Master of Early Childhood Education

University of Hawai‘i at Mānoa
MEd ECE Program
An Interdisciplinary Program of the College of Education (COE) & the College of Tropical Agriculture & Human Resources (CTAHR)

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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. 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 by visiting 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.
ʻAʻohe hana nui ke alu ʻia

No task is too big when done together by all.

~ Mary Kawena Pukui

This program thrives because of the many faculty and colleagues, present and past, who have been committed to providing a graduate level degree in early childhood education for the people in Hawai‘i.

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& Our Many Community Partners
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Welcome to the MEd ECE Program

Aloha New Students!

Welcome on behalf of the Master of Early Childhood Education Program. We are pleased that you are interested in pursuing your degree at the University of Hawai‘i at Mānoa. The MEd in Early Childhood Education Program is a unique interdisciplinary program designed to prepare leaders rooted in a sense of Hawai‘i as a unique place who can also understand national and global challenges. The program was created in 2001 in response to the demand for a graduate degree to meet the statewide needs for 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 four cohorts of over 80 students who have graduated since the program’s inception. Our local program graduates serve in teaching, administrative, research, policy and other leadership positions on the islands of O‘ahu, Maui, Moloka‘i, Kaua‘i and Hawai‘i. They are employed in a myriad of settings that reflect the diverse services within our community. Many alumni 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 online. All students balance commitments to their organizations and to their 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 early childhood education community and provides opportunities for local and visiting professionals to engage in meaningful dialogue with national and international leaders. Our distinguished speakers have included Sue Bredekamp, Stephanie Feeney, Janet Gonzalez-Mena, Lilian Katz, Carol Brunson-Day and Carolyn Pope Edwards.

Aloha and welcome to the MEd ECE Program!

Andrea Bartlett  
Chair, Curriculum Studies

Robyn S. B. Chun  
Director, MEd ECE Program

Lynn Yamashita  
Steering Committee, FamR

Patricia Sheehey  
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Chair,
Curriculum Studies

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Steering Committee, FamR

Steering Committee, SPED
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, Departments 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 faculty 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, who are infants to age five (Birth-age 5).

The MEd 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 dispositions as a caring and ethical professional. These three foci are the key components in the conceptual framework of the College of Education.

The conceptual framework of the COE provides broad direction and focus for the program design, while the MEd in ECE program standards provide 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 program. These, in turn are aligned with the MEd ECE Program Standards, Student Learning Outcomes (SLOS) and Key Assessments.

The mission of the MEd in ECE is to develop students’ depth and breadth of knowledge about the field, collaborative skills, and the dispositions 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 Program Standards and Student Learning Outcomes
The program is designed to develop graduate level competencies relating to each of the five Core Program Standards. Student Learning Outcomes and key assessments have been embedded in the core coursework to allow students to demonstrate competencies relevant to the Core Program Standards. All students are required to demonstrate competency in the five Core Program Standards. In addition, students are encouraged to selectively pursue additional Program Standards during their MEd ECE journey and to include these in their professional development plans. Student Learning Outcomes are embedded in the Plan A Thesis or Plan B Capstone requirements.

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 strategies for families in an ethical and culturally sensitive manner.

SLOS for Standard 1
1.1 Students analyze, synthesize and utilize 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 apply knowledge of child development by contributing to improving the quality of programs to better support each child’s growth and learning.

1.3 Students synthesize the research on a topic focused on a topic that impacts child well-being and development and can competently disseminate this information to policymakers, parents or practitioners in the field in one or more formats (e.g. a conference presentation, poster, web page, a brief or testimony to policymakers).

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 examine the professional literature on a broad base of current issues or trends in ECEC (e.g. governance and system building in the field, the form and purpose of programs and services for diverse young children and families, indicators of quality, credentials for the early childhood workforce, professional development, curriculum content and signature pedagogy, assessment and program evaluation, leadership).

2.2 Students collect or interpret information related to larger guiding influences that shape the profession (e.g., policies, initiatives and regulations from state and national agencies and professional organizations) and reflect a nuanced understanding of the impact of initiatives on practitioners and leaders from the perspective of diverse clients and stakeholders in a community.

2.3 Students synthesize the research on a current issues or trends and can competently disseminate this information to policymakers, parents or practitioners in the field in one or more formats (e.g. a conference presentation, poster, web page, a brief or testimony to policymakers).

2.4 Students analyze present policies, practices and programs that impact families with young children. They meaningfully engage in advocacy activities that support 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 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 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 develop and implement an appropriate parent or professional development opportunities that focus 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 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 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 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 demonstrate professional competencies and dispositions in their interactions with children, families, colleagues, and the general public and create and implement a professional development plan to intentionally develop their leadership capacities based on their strengths and areas of growth.

4.4 Students intentionally demonstrate involvement and growth as a contributor in a professional community. They gradually increase the breadth and scope of 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 research projects. They critically analyze, and apply current educational research to their own settings.

