



Administration

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Dean: Nathan M. Murata

General Information

The College of Education (COE) prepares tomorrow's teachers, educational leaders, and researchers. COE prepares teachers, administrators, and other education personnel; provides professional development for teachers and other education professionals; disseminates information for understanding educational issues to school and community groups; and conducts basic and applied research related to issues in education. The college is nationally accredited by the National Council for the Accreditation of Teacher Education.

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

The College of Education offers three baccalaureate degrees, two post-baccalaureate certificates, ten master's degrees, six

graduate certificates, and four doctoral degrees. State approved teacher education programs (SATEP), leading to initial teacher licensure, are offered at the baccalaureate, post-baccalaureate, and master's levels. Many COE programs are offered through distance education, including interactive video, web-based, and hybrid formats. For more information, contact individual departments or visit the COE website at www.coe.hawaii.edu.

Vision and Mission

Vision

The College of Education envisions a community of educators who provide innovative research, teaching, and leadership in an effort to further the field of education and prepare professionals to contribute to a just, diverse, and democratic society, and enhance the well-being of the Native Hawaiian people and others across the Pacific Basin through education. Our vision guides the direction and work of the college in and beyond Hawai'i and is informed by a sense of purpose and a sense of place.

Mission

Our mission is to collaborate as a professional community in three primary areas of responsibility or kuleana:

- Teaching—prepare new educational professionals and provide on-going professional development in education.
- Research—increase the knowledge base in education and related fields through the production and application of educational research.
- Service—serve as partners and leaders for excellence in education.

Philosophy

The College of Education's philosophy of responsibility is reflected in our purposes, which are to promote excellence in teaching, scholarship, and service; encourage life-long learning; and develop educational leadership at all levels.

Accreditation

The College of Education holds the following national accreditations:

- National Council for the Accreditation of Teacher Education (NCATE)—Initial and advanced educator preparation programs
- Council for Accreditation of Counseling & Related Educational Programs (CACREP)
- Commission on Accreditation of Athletic Training Education (CAATE)—Professional Athletic Training Program

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Degrees and Certificates/Licenses

Bachelor's Degrees: BEd in elementary education (with early childhood, multi-lingual learner, and exceptional students dual preparation options available), BEd in secondary education by academic major, and BS in kinesiology and rehabilitation science, physical education or health and exercise science.

Master's Degrees: MEd in curriculum studies, MEd in early childhood education, MEd in educational administration, MEd in educational foundations, MEd in educational psychology, MEd in learning design and technology, MEd in special education, MEdT in teaching, MS in Athletic Training (professional), MS in Kinesiology and Rehabilitation Science with options in physical activity, adapted physical activity, and rehabilitation counselor education.

Doctoral Degrees: PhD in education (with specializations in curriculum and instruction, educational administration, educational foundations, educational policy studies, exceptionalities, global and international education, and kinesiology), PhD in educational psychology, PhD in learning design and technology, and EdD in professional educational practice.

Certificates: PBCSE (post-baccalaureate certificate in secondary education), PBSPED (post-baccalaureate certificate in special education), and graduate certificates in Disability and Diversity Studies, Ethnomathematics, Learning Design and Technologies for Teachers (TeachTech), Online Learning Design and Technology (COLT), Literacy Leader, and Teacher Leader.

Advising

BEd Elementary Education, Dual Teacher Preparation Programs in Elementary/Exceptional Students, Elementary/Early Childhood Education, Early Childhood/Special Education, Elementary/Multi-Lingual Learner Education; Secondary Education; BS in Kinesiology and Rehabilitation Science with specializations in health and exercise science, and in health and physical education; Post-Baccalaureate Certificate in Secondary Education; Post-Baccalaureate Certificate in Special Education; and Master of Education in Teaching

Office of Student Academic Services (OSAS)
Director, Denise Nakaoka
Associate Director, Denise Abara
Everly Hall 126
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-7849 / 956-7915
Fax: (808) 956-4271
Email: osas@hawaii.edu
Web: coe.hawaii.edu/admissions-advising/advising-osas

BS in Kinesiology and Rehabilitation Science

Department of Kinesiology and Rehabilitation Science
Physical Education/Athletics 231
1337 Lower Campus Road
Honolulu, HI 96822
Tel: (808) 956-7606
Fax: (808) 956-7976
Email: deptkrs@hawaii.edu

Graduate Degrees

Contact the departmental offices of the graduate field of

study in the College of Education or Adam Tanners, Graduate Information Officer, at coegrad@hawaii.edu or (808) 956-3912.

Undergraduate Programs

The college offers the bachelor of education (BEd) degree in elementary education (with early childhood, multi-lingual learner, and exceptional students dual preparation available), in secondary education by academic major, and the bachelor of science (BS) degree in kinesiology and rehabilitation science (KRS) with tracks in health and exercise science, and in health and physical education. Specific degree requirements for these undergraduate programs and General Education Requirements are available in the Office of Student Academic Services (OSAS), Everly Hall 126 or on the web. For program requirements for the BEd, see the Institute for Teacher Education section of the *Catalog*. For program requirements for the BS in KRS, see the Kinesiology and Rehabilitation Science section of the *Catalog*. The BEd in Elementary Education is offered on campus at UH Mānoa and statewide through distance education.

Admissions Requirements for Undergraduate Majors

Students applying for admission to the bachelor of education (BEd) and the bachelor of science (BS) programs must meet all UH Mānoa admission requirements and complete the COE Mākālei Online Application. Majors should follow specific General Education Requirements listed on their program sheets. Please consult an academic advisor. During the admission process, applicants will be interviewed by appropriate faculty members regarding their qualifications and potential as educators. The behavior of applicants should reflect high ethical and professional standards at all times. Behavior may be evaluated on the basis of past experience and current interaction with college personnel.

To declare a major, see makalei.coe.hawaii.edu/student. Admission requirements are subject to change. Call OSAS for updated information.

Additional Requirements for Licensure Track/State Approved Teacher Education Programs (SATEPs)

The college offers licensure track/State Approved Teacher Education Programs (SATEPs) that qualify program completers to apply for licensure with the Hawai'i Teacher Standards Board (HTSB). The college also offers a prelicensure track for students who wish to declare an education major. However, participation in the prelicensure track does not guarantee admission to a SATEP. Students pursuing a teaching license also must meet the following criteria or those in effect due to HTSB actions at the time of application:

1. Complete a minimum of 55 credit hours from an accredited college.
2. Cumulative GPA of 2.75 for all postsecondary institutions attended.
3. For secondary education majors, GPA of 2.75 in the content major. Students pursuing a secondary major in mathematics, physical education, or science may be considered for admission to the baccalaureate level SATEP with a minimum cumulative GPA of 2.50 and a major cumulative GPA of at least 2.50.
4. Demonstrate oral and non-verbal communication competencies through the successful completion of a Personal Admissions Interview(s). The purpose of the

interview is to assess fluency of oral communication, interest in teaching, student motivation and suitability to the teaching profession, including appropriate professional dispositions. Qualified students who are off-island during the semester of SATEP application may be granted a telephone or web-based interview.

5. Certain General Education and College of Education program requirements may be met per established Memorandum of Agreements with the following UH Community Colleges and programs: AS in Early Childhood Education from Hawai'i CC, AS in Early Childhood Education-Preschool Option from Honolulu CC, AA in Liberal Arts with Concentrations in Elementary/Special Education or Secondary Education from Kapiolani CC, AA in Teaching from Leeward CC, AS in Early Childhood Education from Kauai CC, and AS in Human Services with Early Childhood Specialization from Maui CC. Contact an OSAS academic advisor for more details.
6. A minimum of 40 hours of documented group leadership experience, paid or volunteer, with a group of school-age children at the grade level(s) of most interest in future teaching.

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

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

Also required for clinical placement:

1. Original TB certificate clearance as required by Hawai'i Department of Education school regulations. Contact the Department of Health for more information.
2. Liability insurance.
3. Hawai'i Department of Education fingerprinting and background check.
4. Transportation to and from the school sites is the student's responsibility.

The HTSB requires passage of the appropriate content test or other options approved by the Hawai'i Teacher Standards Board (www.htsb.org) prior to student teaching, internship, or teaching residency.

Requests for Reconsideration of Negative Admissions Decisions

Students who are denied admission to a College of Education degree program or SATEP may request reconsideration of their application from the Director of OSAS. See an OSAS academic advisor for more information.

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

Application Procedures and Deadlines

1. Applicants for the BEd and BS degrees should follow all appropriate UH Mānoa procedures.
2. All SATEP applicants must submit a current College of Education application form to OSAS and submit additional application materials outlined at this website: coe.hawaii.edu/undergraduate/forms.
3. SATEP applicants are responsible for making arrangements for the interviews and for submitting documentation of field experience hours.

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

All students in the BEd and BS programs should complete the online Student Teaching Application in Makalei and make an appointment for a graduation check with an academic advisor by the September 15 graduation deadline for Spring graduation, and by the February 15 deadline for Fall graduation. No late applications will be accepted.

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

Field and Clinical Experiences

The College of Education plans, arranges, and supervises all required field and clinical experiences, including student teaching, at the elementary and secondary levels in public and private schools. Since student teaching is a full-time experience, students may not register concurrently for other courses and are strongly advised not to undertake employment during any required student teaching. Check with the advisors for additional prerequisites related to classified status, course completion, grade requirements, GPA requirements, content knowledge verification, and required forms before registering for student teaching. Please be aware of deadlines, particularly those after which no late applications will be accepted.

Those undertaking field and clinical experiences, including student teaching or teaching residency as part of a SATEP, must have met the following prerequisites:

- Enrollment in the College of Education as a classified student and completion of all course work necessary;
- A cumulative GPA of not less than that required for admission to the SATEP;
- Completion of the online Student Teaching Application in COE Makalei;
- Liability insurance;
- Hawai'i Department of Education fingerprinting and background check.

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

The HTSB requires passage of the content examination or other options approved by the Hawai'i Teacher Standards Board (www.htsb.org) for demonstrating content knowledge prior to student teaching.

Minor in Education

The College of Education offers a Minor in Education (MIE) to non-education majors. The MIE will provide undergraduate students with a unique learning opportunity to examine and participate in the field of education, without the need to be enrolled in a College of Education program. The MIE is tailored to all classified students who are interested in education as a second discipline of specialization that will complement their major studies as well as those who want to explore education as a viable career option as they work to complete their bachelor's degree.

Requirements for the MIE are as follows. Applicants must:

1. Be a classified student in good academic standing with the University and their respective major;
2. Complete a core of 3 required courses (9 credits): ITE/EDEF 360; ITE 403C; ITE 399 (MIE)
2. Complete 2 additional elective courses (6 credits) from the MIE approved list
3. Earn a minimum grade of "C" (not C-) or better in all individual MIE courses and maintain a minimum 2.75 cumulative GPA for the MIE courses.

Courses taken for the MIE are not permitted to double count for credits towards General Education and Major requirements. For more information, please contact the Office of Student Academic Services in Everly 126; (808) 956-7915; osas@hawaii.edu; coe.hawaii.edu/admissions-advising/advising-osas.

Graduate Programs

Master's Degrees

The College of Education offers MEd degrees in curriculum studies, early childhood education, educational administration, educational foundations, educational psychology, learning design and technology, and special education. The MEd programs in curriculum studies and early childhood education are in the Department of Curriculum Studies. Other MEd programs are in departments of the same name.

The College of Education also offers Master of Science degrees in Athletic Training (AT) and Kinesiology and Rehabilitation Science (KRS). The MS degree in AT is a two-year Professional Athletic Training Education Program. The MS degree in KRS is designed as a two- to three-year program of study for students with advanced knowledge, skills, research, and clinical/field experiences in one of the following program areas: Physical Activity, Adapted Physical Activity, and Rehabilitation Counselor Education.

The MEdT, a two-year, field-based program, is designed for students who have earned baccalaureate degrees in fields other than education. Graduates are eligible for state teacher licensure in either elementary or secondary education. See the "Institute for Teacher Education" for more information.

