STUDENT HANDBOOK

Master of Education in Early Childhood Education
2013-2014

An Interdisciplinary Program of the College of Education
Departments of Curriculum Studies and Special Education
& the College of Tropical Agriculture & Human Resources (CTAHR)
University of Hawai‘i at Mānoa

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This handbook provides general information about the Master of Education in Early Childhood Education Program at the University of Hawai‘i at Mānoa and summarizes relevant policies and procedures of the University. The information in this handbook may not be complete. Additional information about the program can be found in the current University of Hawai‘i at Mānoa General and Graduate Information Catalog, which may be accessed online at www.catalog.hawaii.edu, or visit the COE Website at http://www.coe.hawaii.edu. The University reserves the right to change or delete, supplement, or otherwise amend at any time the information, requirements and policies contained in this handbook.
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Welcome to the MEd ECE Program

Aloha Prospective and New Students!

Welcome on behalf of the MEd Early Childhood Education Program. We are pleased that you are interested in pursuing your master’s degree in early childhood education at the University of Hawai‘i at Mānoa. The MEd in Early Childhood Education Program is an interdisciplinary leadership program in early childhood education. The program was created in 2001 in response to the demand for a graduate degree to meet the statewide needs for developing leadership in programs serving the islands’ youngest keiki and their families. We have a history of collaborative partnerships across departments on our Mānoa campus and with policymakers and practitioners in our island and national community.

We are proud of the three cohorts, over 80 students, that have graduated since the program’s inception. Our local alumni serve in teaching, administration, research, policy and other leadership positions on the islands of ‘Oahu, Maui, Molokai, Kauai and Hawai‘i. They are employed in a myriad of settings that reflect the diverse services within our community and many have provided leadership within their organizations as well as the broader early childhood community.

In addition, enrollment in the program has expanded to include students from throughout the continental United States and in Pacific Basin countries. About one third of our students reside off-island, coming for three consecutive summers to complete mandatory coursework and completing the rest of their program requirements on-line while balancing commitments to their organizations and families. The program provides an affordable alternative that allows working professionals to continue their educational aspirations.

Over the years, the College of Education early childhood programs have also expanded program offerings and collaborations with the broader University of Hawai‘i system and community partners. The MEd ECE Program offers yearly Summer Symposiums and professional development events that benefit the our early childhood education community and provides opportunities for local and visiting professionals to engage in meaningful dialogue with national and international leaders. Our adjunct faculty have included Sue Bredekamp, Stephanie Feeney, Janet Gonzalez-Mena, Lilian Katz, and Carolyn Pope Edwards.

On behalf our faculty,

Aloha, and welcome to the MEd ECE Program!

Andrea Bartlett
Chair, Curriculum Studies

Robyn S. B. Chun
Director, MEd ECE Program
Conceptual Framework and Vision Statement

A sense of purpose, a sense of place: Preparing knowledgeable, effective, and caring educators to contribute to a just, diverse, and democratic society

Standards-Based Education and the College of Education Conceptual Framework

The College of Education Conceptual Framework promotes the development of knowledgeable, effective, and caring educators in all our programs. These three standards are a part of all learning experiences in the Master in Early Childhood Education Program.

Knowledgeable

The College of Education values inquiry and collaboration in the learning process. We ask critical questions and encourage others to do the same. We draw from and contribute to the knowledge bases of our disciplines, the needs of unique learners, research and development, curriculum, pedagogy, human development, assessment, and evaluation. COE educators must be prepared to respect and engage with the divergent perspectives, wide-ranging backgrounds, and distinct ways of knowing that characterize our learning communities.

Effective

The College of Education values active participation in our programs, community, university, and professional partnerships to enhance reflective practice. Building on a strong grounding in educational research and theory, we share our understandings, compare our experiences, and hone our skills to promote learning. Our aim is to provide and to assist our candidates in learning to provide, quality and inclusive learning communities; deeply engaging and challenging learning opportunities; and the guidance and support that all learners need to develop intellectually, emotionally, socially, and physically. COE educators must be prepared to work effectively and responsively with a diversity of students, families, colleagues, and community members from Hawai‘i and around the world. That preparation includes the development of expertise with the full range of technological tools available to educators for teaching and learning.

Caring

College of Education educators care deeply about education and the lives they touch through their profession. The college seeks to help its members act in the best interests of their learning communities, advancing social justice and overcoming both discrimination and oppression, and working toward a sustainable world. The college requires a high level of professionalism demonstrated through ethical behavior, competence, reflection, fairness, respect for diversity, and a commitment to inclusion and social responsibility. We build relationships to nurture safe and positive learning communities in the belief that all individuals can learn.
MEd ECE Program Goals, Standards and Student Learning Outcomes (SLOs)

The College of Education, Department of Curriculum Studies and Special Education in partnership with the Department of Family and Consumer Sciences and The Center on the Family at the College of Tropical Agriculture and Human Resources (CTAHR) offers a 30 credit program leading to a Master of Education in Early Childhood Education degree. The program seeks to expand the knowledge and skills of early childhood educators, foster the application of new knowledge, and improve programs serving young children and their families. Program goals are to support professional development and promote leadership for those who work in programs that serve diverse young children, including those with disabilities, between infancy and age five.

The MEd in ECE program includes a unique set of program assessments designed to measure each student’s competency in meeting Five Core Program Standards. These assessments are based on the unit’s Conceptual Framework. They include measures of each student’s knowledge about child development and the field of early childhood education, ability to contribute to leadership in the profession as an effective early childhood educator, and disposition as a caring and ethical professional. These three foci are conceptual framework of the College of Education.

The conceptual framework of the COE provides broad direction and focus for the program design: the MEd in ECE provides a narrower lens through which to interpret and manifest the conceptual framework. The two are directly linked through the mission, the program goals and the objectives of the MEd in ECE. These, in turn are aligned with MEd ECE Program Standards, Student Learning Outcomes (SLOS) and Key Assessments.

The mission of the MEd in ECE is to develop depth and breadth of knowledge about the field, collaborative skills, and the disposition to engage in leadership activities and advocacy. Students develop the capacity to work collaboratively to design and implement high quality, inclusive programs for diverse young children and their families.

The MEd ECE program provides graduates with a conceptual framework, skills, and knowledge that will enable them to more effectively assume leadership roles in the field of early childhood education.

Program Goals

The program is research-based and grounded in theory. Its goals are to:

- Develop well-informed and reflective early childhood educators;
- Enhance practitioner knowledge of child development and the field of early childhood education in inclusive programs serving diverse children and families;
- Foster the application of new knowledge in programs serving young children and their families;
• Enhance early childhood educators’ ability to understand and implement research; and,
• Encourage and increase the professionalism and leadership capacity of early childhood educators in Hawai‘i, as well as other states and nations of the Pacific Rim.

Core Standards and Student Learning Outcomes
The program is designed to develop master's level competence relating to each of the five Core Program Standards. In addition, each candidate selects two additional Program Standards where they would like to demonstrate increased competency over the duration of their MEd ECE journey. Student Learning Outcomes are embedded in all courses and are also included in capstone assessments, the Plan B – Professional Portfolio or Plan A Thesis.

All students in the program are required to demonstrate competency in the first FIVE program standards.

Standard I: Child Development
MEd ECE graduates are knowledgeable about the developmental needs of young children from the prenatal period to eight years of age. As professionals who care about children achieving their maximum potential, they use that knowledge to effectively create programs that support children’s optimal development and to effectively develop translational strategies for families in an ethical and culturally sensitive manner.

SLOS for Standard 1
1.1 Students can explain research based knowledge of: 1) the unique individual nature of early childhood development and the role of maturation, protection, and experience in the development of domains, 2) the interactions between maturation and experience, 3) inter-relationships among the domains and contexts of development.

1.2 Students can apply knowledge of child development by contributing to improving the quality of programs to better support each child's growth and learning.

Standard II: The Field of Early Childhood Education and Care
MEd ECE graduates are knowledgeable about current issues and trends in early childhood care and education. As professionals who care about the larger needs of the community, they use that knowledge to effectively provide ethical and culturally sensitive leadership and advocacy with regard to policy decision-making, government agencies, and their own programs.

SLOS for Standard 2
2.1 Students can access professional literature on current issues or trends in ECEC, analyze the quality of information, and communicate key information to others.

2.2 Students can analyze present policy, practices and programs and actively promote policies that improve the quality of programs for children by meaningfully participating in advocacy or leadership activities that reflect research based knowledge of effective ECEC programs and practices.

**Standard III: Early Childhood Special Education**

MEd ECE graduates are **knowledgeable** about children and families with special needs. As **professionals who care** about equity for all children and families, they are able to **effectively** use their knowledge to develop inclusive educational programs to meet individual and group needs in an ethical, **caring**, and culturally inclusive manner.

**SLOS for Standard 3**

3.1 Students can review the literature on: 1) evolving trends in special education, 2) recommended practices regarding the needs of families with infants and young children with disabilities, 3) characteristics of infants and young children with disabilities, 4) legislative mandates for young children with special needs, 5) culturally inclusive assessment processes and procedures, 6) effective implementation of trends in the design and implementation of intervention and instruction in inclusive settings.

3.2 Students can describe legislation that affects young children with special needs/disabilities and the services and programs in Hawai‘i that result from federal legislation.

3.3 Students can develop and implement an appropriate module for a 3 hour workshop that focuses on one or more topics related to inclusion of children with special needs OR a curriculum modification for children with special needs in their care based on their knowledge of young children with special needs and research based practices that support their development and learning.

3.4 Students can demonstrate the disposition to reflect on the effectiveness of present programs for infants and young children with disabilities and contribute to the development of culturally sensitive, inclusive settings that meet the needs of each child with a disability and his or her family.

**Standard IV: Professionalism**

MEd ECE candidates are **knowledgeable** about what it means to be a professional in the field of early childhood education. As **professionals who care** about the field, they work **effectively in** collaboration with families and other professionals to provide services in an ethical, **caring** and culturally sensitive manner. Candidates identify with and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice.
SLOS for Standard 4

4.1 Students can describe the ethical and professional responsibilities of early childhood educators and the role of the NAEYC Code of Ethical Conduct and other ethical codes in guiding professional practice.

4.2 Students can effectively analyze an ethical dilemma and engage in a methodical process to resolve it using the NAEYC Code of Ethical Conduct to guide their decision making.

4.3 Students can reflect on and demonstrate professional dispositions in their interactions with children, families, colleagues, and the general public. They intentionally demonstrate growth in the breadth and scope of their leadership within the professional community through their involvement in professional activities within and outside of their workplace.

**Standard V: Research**

MEd ECE graduates are knowledgeable about the role of research in the field of early childhood education. As professionals who care about using research-based strategies and methods, they effectively reflect on their current practice and initiate their own action-research projects. They critically analyze, and apply current educational research to their own settings.

SLOS for Standard 5

5.1 Students can state: 1) the characteristics of qualitative research design and paradigms, 2) strategies and techniques for qualitative inquiry, 3) ethical and social implications of various decisions, research strategies and reports by qualitative and other researchers; and, 4) the strengths and weaknesses of experimental and qualitative research approaches.

