College of Education

Administration
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 prepares teachers, administrators, and other education personnel; provides professional development for teachers and other educational and related professionals; disseminates information for understanding educational issues to school and community groups; and conducts basic and applied research concerning issues in education. The college holds national accreditation by the National Council for the Accreditation of Teacher Education.

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

Graduates of the Bachelor of Education (BEd) Program who meet licensing requirements may be recommended by the College of Education to the Hawai’i Teacher Standards Board for initial teacher licensure in elementary or secondary education. 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 and special education for post-baccalaureate students are offered. Candidates in the Master of Education in Teaching (MEdT) Program who meet licensing requirements may be recommended by the college for initial teacher licensure.

The college offers teacher education and advanced professional development programs statewide. Courses offered through distance programs include interactive video, web-based, 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 more information on distance programs, contact individual departments, or visit the college website at coe.hawaii.edu/academics/online. The college also offers Bachelor of Science and Master of Science Programs in kinesiology and rehabilitation science, various Master of Education degrees, and 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 knowledgeable, effective and caring professionals to contribute to a just, diverse, and democratic society.

Mission
The mission drives the direction and work of the college in and beyond Hawaii 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 just, diverse, and democratic community in three areas:
- Teaching—prepare new educational professionals and provide ongoing 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 the Accreditation of Teacher Education (NCATE) at the initial preparation and advanced preparation levels. It offers State Approved Teacher Education Programs (SATEP). Candidates who complete a SATEP qualify for recommendation to the state for Hawaii teaching licensure. Completion of a SATEP is typically a requirement in other states for meeting licensure or certification requirements.

**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 kinesiology and rehabilitation science.

**Master’s Degrees:** 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 a MS degree in kinesiology and rehabilitation science with options in athletic training (entry-level or post-certification), physical education/adapted physical education, and rehabilitation counselor education.

**Doctoral Degrees:** PhD in education (with specializations in curriculum and instruction, educational administration, educational foundations, educational policy studies, educational technology, exceptionalities, and kinesiology), and a 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, Elementary/Early Childhood Education, and Elementary/Hawaiian Education; Secondary Education; BS in Kinesiology and Rehabilitation Science; Post-baccalaureate Certificate in Secondary Education; Post-Baccalaureate Certificate in Special Education; and Master of Education in Teaching**

Office of Student Academic Services (OSAS)
Director, Melvin E. Spencer, Ill
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 the graduate field 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 Requirements are available in the Office of Student Academic Services (OSAS), Everly Hall 126 or on the web. 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 program is offered statewide, as well as at UH Mānoa.

**Admissions Requirements for Undergraduate Majors**

Students applying for admission to the bachelor of education (BEd) and the bachelor of science (BS) programs must meet all UH Mānoa admission requirements. Majors should follow specific General Education Requirements listed on their program sheets. Please consult an advisor. During the admission process, applicants may be referred to, 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 may be evaluated on the basis of past experience and current interaction with college personnel.

Admission requirements are subject to change. Call OSAS for updated information.

**Additional Requirements for State Approved Teacher Education Programs (SATEPs)**

Admission to a degree program is prerequisite to participation in a state approved teacher education program (SATEP) approved by the Hawaii Teacher Standards Board (HTSB). However, admission to a degree program does not guarantee admission to a SATEP that leads to recommendation for a Hawai‘i teaching license. Students pursuing a teaching license
also must meet the following criteria or those in effect due to HTSB actions at the time of application:
1. Achieved upper division status by completing a minimum of 55 credit hours from an accredited college.
2. Cumulative GPA of 2.75 for all postsecondary institutions attended.
3. For 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 to the baccalaureate level SATEP with a minimum cumulative GPA of 2.50 and a major cumulative GPA of at least 2.50.
4. PRAXIS I–Pre-Professional Skills Test (PPST/C-PPST) with minimal state passing scores in reading, writing, and mathematics subtests.
5. Demonstrate oral and non-verbal communication competencies 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 teaching profession, including appropriate professional dispositions. Qualified students who are off-island during the semester of SATEP application may be granted a telephone or web-based interview.
6. Completion of General Education Requirements specified for education majors pursuing teacher licensure. Applicants who have completed an articulated AA degree from a UH Community College are considered to have met the COE core with possible exceptions (see an academic advisor).
7. A minimum of 40 hours of documented current active involvement, paid or volunteer, with a group of school-age children at the grade level(s) of most interest in future teaching.

Admission requirements are subject to change. Call OSAS for updated information.