Doctoral Degrees

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

Graduate Faculty

- M. J. Noonan, PhD (Chair)—moderate and severe disabilities, early childhood special education, applied behavior analysis, autism
- A. Bartlett, PhD—literacy, teacher education
- R. Black, EdD—intellectual disability, secondary education and transition, community integration for youth and adults with disabilities
- S. Buelow, PhD—teacher education, disciplinary literacies, new literacy studies
- K. Cashman, PhD—Native Hawaiian education, indigenous self-determination and education, art education
- E. B. Chapman de Sousa, PhD—children who are multilingual, teacher preparation for multilingual learners, sociocultural theory
- B. Cheng, EdD—comparative and international education, education policy



- P. Chinn, EdD—K-20, place based culturally responsive stem education
- M. Conway, PhD—disability studies, transition, postsecondary supports, sensory impairment, assistive technology
- L. Collins, PhD—emotional and behavioral disorders, evidence based practices, research to practice, academic and behavioral interventions and outcomes
- S. Cook, PhD—secondary education, high incidence disabilities, evidence-based practices, co-teaching
- J. A. Daniels, EdD—school, development, adolescent, group, homeless children, loss and transition counseling, rehabilitation counseling
- P. Deering, PhD—curriculum and instruction, middle level education, social studies education, qualitative research
- X. Di, EdD—teacher education, multicultural and international education
- D. B. Edwards, Jr., PhD—global education policy, global governance of education, international organizations, international development and education
- D. P. Ericson, PhD—philosophy of education, educational policy, study of national educational systems
- C. Frambaugh-Kritzer, PhD—language and literacy
- C. P. Fulford, PhD—educational technology, instructional and visual design
- L. A. Fulton, PhD—elementary science education, teacher education, qualitative research
- L. H. L. Furuto, PhD—mathematics education, ethnomathematics, quantitative research
- P. E. Halagao, PhD—social studies, multicultural education and Filipina/o curriculum and pedagogy
- R. H. Heck, PhD—leadership and governance, organizational theory, policy
- R. Hertzler, PhD—exercise physiology with interest in body composition and metabolism
- C. Hitchcock, PhD—disability studies
- C. Ho, PhD—educational technology
- A. A. Jenkins, PhD—mild/moderate disabilities, content strategies/inclusive education, collaboration
- R. Johnson, EdD—early childhood and elementary education
- J. Kaomea, PhD—Native Hawaiian and decolonizing Indigenous research methodologies
- I. F. Kimura, PhD—kinesiology, athletic training and biomechanics
- E. Kukahiko, PhD—mathematics education, Hawaiian language immersion education
- D. Leake, PhD—transition, self-determination, child and adolescent mental health
- P. Leong, PhD—educational technology, distance education, virtual worlds
- M. G. Lin, PhD—educational technology, participatory learning, open access resources

- C. M. Lucas, PhD—professional development practices, leadership theories, partnerships
- M. Maaka, PhD—indigenous education, language and literacy in education, multicultural education
- J. K. Maeda, PhD—physical education, elementary and adapted physical education pedagogy, and professional development, applied behavior analysis
- A. Makaiau, PhD—social studies, philosophy for children, curriculum and instruction, international collaboration
- C. Mangram, PhD—access and equity in mathematics education, parent engagement and teacher professional development
- K. Mawyer, PhD—teacher professional development in science, literacy in the context of science, teacher cognition, teacher thinking and learning
- D. McDougall, EdD—behavioral self-control (self-management, self-monitoring), behavioral disorders/learning disabilities, inclusion/integration, applied behavior analysis, special education law
- P. McKimmy, EdD—policy and information technology solutions
- M. P. Menchaca, EdD—educational technology integration, online teaching and learning, distance education, multiculturalism and social justice, and communities of practice
- C. Miller, PhD—philosophy for children, Democratic education, teacher education & preparation, mindfulness, history of education
- C. Morgan, PhD—promoting youth physical activity; benefits, assessment, levels, and related factors of youth physical activity
- P. Morrissey, PhD—disability policy instructional and assistive technology accommodations in assessment; inclusion
- L. S. Muccio, PhD—early childhood, inclusive education, teacher action research
- N. Murata, PhD—general physical education pedagogy, adapted physical education, special education/transition, and professional development
- K. L. Murphy, DPE, CAPE—physical education pedagogy, adapted physical education
- T. T. T. Nguyen, EdD—educational leadership, educational technology, internet safety
- J. M. Ninci, PhD—students with severe disabilities and autism, applied behavior analysis, early childhood education
- Y. Oba, PhD—athletic training, curriculum development, anatomy
- M. Ok, PhD—assistive and instructional (AIT), universal design for learning, learning disabilities, teacher education on AIT, mathematics instruction
- T. O'Neill, PhD—place-based science and STEMS² education
- C. Ornelles, PhD—mild/moderate disabilities, students at risk, teacher education
- L. Oshita, PhD—mild/moderate disabilities, teacher education, distance education advising
- S. Paek, EdD—educational technology, statistical analysis and evaluation
- H. Park, PhD—special education professional development, STEM education in special education, universal design for learning
- M. E. Pateman, HSD, MPH—school and college health education
- L. H. Phan, PhD—international education, language-culture-pedagogy, identity studies, TESOL, critical theories of education and language
- J. H. Prins, PhD—kinesiology
- K. Rao, PhD—universal design for learning, instructional and assistive technology, online learning, culturally and linguistically diverse learners
- A. B. Ray, PhD—mild/moderate disabilities, academic interventions, strategy instruction, Self-Regulated Strategy Development (SRSD), inclusion, literacy
- N. S. A. Reyes, EdD—indigeneity in higher education, critical race theories, postsecondary success for students of color
- S. Roberts, PhD—curriculum administration, policy, professional socialization, school administration
- S. Robinson, PhD—secondary teacher preparation, science education
- D. Royer, PhD—comprehensive, integrated, three-tiered (Ci3T) models of prevention; emotional and behavioral disorders (EBD); evidence-based practices; student-directed IEPs
- A. R. Ruhaak, PhD—mild/moderate disabilities, neuroscience and education, students with ADHD and EBD
- A. K. Serna, PhD—health education, school health programs, elementary education
- P. Sheehy, PhD—mild/moderate and severe disabilities, families, multicultural issues
- A. Smith, PhD—adolescent literacies, noncognitive domains of literacies, ethnography, arts based research methods
- J. Simpson Steele, PhD—elementary teacher preparation, performing arts education, performance ethnography
- C. K. Sorensen Irvine, PhD—professional studies in education, educational technology, research methods
- C. D. Stickley, PhD, ATC—athletic training and biomechanics, exercise physiology
- D. Taira, PhD—history of American education, history of Hawai'i's school system, 20th century Native Hawaiian history
- P. M. Tamashiro, PhD—exercise physiology and cancer exercise rehabilitation
- K. Tamura, PhD, ATC—athletic training and biomechanics
- C. Tanabe, PhD—educational law and policy, philosophy of education
- H. Tavares, PhD—politics of education, critical theories of education
- S. Twomey, PhD—new literacies, teacher education, feminist pedagogy, drama education
- J. Wells, PhD—autism, severe disabilities
- B. L. Williams, PhD—art education
- E. Wright, PhD—indigeneity in higher education, indigenous research methodologies, student affairs leadership
- K. K. Yamamoto, PhD—CRC-rehabilitation counseling, transition, multicultural counseling, and disability-related issues
- J. Yoshioka, PhD—science education, teacher education
- D. B. Young, EdD—science education
- J. W. L. Yuen, EdD—diversity, inclusion, accessibility
- J. Zilliox, EdD—mathematics education
- D. K. Zuercher, PhD—teacher education, middle level, health, qualitative research methodology, language arts, fine arts

Cooperating Graduate Faculty

- M. Benham, EdD—educational leadership and community based leadership, policy, indigenous critical studies, Mo'olelo and narrative as pedagogy and methodology, indigenous post-secondary education, community engagement
- T. Jackson, PhD—philosophy for children
- W. S. Nishimoto, PhD—oral history, life history, interviewing in qualitative research
- K. Oliveira, PhD—Hawaiian language, culture and geography
- M. Soetoro-Ng, PhD—social studies
- L. Venenciano, PhD—algebra preparedness, Davydov's developmental approach to mathematics education, instructional strategies that promote CCSS mathematical practices
- K. Wong, PhD—Hawaiian language and culture

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

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

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

For further information, applicants may contact the PhD in Education Program at (808) 956-7913.

Curriculum and Instruction Track

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

Educational Administration Track

Educational Administration develops 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 K–12 or higher education, courses taken outside the department, a field project/internship or an apprenticeship in college teaching, and the dissertation.

Educational Foundations Track

Educational Foundations 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 are expected to exert leadership in the field of education and deal with those aspects and problems in society that need to be taken into account in advancing educational thought, policy development, and practice, especially where these concern the social role of the school and other educational agencies. The program of study varies in the number of credits required, depending upon the candidate's qualifications; college and departmental course requirements; course work focused on an area of emphasis in history, philosophy, or comparative or social foundations of education; courses outside the department; a field project/internship or an apprenticeship in college teaching; qualifying and comprehensive examinations; and the dissertation.

Global and International Education Track

The College of Education PhD offers a track in Global and International Education through the Department of Educational Foundations. Global and International Education aims to prepare in-service educators and educational researchers and analysts for leadership positions in educational and research settings. Strongly concerned with theory generation, application, and analysis, from this track draws significantly upon concepts, theories, and research methods from a variety of fields—including the social sciences, history, law, and philosophy—in understanding, defining, analyzing, and researching educational issues and problems around the world and in global perspective. Given the spread of globalization around the world, the growth of internationalization, and evident student mobility from country to country, the study of education and educational systems at all levels in global and international dimensions is increasingly important.

Educational Policy Studies Track

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

Exceptionalities Track

Exceptionalities prepares professionals to work as leaders in the education and support of individuals who have unique needs, often due to disabilities. The field is broad, addressing life-span concerns and involving such services as special education, advocacy, family support, community services, and vocational training and support. 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 on the candidate's qualifications, and includes courses required by the college, courses in the specialization, courses that provide an emphasis/breadth, a field project/internship or an apprenticeship in college teaching, and the dissertation.

Kinesiology Track

Kinesiology prepares professionals to work as leaders in adapted physical activity or athletic training (BOC), and applied biomechanics. This discipline is based in the biological and physical sciences as well as in education. This foundation will be reinforced via course work, research, clinical/practical experiences in teaching, supervision, and mentorship experiences in the two areas specified above.

Doctor of Philosophy in Educational Psychology (PhD)

See “Educational Psychology.”

Doctor of Philosophy in Learning Design and Technology (PhD)

See “Learning Design and Technology.”

Doctor in Professional Educational Practice (EdD)

The EdD professional practice doctorate in education is in line with the recent call by the American Educational Research Association (AERA) to offer advanced degrees of professional practice that are distinct from doctoral research degrees in education. Professional practice doctorates in education are advanced degree programs aimed at preparing professionals for leadership roles at all levels of education, as well as in other positions where the main interest is the application of research in education settings.

Completing the EdD Degree

The EdD at the College of Education is accessible to qualified candidates across the state, and requires approximately 64 semester hours of credit spread over three years of study. Students will be organized in cohorts to encourage collaboration on projects. Instruction will be conducted in a combination of face-to-face course work during the summer, fall, and spring semesters (40%), online instruction (20%), participation in field-based projects during fall and spring semesters (40%).

Admission Requirements

The COE invites applications from prospective students with outstanding academic records and demonstrated potential to succeed in a professional practice doctoral program. The following is a summary of admissions requirements and course work. Detailed information is available on the COE website: coe.hawaii.edu/academics/professional-practice-edd.

- Master’s degree
- GPA of 3.0
- At least five years of experience in an education-related field
- Evidence of competence as a writer

Hawai’i Teacher Licensure Programs

See the “Institute for Teacher Education,” “Kinesiology and Rehabilitation Science,” and “Special Education” sections within the College of Education for more details on BEd, post-baccalaureate, and MEDT options for teacher licensure.

Research Units

Center on Disability Studies

1410 Lower Campus Road, Bldg 171F
Honolulu, HI 96822
Tel: (808) 956-5142
Fax: (808) 956-7878
Email: [cgs@hawaii.edu](mailto:cds@hawaii.edu)
Web: www.cds.hawaii.edu

The Center on Disability Studies (CDS) is a UH Board of Regents recognized organized research unit (ORU) focused on interdisciplinary education, community service and technical assistance, research and evaluation, and information dissemination. The CDS was established in 1988 as the Hawai’i University Affiliated Program, and is a charter member of the Association of University Centers on Disability (AUCD). This

national network of university centers focuses on education, research, and service activities, which impact the quality of life of persons with disabilities across the nation. Beginning in 1988 with core funding of only \$250,000 and a staff of four, the CDS has leveraged resources to its current level of funding of almost 10 million dollars and 30 projects, with more than 100 faculty and staff.

The CDS conducts a wide range of education, research, and service activities in collaboration with other academic disciplines (e.g., Public Health, Law, Social Work, Business, Psychology, Political Science, etc.). These activities are centered around several initiative areas: school and community inclusion; special health needs; transition, postsecondary education, and employment; mental health; and Pacific outreach. These initiative areas reflect a commitment to evidence-based practice and interdisciplinary cooperation within academic, community, and family contexts. Activities strive to be culturally sensitive and demonstrate honor and respect for individual differences in behavior, attitudes, beliefs, and interpersonal styles. CDS activities reflect an organizational commitment to the communities we serve through excellence and evidence-based practices. Faculty and staff are mentored, supported, and encouraged to excel.

