New, Growth and Investment Category

The College identified three existing areas for investment: early childhood education, special education (particularly dual programs), and Native Hawaiian and indigenous education.

- The early childhood masters program is completing the final stages of becoming a permanent program.
- Special education expanded admissions and revamped the licensure portion to accelerate completion.
- An agreement was entered with Leeward Community College to deliver the dual elementary/special education program on the Leeward campus beginning Fall 2011 and recruitment is now underway.
- The special education and secondary education faculty are in discussions about developing a dual licensure track for secondary programs.
- The special education faculty participated in a day-long retreat with faculty from all other teacher preparation programs to discuss infusion of Response to Intervention (RTI) techniques across the curriculum in response to the state’s Race to the Top and federal initiatives.
- Additional space was allocated for Native Hawaiian and Indigenous education.
- Several contracts and grants were acquired for programming specifically targeting Native Hawaiian and indigenous populations.

We identified four certificate programs for development: reading, advanced teaching practices, early childhood, and online teaching.

- Faculty in the relevant areas developed curricula and courses for graduate certificate program.
- A graduate certificate program was developed in early childhood education in response to requests from the field. It is currently in the final stages of approval.
- The reading and online teaching certificates are in the final stages of approval.
- Reading positions were prioritized for hiring in 2011.

We identified one new program to pursue for development: Ed.D. in Professional Practice in Education and a new center to establish (Hookulaiwi).

- The Ed.D. is scheduled to be reviewed by the Board of Regents in January 2011. The program has generated overwhelmingly positive response from the field and more than 200 candidates have expressed interest in enrolling.
- A proposal is in development to establish Hookulaiwi as a BOE-approved center within the COE.

Other areas for investment included: Development of partnerships and Professional Development Schools, OSAS services (data tracking system, recruitment services, scholarships), teacher recruitment courses (Get FIT), increasing support for grant activity, enhancing tech services support.

- A cross college committee has been formed to strategize about moving teacher training to a partnership model. Initial conversations have begun with two area complexes.
- The Office of Student Academic Service (OSAS) now has an operational data system that has streamlined record keeping and allows better reporting. Documents were scanned and stored to allow more efficient retrieval.
- Additional materials and new technology-based strategies were developed for recruitment, including Facebook, Twitter, Second Life, and online office hours in addition to expanding outreach advising to community colleges.
- Additional scholarships were acquired, including some for areas where earlier scholarships were not available, and the scholarship awards process was streamlined.
- Courses were developed and are now being offered for recruitment purposes (e.g., Get FIT) designed to help increase enrollment. Programs such as GET FIT have grown. These courses were approved to meet UHM general education requirements.
- A grant support center was established.
- Tech support services through Technology and Distance Programs (TDP) and the Curriculum Research & Development Group (CRDG) developed ways to share expertise.
- The Distance Course Design and Consulting group (DCDC) expanded to provide additional for faculty training and development of online courses.
**Maintenance Category**

*Existing Projects listed for maintenance until external funding or self-generated funding was lapsed included: Waianae teacher development, Niihau, Hawaii Writing Project, TFA/OJT programs, EdLeads, PSL, TTAP, Mentors, and LEI Aloha.*

- Waianae funding ended. Negotiations are underway to provide another externally funded program.
- Niihau program continues with external support.
- The Hawaii Writing Project received additional funding.
- The COE continues to provide Teacher for America/On-The-Job-Training (TFA/OJT) programming. This track, however, was streamlined and approval received from the HTSB to allow completion of the licensure portion sooner.
- EdLeads and Pacific School Leadership (PSL) continue with external support and funding through Outreach College.
- The territorial teacher training program known as TTAP continues with external funding and potential expansion under discussion with ARRA funds.
- Mentors funding was lost, services were revamped and continue on a limited basis.
- LEI Aloha funding will terminate in September 2011. Additional sources are being sought.

**Core Services to maintain included:** Advising (OSAS), R&D in STEM, CDS, distance education initiatives.

- Advising has been maintained and there is consensus in the COE that Office of Student Academic Services (OSAS) may need more investment as the COE moves to earlier admissions in order to enhance recruitment and retention.
- R&D in STEM has been maintained and additional contracts and grants have been acquired. Conversations have begun on how to capitalize on expertise in these areas that currently exists across programs.
- Center for Disability Studies (CDS) and the Disability Certificate have been maintained.
- Distance education initiatives have expanded with additional programs moving to online or hybrid delivery and the DCDC has grown with external support to provide training and development services.

**Degree/program areas for maintenance included:** a number of master’s degrees and most areas of secondary teacher education.

