Guidelines for the
PhD in Education Program
Curriculum and Instruction Specialization

University of Hawaiʻi at Mānoa
College of Education

Updated May 2014
This reference guide contains four documents that outline the requirements of the PhD in Education Program, Curriculum and Instruction Specialization:

Document 1. Guidelines for Advisors and Students, The College-wide PhD in Education Program

Document 2. PhD in Education Program, Curriculum and Instruction Specialization: Program Description

Document 3. PhD in Education Program: Course of Study Form

Document 4. Guidelines for the Comprehensive Exam for the PhD in Education, Curriculum and Instruction Specialization

Additionally, further information on graduate division requirements, doctorate forms, dissertations, and committee composition may be found on the graduate division website:

1. Overview of Graduate Division Degree Requirements for the Doctorate at http://manoa.hawaii.edu/graduate/content/doctorate.

2. Doctorate Forms at http://manoa.hawaii.edu/graduate/content/forms.


4. Information on Committee Composition & Potential Members at http://manoa.hawaii.edu/graduate/content/committee-composition-potential-members.

5. List of Potential Committee Members at http://manoa.hawaii.edu/graduate/content/select-committee-member:
   a) Under Doctoral Programs select “Education PhD” and a list of potential committee members will appear.
   b) Under the first gray header, there is a list of potential Committee Members and Dissertation Chairs.
   c) Under the second gray header (further down), there is a list of potential University Representatives/Outside Members.

Document 1

Guidelines for Advisors and Students
The College-wide PhD in Education Program
Guidelines for Advisors and Students

The College-wide PhD in Education Program

July 14, 2010
(Adapted for C&I on 8/1/11)

Student Responsibility

PhD students are expected to be independent and proactive in seeking out appropriate courses, faculty and potential mentors in their journey through the PhD program. The student needs to make appointments to meet with an interim advisor, be aware of deadlines and requirements as outlined in the most recent version of the UHM catalog, and keep up to date on graduate division requirements found at http://manoa.hawaii.edu/graduate/. Since much communication for the PhD program is done through email, it is the student’s responsibility to inform the PhD office, Wist 113, edef@hawaii.edu, of any changes to their email address. Students must remain in good standing at the university, and must enroll in at least one credit of independent study or one or more courses each fall and spring semester.

The PhD program in education is not a summer program; therefore a student need not enroll in summer unless the student (with the committee’s consent) plans to graduate in summer. However, to remain enrolled in the PhD program, the student must register each fall and spring semester or be dropped from the program. If something unexpected comes up in the student’s life, a leave of absence for up to one year may be requested from the graduate division with the chair’s approval. (For all doctoral program forms see http://manoa.hawaii.edu/graduate/content/forms).

Students are held to the highest ethical standards at the University, including attention to a non-plagiarism rule. All reference to published work of others should be carefully credited. Research ethics are also mandatory for all research, and are overseen by the Institutional Review Board (IRB) and the Committee on Human Subjects (CHS) for all student and faculty research at the University. Information on research ethics pertaining to the IRB is located at http://www.hawaii.edu/irb/. All research conducted by students or their professors at the University of Hawai`i must have prior approval from the IRB before the research is conducted. Research involving human subjects must be voluntary and participants must have given their informed consent.

The Interim Advisor

An interim advisor who has volunteered to work with an entering student is assigned to each student in his or her specialization area. After entering the program and becoming acquainted with doctoral faculty, called the Graduate Faculty of Education (GFE), the student may find that a different advisor more closely matches his or her research interests. The student may then solicit another faculty member to be his or her advisor, and upon acceptance should inform both the initial interim advisor and the PhD office in Wist 113, edef@hawaii.edu. While many students remain with their interim advisor through the dissertation, a student should feel free to change advisors at this point. It should be noted that a faculty member must be a full member of the doctoral faculty, or the Graduate Faculty of Education (GFE), to serve as chair.
Associate GFE members can serve as interim advisors, and junior faculty often become full members by the time that a new student is at the dissertation proposal stage. In special cases, an associate GFE faculty member may be appointed dissertation chair through a special petition and approval by the graduate division. It is only when the advisor or committee member is changed after Form 2 is signed that the graduate division becomes involved, and in that case a change of committee form must be filled out by all committee members and sent to the graduate division.

The duties of the interim advisor include advising the student in planning his or her course of study, and discussing with the student initial directions that the dissertation proposal may take. The advisor will make recommendations regarding the student’s breadth area courses (a requirement that students take 2 - 4 or courses outside the specialization), and whether or not some courses can be waived based on graduate courses taken prior to entry into the program. The student should have an initial meeting with the interim advisor during the first semester of residence to draw up a tentative course of study. If any courses are to be waived due to previous work, or if a course is to be substituted for a required course, the interim advisor will write a memo stating what courses are to be waived, giving the reason, and address the memo to the Graduate Division via the PhD Chair.

