Administraition
Everly Hall 128
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-8002
Fax: (808) 956-3106
Web: coe.hawaii.edu
Dean: Christine K. Sorensen
Interim Associate Dean: Nathan M. Murata

General Information
The College of Education is an upper division college and graduate professional school that prepares teachers, administrators, and other education personnel; provides professional development for teachers and other educational and related professionals; provides information for understanding educational issues to school and community groups; and conducts basic and applied research concerning issues in education. The college is the only institution in the state to hold national accreditation by the National Council for Accreditation of Teacher Education.

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, ensuring that all educators are prepared to work with diverse populations of students including those with special needs, and 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 initial teacher licensure in elementary or secondary education to the Hawai‘i Teacher Standards Board. The BEd in elementary education provides optional additional areas of preparation in early childhood education, Hawaiian education, and special education. State approved teacher education programs in secondary education for post-baccalaureate students also are offered. Graduates of the Master of Education in Teaching (MEdT) and the Master of Education (MEd) in Special Education also may be recommended by the college for initial teacher licensure.

The college offers teacher education and advanced professional development programs for all of the state’s neighbor islands. Courses offered through distance programs include interactive video, internet, and hybrid formats. Most distance programs operate in a cohort system, meaning that students enroll as a group (cohort) and remain in the program together until completion. For information on distance programs, contact individual departments, or visit the college website at coe.hawaii.edu/academics/online. The college also offers two PhD degrees, the PhD in Education with seven specializations, and the PhD in educational psychology.

Vision and Mission
Vision
The College of Education is a community of educators who provide innovative research, teaching, and leadership in an effort to further the field of education and prepare professionals to contribute to a just, diverse, and democratic society.

Mission
Our vision guides the direction and work of the college in and beyond Hawai‘i and is informed by a sense of purpose and a sense of place. To achieve this vision, the College of Education has as its mission to work as a diverse, just, and democratic community in three areas:
- Teaching—prepare new educational professionals and provide on-going professional development in education.
- Research—increase the knowledge base in education and related fields through the production and application of educational research.
Service—serve as partners and leaders for excellence in education.

The college also recognizes its responsibility to enhance the well-being of the Native Hawaiian people, and others across the Pacific Basin, through education.

Philosophy

The College of Education’s philosophy is reflected in our purposes: to promote excellence in teaching and scholarship, encourage life-long learning, and develop educational leadership at all levels.

Accreditation

The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) at the initial teacher preparation and advanced preparation levels. It is also accredited by the State of Hawai‘i under the State Approval of Teacher Education (SATE) process. 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/Licenses

Bachelor’s Degrees: BEd in elementary education (with early childhood, Hawaiian education and special education options available), BEd in secondary education, and BS in health, exercise science and lifestyle management. Post-baccalaureate students who choose an elementary education major will enroll for a second baccalaureate degree (BEd)

Master’s Degrees: MEd in counseling and guidance in rehabilitation counselor education, MEd in curriculum studies, MEd in early childhood education, MEd in educational administration, MEd in educational foundations, MEd in educational psychology, MEd in educational technology, MEd in special education, MEdT in teaching, and an MS degree in kinesiology and rehabilitation science in athletic training (entry-level or post-certification); and physical education/adapted physical education

Doctoral Degrees: PhD in education (with specializations in curriculum and instruction, educational administration, educational foundations, educational policy studies, educational technology, exceptionalities, and kinesiology), PhD in educational psychology

Certificates: PBCSE (post-baccalaureate certificate in secondary education), PBCSPED (post-baccalaureate certificate in special education), and Certificate in Disability and Diversity Studies

Advising

BEd Elementary Education, Dual Teacher Preparation in Elementary/Special Education and Dual Teacher Preparation in Early Childhood/Elementary Education; Secondary Education; BS; Post-Baccalaureate Certificate in Secondary Education; Post-Baccalaureate Certificate in Special Education; and Master of Education in Teaching

Office of Student Academic Services
Acting Director, Melvin E. Spencer, III
Everly Hall 126
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-7849 / 956-7915
Fax: (808) 956-4271
Email: osas@hawaii.edu
Web: coe.hawaii.edu/admissions

BS in Kinesiology and Rehabilitation Science
Department of Kinesiology and Rehabilitation Science
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, Hawaiian education, and special education options available) and in secondary education, and the bachelor of science (BS) degree in kinesiology and rehabilitation science (KRS). Specific degree requirements for these undergraduate programs, including copies of the General Education Core Requirements are available in the Office of Student Academic Services, Everly Hall 126. For program requirements for the BEd, see the Institute for Teacher Education section of the Catalog. For program requirements for the BS in KRS, see the kinesiology and rehabilitation science section of the Catalog. The BEd Elementary Education program is offered statewide, as well as at UH Mānoa.

Note: The second language requirement for the College of Education’s BEd programs (elementary and secondary education) and the BS program is waived for students admitted into these programs after Fall 2003.

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. BS majors in KRS follow specific General Education Core Requirements listed on their program sheet. Students also must meet the following criteria:
1. Cumulative GPA of 2.75 for all postsecondary institutions attended.
2. In addition, secondary education majors, GPA of 2.75 in the content major. Students pursuing a secondary major in mathematics or science may be considered for admission with a minimum cumulative GPA of 2.50 and a major cumulative of at least 2.50.
3. Pre-Professional Skills Test (PPST/C-PPST): Minimal state passing scores in reading, writing, and mathematics subtests.
4. Applicants must demonstrate oral and non-verbal communicative competence through the successful completion of a Personal Admissions Interview(s). The purpose of the interview is to assess fluency of oral communication, interest in teaching, student motivation and suitability to the profession.
5. Completion of pre-education core requirements (i.e., General Education Core Requirements specified for education majors). Applicants who have completed an articulated AA degree from a UH Community College are considered to have met the COE pre-education core with possible exceptions (see an academic advisor).
6. A minimum of 40 hours of documented current active involvement with a group of school-age children at the grade level of most interest in future teaching.

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

Qualified students who are off-island during the semester of application may be granted a telephone interview.

Students who are denied admission to the College of Education may request reconsideration of their application from the Director 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/C-PPST 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. Also required for field placement:
1. Original TB certificate clearance as required by Hawai’i Department of Education school regulations. Contact the Department of Health for more information.
2. Liability insurance.
3. Hawai’i Department of Education fingerprinting and background check.
4. Transportation to and from the school sites is the student’s responsibility.

**Application Procedures**

1. Submit a current College of Education application form (coe.hawaii.edu/admissions/initial/apply) with official transcripts of all previous college work to the appropriate place.
   a. Classified UH Mānoa undergraduate students submit the College of Education application to the Office of Student Academic Services, College of Education.
   b. Undergraduate applicants from other campuses, classified/ unclassified UH Mānoa graduate students, and unclassified UH Mānoa undergraduate students submit the College of Education application to the Office of Student Academic Services and send a completed UH application form and transcripts to the appropriate UH Mānoa Office of Admissions.
2. Make arrangements for the interviews and the PPST/C-PPST.
3. Submit documentation of field experience hours.

**Application Deadlines**

Priority deadline is February 1; final deadline is March 1 for fall admission. Priority deadline is August 1; final deadline is September 1 for spring admission. Elementary undergraduate majors apply only for fall admission—Priority deadline is February 1, final deadline is March 1. 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 within the state of Hawai’i. Since student teaching is a full-time experience, students may not register concurrently for other courses and are strongly advised not to undertake employment during student teaching. Prerequisites for registering for student teaching, which is offered on a mandatory CR/NC basis, and seminar, in which a student receives a letter grade (A-F), 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 (not C-) or better;
3. A cumulative GPA of not less than that required for admission to the college;
4. Student Teaching Application—A student must complete a student teaching application form from the Office of Student Academic Services or online, and then make an appointment for a graduate check with an academic advisor in June or July for the September 15 deadline and November or December for the February 15 deadline. No late applications will be accepted. (There is no student teaching during the summer session.)
5. Liability insurance;
6. Hawai’i Department of Education fingerprinting and background check.

Students should check with their academic advisor concerning specific requirements.
Graduate Programs

Master’s Degrees

The College of Education offers MEd degrees in counseling and guidance in rehabilitation counselor education, curriculum studies, early childhood education, educational administration, educational foundations, educational psychology, educational technology, and special education. The MEd programs in curriculum studies and early childhood education are in the Department of Curriculum Studies. MEd programs are described under specific departments.

The College of Education also offers a master of science (MS) degree in Kinesiology and Rehabilitation Science (KRS). The MS degree was designed as a two-three-year program of study for students with advanced knowledge, skills, research, and clinical/field experiences in one of the following program areas: Physical Education/Adapted Physical Education (PE/APE); Entry-Level Graduate Athletic Training Education Program (EL-GATEP) and Post-Professional Advanced Athletic Training Program (AATP).

The MEdT, a 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 register full-time and progress through the program in cohorts. See the “Institute for Teacher Education” for more information.

