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 and Certificates 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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*click on page number to be directed to section
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, elementary, middle level, secondary, or K-12 education. The program equips teachers to fill a variety of teaching and resource roles at an advanced level. Students may attend part-time, but the program must be completed within seven years of the date of admission.

The Department also offers two 15-credit certificates: PK-3 Graduate Certificate and Reading K-12 Graduate Certificate. Students may study for a graduate certificate, with or without the MEd-CS degree.

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

The 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

APPLYING FOR ADMISSION

Admission is competitive and selective. In addition to the requirements of the Graduate Division, applicants to the program must provide evidence of successful completion of a B.Ed., or the equivalent program leading to initial teaching licensure.

Deadlines for application to the MEd-CS are September 1 for Spring semester admission and March 1 for Fall semester admission (February 1 and August 1 for international applicants). In addition to the Graduate Division application, applicants to Curriculum Studies programs must submit the **MEd-CS: School Level and Concentration Form**, a **Graduate Information Express Form** which includes a Statement of Objectives, and three letters of recommendation. Curriculum Studies application packets can be downloaded from the Curriculum Studies web site.

Three programs have different application dates from those given above:

**MEd-CS Middle Level (and Secondary):** March 1 each year for the following Fall.

**PK-3 Graduate Certificate:** March 1 of even numbered years for the following Fall.

**Reading, K-12 Graduate Certificate:** March 1 of even numbered years for the following Fall.

Please check the Curriculum Studies web site for any changes to these dates.

Students applying for both the MEd-CS and a graduate certificate program must submit two applications to Graduate Division, one for each program (i.e., **Graduate Admissions Application Form** [http://manoa.hawaii.edu/graduate/files/forms/app2013_14.pdf](http://manoa.hawaii.edu/graduate/files/forms/app2013_14.pdf) and **Concurrent Graduate Certificate Program Application Form** [http://manoa.hawaii.edu/graduate/files/forms/gradcert2013_14.pdf](http://manoa.hawaii.edu/graduate/files/forms/gradcert2013_14.pdf)). Students need submit only one Curriculum Studies application packet to the CS Office (Everly 224) but must include the **MEd-CS: School Level and Concentration Form** and the **Graduate Certificate Application Form** ([https://coe.hawaii.edu/academics/curriculum-studies/med-secondary/med-secondary-education](https://coe.hawaii.edu/academics/curriculum-studies/med-secondary/med-secondary-education)).

Students applying for the MEd-CS, in addition to a graduate certificate, may apply for the MEd-CS the year before certificate applications are due (i.e., in an odd numbered year) and take MEd core courses before the certificate program begins.

**Note:** Not all qualified applicants are accepted; in some instances faculty with expertise in a particular area of interest may not be available to work with an applicant.

NOTIFICATION OF ACCEPTANCE

The Graduate Division notifies each applicant of the acceptance/rejection decision regarding the application. Official notification of acceptance or rejection is generally mailed between February and June for Fall admissions. For Spring, notification is generally mailed in November/December.

AFTER ACCEPTANCE

Soon after acceptance a file will be established for each student, an interim advisor will be assigned by the Graduate Chair, and the student will be sent a letter or email giving the interim advisor’s name and contact information. The student should contact the interim advisor as soon as possible after admission to the program to review program requirements and plan his/her course schedule for the first semester in the program.

**Note:** (1) A student who is accepted must enroll in the semester he/she is admitted. Otherwise, he/she is regarded as a “No Show” and must reapply.
(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

Relevant courses successfully completed as part of the UH College of Education Professional Diploma or PBSC program may be transferred into the M.Ed. in Curriculum Studies Program up to a maximum of 12 credits, 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. Students from other institutions may transfer a maximum of 14 credits upon approval of the Department and the Graduate Division. 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. Chair and (c) with the approval of the Dean of the Graduate Division. The date of return from a leave must be set at the time the leave is requested.

