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GRADUATE OFFERINGS IN EDUCATIONAL TECHNOLOGY

The Department of Educational Technology at the University of Hawaii offers a Master's degree in the field of Educational Technology as well as a cognate in this field on the doctoral level. The description of the latter starts on p. 13.

WHAT IS EDUCATIONAL TECHNOLOGY?

Educational Technology is a field of study of human learning and deals with complex, integrated process involving people, procedures, ideas, devices and strategies for analyzing problems and devising solutions to those problems. It is technology because it is concerned with a "systematic application of scientific and other knowledge to practical tasks"; it is qualified as educational because the practical tasks are within the context of all levels of education.

The terminology as used by the practitioners is very diverse, and the official definition of the field contains the word “instructional” instead of “educational”. With that correction, the field is defined as

... the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning.¹

As a field, educational technology embraces the sub-areas of communications skills and approaches the process of instruction and learning through the judicious use of various communications channels (media). Like all forms of applied technology, it assumes that theoretical knowledge and scientific principles can be applied to problems that arise in a social context.

Educational technology has a total commitment to search systematically for new and effective ways of organizing the teaching and learning process; it is not a "bag of mechanical tricks" and must not be thought of as being synonymous with technological devices. It attempts to find ways of organizing, designing, implementing and evaluating learning systems. The field is fundamentally concerned with the best possible application of technological developments to educational practices, and involves a continuing reconsideration of all elements in the teaching-learning process.

As an academic discipline, it prepares individuals to be knowledgeable about learning resources (messages, people, materials, devices, techniques and settings), about the processes for analyzing and devising solutions to those problems through research, theory, design, production, evaluation, utilization, and about the processes involved in organization and personnel management. The training prepares an individual for an activity which is basically intellectual and which carries a great personal responsibility. This professional activity is based upon a body of knowledge rather than on routine tasks. Such routines should not be confused with communications and instructional techniques which form the basis of professional education in the discipline.²

² This statement is based on Association for Educational Communications and Technology (1977), The Definition of Educational Technology. Washington, D.C.: AECT, p.1.
MASTER'S DEGREE IN EDUCATIONAL TECHNOLOGY

General Description

The M.Ed. program in Educational Technology is a comprehensive offering of eight required courses, five of which form the EdTech Core, and no fewer than 5 (five) courses from a wide selection of departmental electives. The selection of the electives is to be made from EdTech list, and be always based on students' orientation and career plans within the broad field of educational technology.

Graduates of the program have found professional positions in which development of instructional strategies is sought to be performed in a systematic way. Such positions may be in formal educational settings, in industrial or commercial enterprises, or in governmental or private entities (such as public health or social agencies) which engage in training activities of their personnel or clients. Job titles do not always specify instructional developer or instructional designer; it is in the descriptions of the job responsibilities that the job seeker armed with a graduate degree in educational technology will see the relevance and applicability of his or her training.

Within the vastness of computer technology area, the program offers students opportunities to prepare for professional positions as computer-based learning specialists in school, business, or governmental or private environments; as courseware, multimedia or web site developers; or function within educational or business entities that engage in employee or client training, whether traditional, or innovative through some distance education means.

Program Objectives

The established goals and objectives of Educational Technology program at the University of Hawaii-Manoa incorporate factors known to be of importance for practicing professionals. Upon completion of their professional preparation, students in the Master's Degree program in Educational Technology should:

1. have knowledge of major instructional theories and models, and be conversant with and communicative in learning aspects of educational technology, media and methods;

2. have knowledge of the existing body of research of the field, its meaning, influence and practical applicability in the teaching learning process, and have the capability of planning and executing evaluation (both formative and summative) of mediated instruction/instructional technology delivery systems;

3. be well acquainted with the principles and processes of systems analysis as applied to instructional and learning situations;

4. be able to plan appropriate applications of technology to specific instructional situations, to select or design and develop materials, strategies and systems, and to objectively evaluate such applications;

5. be proficient in techniques involved in developing instructional elements in various formats, in creating spreadsheets and databases, and in their utilization;

6. be capable of planning and designing new technology learning facilities, of modifying existing ones, and of management techniques needed in their operation;
7. possess the necessary personal attributes (including time management) and interpersonal skills (working effectively in a team setting) involved in carrying out professional activities; and

8. have developed a positive professional attitude through active involvement in appropriate professional organizations and community services.

Rigorous Program

The graduate program in Educational Technology provides an opportunity for study, research, and professional training to those who are firmly committed to becoming professionals in the field, who understand the premises upon which the field is based, and who intend to work and spend their energies toward the improvement of learning in the area of their own interest.

