M.Ed. in Curriculum Studies

HANDBOOK 1
Prospective and New Students

2017-2018

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University of Hawai‘i at Mānoa

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This handbook provides general information about the Master of Education in Curriculum Studies Program at the University of Hawai‘i at Mānoa and summarizes relevant policies and procedures of the University.

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

Important: Once accepted please see MEd-CS Handbook 2: For Continuing and Graduating Students, also on the Curriculum Studies web site, for further information on how to successfully complete the program.
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Department Vision and Mission Statements

Vision: O ke kakoo ana i na alakai i makaukau me ka pono no ko Hawaii Pae Aina a puni, me ka hookumu ana i na hana e pono ai ka aina, a me ka noho maluhia ana o Kanaka.

Curriculum Studies supports curricular leaders who are committed to collaborating with their communities, particularly in Hawai‘i and the Pacific, to build a more socially just, sustainable, and equitable society.

Mission: E malama i ka olelo, i kuleana e kipa mai ai.(Pukui, 1983, p. 348)
Remember the invitation, for it gives you the privilege of coming here.
A person feels welcome when accepting an invitation and friendly promises.

The Department’s mission is to (1) foster and engage communities in respectful dialogue and critical examination of curriculum, with Hawai‘i’s multiple histories at its core and (2) develop and implement programs supporting the Pacific’s diverse communities, with special emphasis placed on Hawaiian language, culture, and people.

Program Goals and Objectives

The Department of Curriculum Studies offers a 30-credit program leading to the Master of Education in Curriculum Studies degree. It is designed to serve licensed teachers who wish to learn about and inquire into the school levels of pre-kindergarten through grade 3, middle and secondary, or K-12 education. The program equips teachers to fill a variety of teaching and resource roles at an advanced level. It also prepares students for doctoral and other advanced degrees and certificates. Students may attend part-time, but the program must be completed within seven years of the date of admission. The average time to completion is 2.4 years.

The Department also offers the Literacy Leader Graduate Certificate: Literacy Specialist. Students may study for the graduate certificate, with or without the MEd-CS degree. The program may be used to add the field, Literacy Specialist, to a Hawai‘i Standard or Advanced Teaching License when taken as part of the 30-credit MEd-CS. Previously taken MEd-CS core courses count toward the 30 credits!

A Teacher Leader Graduate Certificate is also available as part of the 30-credit MEd-CS Aloha Kumu: National Board Certification and Teacher Leader program. This program may be used to add the field, Teacher Leader, to a Hawai‘i Standard or Advanced Teaching License!

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

- Develop well-informed and reflective practitioners;
- Enhance teachers’ knowledge and improve their instructional skills;
• Foster the application of new knowledge in the schools;
• Enhance teachers’ ability to understand and implement research; and
• Encourage and increase the professionalism of teachers in Hawai‘i, as well as other states and nations of the Pacific Rim.

Objectives of the program are that students:
• Increase knowledge in one or more areas of inquiry;
• Reflect on practice;
• Become better informed about the developmental and educational needs of children and adolescents from various types of communities;
• Become more skillful in developing educational programs to meet individual and group needs;
• Become more versatile in the use of a variety of teaching strategies;
• Learn about new issues and trends in their fields;
• Increase understanding of educational issues related to diversity and multiculturalism;
• Enhance ability to implement culturally responsive teaching practices;
• Investigate issues and trends in assessment;
• Increase understanding and ability to apply and conduct educational research;
• Acquire understanding of ethical dimensions of classroom research; and
• Become more able to provide leadership in a classroom, school or school system.

General information, policies, requirements and procedures are on the Office of Graduate Education, (http://manoa.hawaii.edu/graduate/), College of Education (http://www.coe.hawaii.edu) and Curriculum Studies (https://coe.hawaii.edu/academics/curriculum-studies) web sites. Students interested in graduate study should read these sites carefully.
General Information

APPLYING FOR ADMISSION

Admission is competitive and selective. In addition to the requirements of the Office of Graduate Education, applicants to the MEd-CS must provide evidence of (1) adequate successful course work and/or experience related to the track selected and (2) student teaching, teaching, or experience designing and/or implementing curriculum in educational settings. Some tracks have additional requirements, so please check our website.

