Department of Educational Foundations

Interdisciplinary Master's in Education (IMED) Strand

Student-Faculty Manual

Guidelines, Standards, and Policies

Maui II Cohort
Summer 2000 - Fall 2002

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Introduction

The IMED is a strand of the Educational Foundations Master's Degree that is designed to meet the unique needs of neighbor island educators who are unable to participate in UH Manoa campus-based programs. It is a professional development strand which draws on the expertise of faculty in seven departments in the College of Education and serves primarily public and private elementary, intermediate and secondary teachers. IMED was initiated by the Dean's Office in the College in response to neighbor island concerns about professional development. The first cohort was on Kauai (1994-96), the second was on Maui (1997-99) and the third cohort is beginning on Maui (2000-2002).

Description of the Interdisciplinary Master's in Education (IMED)

The Interdisciplinary Master of Education (IMED) represents an innovative way to promote the professional and personal development of experienced educators working in this state's public and private schools. IMED was designed with input from numerous faculty members in the College of Education, representatives from the DOE, and teachers themselves who have participated as students. The success of IMED is primarily due to the collaborative spirit in which these stakeholders have worked to develop a master's strand that meets the unique needs of teachers on neighbor islands and in outlying areas of the state.

Like the other strands of the Master's in Educational Foundations, the IMED draws from multiple disciplines to enable educators to develop a broader and more foundational perspective of the educational process while upgrading their professional skills. The program strand is unique in the following respects: 1) the collaborative approach taken by faculty who represent seven departments within the College of Education and who serve on the IMED Council which meets regularly to discuss issues of program design, delivery and pedagogy; 2) the innovative delivery system which combines face-to-face with technology; 3) the flexible design which permits modifications in course content to address specific needs of neighbor island educators; 4) the focus on teacher leadership theme across courses; 5) the development of a personal and professional development file that during the third wave of the IMED program is being developed in a web-based format, and 6) the focus on creating a network of educators who continue to collaborate after the program is completed.

Objective: The Teacher Leader Concept

The main objective of IMED is to contribute to the professional and personal growth of educators, who are currently working in the public school system, in such a way as to promote their leadership potential as teacher leaders. Although individuals are likely to define this term differently, the IMED faculty members have identified four components of the teacher leader that are emphasized in the program. These include:

1. Vision: helping teachers develop a vision of specific changes they would like to implement in their classroom, school, or community is the first component of the teacher leader model used in the IMED program.

2. Knowledge and skills: Fostering an increased level of knowledge and promoting specific types of
teaching, consultation, and advocacy skills is a necessary part of achieving one’s vision of change.

3. Evaluation and Planning: To effectively create organizational changes in one’s classroom, school, or community involves the use of various types of evaluation and planning skills. Increasing teachers' evaluation and planning skills is another major aspect of the teacher leader mode.

4. Creating Individual and Systemic Changes: The essence of the teacher leader is one who can effectively stimulate changes among individuals (i.e., students, parents, school administrators, etc.) and within various human systems (i.e., within the context of one’s classroom, school, and/or community). While the IMED faculty comes from different departments and fields within the College of Education, they all direct time and energy to discuss the ways in which teacher leaders might go about fostering individual and/or systemic changes in the courses they teach in the program.

It is expected that teachers in IMED will develop a variety of school leadership skills, which will emerge out of their increased understanding of contemporary social issues in education. Specific attention will be directed to expanding students’ awareness of various educational reform and change movements in the state and country.

In short, teacher leaders are distinguished from other educators, in part, by their willingness to take a more active role in the decision-making processes that occur at their schools, as professional educators in the State of Hawai‘i. This role may include a number of activities such as becoming more actively engaged in the curriculum development decision-making at one’s school, the creation of new policies that impact the overall climate of the school, contributing to school/district policy development, and increasing their school’s outreach and participation in the community.

Teachers who enroll in this strand should expect to develop instructional leadership skills. More specifically, participating teachers will be encouraged to acquire and apply new educational concepts and practices related to effective teaching and classroom management.

The professional renewal gained from participating in the course work and interactions with UH professors and their peers routinely occurs within this unique strand and represents the basis for graduates to contribute to the intellectual leadership in their own school settings. Actual leadership roles for graduates of IMED may include administrative positions, but generally consist of internal leadership roles among fellow teachers, contributing to school/district policy development, curriculum change, and community outreach and participation.