The program is not merely an extension of work at the undergraduate level: neither is it a series of workshops dealing with mechanical or electronic devices. The discipline needs and the program accepts individuals who possess a solid knowledge of the English language and who have demonstrable communicative skills (verbal as well as writing). Self-directing capabilities, and ability to work as team members are additional requisites for success. It is with that in mind that the program maintains rigorous academic standards. A great deal of independent thinking is required, and a special emphasis is placed upon the cultivation of scholarly attitudes and methods. A major research paper is required of all students.

Program Length

The program requires the completion of a minimum of 39 ETEC semester credit hours. The above minimum is exclusive of the course requirements for admission ("pre-program deficiencies") which, when identified as a condition of admission to the program, should be removed before the formal start of the program, and which must be removed not later than during the first semester of study.

The minimal time required for completion is four semesters, plus an attendance during the summer session between the second and third semesters. In order to achieve this goal, the academic load each regular semester must be maintained at 9 credits (3 courses). The department assumes, therefore, that the student opting for this (2-year) plan will have no other commitments (work, family, etc.) which would make such a heavy load inappropriate. If fewer than the needed 3 courses are taken by a student in any semester of the program, he/she will NOT be able to complete the program in two years! A change from 2- to a 3-year program is possible: a change from a 3- to a 2-year program is NOT!

The official start is in the Fall semester; the exit (graduation) is always in the Spring semester. If a place is available in the program, spring admission may be possible; however, it may lead to graduation only after five, not four, semesters due to sequencing of courses.

The time limitations are dictated by the nature of the minimal graduate work required for program completion, by complexities in course and faculty scheduling, and by the availability of resources. The applicant’s selection of the 2-year or a 3-year program is to be indicated on the departmental “Intent Form” which is described in other section of this document.
Uninterrupted Enrollment

All graduate students in the Educational Technology program must be enrolled every regular semester. Under special circumstance, a formal leave of absence (for not more than one year) is possible in the later stages of the program.

ADMISSION REQUIREMENTS

A thorough understanding of the information contained in this brochure is assumed when a student formally applies for admission to the Educational Technology Master's degree program. Further clarification may be requested in writing. Because the number of students who can be admitted is limited, the admission process is highly competitive, and mere meeting of the established criteria (see below) does NOT guarantee automatic admission.

Admission Criteria

Prior Academic Record

A baccalaureate degree from an accredited institution in any field of study is acceptable to the Department, provided the student's undergraduate scholastic record is acceptable to the Graduate Division. A "B" average (i.e., 3.0 on a 4-point scale) of the last 60 semester hours of the undergraduate program is required for regular admission.

Commitment to the Profession

Just as students in other professional schools (architecture, engineering, law, medicine, social work, nursing, and the like) are expected to have made career decisions with full understanding of the discipline and what may be expected of the professionals in that field, the faculty of educational technology expects that application for admission will signify an applicant's serious commitment to prepare for and enter the profession of educational technology. Only serious applicants should apply, and only well qualified applicants will be admitted.

Pre-Program Deficiencies

The faculty of the Educational Technology Department have identified two necessary prerequisites for entry into the program. The prerequisites are known at the UH as pre-program deficiencies. Because the two pre-program deficiencies are lab courses, they cannot be formally challenged by the process known as "credit by examination."

Formal courses in the following areas constitute the prerequisites for entry into educational technology master's degree program. Equivalent UH courses are listed below:

- Media Production & Utilization  UH equivalent: ETEC 414 “Ed Media Technology”
- Computer Knowledge & Skills  UH equivalent: ETEC 442 “Computers in Education”

Unless there is evidence in the official transcripts submitted at the time of application for admission that the “deficiency” areas do not exist, and such evidence is recognized and approved during the admission process, the student will be expected to enroll in such courses prior to enrollment in EdTech Core courses. Removal of the deficiencies must, therefore, be considered in program
planning by the prospective student for either the preceding Summer Session or even Spring semester. Applications will NOT be considered without an applicant’s commitment to remove the deficiencies prior to (or at the extreme, during) the Fall semester of admission.

TOEFL (International Students Only)

Students from other countries applying for admission to this program must present with their applications the results of the Test of English as a Foreign Language (TOEFL). This applies even to applicants who have already earned a degree at an American university. Native speakers of English are exempt from this requirement.