During the initial year of doctoral course work the student should be searching for faculty who are compatible and qualified to become members of the student’s five-member comprehensive exam/dissertation committee.

**Forming the PhD Committee**

The student selects and invites a *full member* of the Graduate Faculty of Education (the doctoral faculty for the program) to become the chair for his or her dissertation committee. The dissertation chair is usually the same faculty member who supervised the comprehensive exam and the proposal process. However, the dissertation chair may or may not be the interim advisor. The student should first select and obtain assent from a full member of the education graduate faculty to become his or her permanent chair. Then, with the chair’s advice and consent, the student invites the other four members to become part of his or her committee. The committee usually consists of three or four members of the student’s specialization area, or other education doctoral faculty in the college, and one university representative (formerly known as the outside member). The committee is often, but not always, selected from professors with which students have had coursework, or with whom they have conducted research. The committee is also selected of members having a background in the general area of the student’s proposed research, and in the type of research methods the student anticipates employing in the study. The three or four faculty members representing the student’s specialization will, along with the student, formulate the questions for the comprehensive exam.

The role of the *university representative* is different from that of the other members. The university representative represents the graduate division and the university at large, and must be a full graduate faculty member from a department outside of the college-wide PhD in Education. The role of the university representative is to monitor the examination and dissertation defense process to insure academic rigor and fairness. Faculty from the PhD program in Educational Psychology (a separate program) can serve as university representatives,
but often the university representative is from outside of the College of Education. A list of qualified graduate faculty and university representatives/outside members can be found at http://manoa.hawaii.edu/graduate/content/select-committee-member.

**Doctoral Program Progress Forms, Benchmarks, and Monitoring Progress**

In order for students to make adequate progress, they are required to be enrolled each semester (excluding summers) while in the program. If for some reason a student cannot enroll, they should apply for a leave of absence from the graduate division or they will be dropped from the program. Obtaining a leave of absence stops the clock on the seven years allowed for completing the PhD for the duration of the leave.

Students should develop a focus for their dissertation research during the first year of the program. They should meet periodically with their interim advisor. After the doctoral student has met with the interim advisor and completed a tentative course of study, s/he should request that **Doctorate – Student Progress Form 1** be signed by the PhD program chair and sent to the graduate division for approval. The course of study listing all courses to be required by the advisor should be submitted to the doctoral office (Wist 113) at the same time. In communicating with the graduate division, the student designates “**Education**” as the field of study, and the College of Education Chair of the PhD program must sign off on all forms that go to the graduate division.

Upon successful completion of the comprehensive exam, after all or most coursework is completed, a College of Education form is signed by the committee, and kept in the student’s file. At the discretion of the advisor, the student may defend his/her proposal before taking the comprehensive exam. The student has two chances to pass the comprehensive exam. Each specialization defines the manner in which the comprehensive exam is designed and carried out for their specialization. When the student has successfully completed both the comprehensive examination and the proposal defense, **Doctorate – Student Progress Form 2** is signed by the committee and sent to the graduate division for approval. The “University Representative” signs on the second line under the chair of the committee. A letter approving the research from the Committee on Human Subjects must accompany Form 2 when sent to the graduate division. Students can also request an ABD certificate when Form 2 is filed. After the graduate division approves Form 2, the student may sign up for the EDUC 800 dissertation course, for as many semesters as needed until they graduate.

The **Doctorate – Student Progress Form 3** is signed after the committee has approved the oral defense of the dissertation, which is open to the public. The final draft of the dissertation must be given to the entire committee at least three to four weeks before the deadline of the dissertation defense, which is usually quite early in the semester. The dissertation defense event must be publicized at least two weeks in advance to the college and university. After a successful defense, the student may need to make some additional final corrections to the dissertation manuscript before the committee members and chair approve the document in its entirety and it is ready to be submitted to the graduate division by the deadline set for graduation. At this point, the student and faculty committee members sign **Form 4** indicating that the final manuscript is now approved and ready to be published. Students should check with the graduate
division concerning forms and fees required for scheduling the dissertation defense and for
graduation. In writing the dissertation the student should refer to the University of Hawai`i
Thesis & Dissertation Style & Policy Guide located at
https://manoa.hawaii.edu/graduate/content/style-policy/.

The PhD program has a seven-year deadline for completion. Full time students will
usually be able to graduate in a much shorter time. Students who do not complete within the
seven-year time limit must obtain permission for an extension from the graduate division or be
dismissed from the program. Students planning to graduate should have their final draft ready to
send to their committee early in the semester of graduation. The dissertation draft(s) should have
been read, edited and approved by the dissertation chair prior to committee distribution.