Curricular Description

IMED focuses on instructional and school leadership, and incorporates themes of multicultural education. Although IMED involves faculty from seven different departments, it is a strand of the master’s degree offered by the Department of Educational Foundations and is administered through that department. Successful completion of the course of study will result in an M.Ed. in Educational Foundations and a Professional Certificate from the Hawai‘i Department of Education. This interdisciplinary professional development degree is specifically tailored to meet the needs of public and private elementary, intermediate, and secondary school teachers.

A core curriculum consisting of 10 courses is offered by faculty in the departments of Counselor Education, Teacher Education and Curriculum Studies, Educational Administration, Educational Foundations, Educational Psychology, Educational Technology, and Special Education. The interdisciplinary faculty team has agreed to develop instructional strategies that address the set of needs expressed by student applicants to IMED. A brief description of the specific needs that have been expressed by participating teachers are listed below.

1. Numerous teachers emphasized the need to learn ways of further developing a collaborative learning
style throughout the 2½ year curriculum. Consequently, the IMED faculty agreed to make an extra effort to promote a collaborative partnership when working with those students.

2. Being able to participate in collaborative learning projects was another important need expressed by individuals enrolled in IMED cohorts. Instructors are encouraged to address this expressed need by infusing cooperative learning activities and projects in their course planning when possible.

3. Students enrolled in IMED emphasized the need for instructional experiences that integrated theoretical and practical learning endeavors in their courses. IMED learning activities should be specifically designed to have experiential value directly tied to the daily needs of teachers participating in the program, and ultimately to their students.

4. Students indicated that course constructs, materials, and applications should be as locally and culturally relevant as possible with teachers-as-students being directly involved in the on-going evaluation of the program regarding its relevancy to the needs of their local schools and constituencies.

5. Numerous prospective students surveyed indicated the importance of developing more effective human relations strategies and skills which would be useful when working with other teachers, administrators, and at-risk students in their schools.

Given these 5 areas of expressed needs, the Coordinating Committee has developed a conceptual framework comprised of five corresponding competency areas for teacher leaders in the program. These specific competency areas are:

1. Instruction and learning
2. Community participation
3. Family and societal issues
4. Human development
5. School governance and professional community building

Admissions Requirements

The application process requires the submission of the Graduate Division Application University of Hawai‘i at Manoa Application for Graduate Admission form and the required documents (*see application form for specific details) to the Office of Admissions of the Graduate Division of the University. An initial review of the applicant's admission application and documentation is conducted by the Graduate Division to determine whether or not the applicant meets the minimum requirements for regular or conditional admissions to the Graduate program of the University. Admission to “regular classified” status requires a grade-point ratio (GRP) of 3.0 or better in the last four semesters of 60 semester credits or the equivalent in quarter units as an undergraduate. The final determination of admissibility to the IMED cohort is made by a review committee composed of the Graduate Chair and other faculty members from the Coordinating Committee. Additionally, applicants must provide evidence of one (1) year of teaching experience, a written statement of purpose including goals and objectives, and letters of recommendation preferably including at least one from a person who is familiar with the applicant's potential for graduate work. A basic teacher licensure is also required of all applicants who intend to apply for Hawai‘i Department of Education professional certification upon completion of the degree.

Curricular Requirements

The IMED curriculum is a 30-credit course of study, composed of ten courses and seminars (30 credits), that are sequenced over four semesters and three summer sessions. Students matriculate through the courses as a cohort. All students will be considered enrolled in the Master’s Plan B (non-thesis) option as described in the degree requirements section of the University of Hawai‘i Graduate Division Handbook.
A “Personal & Professional Development File” will be developed by all participants. This file encourages students to reflect on their personal and professional growth and development through their courses, their class discussions and interactions in class and at school. This document contains their own reflections on the highlights of the integrated course work and the final master’s project. Students should consider how they want the community to view them and their work, and on their contributions to the field. The format of the Professional Development File will be negotiated with Advisors as well as the instructor of the ETEC 602 Teaching/Training Technologies. As a multimedia project, this file may utilize alternative or non-traditional formats. For example, it might include a video with narrative; an artistic rendering with narrative; a portfolio with the participant’s best work and a narrative or commentary. The final Personal & Professional Development File will be initiated with the instructor of the Technologies course. Ongoing advice on content will be offered by the student's advisor with the instructor of the technologies course being available to address technical questions. The file will be submitted to the instructor of the technologies course at the same time as the Plan B paper is submitted to the Advisor and ready for review on the internet by the IMED coordinating Committee. IMED cohort students will use this opportunity to demonstrate competency with personal and professional use of technology, one of the key recommended foundations in technology for all teachers (International Society for Technology in Education, 2000).

