



COLLEGE OF Education

Administration

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Honolulu, HI 96822
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Dean: Randy Hitz
Associate Dean for Academic
Affairs: Linda K. Johnsrud
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Student Academic Services:
Virgie Chattergy

General Information

The College of Education is an upper division college and graduate professional school that prepares teachers, administrators, school counselors, and other education personnel; provides professional development for teachers and other educational and recreational fitness personnel; provides information for understanding educational issues to school and community groups; and conducts basic and applied research concerning problems in education.

The college is one of 19 institutions nationally that has formally established a working school and university partnership as members of the National Network for Educational Renewal. As such, the college is a leader in the nation in the development of field-based programs that effectively link educational theory to practice in the schools. Both students and faculty spend considerable time in schools, share their insights and expertise, while simultaneously learning from

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school professionals who have the day to day responsibility of educating children and young people.

The college is committed to integrating technology in its educational programs to ensure that Hawai'i's educators are prepared to use technology to enhance instruction and learning, to ensuring that all educators are prepared to work with diverse populations of students including those with special needs, and finally, to fostering the skills and abilities of graduates to assume leadership roles in education in service to the state and region.

Graduates of the

bachelor of education (BEd) program are recommended by the College of Education for teaching licensure by the State of Hawai'i. The BEd in elementary education provides optional programs for additional areas of preparation: early childhood education and special education. State approved teacher education programs in elementary or secondary education for post-baccalaureate students are also offered. Graduates of the master of education in teaching (MEDT), master of education (MED) degrees in secondary, elementary, or special education programs are recommended by the College of Education for professional certification by the State of Hawai'i. Practicing teachers may also seek professional certification through the Professional Diploma in Education or the master of education degree in educational foundation or the master of education degree in educational psychology (emphasis in learning and assessment).

Vision and Mission

The College of Education consists of a world class team of educators who provide innovative and cutting-edge research, teaching, service, and leadership to the local community, the State of Hawai'i, the Nation, and the world beyond. The college prepares educators to contribute to the advancement of a diverse humanity in realizing a just, democratic 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 College of Education has a complex set of responsibilities that is unique not only among the colleges of this University but among colleges of education in state universities nationwide. In a state where there is only one major public institution of higher education concerned with the broad array of fields in professional education, the UH College of Education must fulfill the combination of roles other states generally assign to several campuses.

College-wide Themes

There are five fundamental themes that characterize the college's professional education programs. These themes, listed below, are reflected in different ways and to different degrees in each program. Nonetheless, they provide a common sense of purpose and language across the college's wide array of programs.

By **COLLABORATIVE**, we mean that our programs:

- Engage multiple communities;
- Encourage partnerships; and,
- Emphasize field-based experience.

By **INCLUSIVE**, we mean that our programs:

- Respect multiple perspectives;
- Demonstrate concern for ethical/moral dimensions;
- embrace democratic principles; and,
- Foster health and wellness.

By **DYNAMIC**, we mean that our programs:

- Insist on professionalism/professional competence;
- Nurture professional growth;
- Value a commitment to social justice/social change;
- Advance leading edge-21st century technological innovations.

We believe that our programs **PROMOTE INQUIRY** by:

- Integrating theory and practice;
- Drawing on/contributing to an expanding knowledge base; and,
- Prizing scholarship and research.

We believe that our programs **PROMOTE REFLECTION** by:

- Cultivating reflective practice;
 - Fostering individual and program renewal; and,
 - Advancing authentic assessment.
- The college motto, "Be Enriched Through Education,"

developed in 1987, expresses a belief that the lives of individuals and communities are enriched primarily through education and that education is the best way to advance the human condition.

Accreditation

The College of Education is accredited by the Western Association of Schools and Colleges (WASC). It is also accredited by the State of Hawai'i under the State Approval of Teacher Education (SATE) process, applying standards established by the National Association of State Directors of Teacher Education and Certification (NASDTEC). SATE approval qualifies education graduates for reciprocal teaching licensure and certification in at least 40 other states and the District of Columbia. In practice, education graduates qualify for certification in all states.

Degrees and Certificates

Bachelor's Degrees: BEd in elementary education, BEd in secondary education, BS in kinesiology and leisure science. Baccalaureate students who choose an elementary education major will enroll for a second baccalaureate degree (BEd).

Master's Degrees: MEd in counseling and guidance, MEd in educational administration, MEd in educational foundations, MEd in educational psychology, MEd in educational technology, MEd in elementary education, MEd in secondary education, MEd in special education, MEdT in teaching, and an MS degree in kinesiology and leisure science.

Doctoral Degrees: PhD in Education (with specialization in curriculum and instruction, educational administration, educational foundations, educational policy studies or exceptionalities), PhD in educational psychology

Certificates: PBCSE (post-baccalaureate certificate in secondary education), PBCSE/SPED (post-baccalaureate certificate in secondary and special education), and PBCSPED (post-baccalaureate certificate in special education).

Certifications: school counseling, rehabilitation counseling; dual teacher preparation in elementary/special education, secondary/special education, and elementary education/early childhood

Advising

BEd, Dual Teacher Preparation in Elementary/Special Education, Secondary/Special Education, and Early Childhood/Elementary Education

Office of Student Academic Services

Wist Annex 2-126

1776 University Avenue

Honolulu, HI 96822

Tel: (808) 956-7849

Fax: (808) 956-4271

E-mail: osas@hawaii.edu

BS in Kinesiology and Leisure Science

Department of KLS
Physical Education/Athletics 231
1337 Lower Campus Road
Honolulu, HI 96822
Tel: (808) 956-7606
Fax: (808) 956-7976

Graduate Degrees

Contact the departmental offices of graduate fields of study in the College of Education.

Undergraduate Programs

The college offers the bachelor of education (BEd) degree in elementary education (with early childhood and special education options available) and in secondary education (with a special education option available) and the bachelor of science (BS) degree in kinesiology and leisure science. Specific degree requirements for these undergraduate programs, including copies of the General Education Core requirements specified for education majors, are available in the Office of Student Academic Services, Wist Annex 2-126. For program requirements for the BEd, see the Teacher Education and Curriculum Studies section of the *Catalog*. For program requirements for the BS in KLS, see the kinesiology and leisure science section of the *Catalog*.

Admission Requirements

Students applying for admission to the bachelor of education program must have achieved upper division status by completing a minimum of 55 credit hours from an accredited college. Students seeking admission to the elementary program may be admitted to the college with a minimum of 36 credit hours completed by the end of the semester in which they are applying. BS majors in KLS follow specific General Education Core requirements listed on their program sheet. Students must also meet the following criteria:

1. Cumulative GPA of 2.75 at each postsecondary institution attended.
2. For secondary education majors, GPA of 2.75 additionally in the content major.
3. Pre-Professional Skills Test (PPST) or Computer Based Academic Skills Assessments (CBT): minimal state passing scores in reading, writing, and mathematics subtests.
4. Personal interview to assess fluency and intelligibility in oral communication, prior related field experiences, interest and motivation in the field, and suitability to the profession.
5. Completion of pre-education core requirements (i.e., General Education Core requirements specified for education majors).
6. Documented current active involvement with school-age children at the grade level of most interest in future teaching. Preferably, students will have had a variety of field experiences with both elementary and secondary level children.
7. Original TB certificate clearance as required by state Department of Education school regulations. Contact the

Department of Health for more information.

8. Liability insurance.

Admission requirements are subject to change. Call the Office of Student Academic Services for updated information.

Exceptionally well-qualified students who are off-island during the semester of application may be admitted on a provisional basis pending the satisfactory completion of the personal interview. The provisional restriction must be removed immediately upon arrival at the Mānoa campus and no later than the first day of regular registration.

Students who are denied admission to the College of Education may request reconsideration of their application from the assistant dean for student academic services. However, only students who have achieved a minimum overall cumulative GPA of 2.5 and who attain the minimum qualifying passing score on the PPST/CBT may request reconsideration. In addition, students must show strong evidence of future potential in the field and a strong record of recent scholarship.

During the admission process, applicants may be referred to, reviewed by, or interviewed by appropriate faculty members regarding their qualifications and potential as educators. The behavior of applicants should reflect high ethical and professional standards at all times. Behavior will be evaluated on the basis of past experience and current interaction with college personnel.

Applicants should be aware that admission to the college does not guarantee admission to student teaching (teaching residency). Students' progress in teacher education programs will be evaluated at several points throughout the program.

Application Procedures

1. Submit a current College of Education application form with official transcripts of all previous college work to the appropriate place.
 - a. Classified UHM undergraduate students submit the College of Education application and official transcripts to the Office of Student Academic Services, College of Education.
 - b. Undergraduate applicants from other campuses, classified/unclassified UHM graduate students, and unclassified UHM undergraduate students submit the College of Education application to the Office of Student Academic Services and send a completed UH system application form and transcripts to UHM's Office of Admissions and Records.
2. Make arrangements for the interview, the PPST/CBT and state Department of Health TB clearance certificate.
3. Additionally, for enrollment in the music education program, make sure official transcripts of all university studies are on file in the music department office by the date of application, arrange for a timely interview with the music education faculty, and present evidence of musical/vocational aptitude in support of application.

Application Deadlines

The deadline is March 1 for fall admission; September 1 for spring admission. Deadlines are subject to change. Call the Office of Student Academic Services for updated information.

Student Teaching

The College of Education plans, arranges, and supervises student teaching experiences at the elementary and secondary levels in public and private schools on O'ahu. Since student teaching is a full-time experience, students may not register concurrently for other courses or undertake employment during school hours.