5.2 Students can critically review and synthesize research and evaluation literature.

5.3 Students can design, implement, and report on an original qualitative action research that is consistent with the evaluation protocols suitable for inquiry in his/her area of specialization and practice.
Additional Standards and Student Learning Outcomes
Each student chooses at least TWO of the following additional standards to tailor the program to his/her unique areas of interest. Student Learning Outcomes for additional standards vary depending on the expertise, passions and interests of the student and are negotiated with your program advisor.

**Standard VI: Curriculum/Pedagogy**
MEd ECE graduates are able to provide meaningful and appropriate educational experiences for young children. The focus in this area is on teaching methods and procedures. Graduates may address work with infants-toddlers or preschool age children in a variety of early childhood settings and programs (e.g. home visiting, family interaction settings, family child care and center based programs). They demonstrate effective pedagogy for providing challenging and meaningful experiences that support the developmental needs of each child in their care.

**Standard VII: Work With Families**
MEd ECE graduates effectively partner with each family in supporting their child’s development and learning. They value families as vital partners. They possess knowledge about practices for effectively initiating relationships with families and working cooperatively and collaboratively with the diversity of families they serve.

**Standard VIII: Policy/Advocacy**
MEd ECE graduates are advocates for effective programs for young children and their families. They seek information about public policies and consider their impact on young children and their families. They perceive advocacy as an important professional responsibility and take active steps to become informed about issues involving young children and speak out on their behalf.

**Standard IX: Program Management**
MEd ECE graduates are effective administrators who (1) manage the day-to-day operations of a school and (2) provide leadership in developing, implementing, and monitoring short- and long-term organizational planning.

**Standard X: Adult Development & Learning**
MEd ECE graduates facilitate and encourage adult learning in a variety of contexts such as (1) professional development for administrators, teachers, and staff, and (2) educational programs for parents, families, and community members.
Applying for the Program

Admissions Requirements
Admission is competitive and selective. Candidates must meet the requirements of the UH Graduate Division (graduation from an accredited college or university, a 3.0 grade point average in the last two years of undergraduate study and all post baccalaureate work) and provide evidence of successful academic performance in foundational courses on child development and family studies and early childhood education. This includes a minimum of one course each in:

• Child development, age birth to five
• Foundations in the field of early childhood education
• Early childhood education/developmentally appropriate practice
• Family studies/partnering with families and communities

Applicants who have not met this requirement at the time of entry will need to enroll in foundational coursework to address pre-requisite requirements concurrently with graduate coursework.

In addition, applicants should provide:

• Documentation of experience working with young children and their families or in early childhood program administration or public policy;
• Three (3) letters of reference from people who are able to comment on the quality of the applicant’s experience, ability to pursue graduate study, and character.

This program does not provide initial preparation for working with young children and does not lead to teacher licensure.

Application Process
The MEd ECE Program accepts applications for a new cohort once every three years. Up to 30 students are selected per cohort. Applications for early admission for Cohort V will be accepted beginning in Summer 2014 and the application deadline for Cohort V is December 31, 2014. Coursework will begin in Summer 2015. Please check the MEd ECE web site for any changes to these dates.

Applicants are required to complete the Graduate Division Application AND to concurrently submit COE Application Materials to the MEd ECE Program Office, at the Department of Curriculum Studies.

Submit a Graduate Division Application
Please visit the Graduate Division website and comply with the most current requirements and submission procedures. It is a good idea to submit copies of all graduate division application materials to the COE department you are applying to with your COE application materials.
Submit an MEd ECE Program Application

The MEd ECE Application Materials application packet consists of: 1) a Graduate Information Form, 2) a Statement of Objectives; and, 3) three Letters of Recommendation. All three items can be downloaded from the MEd ECE Program web page https://coe.hawaii.edu/academics/curriculum-studies/how-to-apply.

These three documents are a crucial part of the application. Your Statement of Objectives should include:

1) Experience in working with young children and their families in child care programs or other agencies, and 2) Professional interests and career goals. Select for your (3) Letters of Recommendation references that can validate your professional experience, scholarly abilities, and commitment to the field of Early Childhood Education and Care.

Pre-application advising for interested students is available through the Graduate ECE Program Office in Everly 224D, ph. 956-0337.

General information, policies, requirements and procedures are on the Graduate Division, (http://manoa.hawaii.edu/graduate/), College of Education (http://www.coe.hawaii.edu) and MEd in Early Childhood Education website (https://coe.hawaii.edu/academics/curriculum-studies/med-ece) web site. Students interested in the degree should read these sites carefully.

Notification of Acceptance

The Graduate Division notifies each applicant of the acceptance/rejection decision regarding the application. Official notification of acceptance or rejection is generally mailed between February and May.
After Acceptance

Congratulations! Soon after the Graduate Division has notified you of acceptance into the program, a file will be established for each student and the student will be sent a letter or email from the MEd ECE Program to prepare you for your first intensive summer session. The student should contact the MEd ECE Program office as soon as possible after admission to the program to review program requirements, verify pre-requisite coursework, and plan his/her course schedule with an advisor. Please consult the appropriate University department websites to ensure your smooth transition into the program.

Students who will need to coordinate housing, VISAs, or financial aid should inform the office of their situation well in advance so that you can be assisted in making arrangements. A student who is accepted must enroll in the semester he/she is admitted. Otherwise, he/she is regarded as a “No Show” and must reapply.

Advising

Students are assigned an advisor upon entrance into the program. Because of the cohorted nature of the program, the advisor for Plan B students is generally the MEd ECE Program Director. The advisor works with students throughout the program and facilitates each student in completing his or her culminating project. Students choosing the Plan B capstone will complete a Professional Portfolio, and will be supported through a combination of group seminars, on-line technical assistance, and individual advising sessions that are embedded throughout the program. It is essential to work closely with your advisor and to review your progress every semester.

Students who elect to complete a Plan A* Thesis for their capstone will be assigned an advisor with expertise in their area of interest. In some cases, a student may decide to change to another advisor. When this occurs, the student will contact the prospective new advisor to get his or her approval and then write a memo to the MEd ECE Program Director/Curriculum Studies Chair requesting the change. The MEd Program Director or Chair will notify the former advisor.

* Note: Not all applicants who want to complete a Plan A will be able to do so. In some instances faculty with expertise in a particular area of interest may not be available to work with a particular applicant.

Residency

A majority of the coursework for the MEd ECE Program is offered through intensive summer courses or on-line/hybrid courses. All students (resident and non-resident) pay resident tuition for courses offered in the Summer. Students who take electives that are not offered by the program or additional courses as part of a Plan A option need to be aware of residency requirements that can impact their tuition status and financial aid.
The minimum residence requirement is two semesters of full-time work or four six-week summer sessions or the equivalent in credits applicable to the students' degree program (16 credits). For part-time students, each eight credits completed as a degree-seeking graduate student will be equivalent to one full-time semester of residence.

Because of the non-traditional nature of the program, it is essential that students plan early and consult appropriate departments about residency and financial aid requirements.

Financial Resources

Many of our students depend on financial support to complete their program. The Curriculum Studies Department has limited financial support available for MEd ECE students. These primarily take the form of Scholarships and occasionally may include Tuition Waivers, Graduate Assistantships, and Graduate Level Student Helper positions.

Scholarships offered through the University of Hawai‘i can be accessed via your STAR account. Applications are due each February for the following year. In addition, there are community based scholarships available for early childhood educators. The program regularly informs students of scholarship opportunities and scholarships that are specifically designated to benefit early childhood education majors.

When Tuition Waivers are available they are announced on the Graduate ECE Program Bulletin Board (in the hall outside Everly Hall, Room 224) and the Graduate Division Bulletin Board. Faculty/Staff tuition waivers are contingent on the availability of funds.

Graduate level student help positions are posted in the Financial Aids Office in the Student Services Center and on the Curriculum Studies Bulletin Board.

Petition to Transfer Credits Taken Prior to Admission

Relevant post-baccalaureate courses taken before being accepted may be transferred into the MEd in Early Childhood Education with the approval of a program advisor. Students may petition to transfer in up to a maximum of 9 credits, provided the date of completion of those credits is not earlier than seven years prior to the date of completion of the MEd degree. Students from other institutions may transfer a maximum of 12 credits upon approval of the Department and the Graduate Division. Credit transfers should occur during the first semester in the program.

Summer Housing

Our neighbor island, mainland and international students will need to secure housing for the month when we are in face-to-face sessions. Dorming arrangements may be requested with the East West Center or University Housing Office. The dorms have basic accommodations at a very economical cost. Students that elect to find off-campus housing are advised to start early, as finding housing in the University area can be a challenging.
Staying in Status

The MEd in Early Childhood Education abides by Graduate Division and Curriculum Studies policies for students to remain in status as a graduate student of the University.

Time Frame

The MEd in Early Childhood Education is a cohorted program. Generally, students will complete the program together in two and a half years. However, occasionally, a student may need to extend their program. When this happens, we make every effort to support students by making an individualized plan. Students must complete all requirements within seven (7) years after admission to the program. If requirements are not completed by the specified time, Graduate Division will drop students from the program. To be reinstated you will need a recommendation from the CS Graduate Chair and concurrence by the Assistant Dean of the Graduate Division.

Grades, Incomplete Coursework & GPA Requirements

Students in the MEd ECE Program are required to maintain a minimum GPA of a B average for all UH courses applied to the degree. In addition, students must have a B average for all courses taken as a classified graduate student. The B average is computed for: (1) all courses numbered 300-498 (excluding 399), and (2) all graduate courses numbered 600-798, except those required to fulfill undergraduate deficiencies which are disregarded by the Graduate Division. A grade of “C” may be balanced by an “A” to maintain a 3.0 average. If you receive a grade of “D” or “F” in a required course, you must repeat the course. In addition, the following grading policies apply.

• EDCS 699 (directed reading/research) may not be substituted for required courses FamR 454, FamR 491, EDCS 618, EDCS 667B, SpED 631 and EDCS 632.
• You can receive an “I” (incomplete) grade if you fail to complete a small but important part of a semester’s work before the grades are determined, and if the instructor believes that the failure was caused by conditions beyond your control. The deadline for removing an “I” grade is April 1 for fall grades and November 1 for spring or summer grades.
• If the work is not completed by the deadline the instructor may allow the grade of “I” to remain on your record or submit a change-of-grade form, with the grade computed on the basis of work completed by the deadline.
• An incomplete becomes permanent if it is not made up within two (2) semesters from the time the course was taken.
• A change of grade requires the CS Graduate Chair’s approval. The instructor must state the reasons for the grade change.
• Grade point averages are computed using all the courses taken at UHM, including courses that have been repeated, even if the students received a less than satisfactory grade in one or more of the classes. Unless the course is repeatable, as stated in the UHM Catalog, it is only counted once for meeting credit requirements for the degree.
If you have questions about your grade, discuss this matter directly with the instructor for the course.