Final Thoughts

The doctoral program is a highly individualized, intense course of study. Students are
expected to become independent scholars and contribute original research to the body of
knowledge in education. A doctoral student works closely with his/her chair during this process,
and with the committee at important junctures. The chair must support all decisions concerning
approval of a student’s course of study, exams and dissertation. Therefore the selection of the
chair and committee is of the utmost importance. Additional experiences such as working with
professors on research either paid or as a volunteer, and working on funded programs or studies
is helpful. In addition, many students gain experience in teacher education, and other functions
in the college as graduate assistants. For additional advice or help the student may go to the
specialization coordinator, and to the college-wide doctoral program chair. The College of
Education Doctoral Student Organization (COEDSA) provides collegial peer support and
program help to students. The graduate division oversees all the doctoral programs at the
University of Hawai`i. Information about standards, student-faculty responsibilities, procedures
and forms may be found on the graduate division web site.

Stacey Roberts, PhD in Education Chair

List of Specialization Coordinators

Curriculum and Instruction: Julie Kaomea
Educational Administration: Ronald Heck
Educational Foundations: Hannah Tavares
Policy Studies: David Ericson and Ronald Heck
Exceptionalities: Mary Jo Noonan
Educational Technology: Ellen Hoffman
Kinesiology: Iris Kimura

Program Office: Wist 113 edef@hawaii.edu
Secretary: Marsha Ninomiya
808-956-7817
University of Hawai`i, Mānoa
Attachments

EDUC 740: FIELD PROJECT (Syllabus)

EDUC 799: Internship in College Teaching (Syllabus)
EDUC 740: FIELD PROJECT (V) (3 credits)

SYLLABUS*

CATALOG DESCRIPTION. Practicum experience in area of specialization. Variable credit: minimum 3 credit hours, maximum of 6 credit hours. Repeatable. Pre: Consent

Specification of course goals and objectives. This course is designed to provide praxis between the world of theory and the world of practice. It is intended to prepare the student to be knowledgeable about the field in which they intend to provide professional leadership, or the context and setting in which they plan to conduct empirical research. Thus the course may take the form of either an internship, experience in staff development, participation in a unique institute or context of study, a research experience, and/or for the purpose of conducting a pilot study for the dissertation. A field project may include a research apprenticeship under the supervision of a faculty mentor, for one or two semesters. The exact nature of the field project rests with the individual student and his/her advisor.

Procedures. The doctoral student develops a proposal and contract under the guidance of his/her advisor specifying the exact nature of the work to be done, and the form that the student’s final report will take. The field project is usually undertaken during the last semester of coursework or following the completion of all course work at which time the student is able to synthesize his/her academic studies and direct the field project towards the dissertation topic, or future career goals.

The student receives a grade based on the quality of the work completed, and the quality of the final written report.

*Note. Students in the Ph D in Education program must take either EDUC 740, Field Project, or EDUC 799, Internship in College Teaching. No waivers are possible. Previous or concurrent experience in college teaching, or a previous internship, does not fulfill this requirement. [Approved by the PhD GFE Administrative Committee, 3/12/03]
EDUC 799: Internship in College Teaching (V) (3 credits)

Syllabus

I. Catalog Description

Introduction to college-level teaching; doctoral students serve as apprentices to professors; responsibilities include supervised teaching, planning and evaluation. Repeatable. CR/NC only. The course is usually taken for 3 credits, or the number of credits in the course to be taught. Pre: admission to PhD candidacy and consent, [or consent for advanced doctoral students who have sufficient expertise in the material of the course to begin teaching it, but have not yet reached candidacy].

II. Specification of Course Goals, Purpose and Conditions

A) Statement of General Goals. This course is designed to promote excellence in college teaching. It serves as an orientation to college teaching for doctoral students, and as a collegial team working relationship between a professor and doctoral student that fosters reflection and analysis of best teaching practices for college courses.

B) Purpose. The purpose of the course is to provide doctoral students with a measure of guided direct experience in the organization and teaching of college-level materials to adults. It is increasingly being recognized that doctoral students, while being well-prepared for the research responsibilities of their future careers, often leave their graduate studies with little understanding of the instructional demands of academic life. This course seeks to fill this void. In EDUC 799 a doctoral student serves in residence as a co-teacher of a college course, working on a one-on-one basis with a member of the Graduate Faculty of Education for the PhD Program in Education. The PhD student is expected to have sufficient expertise in the area of the particular course to be ready to begin teaching part of the course, but not to be ready to embark on this level of teaching independently (as with many GA-ships). Given the idiosyncratic nature of teaching, and the wide variety of possible courses, it is not possible to provide a specific syllabus for EDUC 799. Thus, each professor-student pair undertaking this course will negotiate a contract at the beginning of the semester, reflecting these objectives. Course credit will be awarded on the basis of fulfillment of the objectives in the contract.

