Educational Psychology
Student Handbook

November 2015
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Department of Educational Psychology

Introduction

This handbook sets forth the basic policies, requirements and procedures for graduate students pursuing degrees in Educational Psychology. You should read this very carefully so that you are clear about your responsibilities as a student and the responsibilities of the program to you. If you have any questions about any of the information presented herein, please ask the graduate chair. The earlier you clarify any matter of concern to you, the less likely it will create any problems for you later. We wish you great success in pursuing your educational goals and hope that this handbook provides you with a good tool in meeting those goals.

Program Statement

Educational Psychology is directed toward increasing the candidate's competence in educational inquiry. In general, the domain of inquiry encompasses human learning and development. Courses are offered in the areas of: statistics, measurement, evaluation, and research methodology; and the social and cultural context of human learning, cognition, and development. The programs prepare individuals to provide instruction and consultation appropriate for all educational levels and conduct basic and applied research and evaluation in public and private educational settings. Graduates hold positions in educational program development and evaluation, research, policy development, and consulting; and they teach in schools, colleges, and universities in the United States, the Pacific Basin and other international settings.

The Department of Educational Psychology is one of eight academic units within the College of Education. The College of Education is one of 20 colleges and professional schools that, together with the organized research units, constitute the University of Hawai‘i at Mānoa (UHM).

Student Conduct and Conflict Resolution

The University of Hawai‘i at Mānoa, like all state universities, embraces those aspects of academic freedom that guarantee the freedom to teach and the freedom to learn. Free inquiry and free expression for both students and faculty are indispensable and inseparable. Students, whether from the U.S. or from foreign countries, as members of the academic community are encouraged to develop a capacity for critical judgment and to engage in a sustained and independent search for truth.

For its part, UHM guarantees all students the freedom of silence. No student is required to engage in research on any topic or to make statements of any kind, unless it is the student's wish to do so.

See http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm for more information regarding campus policies. Also visit the Graduate Division website for information regarding graduate academic grievances, http://manoa.hawaii.edu/graduate/content/academic-grievance
Student Learning Objectives

1. Educational Psychology graduate students are knowledgeable about learning and development, inquiry methods, and student assessment.
2. Educational Psychology graduate students have inquiry skills to conduct scholarly research effectively.
3. Educational Psychology graduate students present scholarly research effectively.
4. Educational Psychology graduate students model the ethical treatment of research participants.

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 committee chair. 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. Students are advised to take the initiative to meet with their advisor each semester. When students decide on a permanent advisor or switch advisors, they should ensure that all parties agree and are informed, including the Graduate Chair.

Guidelines for Research and Writing
1. Ethical guidelines for research with human subjects—all students who conduct research involving humans are required to follow guidelines set forth by the Committee on Human Studies. For more information, see website https://manoa.hawaii.edu/researchcompliance/human-studies
2. Students who plan to conduct research or research-evaluation, including collecting data from the DOE (i.e. surveys, interviews, focus groups, assessment, implementing an intervention for research purposes, or using DOE databases) must have approval from both the UH Committee on Human Studies and the Hawai’i State Department of Education Data Governance Office (HIDOE) (see Appendix).
MEd Program

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 the development of evidence-based research in education. Courses are offered in the areas of human learning, cognition, 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.

After admission, the student and his/her temporary advisor detail a program of study which includes a minimum of 30 credits.

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 number 600-798 (excluding EDEP 699 and EDEP 700).

A minimum residency of two semesters of full-time study or the equivalent in credits at UHM is required.

You may be able to transfer credits for post-bachelor courses completed at an accredited institution of higher education or as a post-bacalaureate unclassified student at UHM if coursework was not applied to another certification degree. More than half of the total number of credits used to fulfill the master’s degree requirements must be earned at UHM while enrolled as a classified graduate student in the Educational Psychology program. The courses must be approved by your advisor and the Graduate Chair. Please submit the Petition to Transfer Credits form to the Graduate Records Office via your advisor and the Graduate Chair during the first semester of enrollment. For more information, see Graduate Division’s website at http://manoa.hawaii.edu/graduate/content/transfer-pbu-credits
General Educational Psychology

Required Core Courses*
All master’s students entering Fall 2013 and later will be required to take the courses listed below. Students will need to receive a passing grade of no lower than B- in each of the required courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Semesters Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEP 416</td>
<td>Student Assessment (3)</td>
<td>X</td>
</tr>
<tr>
<td>EDEP 601</td>
<td>Introduction to Quantitative Methods (3)</td>
<td>X X</td>
</tr>
<tr>
<td>EDEP 608</td>
<td>Introduction to Educational Research (3)</td>
<td>X</td>
</tr>
<tr>
<td>EDEP 611</td>
<td>Introduction to Educational Psychology (3)</td>
<td>X</td>
</tr>
<tr>
<td>EDEP 661</td>
<td>Learning and Development (3)</td>
<td>X</td>
</tr>
<tr>
<td>EDEP 768</td>
<td>Seminar in Educational Psychology (3)</td>
<td></td>
</tr>
<tr>
<td>seminar</td>
<td>Any alpha (B, C, D, E, G, or H)</td>
<td></td>
</tr>
</tbody>
</table>

*Students who entered prior to Fall 2013 may have slightly different required core courses.

Plan A

Students whose objective is doctoral study are recommended to define a Plan A program of study at the master’s level.

- 6 additional credits of coursework and 6 credits of thesis research (EDEP 700) required. (1-5 credits of EDEP 699 may be converted to EDEP 700 at the discretion of the thesis chair.)

- The development of a thesis proposal is concurrent with the selection of a thesis advisor and committee. The thesis committee should consist of 3 or more members with the majority of the committee from the Educational Psychology graduate faculty. See the Graduate Division website for more information regarding committee composition and members, [http://manoa.hawaii.edu/graduate/content/committee-composition-potential-members](http://manoa.hawaii.edu/graduate/content/committee-composition-potential-members)

- The proposal includes a literature review that contextualizes the research question(s) within existing research and theory. The proposal also includes a description of the proposed research methods, including how the data will be analyzed. Students work with their thesis advisor to develop their proposals and should refer to the Proposal Literature Review Rubric and the Proposal Method Section Rubric.

- Students whose theses involve human participants must receive approval from the University’s Committee on Human Studies (CHS) for their project. Students work with their advisors to develop their Human Studies applications and refer to the CHS application guidelines, [https://manoa.hawaii.edu/researchcompliance/policies-guidance](https://manoa.hawaii.edu/researchcompliance/policies-guidance). All students should complete the online CITI course (basic) and submit their certificate to the EDEP Department to be filed in their EDEP files. Many students will need to complete other CITI modules depending on their topics and types of proposals, for
example exempt studies require CITI Health Information Privacy and Security (HIPS) for Clinical Investigators.

- Students who plan to conduct research or research-evaluation, including collecting data from the HIDOE (i.e. surveys, interviews, focus groups, assessment, implementing an intervention for research purposes, or using DOE databases) must have approval from both the UH Committee on Human Studies and the Hawai’i State Department of Education Data Governance Office (See Appendix). HIDOE employees may use a HIDOE alternative permission process to collect data in their own classrooms, and produce a paper that will not be published. They should talk with their advisor before contacting the Data Governance Office to obtain the relevant forms.

- Each student will present a proposal to the committee in a formal defense. Paper and/or digital copies of the proposal must be submitted to all members at least two weeks prior to the scheduled defense.

- After the thesis proposal is defended and approved, Master’s Plan A Form II is submitted to the Graduate Division and the student may enroll in thesis research (EDEP 700) at the beginning of the next academic semester. Students must register for at least one EDEP 700 credit during the semester in which they graduate, and apply for graduation (Graduate Application for Degree) by the appropriate deadline.

- The completed thesis typically includes (a) an introduction that includes a literature review contextualizing the research question(s) within existing research and theory, (b) a method section describing research methods, including how the data were analyzed, (c) a results section presenting what was found, and (d) a discussion section that interprets the results and suggests implications for theory, research, and practice.

- Students work with their thesis advisor to develop their final papers and apply the writing style and conventions described in the current edition of the Publication Manual of the American Psychological Association. They should also refer to the Final Literature Review Rubric and the Final Method Section Rubric. It is the responsibility of the student to keep all members of the thesis committee informed of the scope, plan, and progress of thesis research.

- Copies of the completed thesis must be submitted to committee members at least two weeks prior to the date of the final oral examination by the committee. At the oral examination, students make a 20-30 minute presentation that summarizes the research.

- Students work with their thesis advisors to plan for these presentations and refer to the Research Presentation Rubric for expectations of the presentations.

- Upon successful defense of the thesis, Master’s Plan A Form III is submitted to the Graduate Division.

- Upon approved revisions of the thesis, Master’s Plan A Form IV is submitted to the Graduate Division, along with the thesis. This form replaces what was the signature page.
Plan B
The culminating requirement is a Plan B Project, an original educational inquiry resulting in a product that informs educational practice. The Plan B Project is more flexible than the thesis.

- In addition to the required courses, Plan B students need to take at least 12 elective credits of coursework.

- Not more than 6 credits in directed reading/research (EDEP 699) may be applied to meet degree requirements.

- The development of a Plan B Project is concurrent with the selection of a Plan B advisor. Students should work with their Plan B advisor to develop an 8-10 page proposal that describes the project.

- The Plan B proposal includes a literature review that contextualizes the research question(s) within existing research and theory and identifies relevant research and pedagogical/professional educational practice that provides a meaningful context for your inquiry question. [Is the question related to already established knowledge? What is the current state of knowledge regarding this question? Does the initial question need to be revised in light of this?] Students should refer to the Proposal Literature Review Rubric.

- The Plan B proposal also includes a description of the proposed research methods or the project design, including how the data will be analyzed or the project evaluated. [How will the proposed method or project specifically address your inquiry question?] Students should refer to the Proposal Method Section Rubric.

- Students whose Plan B Projects involve human participants should receive approval from the University’s Committee on Human Studies (CHS) for their project. Students work with their advisors to develop their Human Studies applications and refer to the CHS application guidelines https://manoa.hawaii.edu/researchcompliance/policies-guidance. All students should complete the online CITI course (basic) and file their certificates in their EDEP files. Many students will need to complete other CITI modules depending on their topics and types of proposals.

- Students who plan to conduct research or research-evaluation, including collecting data from the HIDOE (i.e. surveys, interviews, focus groups, assessment, implementing an intervention for research purposes, or using DOE databases) must have approval from both the UH Committee on Human Studies and the Hawai‘i State Department of Education Data Governance Office (See Appendix). HIDOE employees may use a HIDOE alternative permission process to collect data in their own classrooms, and produce a paper that will not be published. They should talk with their advisor before contacting the Data Governance Office to obtain the relevant forms.

- Students work with their Plan B advisor to develop their final papers and apply the writing style and conventions described in the current edition of the Publication Manual of the American Psychological Association. They should also refer to the Final Literature Review Rubric and the Final Method Section Rubric.
• The completed Plan B papers typically include (a) an introduction that includes a literature review contextualizing the project within existing research and theory, (b) a method section describing their research methods or describing the project, including how the data were analyzed or the project evaluated, (c) a results section presenting what was found, and (d) a discussion section that interprets the results, including limitations and alternative explanations, and suggests implications for theory, research, and practice.

• A second reader of the Plan B paper is optional. This may be particularly helpful when your project/paper is interdisciplinary or when you desire the expertise of other professionals. A second reader must have obtained a masters degree in a relevant field.

• 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 can enroll in EDEP 500 if all other requirements are complete. EDEP 500 is a one-credit course evaluated on a Satisfactory/Unsatisfactory basis and does not count toward credit hour requirements. Students must apply for graduation (Graduate Application for Degree) when registering for their final semester of study.

• Final drafts of Plan B papers are due to advisors two weeks prior to scheduled Plan B presentations.

• The final format of your Plan B project/paper may be entirely written or it may use a less traditional format (e.g., a video, a website, a web-based presentation, or other proposed technologies).