There are two parts to the application process: (1) UH Graduate Application through the Office of Graduate Education and (2) College of Education Application through Mākālei. For complete instructions, please go to our department website (https://bit.ly/Curriculum-Studies) and select a program from the left-hand menu. Each program has a “How to Apply” tab with application requirements and deadlines. At the bottom of the “How to Apply” page, please select the Mākālei button to submit your College application.

NOTIFICATION OF ACCEPTANCE

The Office of Graduate Education notifies each applicant of the acceptance/rejection decision regarding the application. Please see this website for more information https://manoa.hawaii.edu/graduate/content/admitted-students.

AFTER ACCEPTANCE

(1) Students who are accepted must enroll in the semester they are admitted. Otherwise, they are regarded as “No Shows” and must reapply.

(2) Students must demonstrate progress toward completion of their programs and must maintain a B average for all completed UH courses counting toward the degree.

TRANSFER OF CREDITS

A maximum of 9 credits from the UHM College of Education Post-Baccalaureate Certificate in Secondary Education (PBSCE) may be transferred into MEd-CS Middle (and Secondary) Level, Aloha Kumu and STEMS² programs, provided the date of completion of those credits is not earlier than seven years prior to the date of completion of the M.Ed. degree. Similarly, students may request transfer of up to 12 credits of other relevant UHM graduate courses or 14 credits from other institutions upon approval of your track’s coordinator, as identified on the program webpage. Credit transfers should occur during the first semester in the program.

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, (b) upon recommendation of the Curriculum Studies M.Ed. Graduate Chair and (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.

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.

THE PROGRAM ADVISOR
Students will be assigned advisors by their Program (Track) Coordinators.

GPA REQUIREMENTS
Students in the Curriculum Studies M.Ed. are required to maintain a minimum GPA of a \textbf{B} average for all UH courses applied to the degree. In addition, students must have a \textbf{B} average for all courses taken as a classified graduate student.

The \textbf{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.

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

RESIDENCY REQUIREMENT
The minimum residence requirement is two semesters of full-time work or four six-week summer sessions or the equivalent in credits applicable to the students’ degree program (16 credits). For part-time students, each eight credits completed as a degree-seeking graduate student will be equivalent to one full-time semester of residence.

FINANCIAL RESOURCES
The Curriculum Studies Department has limited financial support available for its M.Ed. students. These include \textbf{Achievement Scholarships} and occasional \textbf{Tuition Waivers, Graduate Assistantships, and Graduate Level Student Assistant positions}.

Achievement Scholarships are publicized, and applications are due each March for the following year.

PROGRAM COMPLETION (also see MEd-CS Handbook 2: For Continuing and Graduating Students on our website)

All course work and the culminating project or paper (Plan B) or thesis (Plan A) must meet deadlines for completion posted by the Office of Graduate Education during the final semester of the program. Please ask your advisor, check our department bulletin board, or email csdept@hawaii.edu for deadlines early in the semester you plan to graduate.

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 application need only be made once.

\textbf{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 699 for one credit (Plan B) to satisfy this requirement. Please call or email your advisor or the CS Department secretary (956-4401, csdept@hawaii.edu ) for the course registration number.
Program of Studies
There are two basic plans for the M.Ed. in Curriculum Studies degree. Both require a minimum of 30 credit hours. Plan A, Thesis Program, is designed primarily for those students interested in research and writing a thesis; Plan B is for those who wish to strengthen their teaching and learn more about topics of interest. Plan B requires a culminating paper or project.

Program Requirements

Required for All Students

- A minimum of 30 credit hours
- A minimum of 24 credit hours of course work (500 level courses do not apply)
- A minimum of 12 credit hours of EDCS courses, not counting 699V
- A minimum of 18 credit hours of 600-698 and 700-798 courses (699 and 799 may not be applied to this requirement)
- At least 18 credit hours in an area of concentration, including 6 hours of EDCS 700 (Thesis Research) for Plan A students, or up to 6 hours of EDCS 699 (Directed Reading and/or Research) for Plan B students.
- A minimum of 16 credit hours after acceptance into the program (Graduate Division requirement)
- EDCS 622 and 667 (alpha should be G unless PK-3 (B) or Middle Level (D)
- Two research courses: (one overview and one research methods)

(See following page for list of research courses.)