The minimum score requirement is 650 (paper-based) or 280 (computer-based), either of which represents approximately the 85th percentile standing. Because spoken as well as written communication in English is extremely important in this field of study, the student with even that score may be required to take additional (non-credit) work in the English Language Institute. Information on TOEFL can be obtained either from the Educational Testing Service, or from a university in the student's own country. A separate document available from the Chair of Educational Technology explains in greater detail the departmental use of the TOEFL scores.3

Graduate Record Examination (GRE)

The Graduate Record Examination (GRE), though no longer required, is still highly recommended by the program, and in some cases may be requested by the selection committee. The GRE provides a valuable information for choosing only well qualified individuals from among the scores of received applications. Availability of GRE scores may, therefore, be an advantageous to both applicants and the selection committee, as it will indicate the students' qualifications as well as their commitment to enter the profession.

Writing Assessment

Because writing ability is extremely important for any person working in this field, the departmental faculty want to make sure that the program graduates are well skilled in critical thinking and analytical writing. To that end, the departmental qualifying examination will include consideration of the Writing Assessment score of each student before he/she is advanced to candidacy. More is said about this when the Departmental Qualifying Examination is described.

The Writing Assessment is a test offered by the Educational testing Service (ETS); it is not a part of the GRE. It is offered at ETS-authorized computer-based centers (including one at Manoa Campus) at frequent dates. While it is not a pre-admission requirement, the test may be taken by students prior to admission; It must be taken before the student presents his or her final project/research plan in a Spring Semester as part of the Departmental Qualifying Examination, which leads to the advancement to candidacy.

Admission Process

General Information

This brochure provides detailed information on the program, but should a prospective applicant desire clarification, the Department Chairman should be contacted directly. As stated earlier in this brochure, submission of an application for admission to the program in Educational Technology implies a thorough understanding of the program requirements.

3 Kucera, Geoffrey Z. The Why’s and Wherefore’s of the TOEFL Requirements. Honolulu, HI, Sept. 2000
Intent to Apply for Admission (Departmental Form)

Besides the usual demographic data, applicants must submit information indicating 1) the semester for which they intend to apply for admission; 2) whether 2 or 3 years will be needed (and committed to) for orderly completion of the program; 3) the status of pre-program deficiencies. Information about these items is vital for evaluation of each application. It cannot be overemphasized that knowing each applicant’s intended length of program is important for departmental planning purposes. 4) a 500-word essay stating the applicant's professional goals; it is to be appended to the Intent Form (this essay must also be included in the formal Application for Admission to a Graduate Program). The Intent Form is available on the Department’s web site (http://www.hawaii.edu/edtech), under “Admission”.

Application Form (UH Graduate Division form)

Application and payment of application fee may be submitted through the Internet at http://www.hawaii.edu/graduate, or the form can be downloaded in PDF format from the same web site. Adobe Acrobat software is needed for downloading. The form must be filled out completely and legibly. The item dealing with the applicant's long-range career objectives and professional goals is the same as in the department’s Intent Form, but it must be included here as well. The payment of a $25 application fee ($50 for international students) must accompany the application.

Personal Interview

Personal interview may be scheduled if and when the faculty selection committee determines a need for further information from local applicants. A prospective student from the neighbor islands, another state or a foreign country must, in lieu of the anticipated personal interview, submit either a ten-minute videotape or a computer presentation, describing the applicant's personal, academic and professional background and long-range professional plan. The videotape must be in the NTSC standard, in the VHS format; computer presentation need be in PowerPoint (either Mac or PC format) on a ZIP100 disk or on a CD-ROM.

The media should be sent directly to the Chairman, Educational Technology, University of Hawaii, 1776 University Avenue, Honolulu, HI 96822 (NOT to the Graduate Division as other materials), and must reach the Department in time for consideration during the admission process. The videotape will NOT be returned if the applicant is not admitted to the program.

Letters of Recommendation

At least three letters of recommendation are to be submitted directly to the department. These recommendations should evaluate the applicant in terms of his or her potential professionalism in the field of educational technology, not only in terms of academic abilities to do graduate work. Faculty of the Educational Technology Department should not be the recommending persons.

Additional Documentation

All applicants are encouraged to submit additional material or documentation, or samples of work relevant to the evaluation and selection process. (See particularly the suggestion on the previous page about the GRE and Writing Assessment scores.)

What to Submit, When and Where
a) To the Department Chairman
   Educational Technology
   1776 University Avenue, Wist Hall 232
   Honolulu, HI 96822

   • "Intent to Apply for Admission" form as soon as a commitment is made by the applicant.
   • “Express Information Form”
   • Three letters of recommendation
   • Videotape or computer presentation (if needed).
   • GRE scores (if deemed useful by the applicant, or requested by the selection committee).

b) To the UH Graduate Division
   2540 Maile Way, Spalding 354,
   Honolulu, HI 96822

   • Application for Admission and $25 application fee by March 1 for Fall admission. (For foreign students, the deadline is Jan. 15, the fee is $50.)
   • TOEFL scores(if applicable) - test to be taken not later than December preceding the Fall admission.