**Conditional to Regular Status**

To be considered for regular status from conditional status, a student must first complete 12 credits as a “classified graduate” student with a B average in courses numbered 300 and above which are applicable toward their degrees.

**Leaves of Absence**

A leave of absence for a period of time no longer than one calendar year may be granted to students in good standing (GPA of at least 3.0) (a) after completion of at least one semester of course work relevant to the degree as a classified graduate student at the University of Hawai’i at Mānoa, (b) upon recommendation of the Curriculum Studies MEd Chair and MEd ECE Program Director, (c) with the approval of the Dean of the Graduate Division. The date of return from a leave must be set at the time the leave is requested.

Generally, MEd ECE students take a Leave of Absence during the Spring semester of their first year, when we do not schedule mandatory courses for the program. Occasionally, leaves must be taken at other times. Please discuss this with your advisor so we can facilitate you in making a plan for your successful return.

Students not returning from leave on time will be required to petition for readmission to the University in accordance with the established regulations. Students who are readmitted will be subject to the degree requirements in effect at the time of readmission.

Time spent during an approved leave is not counted against the seven-year limit for completion of degree programs. Students returning from an approved leave are automatically sent the appropriate forms from the Graduate Division Records Office by the established readmission deadline so that registration materials will be prepared.

**Transfer of Elective Credits Taken at Other Institutions After Admittance**

Students may complete some of their electives at another institution with the approval of their advisor after being admitted to the program. Please consult your program advisor before taking elective credits to insure that they can be applied towards your program requirements. If credits are taken elsewhere, a request for transfer of credits from another institution must be made upon completion of the course. Only credits from an accredited university and for which a grade of “B” or better was earned can be transferred.

- Up to 9 elective credits can be transferred in from another institution.
- Elective courses taken at other universities must be accompanied by a transcript and a written explanation of how course numbers correspond to educational levels (undergraduate, graduate, etc.) and content of UH Mānoa courses.
- Application for transfer of credit must be submitted in writing and require a memo and appropriate completion of Graduate Division forms. These are submitted by your advisor to the CS Graduate Chair who will send it to Graduate Division.
- Credits used to obtain a previous degree are not transferrable.
Ethical Conduct & Academic Integrity

Students are expected to conduct themselves with honesty and integrity. You should be aware that instances of academic dishonesty (cheating and plagiarism) can result in suspension or expulsion from the University.

- Cheating includes giving unauthorized help during an examination, obtaining unauthorized information about an exam before it is administered, using inappropriate sources of information during an exam, altering the record of a grade or altering an examination after it has been submitted, and misrepresenting the facts in order to obtain exemptions from course requirements.

- Plagiarism includes submitting to satisfy an academic requirement any document that has been copied in whole or in part from another individual’s work without identifying that individual, paraphrasing a passage so closely that the reader is misled as to the source, and submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved.

- If a faculty member suspects academic misconduct, he or she will notify the student, discuss the situation and take action as he or she deems appropriate. (Please consult the University of Hawai‘i at Mānoa Catalog under the Campus Policies section).

In addition, the program ascribes to the ideals and principles for professionals in the field. The NAEYC Code of Ethical Conduct, developed by our National Association for the Education of Young Children, provides guidance about ethical/professional behavior consistent with the ideals and principles of our professional organization.

Program Completion

All course work and the capstone project (Plan B – Professional Portfolio) or thesis (Plan A) must meet deadlines for completion posted by the Graduate Division during the final semester of the program. Information on timelines and critical dates will be disseminated in MEd in Early Childhood Education seminars and updated throughout your program. Please read program literature and be responsible for meeting program deadlines early in the semester you plan to graduate. (More information on this is included under Plan A and Plan B requirements).

An application for graduation must be filed with the Graduate Division at the beginning of the semester in which the student expects to complete the degree requirements. Such application need only be made once.

*Note:* A student must be enrolled in the semester he/she plans to graduate. Should all coursework be completed, the student may enroll in at least one credit of EDCS 700 (Plan A) or in EDCS 695 for one credit (Plan B) to satisfy this requirement. Please call the MEd ECE Program Office (956-0337) or email ece@hawaii.edu for the course registration number.
Your MEd ECE Program of Studies

The MEd in ECE consists of a minimum of 30 credits. Plan B students complete the 18 credits of mandatory coursework, a minimum of 9 credits of electives and 3 credits that focus on Plan B Portfolio development (EDCS 695). Students following this plan complete a Professional Portfolio for their Plan B capstone that is based on current program requirements.

If students choose to complete a Plan A, they complete 18 credits of mandatory coursework, a minimum of 6 elective credits, and 6 credits of thesis research (EDCS 700). Additional credits may be required at the discretion of the student’s advisor and students should be prepared to take longer if necessary. Students following this plan will complete a thesis based on original research.

Mandatory Courses (18 credits)

All students enroll in 18 credits of mandatory coursework held in three consecutive intensive all-day summer sessions. Mandatory courses take place over the course of three weeks between mid-June and mid-July. They are generally scheduled between 8:30 a.m. and 4:30 p.m. Monday through Friday. Each Spring information will be emailed to students prior to face-to-face coursework.

<table>
<thead>
<tr>
<th>Summer 1</th>
<th>Summer 2</th>
<th>Summer 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>FamR 491: Advanced Child Development (3)</td>
<td>EDCS 632: Qualitative Research Methods (3)*</td>
<td>FamR 454: Family Public Policy (3)</td>
</tr>
</tbody>
</table>

*EDCS 632 is classified as a Fall course in Year 2 of the program so that students are able to design, implement and report on an action research project carried out in their setting.

Capstone Courses (3-6 credits)

Students also enroll in coursework to support the capstone option they select.

<table>
<thead>
<tr>
<th>Plan A*</th>
<th>Plan B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone Courses for Plan A (6)</td>
<td>Capstone Courses for Plan B (3)</td>
</tr>
<tr>
<td>EDCS 700 (3)</td>
<td>EDCS 695: Plan B Portfolio (1) Year 1 Fall</td>
</tr>
<tr>
<td>EDCS 700 (3)</td>
<td>EDCS 695: Plan B Portfolio (1) Year 2 Spring</td>
</tr>
<tr>
<td></td>
<td>EDCS 695: Plan B Portfolio (1) Year 3 Fall</td>
</tr>
</tbody>
</table>
Elective Courses (9 credits)

Students enroll in additional electives to complete their program of study. The number of credits required varies on the capstone selected.

<table>
<thead>
<tr>
<th>Plan A*</th>
<th>Plan B</th>
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</thead>
<tbody>
<tr>
<td>Electives (6 credits)</td>
<td>Electives (9 credits)</td>
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Several options are available for completing elective coursework. The program is designed to offer flexible solutions that accommodate the diverse needs of our students. Many students stay for an additional week of on-ground coursework each summer to complete electives. The following options are available to complete program electives:

- **EDCS 656: Seminar in Issues in Early Childhood Education** (3) A special hybrid course with one week of face-to-face and on-line follow-up will be offered each summer after MEd ECE mandatory courses. Topics vary. (Repeatable.)

- **EDCS 699: Independent Studies** (3) Students may enroll in up to 6 credits of independent studies. This is to be negotiated with their program advisor or a designated faculty person.

- **Transfer Credits.** Students may petition to include up to 9 credits of graduate coursework from another accredited institution.

- **Academic Year Offerings.** Students may elect to take graduate courses offered by the PK-3 MEd program during the academic year.

Work closely with your advisor to assure the courses you select will meet program requirements.

**Culminating Project - Plan A and Plan B Options**

The M.Ed. degree should represent more than the completion of a collection of courses. It should demonstrate mastery in some aspect of your field of study. By the end of your first summer after you enter the program, decide on which option you would like to pursue and begin to identify areas of interest that can be the focus of coursework, research, professional practice and eventually the culminating project.

Completion of the culminating project assures the MEd in Early Childhood Education Program and the Graduate Division at the University of Hawai‘i that you have achieved graduate level knowledge and skill in an area of inquiry.

If you anticipate continuing in graduate school for a doctoral degree, you might want to consider writing a thesis (Plan A) as preparation for advanced study. The Plan A paper must be based on empirical research. If you decide on Plan A, you will follow the guidelines of the Graduate Division.
The Plan B project is a suitable choice for students expecting to work in applied settings after receiving their degrees. The Plan B project should have professional merit and value in the student’s area of specialization. For this program, the Plan B option is a Professional Portfolio. Since a majority of our students are working professionals who choose the Plan B option, this is elaborated on in our handbook.

Summary of Plan A and Plan B Requirements

<table>
<thead>
<tr>
<th>Requirements for Plan A</th>
<th>Requirements for Plan B</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A three person committee: two from the MEd ECE graduate faculty (one of whom is the chair), the third from another department (all committee members must be on Graduate Faculty)</td>
<td>• A Program Advisor who is a member of the MEd ECE Graduate Faculty and a Second Reader responds to the Plan B Professional Portfolio and attends the oral defense. The second reader must have a Master’s degree.</td>
</tr>
<tr>
<td>• Mandatory MEd ECE coursework (18 credits)</td>
<td>• Mandatory MEd ECE coursework (18 credits)</td>
</tr>
<tr>
<td>• Additional research courses approved by the committee</td>
<td>• 3 credits of EDCS 695 Plan B Portfolio</td>
</tr>
<tr>
<td>• 6 credit hours of EDCS 700 Thesis Research</td>
<td>• 9 credits of elective coursework in major</td>
</tr>
<tr>
<td>• Registration in EDCS 700 the semester of graduation</td>
<td>• Up to 6 credit hours of 699 (Directed Study) may be taken</td>
</tr>
<tr>
<td>• UH Human Subjects Committee approval for study</td>
<td>• Must be registered for at least one credit the semester of graduation</td>
</tr>
<tr>
<td>• A Plan A Thesis</td>
<td>• UH Human Subjects Committee approval for all studies that include human subjects</td>
</tr>
<tr>
<td>• Oral defense of the Plan A Thesis</td>
<td>• A Plan B Professional Portfolio</td>
</tr>
<tr>
<td></td>
<td>• Oral defense of the Plan B Professional Portfolio</td>
</tr>
</tbody>
</table>
Degree Plan

### M.Ed. in Early Childhood Education

<table>
<thead>
<tr>
<th>Name of student (Last, First, Middle initial)</th>
<th>StudentID</th>
<th>Program</th>
<th>Plan</th>
<th>Notes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current address</th>
<th>Home Phone</th>
<th>Work Phone</th>
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</table>

<table>
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<tr>
<th>InterimAdvisor</th>
<th>ProgramAdvisor</th>
<th>Current Status</th>
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<tr>
<th>Classified</th>
<th>email</th>
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<tr>
<th>Orals Taken</th>
<th>Passed? (Y or N)</th>
</tr>
</thead>
</table>

### DEGREE PLAN

<table>
<thead>
<tr>
<th>Core courses (18 credits)</th>
<th>Specialization Courses (9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMR 491 Adv Child Dev</td>
<td>[ ] 3 [ ]</td>
</tr>
<tr>
<td>FAMR 491 Adv Child Dev</td>
<td>[ ] 3 [ ]</td>
</tr>
<tr>
<td>EDCS 632 Qual Research</td>
<td>[ ] 3 [ ]</td>
</tr>
<tr>
<td>SPED 631 Early Interv</td>
<td>[ ] 3 [ ]</td>
</tr>
<tr>
<td>FAMR 454 Fam Public Pol</td>
<td>[ ] 3 [ ]</td>
</tr>
<tr>
<td>EDCS 618 Professionalism</td>
<td>[ ] 3 [ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Portfolio (Plan B)</th>
<th>Thesis Research (Plan A)</th>
</tr>
</thead>
</table>

### TRANSFER CREDITS

Designate credits as either Non-UH, PD/PBCSE, or unclassified UH courses

- **Non-UH courses (no more than 14 credits):**
- **UH courses – unclassified (12 credits max.):**

<table>
<thead>
<tr>
<th>Program Advisor</th>
<th>Date</th>
<th>Graduate Chair</th>
<th>Date</th>
</tr>
</thead>
</table>
Choosing A Capstone: Which Way To Go?
(based on notes compiled by B. DeBaryshe September 11, 2003)

The MEd ECE Program offers the MEd degree with two different capstone options. Choosing whether you will complete a Plan A or a Plan B is an important decision that depends on several factors:

- Your interests, strengths, resources (time, support, finances) and long term goals
- The flexibility of your timeline for degree completion
- The availability of an advisor with expertise in your area of interest and the time to support you in completing your capstone

It is important to discuss the options with your advisor and to be clear on program requirements for each option early on in your coursework.