Prerequisites for registering for student teaching and seminar, which are offered on a mandatory CR/NC basis, include the following:

1. Enrollment in the College of Education as a classified student and completion of all course work;
2. Completion of the required foundations and methods courses with a grade of C or better;
3. A cumulative GPA of not less than that required for admission to the college;
4. For BEd in secondary education majors: A completed application for student teaching, verified by an academic adviser, submitted to the Department of Teacher Education and Curriculum Studies no later than **September 1** or **February 1** for a practicum assignment for the subsequent semester (there is no student teaching program during the summer session);
5. Recommendation by the student's college of education instructors;
6. For BEd in secondary majors:
An interview and recommendation by a designated teacher education personnel for assignment processing and/or referral to the student review committee;
7. A current, original TB health clearance certificate from the state Department of Health that is valid through the student teaching experience (TB certificate must be filed with the Office of Student Academic Services).

Students should check with their academic adviser concerning specific requirements.

Graduate Programs

Master's Degrees

The College of Education offers MEd degrees in counseling and guidance, educational administration, educational foundations, educational psychology, educational technology, elementary education, secondary education, special education, and teaching. The MEd programs in elementary and secondary education are in the Department of Teacher Education and Curriculum Studies. The other MEd programs are under those specific departments.

The College of Education also offers the master of education in teaching (MEdT). The two-year, interdisciplinary, field-based program is designed for students who have earned baccalaureate degrees in fields other than education. Graduates are qualified for state teacher certification in either elementary or secondary education at the professional certificate level. MEdT students must be registered full-time and progress through the program in cohorts. See Teacher Education and Curriculum Studies for more information.

Doctoral Degrees

Doctor of Philosophy in Education (PhD)
Wist 113
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-7817

Faculty

- *H. B. Slaughter, EdD (Chair)—language arts, literacy, qualitative research
- *K. Au, PhD—literacy, multicultural education
- *A. Bartlett, PhD—literacy
- *A. Bayer, PhD—reading, composition, collaborative learning
- *E. Beauchamp, PhD—history, comparative education, higher education
- *R. Black, EdD—mental retardation transition, students at risk, research design
- *J. E. Cooper, PhD—higher education, community college curriculum, leadership and reflective practice
- *M. J. D'Andrea, EdD—developmental counseling, adolescent and family life, counseling diverse populations
- *J. A. Daniels, EdD—school, development, adolescent, group, homeless children, loss and transition counseling
- *P. Deering, PhD—curriculum and instruction, middle level education, social studies education, qualitative research
- *C. DeRenne, EdD—physical education and sports science
- *P. Edelen-Smith, EdD—special education, assessment, learning disabilities
- *E. Enomoto, EdD—organization technology, politics of education
- *D. P. Ericson, PhD—philosophy of education, educational policy
- *S. S. Feeney, PhD—early childhood education
- *M. Hayes, PhD—curriculum and instruction, science education
- *R. H. Heck, PhD—leadership and governance, organizational theory, policy
- *A. A. Jenkins, PhD—mild/moderate disabilities, content strategies/inclusive education, collaboration
- *R. Johnson, EdD—early childhood and elementary education
- *L. K. Johnsrud, PhD—academic governance and leadership, organizational theory, ethics
- *A. R. King, Jr., EdD—history of curriculum, higher education
- *I. King, PhD—mathematics education, supervision
- *E. B. Klemm, EdD—science education
- *V. N. Kobayashi, PhD—comparative education, philosophy
- *V. Krohn-Ching, MFA—art education
- *B. J. Lum, PhD—philosophy of education, policy studies, social and cultural studies, human development, moral education
- *M. Maaka, PhD—developmental/cognitive psychology, language and literacy in education; multicultural education
- *S. E. Marlow, EdD—curriculum administration, policy, professional socialization, school administration
- *L. P. McCormick, PhD—early education, communication disorders, behavioral disorders, severe disabilities
- *D. McDougall, EdD—behavioral self-control (self-management, self-monitoring), behavioral disorders/learning disabilities, inclusion/integration, applied behavior analysis, special education law
- *H. McEwan, PhD—curriculum theory, philosophy of teaching

- *L. K. Menton, PhD—history of education, history of education in Hawai'i, 19th-century Hawaiian history
- *M. J. Noonan, PhD—moderate and severe disabilities, early intervention
- *M. M. Omizo, PhD—tests and measurements, research and evaluation, school psychology
- *N. A. Pateman, EdD—mathematics education
- *M. E. Pateman, HsD—school and college health science
- *F. Pottenger, PhD—science education
- *M. A. Prater, PhD—learning disabilities, self-management, effective teaching strategies, computer technology
- *J. H. Prins, PhD—physical education and exercise science
- *G. G. Reed, PhD—social and cultural foundations, values and education, comparative education
- *T. Sileo, EdD—mild/moderate disabilities, multicultural education, family involvement, educational collaboration
- *D. C. Smith, PhD—school counseling, social and emotional development, and assessment
- *G. Smith, EdD—interdisciplinary team development
- *T. W. Speitel, PhD—science curriculum research and development, computer communications
- *R. A. Stodden, PhD—mental retardation, career/vocational special education
- *E. H. Tamura, PhD—history of education, history of education in Hawai'i, Asian-American history
- *S. L. Thomas, PhD—organizations, finance, research methods
- *J. J. Tobin, PhD—ethnography, early childhood, elementary education
- *N. C. Whitman, PhD—mathematics education
- *D. Young, EdD—science education
- *J. Zilliox, EdD—elementary mathematics

Cooperating Graduate Faculty

- K. Hijirida, EdD—Japanese teaching methodology, curriculum theory and development, language teaching for special purposes

Affiliate Graduate Faculty

- P. G. LeMaieu, PhD—state of Hawai'i superintendent of schools, educational research methodology, statistical analysis, evaluations and measurement

The Doctor of Philosophy in Education (PhD) is a college-wide degree awarded for distinguished academic preparation for professional practice and research in the field of education. The program is designed to enhance and facilitate educational, social, and economic growth locally, nationally, and internationally with a pool of highly qualified educational scholars and leaders.

The quality of a candidate's work is judged by a variety of experiences, which include the College of Education general and specialization area courses, culminating in a field project or internship, a set of comprehensive and final examinations, and a dissertation. The dissertation is based on a selected research problem and is a significant part of the candidate's experience. Five areas of specialization are currently available: curriculum and instruction, educational administration, educational foundations, exceptionalities, and policy studies.

Application for admission to the PhD program will be

considered for the fall semester only and is made to the Graduate Division. Students must meet the requirements of both the Graduate Division and the College of Education, including acceptable scores on the Graduate Record Examination (GRE) verbal, quantitative, and analytical sections and the Miller Analogies Test[®] (MAT). Applicants from foreign countries where English is not the dominant language are required to have a TOEFL score of 600 (regardless of degree completion from other U.S. institutions). A master's degree from an accredited university or college is required with evidence of a minimum of three years of experience in the field of education. The applicant must demonstrate competence in writing and present a written statement of higher career goals and academic objectives. At least three letters of recommendation are required. An oral interview may be conducted.

For further information, applicants may contact the graduate chair of the doctor of education program at (808) 956-7817.

Specialization in Curriculum and Instruction

This specialization develops educational leaders in curriculum development, teaching, curriculum evaluation, and/or teacher education and professional development. The program varies in the number of credit hours required, depending upon the candidate's qualifications, and includes courses required for all doctoral students enrolled in the College of Education; courses in an area of specialization, such as curriculum development, teaching and learning, curriculum and program evaluation, and research on teacher education and professional development; courses taken outside the Department of Teacher Education and Curriculum Studies; a field project or an internship; and the dissertation.

Specialization in Educational Administration

The primary purpose of this specialization is to develop educational leaders in elementary, secondary, and higher education settings. Areas of emphasis within the program include management and leadership, organizational theory, policy and governance, organizational socialization, and research methods.

The program includes courses required of all doctoral students in the college, courses in an area of specialization (K–12 or higher education), courses taken outside the department, a field experience, and the dissertation.

Specialization in Educational Foundations

This specialization prepares educational professionals with an understanding of the historical, philosophical, cultural, social, and political contexts of education so that they can make informed and wise decisions about educational problems and policy issues. Graduates with the PhD are expected to exert leadership in the field of education and deal with those aspects and problems in society that need to be taken into account in advancing educational thought, policy development, and practice, especially where these concern the social role of the school and other educational agencies. The program of study varies in the number of credits required, depending upon the

candidate's qualifications, and includes two 12-credit-hour semesters (not necessarily consecutive); college and departmental course requirements; course work focused on an area of emphasis in history, philosophy, or comparative or social foundations of education; courses outside the department; a field project/internship or an apprenticeship in teaching; qualifying and comprehensive examinations; and the dissertation.

Specialization in Exceptionalities

This specialization prepares professionals to work as leaders in the education and support of individuals who have unique needs, often due to disabilities. The field is broad, addressing life-span concerns and involving such services as advocacy, family support, community services, vocational training and support, and special education. Graduates of the program are expected to assume leadership roles addressing local, regional, national, and international issues related to research and higher education and/or program development and evaluation. The program varies in the number of credit hours required, depending upon the candidate's qualifications, and includes courses required by the college, courses in the area of specialization, courses in an emphasis area, courses in a field outside of the Department of Special Education, a field internship, and the dissertation.

Specialization in Educational Policy Studies

Educational policy studies consists of a multidisciplinary program of study and research concerned with identifying and ameliorating significant educational problems. It draws upon concepts and research methods from a variety of fields (including the social sciences, history, law, and philosophy) in defining problems and formulating solutions. The purpose of this specialization is to prepare professionals from diverse backgrounds for effective informed engagement in this process. At the same times, it prepares such persons to pursue research and service agendas geared toward lifting policy analysis, discourse, and action to new levels. The program varies in the number of credit hours required, depending upon the candidate's qualifications, and includes courses required of all doctoral students in the college, courses in the specialization area, work in a cognate area outside the specialization, a field experience/internship, and the dissertation.

Doctor of Philosophy (PhD)

See Educational Psychology.

Certification Programs

License in School Counseling

Successful completion of the school counseling curriculum in the MEd program in counselor education will qualify the student for school counseling license at the professional level by the state Department of Education.