Curriculum

Since the beginning, the IMED Coordinating Committee has met regularly to define, develop, and refine the curriculum. These refinements have been based on needs assessments of potential cohort members, Graduate Division and College of Education departmental requirements, and research on effective teaching and teacher leadership. Teachers in elementary and secondary schools have identified learning needs through needs assessments, course and program evaluations, participation in previous IMED cohorts, and participation in IMED Coordinating Committee meetings. As a result of the input received from these teachers, representatives from the Hawai`i Department of Education, and faculty members in the College of Education, courses are identified that meet the Teacher Leader theme and fit the needs identified by up-coming cohort members. These courses fall into four major categories, listed below.

Foundations in Educational and Multicultural Theory: This category of courses provides graduate students and in-service teachers with a broad foundation of knowledge related to teaching and learning in a multicultural context. The specific courses included in this category are:

EDEF 630 Cultural Diversity and Education
Examines issues, theories, perspectives and practices in multicultural education and promotes awareness, encourages knowledgeable reflection and develops skills necessary for multicultural practitioners.

EDEA 650 Human Factors in Organization
Analysis of the nature of organizations, human nature and needs, and their relationship to leadership, staffing, and staff development. Implications of group structure and human conflict, communications, and supervision and evaluation are explored.

Teaching and Learning: Courses in this category increase graduate students’ and in-service teachers' knowledge-base and skills related to innovative teaching methods. Courses in this category include:

EDEP 662 Social Context of Learning
Research methods and theories relating social mediation and learning group structures to intellectual growth. Course themes include: guided participation, culture and learning, and mediation. The course format includes cooperative and collaborative learning activities which will focus on the effects of “tracking” in the schools.
ETEC 602  Teaching/Training Technologies
Selection, evaluation, and utilization of instructional materials for systematic achievement of curriculum goals; investigation of innovative technological advances for use in teaching and training.

**Addressing the Human Needs of the Learners:** These courses prepare graduate students and in-service teachers to better meet the needs and more effectively work with students, parents, school administrators, and colleagues at their schools and in their communities. Courses listed for this category include:

SPED 620  Strategies Across Content Areas
Strategies for teaching math, science, and social sciences to students of all ages with mild/moderate disabilities; selection of appropriate materials, teaching techniques, and curriculum development.

EDCG 704  Contemporary Issues in Counseling Education
This course is designed to review several contemporary issues which directly impact students' learning abilities in the classroom including the AIDS Epidemic, substance abuse problems, domestic violence, homelessness, teenage sexuality and pregnancy, and youth gangs on elementary, intermediate, and secondary school-age youth. Particular attention is directed to ways in which teachers might work with students who are being affected by these issues in adverse ways in the classroom.

**Integrative Seminars:** These courses assist graduate students and in-service teachers in integrating, synthesizing, and applying learning gained from all of the proposed courses listed in the previous categories.

EDEA 604  Qualitative Research Methods in Educational Organizations
Introduction to methods of qualitative research in schools, particularly focused on action research by teachers.

EDEF 675  Policy Studies in Education
This seminar will explore policy-making processes and contemporary educational reform efforts within the context of the schools of Maui County

**Sequence of Courses**

The following logistical considerations are applicable to all IMED courses, though **specific modifications can be made by individual instructors.** Fall semester will begin the last weekend in August and the Spring semester will begin the second week in January. All face-to-face courses will be held for at least 37.5 hours, and class hours will generally be between 4:30 to 7:00 p.m. on Friday evenings and 8:30 a.m. to 12:30 p.m. on Saturdays. ETEC 602, a web-based course, consists of course material and activities that are equivalent to the required workload. **Exact hours for each course will be agreed upon by individual faculty with students at the first meeting of the course.** Location of the class meetings will be announced.