**SLOS for Standard 5**

5.1 Students describe: 1) the characteristics of early childhood research paradigms and designs, 2) strategies and techniques for inquiry in early childhood education, 3) ethical and social implications of various decisions, research strategies and reports by researchers; and, 4) the strengths and weaknesses of quantitative and qualitative research approaches.

5.2 Students gather, critique, and interpret early childhood research in their areas of interest.
5.3 Students compose a written review of the literature that analyzes and synthesizes existing professional literature on a topic of study using credible, current research studies.

5.4 Students design, implement, and disseminate the findings from an original research study that is consistent with the protocols for inquiry and evidence in their area of specialization and practice.

**Additional Standards and Student Learning Outcomes**

Students focus on specific additional standards to tailor the program to their areas of interest. Student Learning Outcomes for additional standards are highly individualized and vary depending on the expertise, passions and interests of the student. Students develop SLOS for additional standards collaboratively with their 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 and toddlers or preschool age children in a variety of early childhood settings and programs (e.g., home visiting, family child interactive learning 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: Family and Community Engagement**

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: Public 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.
Settling In

Congratulations! Soon after the Office of Graduate Education has notified you of acceptance into the program the student will be sent a letter or email from the MEd ECE Program to prepare you for your first intensive summer session. Please take the time to review program requirements, verify pre-requisite coursework, and plan your course schedule with an advisor. Please consult the appropriate University department websites to ensure your smooth transition into the program.

Advising

Students are assigned an interim advisor upon entrance into the program. Because of the coherited and summer intensive format of the program, the MEd ECE Program Director generally advises all students. Students are provided with information on capstone options the first semester of the program and a decision is made on how best to support each student’s progress based on his or her choice of capstone.

In some cases, a student may change to another advisor. When this occurs, the student will be facilitated in identifying possible new advisors. It is essential to work closely with your advisor and to review your progress every semester. After the faculty member has agreed to advise the student, a memo to the Curriculum Studies Chair formally requests the change.

* Note: Not all applicants who want to complete a Plan A will be able to do so. In some instances, this may not be possible due to logistical factors.

Residency

A majority of the coursework for the MEd ECE Program is offered through intensive summer courses or online/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 MEd ECE Program or who take additional courses as part of a Plan A option need to be aware that these courses charge non-resident tuition and could impact their tuition status and financial aid.

The minimum residency 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 set of eight credits earned 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 UH agencies 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.

Scholarships offered through the University of Hawai‘i can be accessed via your STAR account. Applications are due each February for the coming Summer. A second source of scholarships are Giving Tree Scholarships which are offered through the Curriculum Studies department. In addition, there are many community based scholarships available for early childhood educators. The program is structured to take advantage of all three rounds of PATCH Scholarships. Students will be regularly informed about scholarship opportunities.

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 Office of Graduate Education Bulletin Board or through our MEd ECE Program weebly. Faculty/Staff tuition waivers are contingent on the availability of funds since Outreach programs must be self-sustaining. 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 may be transferred into the MEd in Early Childhood Education program with the approval of the Program Director. Students may petition to transfer in up to a maximum of 9 credits, provided the date of completion of those credits is within seven years of the expected date of completion of the MEd degree. Students from other institutions may transfer a maximum of 9 credits upon approval of the Department and the Office of Graduate Education. 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 Offices. The dorms have basic accommodations at a very economical cost and alumni have prepared a care bin of kitchen utensils and linens for dorming students. Students that elect to find off-campus housing are advised to start early, as securing housing in the University area can be a challenging.
Staying Enrolled in Your Program

The MEd in Early Childhood Education abides by Office of Graduate Education 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 of admission to the program. If requirements are not completed by the specified time, the Office of Graduate Education 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 Office of Graduate Education.

Grades, Incomplete Coursework & GPA Requirements

Students in the MEd ECE Program are required to maintain a minimum GPA of a 3.0 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 Office of Graduate Education. 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 course’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 grade
• 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. Unless a course is repeatable, as stated in the UHM Catalog, it can only be counted once as meeting credit requirements for a degree.
If you have questions about your grade for a particular course, discuss this matter directly with the course instructor.

**Conditional to Regular Status**

A student may be put on conditional status if his/her GPA falls below a 3.0 average. To be returned to regular status the student must first complete his/her first 12 credits as a “classified graduate” student with a B average in courses numbered 300 and above which are applicable toward his/her degree.

**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 Office of Graduate Education. The date of return from a leave must be set at the time the leave is requested.

Generally, MEd ECE students can 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 Office of Graduate Education 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 requires a memo and appropriate completion of Office of Graduate Education forms. These are submitted by your advisor to the CS Graduate Chair who will send it to Office of Graduate Education.