Plan A Considerations
Some students choose to complete a Plan A Thesis. If you are considering this option, it is best to review the Graduate Division website and to familiarize yourself with Plan A capstone requirements. You will need to consult this website for important deadlines and key information. (http://manoa.hawaii.edu/graduate/content/thesis-dissertation).

The Plan A is a significant commitment of time and resources. It requires an original research that addresses a question of scholarly importance and makes a new contribution to the knowledge base of the field. Either or both of qualitative or quantitative research methods may be used, as appropriate to the question addressed. Most theses involve the collection of original data, but analysis of secondary data may also be appropriate. Both a final written thesis and an oral defense are required. The written thesis AND oral defense must be approved by a committee of three faculty members (an advisor and two members, one of whom may be from outside the MEd ECE Program). This is a requirement for graduation.

Listed below are a few things to consider when contemplating a Plan A – Thesis. These tips were compiled by Dr. Barbara DeBaryshe, an MEd ECE graduate faculty who frequently advises our Plan A students.

Focusing on Research and Writing for Publication
- The Plan A allows you to develop expertise and focus in depth on a specialized topic
- You will develop valuable skills—identifying issues, conceptualizing processes, reviewing literature, conducting research, analyzing data, and writing that will be important if you are planning to pursue a research position.
• If you like research and are independently motivated, you will enjoy running your own study.
• Your thesis will result in an original contribution to the field.
• You may be able to publish your thesis results.
• Some doctoral programs require applicants to have already completed a thesis.
• This can be a first step in establishing a longer-term research agenda and a unique professional identity.
• You MUST pay careful attention to information on the Graduate Division website for key deadlines and requirements related to your thesis work.

Be Prepared to Contribute a Significant Commitment of Resources
• You will almost certainly need to take more courses in research methods and statistics beyond the mandatory coursework for the MEd ECE Program.
• You will need to plan to devote more resources (time and money) than you would for a Plan B capstone.
• If you intend to finish with your cohort, you will need to be very organized!
• Some people find it challenging to select a thesis topic.
• You should have passion about doing research on your topic; it should be something you are excited about and willing to devote considerable time and energy to.
• If you have a very consuming job or substantial outside commitments it will be more challenging to balance the demands of a Plan A with these commitments.

Advisor and Committee Basics
• It is helpful to have an advisor who already has an established research agenda that is linked to your thesis topic. If not, you will need to make sure the advisor you choose has interest and time to support you in your agenda.
• It is essential to have a good working relationship with your advisor.
• Your thesis committee should have interest and expertise in your topic.
• Choose committee members who have interest in working with work well together.
• Most thesis topics will require you to meet the requirements of the Institutional Review Board.
Plan B Considerations
The Plan B requires a “project” which has been defined by the program as a professional portfolio. There is a required oral defense of the Plan B Portfolio. The Plan B Portfolio and defense must be approved by a committee of two faculty members (the advisor and a reader) as a requirement for graduation. A majority of our MEd ECE students select this option. Resources and student samples are available in the MEd ECE Laulima site (https://laulima.hawaii.edu/portal/site/49b34d73-3131-4d57-a410-f5fc91dcecd9c).

The Portfolio Process is an Opportunity for Reflective Practice
• The portfolio provides a way for you to engage in considerable reflection on yourself as a professional.
• The portfolio process can be a powerful professional development tool.
• The portfolio can be useful in selling yourself for a new position or promotion.
• The portfolio makes you organize your teaching/administrative/service delivery resources.
• The portfolio requires scholarly writing that demonstrates the ability to synthesize information from the research base of the field and document in writing how this is applied in professional practices.

The Plan B Portfolio, a Pragmatic Capstone for Working Professionals
• The portfolio requires time, planning, effort, and working with an advisor and second reader.
• The portfolio process is scaffolded with many scheduled opportunities for dialogue, support, and collaboration with cohort colleagues and faculty.
• The portfolio probably will likely require less time commitment than original data collection.
• It is less likely that you would need to budget for and complete extra electives or may need to extend your timeline to complete the program.
• The portfolio allows for more of your elective coursework to be devoted to the areas of interest you are passionate about.
• People who are not passionate about devoting a great amount of energy to developing expertise in conducting research and publishing will probably be happier doing a portfolio.
Plan A Thesis – Tips and Advice

The Plan A – Thesis is involves close collaboration with your advisor, individual initiative, and careful attention to requirements as established by Graduate Division. Students choosing this option must take leadership for their research process and coordinate the faculty who are supporting them through their capstone. The following Tips and Advice, compiled by Dr. Barbara DeBaryshe, provide some helpful hints about how to successfully lead the Plan A process and what to consider in selecting a thesis topic.

Make a Decision Early
- There are many practical and logistical issues that require your independent initiative in a Plan A. If you want to do a Plan A very early on and desire to complete the program with your cohort, carefully read through all the requirements and assess your ability to meet them or will need to adjust your timeline.
- In your first summer, decide on possible topics in consultation with faculty, identify the feasibility of a Plan A and faculty that are potentially able to supervise in your area of interest.
- Assess your resources (time, finances, support) and whether it will be feasible to pursue a Plan A option.

Work With Your Advisor to Select a General Topic
- Select your thesis advisor and plan your course of study to support thesis work.
- Select your general topic and work with advisor to refine research question, review relevant literature, and develop research design.
- You may at this point approach 2 other faculty to serve of your thesis committee.
- Submit Student Progress Form I (Advancement to Candidacy)

Plan Your Thesis and Get the Plan Approved
- Plan your thesis proposal.
- Submit approval of research plan to the UH Committee on Human Studies [approval must be obtained before any data are collected and before you can submit Form II].
- Select thesis committee [3 people required, usually on the graduate faculty of the ECE program. You can have a UHM grad faculty member from outside the program. You can also petition to have a non-UHM member.]
- Submit proposal to committee at least 2 weeks before proposal meeting.
- Hold proposal meeting and revise as needed, based on faculty feedback.
- Submit Student Progress Form II (Advancement to Thesis).

Do the Study
- Register for 700 Thesis Research; 6-12 credits required. [With faculty approval, you can petition to substitute 699 credits for some of the 700].
- Work with your advisor on an ongoing basis, with committee members as needed
- Just do it! (a) Recruit participants, (b) Collect data, (c) Analyze data, (d) Decide what it all means.
• Write thesis (usually sections are done in stages, with lit review and methods done prior to data collection) and revise with advisor’s input.

Defend Your Thesis Work
• Early in the semester you expect to defend, apply for graduation. You must also be registered for a minimum of 1 credit of 700.
• Write thesis final draft and submit to committee members at least 1 month before defense.
• Schedule defense by grad school deadline (early Nov for Dec graduation).
• Hold oral defense.
• Revisions and edits as required by committee.
• Submit Student Progress Form III by deadline (Final Exam and Approval of Thesis).
• Submit final, signed copies of thesis to grad division by deadline.
• Graduate and bask in the glory.
• Publish your thesis with advisor as second author.

Tips on Selecting a Thesis Topic
• Do something that excites you!
• Sources of good general ideas include your work experience, issues from your courses, current readings, and ideas from your professors.
• Good research is theory-based and addresses real-world issues. You probably have a good gut feeling on what issues are important in your line of work. Draw from this and develop a deep understanding of the research base.
• Expect to go through several ideas before you narrow in on the right one.
• Talk a lot with your likely advisor, the ECE faculty, and colleagues you respect.
• Do double duty—use your course assignments to feed into your thesis work.
• If possible, tie your thesis research into your work responsibilities (e.g. evaluate the effectiveness of your program, do an action research project in your classroom, study barriers and facilitators to program compliance, study a developmental issue using children from your worksite).
• Follow up a general idea by searching for and reading current literature (journals and policy/agency reports) on the topic. This way, you know what the hot issues are, what has already been done, what measures are commonly used, and most important, what had not already been done.
• Your final research question should be original, something that we don’t already know the answer to many times over.
• This is only a thesis! Your research question does not have to be of Nobel Prize significance and scope. Remember, you are doing 6-12 credits worth of work.
• Work with your advisor and your committee members on a continuing basis. They will help you define your research question, select suitable research methods, and give feedback on your writing. They want you to succeed and know what kind of project is the “right size” for a thesis.
• Don’t necessarily select a topic too early in the program, but also don’t wait too long. (e.g., identify your general topic and advisor by spring semester of your first year in the program).
The Plan B – Professional Portfolio

A majority of the working professionals who enter the program are practitioners, who are committed to broadening their understanding of the field of early childhood education and deepening their knowledge and expertise in practical ways specific to their workplace. For this reason, our Handbook elaborates on the Plan B process and requirements.

Many students are also looking for ways to move beyond their professional position, to develop their voice as leaders, and to make meaningful contributions to the broader profession. The Plan B – Professional Portfolio is an excellent collaborative process that enables them to meet these goals.

What is a Professional Portfolio?

A professional portfolio is an organized and annotated collection of exemplars—material evidence of professional endeavors—that provide a comprehensive view of the student’s accomplishments. The portfolio is used to evaluate progress toward meeting the MEd ECE program’s Professional Standards for Early Childhood Educators. MEd ECE Program standards align with the Professional Standards of the National Association for the Education of Young Children (NAEYC), State of Hawai‘i, Attitudes Skills and Knowledge (ASKS) for Early Care and Education Practitioners, and E Mālama I Nā Keiki, Common Essential Principles of Practice for Hawai‘i’s Early Childhood Practitioners. The standards and principles represent areas of competence and commitment that the MEd/ECE program is designed to help students to address. The portfolio enables the student to report professional activities in their real-world context.

