HANDBOOK 1

Prospective and New Students
Graduate Certificates
Add-a-Fields
M.Ed. in Curriculum Studies
2019-2020

Patricia E. Halagao, Department and Graduate Chair
Department of Curriculum Studies

General communication should be addressed to:
Curriculum Studies, Everly 224
University of Hawai‘i at Mānoa College of Education
1776 University Avenue
Honolulu, Hawai‘i 96822
(808) 956-4401 csdept@hawaii.edu

This handbook provides general information about the Master of Education in Curriculum Studies Program, Add-a-Fields, and Graduate Certificates 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 website, for further information on how to successfully complete the program.
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- Science, Technology, Engineering, Mathematics, Social Sciences, and Sense of Place (STEMS²)

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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 main focus of the Curriculum Studies Department is to provide educators with opportunities for advanced scholarship and preparation within their chosen fields. CS offers master’s degrees, graduate certificates, add-a-fields, and the PhD in Education, Curriculum and Instruction specialization.

The Department of Curriculum Studies offers a 30-credit program leading to the Master of Education in Curriculum Studies (MEd-CS) 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.

Within the K-12 level, the program offers diverse tracks in a concentrated content area or interdisciplinary approaches to education.

Content Area tracks are generally un-cohorted and focus on the in-depth study of a particular content area. Students in these different tracks share common core coursework and have the flexibility to take electives determined by their focus area.

Interdisciplinary tracks are cohorted and designed around thematic approaches to the study of education. These students generally take a prescribed set of courses together.
The program equips teachers to fill a variety of teaching and resource roles at an advanced level. It does NOT lead to initial teacher licensure, however, students may Add-a-Field to an existing Hawai‘i teacher license in Ethnomathematics and the following two tracks: Literacy Specialist and Teacher Leader. The program also prepares students for doctoral and other advanced degrees and certificates. Students may attend part-time, but graduate programs must be completed within seven years of admission date. The average time to complete a MEd is 2.4 years.

The Department has five graduate certificates, but is currently offering three graduate certificates in Ethnomathematics, Literacy Leader, and Teacher Leader that range from 15-18 credits. Stay tuned for a graduate certificate in Sustainability and Resilience Education! Students may gain a graduate certificate, with or without the MEd-CS degree.

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;
- Better informed about the developmental and educational needs of children and adolescents from various types of communities;
- Gain skills 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
- 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/cs/) 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.

DOUBLE COUNTING CREDITS

A maximum of 12 credits from the UHM College of Education Post-Baccalaureate Certificate in Secondary Education (PBCSE) may be double counted for the MEd-CS program, within five years of graduating with their PBCSE degree. MEd-CS program will double count 6 credits of 400-level courses and 6 credits of 600-level courses. 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 the CS Department Chair or the Program (Track) Coordinators.

GPA REQUIREMENTS

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

The B average is computed for: (1) all courses numbered 300-498 (excluding 399), and (2) all graduate courses numbered 600-798, except those required to fulfill undergraduate deficiencies which are disregarded by the 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 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 Achievement Scholarships and occasional Tuition Waivers, Graduate Assistantships, Graduate Level Student Assistant positions, and Graduate Travel awards.
Achievement Scholarships are publicized, and applications are due each Spring for the following year. Other resources are found on the UH and COE Website.

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. Please submit your Plan A or Plan B cover page and paper/project to the CS Department administrator.

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.

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 administrator (956-4401, csdept@hawaii.edu ) for the course registration number.
Curriculum Studies offers a number of graduate-level programs that culminate in the awarding of a certificate. These programs are available to classified graduate students who are enrolled in one of the master’s or doctoral degree programs and non-degree-seeking students. Certificates require a minimum of 15 credit hours of specified courses and a 3.0 GPA in those courses. A minimum of nine credits is required for courses numbered 600 or above (excluding 699 and Thesis 700). Students may study for the graduate certificate, with or without the MEd-CS degree. Graduate certificates will appear on students’ transcripts, but do not result in state licensure.

A culminating experience is required. The certificate program will determine the nature of the experience. It may be an examination, a special course, a seminar presentation, a paper, a performance, or some other capstone experience.

The Department has five graduate certificates:

- Ethnomathematics
- Literacy Leader
- PK3 (*not currently offered*)
- Reading K12 (*not currently offered*)
- Teacher Leader
- Sustainability & Resilience Education (*under review*)
Ethnomathematics Graduate Certificate (with or without MEd-CS)

The Ethnomathematics Graduate Certificate is a 15-credit online/hybrid program grounded in real-world problem-solving that empowers teachers as leaders to be locally-minded, global citizens through a sense of purpose and a sense of place. Students have the option of adding the field, Ethnomathematics, to an existing Hawai`i Standard or Advanced License (in process).

The 15-credits are from the following courses:

- EDCS 654: Ethnomathematics (3)
- EDCS 606: Introduction to Research in Curriculum and Teaching (3)
- EDCS 622G: Curriculum Leadership: K–14 (3)
- EDCS 632: Qualitative Research Methods (3)
- EDCS 653F: Mathematics in the Schools: Integrated Mathematics Content (3)

For more information, please contact Dr. Linda Furuto, lfuruto@hawaii.edu
Literacy Leader: Literacy Specialist Graduate Certificate (with or without MEd-CS)

The Literacy Specialist Graduate Certificate is an 18-credit online program and partnership between the Curriculum Studies and Special Education Departments. The program prepares literacy specialists to ensure all students achieve their maximum potential as readers, writers, listeners, speakers, and practitioners of 21st Century literacies (e.g., digital, media, visual, critical) based on International Literacy Association and International Standards for Reading Professionals.