Notification of Admission Status

The Graduate Division notifies all applicants of their admission or non-admission status when the program selection process is completed. The notification letter can be expected about 10 weeks after the application deadline. **Admitted students must notify ASAP the Graduate Division of their intention to register in the specified semester** (admission letter is valid ONLY for that semester). Without declaring acceptance, the student will not be able to register.

Health Clearance Policy Requirements for Entering Students

Several health clearance policy requirements are being strictly enforced, and newly admitted students need to be aware of them. The information, forms and instructions will be included in the new student packet sent by Admissions and Records Office, but are highlighted here: The policy requires:

1. A tuberculin (PPD) skin test within 12 months of enrollment, and a chest X-ray if the skin test is positive.

   For foreign students, skin tests should be performed at the Student Health Service after the students arrive on campus. Note that the previous requirement of a chest X-ray report prior to the issuance of the I-20 has been eliminated.

2. Two doses of measles vaccination. This requirement is waived only if the student was born before 1957, or can provide a physician-confirmed diagnosis of disease or serologic evidence of immunity.

   Tuberculin skin testing, measles vaccine and serologic testing are available through the Student Health Services (956-8965) for a fee.

PROGRAM OF STUDY AND SEQUENCE OF COURSES
All students accepted into the Educational Technology master's degree program are required to follow the prescribed sequence of ETEC courses, preferably after or at least concurrently with the removal of the identified pre-program deficiencies.

The Spring admission is no longer available, though “unclassified” status registration by applicants is encouraged to allow the removal of the pre-program deficiencies. Enrolling in an ETEC course at that time is not possible, because the core program begins officially in the Fall, and budgetary restrictions and other constraints mitigate against the department’s offering of out-of-sequence electives. All students graduate from the program in a Spring semester as that is the only semester in which the Seminar in Technology Leadership is offered and when the final oral examinations are given.

Pre-Program Deficiencies

The applicant for admission must indicate on the Intent to Apply form (http://www.hawaii.edu/edtech) whether the required preparatory knowledge, skills and experiences in the 2 areas (Media Production & Utilization and Computer Knowledge & Skills) are recent and can be evidenced in the applicant’s transcripts, or whether the necessary course(s) will need to be taken before the EdTech Core courses.

Educational Technology Required Courses

Of the eight (8) required courses, five comprise the core of the Educational Technology program. The sequence of these courses is important, and students are counseled to follow that sequence as much as possible, particularly during the first two semesters. Major deviation from the sequence may interfere with the organization of the program as cohort-based. A cohort is a group of students who enter and continue in the program together for as long as possible, at least for 2 semesters.

The following table lists the eight (8) required courses in their sequence, together with the year and semester in which each course must be taken if a student opted for the 2-year program. Each of the ETEC courses carries 3 semester credit hours. Core courses are in bold.

<table>
<thead>
<tr>
<th>Sequence #</th>
<th>ETEC Required Courses</th>
<th>Year</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ETEC 600 &quot;Theory &amp; Practice in ET&quot;</td>
<td>YEAR 1</td>
<td>Fall</td>
</tr>
<tr>
<td>2</td>
<td>ETEC 602 “Teaching/Training Technologies”</td>
<td>YEAR 1</td>
<td>Fall</td>
</tr>
<tr>
<td>3</td>
<td>ETEC 605 &quot;Conducting ET Research”</td>
<td>YEAR 1</td>
<td>Fall</td>
</tr>
<tr>
<td>4</td>
<td>ETEC 603 “Instruct. Design &amp; Development&quot;</td>
<td>YEAR 1</td>
<td>Spring</td>
</tr>
<tr>
<td>5</td>
<td>ETEC 601 &quot;ET Research Review&quot;</td>
<td>YEAR 1</td>
<td>Spring</td>
</tr>
<tr>
<td>6</td>
<td>ETEC 650 “Instr.Tech. Services Mgm’t”</td>
<td>YEAR 2</td>
<td>Fall</td>
</tr>
<tr>
<td>7</td>
<td>ETEC 688 “Educ’l Technology Practicum”</td>
<td>YEAR 2</td>
<td>Fall</td>
</tr>
<tr>
<td>8</td>
<td>ETEC 690 “Seminar and Internship”</td>
<td>(FINAL YEAR 2</td>
<td>Spring</td>
</tr>
</tbody>
</table>

A student choosing the 3-year option in effect postpones only sequence # 3, 6, and 7 (ETEC 605, 650, and 688). ETEC 690 will always be the last course taken in the last Spring semester.