Portfolio assessment is an option in this program because it emphasizes self-awareness, analysis of change over time, and personal reflection. The portfolio should be grounded in research and present a body or work that reflects the student’s of theory and practice. It will include: statement of philosophy relating to early care and education; evidence of professional activities such as newsletters, curricula, articles, research, children’s work samples; and reflection on these endeavors. The portfolio involves selection—it should not be an exhaustive catalogue of all of the student’s activities and accomplishments. Exemplars included in the portfolio are chosen and arranged to illustrate progress in demonstrating one or more program standards. Each exemplar will be accompanied by a statement that explains why it was selected and the competencies and dispositions the exemplar demonstrates, in addition to reflecting on what was learned. A competently communicated portfolio will reveal the complex and integrated nature of the early childhood educator’s work.

In consultation with their advisors, students use the portfolio to assess their current standing and progress towards mastery of the standards. From the start of the program, students will begin to collect exemplars and develop their portfolio, bringing together examples of competency from key assignments as well as exemplars from work or other professional experiences beyond course assignments. The final draft of each candidate’s portfolio is rated by two members of the MEd ECE faculty.
There are a total of ten program standards. They are designed to support the development of leaders in the field of early childhood education. All students must provide evidence of meeting the minimum requirements for Standards I through V. Plan B students must choose at least two other standards that they will address in their Plan B Portfolios.

Alternately, a student may design his/her own standard that explores an area of ECE in more depth in consultation with her advisor.

Each standard has SLOS and is divided into a number of benchmarks. At least two exemplars for each standard (addressing at least two of the benchmarks) should be included in the portfolio. There are five required exemplars: one from each of five core courses.

The final portfolio is submitted the semester after students have completed all required coursework.

Portfolio entries and the final portfolio are rated using the following rubric:

0 Unacceptable — portfolio evidence does not adequately demonstrate essential competency in addressing the standard/ILOs/benchmark

1 Acceptable* — portfolio evidence demonstrates that candidate demonstrates essential knowledge, skills or dispositions relative to the standard/SLO/benchmarks chosen

2 Exceeds Expectations — portfolio evidence demonstrates the candidate’s exceptional knowledge, skills or dispositions relative to the standard/SLO/benchmarks chosen

*A rating of 1 is required for work submitted as evidence for each standard.

Contents of the Professional Portfolio

The Plan B – Professional Portfolio is submitted digitally to the MEd ECE Program in the Curriculum Studies Department using the MEd ECE Laulima Dropbox. The digital capstone includes: 1) a Professional Portfolio Narrative and 2) an Exemplar Collection which includes in order the collection of exemplars the student is submitting as evidence. All drafts of documents and the final copy are submitted digitally. The culminating activity is an oral defense in which the completed portfolio is presented to the advisor, other faculty members and peers.

Overview of the Professional Portfolio Components

The portfolio consists of a digital copy of the final documents uploaded on to the MEd ECE Laulima site. It includes a Professional Portfolio Narrative and an Exemplar Collection. The MEd ECE Professional Portfolio is divided into narrative sections and addresses the 5 core and 2 or more elective ECE Standards which are recommended areas of competency within the field.
A. Plan B - Professional Portfolio Narrative

The Professional Portfolio Narrative will contain the following items in the order listed:

1. A Title Page that is formatted according to Curriculum Studies Department requirements. (See sample). A signed hard copy must be submitted for program completion.

2. A Table of Contents listing by page number all items in the Portfolio.

3. An Introduction that contains:
   • A biographical statement including a discussion of who you are, where you have been, where you are, and where you are going as a professional. Include your impression of yourself as a knowledgeable, effective and caring professional.
   • An overview of the portfolio and an explanation of why you chose the two additional standards that you addressed.

4. 7 Reflective Statements, one for each of the five required and two elective standards chosen. Reflective statements should:
   • Provide a general overview your knowledge, dispositions and competencies as an early childhood educator relative to the standard
   • Identify each exemplar and the SLOs/benchmarks it addresses
   • Describe the components submitted in each exemplar. This paragraph should briefly explain what you have included.
   • Explain why the exemplar was chosen and how this demonstrates essential knowledge, skill and dispositions relative to the standard. Entries should include what was learned through engaging in the activity that led to your exemplar, thoughts on the effectiveness of your practice, and how the experience will impact future professional practice.
   • Provide a closing summary of your current knowledge and any ethical issues related to the standard.
   • Cite of sources from professional literature that support the ideas.

4. A Conclusion that contains a summary reflection of your journey and growth. Your summary should highlight:
   • themes that emerged in the process
   • areas of significant challenge and growth as a leader and contributions you have made
   • next steps in your professional journey

5. An Appendix containing:
• A Bibliography of sources cited in the document in APA format.

• An Exemplar List noting each accompanying exemplar by code and name (codes are numbers or letters so the reader can identify and find the item (e.g., 1.1, 2.2...). There should be consistency between this list and the labeling system used in your Professional Portfolio Narrative, your Portfolio Assessment Record Sheet, and Exemplar Collection pieces submitted in your MEd ECE Laulima Dropbox.

• Professional résumé or curriculum vita.

• Program of Studies listing all courses taken as part of the program.

** Ethical Considerations: When including your journal entries or other personal reflections, do not use actual names of teachers, principals, students, schools, etc. If your work is not original, cite the appropriate references. Be sure to include your ethical reflection for each narrative and in your summary.

This information is summarized below.

| TITLE PAGE / INTRODUCTION | • Cover Sheet  
|                          | • Table of Contents  
|                          | • Introductory/Summary Statement that shares your goals, accomplishments and growth  
| CORE (Required) REFLECTIONS | • S1. Child Development  
|                          | • S2. Early Education  
|                          | • S3. EC/SpEd  
|                          | • S4. ECE Prof  
|                          | • S5. Research  
| ELECTIVE REFLECTIONS (Choice of 2) | • S6. Curriculum  
|                          | • S7. Work with Families  
|                          | • S8. Program Management  
|                          | • S9. Policy/Advocacy  
|                          | • S10. Adult Development and Learning  
| CONCLUSION | Summary Statement that shares:
|                          | • Emerging Themes  
|                          | • Highlights (significant challenges, growth and learning)  
|                          | • Next Steps  
| APPENDICES | • References / Bibliography  
|                          | • Resume (does not need a reflection)  
|                          | • Index of Exemplars  
|                          | • Program of Study  

30
B. Plan B - Exemplar Collection

Your Professional Portfolio Narrative is accompanied by the collection of exemplars that you are offering as evidence of your growth and competencies. These should be clearly labeled so that your advisor and 2nd reader can locate with ease the evidence that supports your narrative statements. You will include:

1. A **Portfolio Assessment Record Sheet** that catalogues exemplars providing evidence for each standard. For each standard you will need to collect 2 or more exemplars that demonstrate a breadth and depth of knowledge across multiple benchmarks/ILOs of each standard.
   - Note each exemplar by name and an identifying code.
   - Identify which benchmarks are addressed by each exemplar.
   - Briefly explain your exemplar’s relevance in the exemplars box for each benchmark.

2. A digital copy of each of your exemplars for the five core and two optional standards uploaded in folders. These should be clearly labeled and organized by standard in your MEd ECE Laulima Dropbox.
Choosing Exemplars for your Professional Portfolio

You will choose exemplars for the five core standards and for two additional standards of your choice. Work closely with your advisor in choosing what to include as an exemplar to make sure your proposed item is appropriate and how it might be best submitted if there are multiple parts. Students are encouraged to be creative in considering what types of materials to use. Exemplars may be selected from professional activities and course projects. Reflection is an important part of this process.

Students may use one exemplar to address several different benchmarks, but should keep in mind the need to effectively communicate with your reader that you have acquired a depth and breadth of knowledge, skills and dispositions in each of the standards you have chosen. Substantial exemplars that require great investments of time and effort may show the integration of knowledge and practice across standards. Smaller exemplars perhaps should best be used to demonstrate competency in one standard or benchmark. Quality is more important than quantity!

Since your Professional Portfolio also represents a journey and how you have developed your voice as a leader and advocate, exemplars to develop content knowledge can provide the foundation for leadership activities. It is expected that later exemplars will build on what was accomplished in previous coursework and exemplars. A general list of possible exemplars is provided below. This list provides potential ideas, but is not exclusive. You will decide on exemplars particular to your interests, gifts and situation in concert with your advisor.

- A professional presentation at a workshop, conference or a college class (including description, materials and evaluations)
- A curriculum guide, unit and lesson plans (including description, materials, children’s work samples, photographs, and other documentation)
- A published article or review for a professional journal or other publication
- An academic paper that shows the ability to synthesize and analyze current theory and research
- A community publication such as a newsletter, brochure demonstrating effective communication with parents or community groups
- A case study of a child or children including recommendations and reflections
- One or two sections of a child’s portfolio
- Professional resource materials created for adult students or colleagues
- A project or activity designed for peers, parents or community members (including description, materials, photos, and evaluations)
- A grant proposal created on your own or with others to promote an early childhood program or other early childhood educational endeavor
- A research proposal
- Reflection on an ethical dilemma
- An original research study on children or an early childhood education issue
- Documentation of a leadership role in a program or a professional organization
• A course or program designed to fulfill a community or training need
• A video, documentation panel, or other public awareness effort designed to educate parents, educators, legislators, community members, or students

Formatting Your Professional Portfolio
A digital version for the MEd ECE Program uploaded in your MEd ECE Laulima Dropbox. It will need to be formatted according to Curriculum Studies Department formatting requirements:

• Written documents must be word-processed
• Appropriate voice, grammar, sentence structure, and spelling for academic writing
• Clear, large, legible typeface such as Helvetica, Geneva, New York or Palatino, no smaller than 12 point
• One inch margins on all sides

The format for your Plan B is based on American Psychological Association (APA) style outlined in the current edition of the Publication Manual of the American Psychological Association, 6th Edition. You are encouraged to purchase a copy early in the program so that you can begin to utilize the APA writing format when you write papers for each of your courses. There are also a number of websites available online that contain current APA guidelines. The sites below include nearly everything you need to know.

Formatting and Style Guide – The OWL at Purdue
These two (OWL at Purdue) sites are very comprehensive.  
http://owl.english.purdue.edu/owl/owlprint/560/

http://owl.english.purdue.edu/owl/resource/560/24/

APA Style  (This website includes The Basics of APA style, Frequently Asked Questions about APA Style, and APA Style Help)  
http://www.apastyle.org/

Examining Plan B – Professional Portfolios written by former students will give you a clearer how portfolios are formatted, how to compose the portfolio narrative, and exemplars that have been chosen by students in the past. Please see examples of Plan B – Professional Portfolios in the MEd ECE Program Laulima.