• Prior to graduation, students are required to make a 10-15 minute presentation of their projects to the faculty and other interested professional parties. Students should work with their advisors to plan for this presentation and refer to the Research Presentation Rubric for expectations of the presentations.

• A copy of the manuscript in PDF version must be provided to the Department. A copy of the manuscript should also be provided to the Plan B chair/advisor. The student should discuss with his/her chair whether he/she prefers a paper or PDF version of the manuscript.
Measurement, Statistics and Evaluation (MSE)

The Measurement, Statistics and Evaluation (MSE) specialization is intended to prepare masters and doctoral students for job positions in applied research settings in educational agencies, testing organizations, and profit/non-profit institutions. Specifically, relevant positions can be found in city or state departments of education in the planning and supervision of testing and evaluation programs; test publishers; licensure and certification boards; agencies in the construction of tests or the management of large-scale testing programs; and a variety of education, social science, health care, business, and industrial settings. This strand will provide coursework in more advanced topics such as item response theory, general linear modeling, structural equation modeling, multivariate analysis, and multilevel analysis as well as introduction to psychometrics, research methodology and statistics.

Students must first be accepted into the EDEP MEd Program. Students may then apply to the MSE strand by completing the MSE application (see appendix) by February 1 for consideration for the Fall semester and September 1 for the following Spring semester.

Required Core Courses*
All master’s students entering the MSE strand in Fall 2013 and later will be required to take the courses listed below. Students will need to receive a passing grade of no lower than B- in each of the required courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Semesters Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td>EDEP 601</td>
<td>Introduction to Quantitative Methods (3)</td>
<td>X</td>
</tr>
<tr>
<td>EDEP 604</td>
<td>Applied Regression and Analysis of Variance (3)</td>
<td></td>
</tr>
<tr>
<td>EDEP 608</td>
<td>Introduction to Educational Research (3)</td>
<td></td>
</tr>
<tr>
<td>EDEP 611</td>
<td>Introduction to Educational Psychology (3)</td>
<td></td>
</tr>
<tr>
<td>EDEP 616</td>
<td>Measurement in Education and Social Sciences (3)</td>
<td></td>
</tr>
<tr>
<td>EDEP 661</td>
<td>Learning and Development (3)</td>
<td></td>
</tr>
<tr>
<td>EDEP 768</td>
<td>Seminar in Educational Psychology (3)</td>
<td></td>
</tr>
<tr>
<td>Seminar</td>
<td>Any alpha (B, C, D, E, G, or H)</td>
<td></td>
</tr>
<tr>
<td>Two of the Following Advanced Courses (Prerequisite of EDEP 601, PSE 610, EDEA 629 or an introductory statistics course at the master's level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDEP 602</td>
<td>Survey Research Design and Analysis (3)</td>
<td></td>
</tr>
<tr>
<td>EDEP 606</td>
<td>Multivariate Methods (3)</td>
<td></td>
</tr>
<tr>
<td>EDEP 612</td>
<td>Multilevel Modeling for Cross-Sectional and Longitudinal Data (3)</td>
<td>X</td>
</tr>
<tr>
<td>EDEP 618</td>
<td>Categorical Data Analysis (3)</td>
<td></td>
</tr>
<tr>
<td>EDEP 625</td>
<td>Structural Equation Modeling (3)</td>
<td></td>
</tr>
<tr>
<td>EDEP 626</td>
<td>Advanced Psychometrics (3)</td>
<td></td>
</tr>
<tr>
<td>EDEP 657</td>
<td>Introduction to Program Evaluation (3)</td>
<td></td>
</tr>
<tr>
<td>EDEP 768</td>
<td>Seminar in Educational Psychology (3)</td>
<td></td>
</tr>
<tr>
<td>D, E OR G</td>
<td>D (Measurement), E (Statistics) or G (Educational Evaluation)</td>
<td></td>
</tr>
</tbody>
</table>

*Students who entered prior to Fall 2013 may have slightly different required core courses.
Plan A
Students whose objective is doctoral study are recommended to define a Plan A program of study at the master’s level.

- 6 credits of thesis research (EDEP 700) required.
  (1-5 credits of EDEP 699 may be converted to EDEP 700 at the discretion of the thesis chair.)

- The development of a thesis proposal is concurrent with the selection of a thesis advisor and committee. The thesis chair should be a faculty member with measurement, statistics or evaluation expertise, and the thesis should investigate a MSE related topic. The thesis committee should consist of 3 or more members with the majority of the committee from the Educational Psychology graduate faculty. See the Graduate Division website for more information regarding committee composition and members, http://manoa.hawaii.edu/graduate/content/committee-composition-potential-members

- The proposal includes a literature review that contextualizes the research question(s) within existing research and theory. The proposal also includes a description of the proposed research methods, including how the data will be analyzed. Students work with their thesis advisor to develop their proposals and should refer to the Proposal Literature Review Rubric and the Proposal Method Section Rubric.

- Students whose theses involve human participation must receive approval from the University’s Committee on Human Studies (CHS) for their project. Students work with their advisors to develop their Human Studies applications and refer to the CHS application guidelines, http://www.hawaii.edu/irb/html/howtoApply.php. All students should complete the online CITI course (basic) and submit their certificate to the EDEP Department to be filed in their EDEP files. Many students will need to complete other CITI modules depending on their topics and types of proposals, for example exempt studies require CITI Health Information Privacy and Security (HIPS) for Clinical Investigators.

- Students who plan to conduct research or research-evaluation, including collecting data from the HIDOE (i.e. surveys, interviews, focus groups, assessment, implementing an intervention for research purposes, or using DOE databases) must have approval from both the UH Committee on Human Studies and the Hawai‘i State Department of Education Data Governance Office (See Appendix). HIDOE employees may use a HIDOE alternative permission process to collect data in their own classrooms, and produce a paper that will not be published. They should talk with their advisor before contacting the Data Governance Office to obtain the relevant forms.

- Each student will present a proposal to the committee in a formal defense. Paper and/or digital copies of the proposal must be submitted to all members at least two weeks prior to the scheduled defense.
• After the thesis proposal is defended and approved, Master's Plan A Form II is submitted to the Graduate Division and the student may enroll in thesis research (EDEP 700) at the beginning of the next academic semester. Students must register for at least one EDEP 700 credit during the semester in which they graduate and apply for graduation (Graduate Application for Degree) by the appropriate deadline.

• The completed thesis typically includes (a) an introduction that includes a literature review contextualizing the research question(s) within existing research and theory, (b) a method section describing research methods, including how the data were analyzed, (c) a results section presenting what was found, and (d) a discussion section that interprets the results and suggests implications for theory, research, and practice.

• Students work with their thesis advisor to develop their final papers and apply the writing style and conventions described in the current edition of the Publication Manual of the American Psychological Association. They should also refer to the Final Literature Review Rubric and the Final Method Section Rubric. It is the responsibility of the student to keep all members of the thesis committee informed of the scope, plan, and progress of thesis research.

• Copies of the completed thesis must be submitted to committee members at least two weeks prior to the date of the final oral examination by the committee. At the oral examination, students make a 20-30 minute presentation that summarizes the research.

• Students work with their thesis advisors to plan for these presentations and refer to the Research Presentation Rubric for expectations of the presentations.

• Upon successful defense of the thesis, Master's Plan A Form III is submitted to the Graduate Division.

• Upon approved revisions of the thesis, Master's Plan A Form IV is submitted to the Graduate Division, along with the thesis. This form replaces what was the signature page.

Plan B
The culminating requirement is a Plan B Project, an original educational inquiry resulting in a product that informs educational practice. The Plan B Project is more flexible than the thesis.

• In addition to the required courses, Plan B students need to take at least 3-6 elective credits of coursework (other than EDEP 699).

• Not more than 6 credits in directed reading/research (EDEP 699) may be applied to meet degree requirements.

• The development of a Plan B Project is concurrent with the selection of a Plan B advisor. The Plan B advisor should be a faculty member with MSE expertise and the Plan B should be focused on a MSE topic. Students should work with their Plan B advisor to develop an 8-10 page proposal that describes the project.
• The Plan B proposal includes a literature review that contextualizes the research question(s) within existing research and theory and identifies relevant research and pedagogical/professional educational practice that provides a meaningful context for your inquiry question. [Is the question related to already established knowledge? What is the current state of knowledge regarding this question? Does the initial question need to be revised in light of this?] Students should refer to the Proposal Literature Review Rubric.

• The Plan B proposal also includes a description of the proposed research methods or the project design, including how the data will be analyzed or the project evaluated. [How will the proposed method or project specifically address your inquiry question?] Students should refer to the Proposal Method Section Rubric.

• Students whose Plan B Projects involve human participants should receive approval from the University’s Committee on Human Studies (CHS) for their project. Students work with their advisors to develop their Human Studies applications and refer to the CHS application guidelines http://www.hawaii.edu/irb/html/howtoApply.php. All students should complete the online CITI course (basic) and file their certificates in their EDEP files. Many students will need to complete other CITI modules depending on their topics and types of proposals.

• Students who plan to conduct research or research-evaluation, including collecting data from the HIDOE (i.e. surveys, interviews, focus groups, assessment, implementing an intervention for research purposes, or using DOE databases) must have approval from both the UH Committee on Human Studies and the Hawai’i State Department of Education Data Governance Office (See Appendix). HIDOE employees may use a HIDOE alternative permission process to collect data in their own classrooms, and produce a paper that will not be published. They should talk with their advisor before contacting the Data Governance Office to obtain the relevant forms.

• Students work with their Plan B advisor to develop their final papers and apply the writing style and conventions described in the current edition of the Publication Manual of the American Psychological Association. They should also refer to the Final Literature Review Rubric and the Final Method Section Rubric.

• The completed Plan B papers typically include (a) an introduction that includes a literature review contextualizing the project within existing research and theory, (b) a method section describing their research methods or describing the project, including how the data were analyzed or the project evaluated, (c) a results section presenting what was found, and (d) a discussion section that interprets the results, including limitations and alternative explanations and suggests implications for theory, research, and practice.

• A second reader of the Plan B paper is optional. This may be particularly helpful when your project/paper is interdisciplinary or when you desire the expertise of other professionals. A second reader must have obtained a masters degree in a relevant field.
• 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 can enroll in EDEP 500 if all other requirements are complete. EDEP 500 is a one-credit course evaluated on a Satisfactory/Unsatisfactory basis and does not count toward credit hour requirements. Students must apply for graduation (Graduate Application for Degree) when registering for their final semester of study.

• Final drafts of Plan B papers are due to advisors two weeks prior to scheduled Plan B presentations.

• The final format of your Plan B project/paper may be entirely written or it may use a less traditional format (e.g., a video, a website, a web-based presentation, or other proposed technologies).

• Prior to graduation, students are required to make a 10-15 minute presentation of their projects to the faculty and other interested professional parties. Students should work with their advisors to plan for this presentation and refer to the Research Presentation Rubric for expectations of the presentations.

• A copy of the manuscript in PDF version must be provided to the Department. A copy of the manuscript should also be provided to the Plan B chair/advisor. The student should discuss with his/her chair whether he/she prefers a paper or PDF version of the manuscript.
PhD
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.

The Ph.D. program provides rigorous knowledge and expertise in the areas with two specializations, 1) Learning and Development; 2) Measurement, Statistics, and Evaluation (MSE).

In order to be accepted for the MSE specialization, students must have a dissertation focused on a MSE topic (not simply using MSE strategies), an advisor in the MSE area, and a faculty approved cognate plan in MSE courses (see cognate area for specialization).

Required Core Courses*
All doctoral students entering Fall 2013 and later will be required to take the courses listed below. There will be a minimum total of 33 credits required for these core courses. Students will need to receive a grade of no lower than B (B- will not be acceptable) in each of these courses.