Each year, the CDS sponsors the International Pacific Rim Conference on Disabilities (Pac Rim), to promote international collaboration and to impact the lives of persons with disabilities. Pac Rim focuses on disseminating information on promising practices, evidence-based research, and emerging issues with the communities it serves. This conference has been held annually for the past 30 years, with an attendance of approximately 1,000 from the state, region, nation, and international communities. Special efforts are made to provide support to enable persons with disabilities, self-advocates, parents, and family members of persons with disabilities to attend.

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

CDS Disability Studies Certificate and Coursework

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

Certificate Faculty

S. Brown, PhD—disability history, disability culture, universal design
M. Conway, PhD (Coordinator)—foundations in disability studies, transition, postsecondary access, access to technology, sensory impairment

- T. Conway, PhD—online learning, web accessibility access to technology
 C. Hitchcock, PhD—multilingual learners, STEM education
 L. Ho, MSW—intersectionality, instructional design, accessible technology
 K. Takahashi, PhD—twice exceptional studies, STEM careers, assistive technology, international issues

Curriculum Research & Development Group

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

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

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

CRDG conducts its work in partnership with the University Laboratory School (ULS). ULS, with its culturally diverse student body, provides an essential experimental ground for developing and testing educational ideas and programs aimed at improving teaching, learning, and assessment. The school enrolls approximately 450 students in grades K–12 and serves as a demonstration site for exemplary school practices.

Student Organizations

The College of Education Student Association (CESA) is open to all persons interested in teacher education. CESA members participate in college committees and projects and sponsor various activities for education students. CESA is an affiliate of the Student National Education Association. For more information, call (808) 956-7849 or email cesahi@hawaii.edu.

All doctoral students are eligible to participate in the College of Education Doctoral Student Association (COEDSA). COEDSA sponsors activities and workshops on matters of

concern to doctoral students. For more information, visit COEDSA's website at: www.hawaii.edu/coedsa/.

Honors and Scholarships

Each semester, the College of Education recognizes the scholastic performance of students who achieve a GPA of 3.5 or better by placing them on the Dean's List. To be eligible for the Dean's List, students must successfully complete at least 12 credits during the semester and not receive grades of W, I, F, or NC. Additionally, the college awards the distinction of being student marshals at commencement exercises to those students who demonstrate high scholastic achievement, outstanding character, and extraordinary potential for teaching. Exemplary students also are invited to join the College of Education's chapter of Pi Lambda Theta, a national education honorary society.

The College of Education makes scholarship support available to classified undergraduate and graduate students. In 2017-2018, 164 students received scholarships totaling over \$278,207. For information, contact the Office of Student Academic Services at (808) 956-7849.

Curriculum Studies

Everly Hall 224
 1776 University Avenue
 Honolulu, HI 96822
 Tel: (808) 956-4401
 Fax: (808) 956-9905
 Web: coe.hawaii.edu/academics/curriculum-studies

Faculty

- *P. Halagao, PhD (Chair)—social studies, multicultural education, Filipino curriculum and pedagogy
- *A. Bartlett, PhD—literacy education, children's literature
- *K. Cashman, PhD—Indigenous teacher education, art education, storytelling
- *P. Chinn, EdD—elementary and secondary science education, culture and science studies
- *R. Chun, MEd—early childhood education, projects and place-based early education
- *P. Deering, PhD—social studies, middle school curriculum
- K. K. Faria, MEd—Hawaiian language immersion, teacher education
- *L. H. L. Furuto, PhD—mathematics education, ethnomathematics, quantitative research
- *R. Johnson, PhD—elementary and early childhood education
- *J. Kaomea, PhD (C & I Coordinator)—Indigenous education, qualitative research, elementary mathematics
- *E. K. Kukahiko, PhD—Hawaiian language immersion education, teacher education
- M. K. Lenchanko, MEdT—Indigenous education and curriculum development
- *M. Maaka, PhD—Indigenous education, language and cognition, research methodologies
- J. A. S. Moniz, PhD—multicultural education, social studies, research methods
- *T. O'Neill, PhD—science education
- *A. R. Smith, PhD—literacy, qualitative research methods, poststructural theories
- *S. Twomey, PhD (EdD Director)—critical literacy, teacher education, poststructuralism, feminist theory, drama education
- *B. L. Williams, PhD—art education

Cooperating Graduate Faculty

- R. S. Black, EdD—mental retardation transition, students at risk, research design
- B. Bruno, PhD—geoscience research, education, broadening participation
- S. M. Buelow, PhD—literacy and reading education, elementary teacher preparation, 21st century literacies
- M. Cheang, PhD—family public policy, family resource management, family caregivers
- B. D. DeBaryshe, PhD—educational measurement, early childhood
- D. P. Ericson, PhD—philosophy of education, educational policy
- C. Frambaugh-Kritzer, PhD—adolescent literacies, new literacies, disciplinary literacies
- L. A. Fulton, PhD—elementary science education, teacher education, qualitative research
- R. K. Hetzler, PhD—exercise physiology with interest in body composition and metabolism
- I. F. Kimura, PhD—kinesiology, athletic training and biomechanics
- C. Loong, PhD—music education
- M. I. Martini, PhD—parenting and family relationships across cultures
- L. S. Muccio, PhD—early childhood education, inclusive education, teacher action research
- N. Murata, PhD—general physical education, pedagogy, adapted physical education, special education/transition, and professional development
- M. E. Pateman, HSD, MPH—health education
- J. H. Prins, PhD—kinesiology
- M. Rivera, PhD—marine science inquiry; population genetics in marine systems; evolution, molecular systematics in terrestrial anthropods
- S. B. Roberts, EdD—curriculum administration, policy, professional socialization, school administration
- P. Sheehy, PhD—mild/moderate disabilities, teacher preparation, autism
- J. Simpson Steele, PhD—elementary teacher preparation, performing arts education, performance ethnography
- M. Soetoro, PhD—multicultural, global and international education
- L. Venenciano, PhD—educational psychology, mathematics education, teacher education
- D. B. Young, EdD—science education

Affiliate Graduate Faculty

- D. Grace, EdD—language, literacy, media studies, early childhood
- J. Zillioix, EdD—elementary mathematics

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

The Academic Program

The Department of Curriculum Studies (EDCS) offers advanced degrees at the master's level in curriculum studies and early childhood education (MEd-CS and MEd-ECE), and, as part of a college-wide doctoral degree, a track in curriculum and instruction (PhD). Students may also study for a graduate certificate in literacy leader: literacy specialist or teacher leader. All programs focus on the educational needs of children and adolescents, teaching, learning, and curriculum.

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

Graduate Study

General information, policies, requirements, and procedures of Graduate Division are in the "Graduate Education" section

of this *Catalog*.

Master of Education in Curriculum Studies

The Master of Education in Curriculum Studies (MEd-CS) degree is a 30-credit program designed to serve licensed teachers and other educators who wish to explore, research, and apply innovative ideas in PK-12 education. Students may attend part-time, and the average completion time is about two years.

The MEd-CS equips teachers to fill a variety of teaching and resource roles at an advanced level. The program also prepares students for doctoral programs and other advanced study options.

Students select from three school levels: Pre-kindergarten through Third Grade, Middle (and Secondary) Level, and K-12. Tracks within the K-12 school level include (a) Aloha Kumu: Aloha 'Āina Education & Leadership, (b) Aloha Kumu: National Board Certification/Teacher Leader, (c) Interdisciplinary, (d) Literacy Specialist, (e) STEMS² (Science, Technology, Engineering, Math, Social Sciences & Sense of Place), and (f) Teacher Leader. All tracks emphasize teacher leadership and place-based education.

Students who complete the Literacy Specialist or Teacher Leader tracks may also earn a corresponding certificate—Literacy Leader: Literacy Specialist Graduate Certificate or Teacher Leader Graduate Certificate—concurrently with the master's degree. The Literacy Specialist and Teacher Leader tracks are also eligible to add-a-field to a Hawai'i teacher license. Previously taken MEd-CS core courses count, so students who already have the MEd-CS only need the 18-credit tracks to add these fields. Students completing PreK-3 track are also eligible to add-a-field to a Hawai'i Teacher's license.

Admission Requirements

In addition to the requirements of Graduate Division, applicants for the MEd in the curriculum studies program must provide the following:

1. Evidence of adequate successful course work and/or experience related to the track selected.
2. Evidence of student teaching, teaching, or experience designing and/or implementing curriculum in educational settings.
3. Three (3) professional references from people who are able to comment on the quality of the applicant's experience, ability to pursue graduate study, and character.

Some tracks may have additional prerequisites, so please check our website.

Program Requirements

MEd-CS courses are scheduled to meet the needs of educators, and some programs are completely online.

Additional details about the program are available at coe.hawaii.edu/academics/curriculum-studies. Please download Handbook 1: Prospective and New Students.

Plan A (Thesis) Requirements

The Plan A program is designed primarily for students interested in research and in writing a thesis. It requires a minimum of 30 credit hours with at least 12 credit hours in curriculum studies, not counting 699V or 799V. Of the 30 credit hours, 24 credit hours must be approved course work. Required courses are EDCS 622, 667, and two research methods courses. A minimum of 12 credit hours is to be taken in a related field, which may be in a concentration area within

the Department of Curriculum Studies, in other departments in the College of Education, or in a discipline in one or more of the other colleges/schools at UH Mānoa. Of the approved courses, 18 credit hours must be at the 600 to 700 level (excluding 699 and 799). Six credit hours (EDCS 700) are required for the thesis.

Plan B (Non-thesis) Requirements

The Plan B program is designed primarily for students who wish to strengthen their teaching and leadership. It requires a minimum of 30 credit hours of approved course work, with a minimum of 12 credit hours in curriculum studies (excluding EDCS 699). Required courses are EDCS 622, 667, and two research methods courses. A minimum of 18 credit hours is to be taken in a school level or track. Of the approved courses, 18 credit hours must be at the 600 to 700 level, excluding 699. A maximum of 6 credit hours of 699 may be applied to the degree program.

The Plan B program also requires a culminating project.

For further information and application forms, go to coe.hawaii.edu/academics/curriculum-studies or contact the secretary of the Department of Curriculum Studies, Everly Hall 224, (808) 956-4401, csdept@hawaii.edu.

Master of Education in Early Childhood Education

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

Course of study includes understanding the developmental and educational needs of young children ages birth to five; knowledge of family systems, needs and resources; development of the ability to design and implement learning environments and programs to meet the needs of all young learners ages birth to eight including those with disabilities; current issues and trends in early education policy, assessment, and research; and development of reflective practice and ethical leadership skills. Students with an initial license in another field can choose elective that enable them to add-a-field in ECE to their Hawai'i Teacher's license.

Admission Requirements

In addition to the requirements of Graduate Division, applicants for the MEd in Early Childhood Education must provide the following:

1. Evidence of successful academic performance in child development and early childhood education. This includes a minimum of one course each in:
 - a. child development, age birth to five;
 - b. early childhood education;
 - c. developmentally appropriate practice;
 - d. family studies/working with families and communities;
2. Documented experience of work with young children and their families or in early childhood program administration or public policy;
3. Three (3) professional references from people who are able to comment on the quality of the applicant's experience, ability to pursue graduate study, and professional strengths.

Program Requirements

30 credit hours in early childhood regular education, early childhood special education, child development, and family public policy are required. Students take a common core of 18 required credits and select 12 credits of specialization courses in an area of interest within their major.

The required core of 18 credits is taken over the course of three intensive Summer sessions on the UH Mānoa campus. Core courses are offered through the Departments of Curriculum Studies and Special Education in the College of Education, and the Department of Family Resources in the College of Tropical Agriculture and Human Resources. The balance of 12 elective credits is taken either online, face-to-face, or in hybrid format, based on student interest and need, in consultation with a program advisor.

Plan A (Thesis) Requirements

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

Plan B (Non-Thesis) Requirements

The Plan B program is for those who wish to focus on strengthening professional knowledge and skills. Students completing a Plan B will take a minimum of 30 credit hours including 18 credits at the 600 level or higher, a core consisting of 18 credits, 9-11 credits of electives and 1-3 credits of Plan B preparation. The culminating experience for Plan B students will be the submission of a paper, project, or professional portfolio that documents their competency in demonstrating program standards. A faculty advisor will guide and direct the development of the Plan B capstone.

For further information and application forms, go to coe.hawaii.edu/academics/curriculum-studies/med-ece or contact the Department of Curriculum Studies, Graduate ECE Program at (808) 956-0337.

Doctoral Degree

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

The PhD in Education, track in Curriculum and Instruction, develops educational leaders in curriculum development, teaching, curriculum evaluation, and/or teacher education and professional development. The program varies in the number of credit hours required, depending upon the candidate's qualifications, and includes courses required for all doctoral students enrolled in the College of Education; courses in an area of study, such as issues and trends in curriculum, teaching and learning, curriculum and program evaluation, and research on teacher education and professional development; breadth courses; a field project or an internship in college teaching; and the dissertation.