Doctoral Degrees

Doctor of Philosophy in Education (PhD)
Wist 113
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-7913

Graduate Faculty

H. B. Slaughter, EdD (Chair)—language arts, literacy, qualitative research
A. Bartlett, PhD—literacy
M. Benham, EdD—Hawai`i`nui`a`kea School of Hawaiian Knowledge, educational administration, educational policy, indigenous education (K-post secondary), qualitative inquiry, leadership/community based
K. F. Berg, PhD—collaborative learning, educational psychology
R. Black, EdD—mental retardation transition, students at risk, research design
B. Y. Cartwright, EdD—rehabilitation counseling, ethics, transcultural counseling
P. Chinn, EdD—elementary and secondary science education
M. A. Cleary, PhD, ATC—athletic training and environmental exercise physiology
B. G. Cook, PhD—mild/moderate disabilities, inclusion, evidence-based practices, higher education and students with disabilities
L. H. Cook, PhD—mild/moderate disabilities, inclusion, evidence-based practices, and students with disabilities
J. E. Cooper, PhD—higher education, community college curriculum, leadership and reflective practice
J. A. Daniels, EdD—school, development, adolescent, group, homeless children, loss and transition counseling
A. J. (Sandy) Dawson, PhD—mathematics education, teacher education
P. Deering, PhD—curriculum and instruction, middle level education, social studies education, qualitative research
C. DeRenne, EdD—physical education and sports science
X. Di, EdD—teacher education, multicultural and international education
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
A. R. Freese, PhD—teacher cognition, evaluation, preservice teacher education and narrative/reflective inquiry
C. Fulford, PhD—educational technology
D. Grace, EdD—language arts, media studies, early childhood
P. E. Halagao, PhD—social studies, multicultural education and Filipino history and cultural pedagogy
R. H. Heck, PhD—leadership and governance, organizational theory, policy
R. Hetzler, PhD—exercise physiology with interest in body composition and metabolism
C. Hitchcock, PhD—disability studies
C. Ho, PhD—educational technology
E. S. Hoffman, EdD—educational leadership, educational technology
A. A. Jenkins, PhD—mild/moderate disabilities, content strategies/inclusive education, collaboration
J. L. Johnson, DrPH—exceptionalities, early childhood
R. Johnson, EdD—early childhood and elementary education
L. K. Johnsrud, PhD—academic governance and leadership, organizational theory, ethics
J. Kaomea, PhD—Native Hawaiian and indigenous issues in education; postcolonial theory
A. Kawakami, PhD—teacher education, indigenous education
I. F. Kimura, PhD—kinesiology, athletic training and biomechanics
I. King, PhD—mathematics education, supervision
V. N. Kobayashi, PhD—comparative education, philosophy
V. Krohn-Ching, MFA—art education
D. Leake, PhD—transition, self-determination, child and adolescent mental health
P. Leong, PhD—educational technology and distance education
M. G. Lin, PhD—educational technology, participatory learning, open access resources
B. J. Lum, PhD—philosophy of education, policy studies, social and cultural studies, human development, moral education
M. Maaka, PhD—indigenous education, language and literacy in education, multicultural education
J. Maeda, PhD—early childhood/elementary physical education, elementary and adapted physical education, and professional development of teachers
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
P. McKimmy, EdD—policy and information technology solutions
M. P. Menchaca, EdD—educational technology integration, online teaching and learning, distance education, multiculturalism and social justice, and communities of practice
K. L. Menton, PhD—history of education, history of education in Hawai`i, 19th century Hawaiian history
K. C. Merrill, PhD—higher education, student affairs, intercultural sensitivity development and transgender
J. A. S. Moniz, PhD—multicultural education, social studies, research methods
C. Morgan, PhD—promoting youth physical activity; benefits, assessment, levels, and related factors of youth physical activity
N. Murata, PhD—general physical education pedagogy, adapted physical education, special education/transition, and professional development
M. J. Noonan, PhD—moderate and severe disabilities, early intervention
R. Nowak, PhD—literacy
K. Oliveira, PhD—Hawaiian language, culture and geography
C. Ornelles, PhD—mild/moderate disabilities, students at risk, integration of services, collaboration
N. A. Pateman, EdD—mathematics education
M. E. Pateman, HSD—school and college health science
E. Ponte, PhD—second language studies, teacher education, assessment and evaluation
F. Pottenger, PhD—science education
J. H. Prins, PhD—kinesiology
K. Rao, PhD—assistive technology, distance education, universal design for learning, English language learners and literacy
G. G. Reed, PhD—social and cultural foundations, values and education, comparative education
K. D. Roberts, PhD—exceptionalities, educational technology
S. B. Roberts, EdD—curriculum administration, policy, professional socialization, school administration
N. S. Schonleber, PhD—early childhood education, early literacy, cultural influences on learning, language development
P. Skeheley, PhD—mild/moderate and severe disabilities, families, multicultural issues
A. K. Serna, PhD—health education, school health programs, elementary education
J. Skouge, EdD—exceptionalities
H. Slovin, EdD—mathematics education
G. Smith, EdD—interdisciplinary team development
C. K. Sorensen, PhD—higher education, educational technology
C. D. Stickley, PhD, ATC—athletic training and biomechanics, exercise physiology
N. J. Stodden, PhD—disability and diversity, school-based supports
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
C. Tanabe, PhD—educational law and policy, philosophy of education
H. Tavares, PhD—developing a postcolonial study of education; feminist and multicultural approaches to the practice of education
M. Taylor, EdD—middle level, language arts
K. A. Tokuno, PhD—educational administration, assessment
J. A. Torralba, PhD—science education
B. L. Williams, PhD—art education
K. Wong, PhD—Hawaiian language and culture
D. B. Young, EdD—science education
J. Zilliox, EdD—mathematics education
D. K. Zuercher, PhD—teacher education, middle level, health, qualitative research methodology, language arts, fine arts

Cooperating Graduate Faculty
K. Hijriida, EdD—Japanese teaching methodology, curriculum theory and development, language teaching for special purposes

Affiliate Graduate Faculty
P. G. LeMahieu, PhD—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. Seven areas of specialization are currently available: curriculum and instruction, educational administration, educational foundations, educational policy studies, educational technology, exceptionalities, and kinesiology.

Application for admission to the PhD program will be considered for the fall semester only and is made to the Graduate Division and to the College of Education. 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 analytic writing assessment. 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 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 PhD in Education Program at (808) 956-7913.

Specialization in Curriculum and Instruction
This area of 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 Curriculum Studies; a field project/internship or an apprenticeship in college teaching; and the dissertation.
Specialization in Educational Administration

The primary purpose of this area of 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 project/internship or an apprenticeship in college teaching, and the dissertation.

Specialization in Educational Foundations

This area of 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 advanced 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; 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 college teaching; qualifying and comprehensive examinations; 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, breadth courses taken outside the specialization, a field project/ internship, or an apprenticeship in college teaching; qualifying and comprehensive examinations; and the dissertation.

Specialization in Educational Technology

This specialization is designed to prepare influential professionals to make original scholarly and technical contributions in the field of educational technology (ETEC). Scholars in the field explore the uses of innovative media and technologies for education, studying aspects from student learning, communication, and cognition to impacts of technology use and change on individuals and institutions. ETEC integrates the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning and teaching. The specialty has been designed to encourage intellectual excellence and participation in a scholarly community. The program includes courses required of all doctoral students in the college, courses in educational technology, breadth courses taken outside the specialization, a field project/internship or an apprenticeship in college teaching, and the dissertation. Graduates of the program are prepared to assume intellectual and technology leadership roles in many areas, including education, business, health care, military, and government.

Specialization in Exceptionalities

This area of 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 project/internship or an apprenticeship in college teaching, and the dissertation.

Specialization in Kinesiology

This area of specialization prepares professionals to work as leaders in the education, adapted physical education, athletic training (BOC), applied biomechanics, exercise physiology and sports medicine as educators, administrators, directors, researchers, and clinicians. This wide ranged discipline is based in the biological and physical sciences. This foundation will be reinforced via course work, research, clinical/practical experiences in teaching, supervision, and mentorship experiences in adapted physical education and allied health/sports medicine.

Doctor of Philosophy in Educational Psychology (PhD)

See “Educational Psychology.”

Certification Programs

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.

Secondary Education; Special Education

See the “Institute for Teacher Education” and the “Special Education” sections within the College of Education for more details.
Research Units

Center on Disability Studies
1776 University Avenue, UA4-6
Honolulu, HI 96822
Tel: (808) 956-2653
Fax: (808) 956-3162
Email: cds@hawaii.edu
Web: www.cds.hawaii.edu

The Center on Disability Studies (CDS) is a UH Board of Regents recognized organized research unit (ORU) focused on interdisciplinary education, community service and technical assistance, research and evaluation, and information dissemination. The CDS was established in 1988 as the Hawai‘i University Affiliated Program, and is a charter member of the Association of University Centers on Disability (AUCD). This national network of university centers focuses on education, research, and service activities, which impact upon the quality of life of persons with disabilities across the nation. Beginning in 1988 with core funding of only $250,000 and a staff of four, the CDS has leveraged resources to its current level of funding of almost twenty million dollars and 50 projects, with more than 100 faculty and staff.

The CDS conducts a wide range of education, research, and service activities in collaboration with other disciplines. These activities are centered around several initiative areas: school and community inclusion; special health needs; transition, postsecondary education, and employment; mental health; and Pacific outreach. These initiative areas reflect a commitment to evidence-based practice and interdisciplinary cooperation within an academic, community, and family context. Activities strive to be culturally sensitive and demonstrate honor and respect for individual differences in behavior, attitudes, beliefs, and interpersonal styles. CDS activities reflect an organizational commitment to excellence and evidence-based practices. Faculty and staff are mentored, supported, and encouraged to excel.