Requirements for Plan A

- A three person committee: two from EDCS (one of whom is the chair), the third from another department (all committee members must be on the Graduate Faculty)
- Two research courses approved by the committee and two curriculum courses (622 & 667)
- At least 12 credit hours of concentration courses including 699 hours
- 6 credit hours of EDCS 700 Thesis Research are required
- Registration in EDCS 700 the semester of graduation
- UH Human Subjects Committee approval for study
- A Plan A Thesis
- Oral defense of the Plan A Thesis

Requirements for Plan B

- A Program Advisor who is a member of the EDCS Graduate Faculty and a Second Reader who responds to the Plan B Paper or Project and attends the oral defense. The second reader must have at least a Master’s degree.
- Two research courses are required (one overview and one research methods) and two curriculum courses (622 & 667)
- At least 18 credits of concentration courses including 699 credits
- Up to 6 credit hours of 699 (Directed Study) may be taken
- Must be registered for at least one credit the semester of graduation
- UH Human Subjects Committee approval for all studies that include human subjects
- A Plan B Paper or Project
- Oral defense of the Plan B Paper or Project
Core Courses

Two EDCS Curriculum Courses:

- EDCS 622 B (PK-3), D (Middle level), or G (K-14): Curriculum Leadership
- EDCS 667 B (PK-3), D (Middle level) or G (K-14): Seminar in Curriculum Issues (repeatable).
  Prerequisite: 2 research courses

Note: Students must take the appropriate alpha. Students in the K-12 School Level must take 622 (G) and 667 (G).

Two Research Courses:

One Research Overview such as:
- EDCS 606: Introduction to Research in Curriculum and Teaching
- EDEP 408: Fundamentals of Research in Education
- EDEF 678: Approaches to Educational Inquiry

One Research Methods such as:
- EDCS 632: Qualitative Research Methods
- EDEA 604: Qualitative Research Methods in Educational Organizations
- EDEP 429: Introduction to Statistics
- EDEA 608: Survey Research Design & Analysis

Note: Alternative courses to these may be chosen in consultation with the program advisor.

When to Take Your Core Courses:

We recommend that the core courses be taken in sequence to the greatest extent possible. EDCS 622 and the introduction to research course (EDCS 606 or equivalent) should be taken near the beginning of the program, preferably the first and second semester, respectively. The research methods course (EDCS 632 or equivalent) should be taken after the introductory research course. EDCS 667, Seminar in Curriculum Issues, should be taken at the end of the program, preferably during the semester students plan to graduate.

Important: EDCS 622 and 606 are offered only in the Fall semester, and EDCS 632 and 667 are offered only in the Spring for non-cohorted students. Please plan your program accordingly.
School Levels and Tracks

School Levels available in the M.Ed. in Curriculum Studies are:

- PK-3
- Middle (and Secondary) Level
- K-12

PK-3 and Middle (and Secondary) Level applicants do not need to choose a track. Applicants in the K-12 school levels may choose from among the tracks listed below:

- Aloha Kumu: Aloha ʻĀina Education and Leadership
- Aloha Kumu: National Board Certification - Teacher Leader
- Interdisciplinary Education
- Literacy Specialist
- Mathematics Education (starting Fall 2018)
- STEMS²

Students must take the required four core courses (12 credits) for their School Level and at least 18 additional credits of required and recommended coursework and directed study in their track. All courses should be chosen in consultation with the advisor.

To assist in the advising process, we have included requirements for each School Level and each Track in the following pages of this Handbook.
PRE-KINDERGARTEN-GRADE 3 SCHOOL LEVEL
Twelve core credits plus at least 18 credits are chosen from the following list or other courses selected in consultation with the program advisor. Students who have not completed a teacher preparation program for initial teaching license in PK-3 may need to complete 6-9 credits of foundational coursework in early childhood education as part of their program of study.