C) Conditions. The PhD student will seek out a faculty member to serve as his/her mentor for EDUC 799. This course is available only when a professor volunteers to serve as a mentor to the student, and will be available for co-planning the course, sharing reflections about the on-going course content and class participation, and will observe and provide feedback to the teaching resident about his/her teaching. The professor should plan to attend all, or most, class sessions. Similarly the PhD student must be available to attend and participate in all class sessions (except for excused absences), assist in planning and student evaluation, and reflection sessions about the on-going teaching/learning in the course. This course is an alternative to EDUC 740, Field Study, as a required course for the PhD Program. Students cannot get credit for other, unsupervised college teaching they may have done in lieu of participating in this course. Such students should instead enroll in EDUC 740.
III. Objectives

If feasible the PhD student should meet with the professor previous to the beginning of the course to help select the textbook, develop the syllabus, and design the instructional plan for the course. The PhD student should be presented as a co-teacher in residency from the beginning of the course, assisting with parts of the class session from the beginning. For instance, the PhD student can serve as a discussion leader, explain aspects of assignments, etc. After observing classroom presentations by the professor and, as feasible, by other professors teaching different sections of the same course, or similar courses, the PhD student will demonstrate the ability to plan for an entire class session, develop an appropriate rationale for materials to be presented, develop explicit goals and outcomes and suggest appropriate means of assessment. The student will take responsibility for teaching selected parts of the course, including planning for a lesson or module, preparing and developing appropriate materials, and actually teaching.

The student will participate in systematic discussions with the professor on topics concerned with course organization, theories of teaching and learning, and specific approaches to meeting curricula and student objectives. Dialogue topics might include: what happened in the last meeting of the class including variations in student response to the various components, planning for the next class (or set of classes), explanations of various pedagogic activities, approaches to teaching, lecturing vs. other techniques, etc. The student will participate with the professor in discussions concerning evaluation of student work, such as papers, projects, quizzes, and examinations as appropriate. However, the ultimate evaluation and grading of students is the responsibility of the professor.

IV. Grading (Credit/No-Credit)

Grading will be done on a Credit/No-credit basis. It is expected that credit will be awarded if a student fulfills the duties and responsibilities of the contract agreed upon with the professor at the beginning of the semester. Only three credits are needed for meeting the course requirements for the PhD in Education. However, the course can be repeated once, recognizing that students might want to gain additional pedagogic experience.

V. The Contract

The contract will take the form of an agreement between the student and the professor with whom the student will be doing the internship. The contract will lay out the terms of the student’s involvement such as the expectation that the student will eventually be able to demonstrate an ability to plan a class session, develop an appropriate rationale for content presented, state explicit goals and outcomes, suggest appropriate means for assessment and then teach the lesson or module. Also specified will be the means by which these teaching activities will be evaluated by the participating professor. Additionally, the contract will specify how often the participating professor and student will meet together, and any other expectations there might be for the student such as serving as a class discussion leader, evaluating student work, etc. The internship will be planned so that it is relevant to the student’s program as a whole and contributes to the student’s growth as a future university faculty member. The contract in
spelling out the terms of involvement would also make clear the difference between this kind of internship and what would be expected from a teaching assistant.

7/14/10
PhD in Education Program
Curriculum and Instruction Specialization
Program Description
PhD in Education Program  
Curriculum and Instruction Specialization

Program Description

August 1, 2011

The Curriculum and Instruction Specialization prepares future professionals in the broad based and inter- and multi-disciplinary areas of curriculum, teaching and learning, evaluation, and teacher education. The specialization is located in the Department of Curriculum Studies (EDCS). Doctoral faculty are drawn from the EDCS department, the Institute of Teacher Education (ITE), and other related fields either within the College or in separate research units, such as the Curriculum Research and Development Group (CRDG) or the Center on Disability Studies. Graduates of the program are college and university professors, school district and state level curriculum leaders, curriculum developers, staff development experts, administrators, master teachers in the schools, researchers, and fill other professional leadership positions in education.

The Curriculum and Instruction (C&I) Specialization, as an area of concentration, was one of three original areas of concentration when the Doctor of Education (PhD) was established in the College of Education in the 1970s. The other two areas of concentration were Educational Administration and Educational Foundations. Concentrations in Exceptionalities, Educational Policy Studies, Kinesiology, and Educational Technology have since become a part of the PhD in Education program. The PhD is a college-wide degree program that combines both common inquiry core requirements and specialization-core requirements. In addition, each individual C&I, PhD student selects an emphasis area, and breadth courses which will support his or her dissertation topic and future career goals.

PROGRAM

Doctoral students in the C&I Specialization for the PhD develop a strong background in multiple perspectives on curriculum, teaching and learning, assessment and program and/or curriculum evaluation, and in research on teacher education. Students are required to take three 700 level C&I courses (9 credits) as part of their Specialization, four 600 and/or 700 level research/inquiry courses (12 credits) as part of their College of Education Inquiry Core, 9 to 15 credits of coursework supporting their identified Emphasis Area, and 6-12 credits of Breadth Courses. Students must pass a comprehensive exam based on research methods and methodology (theory of research), the specialization area, and their dissertation topic or focus.

