College of Education

Administration
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Honolulu, HI 96822
Tel: (808) 956-7705
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Dean: Randy Hitz
Interim Associate Dean for Graduate Studies and Instructional Research: Mary Anne Prater
Interim Associate Dean for Teacher Education: Thomas W. Sileo
Acting Assistant Dean for Student Academic Services: Virgie Chattergy

General Information
The College of Education is an upper division college and graduate professional school. It prepares pre-service teachers, recreational fitness leaders, and other education personnel; provides training for in-service teachers and other educational and recreational fitness personnel; provides information for understanding educational issues to school and community groups; develops school curricula and trial demonstrations of instructional materials and methods; and conducts basic and applied research concerning problems in education, physical fitness, and recreation.

The college is one of 19 institutions nationally that has formally established a working school and university partnership as members of the Goodlad National Network for Educational Renewal. The college is also a member of the Holmes partnership of research universities and is dedicated to upgrading and improving the quality of its teacher education programs.

The college is committed to the integration of computers into the educational programs of teachers and students in Hawai‘i. A microcomputer laboratory (Microlab) has been created to afford students, faculty, and staff direct access to computers for instruction, management, and research in education.

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Graduates of the bachelor of education (BEd) program are recommended by the College of Education for teaching licensure by the State of Hawai‘i. The BEd in elementary education provides optional programs for additional areas of preparation: early childhood education and special education. State approved teacher education programs in elementary or secondary education for post-baccalaureate students are also offered. Graduates of the master of education in teaching (MEdT) and the master of education (MEd) degrees in secondary, elementary, or special education programs are recommended by the College of Education for professional certification by the State of Hawai‘i.

Mission
The College of Education has a complex set of responsibilities that is unique not only among the colleges of this University but among colleges of education in state universities nationwide. In a state where there is only one major state institution of higher education concerned with the field of professional education, the UH College of Education must fulfill the combination of roles other states generally assign to several campuses. State of Hawai‘i approved programs leading to certification for counselors, educational officers, teachers, and other educational specialists are offered in the graduate fields of counselor education, educational administration, elementary education, secondary education, and special education.

The college is expected to produce “new knowledge” about education, particularly in Hawai‘i. It is also charged, by state legislative action, with assisting the state Department of Education (DOE) in the continuing in-service development of its staff and the evaluation of its programs and personnel. Finally, meeting the task traditionally undertaken by many state and teacher colleges in the continental United States, the college provides pre-service preparation of teachers for the public school system.

These three major responsibilities (research, service, and instruction) give rise to multiple and interrelated functions of the education faculty and the college.

College of Education Mission Statement
The College of Education promotes human development within the context of a multicultural society. The mission of the College is to (a) prepare and provide ongoing professional development of teachers, administrators, counselors, and related professionals at the undergraduate and graduate levels; (b) generate, synthesize, and apply knowledge in education and related fields through teaching, research, and other scholarly activities; and (c) provide service and support to the local, national, and global educational and related communities.

Accreditation
The College of Education is accredited periodically by the Western Association of Schools and Colleges (WASC). It is also accredited periodically by the State of
Degrees and Certificates

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

Master's Degrees: MEd in counseling and guidance, MEd in educational administration, MEd in educational foundations, MEd in educational psychology, MEd in educational technology, MEd in elementary education, MEd in secondary education, and MEd in special education MEdT.

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

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

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

Advising

BEd, Dual Teacher Preparation in Elementary/Special Education, Secondary/Special Education, and Early Childhood/Elementary Education
Office of Student Academic Services
Wist Annex 2-126
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-7849
Fax: (808) 956-4271
Email: osas@hawaii.edu

BS in Kinesiology Leisure Science
Department of KLS
Physical Education/Athletics 231
1357 Lower Campus Road
Honolulu, HI 96822
Tel: (808) 956-7606
Fax: (808) 956-7976

Graduate Degrees
Graduate Division
Spalding 354
2540 Maile Way
Honolulu, HI 96822
Tel: (808) 956-8544

For additional information, contact the departmental offices of graduate fields of study in the College of Education.