Certification in Rehabilitation Counseling

Successful completion of the rehabilitation counseling curriculum in the MEd program in counselor education will qualify the student for national certification by the Commission on Rehabilitation Counselor Certification and for certification by the Department of Labor and Industrial Relations as a rehabilitation service provider.

Dual Preparation in Elementary Education/Special Education; Secondary Education; and Elementary Education/Early Childhood

See the "Special Education" section within the College of Education for more details.

Instructional and Research Facilities

Curriculum Research and Development Group (Including University Laboratory School)

Castle Memorial 132
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-7961
Fax: (808) 956-9486
E-mail: crdg@hawaii.edu
Web: www.hawaii.edu/crdg

The Curriculum Research and Development Group (CRDG), including the University Laboratory School, conducts systematic research, design, development, publication, staff development, and related in-service support for the elementary and secondary schools of Hawai'i and other schools in the University's broad service area.

CRDG has curriculum development projects in science, mathematics, English, Pacific and Asian studies, marine studies, environmental studies, Hawaiian and Polynesian studies, Japanese language and culture, music, nutrition, art, drama, technology, health, kindergarten, early education, and computer education. Research and school service projects focus on educational policy research, standards-based education, educational evaluation, teacher development, instructional use of technology, reduction of in-school segregation of students, and programs for students educationally at risk.

CRDG is the senior member of a cooperative program with 14 other U.S. universities to improve schooling in science and mathematics education in K-12 schools. It is also a founding member of the Pacific Circle Consortium of universities, major school systems, and educational ministries in Australia, Canada, Japan, Korea, Mexico, New Zealand, and the United States. CRDG is a lead member along with the Pacific Resources for Education and Learning (PREL) of the Pacific Mathematics and Science Regional Consortium serving Hawai'i and the Pacific Islands. CRDG-developed programs are used throughout Hawai'i, in the continental U.S., and in several countries abroad.

The University Laboratory School, with its culturally diverse student body, provides an essential experimental ground for developing and testing educational ideas and

programs. CRDG draws upon the scholarly resources of relevant University fields. Its own production department currently publishes 600 titles.

Student Organizations

The College of Education Student Association is open to all persons interested in teacher education. CESA members participate in college committees and projects and sponsor various activities for education students. CESA is an affiliate of the Student National Education Association. For more information, call (808) 956-6924, visit the CESA office at University Annex 1, Room 5A, or e-mail cesa@hawaii.edu.

All doctoral students are eligible to participate in the College of Education Doctoral Student Association (COEDSA). COEDSA sponsors activities and workshops on matters of concern to doctoral students. For more information, visit COEDSA's Web site at: www.hawaii.edu/coedsa/

Honors and Scholarships

Each semester, the College of Education recognizes the scholastic performance of students who achieve a GPA of 3.5 or better by placing them on the dean's list. To be eligible for the dean's list, students must successfully complete at least 15 credits during the semester. Additionally, the college awards the distinction of being student marshals at commencement exercises to those students who demonstrate high scholastic achievement, outstanding character, and extraordinary potential for teaching. Exemplary students are also invited to join the College of Education's chapter of Pi Lambda Theta, a national education honorary society.

The College of Education makes scholarship support available to classified undergraduate and graduate students. In 1999-2000, 85 students received scholarships totaling over \$134,000. For information, contact the Office of College Development at (808) 956-7988.

Counseling and Guidance

Wist Annex 2-221
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-7905
Fax: (808) 956-3814
E-mail: omizo@hawaii.edu
Web: www2.hawaii.edu/~dce

Faculty

- *M. M. Omizo, PhD (Chair)—counseling children, research and evaluation, school counseling, career counseling
- *M. J. D'Andrea, EdD—developmental counseling, adolescence and family life, counseling diverse populations, and counseling research
- *J. A. Daniels, EdD—school counseling, development counseling, adolescent counseling, loss and transition counseling, group counseling, and counseling homeless children

- *E. A. Oda, PhD—rehabilitation counseling, college counseling, counseling women, cross-cultural counseling
- *M. B. Salzman, PhD—school counseling, school-home-community partnerships, multicultural counseling, existential and Adlerian therapies, and school-based prevention
- *D. C. Smith, PhD—school counseling, social and emotional development, assessment, school psychology

Degree and Certifications Offered: MEd in counseling and guidance, License in School Counseling, Certification in Rehabilitation Counseling

The Academic Program

Counseling is providing expert, specialized assistance to a client. It stresses the facilitation of human development, rational thinking and planning, problem solving, decision-making, and stress management in practical situations. Counseling generally focuses on helping individuals with problems and concerns arising from everyday life.

Students majoring in counseling gain knowledge and understanding of normal and abnormal developments, theories of personality and counseling, counseling skills, career and vocational guidance and counseling, cultural differences, family counseling, ethical and legal issues in counseling, research, and testing.

Accreditations

The school counseling program is approved by the state Department of Education. The rehabilitation counseling program is accredited by the Council on Rehabilitation Education.

Graduate Study

Master's Degree

The Master of Education in counseling and guidance (EDCG) is a two-year, 54- or 60-credit professional degree for the development of counselors in four specialties: school counseling, college counseling, rehabilitation counseling, and community services counseling. All specializations except rehabilitation counseling are 60-semester hours.

The department provides learning experiences for its students through departmental and community resources within the following required program components:

1. Knowledge and understanding of counseling: (a) normal and abnormal developments in physical, cognitive, emotional, social, and personality areas; (b) theories of personality and counseling; (c) individual and group counseling methods; (d) career development, career guidance, and vocational counseling; (e) differences related to ethnicity, culture, sex-membership, and lifestyle; (f) professional literature and research; (g) theories and procedures in assessment and evaluation; and (h) ethical and legal principles of counseling; and

2. Knowledge and competency in a professional specialty: (a) school counseling; (b) college counseling; (c) rehabilitation counseling; or (d) community services counseling.

Objectives

The objectives of the department are as follows:

1. To prepare students with knowledge and techniques in counseling and guidance;
2. To prepare students with knowledge of research and development in counseling and with skills for applying, conducting, and evaluating counseling and guidance programs;
3. To promote an understanding of ethical practices in counseling and guidance through demonstration, research, program development, faculty consultation, and in-service education;
4. To increase student's level of multicultural awareness, knowledge, and skills, especially as applied to counseling practice.

Admission Requirements

Admission is based on previous preparation and background, intellectual and affective potential for graduate study, and personal qualifications that contribute to success as a counselor. Application to the program presumes satisfactory completion of a bachelor's degree with an acceptable undergraduate grade-point average.

Results of the GRE (General Test only), three letters of recommendation relating to the candidate's personal qualifications and/or professional background, one official transcript from each institution attended, and statement of objectives must be submitted directly to the department. These should show evidence that an applicant's personal qualifications, motivation, and academic preparation indicate competence and potential success in counseling and guidance. Departmental requirements are in addition to those of the Graduate Division.

Applications will be considered for both the fall and spring semesters.

Program Requirements

Candidates may elect either Plan A (thesis) or Plan B (non-thesis) options. Prior to registration, every accepted candidate will be assigned a preliminary adviser with whom he or she will develop a degree program plan. This program must be approved by the student, the adviser, and the graduate program chair. A substitute for a required course may be allowed if the substituted course is equivalent in content and caliber. Supporting documentation may be required.

A student shall be advanced to candidacy on the basis of having successfully completed EDEP 429 and 24 credit hours of required courses in his or her respective specialty, including one practicum. Continuation in the program is based on satisfactory progress toward the degree as determined by the faculty and the Graduate Division. Students who fail to attain a grade of B or better in practicum/internship will not be allowed to continue in the program.

The curriculum in school counseling meets licensure

requirements of the Hawai'i Department of Education. The curriculum in rehabilitation counseling meets requirements for certification as a rehabilitation counselor and as a rehabilitation services provider.

All classified counseling and guidance students shall preregister for counseling and guidance courses. Preregistration forms can be obtained from the department office approximately three weeks before the end of the previous semester. Students should consult their adviser before completing preregistration forms and should secure their adviser's written approval.

Educational Administration

Wist 220

1776 University Avenue

Honolulu, HI 96822

Tel: (808) 956-7843

Fax: (808) 956-4120

Faculty

*R. Heck, PhD (Chair)—leadership and governance, organizational theory, policy

*J. E. Cooper, PhD—higher education, community college curriculum, leadership and reflective practice

*E. K. Enomoto, EdD—organization, technology, politics of education

*L. K. Johnsrud, PhD—higher education, academic governance and leadership, organizational theory, ethics

*S. E. Marlow, EdD—curriculum administration, policy, professional socialization, school administration

*S. L. Thomas, PhD—higher education finance, student culture, policy, research methods

Degree Offered: MEd in educational administration

The Academic Program

The department offers graduate programs leading to the MEd in educational administration (EDEA) for both lower (K–12) and higher education and the PhD with a specialization in educational administration. The educational administration program includes both introductory courses and advanced seminars in the following areas of study:

1. Theory, policies and practices, and principles of educational administration;
2. Research;
3. Organizational theory and behavior;
4. Legal/financial factors; and
5. Educational leadership and management (e.g., program planning and management).

The educational administration program prepares educational administrators and supervisors for a broad range of education-related administrative positions. These positions include elementary and secondary school administrators, higher education staff positions, and department and grade-level chair at lower and higher education institutions.

*Graduate Faculty

Participants in the educational administration program will have the opportunity to study in a multicultural setting that includes students from the Pacific and Asia, as well as from private and public schools. The department's focus on both higher and lower education provides students the opportunity to explore a wide range of national and international issues of importance to education and to specialize in an area of interest.

Graduate Study

Master's Degree

Admission Requirements

Students seeking admission to the MEd in educational administration should meet the minimum Graduate Division requirements. In addition, students pursuing a specialization in K–12 administration must (a) present a minimum of 9 credit hours of undergraduate or graduate course work in professional education and (b) have a minimum of two years of teaching experience or appropriate job-related experience in educational organizations. Students specializing in higher education administration are exempt from the additional requirements.