*We highly recommend that you identify study buddies or critical friends from whom you can accept feedback to assist you in your writing process.
Professional Portfolio Timeline

First Year - Summer (2012)
• Meet with your advisor.
• Review the Program Handbook and clarify any questions about Plan B Portfolio and Course requirements.
• Label and Upload exemplars from your first Summer into your MEd ECE Laulima Dropbox.

First Year - Fall Semester (2012)
• Attend Plan B – Professional Portfolio Seminars.
• Draft Introductory Statement and begin documenting References from your Summer work (You may want to revisit the statement of objectives from your application when you draft this).
• Write first draft of reflective statements that includes exemplars from Summer 2012 (Standards 1 and 2) mandatory courses as well as any work from elective coursework or other professional endeavors that are ready to be documented.
• Upload new exemplars into the MEd ECE Laulima Dropbox.
• Begin to reflect on which 2 elective standards you want to address.

First Year - Spring Semester (2013)
• Meet with advisor to identify additional exemplars you might add from coursework or your professional endeavors.
• Label and upload exemplars and draft reflective statements for elective or foundational course.
• Revise reflective statements for Standards 1 and 2 to incorporate new exemplars.
• Update your Reference List.
• Update your Introduction draft to reflect on progress coming into your 2nd Summer.
• Reflect on emerging portfolio themes to guide your 2nd Summer work.

Second Year - Summer Semester (2013)
• Meet with your Advisor.
• Update your References.
• Label exemplars for second Summer classes and upload into MEd ECE Laulima Dropbox.
• Decide which two elective standards you will address and upload exemplars for these standards into MEd ECE Laulima Dropbox.
Second Year - Fall Semester (2013)

- Complete work on your research course (EDCS 632).
- By the end of the semester, collect most of the exemplars for core & elective standards where you do not have two exemplars, label and upload in MEd ECE Laulima Dropbox.
- In November, begin to draft narrative reflections for standards 3 and 5.
- Revise reflective statements from previous semesters to incorporate new exemplars.

Second Year - Spring Semester (2014)

By the end of the Spring 2014, you should have most of your Professional Portfolio Narrative completed in draft form and most of your exemplars labeled and uploaded into your MEd ECE Laulima Dropbox.

- Strategically add final exemplars for core & elective standards so that you have at least two exemplars for each standard (identify exemplars that will come out of 3rd Summer work).
- Update References.
- Draft narrative for remaining standards and revise as you add exemplars.
- Revise Introduction.
- Revise reflective statements from previous semesters to incorporate new exemplars
- Draft table of contents.
- Add remaining appendices.

Third Year - Summer Semester (2014)

- Complete the final 2 required MEd ECE core courses and label and upload exemplars into MEd ECE Laulima Dropbox.
- Update reflection statements to include work from this Summer.
- Revise Introduction and begin to draft Conclusion.

Third Year - Fall Semester 2014

- The Fall semester is dedicated to finalizing your portfolios and presenting your completed project at Plan B Orals. You should be FINALIZING your work not drafting pieces. An important part of this semester is weaving the pieces of your Portfolio into a coherent and compelling whole. Deadlines are crucial so that your advisor and reviewers have the time needed to facilitate you through the editing process as you finalize your portfolio. Please be mindful of the deadlines during this semester as you may not graduate if they are not observed. We will update this timeline when the information is available.

Around 1st week of September

- Deadline to apply for graduation. (Fill out forms in the Summer)

Around 2nd week of September

- Upload into MEd ECE Laulima Dropbox the first draft of the entire Professional Portfolio for final review by advisor and reviewers and remove old drafts.
Around 3rd week of October
• Submit Revised Portfolio for proofreading by your advisor and 2nd reader.

Around 2nd week of November
• At this point, your documentation should need only minor revisions. Work on this, incorporating written feedback by your advisor and 2nd reader.
• Participate in Plan B – Orals (If you live on a neighbor island, plan a trip to Oahu for the Oral Presentation. We will include those of you far away via distance or will make separate arrangements.

Around 1st week of December
• Last day to upload scan and hardcopy of signed coversheet for Professional Portfolio to Curriculum Studies Department in Everly Hall, Room 224.
• Last day to upload an approved FINAL version of digital Professional Portfolio in MEd ECE Laulima Dropbox. Remove all draft copies.

Preparing to Share Your Professional Portfolio

You are nearing the end of your MEd ECE Program Journey!

Part of the culmination of this effort is an Plan B Oral Defense. This is an opportunity to share your Professional Portfolio. Your advisor will arrange a date for the orals, which will include your advisor and your second reader and may include other students and supporters. The Orals provides you with an opportunity to discuss the process, content, and application of your Professional Portfolio. You will also be provided with feedback to help you complete final edits before submitting your Professional Portfolio. You should take notes to be certain that these suggestions are incorporated into your final draft.

The information in this section will help you to prepare for portfolio sharing day. The oral is an opportunity to share your mastery with your peer(s) and program faculty. You may want to jot notes or write your answer to each of these questions and bring them to your oral presentation. Your portion of the sharing will take about between 15-20 minutes. Each student will present your best work, with a few minutes for questions and answers afterwards.

You should NOT attempt to share all your exemplars or reflective statements verbatim at this time. Rather, plan to share a few of the most comprehensive exemplars or highlights of your portfolio and to provide a more comprehensive picture of your expertise and major accomplishments as well as how you intend to move forward as you complete your degree. You should also be prepared to answer these basic questions about your professional journey and accomplishments.
Reflection Questions to Guide Your Sharing
The following list of reflection questions are provided to help guide your preparation. Please prepare written statement of your answers and be prepared to turn this in and share but not read this directly when you present. You will turn your written statement at the end of the Portfolio Sharing Day.

1. Where were you in your professional development at the onset of this program?
2. What goals did you hope to accomplish during the MEd ECE Program process?

3. Describe your growth as a scholar:
   • What were your biggest challenges?
   • What have been your most significant accomplishments? (This is a chance to share two or three of your proudest exemplars)

4. Were there any particular standards or areas where your professional growth came as a surprise?

5. Why was this program valuable in your overall professional development and how will completing this degree impact both your work and your sense of self as a leader in the field of early childhood education?

6. How does the work you have done in this program fit into a larger framework of lifelong learning that goes beyond simply completing graded assignments?

7. What next steps will you take upon completion of the program?

8. Please share any additional thoughts you have about your experience in the MEd ECE Program.

Submitting Your Professional Portfolio for the Record
After completing the Oral Defense, complete final revisions to your Professional Portfolio, incorporating comments from your advisor, 2nd reader, and colleagues at the orals. Reconfirm the final date for submission of your Professional Portfolio. Portfolios will not be accepted after this time.

Upon completion of your orals and final editing of the Professional Portfolio, upload the final draft and all exemplars in (.doc or pdf or ppt) to your MEd ECE Program Laulima Dropbox. Remove all drafts. Submit a hard copy of your signed coversheet to the MEd ECE Program Office in the Curriculum Studies Department, in Everly 224. As a courtesy, most students send a hard or digital copy of the final paper to their advisor and second reader and express appreciation for their support.
Program Evaluations
You will be asked to complete a series of MEd E Exit Evaluations. Links to evaluations will be sent via email. Your feedback is a valuable source of information to continuously improve the quality of the program for future students. Please respond to the survey(s) before the end of finals week.

You’re Done!
Make sure you get an email from your advisor verifying that you have submitted all the necessary documents to meet program requirements and are clear to graduate.

Tips on the Writing Process
Please keep in mind that creating a Plan B project entails much more work than writing a paper for a course. It also requires on-going dialogue with your advisor. He/she will help you clarify capstone expectations and your emerging ideas and encourage you to remain focused so that you can complete the degree in a timely manner. You will need to make a number of revisions before your professional portfolio receives final approval.

By the time you have finished you should have acquired a great deal of knowledge and expertise in your field and the ability to articulate this orally and in writing.

These suggestions will help you succeed with your scholarly writing.

• Be sure that the style is consistent throughout the paper and that all references are in the same style.
• Learn to use time saving software. It is well worth your time to learn how to use headers in your word processing program and to install and learn to use a tool such as Endnotes, Zotero, or Mendeley to organize your professional references, cite references and generate bibliographies. Also, learn how to navigate the library’s on-line search systems to locate professional literature.
• There are many books written about how to write a scholarly paper. It is a good idea to study the style and organization of published studies in leading journals, documents or other published works of professionals in your field.
• As you write, try to clearly communicate with a reader who may not know as much about it as you do. Be sure that you have transitions (introduction/summary) between sections.
• Make required changes and remember that feedback from your advisor is intended to help you improve the paper, not just food for thought to ignore.
• Work from an outline and use headings and subheadings to organize your Plan A thesis or Plan B paper/project.
Tips to Keep Faculty Enthusiastic About Your Plan B

The Plan B Portfolio involves a significant amount of support on behalf of your advisor and second reader. S/he will likely be balancing your needs with many other responsibilities as well as the needs of other Plan B students. For this reason, professional courtesy and a positive working relationship is essential to your success. Here are some helpful tips to keep in mind. Make sure you are clear about how to facilitate the communication so your faculty members can support you. If you aren’t sure of the best way to exchange information and communicate, ask.

• Communicate! Check with your advisor to see when you might expect to get his or her feedback on your draft. Follow timelines for the cohort. It is assumed that you will work actively within your Laulima Dropbox during the process and not everything needs review. Alert your advisor when you have submitted pieces that require feedback.

• Faculty members are involved in a variety of projects and are advising a number of graduate students. Do not wait until the last minute to submit drafts and certainly do not expect that if you have done this, it is realistic to expect a response immediately. Generally faculty members will try to get their feedback to you one to two weeks after you have submitted your copy.

• Many faculty members who will be assisting us with second reading are on 9-month appointments and are not available in the summer. Thus you should not assume that you can readily receive assistance from a second reader on your project during the summer. Be sure to check with your advisor well in advance so that you can develop a realistic timetable for completing your project.

• There are deadlines for the Plan B oral and submission. Please consult your program literature and Laulima announcements or cohort emails for these dates early in the semester you plan to graduate.
TEACHERS TEACHING TEACHERS: MENTORING FOR PROFESSIONAL DEVELOPMENT AND EDUCATIONAL CHANGE

A PLAN B PAPER SUBMITTED TO THE DEPARTMENT OF CURRICULUM STUDIES COLLEGE OF EDUCATION UNIVERSITY OF HAWAI‘I AT MĀNOA

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN CURRICULUM STUDIES

By:
Your name
(Month of Graduation, Year of Graduation)
(e.g. May, 2010 or December, 2010)

Name of Advisor, Program Advisor
(2 spaces down)

Name of Second Reader, Reader
Professional Standards for the MEd ECE Program

3LOS for Standard 1

1. Students can explain research based knowledge of: 1) the unique individual nature of early childhood development and the role of maturation, protection, and experience in the development of domains, 2) the interactions between maturation and experience, and 3) the relationships among the domains of development from the prenatal period to eight years of age. As professionals who care about children achieving their maximum potential, they use that knowledge to effectively develop programs to support children's optimal development and to develop translational strategies for families in an ethical and culturally sensitive manner.