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

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

THE PROGRAM ADVISOR

Each student will be assigned an interim advisor who has expertise in the area designated as the student’s School Level and concentration. Often the interim advisor will work with the student throughout the program and direct the culminating project. In some cases, a student may decide to change to another advisor. When this occurs, the student will contact the prospective new advisor to get his or her approval and then write a memo to the Curriculum Studies M.Ed. Graduate Chair requesting the change. The M.Ed. Graduate Chair will notify the former advisor.

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 Graduate Division.

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, and Graduate Level Student Helper positions.

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

When Tuition Waivers become available they are announced on the Curriculum Studies Graduate Bulletin Board (in the hall outside Everly Hall, Room 224) and the Graduate Division Bulletin Board.

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

PROGRAM COMPLETION

All course work and the culminating project or paper (Plan B) or thesis (Plan A) must meet deadlines for completion posted by the Graduate Division during the final semester of the program. Please 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 Graduate Division at the beginning of the semester in which the student expects to complete the degree requirements. Such application need only be made once.

Note: A student must be enrolled in the semester he/she plans to graduate. Should all coursework be completed, the student may enroll in at least one credit of EDCS 700 (Plan A) or in EDCS 500 for one credit (Plan B) to satisfy this requirement. Please call the CS Department secretary (956-4401) or email 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)
- 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 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): School Curriculum
   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 Elementary, Secondary, or K-12 School Level must take 622 (G) and 667 (G).

Recommended 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: Interdisciplinary Perspectives on Educational Research

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.

Recommended Core Course Sequence
We recommend that the required 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 or second semester. 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.
School Levels and Concentrations

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

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

PK-3 and Middle Level applicants do not need to choose a separate concentration. Applicants in the Elementary, Secondary, and K-12 school levels must choose from among the concentrations listed below.

<table>
<thead>
<tr>
<th>Elementary School Level</th>
<th>Secondary School Level</th>
<th>K-12 School Level</th>
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</thead>
<tbody>
<tr>
<td>- Art</td>
<td>- Art</td>
<td>- Disability Studies</td>
</tr>
<tr>
<td>- Language Arts/Literacy</td>
<td>- Language Arts/Literacy</td>
<td>- Language</td>
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<tr>
<td>- Mathematics</td>
<td>- Mathematics</td>
<td>- Multicultural</td>
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<tr>
<td>- Science</td>
<td>- Science</td>
<td>- Reading</td>
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<tr>
<td>- Other</td>
<td>- Other</td>
<td>- Social Studies</td>
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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 Concentration. All courses should be chosen in consultation with the advisor.

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

**M.Ed. in Curriculum Studies**

<table>
<thead>
<tr>
<th>Name of student (Last, First, Middle initial)</th>
<th>StudentID</th>
<th>Program</th>
<th>Plan</th>
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<th>Work Phone</th>
<th>Notes</th>
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<th>Orals Taken</th>
<th>Passed? (Y or N)</th>
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## DEGREE PLAN

### Core courses (12 credits) plus Plan B paper/Thesis Research

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<th>Course Code (B.D or G)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDCS 622</td>
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Two research methods courses:

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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>EDCS 608</td>
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<tr>
<td>EDCS 632</td>
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### Seminar in Curriculum:

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<tr>
<td>EDCS 657</td>
<td>3</td>
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### Thesis Research (PLAN A) OR Other courses:

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<th>Course Code</th>
<th>Credits</th>
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## Specialization Courses (18 credits)

### Specialization:

Student choose from a range of content areas

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<thead>
<tr>
<th>Course Code</th>
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## TRANSFER CREDITS

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

### Non-UH courses (no more than 14 credits):

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<th>Course Code</th>
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### PD/PBCSE courses (12 credits max.):

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### UH courses -- unclassified (12 credits max.):

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<th>Credits</th>
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Program Advisor: ______________________ Date: ______________

Graduate Chair: ______________________ Date: ______________
PRE-KINDERGARTEN-GRADE 3 SCHOOL LEVEL (with or without PK-3 Graduate Certificate*)

Twelve core credits plus at least 18 credits 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)

At least one of these:
EDCS 416: Early Childhood Foundations and Curriculum
EDCS 617: Early Literacy and Language Development
EDCS 618: Early Childhood Education: Advanced Topics (Projects & Integrated Studies)

At least one of these:
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
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
EDCS 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
*Note: The Department of Curriculum Studies offers a 15-credit *PK-3 Graduate Certificate* for successful completion of ITE 417, EDCS 617, EDCS 622B, EDCS 656, EDEP 664, and a Professional Teaching Portfolio.