Major Requirements

Advancement to candidacy for the MEd in educational administration degree is based on the quality of the student's academic record after successful completion of a minimum of 9 credit hours of departmental course work.

The basic program of the department prepares educational administrators and supervisors for a broad range of education-related administrative positions. Students are encouraged to plan an individualized program of electives to prepare them for specific educational positions.

Candidates are encouraged, but not required, to include a planned field experience in their degree programs. Supervised administrative internships can be arranged for individuals in public and private schools and in other positions related to educational administration.

Plan A (Thesis) Requirements

Plan A requires a minimum of 36 credit hours, 6 of which are earned through the master's thesis. Program requirements include EDEA 601 or 657; EDEA 602; one course in organizational theory; one course in leadership and management; one course in legal/financial aspects; one seminar in educational administration; and four elective courses, of which two may be from any related graduate field of study.

Selection of specific courses in the above areas will be made by the candidate with the advice and approval of the major adviser.

The department will accept a maximum of 9 transfer credit hours from an outside, accredited institution when such work is appropriate to degree requirements.

Plan B (Non-thesis) Requirements

Plan B requires a minimum of 36 credit hours. Program requirements include EDEA 601 or 657; EDEA 602; one course in organizational theory; one course in leadership and management; one course in legal/financial aspects; one seminar in educational administration; a directed research project with the major adviser; and five elective courses, of which two may be from any related graduate field of study.

Selection of specific courses in the above areas will be made by the candidate with the advice and approval of the major adviser.

The department will accept a maximum of 9 transfer credit hours from an outside, accredited institution when such work is appropriate to degree requirements.

Doctoral Degree

The Doctor of Education (PhD) is a college-wide degree awarded for distinguished academic preparation for professional practice in the field of education.

The primary purpose of a PhD in educational administration is to provide highly qualified educational leaders in administration. The program includes course work developing knowledge and skills related to educational policy and governance, leadership in organizations, administrative theory and practice, and research.

The program includes courses required for all doctoral students enrolled in the College of Education; courses in educational administration leading to a specialization in either general education (K–12) or higher education; course work taken outside the field of educational administration; an internship within a school, school district, or post secondary or other educational institution; and the dissertation.

For further information, see "Doctoral Degrees," or write to the Department of Educational Administration Chair, College of Education, University of Hawai'i at Mānoa, 1776 University Avenue, Honolulu, HI 96822; tel. (808) 956-7843.

Educational Foundations

Wist 113
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-7817
Fax: (808) 956-9100
E-mail: ericson@hawaii.edu
Web: www2.hawaii.edu/edef

Faculty

- *D. P. Ericson, PhD (Chair)—philosophy of education, educational policy
- *A. Awaya, EdD—history and social foundations
- *E. R. Beauchamp, PhD—history, comparative education, higher education
- *V. N. Kobayashi, PhD—comparative education, philosophy

*B. J. Lum, PhD—philosophy of education, policy studies, social and cultural studies, human development, moral education

*H. McEwan—curriculum theory, philosophy of teaching

*G. G. Reed, PhD—social and cultural foundations, values and education, comparative education

*E. H. Tamura, PhD—history of education, history of education in Hawai'i, Asian-American history

Cooperating Graduate Faculty

A. R. King Jr., EdD—philosophy, history of curriculum, sociology, higher education

L. K. Menton, PhD—history of education, history of education in Hawai'i, 19th-century Hawaiian history

Affiliate Graduate Faculty

M. A. Raywid, PhD—school restructuring, philosophy of education

Y. Takei, PhD—sociology, comparative/international education

Degrees Offered: MEd in educational foundations

The Academic Program

Educational foundations (EDEF) is a broadly conceived field whose concepts and theory are drawn from academic disciplines such as history, philosophy, sociology, anthropology, economics, political science, and religion; areas of study found within the broad frame of comparative, international, global, environmental, and multicultural concerns; educational policy studies; and efforts toward school renewal and community organization. Department faculty are committed to the use of interdisciplinary perspectives in understanding and assessing educational controversies and issues, contributing to educational change and school renewal, and advancing theoretical understanding.

The multiple perspectives embraced in educational foundations stand in opposition to the idea that a single intellectual and moral outlook and its associated behavior are compatible with education and schooling in a democracy.

Graduate Study

Master of Education in Educational Foundations

The department offers programs of graduate study leading to a MEd in educational foundations with concentrations in history of education, philosophy of education, social/cultural foundations of education, or comparative/international education.

Admission Requirements

Applicants for the MEd in educational foundations degree normally possess credits in undergraduate professional education equivalent to the requirements for the BEd degree at the University. BA degree holders without supervised student teaching may be accepted provided they make a commitment to education, have equivalent experience (such as the Peace Corps), or make up such experience before admission to candidacy. Students from foreign countries, where English is

not the dominant language, must also submit the results of the Test of English as a Foreign Language (TOEFL). The minimum score is 580, representing approximately the 64th percentile.

Degree Requirements

Advancement to candidacy is based on the quality of the student's work while in the program.

Both Plan A and Plan B are available. Both programs require at least 30 credit hours. The following are departmental course requirements: EDEF 651, 660, 669, and 683 for Plan A and Plan B (strands I and II). Courses in fields of study other than educational foundations are normally concentrated in one or two of the following: American studies, anthropology, Asian studies, economics, history, philosophy, political science, religion, sociology, or other graduate fields within the College of Education.

Through a study of educational theory and practice using the fields of history, philosophy, and the social sciences, MEd in educational foundations graduates are expected to be able to analyze alternatives in educational thought, policy, and practice related to the social and moral problems faced by schools and other educational agencies at the state, national, and international levels. The great majority of students who do course and degree work in educational foundations plan to become or already are employed in school, college, or university teaching; improvement programs in the schools; departments of education; and governmental or private agencies. Graduates already possessing a basic teaching certificate are eligible for Hawai'i state certification at the professional level.

Plan A (Thesis) Requirements

The Plan A program may include a maximum of 10 credit hours in approved courses other than educational foundations if related to the candidate's announced goals. The thesis carries 6 credit hours. One seminar in the department is required, and no more than 2 credit hours of directed research (699) may be included in Plan A. The candidate's committee, including two members from the department and one member from outside the department, conducts an oral examination on the thesis, which constitutes the final examination.

Plan B (Non-thesis) Requirements

There are four options (strands) within the Plan B Program including a summers only option. Depending upon the option chosen, the program may include 6 credit hours in approved courses other than educational foundations if related to the candidate's announced goals. Either one or two seminars in the department are required and either 6 or 9 credits of directed research (699) may be included. Plan B requires a committee of two, one of whom is a graduate faculty in Educational Foundations. One option requires a final comprehensive examination. For the others, the presentation of a project of an educational nature along with a paper describing and analyzing the project constitutes the final examination in the Plan B.

Doctoral Degree

The Doctor of Philosophy in Education (PhD) is a college-wide degree awarded for distinguished academic preparation for scholarly professional practice in the field of education.

Educational foundations is a specialization under the PhD program of the College of Education. The program prepares educational professionals with an understanding of the historical, philosophical, cultural, social, and political contexts of education so that they can make informed and wise decisions about educational problems and policy issues. Graduates with the PhD are expected to exert leadership in the field of education and deal with those aspects and problems in society that need to be taken into account in advancing educational thought, policy development and practice, especially where these concern the social role of the school and other educational agencies. The program of study varies in the number of credits, depending upon the candidate's qualifications and will include the following: two 9-credit-hour semesters (not necessarily consecutive); college courses required of all students enrolled in the PhD program of the College of Education; department courses required of all students with a specialization in educational foundations; area of emphasis course work focused in history, philosophy, comparative or social/cultural foundations of education; cognate-field course work usually taken outside of the College of Education; a field project or an internship; qualifying and comprehensive examinations; and the dissertation.

For further information concerning the College of Education PhD program, see "Doctoral Degrees," or write to the Graduate Chair, Department of Educational Foundations, 1776 University Avenue, Honolulu, HI 96822.

Educational Psychology

Wist Hall 214
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-7775
Fax: (808) 956-6615
Web: www.hawaii.edu/edpsych/

Faculty

- *A. Bayer, PhD (Chair)—literacy, collaborative-apprenticeship, sociohistorical psychology
- *F. T. Bail, PhD—human learning and cognition, learning strategies
- *D. Blaine, PhD—quantitative methods, individual differences in learning and cognition
- *P. R. Brandon, PhD—program evaluation, research on Asian-American students
- *M. K. Iding, PhD—literacy, learning and cognition
- *M. K. Lai, PhD—program evaluation, research methods
- *D. Sherrill, PhD—invitational education, transpersonal education, higher education, teacher education
- G. Tanabe, PhD—organization, management, policy in higher education

- *L. Yamauchi, PhD—cognitive development, cultural influences on learning, minority students and schooling
- *S. Zhang, PhD—quantitative research methodology, statistics, second language acquisition

Cooperating Graduate Faculty

- C. J. Chaudron, PhD—classroom discourse, psycholinguistics, second language acquisition
- B. D. DeBaryshe, PhD—social development, parent-child relations, stress and resilience
- M. H. Long, PhD—second language acquisition, research methods, classroom discourse

Affiliate Graduate Faculty

- M. E. Brandt, PhD—cognitive development, models of memory, alternative assessment
- S. A. Chin-Chance, PhD—program evaluation
- P. G. LeMahieu, PhD—student assessment, program evaluation

Degrees Offered: MEd in educational psychology, PhD in educational psychology

The Academic Program

Educational psychology (EDEP) is directed toward increasing the candidate's competence in educational inquiry. Specific objectives of the graduate programs are (a) the development of competent scholars in the discipline; (b) the preparation of individuals to perform career activities (basic and applied research as well as teaching and mentoring) in school systems, colleges, and universities; and (c) the preparation of individuals to act as consultants or administrators in major areas of educational psychology, namely, human learning, human development, research methodology, statistics, measurement, and evaluation.