Interim advisor, dissertation chair and committee, and residency. Each doctoral student is assigned an interim advisor who assists the student in setting up an individually designed course of study within the first year of residency. Students select their own dissertation chair, and committee, with the approval and consent of the designated faculty members. The dissertation chair may be the same or different from
the student’s interim advisor. One committee member, the university representative, formerly known as the outside member, must be from outside the PhD in Education Program, but must be a full graduate faculty member in their outside department at the University of Hawai‘i, Mānoa.

The minimum residency requirement established by the Graduate Division is three semesters of full-time work or the equivalent in credits (8 credits per semester or a total of 24 credits) at the University of Hawai‘i. Students are encouraged to spend as much time on campus as full time students as possible, especially during the time when they are preparing for the comprehensive exam and/or working on their dissertation research. Indeed, in order to complete course requirements in some emphasis and breadth areas where courses are only offered in daytime hours, students must plan to spend several semesters on campus in order to take the appropriate coursework. Students are expected to complete the program within a seven-year timeline or sooner.

**Course of Study for the C&I Specialization, PhD.** The following courses and related field study experiences are required of C&I PhD students. The student’s advisor may recommend that specific courses be waived or substituted, based on previous coursework, experience, and demonstrated competence. Final approval of waivers and/or substitutions resides within the office of the Graduate Division.

I. College of Education Inquiry Core Courses, twelve (12) credits. (Select one course, as designated, in each of the four categories listed below):

A. **Multiple Research Perspectives (one course)**

EDEA 602 Research in Educational Administration  
EDUC 797 Multiple Research Methods (experimental course)  
SPED 642 Seminar on Applied Research  
EDCS 769 Curriculum Evaluation  
EDEF 678 Interdisciplinary Perspectives in Educational Inquiry

B. **Qualitative Research Methods (one course)**

EDCS 632 Qualitative Research Methods  
EDEA 604 Qualitative Research Methods in Educational Organizations

C. **Quantitative Research Methods (one course)**

EDEP 601 Introduction to Quantitative Methods  
EDEA 629 Educational Statistics

D. **Advanced Research Methods (one course)**

ANTH 710 Seminar in Research Methods  
EDCS 732 Qualitative Data Analysis  
EDEP 606 Multivariate Methods
EDEA 704 Advanced Qualitative Research
EDEA 780D Seminar in Evaluation and Research Management
HIST 602 Seminar in Historiography
SOC 605 Seminar in Advanced Statistics
SOC 705 Multivariate Analysis
SOC/EDEA 608 Survey Research Design & Analysis
SPED 740 Single Case Experimental Design
PH 754 Neuroepidemiology
PHIL 617 Studies in Epistemology

*Note. Students, with their advisor’s approval, may select any advanced research course that supports their dissertation research and are not restricted to the above list.

II. Curriculum and Instruction Specialization Core Courses, nine (9) credits (Select three of the four courses listed below):

EDCS 760 Research on Teaching and Teacher Education
EDCS 767 Issues and Trends in Curriculum
EDCS 768 Seminar in Curriculum & Instructional Theories
EDCS 769 Curriculum Evaluation

III. Emphasis Area Courses (9-15 credits)

Students, upon consultation with the C&I faculty and with their advisor’s approval, select courses (9 to 15 credits) from within the EDCS department, the College of Education, and/or the University, that support their expertise in an area of emphasis that is related to developing an exceptionally high level of professional expertise and/or is related to their dissertation research topic. Students planning to become college and/or university professors may want to select a subject-matter or specialization area that will support their expertise in a teaching field, such as language, literacy and culture, multicultural education, early childhood education, mathematics education, science education, social studies education, middle school education, bilingual education, immersion education, etc.

IV. Breadth Courses (6-12 credits)

Students take 2-4 courses outside their specialization to fulfill the breadth requirement.

V. Field Study, EDUC 740 or EDUC 799, Internship in College Teaching

The student selects one of the following. A minimum of 3 credit hours is required. While only one of these two courses is required, some students may choose to take both, substituting one for a breadth course.
EDUC 740: Field Project carries from 3 to 6 credits. This is an independent practicum or research pilot study designed in consultation with the student’s advisor and carried out under a professor’s supervision. This is a required and important part of the program, and cannot be waived based on prior field experience. However, students may elect to enroll in EDUC 799, described below, as an alternative to the field project.

EDUC 799: Internship in College Teaching consists of an agreement and partnership between a professor and doctoral student whereby the doctoral student serves as an apprentice to the professor; responsibilities include supervised teaching, planning and evaluation. Variable credit, 3 - 6 hours. Repeatable. CR/NC only.