The certificate may be earned with the MEd-CS, or as a certificate-only program. (This certificate will appear on students’ transcripts, but does not result in state licensure). Students must apply for the Graduate Certificate as a separate program through Graduate Division to receive the certificate (see page 4). Please see page 29 and contact ECE@hawaii.edu for more information.
ELEMENTARY SCHOOL LEVEL Requirements

Art Education, Elementary

Twelve core credits plus nine credits based on the following list, and nine other credits related to art education selected in consultation with the program advisor.

Required:

EDCS 626: Art in Elementary Education

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

EDCS 640N: Seminar in Art

Recommended Courses:

EDCS/AMST 685: Museums and Communities

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
THEA 474: Theater for Children
THEA 475: Puppetry for Young Children
THEA 476: Puppetry

Plus: Plan A Thesis or Plan B Project
**Language Arts/Literacy, Elementary**

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

*Recommended Courses:*

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

*Plus: Plan A Thesis or Plan B Project*
Mathematics Education, Elementary

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

Required:

EDCS 624C: Mathematics Curriculum, Elementary OR
EDCS 624D: Mathematics Curriculum, Middle level AND
EDCS 640H: Seminar in Teaching Mathematics

Recommended Courses

EDCS 494: Problem Solving in Mathematics Education
EDCS 495: Difficulties in Learning Mathematics
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

Plus: Plan A Thesis or Plan B Project
Science Education, Elementary

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

Recommended:

EDCS 623 (Alpha): Science Curriculum. May be repeated once under a different alpha. (B) Elementary, (C) Secondary, (D) Inquiry and the nature of science, and (E) Science Literacy

EDCS 640J: Seminar in Teaching Science

At least one of these:

EDCS 433: Interdisciplinary Science Curriculum (repeatable once)

EDCS 450: Methods and Materials in Science (repeatable once)

Other courses:

PHIL 308: Philosophy of Science

PHIL 315/OCN 315: Modeling Natural Systems

PHIL 316: Science, Technology, and Society

PHIL 492: Philosophy for Children

PHIL 621: Studies in Philosophy of Science

PHIL 630: History and Theory of Science

Additional science courses at the 300, 400 or 600 level may be chosen

These courses should be selected with approval of your advisor from among the following areas:

Anthropology (ANTH); Biology (BIOL); Botany (BOT); Chemistry (CHEM); Entomology (ENTO); Environmental Biochemistry (ENBI); Food Science and Human Nutrition (FSHN); Geography (GEO); Geology and Geophysics (GG); Horticulture (HORT); Interdisciplinary Studies (IS); Meteorology (MET); Microbiology (MICR); Natural Sciences (NSCI); Ocean and Earth Science and Technology (OEST); Oceanography (OCN); Physics (PHYS); Plant Molecular Physiology (PMP); Public Health Sciences and Epidemiology (PH); Zoology (ZOOL)

Plus: Plan A Thesis or Plan B Project
“Other” Concentration, Elementary

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

This concentration is appropriate for students who want a concentration other than those listed above, an interdisciplinary program or for those interested in doing work leading to National Board Professional Teaching Standards (NBPTS) Certification. An advisor in the area(s) selected must be available.