Applicants should be aware that admission to a SATEP does not guarantee admission to clinical placements, including practicum, student teaching, internship, or teaching residency. Students’ progress in state approved teacher education programs will be evaluated at several points throughout the program.

Also required for clinical placement:
1. Original TB certificate clearance as required by Hawai‘i Department of Health 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.

The HTSB also requires passage of the appropriate Praxis content test prior to completion of clinical experiences.

Requests for Reconsideration of Negative Admissions Decisions

Students who are denied admission to a College of Education degree program or SATEP 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/CPPST may request reconsideration for admission to a SATEP.

In addition, students must show strong evidence of future potential in the field and a strong record of recent scholarship.

Application Procedures and Deadlines
1. Applicants for the BEd and BS degrees should follow all appropriate UH Mānoa procedures.
2. All SATEP applicants must submit a current College of Education application form (coe.hawaii.edu/admissions/initial/apply) to OSAS and submit completed UH application forms and transcripts to the appropriate UH Mānoa office.
3. SATEP applicants are responsible for making arrangements for the interviews and the PPST/C-PPST tests and for submitting documentation of field experience hours.

Application for degree programs follows UH Mānoa deadlines. For SATEP application, priority deadline is February 1, and final deadline is March 1 for fall admission; priority deadline is August 1 and final deadline is September 1 for spring admission. Be aware that not every program admits every semester. Deadlines are subject to change. Call OSAS for updated information.

All students in the BEd and BS programs should make an appointment for a graduation check with an academic advisor in June or July for the September 15 graduation deadline and in November or December for the February 15 deadline. No late applications will be accepted.

SATEP participants should check with an advisor to ensure compliance with all completion requirements. OSAS will not recommend candidates to the HTSB for licensure until all requirements are satisfied.

Clinical Experiences

The College of Education plans, arranges, and supervises all required clinical experiences, including student teaching, at the elementary and secondary levels in public and private schools. 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 any required student teaching. Check with the advisors for additional prerequisites related to classified status, course completion, grade requirements, GPA requirements, and required forms before registering for clinical experiences or student teaching. Please be aware of deadlines, particularly those after which no late applications will be accepted.

Those undertaking clinical experiences, including student teaching or teaching residency as part of a SATEP, must have met the following prerequisites:
- Enrollment in the College of Education as a classified student and completion of all coursework;
- A cumulative GPA of not less than that required for admission to the SATEP;
- Completion of the Clinical Experience Application from the Office of Student Academic Services or online;
- Liability insurance;
- Hawai‘i Department of Education fingerprinting and background check.

There is typically no student teaching or teaching residency during the summer session.

Also note that as of January 2011 HTSB requires passage of the Praxis II content examination prior to completion of
student teaching. Students should check with their academic advisor concerning specific requirements.

**Graduate Programs**

**Master’s Degrees**

The College of Education offers MEd degrees in 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 masters 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), Post-Professional Advanced Athletic Training Program (AATP), and Rehabilitation Counselor Education.

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)

1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-7913

**Graduate Faculty**

S. B. Roberts, EdD (Chair)—curriculum administration, policy, professional socialization, school administration
A. Bartlett, PhD—literacy, teacher education
M. Benham, EdD—Hawai’iunü’i ka 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
T. W. Christ, PhD—research methods, evaluation, curricula theory, literacy
D. Christopher, PhD—foreign language and English as a Second Language (ESL) education for preservice and inservice teachers
M. A. Cleary, PhD, ATC—athletic training and environmental exercise physiology
M. Conway, PhD—disability studies, transition, postsecondary supports, sensory impairment, assistive technology
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. P. Fulford, PhD—educational technology, instructional and visual design
D. Grace, EdD—language arts, media studies, early childhood
P. E. Halagao, PhD—social studies, multicultural education and Filipino curriculum and pedagogy
R. H. Heck, PhD—leadership and governance, organizational theory, policy
R. Hertzler, 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 technology, e-learning, qualitative research methods
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. Jonsrud, PhD—academic governance and leadership, organizational theory, policy and planning
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, distance education, virtual worlds
M. G. Lin, PhD—educational technology, participatory learning, open access resources
B. J. Lum, PhD—philosophy of education, human development, peace education, social and cultural studies
M. Maaka, PhD—indigenous education, language and literacy in education, multicultural education
J. K. Maeda, PhD—physical education, elementary and adapted physical education pedagogy, and professional development, applied behavior analysis
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. 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
T. Nguyen, EdD—educational leadership, educational technology
M. J. Noonan, PhD—moderate and severe disabilities, early intervention
K. Oliveira, PhD—Hawaiian language, culture and geography
T. O’Neill, PhD—science education with a focus on multicultural science education and the teaching and learning of science for social justice
C. Ornelles, PhD—mild/moderate disabilities, students at risk, integration of services, collaboration
N. A. Pateman, EdD—mathematics education
M. E. Pateman, HSD, MPH—school and college health education
E. Ponte, PhD—second language studies, teacher education, assessment and evaluation
F. Portenier, 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—assistive technology, culturally responsive education, learning disabilities, and educational research
N. S. Schonleber, PhD—early childhood education, early literacy, cultural influences on learning, language development
P. Sheehy, 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. B. Slaughter, EdD—language arts, literacy, qualitative research, program evaluation
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—politics of education, critical theories of education
K. A. Tokuno, PhD—educational administration, assessment
J. A. Torralba, PhD—science education
S. Twomey, PhD—literacy, gender
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. Hijiriida, 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