<table>
<thead>
<tr>
<th>INTRODUCTORY COURSES (6 credits)</th>
<th>Semesters Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Course Title</td>
</tr>
<tr>
<td>EDEP 608</td>
<td>Introduction to Educational Research (3)</td>
</tr>
<tr>
<td>EDEP 611</td>
<td>Introduction to Educational Psychology (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING AND DEVELOPMENT COURSES (12 credits)</th>
<th>Semesters Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Course Title</td>
</tr>
<tr>
<td>EDEP 661</td>
<td>Development and Learning (3)</td>
</tr>
<tr>
<td>EDEP 662</td>
<td>Social Context of Learning (3)</td>
</tr>
<tr>
<td>EDEP 663</td>
<td>Models of Cognitive Learning (3)</td>
</tr>
<tr>
<td>EDEP 768 B OR C</td>
<td>Seminar in Educational Psychology (3)</td>
</tr>
<tr>
<td></td>
<td>B (General) or C (Learning)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUALITATIVE RESEARCH METHODS COURSES (3 credits)</th>
<th>Semesters Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Course Title</td>
</tr>
<tr>
<td>EDEA 604</td>
<td>Qualitative Research Methods in Educational Organizations (3)</td>
</tr>
<tr>
<td>EDCS 632</td>
<td>Qualitative Research Methods (3)</td>
</tr>
<tr>
<td>EDEP 768H</td>
<td>Seminar in Educational Psychology: Research Methodology (3)</td>
</tr>
</tbody>
</table>
MEASUREMENT, STATISTICS, & EVALUATION COURSES (12 credits)  
(Prerequisite of EDEP 601, PSY 610, EDEA 629 or an introductory statistics course at the master's level)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Semesters Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEP 604</td>
<td>Applied Regression and Analysis of Variance (3)</td>
<td>Fall Spr Variable</td>
</tr>
<tr>
<td>EDEP 616</td>
<td>Measurement in Education and Social Sciences (3)</td>
<td>X</td>
</tr>
</tbody>
</table>

Two of the Following Advanced Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Semesters Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEP 602</td>
<td>Survey Research Design and Analysis (3)</td>
<td>X</td>
</tr>
<tr>
<td>EDEP 606</td>
<td>Multivariate Methods (3)</td>
<td>X X</td>
</tr>
<tr>
<td>EDEP 612</td>
<td>Multilevel Modeling for Cross-Sectional and Longitudinal Data (3)</td>
<td>X X</td>
</tr>
<tr>
<td>EDEP 618</td>
<td>Categorical Data Analysis (3)</td>
<td>X X</td>
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<tr>
<td>EDEP 625</td>
<td>Structural Equation Modeling (3)</td>
<td>X</td>
</tr>
<tr>
<td>EDEP 626</td>
<td>Advanced Psychometrics (3)</td>
<td>X</td>
</tr>
<tr>
<td>EDEP 657</td>
<td>Introduction to Program Evaluation (3)</td>
<td>X</td>
</tr>
<tr>
<td>EDEP 768</td>
<td>Seminar in Educational Psychology (3)</td>
<td>X</td>
</tr>
<tr>
<td>D, E OR G</td>
<td>D (Measurement), E (Statistics) or G (Educational Evaluation)</td>
<td></td>
</tr>
</tbody>
</table>

*Students who entered prior to Fall 2011 may have slightly different required core courses.*

**Substitution of Core Courses**

- Students should discuss with their advisor any prospective and retrospective substitutions for core courses.
- Substitution for core courses should be based on a student having taken another similar course.
- Students should have taken the course within the past 7 years.
- Students should have received a B or better in the proposed course.
- Directed reading courses are generally not acceptable as substitutions for core courses.
- Students should submit a memo to the graduate chair via their advisor describing the rationale for the substitution. They should include the syllabus of the course that they are proposing to substitute for a required course.
- Once faculty approval is obtained, students should submit the Graduate Division’s Petition to Substitute or Waive Courses Form, attaching previously approved documents.
Overview of PhD Degree Requirements beyond Core Courses

Cognate Area for Specialization
Nine credits of graduate course work in cognate area (interdisciplinary specialization) consisting of 3 courses designed to enhance the student’s knowledge for his/her dissertation. Courses cross-listed with our department do not fulfill this requirement.

Learning and Development Specialization
- The interdisciplinary specialization consists of three thematically linked courses in a cognate area outside of educational psychology. The courses do not have to be from the same department.
- Prior to taking the courses, students should submit a brief memo for approval via their advisor to the Graduate Chair describing the focus of their interdisciplinary specialization, a description of the 3 proposed courses, how they are thematically linked to comprise the cognate area, and how the theme will enhance their knowledge for the dissertation.
- Generally, a directed reading course is not acceptable toward the interdisciplinary specialization; however, under special circumstances or when a graduate course is not available, students can propose why a directed reading course is necessary.

Measurement, Statistics, and Evaluation (MSE) Specialization
- The cognate courses in MSE include doctoral level courses in measurement, statistics, and evaluation offered in Departments of Educational Psychology, Psychology, Nursing, Public Health, Sociology, Second Language Studies, etc.
- Students should complete the EDEP MSE application form (see appendix) before pursuing the MSE specialization. Applications are due February 1 for the Fall semester and September 1 for the Spring semester.
- Once accepted to the MSE specialization and prior to taking MSE cognate courses, students should submit a brief memo for approval via their advisor to the Graduate Chair describing the focus of their interdisciplinary specialization, a description of the 3 proposed courses, how they are thematically linked to comprise the cognate area, and how the theme will enhance their knowledge for the dissertation. The dissertation chair must be a MSE faculty member.
- Generally, a course other than MSE courses is not acceptable; however, under special circumstances or when a course is essential for their dissertation, students can request permission with a memo explaining the necessity in the context of dissertation topics. This cannot exceed three credits.

Required End-of-Semester Reflection Session
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 responding in writing to written questions, students meet with the EDEP faculty at the end of each semester to review and direct progress toward their degrees. Students who have successfully defended their dissertation proposals and are making good progress are not required to attend these meetings.
College Teaching Experience
In conjunction with one or more faculty members

- All students are required to have a significant role in the planning and instruction of a college-level course as a teaching assistant, co-teaching, or independently.
- If teaching outside of Educational Psychology, prior to teaching, students should submit a proposal to the Graduate Chair indicating what they are going to teach, who their supervising faculty member will be, and the student’s role in the planning and instruction.
- After teaching, all students should submit a memo to the Graduate Chair, via their supervising faculty member, describing their role in planning and instruction of the course. Students should also describe the strengths and weaknesses of their instruction and their professional growth in this process.
- Students may enroll in EDEP 711 if they want course credit for this experience.

Documentation of directed research experiences
Contact individual faculty for EDEP 699 Directed Reading and Research. These credits are for working with a faculty member or members on an individualized course of study which may or may not be related to their dissertation work. Student should submit a plan of study (e.g., readings, written products, other experiences) that is developed in conjunction with the 699 instructor, and a plan for a culminating product. EDEP 699 is repeatable.

Minimum residency of three semesters of full-time work or the equivalent in credits at UH Mānoa
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.

A copy of the prospectus is circulated to each member of the faculty. The prospectus must be submitted by the 15th of each month in order to be considered at the first faculty meeting of the following month. For example, February 15 would be the deadline to submit a prospectus to be considered at the first faculty meeting in March. April 15 would, therefore, be the deadline for prospectuses to be considered in the Spring semester. Prospectuses submitted thereafter would be considered in the Fall (the first meeting in September). In the Fall semester, prospectuses submitted by September 15 would be considered at the first meeting in October. The last day to submit a prospectus for consideration in the Fall semester would be November 15. Prospectuses submitted thereafter would be considered at the second meeting in January.

Faculty members will meet to discuss the prospectus. The student's prospective dissertation chair will communicate to the student the results of the meeting. If there are concerns regarding the prospectus, the student may be asked to attend a faculty meeting to discuss and respond to these concerns, or the student may be asked to meet with faculty members individually. Once the student has responded to faculty concerns and resubmitted the prospectus, the faculty will meet again to consider the prospectus and its revisions. The deadline for resubmission follows the same schedule as outlined above. This in no way should discourage other interactions between faculty and the student regarding the prospectus. Students are also advised that no single faculty member has veto power over a prospectus.

Assuming that there are no major objections to this prospectus from the faculty as a whole, the student forms a five-member dissertation committee through mutual interest. The chair of the dissertation committee must be a member of the graduate faculty in educational psychology (including cooperating graduate faculty). A majority of the members must be "inside" the graduate field of educational psychology. The University Representative committee member, formerly known as the "outside" member, must not be a member of the Educational Psychology graduate faculty and must be tenured. Students should check on the Graduate Division’s website, http://manoa.hawaii.edu/graduate/content/select-committee-member to make sure that potential outside members are eligible. Dissertation committee formation generally is intertwined with the comprehensive examination and proposal development. The comprehensive exam and defense may be done either before or after the proposal development and defense, as agreed by the committee. This is followed by the application for approval or exemption from Committee on Human Subjects for those working with human subjects. See the Graduate Division website for more information regarding committee members, http://manoa.hawaii.edu/graduate/content/committee-composition-potential-members
Comprehensive Examination

The comprehensive examination should be taken after the prospectus is approved and either before the proposal defense or after the proposal defense, as agreed upon by the committee. Committee members typically formulate two or three questions that may focus on literature review, methods, theory, or research design and related to the student’s proposal but may be broader in scope. Students may provide feedback/input to the Committee via the Chair regarding the questions. The Committee and Chair will decide how they will respond to students’ feedback. Students’ written answers to the two or three questions should be between 20-35 double-spaced, APA formatted pages (total excluding references). Once the questions are set, students will typically be given two to four weeks to complete the written comprehensive exam; however each committee determines the exact timeline. Students for whom English is their second language may use the UH Mānoa Writing Center. When turning in their answers to their Dissertation Chair, such students should provide the version they turned in to the Writing Center for assistance, in addition to the final version. Students should also submit the Editing Agreement Form (see Appendix) signed by both the student and editor. 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 the 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. Students should work with their Dissertation Chair to develop their proposals and refer to the Proposal Literature Review Rubric and the Proposal Method Section Rubric. 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 the dissertation proposal is successfully defended, the Doctorate – Advance to Candidacy (Form II) will be submitted to the Graduate Division. Student may enroll in dissertation research (EDEP 800) at the beginning of the next academic semester. Students must register for at least one EDEP 800 credit during the semester in which they graduate and apply for graduation (Graduate Application for Degree) by the appropriate deadline.

Committee on Human Subjects

Students whose dissertations involve human participants should receive approval from the University’s Committee on Human Studies (CHS) for their project. Students work with their advisors to develop their Human Studies applications and refer to the CHS application guidelines at http://www.hawaii.edu/irb/html/howtoApply.php. All students should complete the online CITI course (basic) and file their certificate in their EDEP file. Many students will need to complete other CITI modules depending on their topics and types of proposals.
Students who plan to conduct research or research-evaluation, including collecting data from the HDOE (i.e. surveys, interviews, focus groups, assessment, implementing an intervention for research purposes, or using DOE databases) must have approval from both the UH Committee on Human Studies and the Hawai‘i State Department of Education Data Governance Office (See Appendix).

Completion of the Program

The dissertation is a single-authored manuscript written by the student and describing the student’s original research. The dissertation typically includes:

- An introduction that includes a literature review contextualizing the research question(s) within existing research and theory;
- A method section describing the research methods, including how the data were analyzed;
- A results section presenting what was found, and
- A discussion section that interprets the results and suggests implications for theory, research, and practice.

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. Students work with their dissertation chair to develop the dissertation and apply the writing style and conventions described in the current edition of the Publication Manual of the American Psychological Association. Students should refer to the Final Literature Review Rubric and the Final Method Section Rubric. It is also the student’s responsibility to edit and prepare a final manuscript that meets the Graduate Division’s format requirements. The Style and Policy Manual for Theses and Dissertations by the Graduate Division provide general guidelines on the physical format of the manuscript. See the Graduate Division website for more information regarding the style policy for manuscript, http://manoa.hawaii.edu/graduate/content/style-policy.