• 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) could 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 (a Plan A thesis or Plan B – Professional Portfolio, Project or Paper) or must meet deadlines for completion posted by the Office of Graduate Education 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 plan to be responsible for meeting program deadlines early in the semester when 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 Office of Graduate Education at the beginning of the semester in which the student expects to complete the degree requirements. Such applications 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.

**Evaluation and Assessment**

Evaluation and assessment is an on-going part of this program. Data is collected to assess the effectiveness of the program and to identify areas where we can enhance the access or enhance our ability to support students through program completion.

Each summer, students are asked to complete **E-Café Course Evaluations** for each course and **MEd ECE Program Evaluations** an internal data collection tool used by the faculty steering committee to guide our program review. The link to the evaluations will be sent via Survey Monkey. The information is used to help us to enhance program quality.

As you graduate, you will be asked to complete a **MEd ECE Program Exit Evaluations** and Collegewide exit evaluations. Links to evaluations will be sent via email. Your feedback is a valuable source of information that helps us continuously improve the quality of the program for future students. Please respond to the survey(s) before the end of finals week.
Your MEd ECE Program of Studies

The MEd in ECE consists of a minimum of 30 credits. 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.

Students who complete the Plan B finish 18 credits of mandatory coursework, a minimum of 9 credits of electives and 3 credits that focus on Plan B Capstone development and follow-through or preparatory work relative to core courses (EDCS 695). Students following this plan complete a Project (Research Study or Practical Application) or Professional Portfolio for their Plan B Capstone that is based on current program requirements.

**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, schedule information will be emailed to students prior to face-to-face coursework.

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<tr>
<th>Summer 1</th>
<th>Summer 2</th>
<th>Summer 3</th>
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<tbody>
<tr>
<td>FamR 491: Advanced Child Development (3)</td>
<td>FamR 454: Family Public Policy (3)</td>
<td>SpED 631: Early Intervention for Special Populations (3)</td>
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<tr>
<td>EDCS 667: Issues and Trends in Early Childhood Education (3)</td>
<td>EDCS 632: Qualitative Research Methods (3)*</td>
<td>EDCS 618: ECE Advanced Topics: Professionalism and Ethics (3)</td>
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*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 a 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>
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<tr>
<td><strong>Capstone Courses for Plan A (6)</strong></td>
<td><strong>Capstone Courses for Plan B (3)</strong></td>
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<td>EDCS 700 (3)</td>
<td>EDCS 695: Plan B Project (1) Year 1 Fall</td>
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<td>EDCS 700 (3)</td>
<td>EDCS 695: Plan B Project (1) Year 2 Spring</td>
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<td>EDCS 695: Plan B Project (1) Year 3 Fall</td>
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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. Students select elective credits under guidance of their program advisor.

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<th>Plan A*</th>
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<td><strong>Electives (6 credits)</strong></td>
<td><strong>Electives (9 credits)</strong></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. In most years, an Early Childhood Education Summer Institute brings in national and international scholars who come to share their mana’o on a topic of their choice. This unique opportunity for our students is a special offering available to all to University system ECE program faculty and the broader community. (Repeatable). Our program weebly features information on upcoming speakers [http://www.medecuehmanoa.com](http://www.medecuehmanoa.com)
- **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.

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

**Engagement and Service in the Professional Community**

This is a leadership degree. Over our two and a half years together you will develop your voice and participation in the professional community. Leadership can take many forms and be exerted at many levels. You may seek out your own ways to contribute and document your leadership. In addition, the program will provide you with opportunities to scaffold your involvement in leadership activities. These include but are not limited to:

- Service projects with community partners
- Involvement in professional conferences and professional development or public policy forums that are organized by the program
- Formal or informal mentoring and internships
Culminating Capstone - Plan A and Plan B Options

Your Master's degree should represent more than the completion of a collection of courses. It should demonstrate mastery in 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 capstone assures the Master in Early Childhood Education Program and the Office of Graduate Education at the University of Hawai‘i that you have achieved graduate level knowledge and skill in your 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 the Plan A, you will follow the guidelines of the Office of Graduate Education.

The Plan B Capstone is a suitable choice for students expecting to work in applied settings after receiving their degrees. The Plan B should have professional merit and value in the student’s area of specialization. For this program, students can choose from a variety of Plan B options which include: 1) a Project, 2) a Mini-Research Study and Research Paper, and 3) a Professional Portfolio. These options are elaborated on in our handbook.

Summary of Plan A and Plan B Requirements

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

The MEd ECE Program offers several 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.

Writing in Advance Degree Programs, Finding Your Voice as a Scholar

Please keep in mind that your capstone 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 capstone 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 headers and references are in the same, APA format.
- Shift your sense of audience to write in a scholarly voice. Show your command of academic vocabulary and ability to reflect on concepts and information from multiple perspectives as well as your ability to critically assess the integrity of what you read.
- 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 about your cohort journey or assignments. Be sure that you include transitions (introduction/summary) that act as road signs to help your reader navigate between the sections of your paper.
• 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.