The specialization in Curriculum and Instruction 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 issues and trends in curriculum, teaching and learning, curriculum and program evaluation, and research on teacher education and professional development; breadth courses; a field project or an internship 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 advancing educational thought, policy development, and practice, especially where these concern the social role of the school and other educational agencies. The program of study varies in the number of credits required, depending upon the candidate’s qualifications; 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; 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, 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

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
Honolulu, HI 96822
Tel: (808) 956-7961
Fax: (808) 956-9486
Email: crdg@hawaii.edu
Web: www.hawaii.edu/crdg

The Curriculum Research & Development Group (CRDG), with its associated Laboratory School, is an organized research unit in the College of Education at UH Mānoa that contributes to the body of professional knowledge and practice in teaching and learning, curriculum development, program dissemination and implementation, evaluation and assessment, and school improvement. CRDG conducts research and creates, evaluates, disseminates, and supports educational programs that serve students, teachers, parents, and other educators in grades pre-K–20.

CRDG has ongoing research, curriculum development, and teacher professional development efforts in five focus areas: science, technology, engineering, and mathematics (STEM) education; Hawai‘i, Asia, and the Pacific; serving diverse learners; educational technology development; and designing educational systems.

CRDG work influences change in curriculum, instruction, assessment, and school systems by creating programs and practices that result in improved student learning. CRDG concerns itself with the P–20 continuum of education, including those who receive and those who deliver educational programs and services. CRDG assembles teams of academic scholars, teachers, design specialists, evaluators, and others to create instructional programs and professional development services that improve learning, teaching, and assessment. While CRDG faculty are concerned with and address current needs, their primary focus is on creating innovations that by their very nature are intended to go beyond current practice to investigating and creating quality programs and materials for the future. Support for CRDG work comes from a mix of funding sources including the University of Hawai‘i, other state of Hawai‘i agencies,
federal governmental granting agencies, private foundations, and pro bono services from the academic community, locally, nationally, and internationally.

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 ideas and programs aimed at improving teaching, learning, and assessment. The school enrolls approximately 450 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 $200,000. For information, contact the Office of Student Academic Services at (808) 956-7849.
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
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
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. Stodden, PhD—mental retardation, career/vocational special education
F. C. Walton, PhD—career, technology and technical education
D. B. Young, EdD—science education
J. Zilliox, EdD—elementary mathematics

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 PK-3 early childhood, 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 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 coe.hawaii.edu/cs.

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 12 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
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. This includes a minimum of one course each in:
   a. child development, age birth to five;
   b. early childhood education/developmentally appropriate practice;
   c. family studies/working with families and communities;
2. Documented experience of work with young children and their families, or in early childhood program administration or public policy;
3. 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

Thirty (30) credit hours in early childhood regular education, early childhood special education, and child development are required. Students take a common core of 15 required credits and select a concentration in teaching or in program administration, policy, and advocacy.

The required core of 15 credits is taken over the course of three Summer Institute sessions on the UH Mānoa campus. Core courses are offered through the Departments of Curriculum Studies and Special Education in the College of Education, and the Department of Family Resources in the College of Tropical Agriculture and Human Resources. The balance of 15 elective credits is taken either online or on ground based on student interest and need, in consultation with the Program Advisor.

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, 6 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, 9-11 credits of electives and 1-3 credits of Plan B preparation.

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 Department of Curriculum Studies (808) 956-4401.

Doctoral Degree

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

The PhD in Education, specialization in Curriculum and Instruction, 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 issues and trends in curriculum, teaching and learning, curriculum and program evaluation, and research on teacher education and professional development; breadth courses; a field project or an internship in college teaching; and the dissertation.