After consultation with the dissertation chair, copies of the completed dissertation must be submitted to the committee members at least two weeks prior to the date of the dissertation defense.

Dissertation Defense

The dissertation defense is an oral examination open to the public, during which the candidate demonstrates satisfactory command of all aspects of the work presented and other related subjects, if applicable. The defense must be one hour or more in length. It may be scheduled between 8:00 am to 4:30 pm on any workday, during both instructional and non-instructional periods. Submit announcement (Final Oral Examination for Doctoral Dissertation Defense and Master’s Plan C) to the Office of Graduate Student Services no later than two weeks prior to the defense.
The examination typically begins with a 20-30 minute presentation of the student’s research. This consists of a brief summary of the research questions, related literature, results and implications. Students work with their Dissertation Chair to develop their research presentations and should refer to the Research Presentation Assessment Rubric. After the presentation, the candidate answers questions posed by the Dissertation Committee and if time allows, questions from the audience.

Upon successful defense of the dissertation, the Doctorate – Dissertation Evaluation (Form III) is submitted to the Graduate Division. When the final edited document is submitted to Graduate Division, the Doctorate – Dissertation Submission (Form IV) should be submitted at the same time.

Dissertation

It is the student’s responsibility to edit and prepare a final manuscript that meets the Graduate Division’s format requirements. Students should submit their manuscript in digital format, typically as a PDF document saved on a CD. The dissertation is due at the Office of Graduate Student Services by the deadline indicated in the “Calendar.” A printed copy of the title page, abstract, and Form IV are to be submitted along with the manuscript. Students who plan to publish through ProQuest need to submit additional items. For more information, see the Graduate Division website, http://manoa.hawaii.edu/graduate/content/submission-publication.

A copy of the manuscript in PDF version must be provided to the Department. A copy of the manuscript should also be provided to the Dissertation Chair. The student should discuss with their chair whether he/she prefers a paper or PDF version of the manuscript.
Resources, Scholarships and other support

Graduate Faculty
*Paul Brandon (PhD, University of Hawai‘i at Mānoa, 1983) Program evaluation
Marie Iding (PhD, University of California, Santa Barbara, 1991) Literacy, learning, and cognition
*Seongah Im (PhD, Columbia University, 2007) Multivariable analysis, psychometric models for cognitive diagnosis
*Nicole Lewis (PhD, University of North Carolina at Chapel Hill, 2007) Underrepresented students’ interest in and persistence to doctoral education in Science, Technology, Engineering, and Math (STEM) and program evaluation
*Min Liu (PhD, University of Maryland, 2011) Structural equation modeling, growth mixture modeling and their applications in educational and social science research
Katherine Ratcliffe (PhD, University of Hawai‘i at Mānoa, 1999) Learning and development in exceptional students, culturally diverse educational environments, family influences on learning and development
Michael Salzman (PhD, Arizona, 1987) Cross-cultural psychology, cultural psychology, indigenous psychology
Lois Yamauchi (PhD, University of Hawai‘i at Mānoa, 1993) Cultural influences on learning and development, educational experiences of indigenous teachers and students, sociocultural theory, community involvement in education, qualitative research methodology

Cooperating Graduate Faculty
Barbara DeBaryshe (PhD, SUNY, Stony Brook, 1987) Social development, parent-child relations, stress and resilience
*Ronald Heck (PhD, UC Santa Barbara, 1986) Organizational theory, leadership, policy and quantitative methods
Ashley Maynard, Psychology (PhD, UCLA, 1999) Children’s teaching abilities, sibling interactions, cultural change and socialization, and literacy

Affiliate Graduate Faculty
Mary Brandt, Educational Specialist, State Department of Education (PhD, University of Hawai‘i at Mānoa, 1980) Cognitive development, culture and cognition, alternative assessment
Morris Lai (PhD, University of California, Berkeley, 1972) Program evaluation, Hawaiian studies
Paul LeMahieu, Director of Research, Evaluation, and Information Systems, The National Writing Project (PhD, University of Pittsburgh, 1983) Student assessment, program evaluation
Tasha Wyatt (PhD, University of Hawai‘i at Mānoa, 2007) Educational experiences of indigenous teachers and students, cultural influences on learning and development instructional coaching, bridging scripted programs with culturally appropriate teaching

*MSE faculty

Emeritus Faculty
Harold I. Ayabe (PhD, Indiana, 1969) Measurement, learning styles


Ann Shea Bayer (PhD, Stanford, 1982) Literacy, collaborative-apprenticeship learning, cultural psychology

Daniel D. Blaine (PhD, University of Texas at Austin, 1972) Quantitative methods, individual differences in learning and cognition

Peter Dunn-Rankin (EdD, Florida State, 1965) Multidimensional scaling, perception, psychology of reading

Courses

EDEP 201 Introduction to Teaching as a Career (3) An experience-based introduction to teaching as a career. Repeatable one time.

EDEP 311 Psychological Foundations (3) Principles of learning and individual differences; relationships of these factors to classroom experience. DS


EDEP 399 Directed Reading (V) Individual reading or research. Pre: consent.

EDEP 408 Fundamentals of Research in Education (3) Introduction to the methodology of systematic study of problems in education: principles of research design, data processing, technical writing, and evaluation of research proposals and reports. DS

EDEP 411 Seminar in Contemporary Perspectives in Educational Psychology (3) In-depth analysis of contemporary issues in education from the theoretical and methodological perspectives of the faculty in educational psychology. Repeatable one time. DS

EDEP 416 Student Assessment (3) Introduction to basic concepts and issues in assessment and measurement, descriptive statistics, scales of measurement, norms, reliability, validity and development of formative and summative assessment procedures.

EDEP 429 Introductory Statistics (3) Use of descriptive statistics in analyzing test scores; application of linear correlation and regression; introduction to an understanding of inferential statistics. DS
EDEP 500 Master's Plan B/C Studies (1) Enrollment for degree completion. Pre: master's Plan B or C candidate and consent.

EDEP 601 Introduction to Quantitative Methods (3) Introductory statistics in education and social sciences. Topics include probability distributions; sampling distributions; hypothesis testing using t-tests, correlation, simple regression, ANOVA; and applications in research. (Meets PhD common inquiry methods requirement or elective.)

*EDEP 602 Survey Research Design and Analysis (3) Survey study designs, survey sampling, questionnaire construction, interviewing, pre-tests, pilot studies, logic of measurement and association, table construction, and elaboration models. Pre: consent. (Cross-listed as SOC 608 and EDEA 608)

EDEP 603 Design and Analysis of Psychological Experiments (3) Analysis of variance and other models of assessing results of experiments. Relation of analysis to design.

EDEP 604 Applied Regression and Analysis of Variance (3) Introduction to linear statistical models as principle of data analysis. Topics include multiple regression models with continuous and categorical predictors. ANOVA with multiple factors, ANOVA with repeated measures, and ANCOVA. Pre: 601 or EDEA 629 (pre with a grade of B+) or consent.

*EDEP 606 Multivariate Methods (3) Multivariate forms of multiple linear regression, analysis of variance and co-variance. Multiple discriminant analysis, canonical correlation, and principal-components analysis are discussed. Pre: 604, PSY 610 or consent. (Cross-listed as PSY 614)

EDEP 608 Introduction to Educational Research (3) Fundamental design and evaluation procedures in educational research. Determining needs, defining objectives, research design, instrumentation, data collection, and evaluation. Course requires basic statistics. (Meets PhD common inquiry methods requirement or elective.)

EDEP 611 Introduction to Educational Psychology (3) Graduate level introduction to educational psychology theories, research, and topics.

EDEP 612 Multilevel Modeling for Cross-Sectional and Longitudinal Data (3) Theories and applications of multilevel model to analyze cross-sectional and longitudinal data in educational and social sciences. Pre: 604 or PSY 612 (with a minimum grade of B or higher) or consent. (Cross-listed as PSY 619)

EDEP 616 Measurement in Education and Social Sciences (3) Test theories and applications in education and social sciences. Topics include the true score model; reliability; generalizability theory; validity; item response theory; and applications in research. Class requires knowledge in ANOVA and regression. (Cross-listed as PSY 616)

*EDEP 618 Categorical Data Analysis (3) Theories and methods for data analysis with categorical and discrete variables. Topics include contingency tables; logistic regression; log-linear models; and introduction to generalized linear models. Pre: 604, PSY 610 or consent. (Cross-listed as PSY 618)

*EDEP 625 Structural Equation Modeling (3) Theories and applications to test models with manifest and latent variables. Topics include path analysis, factor analysis, and latent variable analysis. Pre: 606, PSY 614, PSY 610 or consent. (Cross-listed as PSY 613)

EDEP 626 Advanced Psychometrics (3) Theories and applications of modern psychometrics. Topics include unidimensional and multidimensional models of item response theory, detecting biased items, measurement invariance, scaling methods, and current issues in psychometrics. Pre: EDEP 616, PSY 616 or consent (Cross-listed as PSY 617)
EDEP 631 Adolescence and Education (3) Discussion-based course presenting an overview of educational psychology applied to teaching adolescents, including theory and research on human learning, adolescent development and its social context, and student assessment.

EDEP 657 Introduction to Program Evaluation (3) Introduction to concepts and issues related to program evaluation. Topics include formative and summative uses, planning and design approaches, and metaevaluation processes. A-F only. Pre: EDEP 608 (or equivalent).

EDEP 661 Development and Learning (3) Analysis and critique of (Piagetian) developmental stage theory and traditional behavioristic and cognitive learning theories; introduction to current models of learning and development. Pre: consent.

EDEP 662 Social Context of Learning (3) Research methods and theories relating social mediation and learning group structures to intellectual growth.

EDEP 663 Models of Cognitive Learning (3) Cognitive models of knowledge acquisition, organization, and utilization; theory and research relating learning and cognition to interactive instructional models.

EDEP 664 Instructional Psychology (3) Application of learning theory and cognitive skills training in instructional settings.

EDEP 665 Social Cognition and Competence (3) Systematic analysis of social reasoning abilities conjunctive with or prerequisite to effective social interaction in educational settings.

EDEP 699 Directed Reading and/or Research (V) Individual reading and/or research. Repeatable ten times. Pre: consent.

EDEP 700 Thesis Research (V) Research for master's thesis. Repeatable seven times.


EDEP 711 Practicum in Educational Psychology (V) Supervised practicum in teaching or program evaluation as each is reflected by professional activities of the members of the faculty. Repeatable six times. Pre: consent of supervisory professor.

EDEP 745 Creative Learning Strategies for Adults (3) Analysis of psychology of adult learner; forces that affect learning in dynamics of individual, group, and organizational behavior; concept of lifelong learning vis-à-vis development of creative strategies that assist maturing, self-directed persons to develop their potentialities. (Cross-listed as EDEA 745 and NURS 745)

EDEP 768 (Alpha) Seminar in Educational Psychology (3) Current issues and problems in the context of education: (B) general; (C) learning; (D) measurement; (E) statistics; (F) psycho-social development; (G) educational evaluation; (H) research methodology. Repeatable nine times. Pre: consent. Seminar may be repeated for credit as topics vary.

EDEP 800 Dissertation Research (V) Research for doctoral dissertation. Repeatable unlimited times.

*New courses, course title and/or content will change Spring 2016
Financial Support
A. Achievement scholarship
   1. Application information sent via email about 2 months before the end of each semester.

B. Graduate assistantships
   1. GAships advertised via email, on bulletin boards and on Work@UH website.
   2. Let people know if you are looking for a GAship or job.

C. Graduate Student Organization (GSO)
   1. Research/travel grants.
   2. Can apply retrospectively.

D. College of Education
   1. Travel grants for students to present their research at national or international conferences.
   2. Applications are due in the Spring semester.