For additional information, see the "Doctoral Degrees" section within the College of Education section of this *Catalog* or visit coe.hawaii.edu/academics/curriculum-studies/phd-ci.

Educational Administration

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

Faculty

- *D. P. Ericson, PhD (Interim Chair)—philosophy of education, educational policy, international education
- *R. Heck, PhD—leadership and governance, organizational theory, policy
- *C. Lucas, PhD—professional development, leadership theories, partnerships
- *N. A. S. Reyes, EdD—indigeneity in higher education, critical race theories, postsecondary success for students of color
- *S. B. Roberts, EdD—curriculum administration, policy, professional socialization, school administration
- *E. K. Wright, PhD—indigeneity in higher education, indigenous research methodologies, student affairs leadership

Cooperating Graduate Faculty

- *M. K. P. A. Benham, EdD—educational leadership and community-based leadership, policy, indigenous critical studies, Mo'olelo and narrative as pedagogy and methodology, indigenous post-secondary education, community engagement

Degrees Offered: MEd in educational administration, PhD in education with track in educational administration

The Academic Program

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

1. Theories, policies, principles, and practices of educational administration;
2. Organizational theory and change;
3. Legal/financial issues;
4. Educational leadership (problems, strategies, and solutions); and
5. Research and data utilization

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 PK-12 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 PK-12 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 of Education in Educational Administration

Admission Requirements

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

Students who seek the MEd degree in K-12 educational administration must have appropriate job-related experience to evidence familiarity with teaching or other student support roles (i.e., 2 years of classroom teaching or school counseling experience). The basic program is designed to prepare educational administrators and supervisors for a broad range of education-related elementary and secondary administrative positions. For applicants working in the Hawai'i Department of Education currently as teachers or vice principals, there are seven courses that are required for principal certification (EDEA 601, 610, 620, 630, 645, 670, 780F). Applicants should check with the Hawai'i Department of Education for additional requirements to become an administrator in the public schools.

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

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

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

Plan A (Thesis)

For the K-12 emphasis, program requirements include: (1) EDEA 601, (2) 602, (3) one 700 level seminar course, (4) one course in organizations and school contexts (e.g., 610, 650, 652, 670), (5) one course in leadership and policy (e.g., 645, 675, 676), (6) one course in legal/financial processes (e.g., 620, 630), (7) 6 credits of thesis research, (8) two elective courses in educational administration, and (9) two courses from any related graduate field of study (with approval of advisor) including educational administration.

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

Plan B (Non-thesis)

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

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

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

Students should refer to the Graduate Division website for the requirements for the transfer of credits.

Doctoral Degree

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

The primary purpose of a PhD in the educational administration track is to provide advanced graduate study to 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 in either general education (K-12) or higher education; course work taken outside the field of educational administration; an internship within a school, school district, or post secondary or other educational institution; and the dissertation.

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

Educational Foundations

Wist 113
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-7913
Fax: (808) 956-9100
Email: edef@hawaii.edu
Web: coe.hawaii.edu/academics/educational-foundations

Faculty

- *D. P. Ericson, PhD (Chair)—philosophy of education, educational policy, international education
- *B. Cheng, EdD—comparative and international education, education policy
- *X. Di, EdD—philosophy of education, history of education, sociology of education
- *D. B. Edwards Jr., PhD—global education policy, global governance of education, international organizations, international development and education, quasi-market reforms, community empowerment, school-based management, education in Latin America and Southeast Asia
- *L. H. Phan, PhD—international education, language-culture-pedagogy, identity studies, TESOL, critical theories of education and language
- *D. Taira, PhD—history of American education and Hawaiian education, history of Territorial Hawai‘i, history of the Progressive Era, U.S. education policy, educational equity and access.
- *C. S. Tanabe, PhD, JD—educational law and policy, philosophy of education
- *H. Tavares, PhD—politics of education, educational policy studies, critical theories of education

Cooperating Graduate Faculty

W. S. Nishimoto, PhD—oral history, life history, interviewing in qualitative research

Affiliate Graduate Faculty

- D. L. Grossman, PhD—civic/citizenship education, comparative/international/cross-cultural education, teacher education
- J. N. Hawkins, PhD—political economy of education, higher education, education and development in Asia
- D. E. Neubauer, PhD—globalization, comparative higher education, education administration
- A. Singh, PhD—comparative sociology of education, critical and reflective pedagogy, multicultural education
- S. Sridharan, PhD—evaluating education interventions, systems reform, realist evaluation, quantitative and qualitative methods, impact evaluation

Degrees Offered: MEd in educational foundations, PhD in education with track in educational foundations

The Academic Program

The Department of Educational Foundations takes an interdisciplinary approach to the critical examination of educational issues by focusing on explaining and interpreting education—asking and responding to the “why” questions. The department is committed to the professional and personal intellectual growth of educators and laypersons who wish to broaden and deepen their understanding of educational problems, questions, issues and controversies. The department adopts a multidisciplinary approach to educational inquiry by drawing on the disciplines of the humanities and social sciences. We value and affirm multiple perspectives, multiple voices, and collaboration in a program that is committed to engaging and deepening the prospect of democratic education. We seek to move our students toward greater appreciation of complexity, clarity, and compassion through our curriculum.

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

Graduates with the MEd degree are expected to be able to analyze alternatives in educational thought, policy and practice related to the social and ethical problems faced by schools and other educational agencies at the state, national and international levels. Graduates with the PhD are expected to exert professional expertise in the field of education and deal with those aspects and problems in society that need to be taken into account in advancing educational thought, policy development and practice, especially where these concern the social role of the school and other educational agencies.

Graduate Study

Master of Education in Educational Foundations

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

MEd Program Options

Option I: Plan A Thesis (30 credits)

- Department course (12 credits)
- One research course (3 credits)
- Three electives (including a seminar) in area of emphasis and/or cognate (9 credits)

- Thesis 700 (6 credits)
- Committee: chair (full graduate faculty), member (graduate faculty), outside member (full graduate faculty)
- Culminating experience: oral defense of thesis

Option II: Plan B Non-thesis (30 credits)

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

Option III: Summers Only Master in Education (30 credits)

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

Option IV: Summers Only Master in Education (30 credits)

Focus on private school leadership in the Pacific Basin (PSL)*

- Fixed sequence of courses (30 credits)
- Committee: chair (member of graduate faculty) and reader (who must have at least a master's degree) who guide the student through the conceptualization and implementation of the project and the writing of the Plan B paper
- Culminating experience: a final paper that describes and evaluates the final project, and an oral presentation.

Option V: Online Year-Round Master of Education (30 credits)

Focus on global issues in educational policy and practice (Global Perspectives)

- Fixed sequence of courses (30 credits)
- Committee chair (member of graduate faculty) and reader (who must have at least a relevant master's degree) who guide the student through the conceptualization and implementation of the project and the writing of the Plan B.
- Culminating experience: a final paper that describes and evaluates the final project, and an oral presentation (may be video-taped).

For further information, contact the graduate chair, Department of Educational Foundations.

Doctoral Degree

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

The Department of Educational Foundations offers or contributes to three PhD tracks under the PhD program of the College of Education: (1) the traditional educational foundations track, (2) the global and international education

track, and (3) the educational policy studies track (see the tracks cited under the PhD in Education program in this *Catalog* and the College of Education website for more information. In all three tracks, the department prepares educational professionals with an understanding of the historical, philosophical, cultural, social, and political contexts of education so that they can make informed and wise decisions about educational problems and policy issues. Graduates with the PhD are expected to exert leadership in the field of education and deal with those aspects and problems in society that need to be taken into account in advancing educational thought, policy development, and practice, especially where these concern the social role of the school and other educational agencies. The program of study varies in the number of credits, depending upon the candidate's qualifications and will include the following: college courses required of all students enrolled in the PhD program of the College of Education; department courses required of all students with a specialization in educational foundations; area of emphasis course work focused in history, philosophy, comparative, or social/cultural foundations of education; cognate-field course work usually taken outside of the College of Education; a field project or an internship; qualifying and comprehensive examinations; and the dissertation.

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

Educational Psychology

Wist Hall 214

1776 University Avenue

Honolulu, HI 96822

Tel: (808) 956-7775

Fax: (808) 956-6615

Web: coe.hawaii.edu/academics/educational-psychology

Faculty

*K. Ratcliffe, PhD (Chair)—learning and development in exceptional students, culturally diverse educational environments, family influences on learning and development

**M. K. Iding, PhD—cognition, learning from multimedia and computer-based resources, science learning, university teaching

*S. Im, PhD—multivariate analysis, psychometric models for cognitive diagnosis, setting cut off scores in large scale assessment

*N. Lewis, PhD—underrepresented students' interest in and persistence to doctoral education in science, technology, engineering, and mathematics (STEM) and program evaluation

*M. Liu, PhD—statistical and psychometric models and their application in education or other disciplines within social and behavioral science

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

Cooperating Graduate Faculty

A. AhSam, PhD—culturally responsive evaluation, higher education access and success for diverse students, family child interaction learning programs

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

G. Harrison, PhD—instrument development, evaluation, quasi-experimental designs, metacognition and second-language vocabulary learning

R. Heck, PhD—organizational theory, leadership, policy and quantitative methods

A. Maynard, PhD—children's teaching abilities, sibling interactions, cultural change and socialization, and literacy

Affiliate Graduate Faculty

M. E. Brandt, PhD—cognitive development, culture and cognition, alternative assessment

M. K. Lai, PhD—program evaluation, Hawaiian studies

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

T. R. Wyatt, PhD—education experiences of indigenous teachers and students, cultural influences on learning and development, instructional coaching, bridging scripted programs with culturally appropriate teaching

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

The Academic Program

The Department of Educational Psychology promotes inquiry in human learning and development within the context of a diverse society. Specifically, the major areas of study include human learning, human development, research methodology, statistics, measurement, and assessment and evaluation. Students may also complete COE certificates in Measurement & Statistics or Program Evaluation. Please call the department at (808) 956-7775 for more information.

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

Graduate Study

Graduate study is primarily oriented toward students with specific professional educational objectives, but it is also applicable to students who find a major in educational psychology congruent with their personal objectives, and who wish to engage in elective study to the greatest extent possible while fulfilling degree requirements.

Initial Faculty Advising

Upon entrance to the graduate program, each student is assigned a temporary advisor to facilitate the student's progress through the program. Initial assignment or choice of a temporary advisor in no way obligates the student to select the temporary advisor as his or her program advisor or to include the temporary advisor as his or her committee member. Likewise, the temporary advisor has no obligation to serve on the student's committee. The system of temporary advisors is merely a way of identifying a specific faculty member the student can call upon for advice. The temporary advisor can be changed at any time.

In order to maintain a close working relationship between the students and the faculty, students are required to undertake self-assessment activities every semester. After completing a written self-assessment, students meet with the EDEP faculty at the end of each semester to review and direct progress toward their degrees. Students who have successfully defended their proposal and are making good progress are not required to attend these meetings.

Master of Education in Educational Psychology

The MEd program in Educational Psychology is directed

toward increasing students' competence in educational inquiry. The MEd in Educational Psychology has two broad strands: (1) General Educational Psychology; (2) Measurement, Statistics, and Evaluation (MSE). The General Educational Psychology strand focuses on the study and application of psychological principles to understand cognitive, developmental, and socio-cultural factors affecting behavior, learning, and achievement and to further develop educational interventions and programs. The MSE strand addresses quantitative approaches to educational inquiry and the development of quantitative methods that underpin evidence-based research in education. Courses are offered in the areas of human learning, cognition, and development; statistics, measurement, evaluation, and research methodology. The program prepares students for professional careers as practitioners and researchers in education, evaluators, and testing and measurement specialists.

Admission Requirements

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

1. Department of Educational Psychology application form.
2. Three recommendation forms attesting to academic and professional strengths. Academic recommendations are preferred.
3. Transcript(s) of all prior undergraduate and graduate course work to Graduate Division.
4. For non-native speakers of English, a minimum TOEFL score of 600/100 unless waived in accordance with Graduate Division guidelines.

Note: Applications for admission to the MEd program must be received by **February 1** for the fall semester and by **September 1** for the spring semester. Application materials are available on the EDEP website, coe.hawaii.edu/academics/educational-psychology-edep/med-edep/how-to-apply. Students interested in the MSE strand may apply after at least one semester in the MEd program. Application materials are available on the EDEP website at coe.hawaii.edu/academics/educational-psychology-edep/med-edep-mse/forms-documents. They are reviewed on a revolving basis. Students should apply via the College of Education Mākaʻeī website (makalei.coe.hawaii.edu/student) or by mail, email, or in person.