Pre-requisite Foundational Courses:
One course on child development in the early years (prenatal – 8 years)
One course on developmentally appropriate practices in early childhood education
One course on partnering with families and communities in early childhood settings

Required Core Courses:
EDCS 622B: Development and Improvement of Curriculum in Early Childhood Education
EDCS 606: Introduction to Research
EDCS 632: Qualitative Research Methods
EDCS 667B: Seminar in Curriculum (Issues and Trends in Early Childhood Education)

One of these, or content course approved by your advisor:
EDCS 416: Early Childhood Foundations and Curriculum
EDCS 617: Early Literacy and Language Development
EDCS 618: Early Childhood Education: Advanced Topics (Projects & Integrated Studies)

One of these, or diversity course approved by your advisor:
EDEP 664: Instructional Psychology focuses on the application of the CREDE Standards to improve instruction for Native Hawaiian students.
EDCS 618: Early Childhood Education: Advanced Topics (Inclusion in Early Childhood Settings)

Recommended Courses:
EDCS 415: Early Childhood Foundations and Curriculum
EDCS 416: Early Childhood Foundations and Curriculum
EDCS 617: Early Literacy and Language Development
EDCS 618: Early Childhood Education: Advanced Topics (Inclusion in Early Childhood Settings)
EDCS 628: Function of Play in Early Childhood Education
EDCS 640 (alpha?): Seminar (alpha?) Inclusion in Early Childhood Settings
EDCS 656: Seminar in Issues in Early Childhood Education (repeatable)
EDEP 664: Instructional Psychology focuses on the application of the CREDE Standards to improve instruction for Native Hawaiian students.

Other Courses:
EDEP 661: Development and Learning
DIS 683: Interdisciplinary Disability and Diversity Issues
DIS 684: Interdisciplinary Team Development
LAW 590R: Child Welfare Clinic
Plus: Plan A Thesis or Plan B Project / Portfolio tied to NBPTS (Generalist PK-3) and NAEYC Professional Standards

Program Coordinator: Robyn Chun, rchun@hawaii.edu
http://coe.hawaii.edu/academics/curriculum-studies/med-cs-pk-3
*MIDDLE (and SECONDARY) SCHOOL LEVEL*

The Middle (and Secondary) Level Program is cohorted — almost all classes are taken with the same group of students and a faculty support team in a 2-year-plus summers sequence, usually starting in mid-May. The program is designed to be highly practical, with educators learning about and applying best practices for adolescent education. The final Plan B Project is a Portfolio tied to the MLMED Program Standards which may be accessed at http://www.coe.hawaii.edu/cs/mlmed/.

MLMED is offered via Blackboard interactive on-line technology (and hybrid -- on-line/in-person). All classes are held in the late afternoon/early evening to accommodate educators’ work schedules (usually 5:00pm – 7:30pm HST). 3-credit classes are held each Monday during the school year; 1-credit seminars are held one Wednesday per month during the school year. Summer class schedules vary.

Cohorts begin annually during summer semester. However, you may contact the program coordinator to request permission to join in Fall or Spring semester.

Twelve core credits plus at least eighteen credits chosen from the following list, or other courses selected in consultation with the program advisor

*Required Core Courses:*
- EDCS 640M: Interdisciplinary Curriculum (focus on Adolescent Development)
- EDCS 642: Seminar in Integrative Multicultural Middle Level Education (1 credit; repeated 4 to 6 times)

*Recommended Courses:*
- EDCS 480: Issues in Computer Education
- EDCS 630: Cultural Diversity and Education
- SPED 620: Strategies across Content Areas
- EDCS 640-XXX: Seminar in Curriculum – various content areas

*Other non-cohort electives may be selected in consultation with the program advisor*

*Plus: Plan B Project*

*Note:* The cohorted Middle Level Emphasis Program focuses on Secondary education in addition to Middle, i.e., students aged 10-18, grades 4-12. Students who wish to focus solely on Secondary education should enroll in the Secondary emphasis program. The acronyms for our various cohorts are MLMED, SMLMED, MSLMED.