For additional information, see the “Doctoral Degrees” section within the College of Education section of this Catalog.
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 demonstrate 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 educational-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, 675, 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 after enrolling at UH Mānoa as a graduate student with advanced approval by the graduate program. Students should refer to the Graduate Division website for the requirements for the transfer of credits.

**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**

- E. H. Tamura, PhD (Chair)—history of education, minority issues, Asian-American history
- 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
- H. McEwan, PhD—curriculum theory, teacher education research, philosophy of education
- G. G. Reed, PhD—social and cultural foundations, values and education, comparative education
- 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

*Graduate Faculty

**Affiliate Graduate Faculty**

- 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 takes an interdisciplinary approach to the critical examination of educational issues by focusing on explaining and interpreting education—asking and responding to the “why” questions. The Department 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 disciplines of the humanities and social sciences. We value and affirm multiple perspectives, multiple voices, and collaboration in a program that is committed to engaging and deepening the prospect of democratic education. We seek to move our students toward greater appreciation of complexity, clarity, and compassion through our curriculum.

Related to the traditional disciplines are the Department’s four areas of emphasis: history of education, philosophy of education, socio-cultural foundations, and international/comparative education. Related areas of study include educational policy studies, the politics of education, legal education, and multicultural education.

Graduates with the MEd degree are expected to be able to analyze alternatives in educational thought, policy and practice related to the social and ethical problems faced by schools and other educational agencies at the state, national and international levels. Teachers who receive the Department’s MEd are prepared to become leaders in their schools and districts. 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, Department 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 thought, policy development, and practice, especially where these concern the social role of the school and other educational agencies. The program of study varies in the number of credits, depending upon the candidate’s qualifications and will include the following: 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
*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, indigenous psychology
*S. Zhang, PhD—quantitative research methodology, statistics, second language acquisition

Cooperating Graduate Faculty
P. R. Brandon, PhD—program evaluation, study of program implementation and research on professional development
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

* Graduate Faculty
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 program 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 course work to the Graduate Division.
4) For non-native speakers of English, a minimum TOEFL score of 600/100 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 January 15) for the fall semester, and by September 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 though 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 program 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. 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 Graduate Division requires that a minimum of 12 credits must be earned in courses numbered 600-798, in addition to six credits of directed reading (EDEP 699) and thesis research (EDEP 700).

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. When the final edited document is submitted to Graduate Division, Form IV should be submitted at the same time.

Plan B (Nonthesis)

The culminating requirement is a Plan B project/paper, an original educational inquiry resulting in a product that informs educational practice. The development of a Plan B project is concurrent with the selection of a Plan B advisor. Students develop a 2-3 page proposal outlining their projects that are then approved by their advisors. 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 600/100 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. 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 the student’s 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 of study; and (c) to advance to candidacy.

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. The prospectus includes the statement of the problem; its relevance to educational psychology; the design of the inves-
College of Education

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.

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. When the final edited document is submitted to Graduate Division, Form IV should be submitted at the same time.

Educational Technology

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

Faculty
*C. Fulford, 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. McKimmy, EdD—educational leadership
*M. Menchaca, EdD—educational technology

Cooperating Graduate Faculty
R. Boulay, PhD—curriculum studies, educational technology
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,

* Graduate Faculty
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), 226 (Secondary), and 229 (MEdT) 1776 University Avenue Honolulu, HI 96822
Tel: (808) 956-4154 (Elementary)/(808) 956-4241 (Secondary)/
(808) 956-5513 (MEdT)
Fax: (808) 956-7191 (Elementary & MEdT)/(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. Zilliox, EdD (MEdT Director)—mathematics education
F. Birkett, EdM—social studies
*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
*L. King, PhD—mathematics education, supervision
*B. Pateman, HSD, MPH—health education
*E. Ponte, PhD—language, literacy
*S. Robinson, PhD—science education
*K. Serna, PhD—school health education
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, 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), State Approved Teacher Education licensure programs in elementary education and secondary education

The Academic Program

The Institute for Teacher Education (ITE) offers undergraduate degrees in elementary and secondary education (BEd), a post-baccalaureate certificate in secondary education (PBCSE), an advanced degree in teaching (MEdT), and state approved teacher education programs (SATEPs) in elementary and secondary education.