Degree Requirements

After admission, the student and his or her temporary advisor detail a program of study, which includes a minimum of 30 credits for Plan A (Thesis) and Plan B (Non-thesis) candidates. Courses at or above the 400 level may be applied to an individual's program of study, though a minimum of 18 credits must be earned in courses numbered 600-798. Up to 12 credits completed prior to admission to the program may be transferred for credit toward the degree. Students in the general Educational Psychology strand are required to take EDEP 601, 608, 611, 661 a graduate seminar (EDEP 768), and one of the following EDEP 602, 604, or 613 as part of their 30 credits. Students in the MSE strand are required to take EDEP 601, 604, 608, 611, 616, 661 and two elective courses from the following: EDEP 602, 606, 612, 618, 625, 626, 657, 768D, 768E or 768G (including at least one seminar). Students must receive a grade no lower than B- for all core courses.

A minimum residency of two semesters of full-time study or the equivalent in credits at UH Mānoa is required. Relatively soon after entering the program, students are expected to choose

between Plan A and Plan B options.

Plan A (Thesis)

Students whose objective is doctoral study are recommended to define a Plan A program of study at the master's level. Plan A candidates must take at least 6 credits of thesis research (EDEP 700). At the discretion of the thesis chair, up to five credits of EDEP 699, previously completed, may be substituted for five of the six EDEP 700 credits. Graduate Division requires that a minimum of 12 credits must be earned in courses numbered 600-798, in addition to six credits of directed reading (EDEP 699) and thesis research (EDEP 700).

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

It is the responsibility of the student to keep all members of the thesis committee informed of the scope, plan, and progress of the thesis research. Copies of the completed thesis that are approved by the thesis chair must be submitted to committee members at least two weeks prior to the date of the final oral examination by the student committee. Upon successful defense of the thesis and subsequent completion of revisions, Master's Form III is submitted to Graduate Division. When the final edited document is submitted to Graduate Division, Form IV should be submitted at the same time.

Plan B (Nonthesis)

The culminating requirement is a Plan B project/paper, an original educational inquiry resulting in a product that informs educational practice. The development of a Plan B project is concurrent with the selection of a Plan B advisor. Students develop a 8-10 page proposal outlining their projects that are then approved by their advisors. Not more than 9 credits in directed reading/research (EDEP 699) may be applied to meet degree requirements. A presentation of the Plan B project/paper is required during the final semester.

If candidates are not enrolled in other courses, they must be enrolled in at least one credit of EDEP 699, Directed Reading and Research. Students must apply for graduation when registering for their final semester of study.

Doctoral Degree

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

Admission Requirements

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

1. Department of Educational Psychology application form.
2. Three recommendation forms attesting to academic and professional strengths. Academic recommendations are preferred.
3. Transcript(s) of all prior undergraduate and graduate course work to Graduate Division.
4. Official scores (within the past 5 years) on the Graduate Record Exam Aptitude Test to Graduate Division.
5. For non-native speakers of English, a minimum TOEFL score of 600/100 unless waived in accordance with Graduate Division guidelines.
6. Evidence of research competence (e.g., master's research thesis, a published or publishable article, or a research proposal).

Note: Applications for admission to the PhD program are considered for the fall semester only and must be received by **February 1**. Application materials are available on the EDEP website, coe.hawaii.edu/academics/educational-psychology-edep/phd-educational-psychology/how-to-apply.

Students should apply via the College of Education Mākālei website (makalei.coe.hawaii.edu/student) or by mail, email, or in person.

Procedure for Completing the PhD Degree

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

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

Completion of Core Courses

Students must receive a grade of at least B in all core courses. The purposes of the core courses are (a) to determine whether to encourage students to proceed in the PhD program; (b) to develop an appropriate plan of study; and (c) to advance to candidacy. See EDEP website for a list of core courses, coe.hawaii.edu/academics/educational-psychology/phd-ep.

Dissertation Prospectus

The development of a dissertation prospectus is done in conjunction with the identification of the dissertation committee chair. The prospectus is a 10-15 page description (exclusive of references) of the proposed dissertation that is developed in consultation with a prospective chair and submitted to the faculty. The prospectus includes the statement of the problem, its relevance to educational psychology, the design of the investigation, and analysis. If there are no major objections to this prospectus from the graduate faculty as a whole, the student forms a doctoral committee based on mutual interest.

Comprehensive Examination

The comprehensive examination is taken after the prospectus is approved and either before or after the proposal defense, as

agreed upon by the committee. Committee members typically formulate two to four questions that may be related to the student's proposal but may be broader in scope. Typically, students are given between two to four weeks to complete the written comprehensive exam; however, each committee determines the exact timeline. An oral defense will be scheduled after the written answers are turned in. The committee will have at least two weeks to read the written answers before the oral defense. A student who fails any portion of the comprehensive examination twice will be dismissed from both the graduate program and Graduate Division, unless recommended otherwise by the graduate chair.

Dissertation Proposal

The student develops a dissertation proposal in consultation with the dissertation committee. The dissertation proposal includes a literature review that contextualizes the question(s) within existing research and theory. The proposal also includes a description of the proposed research methods, including how the data will be analyzed. A formal oral defense of the proposal is made by the student to the doctoral committee in order to confirm approval of the proposed research. When students pass the comprehensive exam and proposal defense, and receive Human Studies Program approval, the Doctorate Form II will be submitted to Graduate Division.

Completion of the Program

Students will work closely with their dissertation chair as they collect data, analyze it and write the dissertation. It is the responsibility of the student to keep all members of the dissertation committee informed of the scope, plan, and progress of the dissertation research. Copies of the completed dissertation must be submitted to the committee members at least two weeks prior to the date of the final oral examination by the committee. Upon successful defense of the dissertation, Doctorate Form III is submitted to Graduate Division. After completion of revisions, the final edited document is submitted to Graduate Division. Form IV should be submitted at the same time.

Institute for Teacher Education

Everly Hall 223 (Elementary), 226 (Secondary), and 221 (MEdT)
1776 University Avenue
Honolulu, HI 96822
Tel: (808) 956-4154 (Elementary)/(808) 956-4241 (Secondary)/
(808) 956-5513 (MEdT)
Fax: (808) 956-7191 (Elementary & MEdT)/(808) 956-9808
(Secondary)
Web: coe.hawaii.edu/academics/institute-teacher-education

Faculty

A. K. Serna, PhD (Elementary Director)—school health education, teacher education
T. O'Neill, PhD (Secondary Director)—science and STEMS² education
J. Yoshioka, PhD (MEdT Director)—science education, teacher education
S. Buelow, PhD—literacy and reading education
E. B. Chapman de Sousa, PhD—multilingual learners
C. Frambaugh-Kritzer, PhD—literacy

L. Fulton, PhD—elementary science education
S. H. Furuta, PhD—teacher education, elementary education
A. Makaiau, PhD—social studies and philosophy for children
C. Mangram, PhD—mathematics education
V. Matsumoto, PhD—teacher education, secondary education
K. Mawyer, PhD—science education
C. Miller, PhD—English language arts and philosophy for children
L. Muccio, PhD—early childhood education
H. Pope, PhD—elementary mathematics education, teacher education
S. Robinson, PhD—science education
J. Simpson Steele, PhD—performing arts
M. Smith, PhD—multilingual learners, elementary teacher education
P. Tan, PhD—mathematics education and inclusive education
D. Zuercher, PhD—elementary and middle level, literary health

Cooperating Faculty

from CRDG, EDCS, EDEP, KRS, LTEC, SPED

Degrees, Certificates, and Licensure Program Offered: BEd in elementary education (including minor), BEd in secondary education (including minor), Master of Education in Teaching (MEdT), Post-Baccalaureate Certificate in Secondary Education (PBCSE); State Approved Teacher Education Programs (SATEPs) in elementary education, secondary education, dual elementary and special education, dual elementary and early childhood education, dual elementary and multilingual learning, dual early childhood and early childhood special education, dual secondary and special education

The Academic Program

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

Elementary and secondary BEd students may be able to enroll in programs that can lead to recommendation to the state for dual licensure, such as elementary or secondary and special education licensure, elementary and multilingual learning licensure, elementary and early childhood (PK-3) licensure, or early childhood and early childhood special education licensure. All ITE programs focus on the educational needs of children and adolescents, teaching, learning, and curriculum. The students at UH Mānoa are ethnically diverse as are the students in Hawai'i's school system. Students in ITE programs, therefore, learn and teach in a unique multicultural environment.

All students are required to own laptops for their courses. The heavy emphasis on the integration of technology into course work and clinical work reflects innovations in education. To learn more about this requirement, financial aid options for covering the cost, and whether the laptop the student may now own meets requirements for the program, please refer to coe.hawaii.edu/node/479.

Undergraduate Study (BEd)

Basic Requirements

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

Classified status in the College of Education is necessary for registration in most teacher education courses. Most

require State Approved Teacher Education Programs (SATEP) admissions as well. Program sheets listing the specific requirements for the elementary and secondary BEd programs and for the SATEPs are available in the College of Education's Office of Student Academic Services (OSAS). Students must fulfill all degree program requirements in effect for the semester in which they are admitted into the college. Those pursuing licensure must meet all SATEP requirements in effect at the time they are admitted to the SATEP. Please be aware that SATEP requirements may be changed by the licensing agency, the Hawai'i Teacher Standards Board (HTSB). Candidates pursuing licensure must meet all licensure requirements in place at the time of program completion.

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

Major Requirements

Elementary Program

The elementary SATEP major focuses on the learner and the learning environment in elementary school (K-6). Requirements include completion of the General Education courses specified for education majors, elementary emphasis and methods courses in elementary education, and clinical experience for a minimum of 120 credit hours. Students are typically assigned to cohorts and enroll in a sequence of courses. The traditional day program requires full-time enrollment. The Elementary BEd also offers a statewide distance education program. The Dual Elementary/Exceptional Students/Education program adds a focus on special education settings. The Dual Elementary/Early Education program adds a focus on PK-3 settings. The Dual Early Childhood/Early Childhood Special Education program adds a focus on PK-3 special education settings. The Dual Elementary/Multilingual Learning program adds a focus on the education of multilingual learners.

Secondary Program

The secondary education program focuses on the learner and the learning environment in grades 6-12. Requirements include completion of the General Education courses specified for education majors, a major in a teaching field or academic content and content pedagogy courses equivalent to a major in a teaching field, foundations and methods courses in secondary education, and clinical experiences in 6-12 classrooms.

The College of Education offers secondary education majors in the following fields: English, world languages (Chinese, French, German, Hawaiian, Ilokano/Filipino, Japanese, Korean, Latin, Russian, Spanish), mathematics, music, science (biology, chemistry, physics, earth science, general science, and physical science), social studies (with concentrations in American studies, anthropology, economics, geography, Hawaiian studies, history, political science, psychology, or sociology).

Secondary education courses are offered in a required sequence that includes both seminar and field-based course work. The majority of education course work for secondary majors is offered and completed in three semesters starting in the spring of the junior year. Two courses (EDEF 310 and EDEP 311) sit outside the required program sequence. These two courses can be taken anytime prior to spring of the senior year. The majority of all content-specific course work should be completed prior to beginning education focused course work in the fall of the junior year. If you are interested in earning a

concurrent major (i.e., majoring in mathematics and secondary education) please plan a meeting with OSAS early in your academic year to explore a detailed program plan.

Music education majors complete a coordinated program offered in conjunction with the Department of Music to prepare teachers for grades K-12. Prospective music education majors should see the chair of the music education committee in the Department of Music during their first semester. For more information, contact OSAS at osas@hawaii.edu.

Post-Baccalaureate Certificate in Secondary Education (PBCSE)

The PBCSE is a post-baccalaureate certificate program for the preparation of secondary school teachers (grades 6-12). It is designed for students who possess a baccalaureate degree and wish to obtain initial teacher licensure. Students admitted to the PBCSE will have completed an academic major or its equivalent appropriate to their proposed teaching subject. The PBCSE offers a cohesive, field-based experience that encourages students to integrate educational theory and practice in cooperating secondary schools. The program consists of interrelated courses totaling 33-36 credits. The PBCSE program is offered statewide via distance education, as well as at UH Mānoa. For more information, contact OSAS at osas@hawaii.edu.

Admissions Requirements

All applicants to the PBCSE program will be evaluated competitively and considered for admission on the basis of an overall profile. Admission to the PBCSE is considered admission to a SATEP.