**Summer 2000**
EDEA 650  Human Factors in Organizations (Joanne Cooper) (3 credits)

**Fall 2000**
EDEA 604  Qualitative Research Methodologies in Educational Organizations (Rosemary Casey) (1st of 3 credits)
EDEF 675 Policy Studies in Education (David Ericson) (3 credits)

Spring 2001
ETEC 602 Teaching/Training Technologies (Annette Sherry) (3 credits)
EDEP 662 Social Context of Learning (Fred Bail) (3 credits)

Summer 2001
EDEF/TECS 630 Cultural Diversity in Education (Gay Garland Reed) (3 credits)
SPED 620 Strategies in the Content Areas (Rhonda Black) (3 credits)

Fall 2001
EDEA 604 Qualitative Research Methodologies in Educational Organizations - Continuation (Rosemary Casey) (2nd of 3 credits)
EDCG 704 Contemporary Issues in Education (Aiko Oda) (3 credits)

Spring 2002
EDCI 667 Seminar in Curriculum: Issues in Education (Tom Stone) (3 credits)

Summer 2002
EDEA 604 Qualitative Research Methodologies in Educational Organizations - Continuation (Rosemary Casey) (3rd of 3 credits)

Fall 2002
EDEF 699 Completion of Master’s Papers (per advisor) (3 credits)
IMED Standards

**Standard I:** The institution shall establish a procedure for communicating information between administrators, faculty, and students within and across curricular units. The institution shall define the roles and responsibilities of appropriate personnel for all pertinent aspects of the program including advisement, planning, and supervision of the students' program of studies.

One faculty in the College of Education has been identified to act as the IMED coordinator. The IMED coordinator will be responsible for communicating information between administrators, faculty, and students within and across program units. The coordinator will also be responsible for overseeing the advisement, planning, and supervision of students’ program of studies.

The IMED Faculty Coordinating Committee, representing participating departments in the College of Education and a DOE representative, serves several functions related to instructional, advisory, and program development activities. The specific responsibilities are listed below.

The COE faculty members on the IMED Coordinating Committee are responsible for:

a. defining the roles and responsibilities of the personnel involved in the IMED program;
b. selecting faculty advisors for those students who are enrolled in the IMED program;
c. providing instructional support by teaching at least one of the courses offered by the program;
d. collecting and reviewing students’ evaluations of faculty course offerings;
e. providing feedback to other faculty members who have offered instructional services in the IMED; and
f. reviewing and revising the types of courses and the sequence in which they will be offered in future programmatic offerings. Modifications are likely to be made both in terms of the types of courses and their sequential order IMED is extended to students on other neighbor islands.
g. Reviewing the Personal & Professional Development File.

All student proposals will be reviewed and approved by the Faculty Advisor, who is a member of the IMED Coordinating Committee. The Plan B advisor (and the second reader) will also be responsible for providing students with feedback regarding their proposals and reviewing requests for leaves of absences from the program.

**Standard II:** The process of curriculum development for IMED shall include advisory and/or policy groups. These groups shall include faculty within the institution with responsibilities in the fields of specialization, state education agency personnel, appropriate practicing professionals, and students.

The IMED Coordinating Committee serves as the advisory and policy-making body for this strand of the Educational Foundations program. The composition of this committee includes faculty members within the College of Education whose areas of specialization reflect the interdisciplinary nature of the program. Committee members include faculty persons from the departments of Counselor Education, Curriculum and Instruction, Educational Administration, Educational Foundations, Educational Psychology, Educational Technology, and Special Education. Additional committee members include representatives from the Hawai`i Department of Education and the College of Education’s designated representative.

Prior to formulating the final curriculum for the IMED, members of the Coordinating Committee surveyed teachers who expressed interest in submitting an application for program participation. Using the results of this needs assessment as a guide, the Coordinating Committee outlined a set of competencies which students are expected to develop as a result of participating in IMED. Thus, the design of the programmatic competencies reflect both the expressed needs of the participating students as well as recommendations made the Coordinating Committee. These faculty are committed to assess the effectiveness of the current program and make revisions in the design of the present curriculum depending upon the unique needs of students on other neighbor islands who may apply to IMED.