Selection of an option also indicates each applicant’s acceptance of the requirement of MINIMAL enrollment in core courses in the first Fall semester of admission: ETEC 600 and ETEC 602 under 3-yr option, also ETEC 605 for 2-yr option.

ETEC Elective Courses

4 ETEC 687 "Instructional Development Practicum" is sometimes used as a substitute for ETEC 688.
The “regimentation” of the sequence of courses is the departmental solution of the constraints imposed by the fiscal situation facing the University of Hawaii now and probably for the next few years. It may also manifest itself in the restricted number of electives which will be available to students at any given time. Though many electives are “on the books”, not all may be offered during the semester when a student would like to take them. Through pre-registration, the department can assure availability of some electives, provided that sufficient number of our own ETEC majors will indicate interest and guarantee enrollment. A list of electives follows:

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course title</th>
<th>Semester most likely scheduled</th>
<th>Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETEC 430</td>
<td>“Video Technology”</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>ETEC 620</td>
<td>“Visual Design”</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>ETEC 630</td>
<td>“Video/TV Design”</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>ETEC 644</td>
<td>“Programming Concepts/Structures”</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>ETEC 645</td>
<td>&quot;Designing Web-based Instruction&quot;</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>ETEC 647</td>
<td>“Hypermedia Design”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETEC 648 Alphas</td>
<td>“Computer Authoring… ”</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>ETEC 649</td>
<td>&quot;Development of Online Courseware&quot;</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>ETEC 661</td>
<td>“Distance Education Technology”</td>
<td>Summer</td>
<td>x</td>
</tr>
<tr>
<td>ETEC 662</td>
<td>“Computer Networks in Education”</td>
<td>Summer</td>
<td></td>
</tr>
<tr>
<td>ETEC 663</td>
<td>“Planning for Technology and Resources”</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>ETEC 664</td>
<td>“Technology &amp; Instructional Applications”</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>ETEC 670</td>
<td>“Media &amp; Technol. Product Evaluation”</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>ETEC 679</td>
<td>“Education &amp; Telecomm Technologies”</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>ETEC 680</td>
<td>&quot;Professional Ethics &amp; Media&quot;</td>
<td>Summer</td>
<td></td>
</tr>
<tr>
<td>ETEC 686X</td>
<td>&quot;Information Literacy &amp; Learning Resources&quot;</td>
<td>Spring</td>
<td>x</td>
</tr>
<tr>
<td>ETEC 687</td>
<td>&quot;Instructional Development Practicum&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETEC 750B</td>
<td>“Seminar in ET Issues: Instr.Development”</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>ETEC 750C</td>
<td>“Seminar in ET Issues: Telecommunications”</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>ETEC 750D</td>
<td>“Seminar in ET Issues: The Future”</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

All available elective courses are listed in the preceding table. Some of the electives are tentatively scheduled to be offered as indicated, and the faculty will honor this plan unless conditions beyond faculty control (such as instructor unavailability) will prevent its full implementation. There will always be offerings available to those on a 2-year track, and therefore to those who choose a longer program.

There are several rules which govern enrollment in elective ETEC courses:
- courses in the ETEC core must be taken immediately after admission to the program.
- ETEC electives may be taken after the core is completed, or concurrently with the core courses.
- a program planning sheet be prepared and returned to the student’s advisor upon notification of admission. It becomes a part of the student’s file, and must be kept up-to-date;
- the 39 semester credit hours required by the program constitute a minimum, not a maximum!
- only 3 credits of ETEC 699 (Directed Research) course is applicable to the minimum 39 credits in exceptional situations, and exclusively at the Department’s discretion.

Outside (non-ETEC) Electives

Students may enroll in courses from outside departments, but such courses will be considered to be supplemental to the required minimum of 13 ETEC courses (39 semester credit hours).
Program Planning

The scope of the program and the availability of some courses only in specific semesters indicate that a great deal of planning by faculty is required to assure that students needs are met. For students, planning is equally important. Additional guidelines and examples of sequence of courses in 2- or 3-year program will be given to the admitted students during the Orientation session.

Selection of Program Plan

The two time-sequence plans and the explanation provided with each should be carefully considered. The department requires that you indicate on the Intent Form which one of the two plans (3- or 2-year) you think you will most likely to pursue if admitted to the program. The final decision as to which plan you will eventually follow will need to be made at your first registration. Both plans assume that any pre-program deficiencies had been removed prior to the start of the program itself. The required courses already inserted in each schedule are set and may not be changed. The 2-year plan is rather ambitious, and it is imperative that you take into consideration all your personal commitments before you decide.