Undergraduate Programs

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

Admission Requirements

Students applying for admission to the bachelor of education program must have achieved upper division status by completing a minimum of 55 credit hours from an accredited college. BS majors in KLS follow specific General Education Core requirements listed on their program sheet. Students must also meet the following criteria:

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

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

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

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

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

Applicants should be aware that admission to the college does not

† An MS degree in kinesiology and leisure science is also offered. Contact the Department of Kinesiology and Leisure Science for more information.
‡ In 1999 the EdD became a PhD in education. The program requirements have remained the same, even though the degree name has changed. Contact the College of Education for details on the PhD in education.
guarantee admission to residency (formerly known as student teaching).
Students' progress in teacher education programs will be evaluated at several points throughout the program.

**Application Procedures**

1. Submit a current College of Education application form with official transcripts of all previous college work to the appropriate place.
   a. Classified UHM undergraduate students submit the College of Education application and official transcripts to the Office of Student Academic Services, College of Education.
   b. Undergraduate applicants from other campuses, classified/unclassified UHM graduate students, and unclassified UHM undergraduate students submit the College of Education application to the Office of Student Academic Services and send a completed UH common application form and transcripts to UH’s Office of Admissions and Records.

2. Make arrangements for the interview, the PPST/CBT and state Department of Health TB clearance certificate.

3. Additionally, for enrollment in the music education program, make sure official transcripts of all university studies are on file in the music department office by the date of application, arrange for a timely interview with the music education faculty, and present evidence of musical/vocational aptitude in support of application.

**Application Deadlines**

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

**Residency (formerly known as Student Teaching)**

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

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

1. Enrollment in the College of Education as a classified student and completion of all course work;
2. Completion of the required foundations and methods courses with a grade of C or better;
3. A cumulative GPA of no less than that required for admission to the college;

4. **For BEd in secondary education majors**: A completed application for student teaching, verified by an academic adviser, submitted to the Department of Teacher Education and Curriculum Studies no later than September 1 or February 1 for a practicum assignment for the subsequent semester (there is no student teaching program during the summer session);
5. Recommendation by the student’s college of education instructors;
6. **For BEd in secondary majors**: An interview and recommendation by a designated teacher education personnel for assignment processing and/or referral to the student review committee;
7. A current, original TB health clearance certificate from the state Department of Health that is valid through the student teaching experience (TB certificate must be filed with the Office of Student Academic Services).

Students should check with their academic adviser concerning specific requirements.

**Graduate Programs**

**Academic Policies**

**Extension, Correspondence, and 500-Level Course Credits**

No graduate credit is awarded for extension or correspondence courses. All 500-level courses at UH Mānoa are mandatory CR/NC and do not count towards fulfilling the requirements for any degree or certificate programs.

**Master's Degrees**

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

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

**Doctoral Degrees**

**Doctor of Education (EdD)**

Wist 113
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-7817

**Faculty**

* K. Au, PhD—literacy, multicultural education
  * A. Bartlett, PhD—literacy
  * A. Bayer, PhD—reading, composition, collaborative learning
  * E. Beauchamp, PhD—history, comparative education, higher education
  * R. Black, EdD—mental retardation transition, students at risk, research design
  * J. E. Cooper, PhD—higher education, community college curriculum, leadership and reflective practice
  * M. J. D’Andrea, EdD—developmental counseling, adolescent and family life, counseling diverse populations
  * J. A. Daniels, EdD—school, development, adolescent, group, homeless children, loss and transition counseling
  * P. Deering, PhD—curriculum and instruction, middle level education, social studies education, qualitative research
  * C. DeRenne, EdD—physical education and sports science
  * P. Edelen-Smith, EdD—special education, assessment, learning disabilities
  * D. P. Ericson, PhD (educational policy studies coordinator)—philosophy of education, curriculum theory, study of schooling
  * E. Enomoto, EdD—organization technology, politics of education
  * S. S. Feeney, PhD—early childhood education
  * R. H. Heck, PhD (educational administration specialization coordinator)—leadership and governance, organizational theory, policy
  * K. Hijirida, EdD—Japanese teaching methodology, curriculum theory and development, language teaching for special purposes
  * K. W. Ho, PhD—physical education and exercise science
  * R. Johnson, EdD—early childhood and elementary education
  * A. A. Jenkins, PhD—mild/moderate disabilities, content strategies/inclusive education, collaboration

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* Graduate Faculty
In 1999 the EdD became a PhD in education. The program name has changed. Contact the College of Education for details on the PhD in education.