The CDS offers an interdisciplinary Certificate in Disability and Diversity Studies, a 15-credit coursework grounded in the interdisciplinary process to promote effective, efficient, and culturally sensitive services for persons with disabilities of all ages. This program enables graduate students to acquire the skills needed to collaborate through joint planning, decision-making, and goal setting, gaining the perspective of mutual understanding and respect for persons with disabilities and the contributions of other disciplines.

Each year, the CDS sponsors the Pacific Rim Conference on Disabilities (Pac Rim), to promote collaboration and to impact future choices for persons with disabilities. Pac Rim focuses on disseminating information on promising practices, evidence-based research, and emerging issues with the communities it serves. This conference has been held annually for the past 25 years, with an attendance of approximately 1,000 from the state, region, nation, and international communities. Special efforts are made to provide support to enable persons with disabilities, self-advocates, and parents and family members of persons with disabilities to attend.

CDS publishes an international scholarly publication in the field of disability studies, The Review of Disability Studies: An International Journal (RDS). RDS is an internationally-focused academic journal in the field of Disability Studies, containing research articles, essays, bibliographies, and reviews of materials relating to the culture of disability and people with disabilities. It also publishes forums on disability topics brought together by forum editors of international stature. Poetry, short stories, creative essays, photographs, and art works related to disability are also published. RDS is published four times a year, in both print and electronic format.

Curriculum Research & Development Group
Castle Memorial 132
1776 University Avenue
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Tel: (808) 956-7961
Fax: (808) 956-9486
Email: crdg@hawaii.edu
Web: www.hawaii.edu/crdg

The Curriculum Research & Development Group (CRDG) is an organized research unit of the College of Education that conducts systematic research, design, development, publication, professional development, and related in-service support in grades PreK to 12. CRDG serves the public and private schools of Hawai‘i and others within the university’s broad service area.

CRDG has ongoing research, curriculum development, and teacher professional development efforts in five focus areas: mathematics and science education; Hawai‘i, Asia and the Pacific; serving diverse learner needs; educational technology development; and designing effective school systems. Research and school service projects focus on educational policy, standards-based education, program evaluation, teacher development, reduction of in-school segregation of students, and programs for students educationally at risk.

CRDG conducts its work in partnership with the University Laboratory School (ULS). ULS, with its culturally diverse student body, provides an essential experimental ground for developing and testing educational ideas and programs aimed at improving teaching, learning, and assessment. The school enrolls approximately 420 students in grades K–12 and serves as a demonstration site for exemplary school practices.

Student Organizations

The College of Education Student Association (CESA) 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) 956-7849 or email 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 website 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 also are 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 2009-2010, students received scholarships totaling over $190,000. For information, contact the Office of Student Academic Services at (808) 956-7849.

Curriculum Studies
Everly Hall 224
1776 University Avenue
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Tel: (808) 956-4401
Fax: (808) 956-9905
Web: coe.hawaii.edu/cs

Faculty
*A. Bartlett, PhD (Chair)—literacy education, children’s literature
E. Bettencourt, MEd—Hawaiian language immersion education, teacher education
K. Cashman, MEd—Indigenous teacher education, art education, storytelling
*P. Chinn, EdD—elementary and secondary science education, culture and science studies
*P. Deering, PhD—social studies, middle school curriculum
K. K. Faria, MEd—Hawaiian language immersion, teacher education
S. H. Furuta, MAT—teacher education, elementary education
*A. R. Freese, PhD—qualitative research, multicultural education
*P. Halagao, PhD—social studies, multicultural education, Filipino curriculum and pedagogy
*J. Kaomea, PhD—Indigenous education, qualitative research, elementary mathematics
G. (Kalehua) Krug, MEd—Hawaiian language immersion education, teacher education
P. Kukea Shultz, MEd—Indigenous teacher education and curriculum development
M. K. Lenchanko, MEdT—Indigenous education and curriculum development
*M. Maaka, PhD—Indigenous education, language and cognition, research methodologies
*T. O’Neill, PhD—science education
*N. A. Pateman, EdD—mathematics education
*N. S. Schonleber, PhD—early childhood education, cultural influences on learning, early literacy, language development

*Graduate Faculty

*H. Slaughter, EdD—language arts, literacy, qualitative research, reading
*J. A. Torralba, PhD—mathematics, science and technology education
*S. Twomey, PhD—critical literacy, teacher education, poststructuralism, feminist theory, drama education
*B. L. Williams, PhD—art education
C. D. Yim, MEd—Hawaiian language immersion, teacher education

Cooperating Graduate Faculty
A. Bayer, PhD—reading, composition, collaborative learning
R. S. Black, EdD—mental retardation transition, students at risk, research design
D. H. Davidson, PhD—child development, early childhood education
A. J. Dawson, PhD—mathematics education
B. D. DeBaryshe, PhD—educational measurement, early childhood
D. Grace, EdD—language, literacy, media studies, early childhood
D. P. Ericson, PhD—philosophy of education, educational policy
R. K. Hetzler, PhD—exercise physiology with interest in body composition and metabolism
K. Hijirida, EdD—Japanese teaching methodology, curriculum theory and development, language teaching for special purposes
R. Johnson, EdD—elementary and early childhood education
A. J. Kawakami, PhD—educational psychology
C. Kessler, PhD—social studies education
I. F. Kimura, PhD—kinesiology, athletic training and biomechanics
I. King, PhD—mathematics education, supervision
V. W. Krohn-Ching, MFA—art education
M. I. Martini, PhD—parenting and family relationships across cultures
H. McEwan, PhD—curriculum theory, philosophy of teaching
J. Moniz, PhD—multicultural education
N. Murata, PhD—general physical education, pedagogy, adapted physical education, special education/transition, and professional development
R. Nowak, PhD—elementary language, literacy
M. E. Pateman, HSD, MPH—health education
J. H. Prins, PhD—kinesiology
S. B. Roberts, EdD—curriculum administration, policy, professional socialization, school administration
J. Skouge, EdD—exceptionalities
R. A. Stoddten, PhD—mental retardation, career/vocational special education
M. Taylor, PhD—middle level and secondary language education
F. C. Walton, PhD—career, technology and technical education
D. B. Young, EdD—science education
J. Zilliox, EdD—elementary and early childhood education

Degrees Offered: MEd in curriculum studies, MEd in early childhood education, PhD in curriculum and instruction

The Academic Program
The Department of Curriculum Studies (EDCS) offers advanced degrees at the masters level in curriculum studies and early childhood education (MEd), and, as part of a college-wide doctoral degree, in curriculum and instruction (PhD).

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

**Graduate Study**

General information, policies, requirements, and procedures of the Graduate Division are in the “Graduate Education” section of this Catalog. Students interested in graduate study should read it carefully.

**Master of Education in Curriculum Studies**

The Department of Curriculum Studies offers a 30 credit program leading to the degree of master of education in curriculum studies. It is designed to serve licensed teachers who wish to learn about and inquire into the areas of preschool/primary, elementary, middle level, or secondary education. The program equips teachers to fill a variety of teaching and resource roles at an advanced level. Students may attend part-time, but the program must be completed within seven years of the date of admission.

The MEd program in curriculum studies helps 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 the curriculum studies program must provide the following:

1. Evidence of successful academic performance in curriculum, psychological and societal foundations, and appropriate methods courses;
2. Evidence of successful academic performance in an academic minor (applicants pursing elementary education specializations) or in an academic major (applicants pursuing secondary education specializations);
3. Evidence of full-time teaching experience or its equivalent, and
4. Three (3) professional references from people who are able to comment on the quality of the applicant’s experience, ability to pursue graduate study, and 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 Curriculum Studies.

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**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 with at least 12 credit hours in curriculum studies, not counting 699V or 799V. Of the 30 credit hours, 24 credit hours must be approved course work. Required courses are EDCS 622, 667, and two research methods courses. A minimum of 12 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 some other area of specialization within the Department of Curriculum Studies, in other departments in the College of Education, or in a discipline in one or more of the other colleges at UH Mānoa. Of the approved courses, 18 credit hours must be at the 600 to 700 level (excluding 699 and 799). Six credit hours (EDCS 700) 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 curriculum studies (excluding EDCS 699). Required courses are EDCS 622, 667, and two research methods courses. A minimum of 18 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 some other area of specialization within the Department of Curriculum Studies, in other departments in the College of Education, or in a discipline in one or more of the other colleges at UH Mānoa. Of the approved courses, 18 credit hours must be at the 600 to 700 level, excluding 699. A maximum of 6 credit hours of 699 may be applied to the degree program.

The Plan B program also requires a culminating paper. For further information and application forms contact the secretary of the Department of Curriculum Studies, Everly Hall 224, (808) 956-4401.

**Master of Education in Early Childhood Education**

The Department of Curriculum Studies in the College of Education in cooperation with the College of Tropical Agriculture and Human Resources (CTAHR) offers a 30 credit program leading to the degree of Master of Education in Early Childhood Education. The program is designed to support professional development and promote leadership in personnel who work in programs with children between infancy and five years of age.

