Educational Psychology
Student Handbook

August 2017
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**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY**  
**UNIVERSITY OF HAWAI’I AT MĀNOA**  
**HANDBOOK OF GRADUATE STUDIES**

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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 Office of Graduate Education (OGE) 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 UH Human Studies Program (HSP). For more information, see their website https://www.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 Human Studies Program and the Hawai‘i State Department of Education Data Governance Office (HIDOE) (see Appendix).
College of Education Endorsed Certificates
in Measurement & Statistics and Program Evaluation

The Department of Educational Psychology offers two 15-credit Graduate certificates that are currently College of Education endorsed. Certificate completers will receive a College of Education certificate indicating completion of the required courses, and the accomplishment will not be shown on University of Hawai‘i transcripts.

Applicants for certificate programs must be in a classified graduate program, or be eligible for unclassified graduate status in the University of Hawai‘i, and must have demonstrated previous coursework in mathematics or statistics with grades of B+ or above.

The 15-credit Measurement and Statistics certificate will focus on psychometrics and advanced statistics that can be used for analyzing research data. It will allow graduate students within the University of Hawai‘i system to obtain and document proficiency in advanced measurement and statistics. Students can tailor the courses that they take to their own interests and professional needs. A capstone course that includes a capstone project will help students apply their skills in an authentic context. Prerequisites for this certificate include statistics proficiency to the level of multiple regression analysis (EDEP 604: Applied Regression and Analysis of Variance or equivalent).

The 15-credit Program Evaluation certificate will focus on the theory, design and practice of program evaluation and is designed for those who are looking for skills and certification in program evaluation. A capstone course that includes a community-based capstone project will help students apply their skills in an authentic context. Prerequisites for this certificate include proficiency in basic research design and statistics (EDEP 608: Introduction to Research or equivalent).

Capstone projects will be presented in a public forum during the semester the certificate is completed.

*Six credits in courses in the certificate programs can be used toward completion of any other Educational Psychology program. Students in the Department of Educational Psychology can use certificate courses as cognate courses for their PhD if they are in the MSE specialization.*

Applications for the College-Endorsed Certificate programs in Measurement and Statistics or Program Evaluation should be submitted to the Graduate Chair at any time during the semester, but before the final faculty meeting of the semester. Applications are available from the Department of Educational Psychology office (EDEP), website or handbook.

**Waive:** One course may be waived if a student has taken a similar course elsewhere, but the student must take a different course in EDEP that will qualify for the certificate.

**Transfer/Substitute:** One course may be transferred in to the certificate from elsewhere if that course qualifies (is similar to a required course). Any waived or transferred courses must be approved by the EDEP faculty.
**Required Courses**

*Courses must be taken for a letter grade and not CR/NC or Audit*

<table>
<thead>
<tr>
<th>Program</th>
<th>Measurement and Statistics (MS)</th>
<th>Program Evaluation (E)</th>
</tr>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>EDEP 604: Applied Regression and ANOVA (or equivalent)</td>
<td>EDEP 608: Introduction to Research (or equivalent)</td>
</tr>
<tr>
<td>Courses (5)</td>
<td>Required: EDEP 708: Capstone Project</td>
<td>Required: EDEP 657: Introduction to Program Evaluation</td>
</tr>
<tr>
<td></td>
<td>Any four of the courses below:</td>
<td>Qualitative research course (e.g., EDEA, EDCS, EDEF, or equivalent)</td>
</tr>
<tr>
<td></td>
<td>EDEP 606: Multivariate Methods</td>
<td>EDEP 708: Capstone Project</td>
</tr>
<tr>
<td></td>
<td>EDEP 612: Multilevel Modeling for Cross-Sectional &amp; Longitudinal Data</td>
<td>And two of the following:</td>
</tr>
<tr>
<td></td>
<td>EDEP 616: Measurement in Education and Social Sciences</td>
<td>EDEP 602: Survey Research Design and Analysis</td>
</tr>
<tr>
<td></td>
<td>EDEP 618: Categorical Data Analysis</td>
<td>EDEP 768E: Seminar in Statistics</td>
</tr>
<tr>
<td></td>
<td>EDEP 625: Structural Equation Modeling</td>
<td>EDEP 768G: Seminar in Educational Evaluation</td>
</tr>
<tr>
<td></td>
<td>EDEP 626: Advanced Psychometrics</td>
<td></td>
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<tr>
<td></td>
<td>EDEP 768D: Seminar in Measurement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDEP 768E: Seminar in Statistics</td>
<td></td>
</tr>
</tbody>
</table>
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 will 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 numbered 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-baccalaureate 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 OGE’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>Fall X</td>
</tr>
<tr>
<td>EDEP 601</td>
<td>Introduction to Quantitative Methods (3)</td>
<td>Spr 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>