APA Formatting
The format for all culminating projects 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 with current APA guidelines. The sites below include nearly everything you need to know.

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

There are also a number of websites available online with current APA guidelines.

APA 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/

Also the following Office of Graduate Education website provides guidance regarding the format of the paper: http://manoa.hawaii.edu/graduate/content/style-policy

Examining final projects written by former students will give you a clearer picture of topics that have been addressed in the past and how they have been organized. Please see examples of Plan B Projects on the Department of Curriculum Studies’ Scholarspace site:
http://scholarspace.manoa.hawaii.edu/handle/10125/20942.
Tips to Keep Faculty Enthusiastic About Your Capstone

All capstones involve 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 students. For this reason, professional courtesy and a positive working relationship are 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 and will revise your official document in 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 each capstone’s 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.
The Plan A – Thesis

Plan A Considerations
Some students choose to complete a Plan A Thesis. If you are considering this option, it is best to review the Office of Graduate Education 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](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 for those who choose to complete a Plan A.

The Plan A Thesis involves close collaboration with your advisor, individual initiative, and careful attention to requirements as established by Office of Graduate Education. Students choosing this option must take leadership for their research process and coordinate the faculty who are supporting them through their capstone. Listed below are a few things to consider when contemplating a Plan A – Thesis and some helpful hints about how to successfully lead the Plan A process and what to consider in selecting a thesis topic. 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 Office of Graduate Education 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.

The Plan A - Thesis Writing Process

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 might be willing 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 on 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 the Office of Graduate Education 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 the Office of Graduate Education 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, that we don’t know the answer to.

• 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).

• Consult the Graduate Studies website for the appropriate Plan A processes and forms. http://manoa.hawaii.edu/graduate/content/thesis-dissertation
The Plan B – A Paper, A Project or a 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. 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. For this reason, our Handbook elaborates on the three Plan B choices, process and requirements. Students may select from one of 3 Plan B Capstones: a Project or Practical Application, a Mini-Research Paper, or a Professional Portfolio. Your faculty advisor is in the best position to guide you in developing the Plan B paper or project. There are several options available to meet the diverse interests, gifts and learning styles of your students.

Plan B – Paper (A Mini-Research Study)

You may decide that you would like to do a mini-research study for your Plan B capstone. Doing so allows you to make a meaningful contribution that extends the knowledge base in our field. If you decide to do a mini-research, it will be helpful to begin to read about research studies prior to your EDCS 632 course in Summer II and to come into that course with some preliminary questions and your literature completed on a topic of interest. Use the course to design and pilot a study that you can use as the basis for a mini-research as the culminating experience for your Plan B Project.

University Approval of Human Subjects Research. If the project involves human subjects, you must receive approval from the Committee on Human Studies before beginning your research. Information is available on this website: http://www.hawaii.edu/irb. Please contact your advisor before submitting forms to the committee. Students conducting human subjects research are also required to complete Collaborative Institutional Training Initiative (CITI) online modules (http://manoa.hawaii.edu/ovcr/research/rcr.html).

Approval of Research in Hawaii DOE Schools. Students who are planning to conduct research in a Hawaii DOE school(s) must obtain approval from the principal(s) and the Hawaii State Department of Education. For a study that takes place in a DOE school, students must have their advisor’s approval and signature before submission and should not contact DOE without this approval.

For more information, please see: http://apps.hidoe.k12.hi.us/research/Pages/Home.aspx Selecting a Reader (Plan B). Talk to your advisor about who will be your second reader (Plan B), and who will invite these individuals. The second reader for a Plan B needs to have a master’s or higher degree and have expertise in the subject matter of the study.

If you choose to do a research study, it’s best to select a topic early—the first semester, if possible—and follow through with that topic throughout your program as shown below. Speed toward graduation by selecting a research topic early and using your core courses effectively!
Plan B – Project (A Practical Contribution)

The Plan B project is a practical application of the research base that makes a meaningful contribution to your community. Projects are personal, and topics vary widely in format and length. It is your responsibility to define the purpose, and to organize, and implement the project. The advisor will assist with these tasks and will provide feedback to help you complete it successfully.

The following guidelines apply for a Plan B project design.

- The project should be purposeful and have meaning for the individual and his/her community, and/or importance for the field of study.
- The project should refer to a relevant body of knowledge (this might be a review of literature, grounding in historical context, oral history).
- The project should involve some form of documentation that can be kept on file. This can vary widely and might include a scholarly paper (for example action research, field study curriculum development), a standards-based portfolio, or a product like song, dance, video, website, or exhibit of photographs.
- The project should communicate a connection to practice and/or professional growth.

In addition, you must make certain:

- The Plan B project contains evidence in the final chapter summary that you have connected study outcomes with current knowledge in the content area, including previous research relevant to the Plan B project.
- The final chapter or summary makes clear the professional impact of the study findings on your future directions.
- The concluding chapter outlines general recommendations that are consonant with the findings of the project.