Specialization in Curriculum and Instruction

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

Specialization in Educational Administration

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

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

Specialization in Educational Foundations

This specialization prepares educational professionals with an understanding of the historical, philosophical, cultural, social, and political contexts of education so that they can make informed and wise decisions about educational problems and policy issues. Graduates with the EdD 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 background and specific goals.
Certification Programs

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

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

Dual Preparation in Elementary Education/Special Education; Secondary Education; and Elementary Education/Early Childhood
See the “Special Education” section within the College of Education for more details.

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

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

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

Faculty
*M. M. Omizo, PhD (Chair)—counseling children, research and evaluation, school counseling, career counseling
*M. J. D’Andrea, EdD—developmental counseling, adolescence and family life, counseling diverse populations, and counseling research
*J. A. Daniels, EdD—school counseling, development counseling, adolescent counseling, loss and transition counseling, group counseling, and counseling homeless children
E. A. Oda, PhD—rehabilitation counseling, college counseling, counseling women, cross-cultural counseling
*M. B. Salzman, PhD—school counseling, school-home-community partnerships, multicultural counseling, existential and Adlerian therapies, and school-based prevention
*D. C. Smith, PhD—school counseling, social and emotional development and assessment
J. P. Veltri, MEd—rehabilitation counseling; HIV/AIDS, gay, lesbian, and bisexual issues; multiculturalism; and adjustment to disability

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

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

Students majoring in counseling gain knowledge and understanding of normal and abnormal developments, theories of personality and counseling, counseling skills, career and vocational guidance and counseling, cultural differences, family counseling, ethical and legal issues in counseling, research, and testing.
Accreditations
The school counseling program is approved by the state Department of Education. The rehabilitation counseling program is accredited by the Council on Rehabilitation Education.

Graduate Study

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

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

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

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

Objectives
The objectives of the department are as follows:

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

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

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

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

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

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

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

Educational Administration

Wist 220
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-7843
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Faculty
*B. Heck, PhD (Chair)—leadership and governance, organizational theory, policy
*J. E. Cooper, PhD—higher education, academic governance and leadership, organizational theory, ethics
*L. K. Johnsrud, PhD—higher education, community college curriculum, leadership and reflective practice
E. K. Enomoto, EdD—organization, technology, politics of education
*S. E. Marlow, EdD—curriculum administration, policy, professional socialization, school administration
S. L. Thomas, PhD—higher education finance, student culture, policy, research methods

Degrees Offered: MEd in educational administration, EdD (educational administration)

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

1. Theory, policies and practices, and principles of educational administration;
2. Research;
3. Organizational theory and behavior;
4. Legal/financial factors; and

* Graduate Faculty
5. Educational leadership and management (e.g., program planning and management).

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

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

### Graduate Study

#### Master’s Degree

**Admission Requirements**

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

**Major Requirements**

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

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

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

**Plan A (Thesis) Requirements**

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

Selection of specific courses in the above areas will be made by the candidate with the advice and approval of the major adviser. The department will accept a maximum of 9 transfer credit hours from an outside, accredited institution when such work is appropriate to degree requirements.

**Plan B (Non-thesis) Requirements**

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

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

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

**Doctoral Degree**

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

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

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

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

### Educational Foundations

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Web: www2.hawaii.edu/edef

#### Faculty

*D. P. Ericson, PhD (Chair)—philosophy of education, curriculum theory, study of schooling

* E. R. Beauchamp, PhD—history, comparative education, higher education

* V. N. Kobayashi, PhD—comparative education, philosophy

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

* H. D. Nielsen, PhD—policy studies, international development education, politics of education

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

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

#### Cooperating Graduate Faculty

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

H. McEwan, PhD—secondary English

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

#### Degrees Offered:

MEd in educational foundations, EdD (educational foundations)
The Academic Program

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

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

Graduate Study

Master’s Degree

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

Admission Requirements

Applicants for the MEd in educational foundations degree normally possess credits in undergraduate professional education equivalent to the requirements for the BEd degree at the University. BA degree holders without supervised student teaching may be accepted provided they make a commitment to education, have equivalent experience (such as the Peace Corps), or make up such experience before admission to candidacy. Students from foreign countries, where English is not the dominant language, must also submit the results of the Test of English as a Foreign Language (TOEFL). The minimum score is 540, representing approximately the 64th percentile.