*EDEP 602 – Survey Research Design and Analysis may be substituted for EDEP 416

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 OGE 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 design and 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 Human Studies Program (HSP) for their project. Students work with their advisors to develop their Human Studies applications and refer to the HSP application guidelines, https://www.hawaii.edu/researchcompliance/irb-eprotocol. All students should complete the two online CITI courses (non-exempt social and behavioral sciences researchers and key personnel and non-exempt social and behavioral sciences researchers and key personnel IPS) and submit their certificates to the EDEP Department to be filed in their EDEP files. Students may 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 Human Studies Program and the Hawai‘i State Department of Education Data Governance Office (See Appendix).

* 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 and the approval letter from the UH HSP is received (if appropriate), Master’s Plan A Form II and the HSP letter are submitted to the Office of Graduate Education 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. The Style and Policy Manual for Theses and Dissertations by the OGE provide general guidelines on the physical format of the manuscript. See the OGE website for more information regarding the style policy for manuscript, http://manoa.hawaii.edu/graduate/content/style-policy.

* Copies of the completed thesis that are approved by the thesis chair must be submitted to committee members at least two weeks prior to the date of the final oral examination by the 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 OGE.

* Upon approved revisions of the thesis, Master’s Plan A Form IV is submitted to the OGE, along with the thesis. This form replaces what was the signature page.
• A digital version of the manuscript in PDF format must be provided to the Department. Digital or paper versions of the manuscript should also be provided to the Thesis chair/advisor. The student should discuss with his/her chair whether he/she prefers a paper or PDF version of the manuscript.

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 project design and the proposed research methods, 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 must receive approval from the University’s Human Studies Program (HSP) for their project. Students work with their advisors to develop their Human Studies applications and refer to the HSP application guidelines, [https://www.hawaii.edu/researchcompliance/irb-cprotocol](https://www.hawaii.edu/researchcompliance/irb-cprotocol). All students should complete the two online CITI courses (non-exempt social and behavioral sciences researchers and key personnel and non-exempt social and behavioral sciences researchers and key personnel IHS) and submit their certificates to the EDEP Department to be filed in their EDEP files. Students may 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 Human Studies Program 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 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 digital version of the manuscript in PDF format must be provided to the Department. Digital or paper versions 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. After at least one semester in the MEd program and taking several MSE courses and in consultation with their MSE advisor, students may then apply to the MSE strand on a revolving basis by completing the MSE application (see appendix).

Required Core Courses
All master’s students entering the MSE strand 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>
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<tbody>
<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>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 616</td>
<td>Measurement in Education and Social Sciences (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 Seminar</td>
<td>Seminar in Educational Psychology (3) Any alpha (B, C, D, E, G, or H)</td>
<td></td>
</tr>
<tr>
<td>Two of the Following Advanced Courses</td>
<td>(Prerequisite of EDEP 601, PSY 610, EDEA 629 or an introductory statistics course at the master’s level)</td>
<td></td>
</tr>
<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</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>X</td>
</tr>
<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>
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</table>
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 OGE 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 design and 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 Human Studies Program (HSP) for their project. Students work with their advisors to develop their Human Studies applications and refer to the HSP application guidelines, https://www.hawaii.edu/researchcompliance/irb-eprotocol. All students should complete the two online CITI courses (non-exempt social and behavioral sciences researchers and key personnel and non-exempt social and behavioral sciences researchers and key personnel IPS) and submit their certificates to the EDEP Department to be filed in their EDEP files. Students may 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 Human Studies Program and the Hawai‘i State Department of Education Data Governance Office (See Appendix).

- 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 and the approval letter from the UH HSP is received (if appropriate), Master’s Plan A Form II and the HSP letter are submitted to the Office of Graduate Education 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. The *Style and Policy Manual for Theses and Dissertations* by the OGE provide general guidelines on the physical format of the manuscript. See the OGE website for more information regarding the style policy for manuscript, http://manoa.hawaii.edu/graduate/content/style-policy.

• Copies of the completed thesis that are approved by the thesis chair must be submitted to committee members at least two weeks prior to the date of the final oral examination by the 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 OGE.