Your Literature Review

Most culminating projects will contain a literature review. Therefore, you will learn to write a literature review through a major assignment in the core course, FamR 491 Advanced Child Development. The purpose of this review is to summarize and integrate information drawn principally from literary and research sources (e.g. books and professional journals). The literature review should be more than a compendium of facts and findings. It should provide the reader with an overview and interpretation of the material reviewed.

The knowledge and information that you acquire from reviewing publications related to your topic area should help you to:

- Clarify the problem or topic being studied;
- Gain a better understanding of the work that has been done on the topic by researchers in the past;
- Identify connections, contradictions, gaps and inconsistencies that exist in the professional literature related to the topic being studied; and
- Delineate strategies or methodologies that have proven to be useful in solving the problem or addressing the particular paper topic.
Final Examination (Oral) for the Plan B Project or Paper

Keep in regular contact with your advisor and submit segments for review as scheduled. When the culminating project is near completion, talk to your advisor about scheduling the final oral examination (a requirement for graduation). Your advisor will arrange a date for the final oral, which will include your advisor and second reader (Plan B). Get a copy of the final draft of your culminating project to these participants at least two weeks in advance of the final oral exam.

The oral examination provides you with an opportunity to discuss the process, content and application of your project. Often students will receive suggestions for the final editing of the paper at the oral. You should take notes to be certain that these suggestions and directives are incorporated into your final draft.

After completing the oral examination, Plan B students should submit a copy of the project signature page, signed by your advisor and reader to the CS Secretary, and reconfirm the final date for submission of the Plan B paper.

Upon completion of the oral and final editing of the Plan B, submit a pdf of the completed paper to ece@hawaii.edu. As a courtesy, most students offer to give a hard copy of the final paper to their advisors/readers or committee members.

Formatting for a PLAN B Paper or Project

Title Page

Abstract

Table of Contents

Chapter 1 – Introduction
  • Background about why you chose this topic (optional)
  • Statement of problem
  • Purpose (what is the need and the research questions to be addressed)
  • Limitations of the study

Chapter 2 – Literature Review
  • Introduction (overview of topic areas)
  • Review of previous research
  • Summary and critique
  • Conclusions (summarize the major findings of the literature review)
**Chapter 3 – Methodology**
Overview (who, what, where, when, etc.)
Arrangements for conducting the project (how did you set it up?)
Description of participants (who and why you selected them)
Data collection (what you did and how you kept records, i.e. journals, student work, questionnaires, interviews, observations of participants, etc.)
Analysis of data (how did you analyze your data?)

**Chapter 3 – Project Methodology**
Description of the project (how it was developed, who participated, what you did, what issues you encountered, etc.)

**Chapter 4 – Findings**
- What were the major things you found out?
- Were there foreseen as well as unforeseen outcomes?
- Discussion of findings (what do the findings mean to you?)
- How do your findings connect to the research literature?

**Chapter 4 – The Project**
- The project itself – curriculum design, video, materials, etc.

**Chapter 5 – Conclusions and Recommendations**
The brief concluding chapter will summarize the major findings of the research study/project, discuss implications and/or lessons learned for you as a professional. Also you may include recommendations for the field.

**References**
Cite all works you referred to and other important sources using APA style.

**Appendices**
Assign titles to each appendix entry by beginning with: Appendix A followed by a description of the entry, e.g. Appendix A: Student Interview Questionnaire, Appendix B: Student Observation Instrument, and so on depending on the number of entries in the appendix of your paper.
Plan B Paper or Project Timeline

First Year - Summer (2015)
• Meet with your advisor.
• Review the Program Handbook and clarify any questions about capstone and course requirements.
• Label and upload exemplars from your first Summer into your MEd ECE Laulima Dropbox.
• Set goals for professional involvement and growth in your first year.

First Year - Fall Semester (2015)
• Attend Plan B – Cohort Seminars.
• Begin to pursue a topic of interest you are interested in.
• Begin to read widely and compile an annotated bibliography of your references.
• Learn to use some other kind of software to assist you in the researching process. (e.g. Zotero or Mendelay)
• Take preliminary notes and organize your ideas on the scope of the literature on your topic.
• Compose an annotated bibliography of significant sources
• Identify areas of need where you can make a meaningful contribution.

First Year - Spring Semester (2016)
• Meet with advisor.
• Update your Bibliography of References.
• Begin to draft a Literature Review.
• If you are planning to do research, read widely about research methodologies.
• Complete CITI research modules.

Second Year - Summer Semester (2016)
• Meet with your Advisor. Complete your course check to make sure you are on track in meeting credit requirements.
• Complete your third summer’s coursework.
• Commit to a capstone and actively begin to work.