VI. Comprehensive Examination

The student’s doctoral advisor, usually his/her dissertation chair, in consultation with the committee establishes policies and procedures for constructing and administering a comprehensive exam for the Curriculum and Instruction specialization. Some of the examination questions may be highly related to, but not restricted to, topics and issues of the dissertation. A common procedure for the comprehensive examination is for the student to prepare questions and a pertinent list of important readings in the areas to be covered in the examination for committee review and approval. The C&I faculty on the committee agree on the questions to be asked and the timeline for completion of the exam. Usually, the student completes the exam during a two-week period, using his or her own computer and word processor. The student may refer to notes or references but is expected to produce original text which synthesizes knowledge and presents his or her own critical viewpoints on various aspects of the topics covered. References must be given for all citations to the literature. The exam is conducted on an honor system basis, and the student is expected to work independently during this time period. Identical copies of the exam are given on the due date to the committee members. Upon an acceptable level of accomplishing the written portion of the exam, a two hour oral examination is held, usually within two to three weeks of completion of the written exam. The committee deliberates and votes on whether to pass or fail the student upon completion of both the written and oral exam. Students who fail the exam have one more chance to succeed in passing the exam.

VII. Dissertation, EDUC 800 Dissertation Research (V) (1 credit)

Research Problem and Dissertation. The doctoral dissertation is a scholarly, original contribution to knowledge resulting from independent research and should be suitable for publication. It is the culminating experience of the doctoral program and as such should be a highly personal and unique experience, which will demonstrate the candidate’s ability to carry out scholarly research in Curriculum and Instruction. The dissertation includes a critical, exhaustive, and purposeful review of the related literature, an incisive and educationally significant problem statement, a carefully delineated research methodology, as well as a systematic and accurate organization and reporting of findings, well argued conclusions and recommendations for future research and applications for practice, if appropriate. Furthermore, all dissertation research must
conform to the ethical standards of the field of education, related social science and humanities fields of study, and the University of Hawai`i ethical standards for research. The student’s choice and construction of a research methodology should be appropriate to the nature and complexity of the problem, and congruent with the problem statement of the dissertation. All coursework taken towards completion of the doctorate is potentially related and relevant to the student’s growing expertise, practical working knowledge, and judgment as an educational researcher and dissertation author.

The dissertation proposal defense is a very important part of the program. Working with his or her advisor, the student prepares a complete proposal before holding a meeting with the dissertation committee. The committee consists of five members, including the chair and a university representative (formerly known as the “outside member”). The university representative, who is not a faculty member in the PhD in Education Program, insures that all procedures are objective, rigorous and fair. The university representative must be a full graduate faculty member at the University of Hawai`i, Mānoa.

The approval of the doctoral dissertation topic (Form II) must be signed by all committee members prior to registering for EDUC 800. In addition, if the dissertation research involves human subjects, a letter indicating that a review of the proposal has been completed by the Committee on Human Subjects at the University of Hawai`i must be submitted at the time that the student files Form II. Furthermore, the student must have successfully passed the comprehensive exam before signing up for EDUC 800 Dissertation Research.

VIII. Steps for progressing through the PhD Program

   A. Application and admission to the program
   B. Consultation with interim advisor and formulation of an approved course of study
   C. Pre-Candidacy Progress (Graduate Division Form I)
   D. Selection of permanent chair and formation of doctoral dissertation committee
   E. Comprehensive Exam, Written and Oral (may be taken after the dissertation proposal defense, if desired)
   F. Approval of Dissertation Proposal (Graduate Division Form II)
   G. Final Oral Defense of the Dissertation (Graduate Division Form III)
   H. Submission of the dissertation to the Graduate Division, and completion of all Graduate Division requirements (Form IV)
   I. A copy of the final approved dissertation is given to the PhD in Education Program.

UNIVERSITY OF HAWAI`I RULES AND POLICIES

The PhD Specialization in Curriculum and Instruction adheres to all the rules and policies of the Graduate Field of Education for the PhD, the College of Education, and
the Graduate Division. It is the responsibility of students to become informed about all of these rules and policies. This includes constructing, obtaining approval for, and using appropriate consent forms, if needed, for the dissertation research project. Regarding completion of the dissertation, it is recommended that students obtain the Style & Policy Manual For Theses and Dissertations, University of Hawai‘i, Graduate Division.

COLLEGE OF EDUCATION DOCTORAL STUDENT ASSOCIATION (COEDSA)

Each doctoral student is invited to participate in COEDSA, an organization whose purpose it is to provide professional development, collegial support among students, and the development of a doctoral student “voice” and presence within the College.

DOCTORAL FACULTY

Doctoral faculty work in both the more broad based research, curriculum, teaching and evaluation areas in the field of education, and in highly specialized research and/or curriculum development areas. A list of the Doctor of Philosophy in Education graduate faculty members and their research specializations can be found at http://www.catalog.hawaii.edu/schoolscolleges/education/grad.htm.