The program is designed to help students learn about the developmental and educational needs of young children and about working with families; to become more skillful in developing educational programs to meet the needs of all children, including those with disabilities; to gain awareness of current issues, trends, and research in early education and assessment; to become more reflective in their professional practice, and to become capable of providing ethical leadership in an early childhood classroom or agency.
Admission Requirements
In addition to the requirements of the Graduate Division, applicants for the MEd in Early Childhood Education must provide the following:
1. Evidence of successful academic performance in child development and early childhood education;
2. Documented experience of work with young children and their families, or in early childhood program administration or public policy;
3. Three professional references from people who are able to comment on the quality of the applicant’s experience, ability to pursue graduate study, and character.

Program Requirements
Thirty (30) credit hours in early childhood regular education, early childhood special education, and child development are required. Students will take a common core and select a concentration in teaching or in program administration, policy, and advocacy.

A required core of 15 credits will be taken by all students. Core courses will be offered by the Departments of Curriculum Studies (EDCS) and Special Education (SPED) in the COE and Family Resources (FAMR) in CTAHR. Another 15 credits of elective courses will be selected in consultation with the program advisor based on the student’s area of concentration, interests, and professional needs. Elective courses may be chosen from a number of departments in the College of Education and other units in UH Mānoa.

Plan A (Thesis) Requirements
The Plan A program is designed for those who are interested in research and writing a thesis and who may be interested in pursuing a later doctoral degree. Students in Plan A will take a minimum of 30 credit hours including 18 at the 600 level or higher, a core consisting of 18 credits, six credits of electives, and 6 credits of thesis research (EDCS 700). The culminating experience for Plan A students will be a thesis based on original research.

Plan B (Non-Thesis) Requirements
The Plan B program is for those who wish to focus on strengthening professional knowledge and skills. Students in Plan B will take a minimum of 30 credit hours including 18 credits at the 600 level or higher, a core consisting of 18 credits, 9 credits of electives and 3 credits of directed reading. The culminating experience for Plan B students will be the submission of a portfolio that documents that they have met program standards. The program advisor will guide and direct the development of the portfolio.

For further information and application forms contact the secretary of the Department of Curriculum Studies, Everly Hall 224, (808) 956-4401.

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 Curriculum Studies; a field project or an internship; and the dissertation.

For additional information, see the “Doctoral Degrees” section within the College of Education section of this Catalog.

Educational Administration

Wist 220
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-7843
Fax: (808) 956-4120
Web: coe.hawaii.edu/edea

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
* K. C. Merrill, PhD—higher education, student affairs, intercultural sensitivity development and transgender
* S. B. Roberts, EdD—curriculum administration, policy, professional socialization, school administration

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.
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**

To be admitted, students must meet Graduate Division admissions requirements. There are two program emphases: K-12 administration and higher education administration.

Students who seek the MEd degree in K-12 educational administration must have appropriate job-related experience to evidence familiarity with teaching or other student support roles (i.e., 2 years of classroom teaching or school counseling experience). The basic program is designed to prepare educational administrators and supervisors for a broad range of education-related elementary and secondary administrative positions. For applicants working in the Department of Education currently as teachers or vice principals, there are seven courses that are required for principal certification (EDEA 601, 602, 620, 630, 645, 670, 780F). Applicants should check with the Hawai'i Department of Education for additional requirements to become an administrator in the public schools.

For students who seek the MEd degree in higher education, the program is designed for those with interest in mid-level administrative and staff positions in higher education administration (e.g., admissions, housing, student activities, financial aid, placement, counseling, and health services). Experience in working in higher education is desirable.

Students are encouraged to plan an individual program of electives to prepare them for specific educational positions.

There are two basic degree options, Plan A and Plan B, both of which require a minimum of 36 credits.

**Plan A (Thesis)**

For K-12 students, program requirements include: (1) EDEA 601, (2) 602, (3) one 700 level seminar course, (4) one course in organizations and school contexts (e.g., 610, 650, 652, 670), (5) one course in leadership and policy (e.g., 642, 645, 676), (6) one course in legal/financial processes (e.g., 620, 630), (7) 6 credits of thesis research, (8) two elective courses in educational administration, and (9) two courses from any related graduate field of study (with approval of advisor) including educational administration.

For higher education, program requirements include: (1) 657, (2) 602, (3) one 700 level seminar course, (4) one course in higher education organizations (e.g., 646, 650, 662), (5) two courses in leadership (e.g., 642, 660, 661, 663), (6) one course in legal/financial processes (e.g., 620HE, 630HE), (7) one additional course in research methods (e.g., 604, 629), (8) six credits of thesis research, and 2 related courses from any related graduate field of study with approval of advisor.

**Plan B (Non-thesis)**

For K-12, same as Plan A thesis (36 credits minimum): Three (3) credits of directed research instead of six (6) credits of thesis and an additional course in educational administration.

For higher education, same as Plan A thesis (36 credits minimum): Three (3) credits of directed research instead of six (6) credits of thesis research and an additional related course or educational administration course.

Selection of specific courses in the above areas will be by the candidate with the advice and approval of the student’s faculty advisor.

The department will accept a maximum of 9 transfer credits when such work is appropriate to degree requirement and within the Graduate Division acceptable timeframe. Additionally, students enrolled at UH Mānoa may complete approximately 15 units as an unclassified student.

**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; (808) 956-7843.
Educational Foundations

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

Faculty
*H. McEwan, PhD (Chair)—curriculum theory, teacher education research, philosophy of education
B. Cheng, EdD—comparative and international education, education policy
*D. P. Ericson, PhD—philosophy of education, educational policy, international education
*B. J. Lum, PhD—philosophy of education, human development, peace education
*G. G. Reed, PhD—social and cultural foundations, values and education, comparative education
*E. H. Tamura, PhD—history of education, minority issues, Asian-American history
*C. S. Tanabe, PhD, JD—educational law and policy, philosophy of education
*H. Tavares, PhD—politics of education, educational policy studies, critical theories of education
*X. Di, EdD—philosophy of education, history of education, sociology of education

Affiliate Graduate Faculty
M. A. Raywid, PhD—school change and restructuring, philosophy of education, educational governance and policy
A. Singh, PhD—comparative sociology of education, critical and reflective pedagogy, multicultural education
Y. Takei, PhD—sociology, comparative/international education

Degree Offered: MEd in educational foundations

The Academic Program
The Department of Educational Foundations (EDEF) is a community of faculty and students engaged in the interdisciplinary study of educational theory and practice. Related to the traditional disciplines are the department’s four areas of emphasis:

1. History of Education
2. Philosophy of Education
3. Social Foundations (Sociology and Anthropology of Education)
4. International/Comparative Education

Related areas of study include educational policy studies, the politics of education, and multicultural education.

Department Vision
The Department of Educational Foundations is committed to the professional and personal intellectual growth of educators and laypersons who wish to broaden and deepen their understanding of educational problems, questions, issues and controversies. The department adopts a multidisciplinary approach to educational inquiry by drawing on the core disciplines of philosophy, history, anthropology, and sociology. We value and affirm multiple perspectives, multiple voices and collaboration in a program that is committed to engaging and deepening the prospect of democratic schooling. We also seek to move our students toward greater complexity, clarity, and compassion through our curriculum.

The Department of Educational Foundations is committed to preparing educational leaders who are knowledgeable, effective, and caring professionals in their schools and communities.

Department Mission
The mission of the department is to prepare educational professionals for leadership roles in schools and colleges, departments of education, and other educational settings. More specifically, the department aims to create in educational professionals an understanding of the historical, philosophical, cultural, social, and political context of education, so that they can make informed and wise decisions about educational problems and policy issues. Graduates with the MEd degree 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. Graduates with the PhD are expected to exert professional 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.

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.

MEd Program Options

Option I: Plan A Thesis (30 credits)
- Department core (12 credits)
- One research course (3 credits)
- Three electives (including a seminar) in area of emphasis and/or cognate (9 credits)
- Thesis 700 (6 credits)
- Committee: chair (full graduate faculty), member (graduate faculty), outside member (full graduate faculty)
- Culminating experience: oral defense of thesis

Option II: Plan B Non-thesis (30 credits)
- For field based educators and others who choose to do a project based study
- Department core (12 credits)
One research course (3 credits)
Three electives, including a seminar (9 credits)
Directed reading for developing and carrying out a project
and writing related paper (6 credits)
Committee: chair, plus one reader (who must have at
least a master’s degree) who guide the student through the
conceptualization and implementation of the project and the
writing of the Plan B paper
Culminating experience: A final paper that describes and
evaluates the final project, and an oral presentation

Option III: Summers Only Master in Education (30 credits)
Focus on leadership in the Asia/Pacific Region (EdLeads)*
Fixed sequence of courses (30 credits)
Committee: chair (member of graduate faculty) and reader
(who must have at least a master’s degree) who guide the
student through the conceptualization and implementation
of the project and the writing of the Plan B paper
Culminating experience: A final paper that describes and
evaluates the final project, and an oral presentation

Option IV: Summers Only Master in Education (30 credits)
Focus on private school leadership in the Pacific Basin (PSL)*
Fixed sequence of courses (30 credits)
Committee: chair (member of graduate faculty) and reader
(who must have at least a master’s degree) who guide the
student through the conceptualization and implementation
of the project and the writing of the Plan B paper
Culminating experience: a final paper that describes and
evaluates the final project, and an oral presentation.