Degree Requirements

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

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

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

Plan A (Thesis) Requirements

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

Plan B (Non-thesis) Requirements

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

Doctoral Degree

The Doctor of Education (EdD) 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 EdD 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 EdD are expected to exert leadership in the field of education and deal with those aspects and problems in society that need to be taken into account in advancing educational thought, policy development and practice, especially where these concern the social role of the school and other educational agencies. The program of study varies in the number of credits, depending upon the candidate’s qualifications and will include the following: two 12-credit-hour semesters (not necessarily consecutive); college courses required of all students enrolled in the EdD 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 foundations of education; cognate-field course work usually taken outside of the College of Education; a field project or an internship; qualifying and comprehensive examinations; and the dissertation.

For further information concerning the College of Education EdD 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: www2.hawaii.edu/cdpsych/

Faculty

*D. Sherrill, PhD (Chair)—invitationals education, transpersonal education, higher education, teacher education
*F. T. Bail, PhD—human learning and cognition, learning strategies

* Graduate Faculty
A. Bayer, PhD—literacy collaborative-apprenticeship, learning sociohistorical psychology

*D. Blaine, PhD—quantitative methods, individual differences in learning and cognition

*P. R. Brandon, PhD—program evaluation, research on Asian-American students

*M. K. Iding, PhD—literacy, learning and cognition

*M. K. Lai, PhD—program evaluation, research methods

G. Tanabe, PhD—organization, management, policy in higher education

*L. Yamauchi, PhD—cognitive development, cultural influences on learning, minority students and schooling

*S. Zhang, PhD—quantitative research methodology, statistics, second language acquisition

Cooperating Graduate Faculty

C. J. Chaudron, PhD—classroom discourse, psycholinguistics, second language acquisition

B. D. DeBaryshe, PhD—social development, parent-child relations, stress and resilience

M. H. Long, PhD—second language acquisition, research methods, classroom discourse

Affiliate Graduate Faculty

M. E. Brandt, PhD—cognitive development, models of memory, alternative assessment

S. A. Chin-Chance, PhD—program evaluation

P. G. LeMahieu, PhD—student assessment, program evaluation

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

The Academic Program

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

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

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

Advising

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

Graduate Study

In general, the domain of inquiry encompasses human learning and development in the context of education, as well as emphases in statistics, measurement, and research methodology. Applicants for the MEd and PhD in educational psychology are expected to be familiar with the fundamentals of measurement, statistics, research design, and psychological foundations of education as evidenced by satisfactory completion of course work at the undergraduate level in each of these areas.

All courses at the 400 level or above are potentially applicable to an individual’s program of study, with the provision that all programs must conform to Graduate Division policies. Interdisciplinary study is particularly encouraged. With the exception of EDEP 311 or equivalent, which is a program prerequisite for graduate study, there are no specific course requirements for either the MEd or the PhD.

Application Procedures

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

Master’s Degree

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

Requirements

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

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

Doctoral Degree

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

Requirements

Although there are no specific course requirements for the PhD, students are expected to complete at least 6 graduate credit hours outside the department in

* Graduate Faculty
addition to their work within the department. Students work closely with the members of the graduate faculty in defining individualized programs that typically span three to four years of concentrated study within the broadly defined discipline of educational psychology. An oral review to assess the student’s progress toward the degree is conducted by the graduate faculty and the student at the end of each semester. Advancement to candidacy follows satisfactory completion of the qualifying examination and demonstrated proficiency in computer use in educational research. Candidates for the PhD are also expected to teach at least one course in the undergraduate or graduate program and to complete a directed research course with one or more faculty members.