E. Check the Financial Support link for other financial opportunities,
http://manoa.hawaii.edu/graduate/content/financial-support

Other Information
Mailbox
All graduate students in Educational Psychology have a student mailbox (Department of Educational Psychology, 1776 University Ave., Wist 214, Honolulu, HI 96822) through which departmental papers are returned and other correspondence distributed. Most notifications and announcements are sent via email.

COEDSA
The College of Education Doctoral Students Association (COEDSA) serves all doctoral students at the University of Hawai‘i College of Education. COEDSA organizes an annual orientation for new students as well as an ongoing workshop series during each school year for all interested PhD students. As a doctoral student at the COE, you are part of an email list and will receive announcements about these events as well as other relevant information.

HERA
The Hawai‘i Educational Research Association (HERA) provides a forum for sharing issues, insights, and research findings with educational researchers, administrators, teachers, and others who want to improve educational practice. Through its annual conference, publications, and periodic forums, HERA is a source of information for concerned educators in Hawai‘i. HERA also sponsors the Pacific Educational Research Journal, a refereed journal published annually. Student might consider presenting at the HERA annual conference held in February.

AERA
The American Educational Research Association (AERA), founded in 1916, is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and by promoting the dissemination and practical application of research results. Student might consider presenting at the AERA annual conference held in April. Student memberships are available to AERA and other professional organizations.
Appendices
DOE Approval
Editing Agreement Form
MSE Application
Rubrics
Master’s Thesis/Doctorate Forms
PhD Dissertation Titles
MEd Theses/Plan B Titles
Graduate positions held by former students
COE/Campus Map

Other Helpful Websites

College of Education
https://coe.hawaii.edu

MyUH Portal
https://myuh.hawaii.edu

UH Mānoa (UHM) Campus
http://manoa.hawaii.edu/

UHM Registration Guide
http://www.hawaii.edu/myuh/manoa

UHM Outreach College
http://www.outreach.hawaii.edu/

UHM Graduate Division
http://manoa.hawaii.edu/graduate/

UHM Catalog
http://www.catalog.hawaii.edu/

UHM Financial Aid Services
http://www.hawaii.edu/fas/

UHM Libraries
http://manoa.hawaii.edu/libraries/

UH Information Technology Services
http://www.hawaii.edu/infotech/

UHM Student Employment
http://manoa.hawaii.edu/careercenter/

UHM Food Services
http://manoa.hawaii.edu/food/

UHM Health Services
http://www.hawaii.edu/shs/

UHM Housing
http://manoa.hawaii.edu/housing/

UHM Housing Referral Program
http://www.housing.hawaii.edu/och/

UHM International Student Services
http://www.hawaii.edu/issmanoa

UHM Campus Map
http://manoa.hawaii.edu/campusmap/

UHM Parking & Shuttle Services
http://manoa.hawaii.edu/commuter/

UHM Writing Center
http://www.english.hawaii.edu/writingcenter/

UH Employment
http://www.pers.hawaii.edu/wuh/

UHM Office of Student Affairs
http://studentaffairs.manoa.hawaii.edu/

KOKUA (Disability Access Services)
http://www.hawaii.edu/kokua/

UHM Counseling & Student Development Ctr
http://www2.hawaii.edu/~csdc/

UHM Bookstore
http://www.bookstore.hawaii.edu/manoa
Helpful Tips for COE Researchers

UH student projects using Department of Education (DOE) data for coursework or degree requirements must obtain DOE approval and, if applicable, UH IRB approval, parent consent, and student assent.

There are several potential paths for research projects at the DOE. It is strongly recommended that you review the DOE research website to identify which research application options are appropriate for your project. This is the link to the DOE application page: http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/HawaiiFedData/Pages/Data-Requests.aspx. All projects are required to submit the initial Research Application form found on the website.

We also suggest you contact the DOE Data Governance and Analysis Branch at 808-754-6061 or DOE-research@notes.k12.hi.us to confirm the appropriate approval method and requirements.

You must submit an application to the DOE (described above) and UH IRB. Please review the website at https://manoa.hawaii.edu/researchcompliance/human-studies for IRB application materials and deadlines.

Steps for Submitting to the UH IRB and DOE:

Step 1: Prior to developing your proposal, contact DOE Data Governance and Analysis Branch.
- Describe what you want to do for your research project
- Get helpful tips about what kinds of projects are acceptable through the DOE system
- Complete the “Research Application” form found on the DOE website

Step 2: Fill out and submit the UH IRB application (see our website link above). If you have any questions about which form to submit (exempt or expedited), call the UH IRB office at 808.956.5007 or email at uhirb@hawaii.edu. If the researcher is a student, the documents must be signed by the researcher and their advisor.

Application components:
- Description section
- Required CITI training (you and your advisor)
- Consent form (for all studies except existing data)
- Parental consent form and child assent form (if your participants are under the age of 18)
- Survey or interview questions
- Recruitment flyer
- Anything the participant will see

If submitting an exempt application, email everything to uhirb@hawaii.edu (no hard copies needed.) If submitting an expedited application, email everything to uhirb@hawaii.edu and submit 2 collated hard copies.

Step 3: Complete the appropriate DOE application. Note: Steps 2 and 3 may occur concurrently. Although the DOE application cannot be approved without a UH IRB approval or exemption letter, you can submit your materials before you receive your approval from the UH IRB and then attach your UH IRB letter upon receipt.
Editing Agreement Form

Date: ________________________________

_________________________ a doctoral student in the Department of Educational

Student Name Psychology, is preparing his/her responses for the doctoral comprehensive examination. The

Department allows students whose first language is not English to seek editing services from the

UHM Writing Center. In signing below, you assure that no assistance with the content was

provided.

If you have any questions, please contact the student’s advisor, Dr. __________________________

Advisor’s Name at __________________________ or via email __________________________.

Advisor’s Ph. # Advisor’s Email

________________________
Signature of Editor

________________________
Print name of Editor

________________________
Signature of Student
The Measurement, Statistics and Evaluation (MSE) specialization is intended to prepare masters and doctoral students for job positions in applied research settings in educational agencies, testing organizations, and profit/non-profit institutions. Specifically, relevant positions can be found in city or state departments of education in the planning and supervision of testing and evaluation programs; test publishers; licensure and certification boards; agencies in the construction of tests or the management of large-scale testing programs; and a variety of education, social science, health care, business, and industrial settings. This strand will provide coursework in more advanced topics such as item response theory, general linear modeling, structural equation modeling, multivariate analysis, and multilevel analysis as well as introduction to psychometrics, research methodology and statistics.

**The MSE Specialization Application**

There are two opportunities to submit this application to the Department of Educational Psychology, February 1 for consideration of acceptance into the MSE specialization the following fall semester, and September 1 for consideration of acceptance the following spring semester. The application should be submitted to the Educational Psychology Department, Wist 214 or via email to stacieo@hawaii.edu. Please answer the following questions.

1. Date:

2. Name:

3. UH E-mail address:

4. In which EDEP program are you participating (MEd or PhD)? Which semester did you begin the program?

5. What science and math courses did you take as an undergraduate?

6. What MSE courses have you completed in the EDEP program, and what were your grades in each course?
7. Please explain why you would like to complete the MSE specialization. What are your goals for using these skills professionally?

8. What topic do you plan to study for your culminating paper (Plan A or B for MEd, and Dissertation for PhD)? For MEd students only: Do you expect to do a Plan A or Plan B to complete your MSE specialization?

9. Has anyone on the MSE faculty agreed to be your Plan B, Thesis or Dissertation chair (see below for a list of MSE faculty)? Who?

10. How many semesters do you anticipate needing to complete your MSE specialization?

11. Is there anything else you would like to mention to help us to evaluate your application?
<table>
<thead>
<tr>
<th>Rubric Component</th>
<th>Standards</th>
<th>Unacceptable (0)</th>
<th>Satisfactory (1)</th>
<th>Exceeds Expectations (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Statement of research question</td>
<td>EDEP graduate students are knowledgeable about inquiry methods.</td>
<td>The statement of the research question is unclear. The question is not feasible or broad enough in scope for a master’s project/thesis or doctoral dissertation. The practical and/or scholarly significance for educational psychology is not discussed.</td>
<td>The research question is clearly stated. The question is feasible, but the scope may not be appropriate for a master’s project/thesis or doctoral dissertation. The practical and scholarly significance of the research for educational psychology is discussed.</td>
<td>The research question is clearly stated. The question is feasible and is broad enough in scope for a master’s project/thesis or doctoral dissertation. The practical and scholarly contributions of the research for educational psychology are critiqued.</td>
</tr>
<tr>
<td>2. Context</td>
<td>EDEP graduate students are knowledgeable about inquiry methods.</td>
<td>The literature review does not adequately contextualize the research question, and/or there is no indication of what literature was included and excluded.</td>
<td>The literature review adequately contextualizes the research question, indicating what literature was included and excluded.</td>
<td>The literature review adequately contextualizes the research question and includes a critique and synthesis of the literature.</td>
</tr>
<tr>
<td>3. Organization</td>
<td>EDEP graduate students are knowledgeable about inquiry methods.</td>
<td>The writing is not clear. There are many problems with the organization of the paper.</td>
<td>For the most part, the writing is clear and organized.</td>
<td>The writing is clear and well organized.</td>
</tr>
<tr>
<td>4. Style and writing conventions</td>
<td>EDEP graduate students are knowledgeable about inquiry methods.</td>
<td>There are many errors of APA style and other writing conventions.</td>
<td>There are some errors of APA style and other writing conventions.</td>
<td>There are relatively few errors of APA style and other writing conventions.</td>
</tr>
</tbody>
</table>
Assessment Documentation

Scoring Rubric for Master’s Plan B, Thesis and Dissertation FINAL Literature Review

<table>
<thead>
<tr>
<th>Rubric Component</th>
<th>Standards</th>
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</tr>
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<tbody>
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<td>EDEP graduate students are knowledgeable about inquiry methods.</td>
<td>There are many errors of APA style and other writing conventions.</td>
<td>There are some errors of APA style and other writing conventions.</td>
<td>There are relatively few errors of APA style and other writing conventions.</td>
</tr>
<tr>
<td>5. Revision</td>
<td>EDEP graduate students are knowledgeable about inquiry methods.</td>
<td>The advisor's and/or Committee's comments and suggestions are not addressed.</td>
<td>Some of the advisor's and/or Committee's comments and suggestions were addressed.</td>
<td>All of the advisor's and/or Committee's comments and suggestions were addressed.</td>
</tr>
</tbody>
</table>
## Assessment Documentation

### Scoring Rubric for Master's Plan B, Thesis and Dissertation PROPOSAL Method Section

<table>
<thead>
<tr>
<th>Rubric Component</th>
<th>Standards</th>
<th>Unacceptable (0)</th>
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<th>Exemplary (2)</th>
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</thead>
<tbody>
<tr>
<td>1. Research Design</td>
<td>EDEP graduate students have inquiry skills to conduct scholarly research effectively.</td>
<td>The design does not fit the research question(s) and/or the research method is unclear.</td>
<td>The design generally appears to fit the research question(s) and the rationale for the methods is acceptable. The description of the research method needs some clarification.</td>
<td>The design is a good fit with the research question(s). The description of the research method is clearly described. The rationale for the methods is clearly articulated, noting major limitations.</td>
</tr>
<tr>
<td>2. Participants</td>
<td>EDEP graduate students have inquiry skills to conduct scholarly research effectively.</td>
<td>The number, characteristics and appropriateness of the participants are not clearly described.</td>
<td>The number, characteristics and appropriateness of the participants are generally described well.</td>
<td>The number, characteristics and appropriateness of the participants are clearly and thoroughly described.</td>
</tr>
<tr>
<td>3. Procedures</td>
<td>EDEP graduate students have inquiry skills to conduct scholarly research effectively.</td>
<td>The procedures are not described so that others could replicate them.</td>
<td>The description of the procedures is generally clear, but may need a few more details.</td>
<td>The description of the procedures is clearly stated so that others could replicate them. If the research involves an intervention, there is a description of how the fidelity of the procedures will be monitored, if applicable.</td>
</tr>
<tr>
<td>4. Data analysis</td>
<td>EDEP graduate students have inquiry skills to conduct scholarly research effectively.</td>
<td>There is no description of how the data will be analyzed.</td>
<td>The description of how the data will be analyzed needs some clarification.</td>
<td>There is a clear description of how the data will be analyzed to answer the research question(s).</td>
</tr>
</tbody>
</table>
### Assessment Documentation