Candidate knowledge includes:

1. The unique, individual nature of early childhood development and the role of maturation, protection and experience in the development of domains such as:
   - Biological development
   - Social development
   - Emotional development
   - Intellectual development
   - Language development

2. The interactions between maturation and experience, with a focus on the developmental contexts of:
   - Family
   - Community
   - Culture

3. Inter-relationships among the domains and contexts of development such as:
   - Family patterns and early language development
   - Infant mental health
   - Cultural expectations of school readiness

4. Ways to use this knowledge to support children's optimal development:
• Teaching and learning based on individual developmental needs
• Parent Involvement and partnerships in early education programs

Possible Exemplars:
• A Powerpoint presentation of 12-25 slides with speaker notes on each page on a child development topic of your choice. Include at least one culturally sensitive translational strategy and an annotated bibliography with at least 3 references (Required)
• A paper, product (e.g. brochure) or teaching module on early childhood development
• Documentation of approaches you have tried to accommodate developmental needs
• Evidence of work in/with multiple contexts, e.g., parent groups, homes, community agencies; staff development
• Case study or child based portfolio
• Reviews of professional research which may serve as a theoretical base for your work with children and families

Core & Related Coursework:
FAMR 491, FAMR 331, ITE/EDCS 415, EDCS 618 (Focus on Childhood), EDEP 661, EDEP 662

Related Professional Standards & Principles of Practice:

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<thead>
<tr>
<th>Hawai‘i State ASKs</th>
<th>Growth &amp; Development (GD)</th>
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<tbody>
<tr>
<td>E Mālama i Nā Keiki</td>
<td>1. Well-Being</td>
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<td>2. Child Growth &amp; Development</td>
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<tr>
<td>NAEYC Professional Standards</td>
<td>Standard 1 - Promoting Child Development and Learning</td>
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<td>NBPTS Professional Standards</td>
<td>Standard 1 - Using Knowledge of Child Development to Understand the Whole Child</td>
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Knowledge Includes:

1. Knowledge of the range of programs and services available for young children (excluding special education programs)
2. Historical, socio-cultural, political and economic components of ECEC and educational paradigms that relate to ECEC programs
3. Knowledge of current issues and evolving trends in the ECEC including who is responsible for ECEC, readiness, professional development, curriculum, assessment of children, program evaluation, current policy and legislation
4. Awareness of the importance of ethical behavior in early childhood programs and of the role of the NAEYC Code of Ethical Conduct in guiding practice
5. Understanding of the larger guiding influences that shape the profession (e.g., initiatives and regulations from state and national agencies and professional organizations)
6. Awareness of issues relating to language and culture in ECEC programs

Possible Exemplars:

- A review of the literature related to an issue or trend in ECEC. (Required)
- A graduate paper reviewing current trends and recommended practices in early childhood education.
- Evidence of political action you have engaged in to improve funding or services for early care and education programs (e.g. a letter you have written to a legislator or the newspaper, testimony you have given).
• Materials you have developed to advocate for the improvement of particular programs or services for young children and their families.
• A funding proposal (including background information) that addresses a current need of young children or a program serving young children and their families.

**Core & Related Coursework:**
**EDCS 667B, EDCS 618, EDCS 622B, EDCS 628, EDCS 656 (MEd ECE Summer Symposium), EDCS 677B, EDCS 699**

**Related Professional Standards & Principles of Practice:**

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Standard III: Early Childhood Special Education

MEd ECE graduates are knowledgeable about children and families with special needs. As professionals who care about equity for all children and families, they are able to effectively use their knowledge to develop inclusive educational programs to meet individual and group needs in an ethical, caring, and culturally inclusive manner.

Effective demonstration of their competency includes:

1. Keeping up with and sharing evolving trends in special education
2. Sharing recommended practices regarding the needs of families of infants and young children with disabilities
3. Knowing and teaching characteristics of infants and young children with disabilities (e.g., physical impairments, language/communication disorders, autism)
4. Supporting legislative mandates for infants and young children with special needs
5. Culturally inclusive assessment processes and procedures
6. Effective implementation of trends in the design and implementation of intervention and instruction in inclusive settings
7. Effective dissemination of information about the benefits of and procedures for inclusion

3.1 Students can review the literature on: 1) evolving trends in special education, 2) recommended practices regarding the needs of families with infants and young children with disabilities, 3) characteristics of infants and young children with disabilities, 4) legislative mandates for young children with special needs, 5) culturally inclusive assessment processes and procedures, 6) effective implementation of trends in the design and implementation of intervention and instruction in inclusive settings.

3.2 Students can describe legislation that affects young children with special needs/disabilities and the services and programs in Hawai‘i that result from federal legislation.

3.3 Students can develop and implement an appropriate module for a 3 hour workshop that focuses on one or more topics related to inclusion of children with special needs OR a curriculum modification for children with special needs in their care based on their knowledge of young children with special needs and research based practices that support their development and learning.

3.4 Students can demonstrate the disposition to reflect on the effectiveness of present programs for infants and young children with disabilities and contribute to the development of culturally sensitive, inclusive settings that meet the needs of each child with a disability and his or her family.
Possible Exemplars:

• Professional Development Module: Develop a module for a 3-hour workshop focused on one or more of these topics (Required)
  - *Assessment for programming purposes* – how to collect pertinent information about children with special needs to determine the skills, behaviors, and knowledge that should be fostered and the curriculum units and themes, equipment and materials, and daily activities that will nurture the development of the skills, behaviors and knowledge in the preschool classroom.
  - *Design and implementation of instruction* – how to use daily routines and the developmentally appropriate curriculum as the basis for intervention delivered to young children with disabilities.
  - *Promoting friendships* – how to promote and support friendships between children with disabilities and their typically developing.
  - *Developing language* – how to promote and support the communication of children with disabilities in inclusive settings.

• Paper: Describe legislation that affects young children with special needs/disabilities and services/programs in Hawaii that have grown out of the Federal legislation

• Case Study: Develop a case study of a child with disabilities that might be used in a course focused on inclusion of young children with special needs. Interview the parent(s) to get a description of the child, essential facts and historical incidents in the child’s life, and an account of the child’s present status relative to his/her social and educational environments. Provide general background information about the disability and teaching strategies for working with children with that disability in inclusive classrooms.

Core & Related coursework:

**SPED 631, SPED 635, SPED 633, SPED 632, EDCS 618 (Inclusion in Early Childhood Settings)**
**Related Professional Standards & Principles of Practice:**

| Hawai`i State ASKs | Professionalism (PRO)  
| Diversity (DIV)  
| Observation & Assessment (OA)  
| Working with Families (FAM)  
| also Learning Environments (LE), Health Safety & Nutrition (HSN), Relationships and Guidance (RG), and Planning Learning Experiences (PLE) |
| E Mālama i Nā Keiki | 2. Child Growth & Development  
| 5. Diversity  
| 8. Assessment  
| 11. Partnerships with Communities  
| NAEYC Professional Standards | Standard 1 - Promoting Child Development and Learning  
| Standard 3 - Observing, Documenting, and Assessing to Support Young Children and Families  
| Also Standard 4 and Standard 5 |
| NBPTS Professional Standards | Standard III - Fostering Equity, Fairness, and Appreciation of Diversity  
| Also woven into practices for Standards II, IV, V, VI, VII, VIII |
Standard IV: Professionalism

1. Students can effectively analyze an ethical dilemma and engage in a methodical process to resolve it using the NAEYC Code of Ethical Conduct to guide their decision making.

2. Students can critically reflect on their interactions with children, families, colleagues, and the general public. They intentionally demonstrate growth in the breadth and scope of their leadership within the professional community through their involvement in professional activities within and outside of their workplace.

Effective demonstration of their competency includes:

1. Communicating effectively
2. Working collaboratively and cooperatively with families and professionals (both colleagues and those in other disciplines)
3. The ability to reflect on practice
4. Awareness of the importance of ethical behavior in early childhood programs and of the role of the Code of Ethical Conduct in guiding practice
5. Respect for and ability to work effectively with people from diverse backgrounds and cultures
6. Commitment to continuing professional growth

Possible exemplars:

- An analysis of an ethical dilemma including identifying the conflicting responsibilities, description of the procedure used to resolve the dilemma and the reasoning involved, reflection on the effectiveness of the resolution. The dilemma may relate to work with children, families, colleagues or agencies. (Required)
- An example of your written work (newsletter, letter to the editor, pamphlet or brochure, employee or parent handbook, etc.) designed to communicate clearly and succinctly
- An outline and materials for a class or workshop you have given for colleagues, parents, or students
- A reflection paper or journal on your own growth as an educator and communicator
- Documentation of ways in which you have shared your growing understanding of ethics with other professionals (a workshop outline, staff handbook, meeting notes, etc.)
- Documentation (notes, brochures, etc.) of presentations, meetings, conferences you have attended etc.
- Contributions you have made to professional publications, editorials submitted to newspapers, etc.

**Core & Related Coursework:**
EDCS 618 (Focus on Professionalism & Ethics), EDCS 695B, FAMR 454, SPED 606

**Related Professional Standards & Principles of Practice:**

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Standard V: Research

MCU ECE graduates are knowledgeable about the role of research in the field of early childhood education. As professionals who care about using research-based strategies and methods, they effectively reflect on their current practice and initiate their own action research projects. They critically analyze, and apply current educational research to their own settings.

Effective Demonstration of Their Competency Includes:

1. Awareness of the strengths and weaknesses of experimental, correlational and qualitative research designs
2. The ability to critically review and synthesize research and evaluation literature
3. Knowledge of the strategies of qualitative and quantitative inquiry
4. The ability to design research and/or evaluation protocols suitable for inquiry in one's area of specialization and practice
5. Experience with NIH provisions for human research participant protection
6. Appropriate use and interpretation of descriptive and inferential statistics
7. The ability to collect and interpret qualitative data

Possible Exemplars:

• An original research study that you have designed and conducted (Required)
• A written critique of one or more research articles or studies
• A review and critique you have written of the research literature on a topic related to ECEC
• A grant proposal you have created (on your own or with others) that includes research foundations
• An article or presentation that you have written that includes a research foundation
**Related Coursework:**
EDCS 632, EDCS 606, EDEA 604, EDEP 608, others

**Related Professional Standards & Principles of Practice:**

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</table>
Standard VII: Curriculum/Pedagogy

MEd ECE graduates are able to provide meaningful and appropriate educational experiences for young children. The focus in this area is on teaching methods and procedures. Graduates may address work with infants-toddlers or preschool age children in a variety of early childhood settings and programs (e.g. home visiting, family interaction settings, family child care and center based programs). They demonstrate effective pedagogy for providing challenging and meaningful experiences that support the developmental needs of each child in their care.

Effective demonstration of their competency includes:

1. Understanding the role of play in young children’s development,
2. Knowledge of curriculum, pedagogical knowledge, designing an appropriate learning environment for young children,
3. Understanding of current issues and appropriate methods/approaches for teaching early literacy,
4. Assessment and evaluation of development and learning,
5. Accommodating to diversity in ability, culture etc.