*Cohort Program*

*Program Coordinator:* Dr. Paul Deering, deering@hawaii.edu

http://coe.hawaii.edu/academics/curriculum-studies-edcs/middle-and-secondary-level
KINDERGARTEN THROUGH GRADE 12 SCHOOL LEVEL

Aloha Kumu

Aloha Kumu faculty will work with a group of teachers to develop an inter-disciplinary MEd-CS degree program specifically designed to help them address the needs, goals, and aspirations of their school, district, and/or community. We will collaborate with teachers to set cohort goals and objectives; develop a program schedule; select courses; develop activities and experiences; and design a Plan B project.

Coursework:
Twelve core credits plus at least eighteen credits to be selected in consultation with the program advisor/coordinator. Students also complete a Plan-B master’s project.

For further information contact:
   Kimo Cashman, PhD
   Cohort Director
   Email: kcashman@hawaii.edu
Aloha Kumu: Aloha ʻĀina Education and Leadership*

Twelve core credits plus the 18 credits below (subject to change):

- **EDEP 601**: Introduction to Quantitative Methods (3)
- **EDCS 640M**: Interdisciplinary Education – Indigenous and Postcolonial Perspectives in Education (3)
- **EDCS 640M**: Interdisciplinary Education – Native Hawaiian and Indigenous Education Leadership (3)
- **ITE 440**: Curriculum Implications of Multicultural Education (3)
- **EDCS 640K**: Interdisciplinary – Social Studies/Peace Studies (3)
- **POLS 720**: Indigenous Theory (3)

*Plus: Plan-B Project*

*Cohort Program*

**Program Coordinator**: Dr. Kimo Cashman, [kcashman@hawaii.edu](mailto:kcashman@hawaii.edu)

http://coe.hawaii.edu/academics/curriculum-studies-edcs/med-curriculum-studies-aloha-aina
Aloha Kumu: National Board Certification - Teacher Leader*

This program is a collaboration between the Department of Curriculum Studies and the Department of Educational Foundations. Based on the Teacher Leader Model Standards, the track may be used to add the field, Teacher Leader, to a Hawai‘i Standard or Advanced Teaching License. Graduates also receive a Teacher Leader Graduate Certificate, which appears on program completers’ transcripts.

Twelve core credits plus the 18 credits below (subject to change):

EDCS 607: New Literacies Leadership (3)
EDCS/EDEF 630: Cultural Diversity and Education (3)
EDCS 640M: Interdisciplinary Education: Native Hawaiian and Indigenous Education Leadership (3)
EDEF 667C: Leadership and Governance in Education (3)
EDCS 640 (Alpha): Seminar, Content Specialization (3)
EDCS 695: Plan B Master’s Project (3)

* Students will be guided towards National Board Certification (NBC) but are not required to formally apply for NBC as part of this track.

* Cohort Program

Program Coordinator: Dr. Kimo Cashman, kcashman@hawaii.edu

http://coe.hawaii.edu/academics/curriculum-studies/med-cs-aloha-kumu
Interdisciplinary Education

Faculty will design Interdisciplinary Education programs in consultation with students. The following cohort will start Fall 2017, but other programs may be offered.

LIFE SCIENCE TEACHER LEADERSHIP, Ala Wai Watershed/Wai‘anae Focus

Fall ‘17- Summer ‘19 cohort for O‘ahu educators

This project is based on Next Generation Science Standards and Nā Hopena ʻo, the Hawaii Department of Education framework “to develop the skills, behaviors and dispositions that are reminiscent of Hawai‘i’s unique context, and to honor the qualities and values of the indigenous language and culture of Hawai‘i.” Place-based activities embodying core Hawaiian cultural values of sustainability and environmental stewardship will develop teachers’ culturally grounded competencies.

Twelve core credits, plus the following:

EDCS 640J: Seminar in Science*
EDCS 623: Science & Science Curriculum
EDCS 695: Plan B Master’s Project (3 credits)
Electives: 9 credits**

*EDCS 640J, 623, and EDCS 632 Qualitative Research (core course) will be free tuition for students accepted into the National Science Foundation Grant. Students in the NSF grant will also participate in a free Summer ’18 Immersion experience.