For further information, contact the graduate chair, Depart-
ment of Educational Foundations.

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
tought, 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: 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. The department also contributes to the policy
studies concentration in the PhD program.

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: coe.hawaii.edu/edep

Faculty
*L. Yamauchi, PhD (Chair)—cognitive development, cultural
influences on learning, minority students and schooling
*F. T. Bail, PhD—human learning and cognition, learning strategies
*A. S. Bayer, PhD—literacy, collaborative-apprenticeship learning,
cultural psychology
*P. R. Brandon, PhD—program evaluation, study of program
implementation and research on professional development
*M. K. Iding, PhD—literacy, learning and cognition
*S. Im, PhD—multivariate analysis, psychometric models for cognitive
diagnosis, setting cut off scores in large scale assessment
*M. K. Lai, PhD—program evaluation, research methods
*K. Ratliffe, PhD—learning and development in exceptional students,
culturally diverse educational environments, family influences on
learning and development
*M. Salzman, PhD—cross-cultural psychology, cultural psychology,
ingenous psychology
*S. Zhang, PhD—quantitative research methodology, statistics, second
language acquisition

Cooperating Graduate Faculty
B. D. DeBaryshe, PhD—social development, parent-child relations,
stress and resilience
A. Maynard, PhD—children’s teaching abilities, sibling interactions,
cultural change and socialization, and literacy

Affiliate Graduate Faculty
M. E. Brandt, PhD—cognitive development, culture and cognition,
alternative assessment
P. G. LeMahieu, PhD—student assessment, program evaluation

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

The Academic Program
The Department of Educational Psychology promotes
inquiry in human learning and development within the
context of a diverse society. Specifically, the major areas of
study include human learning, human development, research
methodology, statistics, measurement, and assessment and
evaluation.

The department’s MEd and PhD programs prepare
individuals to perform career activities—basic and applied
research, teaching and mentoring—in universities, school systems and other human service institutions and agencies, both public and private.

**Graduate Study**

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.

**Master of Education in Educational Psychology**

The MEd program in Educational Psychology is directed toward increasing the candidate’s competence in educational inquiry. In general, the domain of inquiry encompasses human learning and development in the context of education. Courses are offered in the areas of: statistics, measurement, evaluation, and research methodology; and human learning, cognition, and development. The program prepares individuals to provide instruction and consultation appropriate for all educational levels and conduct basic and applied research and evaluation in public and private educational settings.

**Master of Education in Measurement, Assessment, and Quantitative Methods (MAQM) in Educational Psychology**

The Measurement, Assessment, and Quantitative Methods is a 30-credit master’s level program intended to prepare students for job positions in applied research settings in educational agencies, testing organizations, and profit/non-profit institutions. Successful students will be able to identify and evaluate evidence-based practices in education and relevant fields.

In addition to knowledge in introductory psychometrics, basic research methodology, and introductory statistics, this program will provide coursework in more advanced topics such as item response theory, general linear modeling, and multivariate and multilevel methods. In addition, students may have opportunities to participate in educational projects within the Hawai‘i Department of Education, the Curriculum Research and Development Group (CRDG), and the Center on Disability Studies (CDS) in the College of Education, UH Mānoa.

**Admission Requirements**

In addition to the application form required by the Graduate Division, prospective students must also submit:

1) Department of Educational Psychology application form to the department.
2) Three recommendation forms attesting to academic and professional strengths to the department. Academic recommendations are preferred.
3) Transcript(s) of all prior undergraduate and graduate coursework to the Graduate Division.
4) For non-native speakers of English, a minimum TOEFL score of 600/250 unless waived in accordance with Graduate Division guidelines.

**Note:** Applications for admission to the MEd program must be received by February 1 (applications from international students are due August 1) for the spring semester. Application materials are available on the EDEP website.

**Degree Requirements**

After admission, the student and his or her temporary advisor detail a program of study, which includes a minimum of 30 credits for Plan A (Thesis) and Plan B (Non-thesis) candidates. Courses at or above the 400 level may be applied to an individual’s program of study and a minimum of 18 credits must be earned in courses numbered 600-798. Up to 12 credits completed prior to admission to the program may be transferred for credit toward the degree. All students in the MEd program are required to take EDEP 408 (or 608), 416, 429, 611 and 661 and a graduate seminar (EDEP 768) as part of their 30 credits. Students in the MAQM strand have additional requirements of EDEP 601, 604, 616, and two elective courses from the following: EDEP 605, 606, 768D, 768E, 768G, or 768H. For Plan B candidates, not more than 9 credits in directed reading/research (EDEP 699) may be applied to meet degree requirements. A minimum residency of two semesters of full-time study or the equivalent in credits at UH Mānoa is required.

Relatively soon after entering the program, students are expected to choose between Plan A and Plan B options.

**Plan A (Thesis)**

Students whose objective is doctoral study are expected to define a Plan A program of study at the master’s level. The Graduate Division requires that a minimum of 12 credits, exclusive of directed reading (EDEP 699) and thesis research (EDEP 700) must be earned in courses numbered 600-798. When the student program has been defined (including any transfer credits), Student Progress Form I is submitted to the Graduate Division. Plan A candidates must take at least 6 credits of thesis research (EDEP 700). At the discretion of the thesis chair, up to five credits of EDEP 699, previously completed, may be substituted for five of the six EDEP 700 credits.

The development of a thesis proposal is concurrent with the selection of a thesis chair and committee. The proposal includes a literature review that contextualizes the research question(s) within existing research and theory. The proposal also includes a description of the proposed research methods, including how the data will be analyzed. Students work with their thesis chair to develop their proposal. After the thesis proposal is defended and approved, Student Progress Form II is submitted to the Graduate Division and the student may enroll in thesis research (EDEP 700) at the beginning of the next academic semester. Students must register for at least one EDEP 700 credit during the semester in which they graduate and apply for graduation by the appropriate deadline.

It is the responsibility of the student to keep all members of the thesis committee informed of the scope, plan, and progress of thesis research. Copies of the completed thesis must be submitted to committee members at least two weeks prior to the date of the final oral examination by the committee. Upon successful defense of the thesis and subsequent completion of revisions, Student Progress Form III is submitted to the Graduate Division.
Plan B (Nonthesis)

The culminating requirement is a Plan B project/paper, an original educational inquiry resulting in a product that informs educational practice. Students develop a 2-3 page proposal outlining their projects that are then approved by their advisors. The development of a Plan B project is concurrent with the selection of a Plan B advisor. Not more than 9 credits in directed reading/research (EDEP 699) may be applied to meet degree requirements. A presentation of the Plan B project/paper is required during their final semester.

If candidates are not enrolled in other courses, they must be enrolled in at least one credit of EDEP 699, Directed Reading and Research. Students should enroll in EDEP 500 if all other requirements are complete. EDEP 500 is a one credit course evaluated on an Satisfactory/Unsatisfactory basis and does not count toward credit hour requirements. Students must apply for graduation when registering for their final semester of study.

Doctoral Degree

The PhD program in educational psychology is directed toward increasing the candidate’s competence in educational inquiry. In general, the domain of inquiry encompasses human learning and development in the context of education. Courses are offered in the areas of: statistics, measurement, evaluation, and research methodology; and human learning, cognition, and development. The program prepares individuals to conduct basic and applied research and evaluation in public and private educational settings and provide instruction and consultation appropriate for all educational levels.

Admission Requirements

In addition to the application form required by the Graduate Division, prospective students must also submit:
1) Department of Educational Psychology application form to the department.
2) Three recommendation forms attesting to academic and professional strengths to the department. Academic recommendations are preferred.
3) Transcript(s) of all prior undergraduate and graduate course work to the Graduate Division.
4) Official scores on the Graduate Record Exam Aptitude Test to the Graduate Division.
5) For non-native speakers of English, a minimum TOEFL score of 600/250 unless waived in accordance with Graduate Division guidelines.
6) Evidence of research competence (e.g., master’s research thesis, a published or publishable article, or a coherent research proposal), to the department.

[Note: Applications for admission to the PhD program are considered for the fall semester only and must be received by February 1 (applications from international students are due January 15).] Application materials are available on the EDEP website.

Degree Requirements

Initial Faculty Advising

Upon entrance to the graduate program, each student is assigned a temporary advisor to facilitate the student’s progress through the program. The graduate chair will be the advisor for students if no one else is specified. Initial assignment or choice of a temporary advisor in no way obligates the student to select the temporary advisor as his or her program advisor or to include the temporary advisor as his or her dissertation (PhD) committee member. Likewise, the temporary advisor has no obligation to serve on his or her dissertation committee. The system of temporary advisors is merely a way of identifying a specific faculty member the student can call upon for advice. The temporary advisor can be changed at any time, by mutual consent.

In order to maintain a close working relationship between the students and the faculty, students are required to undertake self-assessment activities every semester. After completing a written self-assessment, students meet with the EDEP faculty at the end of each semester to review and direct progress toward their degrees.

Students who have successfully defended their dissertation proposal are not required to attend these meetings.

Procedure for Completing the PhD Degree

Each student works closely with members of the graduate faculty to define an individual program of study. A typical program spans three to five years of concentrated study within the broadly defined discipline of educational psychology.