Faculty are designated as Full Doctoral Faculty members, or those who may become Chairs of dissertation committees; Associate Doctoral Faculty members, or those who may serve as interim doctoral advisors and on dissertation committees; and Cooperating doctoral faculty, members serving from others departments or divisions within the University, who may also serve as interim advisors and/or dissertation chairs or committee members.

For further information on committee composition and potential members, see http://manoa.hawaii.edu/graduate/content/committee-composition-potential-members.

A list of potential committee members can be found at http://manoa.hawaii.edu/graduate/content/select-committee-member.

a) Under Doctoral Programs select “Education PhD” and a list of potential committee members will appear.
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c) Under the second gray header (further down), there is a list of potential University Representatives/Outside Members.

For further information about the PhD in Education, Curriculum and Instruction Specialization, contact: Dr. Julie Kaomea, Coordinator for the PhD in Education, Curriculum and Instruction Specialization, Department of Curriculum Studies, 808-956-3994, julie.kaomea@hawaii.edu.
The administrative office and secretary for the PhD Program in Education is located in the Educational Foundations Department, Wist Hall 113, 956-7913.

Note: The field of study for all matters going to the graduate division is “education,” not the specialization.

Rev. 8/1/11
Document 3

PhD in Education Program
Course of Study Form
Ph. D. in Education Program: Course of Study
Submit To Wist 113 with Doctoral Progress Form I
Rev. 11/19/09
(Adapted for C&I on 8/1/11)

Student Name: __________________________________________________________

Specialization: Curriculum and Instruction

Interim Advisor or Chair (Signature): ______________________________________

List courses meeting the requirements of each category. Indicate if a course is a substitution for a course to be taken within the time period of the student's Ph. D. coursework. If a course was taken in previous work, list it as a waiver and indicate on a separate sheet what, when, where taken, & the grade of the substituted courses. Place a grade after courses passed.

1. College of Education Inquiry Core Courses (12 credits). Choose one in each area:

   Multiple Research Perspectives (3 cr) ___________________________
   EDEA 602, SPED 642, EDEF 678, EDCS 769, KLS 673m, ETEC 601

   Qualitative Research Methods (3 cr)  _______________________________________
   EDCS 632, EDEA 604, ETEC 606

   Quantitative Research Methods (3 cr)  _______________________________
   EDEP 601, EDEP/EDEA 629, ETEC 605, EDEF 696

   Advanced Research Methods (3 cr) Students should get their advisor’s recommendation and approval before selecting an advanced research course. Advisor’s initial for the advanced research course: ______________________

   Courses listed by the graduate division that are within the program include: EDEA 704, SOC/EDEA 608, EDEA 780D, EDCS 732, SPED 740, EDCS 780. Your advisor may recommend another inquiry course within the college or outside of the college to support your research interests and focus. When a course is substituted your advisor will write a memo to the program chair and the graduate division noting the substituted course. This is needed for your graduation check of coursework.

2. Curriculum & Instruction Specialization Core Courses (9 credits)

   The C&I Specialization requires 9 credits of 700 level C& I Core Courses.

   Three of the following four courses are required:

   1.   EDCS 760: Research on Teaching and Teacher Education
2. EDCS 767: Issues and Trends in Curriculum
3. EDCS 768: Seminar in Curriculum & Instructional Theories
4. EDCS 769: Curriculum Evaluation*

* Note that the same course cannot be counted in two categories, such as in the college inquiry/research core and the specialization core.

List courses taken or to be taken to fulfill the Specialization requirements:
1.
2.
3.

3. Emphasis Area Courses (9-15 credits)

The C&I Specialization requires 9-15 credits of emphasis area courses within the EDCS department, the College of Education, and/or the University, that support the student’s development in an area of professional expertise and/or is related to their dissertation research topic. Some of these courses can be at the upper division level, i.e. 300 or 400 levels, or under a 699 independent study.

List courses taken or to be taken to fulfill the Emphasis Area requirements:
1.
2.
3.
4.
5.

4. Breadth Courses (6-12 credits):

Students take 2-4 courses outside their specialization to fulfill the breadth requirement.

List courses taken or to be taken to fulfill the Breadth requirements:
1.
2.
3.
4.

5. Field Study or Teaching Internship (3 credits minimum)

EDUC 740: Field Project (3–6 credits) 
Or
EDUC 799: Internship in College Teaching (3-6 credits) 
(Note: 799 must involve a professor as mentor and co-teacher, it cannot be waived because of prior college teaching)

6. Dissertation 800V (1 credit, repeatable until completion)
Possible waiving or substitution for course requirements

Waiving selected course requirements based on recent past work. Your advisor and the chair of the program may decide that some of the doctoral course requirements can be waived based on previous graduate study before entry into the PhD program. When courses are waived, your interim advisor will write a memo to the graduate division, via the PhD program chair, stating the courses waived, and the number and title of the previous course. In other cases, certain courses may be substituted for course requirements, with the same procedures followed for documenting the substituted course, and for gaining approval of the program chair, and the graduate division.