Second Year - Fall Semester (2016)
• Complete work on your research course (EDCS 632). If you are going to do a Paper, use this project as the pilot for your entire study. Carry out your study.
• You may be reassigned an advisor based on your areas of interest.
• Update your bibliography.
Second Year - Spring Semester (2017)
By the end of the Spring 2017, you should have 80% or more of your research study Paper or Project completed and uploaded into your MEd ECE Laulima Dropbox.

- Meet with your Advisor. Complete your course check to make sure you are on track in meeting credit requirements.
- Carrying out your study or project

Third Year - Summer Semester (2017)
- Complete the final 2 required MEd ECE core courses.
- Revise Introduction and begin to draft Conclusion.

Third Year - Fall Semester 2017
- Attend Plan B – Cohort Seminars. Final graduation check.
- The Fall semester is dedicated to finalizing your portfolios and presenting your completed project at Plan B Oral Examination. You should be FINALIZING your work not drafting pieces. An important part of this semester is synthesizing what you have learned 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 paper or project for final review by advisor and reviewers and remove old drafts.
- You will be assigned a Plan B Second reader. Contact your second reader to thank them for their time and support and to determine how they will send feedback to you. Your advisor will send comments using mark-up via email.

Around 4th week of October
- Submit Revised paper or project for proofreading by your advisor and 2nd reader.
- Prepare for Plan B Oral Examination.

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 Examination (If you live on a neighbor island, plan to come to O`ahu for the Oral Presentations. Non-residents will be included via distance technology. Bring a hard copy of your Plan B paper or project coversheet for signing.)
Plan B – Professional Portfolio

The Plan B – Professional Portfolio is a collaborative process that enables students to show a breadth of knowledge and competency relative to the professional standards for the program.

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 and National Board of Professional Teaching Standards. The standards and principles represent areas of competence and commitment that the MEd/ECE program is designed to help students address. The portfolio enables the student to report professional activities in their real-world context.

Portfolio assessment is an option in this program that 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 workplace and professional leadership 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. A statement that explains what the exemplar is will accompany each exemplar and why it was selected, the competencies and dispositions the exemplar demonstrates, what was learned and how it will be applied to future professional practice. 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 and collaboration team. Resources and student samples
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. Monthly seminars focus on disseminating information about the portfolio and working on pieces. In addition, this is an opportunity to also engage in professional activities that may result in exemplars for your portfolio (e.g. advocating, preparing to host or lead professional development).
• 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.

Aligning Plan B - Professional Portfolio Evidence with Program Standards

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 1 through 5. 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 with rubrics that evaluate the content, demonstration of competencies, and ability to communicate ideas in scholarly writing:

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 each standard/SLO/benchmarks

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 **Plan B Portfolio Record Sheet**, 2) a **Professional Portfolio Narrative**; and, 3) 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.

**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 1) a **Plan B Portfolio Record Sheet**, 2) a **Professional Portfolio Narrative**; and, 3) 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 – Plan B Portfolio Record Sheet**

A completed scoring sheet that clearly:

1. Identifies benchmark(s) addressed by each exemplar

2. The organizing code (e.g. 1.A, 1.B) and name of each exemplar. This should match the labeling in your narratives and in the exemplars uploaded into your dropbox.

**B. 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 the items in the Portfolio.

3. An Introduction that contains:
   • A biographical statement including a discussion of who you are as a professional as you begin the program and what led you to pursue this masters degree. Share your passions, gifts, and goals coming into the program. Include a self-assessment of yourself as a knowledgeable, effective and caring professional.
   • The broad philosophical beliefs that ground your practice as a 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 benchmark(s) the exemplar addresses.
   • Describe the artifacts submitted for each exemplar. Within 1-2 paragraphs briefly describe what you have submitted as evidence.
   • Explain why the exemplar was chosen and how this demonstrates essential knowledge, skill and dispositions relative to the benchmark(s) identified. 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 your future professional practice or endeavors.
   • Provide a closing summary assessing your current knowledge and ethical issues related to the standard, as well as directions for future learning and professional growth in this area.
   • The narrative should include abundant citations from professional literature that make evident how your practices are informed by many credible sources in the field.

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  

C. 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

Examining Plan B – Professional Portfolios written by former students will give you a clearer idea of 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 (2015)**
• 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 and record on your Plan B Portfolio Record Sheet
• Set goals for professional involvement and growth in your first year.

**First Year - Fall Semester (2015)**
• Attend Plan B – Cohort Seminars.
• Draft Introductory Statement and begin documenting references from your Summer work in your Bibliography (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 2015 (Standards 1 and 2) mandatory courses as well as any work from elective coursework or other professional endeavors that are ready to be documented.
• Label and upload new exemplars from Fall 2015 into your MEd ECE Laulima Dropbox and record on your Plan B Portfolio Record Sheet
• Begin to reflect on which 2 elective standards you want to address.