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

• A digital version of the manuscript in PDF format must be provided to the Department. Digital or paper versions of the manuscript should also be provided to the Thesis chair/advisor. The student should discuss with his/her chair whether he/she prefers a paper or PDF version of the manuscript.
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 project design and the proposed research methods, 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 must receive approval from the University's Human Studies Program (HSP) for their project. Students work with their advisors to develop their Human Studies applications and refer to the HSP application guidelines, https://www.hawaii.edu/researchcompliance/irb-eportal. All students should complete the two online CITI courses (non-exempt social and behavioral sciences researchers and key personnel and non-exempt social and behavioral sciences researchers and key personnel IPS) and submit their certificates to the EDEP Department to be filed in their EDEP files. Students may 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 Human Studies Program 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 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 digital version of the manuscript in PDF format must be provided to the Department. Digital or paper versions 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 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><strong>Course</strong></td>
<td><strong>Course Title</strong></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>

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<thead>
<tr>
<th>LEARNING AND DEVELOPMENT COURSES (12 credits)</th>
<th>Semesters Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course Title</strong></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) 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><strong>Course</strong></td>
<td><strong>Course Title</strong></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>
<tr>
<td>Course</td>
<td>Course Title</td>
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<tr>
<td>EDEP 604</td>
<td>Applied Regression and Analysis of Variance (3)</td>
</tr>
<tr>
<td>EDEP 616</td>
<td>Measurement in Education and Social Sciences (3)</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</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>X</td>
</tr>
<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 OGE’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 accepted on a rolling basis.
- 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 on a Friday by 12:00 noon, 10 days before the 1st Monday of the following month unless it’s a holiday when it would be due one week earlier in order to be considered at the first faculty meeting of the following month. There are exceptions related to spring break and other events. For example, Friday, February 19, 2018 would be the deadline to submit a prospectus to be considered at the first faculty meeting in March 2018. April, 2018 would, therefore, be the deadline for prospectuses to be considered in the Spring 2018 semester. Prospectuses submitted thereafter would be considered in the Fall (the first meeting in September). The last day to submit a prospectus for consideration in the Fall semester would be November. 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 OGE’s website, http://manoa.hawaii.edu/graduate/content/select-committee-member to make sure that potential university representatives 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 OGE 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 OGE, 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 design and methods, including how the data will be analyzed. Students 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) and the HSP approval letter (if appropriate) will be submitted to the OGE. Students 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 must receive approval from the University’s Human Studies Program (HSP) for their project. Students work with their advisors to develop their Human Studies applications and refer to the HSP application guidelines, https://www.hawaii.edu/researchcompliance/irb-e-protocol. All students should complete the two online CITI courses (non-exempt social and behavioral sciences researchers and key personnel and non-exempt social and behavioral sciences researchers and key personnel IPS) and submit
their certificates to the EDEP Department to be filed in their EDEP files. Students may 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 Human Studies Program 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 OGE’s format requirements. The Style and Policy Manual for Theses and Dissertations by the OGE provide general guidelines on the physical format of the manuscript. See the OGE 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 Education no later than two weeks prior to the defense. The announcement must specify title, date, time and place of the defense and must be signed by the committee chair.
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 OGE. When the final edited document is submitted to OGE, 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 OGE’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 OGE website, [http://manoa.hawaii.edu/graduate/content/submission-publication](http://manoa.hawaii.edu/graduate/content/submission-publication).

A digital version of the manuscript in PDF format must be provided to the Department. Digital or paper versions of the manuscript should also be provided to the Dissertation chair/advisor. The student should discuss with his/her 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 Hawaiʻi 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 Ratliffe (PhD, University of Hawaiʻi 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 Hawaiʻi 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

George Harrison (PhD, University of Hawaiʻi at Mānoa, 2013) Instrument development, evaluation, quasi-experimental designs, metacognition and second-language vocabulary learning

*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 Hawaiʻi 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, individual differences and classroom assessment; 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, development of formative and summative assessment procedures, descriptive statistics, scales of measurement, and standardized testing.

EDEP 429 Introductory Statistics (3) Introduction to concepts and logics of statistical reasoning and statistical literacy. Topics include descriptive statistics, sampling distribution, and inferential statistics such as z-test, t-tests, correlation, and one-way ANOVA. DS
EDEP 601 Introduction to Quantitative Methods (3) Introductory graduate-level statistics in education and social sciences. Topics on descriptive and inferential statistics including central tendency, variability, sampling distribution, z-test, t-test, correlation, simple linear regression and one-way ANOVA. (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 EDEA 608 and SOC 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 and exploratory factor analysis are developed. Pre: 604, PSY 610 or consent.

EDEP 608 Introduction to Educational Research (3) Fundamental design and evaluation procedures in educational research. Topics include an introduction to qualitative and quantitative research, the review of literature, developing research questions, research design, instrumentation, data collection, and writing a research proposal. Pre: 601 (or concurrent) with a minimum grade of B or higher) or consent.