### Three-year Plan

<table>
<thead>
<tr>
<th></th>
<th>YEAR 1</th>
<th></th>
<th></th>
<th>YEAR 2</th>
<th></th>
<th></th>
<th>YEAR 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
</tr>
<tr>
<td>414</td>
<td>600</td>
<td>603</td>
<td>elective</td>
<td>605</td>
<td>elective or 688</td>
<td>elective</td>
<td>690</td>
<td></td>
</tr>
<tr>
<td>442</td>
<td>602</td>
<td>601</td>
<td>elective</td>
<td>650</td>
<td>elective</td>
<td>elective</td>
<td>688</td>
<td></td>
</tr>
</tbody>
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### Two-year plan:

<table>
<thead>
<tr>
<th></th>
<th>YEAR 1</th>
<th></th>
<th></th>
<th>YEAR 2</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>414</td>
<td>600</td>
<td>603</td>
<td>elective</td>
<td>688</td>
<td>elective</td>
<td>elective</td>
</tr>
<tr>
<td>442</td>
<td>602</td>
<td>601</td>
<td>elective</td>
<td>690</td>
<td>elective</td>
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</tr>
</tbody>
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Note: In a regular semester, 9 credit hours are considered a full-time load, and students are discouraged to enroll in additional courses. Exceptions may be considered in consultation with the advisor, provided the student’s performance has been excellent.

General Departmental Examination

At the end of the Spring semester in which the student completes all of the Educational Technology Core courses (and, of course, removes all the identified pre-program deficiencies), a faculty committee will administer the General Departmental Examination to determine whether advancement to candidacy should be recommended to the Graduate Division.

In order to participate in the departmental examination, students must have passed the Writing Assessment test (described earlier in this document) with the minimal score of 3.5 (out of 6). The score should have been reported to the department in time for the GDE. The General Departmental Examination, conducted as an interview, is designed to ascertain whether the prospective candidate's level of academic work, personal characteristics, poise, attitude and communication skills are indicative of the student's likelihood of success as an educational technology professional, by giving the student an opportunity to assure the faculty that

a) a feasible plan for the final project has been or is being developed (for that purpose, an "idea" paper explaining the project in 2-3 pages is expected from each eligible student two weeks prior to the scheduled examination);
b) the core courses have been completed and a satisfactory academic progress has been made and will continue in future semesters, with all graduation requirements likely to be completed one year from the General Departmental Examination.

c) the student is therefore prepared professionally to continue the degree program as a formal degree candidate.

The Final Project is all-important, as it represents the culmination of the student's work in the program. After the advancement to candidacy, when the topic of the final project or research study has been clarified, an advisor will be assigned to the candidate. Without a solid evidence that a project is meaningful to the student, that it is already reasonably well defined, and that the student will clarify it further by the start of the next Fall semester, the advancement to candidacy will be postponed. Detailed guideline toward orderly progress will be issued to all in preparation for the "idea paper" interview.

Practicum

The required Practicum course is available only during the Fall semester of the second or third year. Each student will have an opportunity to profess what he or she has learned, and to add additional experiences and new perspectives to his or her professional know-how. Practicum is conducted as a group enterprise, with emphasis on real-world situations. Most likely, the experience will consist of designing and delivering workshops to defined target audience. Regular class meetings are a part of the 3-credit ETEC 688 "Educational Technology Practicum" course.

Minimally, all five (5) Educational Technology core courses and at least two (2) electives will have to be completed by the end of summer just prior to enrolling in the Practicum course, if registration in ETEC 688 is to be considered.

Internship as part of the "Exit" Course

In order to be considered a program, the scope and sequence of courses in Educational Technology must provide an orderly conclusion of all the experiences. The course ETEC 690 "Seminar and Internship in Technology Leadership" (3 cr.) is the means by which the faculty attempts to "tie it all together" and at the same time provide every student with another experience -- an internship or a teaching/training experience. The course is composed, therefore, of two distinctly separate parts:

• The internship (a part of ETEC 690) is an individual assignment based on the student's own request. It may consist of assisting a faculty member in a specific course or research activity, or may be external to the department, but must always pertain to some educational technology project. With departmental approval, it may be possible to do an internship somewhat ahead of the terminal ETEC 690 course enrollment, but its recognition will come only at the time of 690 enrollment. Minimally, eight ETEC courses, including all the CORE courses, and the advancement to candidacy are needed before an internship may be undertaken. If the internship consists of assisting in a course, the student must have already taken (for credit) the course in which the internship is to be done. The primary objective of such internship is to provide formal instructional experience (including planning of content and presentation) upon which the student may draw in his/her future professional endeavors. External internships may become available in other university departments, in community colleges, or public or private schools, or appropriate agencies. Such assignments will need to be of the similar nature as those implemented in departmental courses.