#### Scoring Rubric for Master's Plan B, Thesis and Dissertation FINAL Method Section

<table>
<thead>
<tr>
<th>Rubric Component</th>
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</thead>
<tbody>
<tr>
<td>1. Research Design</td>
<td>EDEP graduate students have inquiry skills to conduct scholarly research effectively.</td>
<td>The design does not fit the research question(s) and/or the research method is unclear.</td>
<td>The design generally appears to fit the research question(s) and the rationale for the methods is acceptable. The description of research method needs some clarification.</td>
<td>The design is a good fit with the research question(s). The description of the research method is clear. The rationale is for the methods is clearly articulated, noting major limitations.</td>
</tr>
<tr>
<td>2. Participants</td>
<td>EDEP graduate students have inquiry skills to conduct scholarly research effectively.</td>
<td>The number, characteristics and appropriateness of the participants are not clearly described.</td>
<td>The number, characteristics and appropriateness of the participants are generally described well.</td>
<td>The number, characteristics and appropriateness of the participants are clearly and thoroughly described.</td>
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<tr>
<td>3. Procedures</td>
<td>EDEP graduate students have inquiry skills to conduct scholarly research effectively.</td>
<td>The procedures are not described so that others could replicate them.</td>
<td>The description of the procedures is generally clear, but needs a few more details.</td>
<td>The description of the procedures is clearly stated so that others could replicate them. If the research involved an intervention, there is a description of how the fidelity of the procedures were monitored, if applicable.</td>
</tr>
<tr>
<td>4. Data analysis</td>
<td>EDEP graduate students have inquiry skills to conduct scholarly research effectively.</td>
<td>There is no description of how the data were analyzed.</td>
<td>The description of how the data were analyzed is generally clear, but needs some clarification.</td>
<td>There is a clear description of how the data were analyzed to answer the research question(s).</td>
</tr>
<tr>
<td>5. Revision</td>
<td>EDEP graduate students have inquiry skills to conduct scholarly research effectively.</td>
<td>The advisor's and/or Committee's comments and suggestions are not addressed.</td>
<td>Some of the advisor's and/or Committee's comments and suggestions are addressed.</td>
<td>All of the advisor's and/or Committee's comments and suggestions are addressed.</td>
</tr>
<tr>
<td>Rubric Component</td>
<td>Standards</td>
<td>Unacceptable (0)</td>
<td>Satisfactory (1)</td>
<td>Exemplary (2)</td>
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<td>------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Summary of the research</td>
<td>EDEP graduate students have inquiry skills to conduct and present scholarly research effectively.</td>
<td>The research questions, related literature, methods, results, and implications are not summarized.</td>
<td>The research questions, related literature, methods, results, and implications are summarized, but some of these elements need clarification.</td>
<td>The research questions, related literature, methods, results, and implications are clearly summarized.</td>
</tr>
<tr>
<td>2. Clarity and organization</td>
<td>EDEP graduate students have inquiry skills to conduct and present scholarly research effectively.</td>
<td>The presentation is not clear, or well organized, or the pace is too fast.</td>
<td>The presentation is generally clear and organized. It is generally made at a good pace.</td>
<td>The presentation is clear and well organized. It is made at a good pace.</td>
</tr>
<tr>
<td>3. Attention to the audience’s perspective</td>
<td>EDEP graduate students have inquiry skills to conduct and present scholarly research effectively.</td>
<td>The presentation is not audible. Terms are not defined and jargon is used. The presentation is made by reading directly from notes.</td>
<td>The presentation is generally audible. Most of the terms used are defined and jargon is generally avoided. There is some direct reading from notes.</td>
<td>All terms used are well defined and jargon is avoided. The presentation is made by referring, rather than reading, from notes.</td>
</tr>
<tr>
<td>4. Visual aids</td>
<td>EDEP graduate students have inquiry skills to conduct and present scholarly research effectively.</td>
<td>Visual aids are difficult to see or distracting.</td>
<td>Most of the visual aids are easy to see. They are generally helpful and not distracting.</td>
<td>Visual aids are large enough. They are helpful and not distracting.</td>
</tr>
<tr>
<td>5. Time limitations</td>
<td>EDEP graduate students have inquiry skills to conduct and present scholarly research effectively.</td>
<td>The presentation is too long or too short.</td>
<td>The presentation is generally within the time limits.</td>
<td>The presentation is within the time limits, with time given for questions from the audience.</td>
</tr>
</tbody>
</table>
### Assessment Documentation

**Master's Plan B, Thesis and Dissertation Human Subjects' Review**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Unacceptable (0)</th>
<th>Satisfactory (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEP graduate students care about professional habits of mind.</td>
<td>The research proposal did not receive approval from the Committee on Human Studies.</td>
<td>The research proposal received approval from the Committee on Human Studies.</td>
</tr>
</tbody>
</table>
Doctorate – Pre-Candidacy Progress (Form I)

Part I. To be completed by the student

Name ____________________________ UH ID No. ________________

LAST, FIRST, M.I.

Graduate Program ____________________________ Degree Objective ________

INCLUDE SPECIALIZATION IF APPLICABLE.

Part II. To be completed by the graduate chair

Interim Academic Adviser ____________________________ Preliminary Conference ________

Does the student have any deficiencies? □ No □ Yes (If yes, provide details in the space below.)

<table>
<thead>
<tr>
<th>Deficiency (Course or Skill)</th>
<th>Remedy for Deficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Exam</th>
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<th>MM/DD/YY</th>
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<th>Failed</th>
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</thead>
<tbody>
<tr>
<td>General or Qualifying Exam</td>
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</tr>
<tr>
<td>General or Qualifying Exam (Repeat if failed the first time.)</td>
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<td></td>
</tr>
<tr>
<td>First Language Exam (Language: __________)</td>
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<td></td>
</tr>
</tbody>
</table>

Signature of Graduate Chair ____________________________ Date __________

GRADUATE DIVISION ACTION

□ Approved □ Not Approved By __________________ Date __________

Remarks

C: Graduate Program

2540 Maile Way, Spalding Hall 352, Honolulu, Hawai'i 96822
Telephone: (808) 956-8500
An Equal Opportunity/Affirmative Action Institution
# Doctorate – Advance to Candidacy (Form II)

### Part I. To be completed by student

**Name**

<table>
<thead>
<tr>
<th>LAST</th>
<th>FIRST</th>
<th>M.L.</th>
<th>UH ID</th>
</tr>
</thead>
</table>

**Graduate Program**

[INCLUDE SPECILIZATION IF APPLICABLE.]

**Degree Objective**

**Dissertation Topic:**

☐ YES  ☐ NO My research requires approval by one or more of the following: Institutional Review Board (IRB), Environmental Health and Safety Office (EHSO), the Institutional Animal Care and Use Committee (IACUC), and/or the Institutional Biosafety Committee (IBC). If yes, attach a copy of the approval letter(s). Enrollment in Dissertation 800 will not be permitted until such approval is obtained. **I certify that I have read and understand the policies and instructions on this form.**

**Signature of Student:**

Date:

### Part II. To be completed by graduate chair

**EXAM**

<table>
<thead>
<tr>
<th>Language Requirement (Language: )</th>
<th>MM/DD/YY</th>
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</thead>
<tbody>
<tr>
<td>Comprehensive Exam (oral or oral &amp; written)</td>
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<tr>
<td>Comprehensive Exam (Repeat if failed the first time.)</td>
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</tr>
<tr>
<td>☐ Not Required</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Advance to Candidacy:**

☐ Recommended  ☐ Not Recommended

☐ Issuance of ABD Certificate Requested

**Signature of Graduate Chair:**

Date:

### GRADUATE EDUCATION ACTION

☐ Approved  ☐ Not Approved  By __________________________ Date: ____________

**Remarks:**

C: Graduate Program
Doctorate – Dissertation Evaluation (Form III)

Part I. To be completed by the student

Name ___________________________ UH ID No. __________________
LAST, FIRST, M.I.

Graduate Program ___________________________ Degree Objective ______
INCLUDE SPECIALIZATION IF APPLICABLE.

Date of Final Exam / Dissertation Defense ________________ MMM/DD/YYYY

I certify that I have read and understand the policies and instructions for this form.

Signature of Student ___________________________ Date __________

Obtain signatures from the dissertation committee:
We certify that we have read and understand the policies and instructions for this form.

<table>
<thead>
<tr>
<th>Name (Print or Type)</th>
<th>Signature</th>
<th>Passed</th>
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</thead>
<tbody>
<tr>
<td>Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member</td>
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<tr>
<td>Member</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Representative*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Your signature is affirmation that appropriate procedures were followed and the highest standards of scholarship upheld in the defense.

Part II. To be completed by the graduate chair

☐ Approved    ☐ Not Approved

Signature of Graduate Chair ___________________________ Date __________

GRADUATE DIVISION ACTION

☐ Approved  ☐ Not Approved  By ___________________________ Date __________

Remarks

C: Graduate Program

2540 Maile Way, Spalding Hall 352, Honolulu, Hawai‘i 96822
Telephone: (808) 956-8500
An Equal Opportunity/Affirmative Action Institution
# Doctorate – Dissertation Submission (Form IV)

## Part I. To be completed by the student

Name ________________________________ UH ID No. ____________________________

LAST, FIRST, M.I.

Graduate Program __________________________ Degree Objective __________________________

INCLUDE SPECIALIZATION IF APPLICABLE.

I certify that I have read and understand the policies and instructions for this form.

__________________________________________
Signature of Student

__________________________________________
Date

## Obtain signatures from the dissertation committee:

We certify that we have read and understand the policies and instructions for this form. We hereby approve both the content and the form of this dissertation.

<table>
<thead>
<tr>
<th>Name (Print or Type)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
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<tr>
<td>University Representative</td>
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</tbody>
</table>

## GRADUATE DIVISION ACTION

☐ Approved  ☐ Not Approved  By ____________________________ Date ________________

Remarks

C: Graduate Program
Master's Plan A - Pre-Candidacy Progress (Form I)

Part I. To be completed by the student

Name ___________________________ UH ID No. ___________________________

Graduate Program ___________________________ Degree Objective ___________________________

Part II. To be completed by the graduate chair

Interim Academic Adviser ___________________________ Preliminary Conference MM/DD/YY

Will the student be transferring credits? □ No □ Yes (If yes, attach Petition to Transfer Credits.)

Does the student have any deficiencies? □ No □ Yes (If yes, provide details in the space below.)

<table>
<thead>
<tr>
<th>Deficiency (Course or Skill)</th>
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</thead>
<tbody>
<tr>
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</table>

Exam

<table>
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<td>General or Qualifying Exam (Repeat if failed the first time.)</td>
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</tr>
<tr>
<td>Foreign Language Exam (Language: __________________________)</td>
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<td></td>
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</tbody>
</table>

Signature of Graduate Chair ___________________________ Date ___________________________

GRADUATE DIVISION ACTION

□ Approved □ Not Approved By ___________________________ Date ___________________________

Remarks:

C: Graduate Program
Master's Plan A – Advance to Candidacy (Form II)

Part I. To be completed by the student

Name ______________________________________ UH ID No. __________________________

Graduate Program __________________________ Degree Objective _________________________

Thesis Topic: ________________________________

☐ YES ☐ NO My research requires approval by one or more of the following: Institutional Review Board (IRB), Environmental Health and Safety Office (EHSO), the Institutional Animal Care and Use Committee (IACUC), and/or the Institutional Biosafety Committee (IBC). If yes, attach a copy of the approval letter(s). Enrollment in Dissertation 700 will not be permitted until such approval is obtained. I certify that I have read and understand the policies and instructions on this form.