The 18-credits include the following courses:

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

For more information, please contact Dr. Amanda Smith at ars3@hawaii.edu
*Literacy Leader: Reading K-12 Graduate Certificate (with or without MEd-CS)
*Currently not offered to students

Literacy Leader: Reading K-12 Graduate Certificate is a 15-credit program that presents an expanded, integrated view of 21st century literacies, based on International Literacy Association Standards. Eligible to add Reading K12 to an existing Hawai‘i Standard or Advanced License and may be applied to the MEd-CS Reading K12 track.

The 15-credits include the following courses:

- EDCS 601: Advanced Topics in Reading (3) Topics include emergent literacy, critical comprehension, meta-linguistic awareness, monolingual-bilingual literacy, evaluation.
- EDCS 646: Literacy Assessment I (3)
- EDCS 647: Literacy Assessment II (3)
- EDCS 605: Reading Supervision and Leadership (3)
- EDCS 690: Practicum: Leadership in School Reading Improvement (3)
**GRADUATE CERTIFICATES**

*PK-3 Graduate Certificate (with or without MEd-CS)*

*Currently not offered to students*

The **PK-3 Graduate Certificate** is a 15-credit program that includes a Professional Teaching Portfolio. The certificate may be earned with the MEd-CS, or as a certificate-only program.

The 15-credits include the following courses:

- EDCS 622 (B): School Curriculum: Early Childhood (3)
- ITE 417 - Developmentally Appropriate Practice: Ages 3–8 (3)

  Developmentally appropriate programs for young children, including the design of the learning environment; integrated, thematic planning based on the sciences; child guidance; assessment; and parent involvement.

  *Spring*

- EDEP 664: Instructional Psychology: Effective Pedagogy for Diverse Young Children (3)
- EDCS 617: Early Literacy and Language Development: Theory to Practice (3)
- EDCS 656 - Seminar in Early Childhood Education: (3) (CAPSTONE)

For more information, please contact [ECE@hawaii.edu](mailto:ECE@hawaii.edu)
The Sustainability and Resilience Education certificate is a 15-credit program that prepares formal, school-based and informal, community-based PreK-20 educators to integrate place-based, global, local and indigenous knowledge, and 21st Century sustainability research and literacies into their curricula. It accomplishes this by providing a coherent set of education and content area courses spanning various disciplines—e.g., science, new literacies in particular eco-literacies, and cultural diversity. The program is based on research related to place-based, culturally responsive professional development that provides real world interdisciplinary curricula. It integrates teaching and learning about natural and social systems towards the goal of actions oriented to more sustainable, resilient social ecosystems.

The 15-credits include the following courses:

- EDCS 640P(SUST): Seminar in Place-based Education (3)
- Elective Content Course: Students select a course inside or outside the College of Education with advisor consent to build content expertise in an area related to sustainability and resilience (3)
- EDCS 623: Science & Science Curriculum (3)
- EDCS 608 (SUST): Literacy Across the Disciplines (3)
- EDCS 696: Graduate Certificate Capstone (3)

For more information, please contact: Dr. Pauline Chinn, chinn@hawaii.edu
The Teacher Leader Graduate certificate is a 18-credit program and partnership between the Curriculum Studies and the Educational Foundations departments to prepare teachers to lead classroom, school and district improvement through a range of leadership roles based on the Teacher Leader Model Standards. Graduates will be prepared with the knowledge and skills to assume educational leadership roles in various school and community contexts & conduct and disseminate research to inform Teacher Leadership.

The 18-credits include the following courses:

EDCS 622: Curriculum Leadership (3)

EDCS 607: New Literacies Leadership (3)

EDCS/EDEF 630: Cultural Diversity and Education (3)

EDCS 640 (Alpha) Seminar (3) Study in trends, research, and problems of implementation in teaching field. (C) English; (H) mathematics; (I) literacy; (J) science; (K) social studies; (M) interdisciplinary education; (N) art; (P) place-based education Or EDEF 652 History of Education in Hawai‘i

EDEF/EDEA 675: Introduction to Educational Policy Studies Or EDEF 667C: Leadership and Governance in Education

EDCS 640 (Alpha) Seminar (3) Study in trends, research, and problems of implementation in teaching field. (C) English; (H) mathematics; (I) literacy; (J) science; (K) social studies; (M) interdisciplinary education; (N) art; (P) place-based education Or EDEF 642 (G) Seminar in Diversity Issues (1) x 3 Or EDEF 649 Field Studies in Educational Foundations (V) (CAPSTONE)

For more information, please contact: Dr. Kimo Cashman, kcashman@hawaii.edu
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 coursework (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) (Students can count 400 and 600 courses within/outside of EDCS, as long as approved by advisor)
- 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) or up to 6 credit hours of EDCS 695 (Plan B Master’s Project) for Plan B students.
- A minimum of 16 credits 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.)
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>At least 12 credit hours of concentration courses including 699 hours</td>
<td>At least 18 credits of concentration courses including 699 credits</td>
</tr>
<tr>
<td>6 credit hours of EDCS 700 Thesis Research are required</td>
<td>Up to 6 credit hours of 699 (Directed Study) may be taken</td>
</tr>
<tr>
<td>Registration in EDCS 700 the semester of graduation</td>
<td>Must be registered for at least one credit the semester of graduation</td>
</tr>
<tr>
<td>UH Human Subjects Committee approval for study</td>
<td>UH Human Subjects Committee approval for all studies that include human subjects</td>
</tr>
<tr>
<td>A Plan A Thesis</td>
<td>A Plan B Paper or Project</td>
</tr>
<tr>
<td>Oral defense of the Plan A Thesis</td>
<td>Oral defense of the Plan B Paper or Project</td>
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</tbody>
</table>