Since IMED students have lived on the neighbor islands, it has not been possible to include a student
representative on the Coordinating Committee. However, student representatives are welcome to attend Coordinating Committee meetings whenever schedules permit. In addition, Coordinating Committee faculty provide opportunities for students to get direct input into the development and continued operation of IMED through Faculty-Student Information and Advising Sessions held regularly throughout the program on the neighbor islands, via email, telephone, and HITS tele-conferences, and periodic visits. It is hoped that student involvement will be increased by developing support from the Hawaii Interactive Television Services Department which would facilitate inter-island teleconferences with IMED students and the Coordinating Committee.

**Standard III:** The process of curriculum planning and development shall include program objectives to assure an integrated system of preparation in which each component of the degree process in relation to the other components. There shall be a conceptual framework for the planning, development, implementation, and evaluation of the degree and its components.

The IMED Coordinating Committee has planned and developed IMED objectives (see statement of program objectives on Appendix A). The members of the Coordinating Committee have taken particular care to assure that the courses offered in IMED represent an integrated system of professional preparation in which each component (course) functions in relation to the other components (courses). The members of the committee have directed much time and energy towards assuring that an interdisciplinary conceptual framework served as the organizing force in the planning, development, implementation, and evaluation of IMED. As mentioned above, the Coordinating Committee is responsible for determining the scope and sequence of the courses which constitute the curriculum as well as conducting an on-going evaluation of the effectiveness and quality of the training that students receive in IMED.

**Standard IV:** The program shall be based upon identified role expectations and desired outcomes for the specialization based upon research and the professional literature.

The IMED Coordinating Committee has outlined a set of professional competencies which students are expected to acquire as a result of completing this degree (See Appendix A). The competencies represent desired outcomes that are directly tied to research findings and recommendations outlined in the professional literature as well as from data that was generated by needs assessments.

**Standard V:** The program shall include student research in the specialty area which contributes to the knowledge-base or applies to professional practice.

There are two ways in which IMED is designed to meet this standard. First, instructors in all of the courses use research-based articles and other scholarly materials in their courses to intentionally assist students in becoming more aware of relevant research findings in order that students might apply these findings in educational practice.

Second, students are required to complete a M.Ed. paper which involves an extensive review of the professional literature in an area of interest. In conducting this sort of literature review, students will become research "consumers." That is, students will review, critique, and synthesize relevant research that is directly related to the set of professional competencies that students are expected to develop as a result of participating in IMED.

**Standard VI:** The program shall require experiences to develop knowledge, skills, and attitudes in the student which will promote constructive interaction among people of differing economic, social, racial, ethnic, and religious backgrounds, and people with handicapping conditions.

All of the faculty, who are identified as instructors for IMED, are knowledgeable and supportive of
including issues related to people of different economic, social, racial, ethnic, and religious backgrounds, and individuals with handicapping conditions into the framework of their courses. As a result, one or more of these areas will be specifically addressed in every course offered in IMED.

**Standard VII:** *The program shall have a logical sequence of study.*

The IMED curriculum will move a cohort of students through four major categories of courses: Foundations of Education; Teaching and Learning; Addressing the Human Needs of Learners; and finally, integrative culminating seminars which are designed to help students synthesize and apply learning from courses. In order to facilitate a synthesis of learning in this interdisciplinary curriculum, a final culminating project (i.e., the M.Ed. paper) will be required of all students that meets the requirements for a Master’s Degree in the College of Education. A detailed description of the format of the required M.Ed. paper required for this program can be found in Appendix B. Results of these culminating projects will be presented and evaluated in the Culminating Seminar.

**Standard VIII:** *The program shall require students to meet stated program objectives within a predetermined time line.*

Since persons enrolled in IMED are admitted in cohort groups, all participating students are expected to complete the requirements (including completion of their M.Ed. papers) within a two and one-half year period of time. (Refer to the “Sequence of Courses” section in this manual.)

**Standard IX:** *The program shall require advanced-level content in specialty and support areas.*

IMED targets neighbor island teachers from all specialties, offering them advanced course work designed to meet stated needs and interests. The courses are in specialty and support areas, and examine contemporary issues of relevance to educators.

**Standard X:** *The program shall require clinical and intern experiences in order to apply theories, skills, and modes of inquiry to practice in the area of specialization.*

IMED is designed for current teachers who already hold a Basic Teaching Certificate. The curricular content emphasizes advanced study and provides for breadth in the field as well as for the detailed study of specialized aspects of the field, and for access to new research and development. Efforts will be made to help students relate new content learned in their classes to their daily working experiences. The final culminating projects will reflect the integration of course content and experience.