Program requirements include (a) completion of required core courses; (b) completion of required interdisciplinary specialization; (c) college teaching experience (EDEP 711) in conjunction with one or more faculty members; (d) documentation of directed research experiences; and (e) a minimum residency of three semesters of full-time work or the equivalent in credits at UH Mānoa.

Advancement to Candidacy: Completion of Core Courses

Students must receive a grade of at least B in all core courses. The purposes of the core courses are (a) to determine whether to encourage students to proceed in the PhD program; (b) to develop an appropriate plan for study; and (c) to advance to candidacy. Students may submit Student Progress Form I upon completion of core courses.

Dissertation Prospectus and Proposal

The development of a dissertation prospectus is done in conjunction with the identification of the dissertation committee chair. The prospectus is a 5-10 page description (exclusive of references) of the proposed dissertation that is developed in consultation with a prospective chair and submitted to the faculty. If there are no major objections to this prospectus from the graduate faculty as a whole, the student develops a dissertation proposal in consultation with the dissertation chair and forms a doctoral committee based on mutual interest. Dissertation committee formation generally is intertwined with proposal development. The dissertation proposal includes a literature review that contextualizes the question(s) within existing research and theory. The proposal also includes a description of the proposed research methods, including how the data will be analyzed. A formal oral defense of the proposal is made by the student to the doctoral committee in order to confirm approval of the proposed research.

* The EdLeads and PSL summer options are offered in alternating years.
Comprehensive Examination

The comprehensive exam is taken after the proposal defense. Committee members typically formulate two or three questions that may be related to the student’s proposal but may be broader in scope. Typically, students take between three to six weeks to complete the written comprehensive exam; however, each committee determines the exact timeline. An oral defense will be scheduled after the written answers are turned in. The committee will have at least two weeks to read the written answers before the oral defense. When students pass the comprehensive exam, Student Progress Form II will be submitted to the Graduate Division. A student who fails any portion of the comprehensive examination twice will be dismissed from both the graduate program and the Graduate Division, unless recommended otherwise by the graduate chair.

Completion of the Program

It is the responsibility of the student to keep all members of the dissertation committee informed of the scope, plan, and progress of the dissertation research. Copies of the completed dissertation must be submitted to the committee members at least two weeks prior to the date of the final oral examination by the committee. Upon successful defense of the dissertation and subsequent completion of revisions, Student Progress Form III is submitted to the Graduate Division.

Educational Technology

Wist 232
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-7671
Fax: (808) 956-3905
Email: edtech-dept@hawaii.edu
Web: coe.hawaii.edu/etec

Faculty

*C. Fullford, PhD (Chair)—instructional development and design
A. Eichelberger, MEd—educational technology
*C. Ho, PhD—instructional technology and design
E. Hoffman, EdD—educational leadership
P. Leong, PhD—travel industry, educational technology
G. Lin, EdD—instructional technology
P. B. McKimmy, EdD—educational leadership
*M. Menchaca, EdD—instructional technology
P. Leong, PhD—travel industry, educational technology

Cooperating Graduate Faculty

D. Lassner, PhD—computer systems, data communication
T. Nguyen, EdD—educational leadership, educational technology

Degree Offered: MEd in educational technology

The Academic Program

The Educational Technology (ETEC) program is nationally recognized by the Association of Educational Communication and Technology (AECT) and accredited by the National Council for Accreditation of Teacher Education (NCATE).

AECT (2007) defines educational technology as “the study and ethical practice of facilitating learning and improving performance by creating, using, and managing, appropriate technological processes, and resources.” This program prepares students to create resources for teaching and learning through diverse media. It provides theoretical knowledge and scientific principles that can be applied to problems that arise in a social context. It prepares individuals to devise effective messages, teams, materials, devices, techniques, and settings. It involves the study of theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning.

Practitioners in educational technology, whether they are teachers, trainers, developers, administrators, or support personnel, seek innovative and effective ways of organizing the teaching and learning process through the best possible application of technological developments. Individuals from diverse backgrounds can immediately apply what they learn to their particular context. Upon graduation, these new professionals will have a clearer vision of how they can prepare learners for the future.

ETEC graduates are found in many learning environments including K-12 and higher education, government, business, industry, military, and health occupations. Types of careers include: technology training, support and management, instructional design, eLearning development, website development, distance learning management, educational video production, multimedia authoring, performance improvement, and project management.

Advising

After reviewing the information from the department website describing the educational technology program, prospective applicants should confer with the department chair to obtain further amplification of admission requirements. Students are encouraged to take an ETEC course prior to admission to help determine their fit with the program.

The importance of careful planning of courses and program requirements, through consultation with the graduate chair cannot be overemphasized. The admission to and start of the student’s participation in the program is possible only in the fall semester. A prescribed set of four core courses (two fall, two spring) is required during the first year. A culminating course can only take place during the final 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. 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.

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.

Objectives

The department has set the following objectives for its graduate students based on national standards:

1. Design—Proficiency in instructional design, the systematic approach to designing educational/instructional systems, materials, and processes, including analyzing, designing, developing, implementing, and evaluating.
2. Development—Demonstration of major instructional models and their technological applications to develop instructional materials and experiences using print, multimedia, computer-based, and integrated technologies.
3. Utilization—Application of principles and theories of media utilization, diffusion, implementation, and policymaking, as well as the attitudes, ethics, and, interpersonal and communication skills required for active involvement in appropriate professional organizations and community services.
4. Management—Ability to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management.
5. Evaluation—Capability of planning and executing research using knowledge of the existing body of research in the field, and, ability to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

Admission Requirements

Admission to the educational technology program is only in the fall semester. Applications may be filed with the Graduate Division beginning October 1 until the deadline of February 1 for the following fall semester.

The general graduate admission requirements of UH Mānoa 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. 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.
3. Students must submit: an Intent to Apply for Admission Form, a Graduate Program Supplemental Information Form, and a Statement of Objectives Form. These are available on the ETEC website.
4. Three letters of recommendation, to be submitted with the application for admission, should evaluate the applicant’s potential in the field of educational technology, as well as his or her academic abilities to do graduate work.
5. All applicants should submit a resume, and additional materials, documentation, or samples of work relevant to the evaluation and selection process.
6. Students should specify in their Statement of Objectives their preference for the on-campus or online cohort, or, whether they will accept either option. Students from O’ahu requesting the online option, must provide a justification for their need to be in this cohort.

7. Educational technology is a professional area that requires the infusion of individuals who have the dispositions, commitment, and dedication to make the field their career choice. All students must commit to attending an initial orientation and taking the prescribed set of four core courses (two fall, two spring) during their first year.
8. Students in the ETEC Masters program are required to have a laptop and specific software. Please check with the ETEC website for current specifications. Students will need to have the proper equipment before taking courses or starting the program.
9. Because it is not primarily a technology skills training program, students entering the program are assumed to have a basic knowledge of computers and applications. While there is no formal prerequisite, students who have not had a previous technology course may find it useful to enroll in one of the ETEC undergraduate courses prior to admission or in their first semester in the program. The ability to learn basic technical skills through self-study is essential to program success.

Master’s Degree

Major Requirements

The graduate program requires a minimum of 33 semester credit hours, with six required and five elective ETEC courses.

The set of required ETEC courses provides each educational technology major with a solid foundation in technology, instructional design, 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. After the four core courses have been completed, each student will be evaluated to determine whether he or she is making satisfactory academic progress, and, is prepared academically and in other ways for the continuation in the program. Poise, personal dispositions, attitude, and communication skills are significant components in the overall evaluation. If advancement to candidacy is recommended, students will be allowed to enroll in the practicum course to begin work on their master’s project. They will take a culminating seminar course in their final spring semester to complete their master’s project.

Dual Master’s Degree Program

Students may pursue a Master’s in Educational Technology and a second master’s concurrently in Library and Information Science.
Institute for Teacher Education

Everly Hall 223 (Elementary) and 226 (Secondary)
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-4154 (Elementary)/(808) 956-4241 (Secondary)
Fax: (808) 956-7191 (Elementary)/(808) 956-9808 (Secondary)
Web: coe.hawaii.edu/ite

Faculty
*D. Grace, EdD (Elementary Director)—language, literacy, media studies, early childhood
*J. Moniz, PhD (Secondary Director)—multicultural education
*J. Ziliox, EdD (MEdT Director)—mathematics education
*D. Christopher, PhD—foreign languages
M. Colvin, EdD—language, literacy
*A. J. Dawson, PhD—mathematics education
*J. Herring, EdD—art education
*R. Johnson, EdD—elementary and early childhood education
*A. Kawakami, PhD—educational psychology
*C. Kessler, EdD—social studies education
*I. King, PhD—mathematics education, supervision
*N. Nakayama, PhD—secondary language arts
*R. Nowak, PhD—elementary language, literacy
*B. Pateman, HSD, MPH—health education
*E. Ponte, PhD—language, literacy
S. Robinson, PhD—science education
*K. Serna, PhD—school health education
G. Tamaribuchi, MEd—secondary social studies
*M. Taylor, EdD—secondary language arts
S. Twomey, PhD—language, literacy
*F. C. Walton, PhD—career, technology and technical education
J. Yoshioka, MS—secondary science education
D. Zuercher, PhD—elementary and middle level, literary health

Cooperating Faculty
from CRDG, EDCS, EDEP, EDEF, ETEC, KRS, SPED

Degrees, Certificates, and Certifications Offered: BEd in elementary education, BEd in secondary education, Master of Education in Teaching (MEdT), Post-Baccalaureate Certificate in Secondary Education (PBCSE)

The Academic Program

The Institute for Teacher Education (ITE) offers undergraduate degrees in elementary and secondary education (BEd), a post-baccalaureate degree in secondary education (PBCSE), and advanced degrees in teaching (MEdT). Elementary BEd students may enroll in dual certification programs, which earn them elementary and special education licensure, or elementary and early childhood (PK-3) licensure. All programs focus on the educational needs of children and adolescents, teaching, learning, and curriculum. The students at UH Mānoa are ethnically diverse as are the students in Hawai‘i’s school system. Students in ITE programs, therefore, learn and teach in a unique multicultural environment.