**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
EDEP 601 Introduction to Quantitative Methods
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 & 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:

<table>
<thead>
<tr>
<th>Content Area Tracks</th>
<th>Interdisciplinary Tracks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Art Education</td>
<td>• Aloha ‘Āina Education and Leadership</td>
</tr>
<tr>
<td>• Language Arts/ Literacy Education</td>
<td>• Interdisciplinary Education</td>
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<tr>
<td>• Mathematics Education</td>
<td>• Literacy Specialist <em>(Add-a-Field)</em></td>
</tr>
<tr>
<td>• Multicultural Education</td>
<td>• National Board Certification Teacher Leader <em>(Add-a-Field)</em></td>
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<tr>
<td>• Reading K12 *(add-a-field) <em>(not currently accepting students)</em></td>
<td>• PACMED</td>
</tr>
<tr>
<td>• Social Studies Education</td>
<td>• Place-based and Sustainability Education</td>
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<td></td>
<td>• STEMS²</td>
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</tbody>
</table>

Students must take the required 12-credits of the four core courses (EDCS 622, EDCS 606, EDCS 632, and EDCS 622) for their school level and at least 18-additional credits of required and/or recommended coursework and directed study in their specialization track. All courses should be chosen in consultation with the advisor. Student coursework culminates in a Plan A Thesis or Plan B Paper/Project.

To assist in the advising process, we have included a Degree planning worksheet and requirements for each School Level and each Track in the following pages of this Handbook.
DEGREE PLAN FOR PLAN A AND PLAN B

<table>
<thead>
<tr>
<th>M.Ed. in Curriculum Studies</th>
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<tbody>
<tr>
<td>Name of student (Last, First, Middle initial)</td>
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<tr>
<td>Current address</td>
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<tr>
<td>State Zip</td>
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<tr>
<td>Interim Advisor Program Advisor</td>
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<tr>
<td>Admitted to Candidacy email</td>
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</tbody>
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<table>
<thead>
<tr>
<th>DEGREE PLAN</th>
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<tbody>
<tr>
<td>Core courses (12 credits) plus Plan B paper/Thesis Research</td>
</tr>
<tr>
<td>Specialization Courses (18 credits)</td>
</tr>
<tr>
<td>Introduction to Curriculum: EDSC 622 (B.D or G) 3</td>
</tr>
<tr>
<td>Two research methods courses: EDSC 606 3</td>
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<tr>
<td>Seminar in Curriculum: EDSC 632 3</td>
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<tr>
<td>Thesis Research (PLAN A) 3</td>
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<tr>
<td>Or Other courses:</td>
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</tbody>
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<table>
<thead>
<tr>
<th>TRANSFER CREDITS</th>
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<tbody>
<tr>
<td>Designate credits as either Non-UH, PD/PBCSE, or unclassified UH courses</td>
</tr>
<tr>
<td>Non-UH courses (no more than 14 credits):</td>
</tr>
<tr>
<td>PD/PBCSE courses (12 credits max.):</td>
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<tr>
<td>UH courses – unclassified (12 credits max.):</td>
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</tbody>
</table>

Program Advisor Date Graduate Chair Date
The MEd-Curriculum Studies, PK-3 track is a 30-credit graduate track that adopts a socio-cultural perspective of curricular leadership. The program prepares practitioner leaders to improve practices that address the developmental and educational needs of children from preschool through 3rd grade. Informed by a socio-cultural perspective, the program strengthens practitioner’s ability to support learning in content areas as well as pedagogical and assessment practices relevant to children in PreK-3 settings based on NAEYC Professional Standards for teacher preparation programs. Students are able to choose from a selection of on-line, hybrid (weekend or intensive face-to-face / on-line) or face-to-face course offerings each semester. Electives, additional coursework, capstones, and field-based assessments are pre-selected for students who seek to obtain an "add-a-field" or "option B" license in early childhood education.

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 6-12 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
- One course on foundations in the field of early childhood education

It is highly recommended that students seeking PK-3 “add-a-field” or “option B” license complete 300-400 level initial license courses (e.g. ITE 318, ITE or EDCS 415, ITE 417, ITE 425, ITE 425) for their pre-requisites.

**Required Core Courses:**
- EDCS 622B: Development and Improvement of Curriculum in Early Childhood Education (3)
- EDCS 606: Introduction to Research (3)
- EDCS 632: Qualitative Research Methods (3)
- EDCS 667B: Seminar in Curriculum (Issues and Trends in Early Childhood Education) (3)
  *EDCS 618 Early Childhood Education: Advanced Topics in Early Childhood Education. Ethics and Professionalism.

*This is a required course for “Add-a-Field” and “Option B” license students.