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. Topics include two-level and three-level models, growth models, and multilevel logistic regression. Pre: 604 or PSY 610, 612 (with a minimum grade of B or higher) or consent.

EDEP 616 Measurement in Education and Social Sciences (3) Introduction to basic concepts and issues in assessment and measurement, development of formative and summative assessment procedures, descriptive statistics, scales of measurement and standardized testing. Pre: 604, PSY 610 or consent.

EDEP 618 Categorical Data Analysis (3) Theories and methods for data analysis with categorical and discrete variables; analysis of contingency tables, loglinear models introduction to generalized linear models for binary, nominal, ordinal, and count outcomes in cross-sectional and longitudinal data sets. Pre: 604, PSY 610 or consent.

EDEP 625 Structural Equation Modeling (3) Theories and applications to test models with manifest and latent variables. Topics include path analysis, factor analysis, latent variable model, multi-group analysis, latent means model, and other advanced topics in SEM. Pre: 606, PSY 610, PSY 614 or consent.

*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 or consent.

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. 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.

*Course content will change Fall 2017 or later
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 January.

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. Students might consider presenting at the AERA annual conference held in April. Student memberships are available to AERA and other professional organizations.
Appendices
Helpful Tips for Conducting Research with HIDOE
Editing Agreement Form
MSE Certificate Application
MSE Strand Application
Rubrics
Master's Thesis/Doctorate Forms
PhD Dissertation/ MEd Theses/Plan B Titles
Graduate positions held by former students
COE 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 Office of Graduate Education
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://manoa.hawaii.edu/counseling/

UHM Bookstore
http://www.bookstore.hawaii.edu/manoa
Helpful Tips for UH COE Researchers wanting to conduct research with the HIDOE

UH student research projects using Department of Education (DOE) data for coursework or degree requirements must obtain HIDOE approval and UH IRB approval.

According to the DOE, a DOE employee (e.g., teacher, principal, school support/district/state staff) only has the right to access, collect, and/or use data about DOE teachers, staff, students, schools, or offices (including student work) for purposes related to her/his job requirements. If DOE data will be used by a DOE employee for other purposes, such as a graduate degree requirement or course assignment, the DOE employee must obtain DOE approval. Please contact the DOE Data Governance and Analysis Branch directly with any questions about using DOE data for research.

There are several potential paths for research projects at the DOE, so 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:

All researchers are required to submit the initial Research Application form found on the website. It may be appropriate for you to seek support from your targeted school(s) prior to submitting an application. We also suggest you contact the DOE Data Governance and Analysis Branch (DGA) via email at DOEresearch@notes.k12.hi.us to confirm the requirements.

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

Steps for Submitting to the UH IRB and DOE:
Step 1: You may either contact DGA via email to describe your project, or you may review "Overview of the Application Process" and complete the abbreviated research materials ("Research Application") found on the DOE website above.

Step 2: Fill out and submit the UH IRB application at https://uhmanoa.keyusa.net/userLogin.do. If you have any questions about the level or review for your application (exempt or non-exempt), call the UH IRB office at 808.956.5007 or email at uhirb@hawaii.edu. If the researcher is a student, a faculty person must serve as the P.I. in the eProtocol application and the student is the Co-Investigator.

Application components:
- Required CITI training (P.I., Co-Investigator, Key Personnel)
- Consent form (for all studies except existing data), parental consent form, child assent form/script written at the appropriate age-group language level (if your participants are under the age of 18)
- Anything the participant will see (survey or interview questions, recruitment flyer/email)

Step 3: Upon submission of your abbreviated materials, you will receive an invitation to submit a complete application to HIDOE. Complete the appropriate DOE application materials. Note: Steps 2 and 3 may occur concurrently. Although the DOE application cannot be approved without a UH IRB approval letter, you can submit your materials before you receive your approval from the UH IRB and then attach your UH IRB approval letter to the DOE application upon receipt.

version 02.23.2017
Editing Agreement Form

Date: ________________________________

Student Name________________________ a doctoral student in the Department of Educational 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
University of Hawaii at Manoa  
Department of Educational Psychology  

Measurement and Statistics Certificate  
or  
Evaluation Certificate  
Application

The Measurement and Statistics College-Endorsed Certificate, and the Evaluation College-Endorsed Certificate are intended to prepare graduate students for job positions in applied research settings in educational agencies, testing organizations, and profit/non-profit institutions.