**First Year - Spring Semester (2016)**
• Meet with advisor to identify additional exemplars you might add from coursework or your professional endeavors.
• Label and upload new exemplars from Spring 2016 into your MEd ECE Laulima Dropbox and record on your Plan B Portfolio Record Sheet
• Revise reflective statements for Standards 1 and 2 to incorporate new exemplars.
• Draft new Standard sections as needed.
• Update your Bibliography.
• Update your Introduction to reflect on progress coming into your 2nd Summer.
• Reflect on emerging portfolio themes to guide your 2nd Summer work.

Second Year - Summer Semester (2016)
• Meet with your Advisor. Complete your course check to make sure you are on track in meeting credit requirements.
• Label and upload new exemplars from Summer 2016 into your MEd ECE Laulima Dropbox and record on your Plan B Portfolio Record Sheet
• Update your Bibliography.
• Decide which two elective standards you will address and upload exemplars for these standards into MEd ECE Laulima Dropbox.

Second Year - Fall Semester (2016)
• Complete work on your research course (EDCS 632).
• By the end of the semester, collect 80% or more of the exemplars for core & elective standards, Label and upload new exemplars from Fall 2016 into your MEd ECE Laulima Dropbox and record on your Plan B Portfolio Record Sheet
• In November, begin to draft narrative reflections for standards 3 and 5.
• Revise reflective statements from previous semesters to incorporate new exemplars.
• Update your Bibliography.

Second Year - Spring Semester (2017)
By the end of the Spring 2017, you should have 80% or more of your Professional Portfolio Narrative completed in draft form and all of your exemplars identified on your Plan B Portfolio Record Sheet and completed exemplars labeled and uploaded into your MEd ECE Laulima Dropbox.
• Meet with your Advisor. Complete your course check to make sure you are on track in meeting credit requirements.
• Attend Plan B – Cohort Seminars.
• 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 and add these to your Plan B Portfolio Record Sheet.
• Update your Bibliography.
• Draft narrative for remaining standards and revise as you add exemplars.
• Revise Introduction, draft conclusion.
• Add TOC and all appendices.
• Revise reflective statements from previous semesters to incorporate new exemplars.

Third Year - Summer Semester (2017)
• 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 2017**

- Attend Plan B – Cohort Seminars. Final graduation check.
- 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.
- You will be assigned a Plan B Second reader. Contact your second reader to thank them for their time and support and to determine how they will send feedback to you. Your advisor will send comments using mark-up via email.

**Around 4th week of October**
- Submit Revised Portfolio for proofreading by your advisor and 2nd reader.
- Prepare for Plan B Orals.

**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 O‘ahu for the Oral Presentation. We will include those of you far away via distance or will make separate arrangements. Bring a hard copy of your Portfolio coversheet for signing.

**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!

The culminating activity is an oral defense in which the completed portfolio is presented to the advisor, other faculty members and peers.

Part of the culmination of this effort is a 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. Orals provide 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 their 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 is 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 professionally 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, please also show our second readers that you have appreciated their support by sending a gesture of your gratitude.

**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.
Appendix A - Professional Standards for the MEd ECE Program

Standard 1: Child Development

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 strategies for families in an ethical and culturally sensitive manner.

SLOS for Standard 1

1.1 Students analyze, synthesize and utilize 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 apply knowledge of child development by contributing to improving the quality of programs to better support each child's growth and learning.

1.3 Students synthesize the research on a topic focused on a topic that impacts child well-being and development and can competently disseminate this information to policymakers, parents or practitioners in the field in one or more formats (e.g. a conference presentation, poster, web page, a brief or testimony to policymakers).

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 review of the literature related to an issue or trend on research in child development.
   - 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 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></td>
<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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<tr>
<td>NBPTS Professional Standards</td>
<td>Standard 1 - Using Knowledge of Child Development to Understand the Whole Child</td>
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Standard 2: Early Childhood Education and Care

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 examine the professional literature on a broad base of current issues or trends in ECEC (e.g. governance and system building in the field, the form and purpose of programs and services for diverse young children and families, indicators of quality, credentials for the early childhood workforce, professional development, curriculum content and signature pedagogy, assessment and program evaluation, leadership).

2.2 Students collect or interpret information related to larger guiding influences that shape the profession (e.g., policies, initiatives and regulations from state and national agencies and professional organizations) and reflect a nuanced understanding of the impact of initiatives on practitioners and leaders from the perspective of diverse clients and stakeholders in a community.

2.3 Students synthesize the research on a current issues or trends and can competently disseminate this information to policymakers, parents or practitioners in the field in one or more formats (e.g. a conference presentation, poster, web page, a brief or testimony to policymakers).

2.4 Students analyze present policies, practices and programs that impact families with young children. They meaningfully engage in advocacy activities that support research based knowledge of effective ECEC programs and practices.