Students who are not seeking license in PK-3 complete 18 elective credits with a majority of their coursework focusing on PreK-3 issues and content. The following courses are recommended: however, other courses can be selected with advanced approval by the student’s advisor.
Recommended Courses:
EDCS 415: Foundations in the Field of Early Childhood Education (Birth to 8 Years) (3)
EDCS 415L: Foundations in the Field of Early Childhood Education (Birth to 8 Years) Lab (3)
EDCS 416: Teaching and Learning for Diverse Young Children (3)
EDCS 416L: Teaching and Learning for Diverse Young Children Lab (3)
EDCS 451 Programs for Infants/Toddlers (3) / SPED 451 (3)
EDCS 617: Early Literacy and Language Development (3)
EDCS 618: Early Childhood Education: Advanced Topics (Inclusion in Early Childhood Settings) (3)
EDCS 619: Social and Cultural Constructions of Childhood (3)
EDCS 628: Function of Play in Early Childhood Education (3)
EDCS 640 (alpha): Seminar (alpha?) Inclusion in Early Childhood Settings
EDCS 656: Seminar in Issues in Early Childhood Education (repeatable) (3)
EDCS 677 Curriculum Design in Early Childhood Education (3)
HDFS 491: Topics in Family Resources (Advanced Child Development) (3)
LAW 590R: Child Welfare Clinic (3)
SPED 452: Preschool Children-Special Needs (3)
SPED 631: Early Intervention for Special Populations (3)
SPED 635: Procedures for Early Childhood Special Education (3)
SPED 638: Fundamentals of Language and Literacy (3)

Electives and capstone options for “Add-a-Field” and “Option B” License students are pre-selected to address license requirements. Students must take 5 courses (15 credits). Choose 1 course from each of the 4 categories below and complete 1 additional elective course approved by your advisor.

<table>
<thead>
<tr>
<th>Content (3 credits)</th>
<th>Diversity/Cultural Competence (3 credits)</th>
<th>Child Development/ Vulnerable Populations (3 credits)</th>
<th>Pedagogy (3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCS 416</td>
<td>EDCS 416</td>
<td>HDFS 491</td>
<td>EDCS 416</td>
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<tr>
<td>EDCS 617</td>
<td>EDCS 640M</td>
<td>EDCS 619</td>
<td>EDCS 628</td>
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<tr>
<td>EDCS 677</td>
<td>*EDCS 656</td>
<td>SPED 631</td>
<td>*EDCS 656</td>
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<tr>
<td>*EDCS 656</td>
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</tbody>
</table>

*EDCS 656 Since this course topic varies, consult your advisor to make sure the section offered addresses the category requirements and includes key assessments needed to be recommended for license.

Culminating Requirements: Plan A Thesis or Plan B Project / Portfolio that addresses NAEYC Professional Standards in Early Childhood Education.

Track Coordinator: Robyn Chun, rchun@hawaii.edu
The MEd-CS Middle & Secondary Level track is a 30-credit online 2-year cohorted track that focuses on the education of adolescents (ages 10-adult) with emphasis on STEM & Place-Based Curriculum. 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 MLSMED Program Standards which may be accessed at [http://www.coe.hawaii.edu/cs/mlmed/](http://www.coe.hawaii.edu/cs/mlmed/). MLSMED is offered via interactive on-line technology. 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.

<table>
<thead>
<tr>
<th>Required Core Courses:</th>
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<tbody>
<tr>
<td>EDCS 622G: Curriculum Leadership (3)</td>
<td></td>
</tr>
<tr>
<td>EDCS 606: Introduction to Research (3)</td>
<td></td>
</tr>
<tr>
<td>EDCS 632: Qualitative Research Methods (3)</td>
<td></td>
</tr>
<tr>
<td>EDCS 667G: Seminar in Curriculum Issues (3)</td>
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</tbody>
</table>

<table>
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<tr>
<th>Required Specialization Course:</th>
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<tbody>
<tr>
<td>EDCS 642: Seminar in Integrative Multicultural Middle Level Education (1 credit; repeated 4 to 6 times)</td>
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</table>

<table>
<thead>
<tr>
<th>Recommended Courses:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCS 480: Issues in Computer Education (3)</td>
<td></td>
</tr>
<tr>
<td>EDCS 630: Cultural Diversity and Education (3)</td>
<td></td>
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<tr>
<td>SPED 620: Strategies across Content Areas (3)</td>
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<tr>
<td>EDCS 640M: Interdisciplinary Curriculum (focus on Adolescent Development) (3)</td>
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</tr>
<tr>
<td>EDCS 640-XXX: Seminar in Curriculum – various content areas (3)</td>
<td></td>
</tr>
</tbody>
</table>

_Culminating Requirements: Plan B Project/ Portfolio_

**Track Coordinator:** Dr. Paul Deering, [deering@hawaii.edu](mailto:deering@hawaii.edu)
Art Education

The MEd-CS Art Education track is a minimum 30-credit program track that focuses on the study of the teaching, learning, curriculum, evaluation and policy in art education, including all or any grade level/s K-12.

12-core credits plus 12-credits based on the following list, and 6 other credits related to art education selected in consultation with the track advisor.