There are two opportunities to submit this application to the Department of Educational Psychology, Feb. 1 for consideration for acceptance into the MSE specialization the following fall semester, and September 1 for consideration for acceptance the following spring semester. The application should be submitted by e-mail to the Educational Psychology Department (edpsych@hawaii.edu), or delivered to Wist Hall, room 214 along with transcripts and two academic recommendations. Please answer the following questions.

1. Date:

2. Name:

3. UH E-mail address:

4. To which EDEP Certificate program are you applying (please circle)?

   Measurement and Statistics (MS) or Evaluation (E)

5. Are you currently in a classified graduate program at the University of Hawaii?

   Which program?
   MEd or PhD?
   What is your date of entry into the program?
   What is your anticipated date of graduation?
   Who is your advisor (name and e-mail address)?

If you are not in a classified graduate program, how do you anticipate taking the certificate courses?

   Outreach College? Unclassified Post-Baccalaureate Student? Other?

5. What science and math courses did you take as an undergraduate?
6. Please list the MS or E courses have you completed (and the semesters taken), and your grades in each course.

7. Please explain why you would like to complete the certificate. What are your goals for using these skills professionally?

8. Do you have a topic in mind for your capstone project in the certificate?

9. Have you been working with anyone on the MS or E faculty around a capstone project yet? Who?

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

11. Is there anything else you would like to mention to help us to evaluate your application?
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?
## Scoring Rubric for Master’s Plan B, Thesis and Dissertation PROPOSAL Literature Review

<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>
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<tr>
<td>1. Statement of research question</td>
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<td>For the most part, the writing is clear and organized.</td>
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<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

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<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 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>
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<tr>
<th>Rubric Component</th>
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<th>Satisfactory (1)</th>
<th>Exemplary (2)</th>
</tr>
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<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>
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<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>
</tbody>
</table>
### Assessment Documentation

**Scoring Rubric for Master’s Plan B, Thesis and Dissertation Research Presentation**

<table>
<thead>
<tr>
<th>Rubric Component</th>
<th>Standards</th>
<th>Unacceptable (0)</th>
<th>Satisfactory (1)</th>
<th>Exemplary (2)</th>
</tr>
</thead>
<tbody>
<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>
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<tr>
<th>Standards</th>
<th>Unacceptable (0)</th>
<th>Satisfactory (2)</th>
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</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. ________________

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>
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<tbody>
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<table>
<thead>
<tr>
<th>Exam</th>
<th>Not Required</th>
<th>MM/DD/YY</th>
<th>Passed</th>
<th>Failed</th>
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<tr>
<td>General or Qualifying Exam</td>
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<td>General or Qualifying Exam (Repeat if failed the first time)</td>
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<tr>
<td>First Language Exam (Language: ________)</td>
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</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, Hawaii 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                                                                                             UH ID

Graduate Program                                                                                   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.

Signature of Student:                                                                            Date:

DISSERTATION 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 Graduate Division. Attach a current curriculum vitae of the non-graduate faculty and justification for committee inclusion:

<table>
<thead>
<tr>
<th>Name (Type of Print)</th>
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<tbody>
<tr>
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<tr>
<td>Member</td>
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<td>University Representative</td>
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Part II. To be completed by graduate chair

<table>
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<th>EXAM</th>
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<tr>
<td>Comprehensive Exam (oral or oral &amp; written)</td>
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<td>Comprehensive Exam (Repeat if failed the first time)</td>
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<tr>
<td>Second Foreign Language Exam (Language: )</td>
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</table>

Advance to Candidacy: ☐ Recommended ☐ Not Recommended ☐ Issuance of ABD Certificate Requested

Signature of Graduate Chair:                                      Date:

GRADUATE DIVISION ACTION

☐ Approved ☐ Not Approved By ___________________________ Date: __________

Remarks:

C: Graduate Program
UNIVERSITY OF HAWAI‘I AT MĀNOA
Graduate Division
Student Academic Services
Records Office

Doctorate – Dissertation Evaluation (Form III)

Part I. To be completed by the student

Name ___________________________ UH ID No. ___________________________

LAST, FIRST, MI. 

Graduate Program ___________________________ Degree Objective ________________

INCLUDE SPECIALIZATION IF APPLICABLE.

Date of Final Exam / Dissertation Defense ___________________________ MM/DD/YY

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

_________________________ Date

Signature of Student

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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<tbody>
<tr>
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<tr>
<td>University Representative*</td>
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</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 Main Way, Spalding Hall 352, Honolulu, Hawaii 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. _____________________ Select One

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>
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<tbody>
<tr>
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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>
<th>Remedy for Deficiency</th>
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<td>General or Qualifying Exam</td>
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<td>General or Qualifying Exam (Repeat if failed the first time)</td>
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<tr>
<td>Foreign Language Exam (Language: ___________________________)</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 _______________________________

INCLUE SPECIALIZATION IF APPLICABLE.