1. Applicants must have a baccalaureate degree from an accredited and UH Mānoa recognized four-year institution of higher education. Additional undergraduate courses may be required. Thus, early advising is strongly recommended.
2. Applicants must demonstrate content area mastery via the achievement of 30 post-secondary credits in their proposed licensure area or by receiving passing scores as set by the Hawaii Teachers Standards Board on the PRAXIS Subject Assessment Test.
3. Applicants must demonstrate knowledge in their teaching field. Content knowledge may be verified by one of the following options: Passing score on licensure test adopted by the Hawai'i Teacher's Standards Board (HTSB) in the content field; or National Board for Professional Teaching Standards certification in the content field; or Content major consisting of a minimum of thirty semester hours in the content field for a bachelor's degree awarded by an accredited institution of higher education; or A minimum of thirty semester hours in the content field from an accredited institution of higher education, at least fifteen of which must be upper division level; or A master's, specialist or doctoral degree in the license field awarded by an accredited institution of higher education.
4. Applicants must meet admissions requirements designated by the UH Mānoa Admissions Office and meet the COE's requirement of 2.75 cumulative and major GPA. Students pursuing a secondary major in mathematics, physical education, or science may be considered for admission with a minimum cumulative and/or major cumulative GPA of at least 2.50.
5. Applicants must demonstrate oral and nonverbal communication competencies through the successful

completion of an interview.

6. Applicants must demonstrate attitudes toward education, learners, and themselves as prospective teachers that are compatible with the standards and curriculum of the program.
7. Applicants must document current (within the past five years) group leadership experience, paid or volunteer, with groups of youth between grades 6-12. A minimum of 40 hours of experience is required.

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

Graduate Study

Master of Education in Teaching

The Master of Education in Teaching (MEdT) Program is designed for individuals who have previously earned a baccalaureate degree and who are seeking a field-based, graduate, teacher education program.

MEdT candidates are admitted in groups of approximately 25 students who work and learn together as a cohort. During the course of the program, MEdT candidates complete university course work and engage in research, teaching, and learning while fully immersed in K-12 school and community based field settings under the guidance of university faculty and school personnel. In seeking the simultaneous renewal of education, the MEdT Program has built educational partnerships with various groups outside of the university. These partners work with MEdT faculty to provide unique learning experiences and opportunities for MEdT candidates. While all cohorts offer the same set of core courses, the content within the courses may differ depending on the nature of the partnership each cohort coordinator has established.

Initial Licensure MEdT

The Initial Licensure MEdT Program is a two-year initial licensure program for applicants seeking a teaching license at the elementary (K-6) or secondary (6-12) levels while engaging in a program of research and inquiry consistent with a graduate degree. Successful completion of the program results in both a recommendation to the Hawai'i Teacher Standards Board for licensure and a master's degree from the College of Education. Dual certification options are available to add Hawaiian Language Immersion (K-12) or Special Education (6-12).

To earn their degree, Initial Licensure MEdT teacher candidates are required to complete 46 credits of MEdT and professional specialization courses as well as a Plan B paper or project. Each semester, the core course work involves one field course and one seminar. The combination of course work and structured time in partner schools give MEdT teacher candidates opportunities to integrate theory with field-based practice.

Teacher candidates in the Initial Licensure MEdT are assigned a field placement each semester by their cohort coordinators. Teacher candidates are encouraged to get involved with the school and community from the first day in their placements. Teacher candidates receive support from partner school mentors and staff and university faculty, and can expect the field work to become progressively more involved across the four semesters of the program. Teacher candidates' performance in their field experience is assessed each semester by the candidate themselves, the school partners, and university

faculty.

The professional specialization courses are meant to help teacher candidates further develop their knowledge of teaching, expertise in their content area and their strengths as agents of change and teacher leaders. Teacher candidates entering the program are expected to have completed an undergraduate program of study that has provided depth and breadth of knowledge in mathematics, science, social studies, or English/language arts needed to succeed as a secondary or elementary classroom teacher. Additional course work may be required if program faculty deem the content knowledge requirements are not being met sufficiently.

The Initial Licensure MEdT program is offered full-time in a face-to-face format for those residing on O'ahu. Courses may be held during the weekday, in the evening or on weekends. A hybrid (online and face-to-face) statewide option is offered for neighbor island residents.

Admission Requirements–Licensure MEdT

Admission requirements include: approval of Graduate Division at UH Mānoa; minimum undergraduate GPA of 3.0; and submission of passing test scores or other options approved by the Hawai'i Teacher Standards Board (www.htsb.org). Specific exams or other options approved by the HTSB must be passed prior to the application deadline in order to meet license requirements and national accreditation requirements. The GRE is not required and cannot be used as a substitute. Applicants should visit the MEdT website for application instructions and current testing requirements at coe.hawaii.edu/academics/institute-teacher-education/med-teaching.

Professional Practice Non-Licensure MEdT

The Professional Practice Non-Licensure (PPNL) MEdT is a 30-credit, field-based, non-licensure track for veteran educators who are looking for a practical, hands-on, field-focused, clinically supervised master's degree program.

This program is designed for experienced professional educators who often host or directly work with pre-service teachers in their schools and who want to extend their influence beyond the walls of their schools and classrooms by putting theoretical foundations into practice in a field-based setting. This field-based, clinically supervised program is designed not only to improve the knowledge and skills that all great mentors have but to get participants to start thinking about and acting upon their school and community in a global "pay it forward" context.

The PPNL MEdT program will focus on helping participants create a culture within their school and community that focuses on areas including, but not limited to, school improvement, creating professional learning communities, building collaborative networks among all of the school's stakeholders, and applying results from research to improve instruction and student learning outcomes.

The PPNL MEdT is designed to provide field-based learning opportunities where participants can leverage the MEdT program's existing relationships to allow collaboration between all partners (schools, professional development schools, College of Education, university, and community). Participants will co-construct mutually beneficial P-20 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation.

The PPNL MEdT program is offered full-time in a hybrid (online and face-to-face) format. Courses may be held during the weekday, in the evening or on weekends.

Admission requirements—Professional Practice Non-Licensure MEdT

Admission requirements include: three years of teaching experience; mentoring experience; approval of Graduate Division at UH Mānoa; and minimum undergraduate GPA of 3.0; The GRE is not required. Applicants should visit the MEdT website for application instructions at coe.hawaii.edu/academics/institute-teacher-education/med-teaching.

Requirements for State Approved Teacher Education Programs (SATEPs)

Requirements for the college's state approved teacher education programs in elementary and secondary education comply with best practices and standards adopted by the national professional associations and the national accrediting body for teacher education, and with the state's requirements for teacher licensure.

Kinesiology and Rehabilitation Science

Physical Education/Athletic Complex 231
1337 Lower Campus Road
Honolulu, HI 96822
Tel: (808) 956-7606
Fax: (808) 956-7976
Web: coe.hawaii.edu/academics/kinesiology-rehabilitation-science
email: DeptKRS@hawaii.edu

Faculty

- *C. D. Stickley, PhD, ATC (Chair)—athletic training, biomechanics and exercise physiology
- *J. A. Daniels, EdD—school counseling, development counseling, adolescent counseling, loss and transition counseling, group counseling, and counseling homeless children, rehabilitation counseling
- *R. K. Hertzler, PhD—exercise science
- *I. F. Kimura, PhD, ATC, PT—athletic training and biomechanics
- *J. K. Maeda, PhD—physical education and adapted physical education
- *C. F. Morgan, PhD—youth physical activity and overweight
- *N. M. Murata, PhD—physical education and adapted physical education
- *K. L. Murphy, DPE—physical education
- *Y. Oba, PhD, ATC—athletic training
- *J. Prins, PhD—biomechanics and exercise science
- *P. M. Tamashiro, PhD—exercise physiology and cancer exercise rehabilitation
- *K. Tamura, PhD, ATC—athletic training and biomechanics
- *K. K. Yamamoto, PhD, CRC—rehabilitation counseling, transition, multicultural counseling, and disability-related issues

Degrees Offered: BS in kinesiology and rehabilitation science, MS in athletic training, MS in kinesiology and rehabilitation science, PhD in education with a track in kinesiology

Undergraduate Study

BS Degree in Health and Physical Education

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

The Health and Physical Education Teacher Education (HPETE) program is a professional preparation curriculum for candidates who wish to teach physical education in grades K-6, 6-12, or K-12 and health education in grades 6-12. Requirements for this program include successful demonstration approved by the Hawai'i Teacher Standards Board (www.htsb.org) required for licensure in Hawai'i. Candidates who major in this must demonstrate competence in motor skills and comprehensive knowledge relative to content in health and physical education, as well as effective accountability. General education core is 31 credits, physical education is 47 credits, health education is 12 credits, and professional education core is 30 credits for a total number of credits of 120.

Graduation Requirements

1. Fulfill all UH Mānoa requirements and meet all admissions requirements of the College of Education;
2. Complete the HPETE curriculum in content and field experiences for letter grades;
3. Successfully complete student teaching with a grade of B (not B-) or higher;
4. Complete a minimum of 120 credit hours;
5. Have a cumulative GPA not less than that required for admission to the college; and
6. File for graduation and pay the required fee at least one full semester prior to the intended graduation date.

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

BS Degree in Health and Exercise Science

The BS degree in kinesiology and rehabilitation science focuses on health and exercise science-related professions. The areas covered under this program of study provide opportunities for students to learn how individuals can influence their own state of wellness, the response and adaptation of the human body to physical activity and sports participation, and how to help others achieve a higher state of wellness. Career paths within this area of study include, but are not limited to: physical therapy, athletic training, health and fitness promotion, exercise physiology, rehabilitation counseling, sports nutrition, and personal training. The general emphasis in all of these careers is the link between science, sports, fitness, and allied health sciences. This program area has been structured to enable the students to design an academic curriculum that best reflects his or her individual interests as well as general prerequisites for graduate or professional programs. This degree program has been designed to allow students to fulfill the requirements for entry into graduate programs in several health care professions (e.g., athletic training, physical therapy, physicians assistant, occupational therapy, rehabilitation counseling, etc.).

Graduation Requirements

1. Fulfill all UH Mānoa requirements;
2. Complete the College of Education undergraduate curriculum in health and exercise science;
3. Complete a minimum of 120 credit hours;
4. Have a cumulative GPA not less than that required for admission to the college; and

- File for graduation and pay the required fee at least one semester prior to the intended graduation date.

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

Graduate Study

MS Degree

The MS degree program in Athletic Training is designed for students who are pursuing athletic training certification (ATEP). The MS degree in KRS provides opportunities for students who wish to pursue advanced knowledge and research in one of the following areas of specialization: Physical Activity, Adapted Physical Activity, or Rehabilitation Counselor Education.

The Rehabilitation Counselor Education Program is a distance education program leading to a Master of Science degree. The mission of the program is to offer graduate level training that is designed to provide students with the essential knowledge, skills, and attitudes necessary to assist individuals with disabilities to secure gainful employment, achieve an increased sense of empowerment, responsibility, and independence. The Rehabilitation Counselor Education Program consists of 48-60 semester credit hours and requires 3 years of enrollment. In practice, this means attendance in 6 regular semesters plus 2 intervening summer sessions in an online environment. In addition, students must take 3 semesters of clinical courses where they participate in fieldwork in their own communities. This program is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) and graduates are eligible to sit for the Certified Rehabilitation Counselor (CRC) and the National Counselor (NCE) Exams.

Admission Requirements

In addition to the requirements of Graduate Division, applicants for the MS degrees will be further evaluated on their disciplinary degree (KRS or AT) and in their area of specialization. The Department of Kinesiology and Rehabilitation Science (KRS) also requires submission of Graduate Record Examination (GRE) scores.

Each applicant admitted will be classified in one of two categories: (1) Regular status—student who has a baccalaureate degree in the area which he or she will pursue and a minimum overall grade point average of 3.0 during the final two years of undergraduate work, or (2) Conditional status—student of promise who may have a deficiency in grade point average and/or subject matter preparation.

Physical Activity and Adapted Physical Activity program applicants should have a related undergraduate degree from an accredited college or university.

Professional Athletic Training Education Program (ATEP) applicants must submit a signed copy of the Technical Standards and proof of a completed physical examination prior to admission. Applicants must also submit proof of: TB clearance, Hepatitis B vaccine or waiver and professional liability insurance prior to program entrance. Downloadable forms may be retrieved at coe.hawaii.edu/academics/kinesiology-rehabilitation-science/ms-krs-athletic-training. Admission to the program will depend on the availability of faculty in the particular area of scholarship.

The Rehabilitation Counselor Education Program

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

Three letters of recommendation relating to the candidate's personal qualifications and/or professional background, one official transcript for each institution attended, and statement of objectives must be submitted. These should show evidence that an applicant's personal qualifications, motivation, and academic preparation indicate competence and potential success in rehabilitation and counseling. A writing sample and interview are also required. Applications are considered for the fall semester.

Program Requirements (For programs other than Rehabilitation Counselor Education)

A minimum of 30 credits is required for the MS degree, depending on program specialization. Of these, 6 credits are required for the Plan A Thesis or Plan B Project, and 6 credits are required for one research method course and one seminar course. The remaining 18 or more credits are to be used for course work focusing on the student's area of specialization. The student and the thesis/project committee chair in the KRS department must approve the student's course work.

Students interested in the MS specialization in Physical Activity or Adapted Physical Activity must meet the admission requirements of Graduate Division and KRS. These two specializations are designed to further expand knowledge and skills related to physical activity across the lifespan. Content addresses research related to health, administration, and fitness for individuals with and without disabilities. The program is comprised of 30 credits and typically takes two years to complete. A thesis or project option is provided for the research component.