Required Core Courses:
EDCS 622G: Curriculum Leadership (3)
EDCS 606: Introduction to Research (3)
EDCS 632: Qualitative Research Methods (3)
EDCS 667G: Seminar in Curriculum Issues (3)

Required Specialization Courses:
EDCS 626: Art Education K-12 (3)
EDCS 638 (Alpha): Curriculum and Instruction in Studio Art  B) painting, drawing, printing; (C) fiber arts, ceramics, sculpture; (D) photography, technology, collage; (E) Combination of any three of B, C, and/or D (3)
EDCS 640N: Seminar in Art (3)
EDCS 627 - Teaching & Learning with Art Objects, museums, Collections and Site Visitations Research (3)

Recommended Courses:
EDCS/AMST 685: Museums and Communities (3)
Art History 300-600 level courses if pre-requisites are met
Studio Art 300-600 level courses if pre-requisites are met
Music 400-600 level courses if pre-requisites are met

Theater may include:
THEA 470: Creative Drama (3)
THEA 474: Theater for Children (3)
THEA 475: Puppetry for Young Children (3)
THEA 476: Puppetry (3)

Culminating Requirements: Plan A Thesis or Plan B Project

Track Coordinator: Betty Lou Williams, bettylou@hawaii.edu
KINDERGARTEN THROUGH GRADE 12 SCHOOL LEVEL
Content Area Tracks

Language Arts/Literacy Education

The MEd-CS Language Arts/Literacy track is a minimum 30-credit program track that focuses on the study of the teaching, learning, curriculum, evaluation and policy in English Language arts/Literacy education, including all or any grade level/s K-12.

12-core credits plus at least 18 credits chosen from the following list, or other courses selected in consultation with the track advisor.

Required Core Courses:
EDCS 622G: Curriculum Leadership (3)
EDCS 606: Introduction to Research (3)
EDCS 632: Qualitative Research Methods (3)
EDCS 667G: Seminar in Curriculum Issues (3)

Recommended Courses:
EDCS 432: Adolescent Literacy and Literacy (3)
EDCS 600: Language, Learning & Teaching (3)
EDCS 601: Advanced Topics in Reading (3)
EDCS 602: Advanced Topics in Writing & Oral Language (3)
EDCS 603: Children’s Literature in Elementary Curriculum (3)
EDCS 604: Effective Writing Practices (3)
EDCS 607: New Literacies Leadership (3)
EDCS 640I: Seminar in Teaching Field: Content Area Literacy (3)
EDCS 640C: Seminar in Teaching Field English Education; (I) Content Area Literacy; (M): Interdisciplinary Education (3)
EDCS 640M: Seminar in Teaching Field (Interdisciplinary): Reading-Writing Connections (3)
EDCS 640M: Seminar in Teaching Field (Interdisciplinary): Reading Media (3)
EDCS 645: Seminar in Multicultural Literacy (3)
EDCS 646: Literacy Assessment I (3)
EDCS 647: Literacy Assessment II (3)
EDCS 648: Reading for English Language Learners K-12 (3)
EDCS 686: Information Literacy and Learning Resources (3)

Culminating Requirements: Plan A Thesis or Plan B Project

Track Coordinator: Dr. Amanda Smith, ars3@hawaii.edu
Mathematics Education

The MEd-CS Mathematics Education is a 30-credit online/hybrid track grounded in real-world problem-solving that empowers teachers as leaders to be locally-minded, global citizens through a sense of purpose and a sense of place. Students have the option of adding the field, Ethnomathematics, to an existing Hawai`i Standard or Advanced License (in process). The focus area is ethnomathematics, but the MEd in Mathematics Education is broader in scope including theories, research methodologies, and pedagogies.

12-core credits plus at least 18-credits chosen from the following list, or other courses selected in consultation with the program advisor:

**Required Core Courses:**
EDCS 622G: Curriculum Leadership (3)
EDCS 606: Introduction to Research (3)
EDCS 632: Qualitative Research Methods (3)
EDCS 667G: Seminar in Curriculum Issues (3)

**Required Specialization Courses:**
EDCS 624: School Mathematics Curriculum (3) AND
EDCS 640H: Seminar in Mathematics (3) **Or**
EDCS 640M: Seminar in Interdisciplinary Education (3)

**Recommended Courses:**
EDCS 494: Problem Solving in Mathematics Education (3)
EDCS 653 (Alpha)—alpha may be repeated (3)
  B: Number and Operation
  C: Pattern, Function and Algebra
  D: Geometry and Measurement
  E: Probability and Statistics
  F: Integrated Mathematics Content
EDCS 654 Ethnomathematics (3)

**Other Recommended Courses for those Specializing on Middle/Secondary Levels:**
MATH 301: Introduction to Discrete Mathematics (3)
MATH 302: Introduction to Differential Equations (I) (3)
MATH 304: Mathematical Modeling: Deterministic Models (3)
MATH 305: Mathematical Modeling: Probabilistic Models (3)
MATH 311: Introduction to Linear Algebra (3)
MATH 321: Introduction to Advanced Mathematics (3)
MATH 331: Introduction to Real Analysis (3)
MATH 351: Foundations of Euclidean Geometry (3)
MATH 352: Non-Euclidean Geometries (3)
MATH 372: Elementary Probability and Statistics (3)
MATH 411: Linear Algebra (3)
MATH 412: Introduction to Abstract Algebra (I) (3)
MATH 413: Introduction to Abstract Algebra (II) (3)
MATH 420: Introduction to the Theory of Numbers (3)
MATH 421: Topology (3)
MATH 431: Principles of Analysis (I) (3)
MATH 455: Mathematical Logic (3)
MATH 471: Probability (3)
MATH 475: Combinatorial Mathematics (3)
PHIL 445: Symbolic Logic (3)

**Culminating Requirements: Plan A Thesis or Plan B Project**

**Track Coordinator:** Dr. Linda Furuto, lfuruto@hawaii.edu
Multicultural Education

The MEd-CS Multicultural Education track is a minimum 30-credit program track that focuses on the study of the teaching, learning, curriculum, evaluation and policy in multicultural education, including all or any grade level/s K-12.