Program graduates can be found in more than a dozen countries serving as teachers, evaluators, personnel specialists, and learning specialists.

Students in educational psychology utilize advanced computer technology supported by the University's computer facilities. They may also gain research internship experience in the University's Curriculum Research and Development Group. Professional growth is further encouraged through departmental links to such institutions as the Hawai'i Department of Education, East-West Center, Kamehameha Schools, Pacific Resources for Education and Learning, and Hawai'i Educational Research Association. Graduate study in Hawai'i offers unique opportunities for multicultural research, including the study of Pacific and Asian populations.

Advising

Prospective students are invited to contact the department for information and advice. Students are assigned a temporary adviser upon admission. At any time the student may change his or her temporary adviser to reflect mutual academic interests. At the end of each semester students meet individually with the entire graduate faculty to discuss their programs of study. Once students progress to the point of writing a proposal for a thesis

or dissertation, they select a permanent adviser whose expertise coincides with the area of research to be undertaken.

Graduate Study

In general, the domain of inquiry encompasses human learning and development in the context of education, as well as emphases in statistics, measurement, and research methodology. Applicants for the MEd and PhD in educational psychology are expected to be familiar with the fundamentals of measurement, statistics, research design, and psychological foundations of education. EDEP 311 (or its equivalent) is a prerequisite for graduate study.

All courses at the 400 level or above are potentially applicable to an individual's program of study, with the provision that all programs must conform to Graduate Division policies. Interdisciplinary study is particularly encouraged. Students in the MEd program are required to take 30 credits, including EDEP 416, EDEP 429, EDEP 611, and EDEP 661. There are no specific course requirements for the PhD.

Application Procedures

In addition to the application form required by the Graduate Division, a departmental form obtained by writing to the department must be submitted. Applications must be accompanied by (a) scores on the GRE (PhD only, General Test only), (b) three letters of recommendation attesting to academic and professional strengths, and (c) a complete record of undergraduate and graduate course work.

Master's Degree

There are two concentrations of study available in the master of education in educational psychology; both concentrations include four core courses as requirements.

1. Studies in Educational Psychology

Within the studies in educational psychology concentration, both Plan A and Plan B MEd options are available. Students who plan to later pursue doctoral study are expected to define a Plan A program of study at the master's level. Graduate study is primarily oriented toward students with specific professional educational objectives, but it is also applicable to students who find a major in educational psychology congruent with their personal objectives and who wish to engage in elective study to the greatest extent possible while fulfilling degree requirements.

After admission, the student and at least one member of the graduate faculty detail a coherent program of study which includes a minimum of 30 credit hours. For Plan A candidates, 6 of these credits must be thesis 700. The program of study is reviewed by the graduate faculty and, if deemed compatible with program goals, forwarded with endorsement to the graduate chair of the field of study.

Continuation in the master's program is based on satisfactory progress toward the degree as determined by the graduate faculty. The student's status is reviewed at the end of each semester in a meeting of the graduate faculty with the individual student.

2. Learning and Assessment

This 30-credit MEd concentration is designed to meet the professional development needs of Hawai'i's educators. The program emphasizes (a) understanding student learning in terms of current theories and research, (b) using classroom and student assessment to improve curricula and instruction, (c) integrating classroom instruction and the statewide student assessment system, and (d) examining issues of assessment relative to diverse student populations. Participants who hold a State of Hawai'i Department of Education basic teaching certificate are eligible for professional certification upon completion of the program.

Doctoral Degree

It is expected that students seeking the PhD will have demonstrated their motivation and potential through prior research involvement. Typical evidence of such involvement includes a master's research thesis; a published or publishable article, review, or report; or a coherent research proposal. Some document of this type must be submitted as part of the student's application for doctoral study. Students with insufficient prior research involvement may be advised to enter the master's program. Applications for admission to the PhD program are considered for the fall semester only.

Requirements

Although there are no specific course requirements for the PhD, students are expected to complete at least 6 graduate credit hours outside the department in addition to their work within the department. Students work closely with the members of the graduate faculty in defining individualized programs that typically span three to four years of concentrated study within the broadly defined discipline of educational psychology. An oral review to assess the student's progress toward the degree is conducted by the graduate faculty and the student at the end of each semester. Advancement to candidacy follows satisfactory completion of the qualifying examination. Candidates for the PhD are also expected to teach at least one course in the undergraduate or graduate program and to complete a directed research course with one or more faculty members.

Educational Technology

Wist 232

1776 University Avenue

Honolulu, HI 96822

Tel: (808) 956-7671

Fax: (808) 956-3905

E-mail: edtech-dept@hawaii.edu

Web: www.hawaii.edu/edtech

Faculty

*G. Z. Kucera, PhD (Chair)—communications and sociology

*C. Fulford, PhD—instructional development and design

*C. Ho, PhD—instructional technology and design

*A. C. Sherry, EdD—educational technology and instructional design

S. F. Yamashita, PhD—curriculum design and evaluation

Cooperating Graduate Faculty

L. K. Johnsrud, PhD—higher education

E. B. Klemm, EdD—curriculum development

D. Lassner, PhD—computer systems, data communication

T. W. Speitel, PhD—computer communications, curriculum research and development

Degree Offered: MEd in educational technology

The Academic Program

Educational technology (ETEC) deals with the complex, integrated process of analyzing and devising solutions to problems involved in all aspects of human learning. It is technology because it concerns systematic application of scientific and other knowledge to practical tasks. The field qualifies as educational because the practical tasks are within the context of education at all levels, whether in the public or private sector.

The master's degree in educational technology at the University of Hawai'i at Mānoa is especially appropriate for those who want to work in applying technologies to educational endeavors at various levels, such as preparing teachers or trainers of human resources personnel or designing and developing educational programs for such personnel. The course of study merges the development of practical knowledge and skills with a solid understanding of theoretical and research basics.

Advising

After reviewing the departmental brochure (available from the department office) describing the educational technology program, prospective applicants should confer with the department chair to obtain further amplification of admission requirements. In particular, an early but tentative assessment of the applicant's background should be attempted, as departmental specifications may necessitate early (i.e., pre-admission) registration in prerequisite courses.

Preregistration is mandatory each semester for educational technology majors, and the department schedules specific days and times for this purpose. Continuous enrollment in the program is required, but majors who have already advanced to candidacy may request a leave of absence for not more than two consecutive semesters.

The importance of careful planning of courses and program requirements, through consultation with the department chair and the student's major adviser, cannot be overemphasized. Just as the admission to and start of the student's participation in the program is possible only in the fall semester, the culminating seminar with concurrent internship can only take place during the spring semester.

Efficient scheduling of courses and resources necessitates that either a two- or three-year program plan be developed by each student at the time of admission.

Graduate Study

The graduate program in educational technology involves a broad view of technologies applicable to educational and instructional situations. Thus, the program does not emphasize mechanical or electronic devices, which are often equated with technology, but deals with larger issues of systematic application of knowledge to such practical tasks as planning, designing, implementing, and evaluating different strategies for an effective and efficient teaching/learning process. When such a view is espoused, the "devices" become an integral part of the various strategies.

The graduate program requires a minimum of 39 semester credit hours, with eight required and five elective ETEC courses.

Objectives

The department has set the following objectives for its graduate students:

1. Advanced knowledge of major instructional models and their technological applications and of aspects of educational technology related to learning;
2. Knowledge of the existing body of research in the field and its meaning, influence, and practical applicability to new technological applications in the teaching and learning process; and the capability of planning and executing research and evaluation studies of technology applications;
3. Thorough knowledge of the principles and processes of the systems approach as applied to instructional and learning situations;
4. Ability to plan appropriate applications of technology for specific instructional situations, select or design and develop materials and strategies, and evaluate objectively such applications;
5. Proficiency in the techniques involved in developing instructional materials in various formats;
6. Capability of planning and designing new media or learning facilities and modifying existing ones, and knowledge of the management techniques needed in their operation;
7. Interpersonal and communication skills required to carry out professional activities; and
8. Development of a positive professional attitude through active involvement in appropriate professional organizations and community services.

Admission Requirements

Admission to the educational technology program is only in the fall semester. Applications may be filed with the Graduate Division between **November 1** and **March 1** for the following fall semester. The general graduate admission requirements of the University of Hawai'i are augmented by the Department of Educational Technology, which will evaluate applications according to the following criteria:

1. Admission to the program is highly competitive, so the mere meeting of the established criteria does NOT guarantee admission.

2. Educational technology is a professional area that needs infusion of individuals who have the commitment and dedication to make the field their career choice.
3. Students from foreign countries must submit the results of the Test of English as a Foreign Language (TOEFL). The minimum score is 600, representing approximately the 77th percentile rank.
4. A personal interview may be scheduled if faculty members need additional information directly from the applicant. All prospective students from other states and foreign countries should submit an approximately 10-minute-long videotape on which the applicant presents personal, academic, and professional background and long-range professional plan information. The videotape must be in the NTSC standard, in VHS format.
5. Three letters of recommendation, to be submitted with the application for admission, should evaluate the applicant's potential in the field of educational technology, not only his or her academic abilities to do graduate work.
6. All applicants are encouraged to submit additional materials, documentation, or samples of work relevant to the evaluation and selection process.

The department has specified certain areas of knowledge and skills as necessary background for entry into the program. Deficiencies are identified during the selection process, will be specified on the admission letter, and should be removed prior to enrolling in ETEC courses or during the first fall semester of registration.

Master's Degree

Major Requirements

A set of required ETEC courses provides each educational technology major with a solid foundation in technology, instructional psychology, and research, including critical assessment of past research and understanding of discernible research trends. Coupled with such knowledge is the preparation for practical application of both the theories and research and evaluation methodologies particularly appropriate to educational technology.