Plus: Plan A Thesis or Plan B Project
**MIDDLE (and SECONDARY) SCHOOL LEVEL Requirements**

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; applicants are admitted for the subsequent fall semester as UH does not have a “summer admission.” Applicants must complete an Outreach College application (link below) to be permitted to take the summer classes prior to the fall’s full graduate admission:

http://www.outreach.hawaii.edu/summer/myuh/credit_forms.asp

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

Required:

- 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*

*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.
SECONDARY SCHOOL LEVEL Requirements

Art Education, Secondary

Twelve core credits plus nine credits based on the following list, and nine other credits related to art education selected in consultation with the program advisor.

Required:

- EDCS 404B: Secondary Methods of Art Education
- 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
- EDCS 640N: Seminar in Art

Recommended Courses:

- EDCS/AMST 685: Museums and Communities
- EDCS 637: Art in Secondary Education
- 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
- THEA 474: Theater for Children
- THEA 475: Puppetry for Young Children
- THEA 476: Puppetry

Plus: Plan A Thesis or Plan B Project
**Language Arts/Literacy, Secondary**

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

*Recommended Courses:*

- EDCS 432: Adolescent Literature and Literacy
- EDCS 600: Language, Learning and Teaching
- EDCS 601: Advanced Topics in Reading
- EDCS 602: Advanced Topics in Writing & Oral Language
- EDCS 640(C): Seminar in Teaching Field English Education; (I): Content Area Literacy; (M): Interdisciplinary Education
- EDCS 646: Literacy Assessment I
- EDCS 647: Literacy Assessment II
- EDCS 648: Reading for English Language Learners K-12
- EDCS 686: Information Literacy and Learning

Other courses may be taken in the areas of English, Literature, American Studies, Drama, Communication, English as a Second Language, Speech, Linguistics, Journalism or within the College of Education with your program advisor’s consent.

*Plus: Plan A Thesis or Plan B Project*
Mathematics Education, Secondary

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

Required Courses:

EDCS 624E: Mathematics Curriculum Secondary, OR EDCS 624D: Mathematics Curriculum Middle Level AND EDCS 640H: Seminar in Teaching Mathematics

Recommended Courses

EDCS 494: Problem Solving in Mathematics Education
EDCS 495: Difficulties in Learning Mathematics
EDCS 653 (alpha)—may be taken once for each alpha
    B: Number and Pattern
    C: Pattern and Algebra
    D: Geometry and Measurement
    E: Probability and Statistics
    F: Integrated Mathematics Content
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 (I)
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

Plus: Plan A Thesis or Plan B Project
**Science Education, Secondary**

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

**Recommended:**

- EDCS 640J: Seminar in Science
- EDCS 623 (Alpha): Science Curriculum. May be repeated once under a different alpha. (B) Elementary, (C) Secondary, (D) Inquiry and the nature of science, and (E) Science Literacy

**At least one of these:**

- EDCS 433: Interdisciplinary Science Curriculum
- EDCS 450: Methods and Materials in Science

**One course in the history or philosophy of science from the following list:**

- PHIL 308: Philosophy of Science
- PHIL 315/OCN 315: Modeling Natural Systems
- PHIL 316: Science, Technology and Society
- PHIL 492: Philosophy for Children
- PHIL 621: Studies in Philosophy of Science
- PHIL 630: History and Theory of Science

**At least 2 additional science courses at the 300, 400 or 600 level and 1 credit of laboratory.**

These courses should be selected with approval of your advisor from among the following areas:

- Anthropology (ANTH); Biology (BIOL); Botany (BOT); Chemistry (CHEM); Entomology (ENTO); Environmental Biochemistry (ENBI); Food Science and Human Nutrition (FSHN); Geography (GEO); Geology and Geophysics (GG); Horticulture (HORT); Interdisciplinary Studies (IS); Meteorology (MET); Microbiology (MICR); Natural Sciences (NSCI); Ocean and Earth Science and Technology (OEST); Oceanography (OCN); Physics (PHYS); Plant Molecular Physiology (PMP); Public Health Sciences and Epidemiology (PH); Zoology (ZOOL)

*Plus: Plan A Thesis or Plan B Project*
“Other” Concentration, Secondary

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

This concentration is appropriate for students who want a concentration other than those listed above, an interdisciplinary program or for those interested in doing work leading to National Board Professional Teaching Standards (NBPTS) Certification. An advisor in the area(s) selected must be available.