12-core credits plus at least 18-credits chosen from the following list, or other course selected in consultation with the program advisor.

**Required Core Courses:**
- EDCS 622G: Curriculum Leadership (3)
- EDCS 606: Introduction to Research (3)
- EDCS 632: Qualitative Research Methods (3)
- EDCS 667G: Seminar in Curriculum Issues (3)

**Recommended Courses:**
- EDCS 440: Curriculum Implications for Multicultural Education (3)
- EDCS 441: Hawaiian Studies, Methods (3)
- EDCS/EDEF 453: Gender Issues in Education (3)
- EDCS 600: Language, Learning & Teaching (3)
- EDCS/EDEF 630: Cultural Diversity and Education (3)
- EDCS/EDEF 640M: Indigenous & Postcolonial Perspectives in Education (3)
- EDCS 648: Reading for English Language Learners K-12 (3)
- EDEF 470: Ethnic Groups and Education in Hawaii (3)
- SPED 487: Characteristics/Strategies for Teaching at-risk-Students (3)
- SPED 600: Foundations of Exceptionality (3)
- EDEA 652: Conflict Management in Education (3)
- EDEA 655: Intercultural Interactions (3)
- EDEF 652: History of Education in Hawaii (3)
- EDEF 669: Introduction to Comparative/International Education (3)
- EDEF 680: Seminar on Race, Law, and Education (3)
- EDEF 683: Social and Cultural Contexts of Education (3)
- EDEF 762: Seminar on the Social and Cultural Contexts of Education (3)
- EDEP 768B: Seminar in Educational Psychology: Psychology of Culture (3)

Additional courses at the 400 or 600 level may be chosen from fields such as American Studies, Ethnic Studies, Languages & Literature, Second Language Studies, and Women’s Studies.

**Culminating Requirements:** Plan A Thesis or Plan B Project

Contact: Patricia Halagao, Professor, phalagao@hawaii.edu 808-956-9295
*Reading K12 (with or without Reading K12 Graduate Certificate)
*Not currently offered to students

MEd-CS Reading K-12 track is a 30-credit track that presents an expanded, integrated view of 21st century literacies, based on International Literacy Association Standards. Teachers who wish to lead from their classrooms are the major focus. Eligible to add Reading K12 to an existing Hawai’i Standard or Advanced License and may be taken concurrently with the Literacy Leader: Reading K12 Graduate Certificate.

12-core credits, plus 18-reading education credits* as described below. You must meet with your program advisor at least once a semester to select courses and agree on course artifacts for your Professional Teaching Portfolio.

**Required Core Courses:**
EDCS 622G: Curriculum Leadership (3)
EDCS 606: Introduction to Research (3)
EDCS 632: Qualitative Research Methods (3)
EDCS 667G: Seminar in Curriculum Issues (3)

**Required Specialization Courses:**
EDCS 601: Advanced Topics in Reading (3)
EDCS 646: Literacy Assessment I (3)
EDCS 647: Literacy Assessment II (3)
EDCS 605: Reading Supervision and Leadership (3)
EDCS 690: Practicum: Leadership in School Reading Improvement (3)

**One** 3-credit elective selected from:
EDCS 432: Adolescent Literacy and Literature (3)
EDCS 603: Children's Literature in the Elementary Curriculum (3)
EDCS 617: Early Literacy and Language Development (3)
EDCS 640I: Content Area Literacy (3)
EDCS 648: Reading for English Language Learners K-12 (3)
EDCS 686: Informational Literacy and Learning Resources (3)
SPED 421: Strategies for Reading Difficulties (3)

**Culminating Requirement:** Plan B Professional Teaching Portfolio based on International Reading Association Standards for Reading Specialists

*Recommended Sequence: (Elective any time) 601, 646, 647, 605, 690
Social Studies Education

The MEd-CS Social Studies Education track is a minimum 30-credit program track that focuses on the study of the teaching, learning, curriculum, evaluation and policy in social studies education, including all or any grade level/s K-12.

12-core credits plus at least 18-credits chosen from the following list, or other courses selected in consultation with the program advisor.

Required Core Courses:
- EDCS 622G: Curriculum Leadership (3)
- EDCS 606: Introduction to Research (3)
- EDCS 632: Qualitative Research Methods (3)
- EDCS 667G: Seminar in Curriculum Issues (3)

Recommended Courses:
- EDCS 625: Social Studies Curriculum (3)
- EDCS/EDEF 453: Gender Issues in Education (3)
- EDCS/EDEF 630: Cultural Diversity in Education (3)
- EDCS 640K: Seminar in Teaching Field, Social Studies (3)
- EDCS 640M: Indigenous & Postcolonial Perspectives in Education (3)
- EDCS 685: Museums and Communities (3)
- EDCS 441: Hawaiian Studies, Methods (3)
- SOC 498: Social Studies for Teachers (3)
- EDEF 408: Community and Culture (3)
- EDEF 470: Ethnic Groups and Education in Hawaii (3)
- EDEF 671: Topics in Comparative Education (3)
- EDEF 683: Social and Cultural Contexts of Education (3)
- EDEF 684: Education and the World Order (3)
- EDEF 686: Environmental Education (3)
- EDEF 762: Seminar on the Social and Cultural Contexts of Education (3)