Signature of Student __________________________ Date ____________

Obtain approval signatures from the thesis committee:

By signing below, we certify that we have reviewed and approved the proposed research and found that the proposal is 1) appropriate to the student’s academic discipline, and 2) in compliance with the policies and instructions for this form. Non-Graduate faculty appointed to a committee must also be approved by the Office of Graduate Education. Attach a current curriculum vitae of the non-graduate faculty and justification for committee inclusion.

<table>
<thead>
<tr>
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<tbody>
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<td></td>
<td></td>
</tr>
<tr>
<td>Member</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part II. To be completed by the graduate chair

Exam | Not Required | MM/DD/YY | Passed | Failed

Language Requirement (Language: __________________________ )

Advance to Candidacy: ☐ Recommended ☐ Not Recommended

Signature of Graduate Chair __________________________ Date ____________

GRADUATE EDUCATION ACTION

☐ Approved ☐ Not Approved By __________________________ Date ____________

Remarks

C: Graduate Program / Student
# Master's Plan A – Thesis Evaluation (Form III)

## Part I. To be completed by the student

Name ____________________________  UH ID No. ____________________________

Graduate Program ____________________________  Degree Objective ______________

Date of Final Oral Exam / Defense ____________________________  MM/DD/YY

I certify that I have read and understand the policies and instructions for this form.

Signature of Student ____________________________  Date ____________________________

## Obtain signatures from the thesis committee:

We certify that we have read and understand the policies and instructions for this form.

<table>
<thead>
<tr>
<th>Name (Print or Type)</th>
<th>Signature</th>
<th>Passed</th>
<th>Failed</th>
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<td></td>
<td></td>
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<tr>
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</table>

## Part II. To be completed by the graduate chair

☐ Approved  ☐ Not Approved

Signature of Graduate Chair ____________________________  Date ____________________________

### GRADUATE DIVISION ACTION

☐ Approved  ☐ Not Approved  By ____________________________  Date ____________________________

Remarks ____________________________

C: Graduate Program / Student
Master's Plan A – Thesis Submission (Form IV)

Part I. To be completed by the student

Name ____________________________ UH ID No. __________________

LAST, FIRST, M.I.

Graduate Program __________________ Degree Objective ____________

INCLUDE SPECIALIZATION IF APPLICABLE.

I certify that I have read and understand the policies and instructions for this form.

Signature of Student __________________________ Date ____________

Obtain signatures from the thesis committee:

We certify that we have read and understand the policies and instructions for this form. We hereby approve both the content and the form of this thesis.

<table>
<thead>
<tr>
<th>Name (Print or Type)</th>
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GRADUATE DIVISION ACTION

☐ Approved  ☐ Not Approved  By __________________________ Date ____________

Remarks

C: Graduate Program
FINAL ORAL EXAMINATION FOR DOCTORAL DISSERTATION DEFENSE

This form must be submitted to the Graduate Student Services Office two weeks before the oral examination date.

Today's Date:____________________

Student ____________________________ Last Name ____________________________ First Name ____________________________

Degree ____________________________ Field ______________________________________

Date ____________________________ Time ____________________________ Place ____________________________

List all committee members:

Committee Chair Print (mandatory) Committee Chair Signature (mandatory)

University Representative ____________________________ Member ____________________________

Member ____________________________ Member ____________________________

All members of the committee (as approved on Student Progress Form II) must be present. Any changes in committee members must have the approval of the Graduate Division before the final orals can be publicized.

Dissertation title: (type or print clearly)

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Note: The announcement of the final oral examination on the UH Events calendar is an official requirement. This form must be returned to the Graduate Student Services Office two weeks prior to the scheduled final oral examination date.
PLEASE PRINT CLEARLY

Name ____________________________ UH Number _______ - _______
Family/Last First Middle

Phone: ____________________________ Email: ____________________________@hawaii.edu

Name (first middle last) in upper/lower case as it will appear on your diploma. Titles are to be excluded. Limit to 45 characters.

Important: Acceptable names will be determined by your name on record with the University. Check MyUH to see current name on record.

DATE OF EXPECTED GRADUATION: FALL SPRING SUMMER YEAR: _________

Degree: ___________ Program: __________________________ A - thesis Specialization: __________________________
(M.Ed., M.S., Ph. D, etc) (Accounting, Botany, etc) (EECB, CMNS, MB)

Hometown: __________________________
(Los Angeles, California; Lihue, Kauai; Seoul, Korea, etc)

Your name and hometown will be printed in the commencement program. Please initial ___ if you have requested non-disclosure and would like to have your name appear in the commencement program.

For summer applicants, indicate the commencement program in which you wish to have your name printed:
Important (for Summer applicants only): If you have requested to have your name printed in the Spring Commencement Program and your application is received after the deadline for printing the Spring Commencement program, your name will appear in the Fall program.

Previous degree earned:
1st Degree ___________ Year Awarded ___________ University __________________________
(B.A., B.S., B.Ed., etc)

2nd Degree ___________ Year Awarded ___________ University __________________________
(M.A., M.S., M. Ed., etc)

3rd Degree ___________ Year Awarded ___________ University __________________________
(M.A., M.S., M. Ed., Ph.D., etc)

1. This application must be completed no later than three weeks after instruction begins during the semester of graduation and no later than June 1st for the Summer Session. Submit form to Graduate Student Services, 2540 Maile Way, Spalding 354, Honolulu, HI 96822 or fax to 808-956-4261.
2. The fee for processing your graduation application is $30.00 for each advanced degree and $21.00 for microfilming and binding 1 copy of your thesis/dissertation (for Hamilton Library), both subject to change.
3. Cash or check payment may be submitted to the Manoa Cashier’s Office, QLCSS 105 or by credit card online through MyUH Portal under “review my charges” one week after submitting this form to Graduate Student Services. Do not submit payment with this form.
4. Any changes on this form should be reported immediately to the Graduate Student Services by emailing gradrec@hawaii.edu.
5. Diplomas will be available for pick-up ten weeks after graduation at the Registrar’s Office, QLCSS Room 010.

Student Signature: __________________________ Date: __________________________

REQUEST TO MAIL DIPLOMA
(COMPLETE THIS SECTION ONLY IF DIPLOMA IS TO BE MAILED)
Contact the Registrar’s Office, QLCSS 010 (808-956-8010) to update mailing address for diploma.

PLEASE PRINT CLEARLY

NAME: __________________________
MAILING ADDRESS: __________________________

Important: Address information provided will be used solely for the purpose of mailing your diploma. You may update your mailing address online on MyUH. You may also submit a written request to the Registrar’s Office to update your mailing and/or permanent address.

College SAS Use Only

MGD Use Only
Banner Term: __________________ SHADEGR: ______ Fee (BODF) ______ Thesis (BODT) ______
SHADIPL: Name ______ Hometown ______ Mailing Address ______
Inactivate/Update next SGASTDN: __________________________

User: __________________
Petition to Transfer Credits

Part I. To be completed by the student

Name ____________________________________________ UH ID No. ____________
LAST, FIRST, M.I. ________________________________ Select One
Graduate Program __________________________________ Degree Objective

INCLUDE SPECIALIZATION IF APPLICABLE.

Part II. To be completed by the graduate chair

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I certify that this petition is in compliance with the policies and instructions for this form.

Signature of Graduate Chair __________________________ Date ____________

GRADUATE DIVISION ACTION

☐ Approved ☐ Not Approved By __________________________ Date ____________

Remarks

C: Graduate Program

2540 Maile Way, Spalding Hall 352, Honolulu, Hawaii 96822
Telephone: (808) 956-8500
An Equal Opportunity/Affirmative Action Institution
Petition to Substitute or Waive Courses

Part I. To be completed by the student

Name ____________________________ UH ID No. ____________________________
LAST, FIRST, M.I. ____________________________ Select One Degree Objective ____________________________
Graduate Program ____________________________

INCLUDE SPECIALIZATION IF APPLICABLE.

Part II. To be completed by the graduate chair

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I certify that this petition is in compliance with the policies and instructions for this form.

Signature of Graduate Chair ____________________________ Date ____________

GRADUATE DIVISION ACTION

☐ Approved ☐ Not Approved By ____________________________ Date ____________

Remarks

C: Graduate Program

2540 Maile Way, Spalding Hall 352, Honolulu, Hawaii 96822
Telephone: (808) 956-8500
An Equal Opportunity/Affirmative Action Institution
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<td>Bair, Amy</td>
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<td>An Experimental Investigation of the Effects of an Imagery Strategy on Vocabulary Learning and Retention</td>
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<td>Evaluation of Factors Contributing to the Achievement of Students Participating in a Culturally Responsive Curriculum in Hawaii Public Schools</td>
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<td>Chapman de Sousa, E. Brook</td>
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<td>Using Activity Theory to Understand the Role of a Simulation-Based Interactive Learning Environment in a Computer Networking Course</td>
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<td>The Role of Learning Environment on High School Chemistry Students’ Motivation and Self-Regulatory Processes</td>
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<td>Students behavior in a Japanese elementary school classroom: Affordance of psychomotor learning in an open plan school</td>
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<td>The Role of a Philosophical Inquiry Course in Helping High School Students Engage in Learning and Seek Meaning in Their Lives</td>
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<td>Effects of Home Language and Ethnicity on the Mathematics Performance of Eight-Grade Students in Hawaii</td>
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<td>Lin, Chen Ju</td>
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<td>The influence of cognitive coaching on the planning and use of instructional conversations with a focus on mathematics instruction</td>
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<td>Makino-Kanehiro, Megumi</td>
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<td>Yamauchi, L.</td>
<td>A Multiple Case Study on How a Culturally Compatible Program Influenced Graduates’ Educational, Career, and Personal Development in Emerging Adulthood</td>
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# Educational Psychology