*Plus: Plan A Thesis or Plan B Project*
KINDERGARTEN THROUGH GRADE 12 SCHOOL LEVEL Requirements

Disabilities Studies

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

Required Courses:

DIS 681: Multicultural Issues in Disabilities
DIS 683: Interdisciplinary Disability and Diversity Issues
DIS 684: Interdisciplinary Team Development
DIS 697: Fieldwork or 699 Directed Reading and/or Research

One elective

The Center on Disability Studies in the College of Education also offers a 15 credit Interdisciplinary Certificate in Disability and Diversity Studies. Please see http://www.cds.hawaii.edu/main/certificates/requirements.

Plus: Plan A Thesis or Plan B Project

For further information contact:
Norma Jean Stodden, Ph.D.
Certificate Program Director
E-mail: nstodden@hawaii.edu
**Language, K-12**

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

*Recommended:*

EDCS 600: Language, Learning and Teaching

Other courses related to language, language use, language teaching, culture and language, in the College of Education, Anthropology, History, Second Language Studies, and various international language departments.

*Plus: Plan A Thesis or Plan B Project*
Multicultural Education, K-12

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

_Suggested Electives:
EDCS 433: Interdisciplinary Science Curriculum
EDCS 440: Curriculum Implications for Multicultural Education
EDCS 441: Hawaiian Studies, Methods
EDCS/EDEF 453: Gender Issues in Education
EDCS/EDEF 630: Cultural Diversity and Education
EDCS/EDEF 640M: Indigenous & Postcolonial Perspectives in Education
EDCS 645: Seminar in Multicultural Literacy
EDCS 648: Reading for English Language Learners K-12
EDEF 470: Ethnic Groups and Education in Hawai`i
SPED 487: Characteristics/Strategies for Teaching at-risk-Students
SPED 600: Foundations of Exceptionality
EDEA 652: Conflict Management in Education
EDEA 655: Intercultural Interactions
EDEF 652: History of Education in Hawai`i
EDEF 669: Introduction to Comparative/International Education
EDEF 671: Topics in Comparative Education
EDEF 680: Seminar on Race, Law, and Education
EDEF 683: Social and Cultural Contexts of Education
EDEF 685: International Development Education
EDEF 762: Seminar on the Social and Cultural Contexts of Education
EDEP 768B: Seminar in Educational Psychology: Psychology of Culture

_Plus: Plan A Thesis or Plan B Project_
Reading K-12 (with or without Reading K-12 Graduate Certificate**)

Twelve 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:
EDCS 601: Advanced Topics in Reading
EDCS 646: Literacy Assessment I
EDCS 647: Literacy Assessment II
EDCS 605: Reading Supervision and Leadership
EDCS 690: Practicum: Leadership in School Reading Improvement

One 3-credit elective selected from:
EDCS 432: Adolescent Literacy and Literature
EDCS 603: Children's Literature in the Elementary Curriculum
EDCS 607: New Literacies, Schooling, and Culture
EDCS 617: Early Literacy and Language Development
EDCS 640I: Content Area Literacy
EDCS 648: Reading for English Language Learners K-12
EDCS 686: Informational Literacy and Learning Resources
SPED 421: Strategies for Reading Difficulties

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

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

**Note: The Department of Curriculum Studies offers a 15-credit Reading K-12 Graduate Certificate for successful completion of EDCS 601, 605, 646, 647, 690, and a Professional Teaching Portfolio based on the International Reading Association Standards (2010).