• The "leadership" component of the course deals with professional matters, and all other aspects of the training in Educational Technology which may need special emphasis. Regular seminar meetings and assigned readings will characterize this part of the course.
As ETEC 690 serves as the exit course in the program, it is offered only during the Spring semester of the student's final year. Enrollment in it will be allowed only when the completion of the program can be reasonably expected to occur by the end of that semester, when the project is to be showcased as part of the student's Final Oral Examination (see below). Caveat: If a student's showcasing (see next section) will not occur, the student will need to enroll in subsequent semesters.

Final Project

In any good graduate program, the student ends his/her program with a presentation of a major research study. Often, such a study is called a "thesis", though at the University of Hawaii a thesis is a study specifically done under the "thesis plan" (Plan A), while a study done under the "non-thesis plan" (Plan B) is usually referred to as Seminar Report or Final Project. The written reports under both plans are done according to the APA style, with specific accommodation for academic papers.  

Final Oral Examination

EdTech majors, whether under Plan A or Plan B, complete their program officially with a final oral examination, which culminates their program of study. The examination is given only in the Spring Semester as part of the ETEC 690 course, after the final project paper is read by the appropriate faculty. The examination is intended to be a comprehensive one, though the description, explanation and showcasing of the final study form the major part of it. The presentations are open to other students as well as to guests.

Documentation: Each student's Final Project/Research is documented in a written version as well as electronically in a CD-ROM., both presented in a bound hard copy, to which the student’s completed professional portfolio is added as a second CD-ROM.

The electronic portfolio is expected to present clearly the student’s knowledge, skills, attitudes, and professionalism in the field of educational technology. Development of the portfolio is initiated in ETEC 602 Teaching/Training Technologies, in the first semester of the program. It is then continued independently by the student with advice by his or her advisor, completed during the ETEC 690 Seminar & Internship in Technology Leadership, and formally presented in that seminar.

STUDENT PREPAREDNESS

Students majoring in Educational Technology are being trained to assume leadership roles as educational professionals. It is expected that they will build their own collection of professional tools, including reference materials and equipment. The cost of materials and services must be borne by the students. The faculty of Educational Technology recommend the following:

   a.  A personal computer is required in all aspects of the program. All students must have their own computer, as the dependence on someone else’s equipment (including the labs’) has proven to be unreliable. No particular brand is endorsed by the department, and either


6 It is recommended that students obtain solid advice as to what may be appropriate components of a system. Web sites such as [www.hawaii.edu/itsdocs/gen/itsrec/](http://www.hawaii.edu/itsdocs/gen/itsrec/) may be quite useful.
Macintosh and Windows platforms are acceptable. While a preference for a specific “platform” is understandable, the student will be expected to acquire a reasonable knowledge of, familiarity with and use of the other platform. The particulars given below reflect what is available in departmental facilities. Some classes will require use of a particular lab (PC or Mac), and students will need to do the work in that environment.

With the likelihood that the university will soon be wireless-ready so that students, faculty and staff will be able to communicate through wireless-equipped devices from just about anywhere on campus. Our faculty recommend strongly that students use laptop computers. The cost is admittedly higher than that of desktop computers, but the advantages may be considerable.

Upon determination of ultimate needs, the selected brand/model (whether laptop or desktop) needs to have high (at least 128 MB) and still expandable memory (RAM), high and/or expandable storage memory (15GB and even more is not unreasonable), and a fast-speed CD-ROM. For multimedia use and development, components (such as a ZIP, or CD-ROM-R drive) may become necessary to be added to the system. For at-home use, a high speed modem, of course, is a sine-qua-non of the system, unless faster connection to the Internet through DSL or cable modem is preferred. A quality printer is also a must, while a scanner and a fax machine are additional items to be seriously considered. The future may bring the need for yet other devices.

b. Textbooks, trade and reference books, and software will be needed in most ETEC courses. As future professionals, the students are expected to own personal copies of such resources as Microsoft Word, Excel, and PowerPoint, and student version of the SPSS statistical application. The latest edition of the APA Publication Manual is required for the writing of the Final Project or Research. The faculty are aware of the high cost of many of these items, and make the requirements of them only after careful consideration of their value to future professionals.

