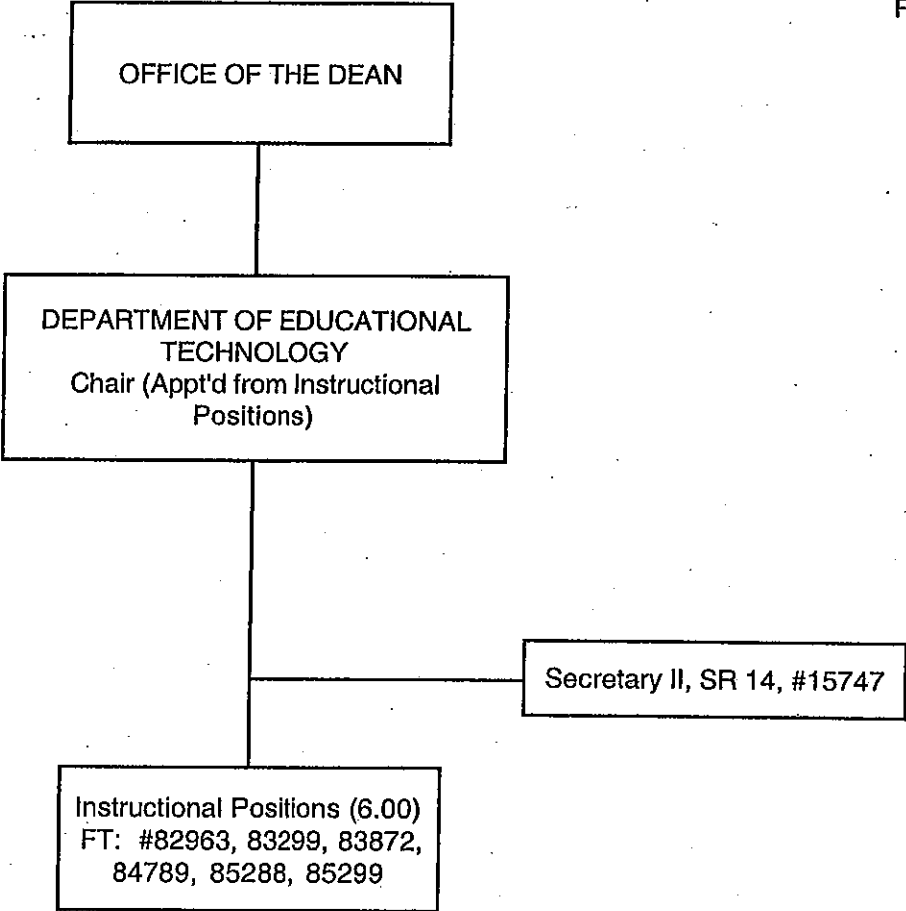
Date

**Additional 5.50 FTE to be provided in accordance with approved College of Education Neighbor Island Outreach Plan

*To be redescribed

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

PROPOSED



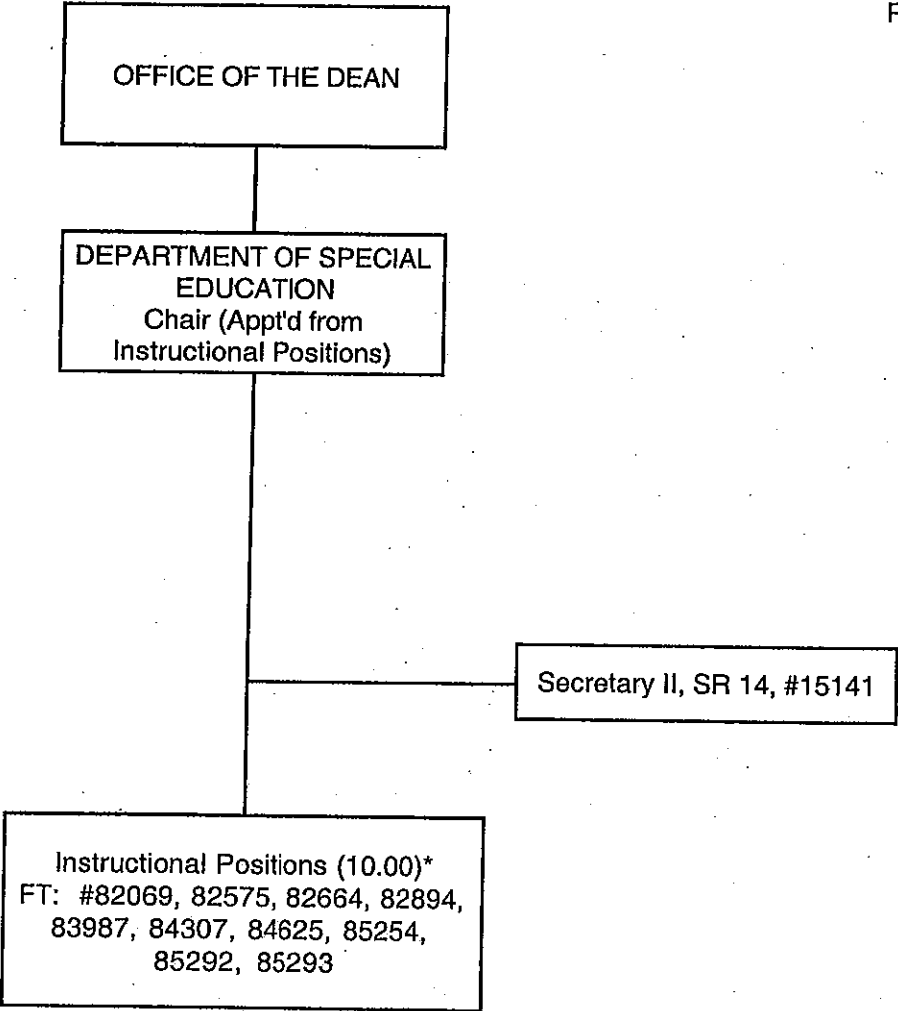
Approved Pursuant to Board of Regents Action

09/13/02

Peter Englert, Chancellor

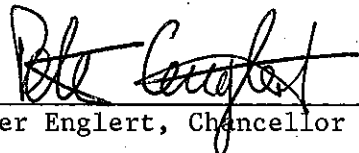
STATE OF HAWAII/UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
COLLEGE OF EDUCATION
POSITION ORGANIZATION CHART - CHART IX

PROPOSED



*Additional 3.50 FTE to be provided in accordance with approved College of Education Neighbor Island Outreach Plan

Approved Pursuant to Board of Regents Action


Peter Englert, Chancellor

09/13/02

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, the support program of student services, and the outreach programs.
 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
 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.
 5. Outreach Programs – Plans, organizes, and implements
 - a. Delivery of College programs to the neighbor islands and remote areas on Oahu via a mix of distance education initiatives and traditional delivery services
 - b. Partnerships with appropriate neighbor island educational agencies to support students at a distance.
 - c. Professional development activities/programs for College faculty to infuse appropriate learning technologies throughout College programs
- II. Instructional Department (Charts III to X, XIII)
 - A. Provides instruction for degree credit leading to the following educational objectives:

SEP 13 2002

1. Institute for Teacher Education (Chart III). Offers undergraduate and post-baccalaureate teacher preparation programs and the Masters of Education in Teaching Program (M.Ed.T.) including:
 - a. B.Ed. – Elementary Education (including dual Elementary/Special Education) and Secondary Education
 - b. Post-Baccalaureate Program in Secondary Education
 - c. Master’s Degree – Master’s of Education in Teaching (M.Ed.T) program.

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.
 - 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
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 - b. 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.
9. Curriculum Studies (Chart XIII).
- a. Provides graduate level education leading to the M.Ed. and the Ph.D. programs in curriculum studies and the M.Ed. in early childhood education (approved by BOR, 3/15/02; effective Fall 2002).
 - b. Also provides undergraduate and graduate instruction to support the teacher preparation programs.
- 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 (Charts XI and XII)
- 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.
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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,
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 5. planning and conducting interdisciplinary national and regional conferences, institutes, and forums,
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SEP 13 2002