All students are required to own laptops for their teacher preparation courses. The heavy emphasis on the integration of technology into coursework and fieldwork reflects innovations in education. To learn more about this requirement, financial aid options for covering the cost, and whether the laptop students may own meet requirements for the program, please refer to students.coe.hawaii.edu.

Undergraduate Study

Basic Requirements

The undergraduate teacher education major program includes a strong liberal arts foundation, professional education courses, academic subject preparation, field experience, 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 available in the College of Education’s Office of Student Academic Services (OSAS) or online at students.coe.hawaii.edu/advising. 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, elementary emphasis and methods courses in elementary education, field experience, and student teaching, for a minimum of 124 credit hours. Upon admission, students are assigned to cohorts and enroll in a set sequence of courses over four semesters. The traditional day program requires full-time enrollment. The elementary BEd also offers a statewide distance learning program and a part-time evening program for dual preparation majors on Oahu. Elementary/Special Education preparation qualifies graduates to teach in elementary school (K-6) and to work in special education settings. Elementary/Early preparation qualifies graduates to teach in elementary school (K-6) and PK-3 settings. BEd requirements include completion of the General Education Core specified for education majors, the early childhood sequence of courses, elementary emphasis and methods courses in elementary education, field experience, and student teaching in an elementary school. Elementary/special education preparation qualifies graduates to teach in elementary school (K-6) and to work in special education settings. Elementary/early preparation qualifies graduates to teach in elementary school (K-6) and PK-3 settings. BEd requirements include completion of the General Education Core specified for education majors, the special education sequence of courses, elementary emphasis and methods courses in elementary education, field experience, 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 124 credit hours.

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

**Basic Requirements for all Secondary Education Majors**

All secondary education courses are offered in sequence. All secondary majors must take ITE 401 Introduction to Teaching the first semester in the program, and ITE 440 Curriculum Implications of Multicultural Education prior to taking methods or field work courses.

**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.

Family and consumer science majors generally enroll in the College of Tropical Agriculture and Human Resources or community college 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, the Department of Human Nutrition, Food, and Animal Sciences and/or community college. Career, technology, and technical 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, credit for work experience may be awarded to qualified individuals. Since technical courses are offered only at the community colleges, students may either enroll concurrently at UH Mānoa 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 K-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 advisor in the KRS department prior to their first year of registration.

**Post-Baccalaureate Certificate in Secondary Education (PBCSE)**

The PBCSE is a post-baccalaureate certificate program for the preparation of secondary school teachers (grades 7-12). 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 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 interrelated courses totaling 36 credits. Students who complete this initial teacher licensure 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. The PBCSE program is offered statewide, as well as at UH Mānoa.

**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 have a baccalaureate degree from an accredited and UH Mānoa recognized four-year institution of higher education. 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 be required. In these fields, early advising during the undergraduate major is strongly recommended.

2. Applicants must achieve minimal passing scores of 516 in the reading, writing, and mathematics subtests on the Pre-Professional Skills Test (PPST) or C-PPST.

3. Applicants must demonstrate knowledge in their teaching field by passing an appropriate PRAXIS Subject Assessment Content Knowledge Test. Those majoring in art, music, business, family and consumer science, ESL, and industrial arts/trades and industry take the PRAXIS Subject Assessment Test as an exit requirement.

4. A minimum post secondary cumulative grade point average of 2.75 and a minimum grade point average of 2.75 in the content major. Applicants pursuing a secondary major in mathematics or science may be considered for admission with a minimum cumulative GPA of 2.5 and a major cumulative of at least 2.5.

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 grades 7-12. A minimum of 40 hours of experience is required.
Kinesiology and Rehabilitation Science

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

Faculty
*J. K. Maeda, PhD (Chair)—physical education and adapted physical education
R. H. Benham, PhD—physical education, teacher education, and coaching education
*B. Y. Cartwright, EdD—rehabilitation counseling, transcultural counseling, and ethical decision-making
*M. A. Cleary, PhD, ATC—athletic training and environmental physiology
*J. A. Daniels, EdD—school counseling, development counseling, adolescent counseling, loss and transition counseling, group counseling, and counseling homeless children
*C. DeRenne, EdD—physical education and sports science
*R. Herzler, PhD—physical education and exercise science
*I. F. Kimura, PhD, ATC, PT—athletic training and biomechanics
*C. Morgan, PhD—youth physical activity and overweight
*N. M. Murata, PhD—physical education and adapted physical education
*J. Prins, PhD—biomechanics and exercise science
*C. D. Stickey, PhD, ATC—athletic training and biomechanics, exercise physiology

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

Undergraduate Study

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

The Health and Physical Education Teacher Education (HPETE) program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and National Association for Sport and Physical Education (NASPE). A professional preparation curriculum is provided for students who wish to teach physical education in grades P/K-12 and health education in grades 6-12. Specific admission requirements for this program include: successful completion of the PRAXIS I exam and interview are required. The PRAXIS II components required for licensure in Hawai‘i must be taken prior to the teaching residencies (elementary and secondary). Candidates who major in this program must demonstrate competence in motor skills and comprehensive knowledge.

* Graduate Faculty
relative to content in health and physical education, as well as effective accountability. General education core is 31 credits, physical education is 42 credits, health education is 18 credits, and professional education core is 39 credits for a total number of credits of 130.

Graduation Requirements
1. Fulfill all UH Mānoa requirements and meet all admissions requirements of the College of Education;
2. Complete the College of Education undergraduate curriculum in both elementary and secondary education for letter grades;
3. Successfully complete student teaching with a grade of B (not B-) or higher;
4. Complete a minimum of 124 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 rehabilitation science program: physical education (non-teaching) and health/exercise science and lifestyle management is part of the allied health care discipline, primarily dealing with the study of how individuals can influence their own state of wellness, the response and adaptation of the human body to physical activity and sports participation, and how modern management skills can be used to help others achieve a higher state of wellness and better use of their leisure time. Career paths within this area of study include, but are not limited to: athletic training, health education and lifestyle management, exercise physiology, sports nutrition, leisure services management, fitness and wellness program management, and personal training and fitness counseling. The general emphasis in all of these careers is the link between science, sports, management, and medicine. This program area has been structured to enable the student to design an academic curriculum that reflects their individual interests in this program. All students interested in the program must meet the entrance requirements for the College of Education. In addition to the requirements of the Graduate Division, program entrance. Each applicant admitted will be classified in one of two categories: (1) Regular status—student who has a baccalaureate degree in the area in which he or she 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.

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: athletic training (entry-level or post certification), and physical education/adapted physical education.

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. The Department of Kinesiology and Rehabilitation Science (KRS) also requires submission of Graduate Record Examination (GRE) scores.

Each applicant admitted will be classified in one of two categories: (1) Regular status—student who has a baccalaureate degree in the area which he or she 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.

Entry-level Graduate Athletic Training Education Program (EL-GATEP) applicants must submit a signed copy of the Technical Standards and proof of a completed physical examination prior to admission. Post-professional Advanced Athletic Training Program (AATP) applicants must be Board of Certification (BOC) certified or certification eligible for consideration for admission. Applicants of either program must also submit proof of: TB clearance, Hepatitis B vaccine or waiver and personal liability insurance prior to program entrance. Downloadable forms may be retrieved at www.hawaii.edu/kls/. Admission to the program will depend on the availability of faculty in the particular area of scholarship.

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 KRS department must approve the student’s coursework.

Students interested in the MS specialization in Physical Education or Adapted Physical Education must meet the admission requirements of the Graduate Division and KRS. Both programs assist in the development of the knowledge and skills related to achievement of outcomes necessary for national certification (i.e., national board certification in teaching or nationally certified adapted physical educator). The program is comprised of between 30-33 credits and typically takes two years to complete. A thesis or project option is provided for the research component.
Entry-level Graduate Athletic Training Education Program (EL-GATEP) students (graduate students seeking BOC certification) are required to complete a minimum of 61 credits, that includes Plan B non-thesis (final comprehensive examination). Additionally, pre-requisite course and clinical work experiences may be required. Specific requirements and recommended course sequencing can be viewed at www.hawaii.edu/kls/.

Post-professional Advanced Athletic Training Program (AATP) students must complete a minimum of 48 credits that includes Plan A thesis requirements. Specific requirements and recommended course sequencing can be viewed at coe.hawaii.edu/kls/.