Elementary and secondary BEd students may be able to enroll in programs that can lead to recommendation to the state for dual licensure, such as elementary or secondary and special education licensure, elementary and early childhood (PK-3) licensure, or elementary or secondary and Hawaiian language or Hawaiian Immersion licensure. All ITE 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 courses. The heavy emphasis on the integration of technology into coursework and clinical work reflects innovations in education. To learn more about this requirement, financial aid options for covering the cost, and whether the laptop student may now own meet requirements for the program, please refer to students.coe.hawaii.edu.

Undergraduate Study

Basic Requirements

The undergraduate major programs include a strong liberal arts foundation, professional education courses, academic subject preparation, content pedagogy preparation, and clinical experiences.

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 and for the State Approved Teacher Education (SATEP) 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 degree program requirements in effect for the semester in which they are admitted into the college. Those
pursuing licensure must meet all SATEP requirements in effect at the time they are admitted to the SATEP. Please be aware that SATEP requirements may be changed by the licensing agency, the Hawai’i Teacher Standards Board. Candidates pursuing licensure also must meet all licensure requirements in place at the time of program completion.

For information on a Bachelor Degree Program Sheet, go to www.manoa.hawaii.edu/ovcaa/programsheets/.

**Major Requirements**

**Elementary Program**

The elementary education major focuses on the learner and the learning environment in elementary school (K-6). Requirements include completion of the General Education courses specified for education majors, elementary emphasis and methods courses in elementary education, and clinical experience for a minimum of 124 credit hours. Students are typically assigned to cohorts and enroll in a sequence of courses. The traditional day program requires full-time enrollment. The Elementary BEd also offers a distance learning program and an evening program for dual preparation majors on Oahu. The Dual Elementary/Special Education program adds a focus on special education settings. The Dual Elementary/Early Education program adds a focus on PK-3 settings. The Dual Elementary/Hawaiian Language or Elementary/Hawaiian Immersion programs add a focus on teaching in Hawaiian immersion schools or schools with high populations of Native Hawaiian students.

**Secondary Program**

The secondary education program focuses on the learner and the learning environment in grades 7-12. Requirements include completion of the General Education courses specified for education majors, a major in a teaching field or academic content and content pedagogy courses equivalent to a major in a teaching field, foundations and methods courses in secondary education, and clinical experiences for a minimum of 124 credit hours.

The College of Education offers secondary education majors in the following fields: 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).

Secondary education courses are typically offered in sequence. All secondary majors pursuing teacher licensure through a SATEP 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 clinical courses.

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 courses specified for education majors, the professional education required courses, and the academic major or equivalent, and

related courses. In addition, the student must show skill and knowledge proficiency in lifelong physical activities appropriate to grades K-12. Interested students should see an advisor in the KRS department prior to their first year of registration.

**Requirements for State Approved Teacher Education Programs (SATEPs)**

Requirements for the college’s state approved teacher education programs in elementary and secondary education comply with best practices and standards adopted by the national professional associations and the national accrediting body for teacher education, and with the state’s requirements for teacher licensure. These requirements are subject to change as changes are adopted by these entities. Please consult with the Office of Student Academic Services (OSAS) for current information.

**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 teacher licensure. Students admitted to the PBCSE will have completed an academic major or its equivalent 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 30-36 hours depending on the area of licensure sought. 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 to a graduate program. The PBCSE program is offered statewide via distance education, 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 an overall profile. Admission to the PBCSE is considered admission to a SATEP.

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 is strongly recommended.

2. Applicants must achieve minimal passing scores as set by the HTSB in the reading, writing, and mathematics subtests on the Pre-Professional Skills test (PPST or C-PPST).

3. Applicants must demonstrate knowledge in the teaching field by passing an appropriate Praxis Subject Assessment Content Knowledge test. Some areas such as art, music, and ESL, may allow program entry prior to passing the PRAXIS Subject Assessment Test. However, passage of the test is required prior to completion of clinical experiences per HTSB rules.
4. Applicants must meet admissions requirements designated by the UH Mānoa Graduate School.
5. Applicants must demonstrate oral and nonverbal communication competencies through the successful completion of an interview.
6. Applicants must demonstrate attitudes toward education, learners, and themselves as prospective teachers that are compatible with the standards and curriculum of the program.
7. 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.

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

Graduate Study

The Master of Education in Teaching (MEdT) Program is a two-year initial licensure program whose applicants seek to earn a teaching license at the elementary (K-6) or secondary levels (7-12) and engage in a program of research and inquiry consistent with a graduate degree. At the secondary level the program only accepts candidates interested in teaching English (Language Arts), Mathematics, Science, or Social Studies. Successful completion of the program results in both a recommendation to the Hawai‘i Teacher Standards Board for licensure and a Master’s Degree from the College of Education.