Two required courses, in a defined sequence, must be taken in each of the first two semesters. Upon completion of the four required courses, each student will be given a general departmental examination to determine whether advancement to candidacy should be recommended. The oral examination ascertains whether the student is making satisfactory academic progress and whether he or she is prepared academically and in other ways for the continuation of the studies. Poise, personal characteristics, attitude, and communication skills are significant components in the overall evaluation. At least three faculty members will administer the examination. If advancement to candidacy is recommended, a permanent adviser will be assigned to the candidate.

Kinesiology and Leisure Science

Physical Education/Athletic Complex 231
1337 Lower Campus Road
Honolulu, HI 96822
Tel: (808) 956-7606
Fax: (808) 956-7976

Faculty

- *I. F. Kimura, PhD, ATC, PT (Chair)—athletic training and sports medicine
- *D. Chai, PhD—physical education and recreation
- *C. DeRenne, EdD—physical education and sports science
- *R. Hetzler, PhD—physical education and exercise science
- *S. Lankford, PhD—physical education and recreation
- *J. R. Little, PhD—adapted physical education and recreation for special population
- J. K. Maeda, PhD—physical education and adapted physical education
- *N. M. Murata, PhD—physical education and adapted physical education
- *J. Prins, PhD—physical education and exercise science

Degrees Offered: BEd in secondary education with an emphasis in K-12 physical education, BS in kinesiology and leisure science, and MS in kinesiology and leisure science.

Undergraduate Study

BEd Degree

The BEd degree program provides professional curricula for students enrolled in the College of Education whose goal is to teach K-12 physical education.

Physical Education: The General Education Core, of 53–61 credits, is specifically selected; therefore, departmental advising should be sought as soon as possible, preferably in the first year. In addition, the professional education requirements consist of 29 credits, and the academic major and related courses area requires 60 credits for a total of 142–150 credits for graduation.

Graduation Requirements

1. Fulfill all University requirements and meet all admissions requirements of the College of Education;
2. Complete the College of Education undergraduate curriculum in elementary or secondary education for letter grades;
3. Successfully complete student teaching;
4. Complete a minimum of 126 credit hours;
5. Have a cumulative GPA not less than that required for admission to the college; and
6. File for graduation and pay the required fee at least one full semester prior to the intended graduation date.

BS Degree

The BS degree in kinesiology and leisure science program has four options areas:

1. **Physical Education:** Designed for students who want a physical education background but do not intend to seek certification to teach in a public school. This option requires the same modified General Education Core of 53–64 credits required of the BEd candidates. The number of credits for the academic major and related courses area is 73. A total of 126–137 credits is required for graduation.
2. **Recreation and Leisure Science:** Designed to provide students with professional preparation in recreation leadership and entry-level programming and management positions. In addition, this option will prepare students to take the Certified Leisure Professional Examination administered by the National Recreation and Parks Association's National Certification Board and pursue graduate study in recreation and leisure science. The University's General Education Core of 59 credits has been modified to prepare students for the special demands of this option. The number of credits for the academic major and related courses is 67, which includes 10 credits of fieldwork. A total of 126 credits is required for graduation.
3. **Athletic Training:** National Athletic Trainers' Association (NATA) Certified Athletic Trainers are qualified allied health professionals who deal directly with the proper prevention, care, and rehabilitation of sports-related injuries. The undergraduate Athletic Training program is designed to partially provide the requirements for NATA certification and to prepare the student for the "entry level" graduate Athletic Training/Sports Medicine program, where the student will fulfill the remainder of the requirements for NATA certification. The University Core of 53–64 credits has been modified to prepare students for the science-oriented demands of this option. The number of credits for the academic major and related courses is 73, including observational hours. A total of 126–137 credits is required for graduation.
4. **Health/Exercise Science:** Designed to prepare students to (a) assume professional placement in science-based health/fitness promotion programs within corporate, commercial, clinical, or similar community settings; (b) assume positions as health educators or health specialists in government, voluntary, or private health agencies; or (c) pursue graduate study in exercise science and in the area of allied health sciences (e.g., physical therapy, physician's assistant, occupational therapy, pre-med, etc.). The General Education Core of 53–64 credits has been modified to prepare students for the science-oriented demands of this option. The number of credits for the academic major and related courses is 73. A total of 126–137 credits is required for graduation.

Graduation Requirements

1. Fulfill all University requirements;
2. Complete the College of Education undergraduate

curriculum in physical education, recreation and leisure science, athletic training, or health/exercise science;

3. Complete a minimum of 126 credit hours;
4. Have a cumulative GPA not less than 2.75; and
5. File for graduation and pay the required fee at least one semester prior to the intended graduation date.

Graduate Study

MS Degree

The MS degree program provides opportunities for students who wish to pursue advanced knowledge and research in one of the following areas of specialization: physical education, exercise science, enhancement of athletic performance, athletic training (sports medicine), or recreation and leisure sciences.

Admission Requirements

In addition to the requirements of the Graduate Division, applicants for the MS degree will be further evaluated on their disciplinary background in their area of specialization. Admission to the program will depend on the availability of faculty in the particular area of concentration. Each applicant admitted will be classified in one of two categories: (1) Regular status - student who has a Baccalaureate degree in the area which they will pursue and a minimum overall grade point average of 3.0 during the final two years of undergraduate work, or (2) Conditional status - student of promise who may have a deficiency in grade point average and/or subject matter preparation.

Program Requirements

A minimum of 30 credits is required for the MS degree. Of these, 6 credits are required for the Plan A Thesis or Plan B Project, and 6 credits are required for one research method course and one seminar course. The remaining 18 or more credits are to be used for coursework focusing on the student's area of specialization. The student and the Thesis/Project Committee Chair in the KLS department must approve the student's coursework.

Special Education

Wist 120
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-7956
Fax: (808) 956-4345

Faculty

*M. A. Prater, PhD (Chair)—mild/moderate disabilities, effective teaching strategies, students at-risk, multicultural special education

*Q. Avery, PhD—mild/moderate disabilities, administration, diversity studies, family/school relations

*R. S. Black, EdD—mental retardation, transition, students at-risk, research design

* Graduate Faculty

- S. B. Dale, MEd—general special education, mild/moderate disabilities, behavior disorders, inclusion
- *P. J. Edelen-Smith, EdD—mild/moderate disabilities, language/cognitive strategies, transition, collaboration
- *A. A. Jenkins, PhD—mild/moderate disabilities, content strategies, inclusive education, collaboration
- *L. P. McCormick, PhD—early education, communication disorders, behavioral disorders, severe disabilities
- *D. McDougall, PhD—general special education, mild/moderate disabilities, behavior disorders
- W. D. Narkon, MEd—mild/moderate disabilities, learning disabilities, reading strategies
- *M. J. Noonan, PhD—moderate and severe disabilities, early intervention
- *C. M. Ornelles, PhD—mild/moderate disabilities, students at risk, integration of services, collaboration
- *B. Salas, PhD—general special education, learning disabilities, transition, cultural/linguistic differences, learning strategies
- S. Shimabukuro, MEd—mild/moderate disabilities, secondary special education, behavior disorders, reading strategies
- *T. W. Sileo, EdD—mild/moderate disabilities, multicultural education, family involvement, educational collaboration
- *G. J. Smith, EdD—interdisciplinary team development, transition/career vocational special education
- J. K. Smith, MAE—collaboration, novice special education teachers, teacher preparation, disability experience/culture, mild/moderate and severe disabilities, issues of diversity
- *R. A. Stodden, PhD—mental retardation, career/vocational special needs, adolescent/adult services

Degrees and Certificates Offered: Basic teacher licensure in general education and special education, MEd in special education, BEd dual teacher preparation in elementary/special education, BEd dual teacher preparation in secondary/special education, post-baccalaureate dual preparation in secondary and special education, post-baccalaureate preparation in special education.

The Academic Program

Special education (SPED) is a component of general education. Its basic purpose is to assist individuals who do not benefit from traditional educational programs. Special educators teach and help others teach persons who have special learning needs. They individualize and adapt instruction to help individuals with special needs become independent and contributing members of society.

Faculty in the Department of Special Education prepare students at the undergraduate and graduate levels to work in both school and non-school settings. Professional roles include teacher, resource manager, consultant, infant specialist and transition specialist. The program is field-based.

Accreditations

The special education program is accredited by the State of Hawai'i under the State Approval of Teacher Education (SATE) process, applying standards established by the

National Association of State Directors of Teacher Education and Certification (NASDTEC). The master of education degree program is accredited by the Council of Exceptional Children (CEC).

Advising

Advising of students in the undergraduate and post-baccalaureate programs is the responsibility of the Office of Student Academic Services, College of Education.

Upon acceptance to special education graduate programs, students are assigned to a faculty adviser. Advisers review program requirements and progress, plan program course work, complete departmental preregistration forms for the next semester, and sign course registration materials. Program advisers may waive course work (based on courses taken previously) on an individual basis. Advisers have the responsibility of reviewing and individualizing students' programs to complement their needs. Advisers ensure that students have appropriate knowledge and applied skills to perform as competent special educators. Given this responsibility, advisers may require additional course work and/or practicum experience for certain students. Changes made in students' programs must be approved by their advisers.

Undergraduate Study

BEd

The College of Education offers a program option within the BEd in elementary and secondary education programs that culminates in basic teacher licensure in general elementary or secondary education and special education. The optional program consists of 30 credit hours in special education, including six hours of supervised field experience, and one semester student teaching (as required for the BEd programs) in an educational setting with students identified as having disabilities.