Professional Athletic Training Education Program (ATEP) students (graduate students seeking BOC certification) are required to complete a minimum of 50 credits, that includes Plan B non-thesis (final comprehensive examination). Additionally, pre-requisite course and clinical work experiences may be required. Specific requirements and recommended course sequencing can be viewed at tinyurl.com/KRS-Grad.

Doctoral Degree

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

This wide-ranged discipline is based in the biological sciences; consequently, this foundation will be reinforced so that student experiences (i.e., course work, research, clinical/

practical/teaching) will provide refinement, expertise, and an increased depth of understanding.

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

Learning Design and Technology

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Tel: (808) 956-7671
Fax: (808) 956-3905
Email: ltec@hawaii.edu
Web: coe.hawaii.edu/academics/learning-design-technology-ltec

Faculty

- *C. Ho, PhD (Chair)—educational technology and distance learning
- *A. Eichelberger, PhD—educational technology
- *C. Fulford, PhD—instructional design and development
- *P. Leong, PhD—communication and information sciences
- *G. Lin, EdD—instructional technology
- *P. McKimmy, EdD—educational leadership
- *M. Menchaca, EdD—learning sciences
- *S. Paek, EdD—instructional technology and media
- *C. Sorensen Irvine, PhD—professional studies in education

Cooperating Graduate Faculty

- *R. Boulay, PhD—science education and instructional design
- *D. Lassner, PhD—communication and information sciences
- *T. T. T. Nguyen, EdD—educational leadership, internet safety

Degrees Offered: MEd in learning design and technology, PhD in learning design and technology, GCERT Online Learning and Teaching, Dual Master's Degree program with Library and Information Science (LIS), GCERT Learning Design and Technologies for Teachers

The Academic Program

For half a century, the Department of Learning Design and Technology (LTEC) has provided dynamic and high quality programs for educators seeking innovative ways to create effective teaching and learning environments that integrate emerging technologies. To meet the needs of lifelong learners, LTEC offers diverse programs and courses for graduate students as well as courses to meet the needs of undergraduate students. Students in the LTEC program may be upgrading current capacity as educators or seeking new career paths, often moving into leadership positions as a result of their educational experiences.

The department's main target group is post-baccalaureate students committed to the improvement of instruction and learning across the educational spectrum, including PreK-12, post-secondary, workplace, and informal educational

settings. The field of educational technology is delineated by the definition developed by its professional association, the Association for Educational Communications and Technology (AECT): "Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources." AECT standards for professional programs guide the curriculum and core assessments.

A major strength of the department is its role in developing the educational and research expertise needed for the digital age, contributing to workforce development and technology innovation at the local, national, and global levels. Educational technology, with its multi-disciplinary focus on such areas as distance education, interactive multimedia and educational gaming, design of engaging learning environments, participatory and social learning communities, cognition and computing, and research into effective learning and teaching strategies through emerging technologies, puts the LTEC department at the forefront of developments in 21st century education.

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

Student Organization—aectHI

aectHI is an active organization open to anyone interested in learning design and technology. The chapter is an official affiliate of the department's professional organization, the Association for Educational Communications and Technology (AECT) and is a recognized UH Mānoa registered independent organization (ROI). Members of aectHI participate in professional development activities and social networking. For more information, contact the LTEC department office.

Graduate Study

LTEC graduate programs are offered at master's, PhD, and graduate certificate levels. Online options are available at the master's and certificate level, while campus-based programs include the master's and PhD, with the PhD offering an alternative schedule program with weekend and summer options.

LTEC has a commitment to provide theory and research-based, yet practical educational programs. The graduate programs place emphasis on applications and evaluation of technology in educational settings rather than simple technical skills. All LTEC programs have been designed to encourage intellectual excellence and participation in a scholarly community. Emerging technologies are actively deployed to support scholarly networking as well as learning and teaching. A set of strong objectives has been established, and appropriate activities devised to ensure high levels of competencies of program graduates.

LTEC graduate programs adhere to the general information, policies, requirements, and procedures of Graduate Division. Students interested in graduate study should refer to the "Graduate Education" section in this *Catalog*.

Master of Education in Learning Design and Technology

The MEd in Learning Design and Technology is offered in both campus-based and online versions. Both involve face-to-face and online experiences (known as hybrid). These programs are designed to accommodate busy professionals with evening hours for live sessions, whether online or face-to-face.

- Campus-based (LTEC): students take required courses in the evenings at the UH Mānoa campus. Electives may be online or face-to-face.
- Online program (OTEC): all courses are offered online, although students attend two weekend sessions together on the UH Mānoa campus in their first semester. Preference for this program is given to students not residing on Oahu. The online program does not generally accept waivers for tuition.

Students should indicate their preference of campus-based or online when applying. There is no automatic transfer between these programs after admission.

Admission Requirements

Admission to the learning design and technology program is only for the fall semester. Applications may be filed with Graduate Division beginning October 1 until the deadline of **March 1** for the following fall semester. Students must meet the requirements set by Graduate Division. Because the number of students who can be admitted is limited, the admission process is highly competitive and meeting the minimum established criteria does not guarantee automatic admission.

In addition to the application materials required by Graduate Division, prospective students must also submit the following directly to the LTEC Department (see LTEC web page for additional details):

- 3 letters of recommendation
- Intent to apply (online form provided by LTEC office)
- Statement of objectives (brief narrative)
- Current resume

Students are not required to have an undergraduate degree in education or educational technology to enter the master's program. However, students without a previous background in education or with limited skills in technology are advised to consider taking a course in educational technology prior to entering the program to determine match for skill sets and interests.

Major Requirements

The master's program requires a minimum of 33 semester credit hours, with six required and five elective LTEC courses. The LTEC MEd is cohort based, with students only admitted in fall term each year as part of a group that takes initial classes together. In a cohort model, students enroll in a series of core courses, beginning and ending the series together. Such an approach helps build community and support structures within the program. Students work with like-minded professionals to achieve a common goal. Students are required to take two core courses each in their initial fall and spring semesters; these typically meet on Tuesday and Thursday evenings. Elective courses are offered in every semester and may be taken online or on campus. All students are required to have access to a laptop computer with internet access to meet program requirements.

The set of required LTEC courses provides each educational technology major with a solid foundation in technology, instructional design, learning theory, and research and

evaluation. After the four core courses in the initial year have been completed, each student will be evaluated to determine whether he or she is making satisfactory academic progress and is prepared academically and in other ways for the continuation in the program. Poise, personal dispositions, attitude, and communication skills as well as substantive progress in course work are significant components in the overall evaluation. If advancement to candidacy is recommended, students will be allowed to begin work on their master's project. The program culminates with student presentations of a final master's project at a professional conference in their final year.

Dual Master's Degree Program

Students may pursue a master's degree in Learning Design and Technology and a second master's degree concurrently in Library and Information Science. Students enrolled in either program may apply for admission in the other degree program. The dual master's option allows sharing of many elective courses. For more information, contact an advisor in LTEC or LIS.

Doctor of Philosophy (PhD) in Learning Design and Technology

The PhD in Learning Design and Technology is designed to prepare influential professionals in the field of educational technology and the learning sciences. The program is research focused, designed to prepare future faculty and education leaders. Scholars in the field explore the uses of innovative media and technologies for education, studying aspects from student learning and cognition to impacts on individuals and institutions. The field provides the research base for effective utilization of new media in education and by default is interdisciplinary in its approaches and theories. From the beginning, students are expected to actively engage and contribute to the field through publication, conference presentations, and applied instructional projects. The PhD program is designed to enhance and facilitate educational, social, and economic growth locally, nationally, and internationally with a pool of highly qualified educational scholars and leaders.

Admission Requirements

Admission to the Learning Design and Technology PhD program is only for the fall semester. Applications may be filed with Graduate Division beginning October 1 until the deadline of **February 1** for the following fall semester; international students must file by **January 15**. Applicants are required to submit scores for the Graduate Record Examination (GRE).

In addition to the application materials required by Graduate Division, prospective students must also submit the following directly to the LTEC office (see LTEC web page for additional details):

- 3 letters of recommendation
- Statement of purpose for pursuing a doctoral degree (narrative)
- Curriculum vitae
- Evidence of competency in formal writing (i.e. masters thesis, research paper, other formal writing)

Because the number of students who can be admitted is limited, the admission process is highly competitive and meeting the minimum established criteria does not guarantee automatic admission. The program requires applicants to hold a master's degree. A degree in educational technology is not

required to enter the PhD in LTEC. Students without such a degree or equivalent experience may be required to complete additional course work.

Major Requirements

The LTEC program requires a minimum of 40 credit hours of course work and completion of a scholarly research project written as a dissertation. The LTEC PhD program is aligned with Association for Educational Communications and Technology (AECT) standards. Courses are offered in an alternative schedule format, requiring limited weekends and summer study on campus, with online sessions offered in the evenings to support working professionals. Schedule details may be found on the College of Education website.

- Research core (4 courses)
- Design core (2 courses),
- Seminar core (3 courses)
- Emphasis area (4 electives)
- Minimum of one course of dissertation credit (1 credit minimum)

First and Second Year Requirements

LTEC doctoral students are part of a cohort experience that requires a minimum of two courses each semester during the first and second year. Students not able to commit to attending, including online sessions on Monday and Wednesday evenings and weekend sessions on campus, will not be accepted into the program. Students must also attend a one-week session on campus during the summer for each of the first two years in the program. Students typically take a seminar or design course as well as a research course in each of the fall/spring semesters of the first two years. Full time students may add an elective course to the two required core courses. Additional detail on courses and schedules may be found on the College of Education website.

Elective courses are planned with the student's advisor to meet both program requirements and personal goals. Students are able to select from a wide range of LTEC graduate courses, including online options for electives. After the first two years, students are required to enroll for a minimum three-credit seminar each fall and spring until achieving candidate status and having approval from Graduate Division to enroll in dissertation credits (LTEC 800). All students must have internet access to meet program requirements.

Graduate Certificate (GCERT) in Online Learning and Teaching (COLT)

The Graduate Certificate program is a 15-credit, fully online post-baccalaureate program. The purpose of COLT is to develop competent online instructors and instructional designers. COLT provides those who desire to deliver learning at a distance with the foundational knowledge and skills required to design, develop, and implement effective materials for online learning. Although targeted for Hawai'i's educators, this program will also appeal to online educators throughout the Asia-Pacific. Participants learn the skills necessary to be successful online teachers and online learners. Within the certificate program, students learn to create, use, and manage appropriate technological processes and resources to understand and deploy effective, efficient, and engaging online learning environments.

The certificate prepares participants to apply the theories, principles, models, tools, and techniques associated with

online teaching in diverse educational settings. Throughout this completely online certificate program, participants have numerous opportunities to integrate their professional experiences into their learning, apply course assignments to their current professional activities, and actively engage with other professionals in the development of these proficiencies.

The COLT program has been endorsed by the Association for Educational Communications and Technology (AECT). Course objectives and assessments are framed by standards developed by AECT to ensure relevance and quality.

Admission Requirements

Admission to the COLT program is available for any semester with applications accepted year-round. Students must meet the requirements set by Graduate Division for admission. Students should select "Online Learning and Teaching" as the major on the graduate application form.

In addition to the application materials required by Graduate Division, prospective students must also submit the following online (see LTEC web page for additional details):

- COLT Intent to Apply form

Because the number of students who can be admitted is limited, the admission process is competitive and meeting the minimum established criteria does not guarantee automatic admission. A previous degree in educational technology is not required to enter the COLT program. Students without previous online learning experience should take Introduction to E-Learning (LTEC 612) as their first course in the program. The certificate program does not generally accept waivers for tuition.

Program Requirements

The COLT Graduate Certificate is comprised of three 3-credit required courses, plus two additional 3-credit elective courses. The five courses are designed to cover a range of competencies to educate candidates in understanding, designing, and delivering online learning. All courses for the COLT program are offered fully online. Courses follow the UH Mānoa semester schedule, and are offered in fall, spring, and summer semesters. Some courses may require attendance at live online sessions in the evenings. Students may opt for campus courses for electives but this is not required.

Required courses include: LTEC 612, 632, and 673. Students select two electives with approval of the COLT advisor. The electives may be chosen from among the rich array within the department's graduate courses. Courses must relate to the overall goals of the certificate but are designed to meet the specific needs and objectives of the individual student. Students complete a culminating project in LTEC 632 after all other course requirements have been met. COLT students are required to have access to a laptop computer with internet access to meet program requirements.