MEdT candidates are admitted in groups of approximately 25 students who work and learn together as a cohort. Across the four semesters students complete university coursework and engage in research, teaching, and learning while fully immersed in K-12 school-based field settings under the guidance of university faculty and public school mentors. Candidates are assigned a field placement each semester by their cohort coordinators. The field work becomes progressively more involved each semester. At this time the program is offered full-time, in a face-to-face format (not online), and is available only on O‘ahu.

Admission requirements include: Approval of the Graduate Division at UH Manoa; minimum undergraduate GPA of 3.0; and submission of passing Praxis Scores. The GRE is not required. Applicants can contact the Office of Student Academic Services of the College of Education ((808) 956-7915) for more details on the program and the application process.

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. K. Hertzler, PhD—physical education and exercise science
* I. F. Kimura, PhD, ATC, PT—athletic training and biomechanics
* C. F. 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, biomechanics and 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, and 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 relative to content.

* Graduate Faculty
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 HPETE curriculum in content and field experiences 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.

For information on a Bachelor Degree Program Sheet, go to www.manoa.hawaii.edu/ovcaa/programsheets/.

**BS Degree**

The BS degree in kinesiology and rehabilitation science program: physical education (non-teaching) and health/exercise science profession. The areas covered under this program of study provide opportunities for students to learn 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 to help others achieve a higher state of wellness. Career paths within this area of study include, but are not limited to: physical therapy, athletic training, health and fitness promotion, exercise physiology, rehabilitation counseling, sports nutrition, and personal training. The general emphasis in all of these careers is the link between science, sports, fitness, and allied health sciences. This program area has been structured to enable the students to design an academic curriculum that best reflects his/her individual interests as well as general prerequisites for graduate or professional programs. All students interested in the program must meet the entrance requirements for the College of Education to be considered for acceptance. Additionally, this degree program has been designed to allow students to fulfill the requirements for entry into graduate programs in the area of allied health sciences (e.g., athletic training, physical therapy, physicians assistant, occupational therapy, etc.).

**Graduation Requirements**

1. Fulfill all UH Mānoa requirements;
2. Complete the College of Education undergraduate curriculum in health and exercise science;
3. Complete a minimum of 124 credit hours;
4. Have a cumulative GPA not less than that required for admission to the college; and
5. File for graduation and pay the required fee at least one semester prior to the intended graduation date.

For information on a Bachelor Degree Program Sheet, go to www.manoa.hawaii.edu/ovcaa/programsheets/.

**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 professional), physical education/adaptive physical education, and rehabilitation counselor education.

The Rehabilitation Counselor Education program 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, and qualify for certification by the Department of Labor and Industrial Relations as a rehabilitation service provider, and may upon completion of the required post-graduate experience apply for licensure as a Mental Health Counselor in the State of Hawai‘i.

**Mission & Objectives**

The mission of the University of Hawai‘i Rehabilitation Counseling 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. Increase the supply of qualified rehabilitation counselors for employment in a variety of public, non-profit and private employment settings, and
2. Increase the diversity of personnel in vocational rehabilitation to include individuals with disabilities and persons from culturally different backgrounds.

**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.

Physical Education and Adapted Physical Education program applicants should have a teaching credential or licensure from an accredited college or university within physical education, adapted physical education, or related field. Applicants interested in physical activity are also eligible to apply.

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 professional liability insurance prior to program entrance. Downloadable forms may be retrieved at www.hawaii.edu/lds/. Admission to the program will depend on the availability of faculty in the particular area of scholarship.

Rehabilitation Counselor Education 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 for 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

A minimum of 30 credits is required for the MS degree, depending on program specialization. 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 50 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 coe.hawaii.edu/node/213/#entrylevel.

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/node/213/#entrylevel.

Rehabilitation Counselor Education students prior to registration 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 credits 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 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.

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.

Doctoral Degree

The PhD in Education with a specialization in kinesiology prepares professionals to work as leaders in adapted physical education, athletic training (BOC), applied biomechanics, 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. K. 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—moderate and severe 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
P. 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: Initial 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 initial teacher licensure in general elementary and special education. The optional program consists of 21 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.

For information on a Bachelor Degree Program Sheet, go to www.manoa.hawaii.edu/ovcaa/programssheets/.

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/behavioral 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 State passing scores in the reading, writing, and mathematics subtests on the PRAXIS.
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 program 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.