**Standard XII:** *The program shall require that a single administrative unit within the institution shall be responsible for verifying that students have successfully completed the approved program.*

IMED is based in the Department of Educational Foundations. A faculty panel of at least two IMED members will be responsible for evaluating the M.Ed. papers submitted by all students at the end of their program of studies.
IMED Policies

Absence / Attendance Policy

IMED is designed for the development of professional teachers. As such, students are expected to attend classes and participate in classes in a manner consistent with the curricular design. When students need to be absent from IMED classes, they are expected to identify alternative strategies for how and when they will make up the content of the class. Decisions that need to be made regarding lost class time will be made between the individual instructor and the individual student on a case-by-case basis. If there is a serious concern about either the proposed solution or the instructor’s decision, that case will be brought to the Coordinating Committee for discussion and decision.

Advisors

The major Advisors will be members of the IMED Coordinating Committee. Second readers who hold a Master’s Degree, will be identified by the student and approved by the major advisor. Non-IMED faculty can assist with the advising role as appropriate in specific cases, and, under unusual circumstances, faculty with special expertise may serve in an advisory capacity.

Class Hours

Face-to-face courses are required to be 37.5 hours in length. The web-based course is designed to offer this equivalent amount of time of student engagement with the course content and activities. Classes must meet the required number of hours, and individual instructors can modify the meeting times to fit the particular circumstances of their course. Generally speaking, classes will be held between 4:30 and 7:00 p.m. on Fridays, and 8:30 a.m. and 12:00 noon on Saturdays. Classes will meet on Fridays and Saturdays during Fall and Spring semesters, and as arranged during Summer sessions.

Computer Access

To be successful in the IMED Program, access to a computer that has word processing software, such as Microsoft Word, and presentation software, such as Power Point is necessary. All papers must be word processed. Class presentations are expected to be at a professional level, which in many instances will require the use of presentation software.

In addition, all IMED students need an online account and online access. A unix account is available free of charge to all UH students through UH Information Technology Services. Use of a web browser, such as Microsoft Explorer or Netscape Communicator, is required to connect to the IMED web site that contains communications options of Private Mail, forums and chat rooms. In addition, it is expected that the IMED students will locate reputable resources on the Internet (in addition to using the Community College Library) by using online libraries and educational, relevant web sites.

Confidentiality

Trust among cohort members is essential to IMED which is based on the concept of community and the development of a community of learners. Students in the program must feel confident that what is said during class sessions will remain in the classroom and not be shared with outside colleagues, including fellow teachers or administrators at their home schools. All faculty will reiterate this policy in their classes.

Grievance Procedure

Students should discuss issues of grievance directly with the faculty member involved. If student/s are
unable to resolve the issue satisfactorily, they should approach their faculty advisor or the IMED Coordinator. If students are unable to resolve their grievance through the IMED Coordinator, they should use the Grievance Procedure outlined for the University of Hawai‘i.

Professional Development File

Students will develop a Professional Development File which will be a representation of their work as professionals in Education. Students should consider how they want the community to view them and their work, and more collectively, on their contributions to the field. It should contain a strong reflective component, and could be connected with each course at the end of the course. It should describe the breadth and depth of professional experience, particularly as it relates to teacher leadership. It should focus on how the teacher sees herself/himself as a leader within the school; how each thinks differently about their work; how they have been impacted by IMED; the dimensions of leadership and the multi-disciplinary nature of the program and its contributions to teacher leadership.

The format of the Professional Development File will be negotiated with Advisors as well as the instructor of the Teaching/Training Technologies course. Alternative or non-traditional formats may be used, including, for example, a video with narrative; an artistic rendering with narrative; a portfolio with the participant’s best work and a narrative or commentary; a home page on the Internet. This Professional Development File will be submitted to the Instructor of the Field Experiences course, at the same time as the Plan A or B paper is submitted to the Advisor. This File should not be considered a substitute to the final paper, but an addition to it.

Plan B Final Papers

The Master's Plan B (non-thesis) option is described in the degree requirements section of the University of Hawai‘i Graduate Division Handbook.