Thesis Topic: _______________________________

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

☐ 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). Enrolment in Thesis 700 will not be permitted until such approval is obtained.

Signature of Student _______________________________ Date __________

Obtain approval signatures from the thesis committee:

We certify that we have reviewed 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.

<table>
<thead>
<tr>
<th>Name (Type or Print)</th>
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<tbody>
<tr>
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</table>

Part II. To be completed by the graduate chair

Exam Not Required MM/DD/YYYY Passed Failed

Second Foreign Language Exam (Language: __________________________) __________________________

Advance to Candidacy: ☐ Recommended ☐ Not Recommended

Signature of Graduate Chair _______________________________ Date __________

GRADUATE DIVISION 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 ___________________________

INCLUDE SPECIALIZATION IF APPLICABLE.

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.

Name (Print or Type) ___________________________ Signature ___________________________ Passed Failed

Chair

Member

Member

Member

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. ___________________________

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>
<th>Signature</th>
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<tr>
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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 _____________ First _____________

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.
UNIVERSITY OF HAWAI'I AT MĀNOA
GRADUATE APPLICATION FOR DEGREE

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: (M.Ed., M.S., Ph.D., etc) Program: (Accounting, Botany, etc)
(A-thesis) (B- nonthesis) Specialization: (C-exams) (EECB, CMNS, MB)

Hometown: ________________________________
(Los Angeles, California, Lilue, 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. SPRING FALL (circle one only)

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 (B.A., B.S., B.Ed., etc) Year Awarded _____ University ________________

2nd Degree (M.A., M.S., M.Ed., etc) Year Awarded _____ University ________________

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

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 Maili 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 graduate.education@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 (808-956-4010) 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: ________________

50 Rev 09/11
Petition to Transfer Credits

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

<table>
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<tr>
<th>Name of Institution</th>
<th>Course Alpha, Number &amp; Title</th>
<th>Term/Year</th>
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<th>Grade</th>
<th>Alpha &amp; Number of UHM Course to be Substituted</th>
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</table>

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: (800) 996-6500
An Equal Opportunity/Affirmative Action Institution
Petition to Substitute or Waive Courses

Part I. To be completed by the student

Name ___________________________ UH ID No. ___________________________

Graduate Program ___________________________ Degree Objective ___________________________

   INCLUDE SPECIALIZATION IF APPLICABLE.

Part II. To be completed by the graduate chair

<table>
<thead>
<tr>
<th>Alpha, Number &amp; Title of Required Course</th>
<th>Alpha, Number &amp; Title of Substitution Course</th>
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</table>