Educational Technology
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Tel: (808) 956-7671
Fax: (808) 956-3905
E-mail: ETDEPTL@hawaii.edu
Web: www.hawaii.edu/edtech

Faculty
*G. Z. Kucera, PhD (Chair)—communications and sociology
*C. Fulford, PhD—instructional development and design
*C. Ho, PhD—instructional technology and design
*A. C. Sherry, EdD—educational technology and instructional design
*S. F. Yamashita, PhD—curriculum design and evaluation

Cooperating Graduate Faculty
L. K. Johnsrud, PhD—higher education
E. B. Klemm, EdD—curriculum development
D. Lassner, PhD—computer systems, data communication
T. W. Speitel, PhD—computer communications, curriculum research and development

Degree Offered: MEd in educational technology

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

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

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

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

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

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

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

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

Objectives
The department has set the following objectives for its graduate students:
1. Advanced knowledge of major instructional models and their technological applications and of aspects of educational technology related to learning;
2. Knowledge of the existing body of research in the field and its meaning, influence, and practical applicability to new technological applications in the teaching and learning process; and the capability of planning and executing research and evaluation studies of technology applications;
3. Thorough knowledge of the principles and processes of the systems approach as applied to instructional and learning situations;
4. Ability to plan appropriate applications of technology for specific instructional situations, select or design and develop materials and strategies, and evaluate objectively such applications;
5. Proficiency in the techniques involved in developing instructional materials in various formats;
6. Capability of planning and designing new media or learning facilities and modifying existing ones, and knowledge of the management techniques needed in their operation;
7. Interpersonal and communication skills required to carry out professional activities; and
8. Development of a positive professional attitude through active involvement in appropriate professional organizations and community services.
Admission Requirements
Admission to the educational technology program is only in the fall semester. Applications may be filed with the Graduate Division between November 1 and March 1 for the following fall semester. The general graduate admission requirements of the University of Hawai‘i are augmented by the Department of Educational Technology, which will evaluate applications according to the following criteria:

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

2. Educational technology is a professional area that needs infusion of individuals who have the commitment and dedication to make the field their career choice.

3. Students from foreign countries must submit the results of the Test of English as a Foreign Language (TOEFL). The minimum score is 600, representing approximately the 77th percentile rank.

4. A personal interview may be scheduled if faculty members need additional information directly from the applicant. All prospective students from other states and foreign countries should submit an approximately 10-minute-long videotape on which the applicant presents personal, academic, and professional background and long-range professional plan information. The videotape must be in the NTSC standard, in VHS format.

5. Three letters of recommendation, to be submitted with the application for admission, should evaluate the applicant’s potential in the field of educational technology, not only his or her academic abilities to do graduate work.

6. All applicants are encouraged to submit additional materials, documentation, or samples of work relevant to the evaluation and selection process.

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

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

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

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

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

Degrees Offered*: BEd in secondary education (physical or health education), BS in kinesiology and leisure science

Undergraduate Study
BEd Degree
The BEd degree program provides professional curricula for students enrolled in the College of Education whose goal is to teach either physical education or health education at the secondary level.

1. Physical Education: The General Education Core, of 53–64 credits, is specifically selected; therefore, departmental advising should be sought as soon as possible, preferably in the first year. In addition, the professional education requirements consist of 24 credits, and the academic major and related courses area requires 53 credits for a total of 130–141 credits for graduation.

2. Health Education: The General Education Core, of 53–64 credits, is specifically selected and, therefore, should be started the year when possible. In addition, the professional education requirements consist of 24 credits, and the academic major and related courses area requires 63 credits for a total of 140–151 credits for graduation.

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

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

1. Physical Education: Designed for students who want a physical education background but do not intend to seek certification to teach in a public school. This option requires the same modified General Education Core of 53–64 credits required of the BEd

*Graduate Faculty

An MS degree in kinesiology and leisure science is also offered. Contact the Department of Kinesiology and Leisure Science for more information.
candidates. The number of credits for the academic major and related courses area is 73. A total of 126–137 credits is required for graduation.