Possible exemplars:

- An outline for a presentation related to play or curriculum/assessment which you have given as a parent or community workshop or at a local or national conference
- Documentation (in the form of photographs, floor plans, or video) plus a written description and reflection on your design and use of a learning environment for young children
- A meaningful, appropriate interdisciplinary curriculum unit focused on a science or social studies topic that you have planned and implemented with young children (may include photos, videos, examples of student work)
- A video of your teaching with a written analysis of your pedagogy
- A reflective journal on teaching that you have kept
- A series of interrelated lessons you have written and implemented related to literacy (or another subject area)
- Evidence of the ways in which you authentically assess literacy in young children
- A paper or review of literature you have written addressing current issues and/or trends in early literacy (or another content area)
- A plan/journal on the ways in which you make ongoing assessment of children’s learning a part of your pedagogy
- A case study of a child’s learning in a particular developmental domain or subject area
- A plan in which you demonstrate how you include a child or children with special needs in your curriculum
- Evidence of how you utilize children’s cultural/linguistic backgrounds in your curriculum
**Related Coursework:**
EDCS 617, EDCS 622B, EDCS 628, EDCS 635, EDCS 656 (MEd ECE Summer Symposium), ITE/EDCS 416, ITE 417, EDEP 664

**Related Professional Standards & Principles of Practice:**

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<th>Hawaiʻi State ASKs</th>
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<td>Learning Environments (LEN)</td>
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<td>Observation &amp; Assessment (OA)</td>
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<td>Diversity (DIV)</td>
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<td>E Mālama i Nā Keiki</td>
<td>3. Relationships</td>
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<td>4. Guidance</td>
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<td>6. Learning Environment</td>
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<td>7. Curriculum</td>
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<tr>
<td>NAEYC Professional Standards</td>
<td>Standard 3 - Observing, Documenting, and Assessing to Support Young Children and Families</td>
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<td>Standard 4 - Using Developmentally Effective Approaches to Connect with Children and Families</td>
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<tr>
<td></td>
<td>Standard 5 - Using Content Knowledge to Build Meaningful Curriculum</td>
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<tr>
<td>NBPTS Professional Standards</td>
<td>Standard III - Fostering Equity, Fairness, and Appreciation for Diversity</td>
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<td>Standard IV - Knowing Subject Matter for Teaching Young Children</td>
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<td>Standard V - Assessing Children’s Development and Learning</td>
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<td>Standard VI - Managing the Environment for Development and Learning</td>
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<td>Standard VII - Planning for Development and Learning</td>
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<td>Standard VIII - Implementing Instruction for Development and Learning</td>
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<td>Standard IX - Reflecting on Teaching Young Children</td>
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Standard VII: Work With Families

MEd ECE graduates effectively partner with each family in supporting their child’s development and learning. They value families as vital partners. They possess knowledge about practices for effectively initiating relationships with families and working cooperatively and collaboratively with the diversity of families they serve.

Effective demonstration of their competency includes:

1. Understanding and application of major theories of family development and functioning and how these apply to work in programs and communities
2. Working effectively with families of diverse culture, socioeconomic status, language use, and membership
3. Promoting family involvement that works toward active partnership in the early childhood program
4. Supporting and educating families in their multiple roles and functions
5. Promoting family strengths and family-community linkages

Possible exemplars:

- A course paper you have written concerning theories of family development and functioning
- Documentation of the ways in which in you include diverse families in your program
- Outline for a family workshop or event that demonstrates sensitivity to diversity and strengthens families
- A reflective journal you have kept on working with families
- A family handbook or newsletter that you have written that promotes partnership and family involvement
- A year’s plan for family education and involvement with a reflective journal on what you did, your successes, challenges and learning
- A series of articles you have written that demonstrate how families can be involved
- A plan in which you include diverse families in your curriculum
- Documentation of the development of a family involvement committee for your program that you have initiated
- A plan for a series of family education nights for your program or community utilizing community resources

Related coursework:
FAMR 454, FAMR 341, FAMR 352, FAMR 444, ITE 425
**Related Professional Standards & Principles of Practice:**

| Hawai‘i State ASKs | Working with Families (FAM)  
| Diversity (DIV)  
| Program Management (MAN) |
|---|---|
| E Mālama i Nā Keiki | 1. Well-Being  
| 3. Relationships  
| 4. Guidance  
| 5. Diversity  
| 6. Learning Environment  
| 7. Curriculum  
| 11. Partnerships with Communities |
| NAEYC Professional Standards | Standard 2 - Building Family and Community Relationships  
| Standard 3 - Observing, Documenting, and Assessing to Support Young Children and Families  
| Standard 4 - Using Developmentally Effective Approaches to Connect with Children and Families |
| NBPTS Professional Standards | Standard II - Partnering with Families and Communities  
| Standard III – Fostering Equity, Fairness, and Appreciation of Diversity |
Standard VIII: Policy/Advocacy

MEd ECE graduates are advocates for effective programs for young children and their families. They seek information about public policies and consider their impact on young children and their families. They perceive advocacy as an important professional responsibility and take active steps to become informed about issues involving young children and speak out on their behalf.

Effective demonstration of their competency includes:
1. Knowledge of the historic background of political issues related to the care of young children
2. Understanding societal institutions and how they are impacted by public policies
3. Understanding steps in the policy process including identifying issues, building support and collaborating with agencies and organizations
4. Initiating and implementing change processes
5. Knowledge and skills in working with community resources for young children
6. Providing and communicating vision
7. Building relationships between the school and community

Possible exemplars:
• A graduate paper or literature review you have written concerning policies and practices related to the care of young children
• A graduate paper on the impact of current public initiatives on a specific type of early childhood program (e.g. public schools, private preschools, head start)
• A journal you have kept as you have followed a public policy initiative and advocated for legislation
• An article you have written to inform families or colleagues regarding a public policy initiative
• Legislation or testimony that you have written
• An outline and brochure for an event that you have initiated to build bridges between the early childhood program and the larger community

Related coursework:
FamR 454, LAW 590R, EDCS 618 (Professionalism and Ethics)

Related Professional Standards & Principles of Practice:

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<table>
<thead>
<tr>
<th>NAEYC Professional Standards</th>
<th>Applies sound policy and advocacy practices across each of the Professional Standards at an Advanced Practitioner level (focus on Public Policy and Advocacy Specialist)</th>
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<tr>
<th>NBPTS Professional Standards</th>
<th>Standard X - Exemplifying Professionalism and Contributing to the Profession</th>
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Standard IX: Program Management

MEd ECE graduates are effective administrators who (1) manage the day-to-day operations of a school and (2) provide leadership in developing, implementing, and monitoring short- and long-term organizational planning.

Effective demonstration of their competency includes:

1. Knowledge of the nature of effective organizations including legal and organizational factors, including governance of the organization
2. Knowledge of and provision of leadership in organizational development, planning and evaluation
3. Understanding of program components and how they are integrated, for example schedules for staff and children, program planning and fiscal resources
4. Understanding and implementation of fiscal management policies and procedures that support quality for children and families
5. Knowledge of strategies for and skill in recruiting and retaining qualified and competent staff
6. Knowledge of current human resource management techniques and procedures, including hiring, supervision, firing and legal implications of personnel actions
7. Demonstrated ability to provide staff supervision and development that supports the goals of the organization and the professional goals of individuals
8. Demonstrated ability to initiate and sustain effective relationships for the program within the community
9. Demonstrated ability to build and lead a team to achieve program goals and objectives

Possible exemplars:

- Paper comparing and contrasting two or more current books on organizational development and/or leadership
- Operating budget for an early childhood program that you have developed or taken the lead in developing
- Written policies and procedures or plan for staff advancement within the organization, which may include a career ladder, educational and salary incentives
- Staff handbook
- Evidence of your supervision of a staff member which may include notes from conferences, individualized professional development plan or performance review
- Evidence of sustained relationships with community organizations such as notes of meetings, records of collaborative projects, requests for assistance, and so on
- Evidence of learning from noncredit management training such as Castle Colleagues, small business workshops, or commercial management training events. Evidence may include journal reflections, completed assignments, reflections on training events
- Examples of written organizational plans, for example, strategic plan, operating plan, fund development plan, marketing plan
• Evidence of effective work with the organization’s governing body, for example, minutes of Board meetings, plans for Board orientations and/or retreats, reports to school committees
• A grant proposal tied to the organization’s plans, goals and objectives
• A reflection paper on the ways in which the components of the program must work together in order to support quality and achieve desired learning outcomes for children while ensuring that the program’s operation is sustainable

**Related coursework:**
EDEA 601, EDEA 650

**Related Professional Standards & Principles of Practice:**

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<thead>
<tr>
<th>Hawai’i State ASKs</th>
<th>Program Management (MAN)</th>
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<td>Growth and Development (GD)</td>
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<td>Professionalism (PRO)</td>
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<tr>
<td>E Mālama i Nā Keiki</td>
<td>10. Program Management</td>
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<td>11. Partnerships with Communities</td>
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<tr>
<td>NAEYC Professional Standards</td>
<td>Applies sound research practices across each of the Professional</td>
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<tr>
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<td>Standards at an Advanced Practitioner level (focus on Early</td>
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<td>Childhood Administrators)</td>
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<td>NBPTS Professional Standards</td>
<td>Standard X - Exemplifying Professionalism and Contributing to the</td>
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<td>Profession</td>
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Standard X: Adult Development & Learning

MEd ECE graduates facilitate and encourage adult learning in a variety of contexts such as (1) professional development for administrators, teachers, and staff, and (2) educational programs for parents, families, and community members.

**Effective demonstration of their competency includes:**
1. Knowledge of theories relevant to adult development and learning.
2. Understanding of the principles and guidelines of effective training design for adults.
3. Ability to identify and assess adult training needs.
4. Skill in designing training appropriate for adults at different stages of development.
5. Familiarity with and skill in using a wide range of training strategies specific to desired learning outcomes.

**Possible exemplars:**
- A syllabus for a course you have taught
- An outline for a workshop or seminar you have developed
- A compilation of effective learning activities you have developed for working with adults
- Summaries of adult student evaluations you received from a workshop, class or seminar with a reflective paper discussing your strengths and areas for growth as an adult educator
- A handbook or other written materials you have developed for adults
- A review of the literature related to an aspect of adult learning or effective methodology for teaching adult learners

**Related coursework:**
EDCS 760, EDCS 769, EDEA 646, EDEA 663, EDEA 662, EDEA 745

**Related Professional Standards & Principles of Practice:**

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<thead>
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<th>Hawai‘i State ASKs</th>
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<tr>
<td>E Mālama i Nā Keiki</td>
<td>Embodies principles in each domain of the Common Essential Principles of Practice</td>
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<tr>
<td>NAEYC Professional Standards</td>
<td>Applies sound adult education practices across each of the Professional Standards at an Advanced Practitioner level (focus on Early Childhood Teacher Educator/Researcher)</td>
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<td>NBPTS Professional Standards</td>
<td>Standard X - Exemplifying Professionalism and Contributing to the Profession</td>
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