- The Curriculum and Instruction master’s areas in elementary and middle-level education have been maintained and the MLMED has moved to online delivery.
- The Educational Administration, Educational Psychology, and Educational Foundations master’s programs have been maintained with discussions across those programs regarding course sharing options.
- The MS in Kinesiology and Rehabilitation Science program was maintained and the faculty voted to merge the Rehabilitation Counseling track from the M.Ed. in Counseling and Guidance into the MS program and that move was approved in Fall 2010.
- Lower campus facilities, labs, and clinics have been maintained and a formal agreement with the department of athletics developed to assist with equipment safety and maintenance.
- Baccalaureate and post-baccalaureate programs in secondary education were maintained with the exception of the Career and Technical Education (CTE) program that lost state approval and was closed.
- All doctoral tracks in the college-wide PhD were maintained.
- The PhD in Educational Psychology was maintained.
Reorganize, Consolidate, Merge Category

Streamlining the Curriculum Studies Masters program
- Discussions are still underway.

Streamline masters programs in educational administration, educational psychology, and educational technology
- The Educational Technology programs reduced the number of credit hours required for completion.

Reducing course delivery needs in teacher education through streamlined programs (reduced course hours), merging delivery mechanisms (on campus and distance)
- The teacher education programs (BEds, PBCs, MEdT) all reviewed their curricula and reduced credit hour requirements.
- Two positions were permanently re-assigned from CRDG to teacher education to help in course delivery.
- The secondary PBC programs moved to online delivery and allowed on campus students to participate in that delivery model.
- The SPED program moved all initial licensing candidates to the post baccalaureate option, reducing credit hour requirements and allowing for accelerated licensing. The MEd program was reduced in size and targeted only for professional development with reduced numbers of hours required.
- The secondary faculty voted to move the BEd to online delivery.
- The teacher education programs continue to review requirements, including the need for pre-requisites.
- The Educational Administration program decided to increase online delivery.

Moving to distance delivery for low enroll programs
- Rehabilitation counseling moved to online delivery and increased enrollments
- PBCSE moved math and science to online delivery and doubled enrollments

Reduce elective offerings in graduate programs
- Most graduate programs reduced the frequency of offering electives.
- Departments worked together to look at staffing of service courses across departmental lines.

Consolidate tracks in KRS
- MS program consolidated the physical education and adapted physical education programs.

Restructure CTE Secondary
- CTE program was stopped. The COE is working with community colleges to consider options for others to deliver the licensure program.

Streamline post-baccalaureate licensure oriented programs
- PBCSPED was streamlined and credit hour requirements reduced. Simultaneously, the MEd in SPED program significantly reduced its credit hour requirements.
- PBCSE was streamlined and credit hour requirements were reduced and the faculty has worked out a plan to deliver the PBCSE in a one year time frame rather than the former two year plan.

Merging R&D areas in math, science and technology
- CRDG merged these areas.

Centralizing services: fiscal, IT, international, and publications/promotions
- Fiscal services were centralized
- IT services from CRDG and TDP collaborate on service delivery
- All international efforts were moved to the Dean’s Office and re-assigned to existing staff
- Publications and promotions areas were delegated to a single staff member
Reduce in Size or Scope Category

Reduce need for service courses by articulating with community colleges
- Articulation agreements were entered into with Leeward Community College, Kapiolani Community College, and Maui College, for elementary, special education, and early childhood areas. Recently these were updated to include more courses.
- The COE agreed to accept common courses in technology, introduction to education, educational psychology, educational foundations, and special education from across the system (UH-Hilo, UH-West Oahu, LCC).
- The COE is completing articulation agreements with Leeward for secondary programs.
- The KRS program is negotiating with community colleges on articulation agreements for its undergraduate programs.

Modularize approach to some content areas to reduce need for three-credit hour courses
- The elementary education program piloted a modularized approach. Feedback has been positive.
- Secondary education is considering using a modularized approach.
- Technology competencies were moved into an integrated model for delivery and course requirements reduced in the teacher education programs.

Reduce number of activity courses
- The number of activity courses offered through on campus scheduling was dramatically reduced.
- Most activity courses were moved to Outreach College for delivery.

Reduce number of students in PhD tracks
- It is anticipated that this will happen when the EdD program becomes operational.

Reduce R&D in English and Social Studies
- CRDG reduced or eliminated these areas.

Combine aquatics and biomed labs
- A decision was made not to merge these due to entry-level athletic training requirements for accreditation.

Eliminate or phase out Category

Masters in CS health and physical education
- Phased out

REMOTE program
- Closed

TAPS and TIES
- Closed

BED Elementary as a stand alone program
- Still in discussion

BED secondary
- Changed in priority and moved to reorganize category

Deaf education
- Stopped out

M.Ed. in Counseling and Guidance
- Tracks in School and Community counseling were stopped out
- Track in Rehabilitation counseling was merged with the MS program in KRS
- Faculty is discussing formally closing the MEd in Counseling and Guidance with a decision due in spring 2011.