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, Spaulding Hall 352, Honolulu, Hawai‘i 96822
Telephone: (808) 956-8500
An Equal Opportunity/Affirmative Action Institution
<table>
<thead>
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<th>Name</th>
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<tr>
<td>Baldwin, Marybeth</td>
<td>Spring 2013</td>
<td>Brandon, P.</td>
<td>An Experimental Investigation of the Effects of an Imagery Strategy on Vocabulary Learning and Retention</td>
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<td>Bowditch, Scott</td>
<td>Spring 2013</td>
<td>Yamauchi, L.</td>
<td>Evaluation of Factors Contributing to the Achievement of Students Participating in a Culturally Responsive Curriculum in Hawai’i Public Schools</td>
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<td>Burk, Brian</td>
<td>Spring 2016</td>
<td>Iding, M.</td>
<td>The Impact of Medical Residents on Physician Assistant Student Performance on the Physician Assistant National Certifying Examination</td>
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<td>Chapman de Sousa, E.</td>
<td>Fall 2013</td>
<td>Yamauchi, L.</td>
<td>Instructional Conversations with Preschool Children</td>
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<td>Brook</td>
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<td>Fall 2016</td>
<td>Iding, M.</td>
<td>Social Support and Acculturation Process Among Study Abroad English as a Second Language Students in the US</td>
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<td>Gauci, Kathleen</td>
<td>Spring 2016</td>
<td>Yamauchi, L.</td>
<td>Exploring Preschoolers’ Sense of Place and Early Childhood Place-Based Education in Hawai’i</td>
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<td>Harrison, George</td>
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<td>Brandon, P.</td>
<td>The Effects of Intragrade Consistency Feedback in an Angoff Standard-Setting Procedure</td>
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<td>Leng, Lu</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>Lin, Chen Ju</td>
<td>Fall 2012</td>
<td>Yamauchi, L.</td>
<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>Language Teacher Beliefs in Context: An Activity Theoretical Approach</td>
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<td>Takashiro, Naomi</td>
<td>Fall 2015</td>
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<td>A Multilevel Analysis of Japanese Student and School Socioeconomic Status Influence on Mathematics Achievement</td>
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<td>Toms, Amy</td>
<td>Fall 2011</td>
<td>Ratliffe, K.</td>
<td>Investigating the Motivational Profile of Mentally Tough Collegiate Athletes</td>
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<td>Venencianc, Linda</td>
<td>Fall 2011</td>
<td>Brandon, P.</td>
<td>A Theoretical Model for the Measure Up Program: Relationships Among Logical Reasoning and Algebra Preparedness</td>
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<tr>
<td>Name</td>
<td>Date Grad.</td>
<td>Chair</td>
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<td>Brislin, Mark</td>
<td>Spring 2016</td>
<td>Salzman, M.</td>
<td>What do Students Think Makes a Great Teacher in Hawai‘i?</td>
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<td>Char, Stephanie</td>
<td>SS 2017</td>
<td>Yamauchi, L.</td>
<td>How a Preschool Implements and Sustains CREDE Practices</td>
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<td>Inouye, Kelsey</td>
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<td>Kawamura, Reiko</td>
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<td>DeBaryshe, B.</td>
<td>Increasing Dual Language Learning Children’s Vocabulary:</td>
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<td>Regarding their Learning Experiences in a University Classroom that</td>
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<td>Incorporates Instructional Strategies for Diverse Learners</td>
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<td>Lau, Monica</td>
<td>Spring 2017</td>
<td>Im, S.</td>
<td>Investigating Item Bias on the PISA 2009 Reading Assessment: A Case of</td>
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<td></td>
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<td>Macau with Chinese and English Versions</td>
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<td>Mosier, Sean</td>
<td>Spring 2015</td>
<td>Ratcliffe, K.</td>
<td>Effective Practices in Clicker Assessment and Feedback</td>
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<td>Nip, Kendra</td>
<td>Summer 2012</td>
<td>Im, S.</td>
<td>Exploring Differential Item Functioning Among Hawai‘i Residents on the Boston</td>
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<td>Qi, SuWei</td>
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<td>Liu, M.</td>
<td>Comparing Mediated Effects of Motivational Beliefs in Learning Science of</td>
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<td>Development and Validation of an Instrument Assessing Preschool Children's</td>
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<td>Sakai, Kanayo</td>
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<td>Yamauchi, L.</td>
<td>Building a Bridge Between Schools and Families: Teachers’ Perspectives of</td>
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<td>The Collaborative Residency Project: The Influence of Co-</td>
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<td>Salzman, M.</td>
<td>A Psychosocial Look into Types of Bullying Victimization</td>
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<td>Witkus, Shella</td>
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<td>An Examination of Cyberbullying and Sexting Behaviors among Filipino</td>
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<td>Wong, Tiffany</td>
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<td>The Wounded Social Identity of Soldiers: The Impact of Education of</td>
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<td>Zimbra, Daniel</td>
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<td>Lewis, N</td>
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<td>School Choice for Kindergarten Entry Among Native Hawaiian Parents</td>
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<td>An Analysis of Hawai'i Early Learning and Development Standards</td>
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<td>How Does Teaching the Metacognitive Strategy of Think-Alouds Impact Mathematical Problem Solving?</td>
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<td>How a Concussion Affects Student Athletes' Experience</td>
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<td>Using Adolescent Generated Videos and Adolescent Participation in English and Native Languages to Increase Parent Involvement and Knowledge in an After School Program</td>
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<td>Computational Thinking, a Computational Art Curriculum for Elementary School Students</td>
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<td>Perceptions of Graduates of a Buddhist College Preparatory School about their Career Choices and Thinking Processes</td>
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<td>Litschauer, Stephen</td>
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<td>Ratcliffe, K.</td>
<td>Student Veterans in Higher Education: Military Service Issues Affecting Success</td>
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<td>Medina, Gemma</td>
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<td>The Influence of Embedding Functional Literacy in Preschool Sociodramatic Play Scenarios</td>
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<td>Narimatsu, Jennifer</td>
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<td>Ratcliffe, K.</td>
<td>To What Extent Do Student and Teacher Temperaments Affect Student-Teacher Relationships?</td>
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<td>Olipares, Alecander</td>
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<td>What Associations do Teacher-Student Relationships Have with Student Engagement in College?</td>
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<td>Ongosia, Farahola</td>
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<td>Competency in Samoan and English Language: A Factor in Samoan Students’ Success in Higher Education</td>
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<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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<td>Peralta, Christine</td>
<td>Spring 2015</td>
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<td>Motivating Filipino Students to Pursue Higher Education in Hawai‘i</td>
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<td>Tzeng, Ho-Chin</td>
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<td>Salzman, M.</td>
<td>Philosophical inquiry and Identity Development in Young Adults</td>
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<td>Upadhyaya, Bedika</td>
<td>Spring 2017</td>
<td>Ratcliffe, K.</td>
<td>Investigating the Perspectives of Nepali Parents Living in Hawai‘i on the Extracurricular-Activity Participation of Their Youth.</td>
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<td>Yang, Stephanie</td>
<td>Summer 2014</td>
<td>Salzman, M.</td>
<td>Predictors of Anxiety Among International Students</td>
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</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
- 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
- George Harrison, Assistant Professor, CRDG, UHM
- Joanne Itano, Assoc. Vice President for Acad Affairs, UHM
- Jeffrey Judd, Assistant Professor, Education, Social Sciences, Leeward Community College
- Margaret Maaka, Professor, Curriculum Studies, UHM
- Megumi Makino-Kanehiro, Director, Academic Advisor, Mānoa Advising Center, UHM
- Elizabeth McFarlane, Associate Professor, Public Health Studies, UHM
- Monica Stitt-Bergh, Associate Specialist, Assessment Office, UHM
- Russell Uyeno, Assoc. Dir., Instructional Systems Design & Training Delivery, NDPTC, UHM
- Linda Venenciano, Associate Professor, CRDG, UHM
- Jon Yoshioka, Professor & MEdT Prog. Director, ITE, UHM