Culminating Requirements: Plan A Thesis or Plan B Paper/Project

Contact: Patricia Halagao, Professor, phalagao@hawaii.edu 808-956-9295
Aloha ‘Āina Education and Leadership

The MEd-CS Aloha ‘Āina Education and Leadership track is a 30-credit track for Aloha ‘Āina educators and leaders. The cohort focuses on Aloha ‘Āina (Love for homeland, patriotism) as a foundation for relationships, education, leadership, well-being, and research in Hawai‘i. Participating educators will critically engage with Aloha ‘Āina in various contexts to help them better understand, articulate, and respond to their kuleana to ‘āina and Lāhui. Aloha ‘Āina professors will work with a group of teachers to develop an interdisciplinary 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.

12-core credits plus at least 18-credits chosen from the following list (subject to change):

**Required Core Courses:**
- EDCS 622G: Curriculum Leadership (3)
- EDCS 606: Introduction to Research (3)
- EDCS 632: Qualitative Research Methods (3)
- EDCS 667G: Seminar in Curriculum Issues (3)

**Recommended Courses:**
- EDCS 640M: Interdisciplinary Education—Indigenous and Postcolonial Perspectives in Education (3)
- EDCS 640M: Interdisciplinary Education—Living Native Hawaiian and Indigenous Education and Leadership (3)
- EDCS 640P: Seminar-Place Based Education (3)
- EDCS 630: Culture and Diversity in Education (3)
- POLS 684: Contemporary Native Hawaiian Politics
- EDCS 640K: Social Studies - History of the Hawaiian Monarchy (3)
- ITE 441: Hawaiian Studies, Methods (3)
- EDEF 652: History of Education in Hawaii (3)
- EDCS 695: Plan B Master’s Project (V)
- EDCS 699: Directed Reading and/or Research (V)

**Culminating Requirement: Plan-B Project**

Track Coordinator: Dr. Kimo Cashman, kcashman@hawaii.edu
Interdisciplinary Education

MEd-CS Interdisciplinary Education is a minimum 30-credit track that allows the study of a single content concentration based on the candidate's choice or combined with other subjects resulting in a broader, more diverse focus. The interdisciplinary track will provide flexibility to adapt to the needs and interests of the students and make best use of faculty expertise.

12-core credits plus at least 18-credits selected in consultation with the program advisor.

**Required Core Courses:**
EDCS 622G: Curriculum Leadership  
EDCS 606: Introduction to Research  
EDCS 632: Qualitative Research Methods  
EDCS 667G: Seminar in Curriculum Issues

**Recommended Courses:**
EDCS or Content Courses (400 or 600 level) selected by candidates and approved by advisors in Art, Literacy, Mathematics, Multicultural Education, Science, and/or Social studies, such as:
EDCS 608: Literacies across the Disciplines  
EDCS 627: Teaching and Learning with Art Objects, Collections & Site Visits  
EDCS 630: Cultural Diversity and Education  
EDCS 640J: Seminar, Science  
EDCS 640P: Seminar, Place-based Education  
EDCS 653F: Mathematics in the Schools, Integrated Math Content

**Culminating Requirements:** Plan B Project: Plan, teach, and evaluate an integrated unit grounded in theory and research; Research paper; Portfolio or Other, made up of assignments embedded in courses throughout the program.

Contact: Patricia Halagao, Professor, phalagao@hawaii.edu  808-956-9295
Literacy Specialist, with Literacy Leader Graduate Certificate and Add-a-Field*

The MEd-CS Literacy Specialist is 30-credit online track and partnership between the Curriculum Studies and Special Education Departments that prepares literacy specialists to ensure all students achieve their maximum potentials as readers, writers, listeners, speakers, and practitioners of 21st Century literacies (e.g., digital, media, visual, critical) based on both International Literacy and Dyslexia Association Standards for Reading Professionals. 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.)

12-core credits plus at least 18-credits chosen from the following list:

Required Core Courses:
EDCS 622G: Curriculum Leadership (3)
EDCS 606: Introduction to Research (3)
EDCS 632: Qualitative Research Methods (3)
EDCS 667G: Seminar in Curriculum Issues (3)

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)

Culminating Requirements: Plan B Project

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

Track Coordinator: Dr. Amanda Smith, ars3@hawaii.edu
National Board Certification Teacher Leader and Add-a-Field

The MEd-CS National Board Certification Teacher Leader track is a unique 30-credit track through which teachers may potentially: 1) earn a master’s degree (Teacher Leader focus), 2) pursue National Board Certification (Initial certification or renewal), 3) earn a Teacher Leader Graduate certificate, and 4) add-a-field of Teacher Leader to a Hawaii Teaching License. The Teacher Leader focus of the program is intended to prepare teachers to assume educational leadership roles in various school and community contexts based on the Teacher Leader Model Standards. The program will also support teachers in developing National Board Certification (NBC) portfolios and through the NBC application/renewal process. Students who choose not to formally apply for NBC will develop mock-NBC portfolios. Courses are offered via a combination of on-line, face-to-face, and hybrid formats.

12-core credits plus at least 18-credits chosen from the following list (subject to change), or other courses selected in consultation with the program advisor.