**MEd Degree**

The Department of Kinesiology and Rehabilitation Science offers a distance program leading to a Master of Education in Counseling and Guidance, with a specialization in Rehabilitation Counselor Education. It is the only such program in the Pacific Basin and the nation accredited by the Council on Rehabilitation Education (CORE) that serves predominantly Asians and Pacific Islanders. Graduates are eligible to take the Certified Rehabilitation Counselor examination. The Department of Kinesiology and Rehabilitation Science also offers a distance program leading to a Master of Education in Liberal Studies for Practitioners (EL-GATEP) students (graduate students seeking BOC certification) are required to complete a minimum of 61 credits, that includes Plan B non-thesis (final comprehensive examination). Additionally, pre-requisite course and clinical work experiences may be required. Specific requirements and recommended course sequencing can be viewed at www.hawaii.edu/kls/.

Post-professional Advanced Athletic Training Program (AATP) students must complete a minimum of 48 credits that includes Plan A thesis requirements. Specific requirements and recommended course sequencing can be viewed at coe.hawaii.edu/kls/.

**Mission & Objectives**

The mission of the University of Hawai‘i Rehabilitation Counselor Education program is to provide graduate level training that is designed to provide students with the essential knowledge, skills, and attitudes necessary to assist individuals with disabilities to achieve an increased sense of empowerment, responsibility, and maximum independence.

Consistent with its mission, the objectives of the program are to: (1) incorporate new knowledge that addresses the needs of individuals with disabilities and the community, as well as professional and personal growth, and (2) enhance students’ ability to implement culturally responsive and ethically sound rehabilitation counseling practices.

**Goals:**

1. Establishing and maintaining a comprehensive recruitment plan to attract qualified applicants from culturally diverse groups, including individuals with disabilities in particular;
2. Training competent rehabilitation practitioners who adhere to the Code of Ethics for Rehabilitation Counselors;
3. Providing access to potential applicants through distance education modalities;
4. Building collaborative partnerships with the Hawai‘i State Vocational Rehabilitation Agency, the State Workforce Development Division, Community Rehabilitation Programs, the Hawai‘i Centers for Independent Living, private rehabilitation organizations and other community-based programs providing services to individuals with disabilities;
5. Updating the curriculum to ensure it reflects standards of the profession; and
6. Implementing a systematic evaluation of the Rehabilitation Counselor Education program outcomes.

**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.

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. These should show evidence that an applicant’s personal qualifications, motivation, and academic preparation indicate competence and potential success in rehabilitation and counseling. A writing sample and interview are also required. Applications are considered for the fall semester.

**Program Requirements**

Prior to registration, every accepted candidate will be assigned a preliminary advisor with whom he or she will develop a degree program plan. This program must be approved by the student, the advisor, and the graduate program chair. A substitute for a required course may be allowed if the substituted course is equivalent in content and caliber. Specific procedure must be followed, and supporting documentation is required.

A student shall be advanced to candidacy on the basis of having successfully completed 24 credit hours of required courses, 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.

**Doctoral Degree**

The PhD in education with a specialization in kinesiology prepares professionals to work as leaders in the education, adapted physical education, athletic training (BOC), applied biomechanics, exercise physiology and sports medicine fields as educators, administrators, directors, researchers, and clinicians. These fields have great depth and breadth that require specific yet broad backgrounds in research, physical education pedagogy, athletic training research and education, mathematics/physics, physiology, and allied health/medical practices. Graduates are expected to assume leadership roles that influence local, national, and international lifestyles, physical and allied health/sports medicine issues related to research, higher education and/or program development (i.e. program accreditation acquisition), and to contribute to the body of knowledge.

This wide-ranged discipline is based in the biological sciences; consequently, this foundation will be reinforced so that student experiences (i.e. course work, research, clinical/practical/teaching) will provide refinement, expertise, and an increased depth of understanding.

The program varies in the number of credit hours required, depending on the candidate’s qualifications and experiences, and includes course work required by the college of education, the specialization area, and a cognate field. Additionally, students may be required to complete course work in an emphasis area based on the specific needs in order to develop a specialized and focused research and education agenda. At least one field and/or teaching internship and dissertation are also
required. See the previous section on graduate programs in the College of Education.

**Special Education**

Wist 120  
1776 University Avenue  
Honolulu, HI 96822  
Tel: (808) 956-7956  
Fax: (808) 956-4345  
Web: coe.hawaii.edu/sped

**Faculty**

* A. A. Jenkins, PhD (Chair)—mild/moderate disabilities, content strategies, inclusive education, collaboration  
* R. S. Black, EdD—mental retardation, transition, students at-risk, research design  
* B. G. Cook, PhD—mild/moderate disabilities, inclusion, evidence-based practices, higher education and students with disabilities  
* L. H. Cook, PhD—mild/moderate disabilities, inclusive education, collaboration  
* P. J. Edelen-Smith, EdD—mild/moderate disabilities, language/cognitive strategies, assessment, collaboration  
* S. M. Koegel, MEd—mentoring special education teachers, general special education  
* D. McDougall, PhD—general special education, mild/moderate disabilities, behavior disorders  
* L. A. Nakamoto, MEd—mentoring special education teachers, general special education  
* W. D. Narkon, PhD—mild/moderate disabilities, learning disabilities, reading strategies  
* M. J. Noonan, PhD—mild/moderate disabilities, autism, early intervention  
* C. M. Ornelles, PhD—mild/moderate disabilities, students at risk, integration of services, collaboration  
* L. M. Oshita, MEd—learning disabilities, reading instruction, social skills  
* D. Paresa, PhD—mentoring special education teachers, general special education  
* K. Rao, PhD—media, distance learning, assistive technology, culturally and linguistically diverse students  
* R. J. Reed, PhD—teacher training, cultural diversity, language arts, recruitment and retention of special education teachers  
* A. E. Ruhaak, MA—mentoring special education teachers, general special education  
* E. Sheehey, MEd—mild/moderate disabilities, teacher preparation, multicultural education, autism  
* P. H. Sheehey, PhD—families, mild/moderate disabilities, language arts, severe disabilities  
* C. S. Shiraki-Sakaino, MA—mentoring special education teachers, general special education  
* J. R. Skouge, EdD—media, assistive technology, family partnerships, cross-cultural education  
* G. J. Smith, EdD—interdisciplinary team development, transition/career vocational special education, systems change  
* R. A. Stodden, PhD—mental retardation, career/vocational special needs, adolescent/adult services  
* J. C. Wells, PhD—autism spectrum disorders, communication disorders, early childhood special education, mild/moderate disabilities

**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, 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. On campus and statewide programs are offered.

**Accreditations**

The special education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and by the Council of Exceptional Children (CEC).

**Advising**

Advising of students in the undergraduate program is the responsibility of the Office of Student Academic Services, College of Education.

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

**Student Organizations**

**Student Council for Exceptional Children (SCEC)**

The Student Council for Exceptional Children (SCEC) is an active organization open to anyone interested in special education. Chapter 78 at UH Mānoa has received recognition by the International SCEC. SCEC members participate in professional development activities and sponsor special community projects. SCEC is an affiliate of the Council for
Exceptional Children. For more information, call (808) 956-7956.

**Undergraduate Study**

**BEd**
The College of Education offers a program option within the BEd in the elementary program that culminates in basic teacher licensure in general elementary and special education. The optional program consists of 30 credit hours in special education, including nine 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 post-baccalaureate certificate in special education for individuals who hold a bachelor’s degree in any field and desire licensure to teach special education. The program consists of 30 semester credit hours in special education, including 9 credit hours of supervised field experience. The PB-SPED program offers two special education teacher training options: (1) specialization in mild/moderate disabilities (mental retardation, learning disabilities, emotional/behavior disorders); or (2) severe/multiple disabilities and autism. Program sheets listing the specific course requirements for the 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 program. Program sheets listing the specific requirements are available in the Office of Student Academic Services. Students must fulfill all program requirements in effect for the semester in which they are admitted into the college.

All applicants to the post-baccalaureate certificate in special education program will be evaluated competitively and considered for admission on the basis of a profile composed of the following criteria:
1. Applicants must have a baccalaureate degree from an accredited and UH Mānoa recognized four-year institution of higher education.
2. Applicants must achieve minimal passing scores of 516 in the reading, writing, and mathematics subtests on the PRAXIS Pre-Professional Skills Test (PPST) or C-PPST.
3. A minimum post secondary cumulative GPA of 2.75.
4. Applicants must demonstrate oral and nonverbal communicative competence through the successful completion of an interview. Applicants must also demonstrate attitudes toward education, learners and themselves as prospective teachers that are compatible with the standards and curriculum of the program.

**Master’s Degree**
The MEd in special education offers interdisciplinary studies for candidates who wish to engage in a graduate course of study to meet individualized educational objectives in the field of special education. The MEd interdisciplinary program is a non-licensure 30 credit program and is available statewide.

**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) three letters of recommendation attesting to academic and professional strengths, and (b) unofficial transcripts of all undergraduate and graduate course work. An interview by the department’s selection committee is required.

**Requirements**
The MEd in interdisciplinary studies/special education consists of a minimum of 30 credits, including 12 credits of required professional courses, and 12-15 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 and a minimum of 3 credits of SPED 695.

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. See the previous section on graduate programs in the College of Education.