*Within Other Local Educational Organizations*
- Landry Fukunaga, Senior Research Analyst, Kamehameha Schools
- Robert Santee, Dean of Behavioral Science, Chaminade University
- Glenn Nochi, Evaluation Specialist, Accountability Section
- Tom Saka, Director, Assessment and Accountability Branch
- Kyaw Soe, Evaluation Specialist, Pacific Resources for Education & Learning
- Zijin Yang, Senior Research Analyst, Kamehameha Schools

**Graduates at Work on the Mainland**
- Amy Bair, Peak Performance Center Director, APEX Performance, Inc.
- Dennis Frezzo, Senior Manager and Consulting Engineer, Cisco
- William Greene, Professor, Education Dept., Southern Oregon Univ., OR
- Oranit Limmaneeprasert, Professor, ESL, American River Community College
- Lance Linke, Assoc. Research Scientist, Div. of Prevention & Community Research, Yale Univ.
- Andrea Purcell, Principal, New Village Girls Academy
- J. Malkeet Singh, Sr. Advisor, Education Northwest
- Christina Tydeman, Director, Ukiah Center, Dominican University of California
- Xiang-Bo Wang, Vice President of Relationship Development, College Board
- Tasha Wyatt, Educational Researcher, Georgia Regents University

**Graduates at Work in International Settings**
- George Jacobs, Learning Advisor, James Cook University, Singapore
- Soon Jeon Hong, Professor & Chair, Early Childhood Ed., Korean Air & Correspondence Univ.
- Hisako Inaba & Katsuya Tasaki, Assoc Prof, Intl Politics, Econ. & Comm., Aoyama Gakuin Univ, 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
- Raffaella Negretti, Associate Senior Lecture, Dept. of English, Stockholm University

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

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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
Winnie Wu, IT Specialist, Institutional Research and Analysis Office, UHM

Within the State Department of Education
Keith Kameoka, Administrator, Evaluation Specialist III, Assessment and Accountability Branch
Blaine Kashiwada, Teacher & Science Dept. Head, Kalakaua Middle School
Sheldon Kono, Teacher Waianae Elementary 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 Awaia, Director, Sylvan Learning Center
Kristie Fujimoto, Lecturer, Kapiolani Community College
Wendy Kekahio, Research Director, McREL International
Christy Lessary Nakahashi, Counselor, Windward Community College
Gemma Medina, Preschool Director, Imua Preschool (Maui)
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.
Department of Educational Psychology
College of Education
University of Hawai'i at Mānoa
1776 University Avenue, Wist 214
Honolulu, HI 96822

Phone: (808) 956-7775
Fax: (808) 956-6615
Website: https://coe.hawaii.edu/academics/educational-psychology