Graduate Study

Post Baccalaureate Programs

The College of Education offers a dual preparation program option in secondary education at the post-baccalaureate level that culminates in eligibility for basic teacher licensure in secondary education and special education. In addition to the credit hours required in the Post-baccalaureate Certificate in Secondary Education (PBCSE) program (see program description under Teacher Education and Curriculum Studies), the optional program consists of 30 additional semester credit hours in special education, including 6 credit hours of supervised field experience and one semester teaching in an educational setting with students identified as having disabilities. The College of Education offers a Post-baccalaureate Certificate in Special Education for individuals who hold or are eligible for licensure in elementary or secondary education. The program consists of 30 semester credit hours in special

education, including 12 credit hours of supervised field experience. Program sheets listing the specific course requirements for both post-baccalaureate programs are available in the College of Education's Office of Student Academic Services.

Admission Requirements

Admission is through the Office of Student Academic Services. Classified status in the College of Education is necessary for registration in the Post-baccalaureate Programs. Program sheets listing the specific requirements are available in the Office of Student Services. Students must fulfill all program requirements in effect for the semester in which they are admitted into the college.

Master's Degree

The MEd program in special education offers two program options: (1) special education teacher training with a specialization in mild/moderate disabilities (mental retardation, specific learning disabilities, emotional/behavior disorders) or severe/multiple disabilities, and (2) interdisciplinary studies for candidates wishing to work in non-classroom-based services for persons with disabilities. Both options are field based, consisting of at least 43 credit hours in a planned and approved program of study.

Admission Requirements

In addition to the application form and official transcripts required by the Graduate Division, materials must also be sent directly to the department. These include (a) scores on the Graduate Record Exam (GRE) General Test only, (b) three letters of recommendation attesting to academic and professional strengths, and (c) unofficial transcripts of all undergraduate and graduate course work. An interview by the department's selection committee may be required.

Requirements

The MEd in special education consists of a minimum of 43 credits, including 12 credits of required professional courses, 12 credits of field experiences taken over three semesters, and 18 credits in the mild/moderate or severe program track.

The MEd in interdisciplinary studies/special education consists of a minimum of 43 credits, including 12 credits of required professional courses, 12 credits of field experience taken over three semesters, and 18 credits in selected specialty areas. The specialty credits may be within special education or related areas (e.g., general education, psychology, social work, public health).

Both Plan A and Plan B are offered. Six credit hours of SPED 700 are required for Plan A, and additional work in statistical analysis and research design may be necessary. Plan B requires a master's paper/project or a written comprehensive examination and a minimum of 1 credit of SPED 699.

Graduates of the teacher education option are eligible to be recommended for teacher licensure and receive the Hawai'i Professional Teacher Certification in Special Education. They are qualified to work with students who have mild/moderate or severe disabilities, in a direct teaching, self-contained, or resource setting, at preschool, elementary, or

secondary levels, or to act as special education resource managers and as collaborative consultants to general educators. Graduates of the interdisciplinary studies option do not qualify for teacher licensure but may seek positions in related fields and services.

Doctoral Degree

The PhD program with a specialization in exceptionalities prepares professionals to work as leaders in the education and support of individuals who have unique needs, often due to disabilities. The field is broad, addressing life-span concerns and involving such services as advocacy, family support, community services, vocational training and support, and special education. Graduates of the program are expected to assume leadership roles addressing local, regional, national, and international issues related to research and higher education and/or program development and evaluation. The program varies in the number of credit hours required, depending upon the candidate's qualifications, and includes course work required by the college, the specialization area, and a cognate field. In addition students may be required to complete course work in an emphasis area. At least one field internship and the dissertation are also required.

Teacher Education and Curriculum Studies

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1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-7856
Fax: (808) 956-3918

Faculty

- *F. C. Walton, PhD (Chair)—technology and vocational education
- *S. Feeney, PhD, MEd in elementary education and secondary education (Chair)—early childhood education
- *K. Au, PhD—language, literacy
- *A. Bartlett, PhD—literacy, reading, language arts
- *V. Chattergy, EdD—multicultural education
- *P. Chinn, EdD—elementary and secondary science education
- *P. Deering, PhD—social studies, middle school curriculum
- *A. R. Freese, PhD—elementary and secondary education, educational psychology
- *D. Grace, EdD—language, literacy, media studies, early childhood
- *T. Greenfield, EdD—science education
- M. Hayes, MEd—educational foundations, science education, elementary
- *R. Hitz, PhD—early childhood
- R. Johnson, EdD—elementary and early childhood education
- I. King, PhD—mathematics education, supervision
- *E. B. Klemm, EdD—science education
- P. Lopes, MA—elementary education, supervision, social studies

*M. Maaka, PhD—language, literacy, multicultural education, cognition

F. Matsuoka, MEd—supervision, elementary

*M. E. Pateman, HSD-MPH—health education

N. Pateman, EdD—mathematics education

*A. L. Pickens, EdD—art education

E. Shigezawa, MEd—secondary science education, supervision

*H. Slaughter, EdD—language arts, literacy, qualitative research, reading

G. T. Tamaribuchi, MEd—social studies, secondary education

*J. Tobin, PhD—ethnography, early childhood education, elementary education

*N. Whitman, PhD—mathematics education, secondary education

*B. L. Williams, PhD—art education

*J. Zilliox, EdD—elementary mathematics

Degrees, Certificates, and Certifications Offered: BEd in elementary education, BEd in secondary education, MEd in elementary education, MEd in secondary education, MEdT in teaching, Certificate in Community College Teaching, PBCSE, PBSCE/SPED

The Academic Program

Teacher Education and Curriculum Studies (TECS) offers undergraduate degrees in elementary and secondary education (BEd) and advanced degrees in teaching (MEdT), in curriculum and instruction (EdD), and in elementary and secondary education (MEd). Elementary BEd students can enroll in dual certification programs, which earn them elementary and special education certification. Elementary BEd students also can take courses that lead to an endorsement for early childhood education. Secondary MEd students have the option of taking courses that lead to middle school endorsement. All programs focus on the educational needs of children and adolescents, teaching, learning and curriculum. TECS also cooperates in a graduate program for community college faculty in the industrial arts.

The students at UH Mānoa are ethnically diverse as are the students in Hawai'i's school system. Students in TECS programs, therefore, learn and teach in a unique multicultural environment.

Undergraduate Study

Bachelor's Degree

Basic Requirements

The program for undergraduate teacher education majors includes a strong liberal arts foundation, professional education courses, academic subject preparation, and student teaching. Classified status in the College of Education is necessary for registration in most required teacher education courses. Program sheets listing the specific requirements for the elementary and secondary BEd programs are also available in the College of Education's Office of Student Academic Services. Students must fulfill all program requirements in

effect for the semester in which they are admitted into the college.

Major Requirements

The Elementary Education program qualifies graduates to teach in elementary school (K–6). Requirements include completion of the General Education Core specified for education majors, foundations and methods courses in elementary education, and student teaching, for a minimum of 129 credit hours.

Upon admission, students are assigned to cohorts and will enroll in a set sequence of courses over four semesters. The program requires full-time enrollment.

Elementary Education/Early Childhood preparation qualifies graduates to teach in elementary school (K–6) and to work with preschool children. BEd requirements include completion of the General Education Core specified for education majors, an academic emphasis in family resources, foundations and methods courses in elementary education, the early childhood sequence of courses, and student teaching in an elementary school.

The Secondary Education program qualifies graduates to teach in grades 7–12. Requirements include completion of the General Education Core specified for education majors, a major in a teaching field, foundations and methods courses in secondary education, and student teaching, for a minimum of 126 credit hours.

The College of Education offers teaching majors in the following fields: agriculture, English, English as a second language, languages (Chinese, French, German, Hawaiian, Ilokano/Filipino, Japanese, Latin, Russian, Spanish), health education, home economics, industrial arts, marketing, mathematics, music, office education, physical education, science (biology, chemistry, physics, earth science), social studies (with concentrations in American studies, anthropology, economics, geography, Hawaiian studies, history, political science, psychology, or sociology), technical education, and trades and industry.

Special Requirements for Certain Secondary Education Majors

Agriculture Education majors may enroll in the Colleges of Arts and Sciences or the College of Tropical Agriculture and Human Resources their freshman and sophomore years. Students then transfer to the College of Education for the BEd program. Agriculture education majors must meet regular entrance requirements to the college.

Business Education: Marketing Education and Office Education majors may begin in the University of Hawai'i Community College's transfer programs for their General Education Core and selected marketing and office education skill courses (such as typing, shorthand, business machines, and data processing) as partial fulfillment of the bachelor of education requirements. Candidates transfer to the College of Education at the end of their sophomore year to complete professional education and teaching field major requirements. Students planning to transfer to the College of Educa-

tion should consult with its Office of Student Academic Services.

Home Economics Education majors generally enroll in the College of Tropical Agriculture and Human Resources their freshman and sophomore years. They transfer to the College of Education at the end of the sophomore year to complete their program of studies for the bachelor of education degree. Their major field courses are taken in the Department of Family and Consumer Sciences and the Department of Human Nutrition, Food, and Animal Sciences.

Industrial Arts Education majors complete a coordinated program between the College of Education and the UH Community Colleges to prepare teachers for work in intermediate and high schools. Since technical courses are offered only at the community colleges, students may either enroll concurrently at the Mānoa campus for General Education Core courses and at a community college for technical courses, or they may enroll at a community college for both the General Education Core and technical courses during their freshman and sophomore years and then transfer to the College of Education for professional education courses in the junior and senior years.

Music Education majors complete a coordinated program offered in conjunction with the Department of Music to prepare teachers for grades 7–12. Prospective music education majors should see the chair of the music education committee in the Department of Music during their first semester.

Physical Education majors must complete the General Education Core specified for education majors, the professional education required courses, and the academic major and related courses. In addition, the student must show skill and knowledge proficiency in 14 sports or activities appropriate to grades 7–12. Interested students should see an adviser in the KLS department prior to their first year of registration.