**Electives will include education and/or content courses (e.g., Hawaiian Studies, Geography, Biology, Zoology, Earth Sciences, Mathematics) and will be selected with cohort faculty, based on teachers’ interests and course availability.

Life Science Teacher Leadership Program Coordinator: Dr. Pauline Chinn, chinn@hawaii.edu
Literacy Specialist, with Literacy Leader Graduate Certificate and Add-a-Field*

Twelve core credits plus the 18 credits below. This program is a collaboration between the Department of Curriculum Studies and the Department of Special Education. Based on the International Literacy Association Standards and International Dyslexia Association Standards, the track may be used to add the field, Literacy Specialist, to a Hawai‘i Standard or Advanced Teaching License. Graduates also receive a Literacy Leader Graduate Certificate, which appears on program completers’ transcripts. (The graduate certificate may also be taken separately.)

Required Courses:

EDCS 605: Literacy Coaching and Leadership (3)
EDCS 607: New Literacies Leadership (3)
EDCS 647: Classroom and School Literacy Assessment (3)
SPED 637: Fundamentals of Language & Literacy (3)
SPED 638: Advanced Fundamentals of Language & Literacy (3)
SPED 639: Topics and Issues in Reading Disabilities (3)

Plus: Plan B Project

*Applicants must have 3 years of teaching experience by program start date.

*Cohort Program

Program Coordinator: Dr. Amanda Smith, ars3@hawaii.edu

http://coe.hawaii.edu/academics/curriculum-studies/med-cs-aloha-kumu
Mathematics Education (2018-2019)
Twelve core credits plus at least 18 credits chosen from the following list, or other courses selected in consultation with the program advisor, plus Plan A Thesis or Plan B Project:

**Required Courses:**
- EDCS 624: School Mathematics Curriculum AND
- EDCS 640H: Seminar in Mathematics OR
- EDCS 640M: Seminar in Interdisciplinary Education

**Recommended Courses:**
- EDCS 494: Problem Solving in Mathematics Education
- EDCS 653 (Alpha)—may be taken once for each alpha
  - B: Number and Operation
  - C: Pattern, Function and Algebra
  - D: Geometry and Measurement
  - E: Probability and Statistics
  - F: Integrated Mathematics Content

**Other Recommended Courses for those Focusing on Middle/Secondary Levels:**
- MATH 301: Introduction to Discrete Mathematics
- MATH 321: Introduction to Real Analysis
- MATH 352: Non-Euclidean Geometry
- MATH 371: Elementary Probability Theory
- MATH 373: Elementary Statistics
- MATH 407: Introduction to Numerical Analysis
- MATH 408: Numerical Analysis
- MATH 412: Introduction to Abstract Algebra (1)
- MATH 413: Introduction to Abstract Algebra (2)
- MATH 420: Introduction to Theory of Numbers
- MATH 431: Advanced Calculus (1)
- MATH 432: Advanced Calculus (2)
- MATH 442: Vector Analysis
- MATH 471: Probability

**Program Coordinator:** Dr. Linda Furuto, lfuruto@hawaii.edu
[https://coe.hawaii.edu/academics/curriculum-studies](https://coe.hawaii.edu/academics/curriculum-studies), [http://www2.hawaii.edu/~lfuruto/index.html](http://www2.hawaii.edu/~lfuruto/index.html)
Science, Technology, Engineering, Mathematics, Social Sciences, and Sense of Place (STEMS²)

Twelve core credits plus the following required courses:

ITE 440: Curriculum Implications of Multicultural Education (3)

EDCS 640J: Seminar in Science (3)

EDCS 640M: Seminar, Interdisciplinary Education (3)

EDCS 653F: Mathematics in the Schools, Integrated Math (3)

Two courses from School of Ocean and Earth Science and Technology/Math, Astronomy or Engineering (6)

* Cohort Program

Plus: Plan B Project

Program Coordinator: Dr. Tara O’Neill, toneill@hawaii.edu

http://coe.hawaii.edu/academics/curriculum-studies/med-cs-stems2