List courses to be waived or substituted below, and indicate the grade and institution at which the course was taken, if not at the University of Hawai`i, Mānoa. (There is a graduate division rule that half plus one of the required credits must be taken at UHM.) Then list the previous course, and/or the course title and number for the substituted course.

Waived Courses due to past work & course substitutions

<table>
<thead>
<tr>
<th>Waived Course</th>
<th>Past Course (title, no., date taken, grade)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>List institution if not at UHM</td>
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<table>
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<tr>
<th>Course Substituted</th>
<th>Course Replacing Required Course</th>
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Document 4

Guidelines for the Comprehensive Exam for the PhD in Education
Curriculum and Instruction Specialization
Guidelines for the Comprehensive Exam for the
PhD in Education, Curriculum and Instruction Specialization

Revised (8/1/11)

A meeting of the student’s doctoral committee shall be held, with the chair and the specialization GFE committee members present, to establish the procedures, ground rules and topics for the comprehensive exam. *The university representative (formerly known as the outside member) need not be involved in the comprehensive exam, especially if this is done previous to the dissertation defense. This meeting should be held previous to setting up the questions for the exam. The student shall bring a reading list to this meeting, and be prepared to discuss his or her scholarly interests, possible comprehensive exam areas or questions, and possible dissertation topic. At this time the committee will determine whether or not the scheduling of the comprehensive exam should go forward. The committee and the student will agree on a timeline for the oral exam. The Curriculum and Instruction Specialization, PhD in Education, uses the following guidelines for the comprehensive exam:

1. The C&I comprehensive exam shall have a maximum time limit of 10 working days during which the student will write the exam independently. The time limit will be the same for all students. This exam is given on the honor system. It is to be done completely independently. Students should not use an outside editor in completing this exam. It is an open book and open notes exam. Students should give proper credit and appropriate citation to literature used as a source in their response. High academic ethical standards are required. Plagiarism is a cause for failing the exam.

2. The comprehensive exam should contain three questions for the C&I portion of the exam. The following suggestions are made regarding the questions for the comprehensive exam: 1) One of the questions will involve relating broad generic theory in education, specifying identified theorists or scholars in the field. Then, this response can be related to a more narrowly defined literature or topic area in the student’s possible dissertation research area; 2) A second question will use theory to address another applied area in education; 3) A third question will address research methodology and may be applied to the student’s possible dissertation topic. The faculty committee is solely responsible for constructing the exam questions, although the student may participate in question formation.

3. The length for the written portion of the comprehensive exam, excluding references, is approximately 15-20 typed pages per question with a 12-point font. The maximum length of the written comprehensives should be approximately 60 pages. Each question should be typed and put at the beginning of each section of the exam.

4. On the next working day after the 10 day writing period, the student should place the typed, completed exam, including the cognate portion, in each of the five faculty mailboxes. If the exam is mailed to faculty members, it should be postmarked no later than the 11th day. A hard copy should be provided upon faculty
request in addition to an email attachment. In cases of undue hardship for students working in international settings, the committee may decide to accept email attachments exclusively.

5. After the committee has had time to read and evaluate the exam, a decision is made about whether the student is ready to move forward to the oral exam. If the student fails the exam, all or part of the exam may need to be repeated. The student has two chances to pass the comprehensive exam. The student’s advisor should record the date on which the written C&I comprehensive exam was completed, and the student’s failure or success in completing the written and oral exam, as this becomes part of the student record that will be reported later on Graduate Division, Doctorate Student Progress Form II, after the student has successfully defended his or her dissertation proposal.

6. The oral comprehensive exam is usually scheduled approximately three weeks after the completion of the written exam. The oral exam is scheduled for two hours. All four (or five if the university representative is included in the comprehensive exam) committee members are expected to be present for the oral exam, which is a closed exam between the student and his or her committee. In some cases, the student will also defend the dissertation proposal at this meeting, in which case the university representative must be present. Some students defend and have their dissertation proposal approved before they take their comprehensive exam. In most cases the oral comprehensive exam and the dissertation proposal are conducted at separate times.

7. Both the written and the oral portion of the exam are considered one exam. After the oral exam is completed, the committee will confer and decide whether the student passed or failed the exam. An internal college form, “Results of the Comprehensive Exam,” is to be filled out by committee members and filed in the student’s folder in the PhD office as a record of completion of the comprehensive exam, along with a list of the comprehensive questions used in the exam. The chair should keep a copy of the student’s written exam document on file.

*The university representative of the committee does not have to be included in the comprehensive exam process, but sometimes is for continuity. The university representative however must be present at the dissertation proposal defense.