**Required Core Courses:**
EDCS 622G: Curriculum Leadership (3)
EDCS 606: Introduction to Research (3)
EDCS 632: Qualitative Research Methods (3)
EDCS 667G: Seminar in Curriculum Issues (3)

**Required Specialization Courses:**
EDCS 607: New Literacies Leadership (3)
EDCS/EDEF 630: Cultural Diversity and Education (3)
EDCS 640M: Indigenous & Postcolonial Perspectives in Education (3)
EDCS 640M: Seminar, National Board Certification Specialization (3)
EDCS 695: Plan B Master’s Project (3)
EDEF/EDEA 675: Introduction to Educational Policy Studies (3) or EDEF 667C: Leadership and Governance in Education (3)

**Culminating Requirements:** 1) Plan B Project 2) Teacher Leader Portfolio

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

**Track Coordinator:** Dr. Kimo Cashman, kcashman@hawaii.edu
PACMED (Pacific MEd)

PACMED-CS PACMED is a 30-credit, online, 2-year, cohorted track for Pacific Island educators of all age students up through undergraduate level with a focus on the education in STEAM subjects (Science, Technology, Engineering, Arts, Mathematics) & Place-Based Curriculum. Teachers and administrators will be supported educationally in creating culturally responsive curriculum focused on STEAM subjects. A standards-based Portfolio serves as the Plan-B "thesis" project, providing concrete evidence of the graduate's proficiency in STEAM educational leadership. Classes are completely online, requiring a computer with microphone and speaker as well as a reliable internet connection.

Twelve core credits plus at least 18 credits chosen from the following list, or other courses selected in consultation with the program advisor.

**Required Core Courses:**
- EDCS 622G: Curriculum Leadership (3)
- EDCS 606: Introduction to Research (3)
- EDCS 632: Qualitative Research Methods (3)
- EDCS 667G: Seminar in Curriculum Issues (3)

**Recommended Courses:**
- EDCS 640J: Science Education (3)
- EDCS 640H: Mathematics Education (3)
- EDCS 640M: Interdisciplinary Education (3)
- EDCS 623: Science & Science Curriculum (3)
- EDCS 630: Cultural Diversity & Education (3)
- EDCS 480: Issues in Computer Education (3)

**Required Specialization Course:**
- EDCS 642: Seminar in Integrative Multicultural Middle Level Education (1 credit; repeated 4 to 6 times)

**Culminating Requirement:** Plan B Project - Portfolio

**Track Coordinator:** Dr. Paul Deering, deering@hawaii.edu
Interdisciplinary Tracks

Place-based and Sustainability Education

MEd-CS Place Based is a 30-credit cohorted track for educators interested in place-based teaching and learning in the ahupua’a and cultures of Hawai’i’s students and communities. This project is based on Next Generation Science Standards and Nā Hopena A‘o, the Hawai‘i 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. Courses are field-based, online and at school sites. Three courses are tuition-free with acceptance into Dr. Pauline Chinn’s 2017-2021 NSF grant program. This track will prepare you to: (a) teach ecological, cultural and economic issues, (b) give students real world learning experiences, (c) integrate subjects for problem and project-based learning, and (d) collaborate with school and community colleagues.

9-core credits plus at least 21-credits chosen from the following list (subject to change), or other courses selected in consultation with the program advisor.

Required Core Courses:
EDCS 622G: Curriculum Leadership (3)
EDCS 606: Introduction to Research (3)
EDCS 667G: Seminar in Curriculum Issues (3)

Required Specialization Courses:
EDCS 640P(S): Seminar in Place-based Science* (Cross-listed as SUST 641) (3)
EDCS 623: Science & Science Curriculum* (3)
EDCS 608: Literacies Across the Curriculum (SUST) (3)
EDCS 630: Cultural Diversity & Education (3)
EDCS 632: Qualitative Research* (3)
EDCS 695: Plan B Master’s Project (3)
Elective: Content course** (3)

Culminating Requirement: Plan B Project
*EDCS 640P(S), 623, and EDCS 632 Qualitative Research will be tuition-free for students accepted into the National Science Foundation Grant Program. Students in NSF EDCS 640P(S) can also participate in a free Summer Immersion experience 2018-2021. For information on NSF supported courses. Contact Dr. Pauline Chinn (chinn@hawaii.edu)

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

Track Coordinator: Dr. Pauline Chinn (chinn@hawaii.edu)
Science, Technology, Engineering, Mathematics, Social Sciences, and Sense of Place (STEMS²)

MEd CS STEMS² is a 30-credit track that focuses on real-world problem solving via project-based and place-based learning within a social context that integrate science, technology, engineering, mathematics and the social sciences while focusing on youths’ development in relation to their sense of self as local and global citizens. Traditionally, STEM has been defined as the integration of science, technology, engineering, and mathematics via project-based problem solving curriculum. Made evident from research in the field of science, math and STEM education, our current educational models do not make explicit the role place and one’s sense of place plays in the teaching and learning of STEM. Teaching from a STEMS² perspective entails place-based, project-based learning where students emulate the processes of professionals in a variety of fields (i.e., historians, engineers, etc.) to design solutions to real world problems in their local and global communities.

12-core credits plus the following 18 credits required specialization courses:

*Required Core Courses:*
EDCS 622G: Curriculum Leadership (3)
EDCS 606: Introduction to Research (3)
EDCS 632: Qualitative Research Methods (3)
EDCS 667G: Seminar in Curriculum Issues (3)

*Required Specialization 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)
EDCS 654: Ethnomathematics (3)

*Culminating Requirement: Plan B Project*

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