## Recent Dissertation Titles

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<td>The Influence of Parenting in Early Childhood on Children's Social and Cognitive Development and Transition to School</td>
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<td>Metacognitive Awareness in Developmental Writing Students</td>
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<td>Differential Effects of Poverty on Hawaii Students' Achievement in Reading and Mathematics</td>
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<td>Okoji, Leslie</td>
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<td>Bayer, A.</td>
<td>Bridging the Gap Between Home and School Cultures for At-Risk Secondary Students: A Sociocultural Approach to Outreach Counseling in Hawaii</td>
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<td>Schonleber, Nanette</td>
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<td>Long-term Effects of Native Hawaiian Students' Early Academic Attainment: A Multilevel Cohort Analysis Under the No Child Left Behind Legislation</td>
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<td>Inquiry Education in Science Classrooms: How Teachers Modify Instructional Behaviors Following the Teaching Science as Inquiry (TSI) Aquatic Science Professional Development Program</td>
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<td>Name</td>
<td>Date Grad.</td>
<td>Chair</td>
<td>Plan B Title</td>
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<td>Lennon, Mary</td>
<td>Spring 2011</td>
<td>Ratliffe, K.</td>
<td>Young Children's Engagement in Literature</td>
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<td>Lessner, Amanda</td>
<td>Fall 2011</td>
<td>Salzman, M.</td>
<td>Second Graders' Attitudes Regarding Positive Behavior Implementations</td>
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<td>Litschauer, Stephen</td>
<td>Spring 2015</td>
<td>Ratliffe, K.</td>
<td>Student Veterans in Higher Education: Military Service Issues Affecting Success</td>
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<td>McDow, Michelle</td>
<td>Fall 2011</td>
<td>Ratliffe, K.</td>
<td>Health Care Literacy Among Adults from the United States-Affiliated Pacific Islands: A Pilot Study of a Health Care Literacy Survey Tool</td>
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<td>Nguyen, Thuy Thi</td>
<td>Spring 2011</td>
<td>Salzman, M.</td>
<td>Ethnic Khmer Students in Vietnam: Transition from High School to College</td>
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<td>Ongosia, Farahola</td>
<td>Spring 2015</td>
<td>Iding, M.</td>
<td>Competency in Sāmoan and English Language: A Factor in Sāmoan Students’ Success in Higher Education</td>
</tr>
<tr>
<td>Parker, Kieran</td>
<td>Spring 2014</td>
<td>Yamauchi, L.</td>
<td>Families Perceptions of Public Education and the Influence of the Parents for Public Schools Hawaii Middle School Tours Program on Enrollment in Public Schools</td>
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<tr>
<td>Peralta, Christine</td>
<td>Spring 2015</td>
<td>Ratliffe, K.</td>
<td>Motivating Filipino Students to Pursue Higher Education in Hawai‘i</td>
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<tr>
<td>Saidy, Shekaiba</td>
<td>Fall 2009</td>
<td>Ratliffe, K.</td>
<td>An Exploratory Study on the Influences of Media and Religion in Identity Development of Muslim Youth in Hawaii</td>
</tr>
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<td>Scanlan, Spencer</td>
<td>Fall 2013</td>
<td>Im, S.</td>
<td>Examining Psychometric Properties of a Math Assessment For the Fijian 6th Graders</td>
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<td>Shin, Alicia</td>
<td>SS 2009</td>
<td>Iding, M.</td>
<td>Collaborative Learning in the Dental Hygiene Setting</td>
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<tr>
<td>Smith, Heather</td>
<td>Fall 2012</td>
<td>Ratliffe, K.</td>
<td>Technology and Student Engagement in the Classroom: Useful or Distracting?</td>
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<tr>
<td>Spear, Kristin</td>
<td>Fall 2011</td>
<td>Ratliffe, K.</td>
<td>Parent and Teacher Perspectives on Parental Involvement in Elementary Education</td>
</tr>
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<td>Vanderhoof, Kasey</td>
<td>Fall 2010</td>
<td>Ratliffe, K.</td>
<td>The Effects of Video Self Modeling on Language Development in a Four-Year Old Boy with Autism and Language Delays</td>
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<td>Vu, Uyen</td>
<td>Summer 2013</td>
<td>Salzman, M.</td>
<td>Vietnamese Parenting: Intergenerational Transmission</td>
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<tr>
<td>Watanabe, Cami</td>
<td>Spring 2013</td>
<td>Salzman, M.</td>
<td>The Effect of Autism on Siblings and Sibling Relationships</td>
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<td>Wight, Terra</td>
<td>Fall 2011</td>
<td>Salzman, M.</td>
<td>Student and Teacher Perspectives on the First Year Implementation of the New Tech Network's 21st Century High School Model at Nanakuli High and Intermediate School</td>
</tr>
<tr>
<td>Yagi, Erin</td>
<td>Spring 2009</td>
<td>Bail, F.</td>
<td>Expanding Pre-service Teachers' use of the Understanding by Design Framework</td>
</tr>
<tr>
<td>Yang, Stephanie</td>
<td>Summer 2014</td>
<td>Salzman, M.</td>
<td>Predictors of Anxiety Among International Students</td>
</tr>
</tbody>
</table>
Educational Psychology PhD Graduates at Work*

Graduates of the Department are teachers, evaluators, and researchers in public and private settings in Hawai‘i, on the Mainland, and throughout Asia and the Pacific Basin.

Graduates at Work in Hawai‘i

Within the University of Hawai‘i System
Anna Ah Sam, Coord. of Grant Writing, Eval & Assessment, Student Equity, Excellence and Diversity, UHM
Kathleen Berg, Director, Curriculum Research & Development Group, UHM (ret.)
Paul Brandon, Professor and Director, Curriculum Research & Development Group, UHM
E. Brook Chapman de Sousa, Assistant Professor, ITE, UHM
Joseph Ciotti, Professor, Natural Science, WCC
Graham Crookes, Professor, Chair, Second Language Studies, UHM
Martha Crosby, Professor, Information and Computer Sciences, UHM
Anne Freese, Specialist, Curriculum Studies, UHM (ret.)
George Harrison, Assistant Professor, CRDG, UHM
Terry Higa, Principal Investigator, Curriculum Research & Development Group, UHM (ret.)
Joanne Itano, Assoc. Vice President for Acad Affairs, UHM
Jeffrey Judd, Assistant Professor, Education, Social Sciences, Leeward Community College
Alice Kawakami, Professor, Institute for Teacher Education, UHM (ret.)
Michael Kirk-Kuwaye, Acad. Advisor, Student Academic Services, UHM
Margaret Maaka, Professor, Curriculum Studies, UHM
Megumi Makino-Kanehiro, Director, Academic Advisor, Mānoa Advising Center, UHM
Elizabeth McFarlane, Associate Professor, Public Health Studies, UHM
Cecilia Mukai, Professor, Nursing, UH-Hilo
Carol Pang, Director of Career & Tech Education, UH Community Colleges (ret.)
Katherine Ratliffe, Associate Professor, Educational Psychology, UHM
Ruth Robison, Director, Intl Student & National Student Exchange Office, UH-Hilo (ret.)
Judy Shishido, Institutional Research Analyst, Institutional Research Office, UHM (ret.)
Monica Stitt-Bergh, Associate Specialist, Assessment Office, UHM
Stacey Takanishi, Instructor, Institute of Teacher Education, Elementary Program, UHM
Russell Uyeno, Dean, Communications and Services Programs, Honolulu Community College
Linda Venenciano, Assistant Specialist, CRDG, UHM
Eddie Wong, Assistant Specialist, Social Work, UHM (ret.)
Rosemarie Woodruff, Director & Associate Specialist, Learning Assistance Center, UHM
Jon Yoshioka, Associate Professor & MEdT Prog. Director, ITE, UHM
Shuqiang Zhang, Associate Professor, Educational Psychology, UHM (ret.)

Within the State Department of Education
Selvin Chin-Chance, Head of Test Development Section (ret.)
Glenn Hirata, Administrator, System Eval. & Reporting Section (ret.)
Glenn Nochi, Evaluation Specialist, Accountability Section
Patricia Reiss, Test Development Specialist, Assessment Section
Tom Saka, Director, Assessment and Accountability Branch
Within Other Local Educational Organizations
Stephen Berg, Assistant Professor, Mathematics, Hawaii Pacific University (ret.)
Landry Fukunaga, Senior Research Analyst, Kamehameha Schools
Chuck Giuli, Director, External Evaluations, Pacific Resources for Education & Learning (ret.)
Robert Santee, Dean of Behavioral Science, Chaminade University
Kyaw Soe, Evaluation Specialist, Pacific Resources for Education & Learning
Katherine Tibbetts, Research Scientist, Kamehameha Schools (ret.)
Zijin Yang, Research Scientist, Kamehameha Schools

Graduates at Work on the Mainland
Jose Abalos, Program Evaluation Specialist, Palm Beach, Independent School District, FL
Amy Bair, Peak Performance Center Director, APEX Performance, Inc.
Lisa Beardsley, Director of Education, Loma Linda University, CA
Sarah Bisconer, Adjunct Lecturer, William & Mary
Dennis Frezzo, Senior Manager and Consulting Engineer, Cisco
William Greene, Professor, Education Dept., Southern Oregon Univ., OR
Gerald Knezek, Regents Prof of Learning Technologies, Dept of Tech. & Cogn, Univ of North Texas
Joanne Lau-Smith, Associate Professor, Education Dept., Southern Oregon Univ., OR
Alfred Lupien, Committee on Scientific Evaluation, Anesthesia Patient Safety Foundation
Oranit Limmaneeprasert, Professor, ESL, American River Community College
Lance Linke, Assoc. Research Scientist, Div. of Prevention & Community Research, Yale Univ.
Kenneth Meehan, Director of Institutional Research, Fullerton College, CA
Andrea Purcell, Principal, New Village Girls Academy
J. Malkeet Singh, Sr. Advisor, Education Northwest
Ruth Stroveler, Asst. Professor, Dept. of Engineering Education, Purdue University
Christina Tydeman, Director, Ukiah Center, Dominican University of California
Xiang-Bo Wang, Vice President of Relationship Development, College Board
Rosemary Williams, Evaluation Specialist, Beaverton Independent School District, OR
Tasha Wyatt, Educational Researcher, Georgia Regents University

Graduates at Work in International Settings
Wiladlak Chuaawanlee, Chair of Doctoral Pgm in App Beh Sci Rsch Inst, Srinakharinwirot Univ.
George Jacobs, Learning Advisor, James Cook University, Singapore
Soon Jeon Hong, Professor & Chair, Early Childhood Ed., Korean Air & Correspondence Univ.
Hisako Inaba, Assoc Prof, School of Intl Politics, Econ. & Comm., Aoyama Gakuin University, Japan
Lulu Leng, Assistant Professor, Guangzhou University
Tim Matthews, Senior Policy & Planning Officer, Education Department of Victoria, Australia
Soledad Mina, Professor, Central Luzon State University, Philippines
Robyn Najar, Associate Professor, Flinders Univ., Australia
Raffaella Negretti, Associate Senior Lecture, Dept. of English, Stockholm University
Meheru Ramani, Liaison Officer, United Nations ESCAP, Bangkok (ret.)
Seok-Hoon (Alice) Seng, Assoc. Prof., Psychological Studies, Nat'l Institute of Ed., Singapore (ret.)
Katsuya Tasaki, Assos Prof, School of Intl Politics, Econ. & Comm., Aoyama Gakuin University, Japan

*This is not a complete list of graduates. It does, however, reflect the wide range of positions that graduates hold.
Educational Psychology MEd Graduates at Work*

Graduates of the Department are teachers, evaluators, and researchers in public and private settings in Hawai‘i, on the Mainland, and throughout Asia and the Pacific Basin.

Graduates at Work in Hawai‘i

Within the University of Hawai‘i System
Jeff Bock, Education Coordinator, UHMCC
Eric Folk, Jr. Specialist, Center of Disability Studies, UHM
Sachie Etherington, Academic Support, Biology, UHM
Kendra Nip, Jr. Specialist, Center of Disability Studies, UHM
Susan Saka, Education Associate, Curriculum Research & Dev. Group, UHM
Melissa Tome, Banner Support Specialist, UHM

Within the State Department of Education
Keith Kameoka, Administrator, Evaluation Specialist III, Assessment and Accountability Branch
Blaine Kashiwaeda, Teacher & Science Dept. Head, Kalakaua Middle School
Johnette Maielua, PCNC, Hahaione Elementary School
Douglas Miller, Behavioral Health Specialist, Dept. of Education
Kristen Spear, Teacher, Nanakuli Elementary School
Tiffany Vu, Autism Behavior Health Specialist, Dept. of Education

Within Other Local Educational Organizations
Erin Yagi, Teacher, Mid-Pacific Institute
Kai Lee Awaya, Director, Sylvan Learning Center
Kristie Fujimoto, Lecturer, Kapiolani Community College
Mark Kane, Social Studies Teacher, St. Louis High School
Wendy Kekahio, Research Director, McREL International
Christy Lessary Nakahashi, Counselor, Windward Community College
Spencer Scanlan, Research Specialist, McREL
Cari Tasoe, Coordinator, Hawai‘i State Chapter, Children’s Justice Centers of Hawai‘i

Graduates at Work on the Mainland
Michelle Conklin, Teacher, Metompkin Elementary School, VA
Katherine Degnan, Seasonal Educator, North Carolina Aquarium
John Clymer, Engineering/Physics/Calculus Teacher, Monte Vista Christian School, CA
Sin Goh, Program Manager, Asian Pacific Partners for Empowerment
Sue Hansen-Smith, Associate Professor, Interdisciplinary Studies, National Louis University, IL
Chastity Moran, Sr. Executive Educator, Mastery Charter School
Katherine O’Neill, Federal Grants Coordinator, Oregon Museum of Science & Industry

*This is not a complete list of graduates. It does, however, reflect the wide range of positions that graduates hold.
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