The certificate may be earned with the MEd-CS, or as a certificate-only program. (This certificate will appear on students’ transcripts, and may be used to add the teaching field Reading Specialist, K-12 to an existing Hawai’i Standard or Advanced License). Students must apply for the Graduate Certificate as a separate program through Graduate Division to receive the certificate (see page 4). Please see page 30 for more information.
Social Studies Education, K-12

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

Required:
EDCS 625: Social Studies Curriculum

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

Plus: Plan A Thesis or Plan B Project
PK-3 GRADUATE CERTIFICATE (with or without MEd-CS)

The Department of Curriculum Studies offers a 15 credit PK-3 Graduate Certificate for successful completion of ITE 417, EDCS 617, EDCS 622B, EDCS 656, EDEP 664, and a Professional Teaching Portfolio. The certificate may be earned with the MEd-CS, or as a certificate-only program. (This certificate will appear on students’ transcripts, but does not result in state licensure).

Students applying for both the MEd-CS and the PK-3 Graduate Certificate program must submit two applications to Graduate Division, one for each program (see page 4). Students need submit only one Curriculum Studies application packet to the CS Office (Everly 224) in this case but must include both the MEd-CS: School Level and Concentration Form and the Graduate Certificate Application Form.

For more information, please contact ECE@hawaii.edu.

**EDCS 622 (B) School Curriculum: Early Childhood (3)** Development and improvement of curriculum in early childhood settings. Historical perspectives, models, current issues and trends. *Fall*

**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)** Application of Learning Theory and Cognitive Skills Training in Instructional Settings Theory, research, and practical enactment of the Five Standards for Effective Pedagogy articulated by the Center for Research on Excellence and Diversity in Education (CREDE). *Summer Institute + Fall/Spring*

**EDCS 617 Early Literacy and Language Development: Theory to Practice (3)** Development of language and literacy from birth to age eight, including current theories of language development, the role of family and culture, designing inclusive environments, models and methods. *Fall*

**EDCS 656 Seminar in Early Childhood Education: Capstone course (3)** Concepts and inquiry regarding the application of early childhood educational principles and approaches to programs serving children between birth and age five. *Spring*
Reading K-12 Graduate Certificate (with or without MEd-CS)

The Department of Curriculum Studies offers a 15-credit Reading K-12 Graduate Certificate for successful completion of EDCS 601, 646, 647, 605, 690, and a Professional Teaching Portfolio based on the International Reading Association Standards (2010).

The certificate may be earned with the MEd-CS, or as a certificate-only program. (This certificate will appear on students’ transcripts, and may be used to add the teaching field Reading Specialist, K-12 to an existing Hawai`i Standard or Advanced License).

Students applying for both the MEd-CS and the Reading K12 Graduate Certificate programs must submit two applications to Graduate Division, one for each program (see page 4). Students need submit only one Curriculum Studies application packet to the CS Office (Everly 224) in this case, but must include both the MEd-CS: School Level and Concentration Form and the Graduate Certificate Application Form.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDCS 601</td>
<td>Advanced Topics in Reading (3)</td>
<td>Current theories and teaching strategies of reading throughout the life span within various social contexts. Topics include emergent literacy, critical comprehension, meta-linguistic awareness, monolingual-bilingual literacy, evaluation.</td>
</tr>
<tr>
<td>EDCS 646</td>
<td>Literacy Assessment I (3)</td>
<td>Theory and practice in classroom-based assessment of struggling readers and writers. Analyses of individual learners with implications for instruction.</td>
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<tr>
<td>EDCS 647</td>
<td>Literacy Assessment II (3)</td>
<td>Practicum in theory and methods of classroom-based and large-scale assessment. Analysis of the achievement of groups of learners and implementation of interventional instruction. Classroom field experience required.</td>
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<tr>
<td>EDCS 605</td>
<td>Reading Supervision and Leadership (3)</td>
<td>Examines varied roles and responsibilities of the reading specialist, including literacy intervention, development and evaluation of curriculum, instruction and professional in-services, and leadership.</td>
</tr>
<tr>
<td>EDCS 690</td>
<td>Practicum: Leadership in School Reading Improvement (3)</td>
<td>Application of roles and responsibilities of the reading specialist to a school context. Includes developing a reading instruction needs assessment and an improvement plan, preferably in your own school.</td>
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</tbody>
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