2. Recreation and Leisure Science: Designed to provide students with professional preparation in recreation leadership and management and for entry-level programming and management positions. In addition, this option will prepare students to take the Certified Leisure Professional Examination administered by the National Recreation and Parks Association’s National Certification Board. The University’s General Education Core of 53–64 credits has been modified to prepare students for the special demands of this option. The number of credits for the academic major and related courses is 66–69, including 10 credits of fieldwork. A total of 119–133 credits is required for graduation.

3. Athletic Training: A discipline within sports medicine that relates to the prevention, evaluation, treatment, and rehabilitation of athletics-related injuries and illnesses. This specialization prepares students for the science-oriented demands of this option. The number of credits for the academic major and related courses is 73, including 16 credits of practicum. A total of 126–137 credits is required for graduation.

4. Health/Exercise Science: Designed to prepare students to (a) assume professional placement in science-based health/fitness promotion programs within corporate, commercial, clinical, or similar community settings; (b) assume positions as health educators or health specialists in government, voluntary, or private health agencies; or (c) pursue graduate study in exercise science. The General Education Core of 53–64 credits has been modified to prepare students for the science-oriented demands of this option. The number of credits for the academic major and related courses is 73. A total of 126–137 credits is required for graduation.

**Graduation Requirements**

1. Fulfill all University requirements;
2. Complete the College of Education undergraduate curriculum in physical education, recreation and leisure science, athletic training, or health/exercise science;
3. Complete a minimum of 126 credit hours;
4. Have a cumulative GPA not less than that required for admission to the recreation program; and
5. File for graduation and pay the required fee at least one semester prior to the intended graduation date.

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**Special Education**

Wist 120  
1776 University Avenue  
Honolulu, HI 96822  
Tel: (808) 956-7956  
Fax: (808) 956-4545

**Faculty**

- P. J. Edelen-Smith, EdD (Chair)—mild/moderate disabilities, language/cognitive strategies, transition, collaboration  
- Q. Avery, PhD—mild/moderate disabilities, administration, diversity studies, family/school relations  
- R. S. Black, EdD—mental retardation, transition, students at-risk, research design  
- A. A. Jenkins, PhD—mild/moderate disabilities, content strategies, inclusive education, collaboration  
- L. P. McCormick, PhD—early education, communication disorders, behavioral disorders, severe disabilities  
- D. McDougall, PhD—general special education, mild/moderate disabilities, behavior disorders  
- M. J. Noonan, PhD—moderate and severe disabilities, early intervention  
- C. M. Ornelles, PhD—mild/moderate disabilities, students at risk, integration of services, collaboration  
- M. A. Prater, PhD—mild/moderate disabilities, effective teaching strategies, students at-risk, multicultural special education  
- B. Salas, PhD—general special education, learning disabilities, transition, cultural/linguistic differences, learning strategies  
- T. W. Sileo, EdD—mild/moderate disabilities, multicultural education, family involvement, educational collaboration  
- G. J. Smith, EdD—interdisciplinary team development, transition/career vocational special education  
- R. A. Stodden, PhD—mental retardation, career/vocational special needs, adolescent/adult services

**Cooperating Graduate Faculty**

- R. K. James, PhD—industrial/organizational psychology, transition/educational statistics

**Degrees Offered:** Basic teacher licensure in general education and special education; Med in special education, EdD in exceptionalities, dual teacher preparation in elementary/special education, dual teacher preparation in secondary/special education, post-baccalaureate dual preparation in secondary and special education.

**The Academic Program**

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

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

**Accreditations**

The special education program is accredited by the State of Hawai’i under the State Approval of Teacher Education (SATE) process, applying standards established by the National Association of State Directors of Teacher Education and Certification (NASDTEC). The master of education degree program is accredited by the Council of Exceptional Children (CEC).

**Advising**

Advising of students in the undergraduate and post-baccalaureate dual preparation in secondary and special education program is the responsibility of the Office of Student Academic Services, College of Education.

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

Undergraduate Study

BEd

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

Graduate Study

Post Baccalaureate Dual Preparation in Secondary and Special Education

The College of Education offers a dual preparation program option in secondary education at the post-baccalaureate level that culminates in basic teacher licensure in secondary education and special education. In addition to the 28 credit hours required in the Post-baccalaureate Certificate in Secondary Education (PBCSE) program (see program description under Teacher Education and Curriculum Studies), the optional program consists of 30 additional semester credit hours in special education, including 6 credit hours of supervised field experience and one semester teaching in an educational setting with students identified as having disabilities. Program sheets listing the specific course requirements 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 Dual Preparation Program in secondary and special education. Program sheets listing the specific requirements are available in the Office of Student Services. Students must fulfill all program requirements in effect for the semester in which they are admitted into the college.