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 graduate paper reviewing the literature on current trends and recommended practices in early childhood education (Required).
- 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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<thead>
<tr>
<th>Hawai‘i State ASKs</th>
<th>Professionalism (PRO)</th>
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<tr>
<td></td>
<td>Program Management (MAN)</td>
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<tr>
<td>E Mālama i Nā Keiki</td>
<td>9 - Professionalism</td>
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<tr>
<td>NAEYC Professional Standards</td>
<td>Standard 6 - Growing as a Professional</td>
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<td>Applies learning to positions across each of the Professional Standards at an Advanced Practitioner level</td>
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<tr>
<td>NBPTS Professional Standards</td>
<td>Standard IX - Reflecting on Teaching Young Children</td>
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<td>Standard X - Exemplifying Professionalism and Contributing to the Profession</td>
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Standard 3: Early Childhood Special Education

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 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 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 develop and implement an appropriate parent or professional development opportunities that focus 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 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.

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

Possible Exemplars:
- **Professional Development Module:** Develop a module for a PD 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:**

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<thead>
<tr>
<th>Hawai‘i State ASKs</th>
<th>Professionalism (PRO)</th>
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<td>Diversity (DIV)</td>
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<td>Observation &amp; Assessment (OA)</td>
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<td>Working with Families (FAM)</td>
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<td>Learning Environments (LE), Health Safety &amp; Nutrition (HSN), Relationships and Guidance (RG), and Planning Learning Experiences (PLE)</td>
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<tr>
<th>E Mālama i Nā Keiki</th>
<th>2. Child Growth &amp; Development</th>
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<td>5. Diversity</td>
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<td>8. Assessment</td>
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<td>11. Partnerships with Communities</td>
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</table>
| 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 4: Professionalism

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 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 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 demonstrate professional competencies and dispositions in their interactions with children, families, colleagues, and the general public and create and implement a professional development plan to intentionally develop their leadership capacities based on their strengths and areas of growth.

4.4 Students intentionally demonstrate involvement and growth as a contributor in a professional community. They gradually increase the breadth and scope of 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)
• A professional development plan that is updated as you progress through the program. (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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<tr>
<th>Hawai‘i State ASKs</th>
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<td>Program Management (MAN)</td>
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<th>E Mālama i Nā Keiki</th>
<th>4. Guidance</th>
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<td>9. Professionalism</td>
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<tr>
<th>NAEYC Professional Standards</th>
<th>Standard 6 - Growing as a Professional</th>
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<tr>
<th>NBPTS Professional Standards</th>
<th>Standard IX - Reflecting on Teaching Young Children</th>
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<td>Standard X - Exemplifying Professionalism and Contributing to the Profession</td>
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Standard 5: 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 research projects. They critically analyze, and apply current educational research to their own settings.

SLOS for Standard 5

5.1 Students describe: 1) the characteristics of early childhood research paradigms and designs, 2) strategies and techniques for inquiry in early childhood education, 3) ethical and social implications of various decisions, research strategies and reports by researchers; and, 4) the strengths and weaknesses of quantitative and qualitative research approaches.

5.2 Students gather, critique, and interpret early childhood research in their areas of interest.

5.3 Students compose a written review of the literature that analyzes and synthesizes existing professional literature on a topic of study using credible, current research studies.

5.4 Students design, implement, and disseminate the findings from an original research study that is consistent with the protocols for inquiry and evidence in their area of specialization and practice.

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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<tr>
<th>Hawai‘i State ASKs</th>
<th>Professionalism (PRO)</th>
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</table>
| E Mālama i Nā Keiki                    | 2. Child Growth and Development  
7. Curriculum  
8. Assessment and Evaluation  
11. Partnerships with Communities |
| NAEYC Professional Standards          | Applies sound research practices across each of the Professional Standards at an Advanced Practitioner level |
| NBPTS Professional Standards         | Standard X - Exemplifying Professionalism and Contributing to the Profession |
Standard 6: Curriculum/Pedagogy

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 and toddlers or preschool age children in a variety of early childhood settings and programs (e.g., home visiting, family child interactive learning 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:

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

Standard VII: Family and Community Engagement
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
### 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 8: Policy/Advocacy

Standard VIII: Public 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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<td>9 – Professionalism 11 – Partnerships with Communities</td>
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<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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| NBPTS Professional Standards | Standard X - Exemplifying Professionalism and Contributing to the Profession |
Standard 9: Program Management

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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<th>Hawai‘i State ASKs</th>
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<td>Growth and Development (GD)</td>
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<td>Professionalism (PRO)</td>
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<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</td>
<td>Applies sound research practices across each of the Professional Standards at an Advanced Practitioner level (focus on Early Childhood Administrators)</td>
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<td>NBPTS Professional</td>
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Standard 10: Adult Development & Learning

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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<th>Hawai‘i State ASKs</th>
<th>Demonstrates competencies in each Domains of the ASKS at Level 6</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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