Using specialized (and therefore usually quite expensive) software in some courses is primarily to make students aware of special capabilities of such applications; software may be installed in the teaching labs, but not necessarily in campus-wide “open labs”. Students wishing to use such applications in their projects need to consider purchasing personal copies.
EDUCATIONAL TECHNOLOGY COGNATE
IN DOCTORAL PROGRAMS

A doctoral student interested in some aspect of Educational Technology and whose doctoral program allows such a cognate area may consider the following:

1. The cognate is comprised of five (5) courses, of which two (2) are required to assure a solid foundation in educational technology.
   
   ETEC 600 Theory & Practice in ET (3 credits)
   The profession of educational technology and the role of instructional designers. Theoretical and philosophical foundations underlying practice that includes instructional system theory, needs assessment, change theory, and relevant learning models. Practical applications of these theories to solve instructional problems in real-life situations.
   
   ETEC 601 ET Research Review (3 credits)
   Review of research in ed media/technology applicable to each student's own topic. Seminar-like discussions and oral reports. Written-format presentation of findings as part of a project (research) proposal.

2. Three (3) elective courses are to be selected by the student in consultation with his/her dissertation committee members.

3. Additional EdTech courses may be taken to enhance the student's research.

Designation of educational technology as the cognate should be done with the guidance of the student's major advisor. The doctoral student should hold a preliminary consultation with a member of the EdTech graduate faculty at an early stage, and the dissertation committee should be formally established before the student enrolls in EdTech courses (particularly in the electives).

Students in the College of Education Ph.D. program (with specializations in curriculum & instruction, educational administration, or exceptionalities) and in the Ph.D. program in Educational Psychology are eligible for this cognate.

FACULTY AND STAFF OF
EDUCATIONAL TECHNOLOGY PROGRAM

Secretary and Administrative Assistant

Mrs. Beverly M. L. Suemoto is the departmental secretary and assistant to the Chairman. She supervises the office operation. All official business should be referred to Mrs. Suemoto who will either be able to resolve the matter directly, or assist in resolving problems in the most expeditious way possible.
The faculty consists of professionally and academically qualified personnel, each with many years of experience in different aspects of the educational technology field. The backgrounds and experiences of the faculty complement each other so that the department can offer a strong and competent instructional program.

Catherine P. Fulford, Ph.D. (Instructional Systems) - A broad background in instructional systems, including needs assessment, instructional development, media production and evaluation. Experience in management of instructional and training systems, with emphasis on text, audio, video, and telecommunications media.

Curtis P. Ho, Ph.D. (Educational Technology) - A specialist in micro-computer and video technologies, and multimedia design. Extensive experience in designing instructional and training programs for all levels of education and in private sectors.

Geoffrey Z. Kucera, Ph.D. (Communications) - Department Chairman. Background in mass communications (newspapers, magazines and broadcasting), and in commercial and educational television production. Main interest in research, technology product evaluations, and technology integration in education and training.

Annette C. Sherry, Ed.D. (Educational Technology and Instructional Design) - Extensive experience in instructional design and educational applications of videodisk technology. Broad knowledge of all aspects of educational media. Experience in the public schools and at the college level as a Media Director. Background includes training public school and college faculty in curriculum design and development with an emphasis on technology in education.

Shirley F. Yamashita, Ph.D. (Educational Psychology) – Curriculum design, development and evaluation specialist; teaching methodology, classroom management, and clinical supervision experience.

Leslie Arakaki, M.Ed. (Educational Technology) – Background in multimedia and web-based instructional design and video production.

Ariana Eichelberger, M.Ed. (Educational Technology) – Background in multimedia instructional design, and extensive management experience.

Linda Johnsrud, Ph.D. (Educational Administration) – Extensive background in higher education administration, and experience in distance education policy & planning.

Paul B. McKimmy, Ed.D. (Educational Leadership) – Experience in higher ed. administration as well as in teaching, plus solid technical experience in computer systems.

E. Barbara Klemm, Ed.D. (Curriculum & Instruction) – Specialist in instructional systems design, development, evaluation, and dissemination. Extensive experience in training systems design and management. Interest in delivery systems, including telecommunications.

David Lassner, Ph.D. (Communication & Information Sciences) – Areas of interest include computer systems, data communications and networking, policy & planning, and quantitative modeling.

Rachel A. Rivers, M.A. (English as a Second Language) – Background in educational psychology, including program evaluation and needs assessment.

Thomas W. Speitel, Ph.D – Curriculum and research development specialist, with extensive experience in computer communications.

Gary Theal, M.Ed. (Curriculum Studies) – Versatile teacher, with elementary as well as secondary experience, and accomplished communications expert (with educational & commercial radio and TV experiences).