Graduate Certificate (GCERT) in Learning Design and Technologies for Teachers (TeachTech)

This new Graduate Certificate program is a 15-credit, fully online post-baccalaureate program. The purpose of TeachTech is to provide professional development for K-12 teachers in teaching digital-age students who will need 21st Century Skills for their future careers. Modeled after the department's successful Graduate Certificate in Online Learning and Teaching (COLT), TeachTech prepares teachers with practical classroom technology skills while meeting common

core standards. TeachTech is also appropriate for those with instructional roles beyond K-12.

Admission Requirements

Admission to the TeachTech program is available for any semester with applications accepted year-round. Students must meet the requirements set by Graduate Division for admission. Students should select "Learning Design and Technologies for Teachers" as the major on the graduate application form. In addition to the application materials required by Graduate Division, prospective students must also submit the following online (see LTEC web page for additional details):

- LTEC Certificate Intent to Apply form

Because the number of students who can be admitted is limited, the admission process is competitive and meeting the minimum established criteria does not guarantee automatic admission. A previous degree in educational technology is not required to enter the TeachTech program.

Program Requirements

As required for all Graduate Certificate programs, the TeachTech course sequence will require students to complete five 3-credit courses (total 15 credits) to earn the certificate. Three courses must be at the graduate level and are required. Each has a curricular focus on K-12 except the practicum that is tailored to individual student's projects and interests. All students must have approval for electives or substitutions from the TeachTech faculty coordinator.

Required courses include:

- LTEC 641 Emerging Technologies for K-12 Teaching
- LTEC 676 Social and Ethical Issues in Educational Technology
- LTEC 689 LTEC Training and Evaluation Practicum

Culminating Project

TeachTech requires successful completion of a culminating project in the capstone course LTEC 689. This project includes development of a standards based electronic portfolio that showcases instructional products and teaching/training strategies that result from course assignments and projects. The certificate student will be expected to write a paper suitable for presentation at a professional conference related to their products from the certificate program.

Transfer Credit and Dual Programs

- **Previous course work:** A maximum of 6 credits from previously taken LTEC courses may be used to meet requirements with department approval as long as these courses are not older than 3 years and were not counted towards another certificate or previous degree. There are no transfer credits from other departments or other institutions for certificate programs.
- **Dual Programs:** Students may be concurrently enrolled in TeachTech and the LTEC MEd or PhD programs. Courses taken in the TeachTech program may count as electives for the MEd or PhD programs (approval required).

TeachTech students are required to have access to a laptop computer with Internet access to meet program requirements.

Special Education

Wist 120

1776 University Avenue

Honolulu, HI 96822

Tel: (808) 956-7956

Fax: (808) 956-4345

Web: coe.hawaii.edu/academics/special-education

Faculty

- *M. J. Noonan, PhD (Chair)—moderate and severe disabilities, autism, early intervention
- C. Aiona, MEd—mentoring special education teachers, general special education, curriculum and instruction
- C. Awana, MEd—inclusion, collaboration, teacher mentoring and coaching
- T. Barcarse, MEd—mild/moderate disabilities, teacher coaching
- *R. S. Black, EdD—intellectual disability, secondary education and transition, community integration for youth and adults with disabilities
- *S. Cook, PhD—secondary education, high incidence disabilities, evidence-based practices, co-teaching
- C. Farley, MEd—mentoring special education teachers, general special education
- N. Haggerty, MEd—mild to moderate disabilities, differentiated instruction and curriculum design, special education teacher mentorship
- R. Heine, MEd—secondary mild/moderate disabilities, special education mentoring
- *A. A. Jenkins, PhD—mild/moderate disabilities, content strategies, inclusive education, collaboration
- B. Kajiyama, MEd—assistive technology, universal design for learning, augmentative and alternative communication (AAC)
- J. Kawachika, MEd—mentoring special education teachers, general special education
- J. Kim, MEd—mild/moderate disabilities, autism, professional learning communities, mentoring
- S. Klein, MEd—mentoring special education teachers, general special education
- J. Madigan, EdD—mild to moderate disabilities, assessment, inclusive education, transition
- G. R. Manset, PhD—mild/moderate disabilities, literacy, assessment
- *D. McDougall, PhD—general special education, mild/moderate disabilities, behavior disorders
- *J. Ninci, PhD—BCBA-D-students with severe disabilities and autism, applied behavior analysis, early childhood education
- J. G. O'Kain, MEd, BCBA, LBA—severe disabilities, applied behavior analysis
- *M. Ok, PhD—assistive and instructional (AIT), universal design for learning, learning disabilities, teacher education on AIT, mathematics instruction,
- *C. M. Ornelles, PhD—mild/moderate disabilities, students at risk, teacher education
- *L. M. Oshita, PhD—learning disabilities, reading instruction, social skills
- *K. Rao, PhD—universal design for learning, instructional and assistive technology, online learning, culturally and linguistically diverse learners
- *A. B. Ray, PhD—mild/moderate disabilities, academic interventions, strategy instruction, Self-Regulated Strategy Development (SRSD), inclusion, literacy
- *R. J. Reed, PhD—teacher training, cultural diversity, language arts, recruitment and retention of special education teachers
- H. Rogers-Rodrigues, MEd—teacher preparation and licensure, distance learning, academic and behavioral interventions, consultation and collaboration

- *D. Royer, PhD—comprehensive, integrated, three-tiered (Ci3T) models of prevention; emotional and behavioral disorders (EBD); evidence-based practices; student-directed IEPs
- *A. R. Ruhaak, PhD—mild/moderate disabilities, neuroscience and education, students with ADHD and EBD
- M. D. Sheehey, MEd—mentoring special education teachers, general special education; severe/autism special education
- P. E. Sheehey, MEd—mild/moderate disabilities, teacher preparation, multicultural education, autism
- *P. H. Sheehey, PhD, BCBA—families, moderate and severe disabilities, early intervention, autism
- A. Soma, MEd, MSW—mentoring special education teachers, general special education
- *J. C. Wells, PhD—autism spectrum disorders, communication disorders, early childhood special education, mild/moderate disabilities

Degrees and Certificates Offered: Initial teacher licensure in special education: BEd in elementary/special education, BEd in early childhood/special education, post-baccalaureate in special education. Non-licensure: MEd in special education, PhD in education, track in exceptionalities

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. On campus and statewide programs are offered.

Accreditations

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

Advising

Advising of students in the BEd and PBSPED programs is the responsibility of the Office of Student Academic Services (OSAS), College of Education. Students should meet regularly with their OSAS academic advisor.

Upon acceptance into a special education program, students are assigned to a special education faculty coordinator. Coordinators review program requirements and progress, plan program course work, complete departmental preregistration forms for the next semester, and sign course registration materials. Coordinators may accept previous course work on an individual basis. Coordinators have the responsibility of reviewing and individualizing students' programs to complement their needs. Coordinators ensure that students have appropriate knowledge and applied skills to perform as competent special educators. Given this responsibility, advisors may require additional course work and/or practicum experience for certain students. Changes made in students' programs must be approved by their coordinators.

Student Organizations

Student Council for Exceptional Children (SCEC)

The Student Council for Exceptional Children (SCEC) is an active organization open to anyone interested in special education. SCEC members participate in professional development activities and sponsor special community projects. For more information, call (808) 956-7956.

Undergraduate Study

BEd

The College of Education offers a BEd elementary/special education program that culminates in teacher licensure in both elementary and special education. The BEd Exceptional Students and Elementary Education (ESEE) program consists of fully integrated course work in elementary and special education, co-taught by teams of faculty from both departments. Candidates complete supervised field experiences in classroom settings with students with and without disabilities. One semester of full-time student teaching is required.

In addition to the elementary focus, the College of Education also offers a BEd Blended Early Childhood/Early Childhood Special Education program that leads to PK-3 licensure in both early childhood and special education. It is a statewide hybrid program with synchronous on-line class meetings at 4:00 p.m. or later, and some weekend face-to-face class sessions at UH Mānoa (financial support is provided for neighbor island students who need to travel to Oahu for the face-to-face weekends). Supervised field experiences and a one-semester student teaching are required.

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

Post-Baccalaureate Programs

The College of Education offers a post-baccalaureate certificate in special education for individuals who hold a bachelor's degree in any field and desire licensure to teach special education. The program consists of 33 semester credit hours including 12 credit hours of supervised field experience. Candidates must take a 1-credit seminar prior to beginning program course work, scheduled for candidates upon admission into the program. The PB-SPED program offers two special education teacher training options: (1) specialization in mild/moderate disabilities (mental retardation, learning disabilities, emotional/behavior disorders); or (2) severe/multiple disabilities and autism. Program sheets listing the specific course requirements for the post-baccalaureate programs are available in the College of Education's Office of Student Academic Services.

Admission Requirements

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

All applicants to the post-baccalaureate certificate in special education program will be evaluated competitively and considered for admission on the basis of a profile composed of the following criteria:

1. Applicants must have a baccalaureate degree from an accredited and UH Mānoa recognized four-year institution of higher education.
2. A minimum post secondary cumulative GPA of 2.75.
3. Applicants must demonstrate oral and nonverbal communicative competence through the successful completion of an interview. Applicants must also demonstrate attitudes toward education, learners and themselves as prospective teachers that are compatible with the standards and curriculum of the program.
4. Prerequisite course work may be required prior to beginning program course work.

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

Graduate Study

Master's Degree in Special Education

The MEd in special education program is available statewide and offers interdisciplinary studies for candidates who wish to engage in a graduate course of study in the field of special education. The MEd interdisciplinary non-licensure program consists of 30 semester credit hours in special education and related fields. The MEd in Special Education also includes a Literacy Specialist track and a Board Certified Behavior Analyst track. Candidates must participate in a special education orientation prior to beginning the program.

Admission Requirements

Applicants must submit to Graduate Division the completed Graduate Application, and official transcripts. Candidates must also submit an application through the College of Education Makalei (manoa.hawaii.edu/graduate/content/special-education). Application materials include: (a) three letters of recommendation attesting to academic and professional strengths, (b) unofficial transcripts of all undergraduate and graduate course work, and (c) the statement of objectives. An interview by the department's selection committee is required.

Requirements

The MEd in interdisciplinary studies/special education consists of a minimum of 30 credits, including 12 credits of required professional courses, and 18 credits in selected specialty areas (e.g., BCBA, literacy specialist). The specialty credits may be within special education or related areas (e.g., general education, psychology, social work, public health).

MEd candidates who desire to become a Board Certified Behavior Analyst (BCBA) may choose this track as their area of emphasis in the MEd in Special Education program. Candidates would take 6 prescribed courses in the BCBA sequence as their elective specialty area and complete the 4 required professional courses. The 6 course sequence is approved by the Behavior Analyst Certification Board, Inc.® (BACB) as meeting the course work requirements for eligibility to take the Board Certified Behavior Analyst (BCBA)

Examination®. Applicants will have to meet additional requirements as outlined by the (BACB) to qualify.

MEd candidates may choose the literacy track as their area of emphasis. This program is a prescribed elective course sequence comprised of six literacy courses (18 credits), three courses from the Special Education Department and three courses from Curriculum Studies covering the International Dyslexia Association and International Reading Association standards, respectively. Graduate students with at least three years of teaching experience may apply. This course sequence may be taken outside of a graduate degree program, as a post-baccalaureate unclassified student, or as the elective course sequence within the Master of Education degree in the Special Education or Curriculum Studies departments. Courses within this program may also be taken as electives by any graduate student with an interest in language and literacies. Graduates of this program may apply to the HTSB to add the licensure field of literacy specialist to an existing teaching license.

Both Plan A thesis and Plan B project are offered. Six credit hours of SPED 700 are required for Plan A, and additional work in statistical analysis and research design may be necessary. Plan B requires a master's paper/project and may require 3 credits of SPED 695.

Graduates of the interdisciplinary studies program do not qualify for teacher licensure but may seek positions in related fields and services.

Master of Education in Teaching Dual Secondary/SPED

The MEdT dual licensure program in Secondary & Special Education is a statewide, two-year, field-based program designed for those pursuing careers in teaching who have earned baccalaureate degrees in fields other than education. This program allows candidates to receive two teaching licenses: one in a secondary content area (e.g. Math, Science, English, Social Studies, or Hawaiian Language) and one in special education (Mild/Moderate disabilities), while also obtaining a Master's degree.

Admissions Requirements

See the Institute for Teacher Education, Master of Education in Teaching section for application and admission requirements.

Doctoral Degree

The PhD program with a track in exceptionalities prepares professionals to work as leaders in the education and support of individuals who have unique needs, often due to disabilities. The field is broad, addressing life-span concerns and involving such services as advocacy, family support, community services, vocational training and support, and special education. Graduates of the program are expected to assume leadership roles addressing local, regional, national, and international issues related to research and higher education and/or program development and evaluation. The program varies in the number of credit hours required, depending on the candidate's qualifications, and includes courses required by the college, courses in the specialization, courses that provide an emphasis/breadth, a field project/internship or an apprenticeship in college teaching, and the dissertation. See the section on graduate programs in the College of Education.