Master’s Degree

The MEd program in special education offers two program options: (1) special education teacher training with a specialization in mild/moderate disabilities (mental retardation, specific learning disabilities, emotional/behavior disorders) or severe/multiple disabilities, and (2) interdisciplinary studies for candidates wishing to work in non-classroom-based services for persons with disabilities. Both options are field based, consisting of at least 42 credit hours in a planned and approved program of study.

Admission Requirements

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

Requirements

The MEd in special education consists of a minimum of 42 credits, including 12 credits of required professional courses, 12 credits of field experiences taken over three semesters, and 18 credits in the mild/moderate or severe program track. The MEd in interdisciplinary studies/special education consists of a minimum of 42 credits, including 12 credits of required professional courses, 12 credits of field experience taken over three semesters, and 18 credits in selected specialty areas. The specialty credits may be within special education or related areas (e.g., general education, psychology, social work, public health).

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

Graduates of the teacher education option are eligible to receive the Hawai’i Professional Teacher Certification in Special Education. They are qualified to work with students who have mild/moderate or severe disabilities, in a direct teaching, self-contained, or resource setting, at preschool, elementary, or secondary levels, or to act as special education resource managers and as collaborative consultants to regular educators. Graduates of the interdisciplinary studies option do not receive classroom certification but may seek positions in related fields and services.

Doctoral Degree

The EdD 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. This 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. At least one field internship and the dissertation are also required.

Teacher Education and Curriculum Studies

Wist Annex 2-223
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-7856
Fax: (808) 956-3918

Faculty

*D. Stephens, PhD (Chair)—reading, literacy*
*B. Johnson, EdD (Chair, MEd in elementary education)—early childhood and elementary education*
*N. Pateman, EdD (Chair, MEd in secondary education)—mathematics education*
*K. Au, PhD—language, literacy*
*A. Awaya, EdD—educational foundations, social studies*
*A. Bartlett, PhD—literacy, reading, language arts*
*V. Chattergy, EdD—multicultural education*
*D. Chinn, EdD—elementary and secondary science education*
*P. Deering, PhD—social studies, middle school curriculum*
*S. Feeney, PhD—early childhood education*
The Academic Program

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

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

Undergraduate Study

Bachelor's Degree

Basic Requirements

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

Major Requirements

The Elementary Education program qualifies graduates to teach in elementary school (K–6). Requirements include completion of the General Education Core specified for education majors, an academic emphasis, foundations and methods courses in elementary education, and student teaching, for a minimum of 126 credit hours.

Upon admission, students are assigned to cohorts and will enroll in a set sequence of courses over four semesters. The program requires full-time enrollment. Academic emphases for elementary education include art, dance, English as a second language, family resources, Hawaiian or foreign languages, Hawaiian studies, language arts, mathematics, music, physical education, science, social studies (anthropology, economics, geography, history, political science, psychology, or sociology), special education, and speech.

Elementary Education/Early Childhood preparation qualifies graduates to teach in elementary school (K–6) and to work with preschool children.

BEd requirements include completion of the General Education Core specified for education majors, an academic emphasis in family resources, foundations and methods courses in elementary education, the early childhood sequence of courses, and student teaching in an elementary school.

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

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

Special Requirements for Certain Secondary Education Majors

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

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

Home Economics Education majors generally enroll in the College of Tropical Agriculture and Human Resources their freshman and sophomore years. They transfer to the College of Education at the end of the sophomore year to complete...

*Graduate Faculty
their program of studies for the bachelor of education degree. Their major field courses are taken in the Department of Human Resources and the Department of Food Science and Human Nutrition.