Trades and Industry and Technical Education majors enroll in programs articulated with the University of Hawai'i Community Colleges system to prepare teachers for high schools, community colleges, and technical institutes where persons train to enter the labor market. Prospective teachers must have an associate in science degree or equivalent in a specialty area and/or occupational experience; credit for work experience may be awarded to qualified individuals.

Graduate Study

Master of Education

The MEd programs in elementary education and secondary education help teachers become better informed about the developmental and educational needs of children and adolescents from various types of communities; skillful in diagnostic and evaluation procedures and in developing educational programs to meet individual and group needs; versatile in their employment of teaching strategies; capable of providing leadership in a classroom, school, or school system; knowledgeable about issues, trends, and research in

their fields; systematic in their reflective assessment of trends and innovations; and well-informed about new technology and its applications.

Admission Requirements

In addition to the requirements of the Graduate Division, applicants for the MEd in elementary and secondary education programs must provide the following:

1. Successful academic performance in curriculum, psychological and societal foundations, and appropriate methods courses;
2. Successful academic performance in an academic minor (elementary education applicants) or in an academic major (secondary education applicants);
3. Full-time teaching experience or its equivalent; and
4. Three letters of recommendation from references who have observed or supervised the applicant's work and are able to comment on the quality of the applicant's teaching experience, ability to pursue graduate study, and general character.

Program Requirements

Students are advanced to candidacy only after the development of their program plan and the successful completion of 12 credit hours of approved courses.

Additional details about the program are available in the *Information Bulletin* available from the Department of Teacher Education and Curriculum Studies.

Plan A (Thesis) Requirements

The Plan A program is designed primarily for students interested in research and in writing a thesis. It requires a minimum of 30 credit hours of course work with at least 12 credit hours in teacher education and curriculum studies. Of these, 12 credits hours (excluding 699s and 700) must be approved course work. Required courses are the appropriate sections of TECS 622 and TECS 667, a research methods course, and an elective in another area of education. A maximum of 18 credit hours is to be taken in a related field. Usually this field will be the same as the student's undergraduate major (or minor), but it may be in reading or another area of specialization within the Department of Teacher Education and Curriculum Studies, in other departments in the College of Education, or in a discipline in one or more of the other colleges at the University. Of the approved courses, 12 credit hours (exclusive of research methods courses) must be at the 600 to 700 level. Six credit hours are required for the thesis.

Plan B (Non-thesis) Requirements

The Plan B program is designed primarily for students who wish to strengthen their teaching field major or minor or to pursue course work in selected areas of teacher education and curriculum studies. It requires a minimum of 30 credit hours of approved course work, with a minimum of 12 credit hours in teacher education and curriculum studies (excluding TECS 699). Required courses are an appropriate section of TECS 622 and TECS 667, a research methods course, and an elective in another area of education. A maximum of 12–15

credit hours is to be taken in a related field. The related field is usually the same as the student's undergraduate academic major (or minor), or it may be in reading or another area of specialization within the Department of Teacher Education and Curriculum Studies, in other departments in the College of Education, or in a discipline in one or more of the other colleges at the Mānoa campus. Of the approved courses, 18 credit hours must be at the 600 to 700 level. A maximum of 6 credit hours of 699 may be applied to the degree program. The Plan B program also requires a paper.

Master of Education in Teaching

The Master of Education in Teaching (MEdT) is a two-year, master's level, teaching preparation program. Students are admitted each fall in cohorts of approximately 25 students, and each cohort is composed of both elementary and secondary education student-teachers. Students work closely together over the two years of study in school groups at appointed professional development schools. The program also has a strong academic component, and emphasis is placed on student inquiry and action research. In the first year of the program, students spend 15 hours a week in the field. They write a portrait of the school, team teach, and develop curriculum. As part of the academic course work, students are required to study research methods and to pursue several educational inquiries. Twelve credits of course work are also required for the area of specialization. The second year of the program focuses on classroom teaching and is composed of a semester-long, pre-internship practicum and a final semester of paid internship in a public school. A Plan B paper is required to complete the degree work.

Applicants must have completed a bachelor of arts or bachelor of science degree and be highly motivated to enter a challenging two-year graduate program resulting in a master's degree and state teacher certification. The MEdT requires a full-time commitment for two academic years and the intervening summer. Cohorts are available at the elementary and secondary levels; however, specialization areas for the secondary level are currently restricted to specific subject areas. The program is based upon four principles:

1. Professional learning should take place in the context of thinking and acting as a teacher. The primary vehicle for the professional content in the program will be realistic school and classroom situations. Students will be placed in partnership schools and will be provided with many opportunities to participate in school and classroom activities.
2. To become independent professionals, students should be actively involved in and responsible for their own learning. The inquiry mode of problem solving will be the primary teaching/learning activity. Students will study and learn in small groups with a faculty mentor and be actively engaged in shaping their own educational program.
3. To learn to work collaboratively in schools, students should collaborate with one another and with practicing professionals. Throughout the program, tasks will be assigned to groups of students who will share responsibility for their completion. Students will also plan and implement their

instructional activities in conjunction with experienced classroom teachers and with MEdT faculty.

4. To develop a thoughtful and self-critical attitude toward professional practice, students should routinely evaluate and be evaluated on their learning and performance. Students' explanation, justification, and assessment of their professional judgments and actions will be a planned part of the program. MEdT faculty and professional teachers will be regularly involved in the developmental evaluation of student performance in every part of the program.

Further information can be obtained from the MEdT Web site: www2.hawaii.edu/met/.

Doctoral Degree

The Doctor of Philosophy in Education (PhD) is a college-wide degree awarded for distinguished academic preparation for professional practice in the field of education.

The goal of the PhD with a specialization in curriculum and instruction is to develop specialists in curriculum development, teaching, and curriculum evaluation. The number of credit hours for the program of study varies, depending upon the candidate's qualifications, and includes a college component required for all doctoral students enrolled in the College of Education; an area of specialization with course work leading to a specialty in curriculum development, teaching and learning, or curriculum and program evaluation; a cognate field with course work taken outside the Department of Teacher Education and Curriculum Studies; a field project or an internship; and the dissertation.

For additional information, see the "Doctoral Degrees" section within the College of Education.

Certificate in Community College Teaching

The Department of Teacher Education and Curriculum Studies, in cooperation with the University of Hawai'i Community Colleges, offers a three-phase graduate program for prospective and in-service community college faculty in the industrial arts field. Phase I, a pre-internship preparation, covers community college foundations, media technology, teaching, curriculum, and evaluation. Phase II is a full-time internship in a postsecondary institution. Phase III, a follow-up of the internship experience, summarizes and generalizes the practical experience.

Post-Baccalaureate Certificate in Secondary Education (PBCSE)

The PBCSE is a full-time (9 1/2 month) or part-time post-baccalaureate certificate program for the preparation of secondary school teachers. It is designed for students who possess a BA or BS degree and wish to obtain initial basic teacher certification. Students admitted to the PBCSE will have completed an academic content major appropriate to their proposed teaching subject.

The PBCSE offers a cohesive, field-based experience that encourages students to integrate educational theory and practice in cooperating secondary schools. The program consists of nine interrelated courses totaling 33 credits.

Students who complete this initial basic teacher certification program are encouraged to continue their professional growth. They may be able to apply up to 12 course credits from the PBCSE to a master's degree program. Students must negotiate course transfer at the time of application.

Admissions Requirements

All applicants to the PBCSE program will be evaluated competitively and considered for admission on the basis of a profile composed of the following criteria:

1. Applicants must achieve minimal passing scores in the reading, writing, and mathematics subtests on the Pre-Professional Skills Test (PPST) or Computer Based Academic Skills Assessments (CBT).
2. Applicants must have a baccalaureate degree from an accredited and UHM recognized four-year institution of higher education with an academic major in one of the following teaching fields:
 - Agriculture
 - Art
 - Business Education: marketing education, office education
 - English
 - English as a Second Language
 - Foreign Language: Chinese languages, French, German, Japanese, Latin, Philippine languages, Russian, Spanish
 - Hawaiian Language
 - Mathematics
 - Music*
 - Physical Education*
 - Science*: general science, biology, chemistry, Earth science, physical science, physics
 - Social Studies*: American studies, anthropology, economics, geography, Hawaiian studies, history, political science, psychology, and sociology

*Students usually are not required to take additional courses in their undergraduate academic majors. However, in specific areas where an extensive undergraduate preparation is required—such as music, physical education, science, or social studies—additional undergraduate courses may not be required. In these fields, early advising during the undergraduate major is strongly recommended.

3. Applicants holding a baccalaureate degree with an academic major in a field other than those listed above may be considered for admission to the program. Applicants must demonstrate knowledge in a teaching field by taking an appropriate Praxis subject area assessment, which measures content knowledge. Other appropriate subject area tests such as the Graduate Record Exam subject test may be considered. Adequacy is evaluated on the basis of evidence submitted by the applicant in addition to the subject area test (Praxis, GRE subject test), such as course work, evaluations of prior teaching, self-designed secondary curriculum, or published original work.

A qualified applicant holding a baccalaureate degree from an accredited, UHM-recognized four-year institution of higher education with an academic major in one of the teaching fields may elect to take the Praxis subject test as an exit requirement rather than an entrance requirement. Individuals failing to pass the Praxis subject test will not be recommended for basic

certification to the state Department of Education.

4. A minimum post secondary cumulative grade point average of 2.75 and a minimum grade point average of 2.75 in the academic major.
5. Applicants must demonstrate oral and nonverbal communicative competence through the successful completion of an interview. Applicants also must demonstrate attitudes toward education, learners, and themselves as prospective teachers that are compatible with the standards and curriculum of the program.
6. Applicants must document current (within the past five years) active involvement, paid or volunteer, with groups of youth between the ages of 12 and 19. A minimum of 40 hours of experience is required.
7. Applicants must have a Hawai'i Department of Health TB clearance as required by state Department of Education school regulations. Contact the Department of Health for more information.

Admission requirements are subject to change. Call the Office of Student Academic Services for updated information.