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

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

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

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

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**Graduate Study**

**Master of Education**

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

**Admission Requirements**

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

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

**Program Requirements**

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

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

**Plan A (Thesis) Requirements**

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

**Plan B (Non-thesis) Requirements**

The Plan B program is designed primarily for students who wish to strengthen their teaching field major or minor or to pursue course work in selected areas of teacher education and curriculum studies. It requires a minimum of 30 credit hours of approved course work, with a minimum of 12 credit hours in teacher education and curriculum studies (excluding TECS 699). Required courses are an appropriate section of TECS 622 and TECS 667, a research methods course, and an elective in another area of education. A maximum of 12–15 credit hours is to be taken in a related field. The related field is usually the same as the student’s undergraduate academic major (or minor), or it may be in reading or another area of specialization within the Department of Teacher Education and Curriculum Studies, in other departments in the College of Education, or in a discipline in one or more of the other colleges at the Mānoa campus. Of the approved courses, 18 credit hours must be at the 600 to 700 level. A maximum of 6 credit hours of 699 may be applied to the degree program. The Plan B program also requires a paper.

**Master of Education in Teaching**

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

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

1. Professional learning should take place in the context of thinking and acting as a teacher. The primary vehicle for the professional content in the program will be realistic school and classroom situations. Students will be placed in partnership schools and will be provided with many opportunities to participate in school and classroom activities.

2. To become independent professionals, students should be actively involved in and responsible for their own learning. The inquiry mode of problem solving will be the primary teaching/learning activity. Students will study and learn in small groups with a faculty mentor and be actively engaged in shaping their own educational program.

3. To learn to work collaboratively in schools, students should collaborate with one another and with practicing professionals. Throughout the program, tasks will be assigned to groups of students who will share responsibility for their completion. Students will also plan and implement their instructional activities in conjunction with experienced classroom teachers and with MEdT faculty.

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

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

**Doctoral Degree**

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

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

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

**Certificate in Community College Teaching**

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

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

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

The PBCSE offers a cohesive, field-based experience that encourages students to integrate educational theory and practice in cooperating secondary schools. The program consists of six interrelated courses totaling 28 credits.

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

**Admissions Requirements**

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

1. Applicants must achieve minimal passing scores in the reading, writing, and mathematics subtests on the Pre-Professional Skills Test (PPST) or Computer Based Academic Skills Assessments (CBT).

2. Applicants must have a baccalaureate degree from an accredited and UHM recognized four-year institution of higher education with an academic major in one of the following teaching fields:

   - Agriculture
   - Art
   - Business Education: marketing education, office education English
   - English as a Second Language
   - Foreign Language: Chinese languages, French, German, Japanese, Latin, Philippine languages, Russian, Spanish Hawaiian Language
   - Mathematics
   - Music*
   - Physical Education*
   - Science*: general science, biology, chemistry, Earth science, physical science, physics
Informal dialogue after class is over extends the learning process at UH Mānoa.

Social Studies*: American studies, anthropology, economics, geography, Hawaiian studies, history, political science, psychology, and sociology

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

3. Applicants holding a baccalaureate degree with an academic major in a field other than those listed above may be considered for admission to the program. Applicants must demonstrate knowledge in a teaching field by taking an appropriate Praxis subject area test (Praxis, GRE subject test), such as course work, evaluations of prior teaching, self-designed secondary curriculum, or published original work. A qualified applicant holding a baccalaureate degree from an accredited, UHM-recognized four-year institution of higher education with an academic major in one of the teaching fields may elect to take the Praxis subject test as an exit requirement rather than an entrance requirement. Individuals failing to pass the Praxis subject test will not be recommended for basic certification to the state Department of Education.

4. A minimum post secondary cumulative grade point average of 2.75 and a minimum grade point average of 2.75 in the academic major.

5. Applicants must demonstrate oral and non-verbal communicative competence through the successful completion of an interview. Applicants also must demonstrate attitudes toward education, learners, and themselves as prospective teachers that are compatible with the standards and curriculum of the program.

6. Applicants must document current (within the past five years) active involvement, paid or volunteer, with groups of youth between the ages of 12 and 19. A minimum of 40 hours of experience is required.

7. Applicants must have a Hawaiʻi Department of Health TB clearance as required by state Department of Education school regulations. Contact the Department of Health for more information.

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