“Second Readers” for Final Papers

Students’ Plan B papers will be read by the Advisor and a “second reader.” Second Readers for final papers must be persons with a Master’s degree, preferably in Education, and expertise in the topic area. The person can be a non-IMED faculty. A student can petition for an exception to this policy and, in doing so, must provide justification for the second reader not having a Master’s degree. Students should work with their Advisors to identify an appropriate second reader. Second readers might typically be, but are not limited to principals, curriculum coordinators, local experts, or other professionals with specific expertise in the topic of the Plan B paper.
IMED Procedures

Assignment of Advisors

Advisors must be members of the IMED Coordinating Committee.

Given the list of topics students have submitted, a preliminary list of possible advisors will be compiled by the IMED Coordinating Committee.

Each student will be given a list of possible advisors by the last Friday in October, during the first Fall semester, and final assignments will be completed by the end of that semester.

Students will be expected to submit a preliminary two-page pre-proposal for their Master’s project to faculty on their list before Thanksgiving of the first year of participation. Students will be encouraged to begin discussions with potential advisors by phone or email prior to submitting this two-page proposal. Students may also contact faculty who are not on their list if they so choose.

Plan B Proposals

Students will be introduced to the Final Paper options during the first course, and each succeeding course will have a focus on the development of the paper.

Students will develop a topic and a research question with assistance from instructors in the first two courses. A rationale for proposed research will be developed with a focus on why the topic or research question is importance to the student in terms of their personal and professional development and their role as a Teacher Leader in their school. The topic with a basic rationale will be submitted to advisors no later than the end of October of the program’s first year so as to enable the Coordinating Committee to assign advisors to students by the middle of December of that year.

Topics for final papers should be discussed and developed with advisors leading to submission of the Proposal by June 1 for Plan B papers.

The Final Paper Proposal should be 5 - 7 pages in length; should include a rudimentary Literature Review with the core information about the topic; and should focus on the practitioner aspect of the “problem” or topic.

All student proposals will be reviewed and approved by the Faculty Advisor. The advisor will also be responsible for providing students with feedback regarding the proposal (i.e., acceptance of proposal, acceptance pending revisions, rejection of proposal).

Approved Proposals will be placed in students’ personal folders in the Educational Foundations office.

Principals’ Meeting

A meeting with island principals is recommended early in the new cohort. This meeting would be used to disseminate information about the Teacher Leader focus of IMED; to help in community building at schools where cohort members teach; to help define how the schools can take advantage of the teachers’ IMED involvement at the home school; and to help define how schools and principals can support Plan A or B projects.

Alignment with COE Conceptual Framework

The IMED strand of the Master’s in Educational Foundations has a number of unique aspects that clearly
reflect the five themes of the Conceptual Framework of the College of Education. Below are some examples of the ways in which this program strand is collaborative, inclusive, dynamic, promotes inquiry and promotes reflection.

**Collaborative**
- Faculty from seven departments in the College collaborate to design and implement this program strand. Members of the IMED Coordinating Committee meet monthly to discuss issues related to policy, program design, curriculum, student concerns, assessment and advisement.

- The strand is collaborative in that it involves school principals early on in the program through a meeting in which the students describe their research and discuss the potential impact of their research on their schools.

- Students go through the program as a cohort and develop a network of teacher leaders who interact through their course work and become resources for each other in their professional settings.

**Inclusive**
- This program strand is a response to the issue of equity and the need to provide neighbor island educators with quality professional development programs.

- Courses for this program were selected in part because they are flexible enough to address the unique educational needs of neighbor island populations and instructors consider the demographics of those populations in their curriculum content and design.

- As stated in Standard VI, the program requires experiences that "develop knowledge, skills and attitudes...which promote constructive interaction among people of differing economic, social, racial, ethnic and religious backgrounds and people with handicapping conditions.

**Dynamic**
- The innovative nature of the program is evidenced in the interdisciplinary faculty teaming.

- Students use technology to develop a "Professional Development File"

- The content of selected courses is woven throughout the program so that technology and research skills are cultivated throughout the program.

- IMED faculty model a variety of approaches to integrating technology into their courses, particularly distance learning techniques.

**Promotes Inquiry**
- As stated in Standard V, student research in an area of specialty should "contribute to the knowledge-base or apply to professional practice."

- The research (inquiry) strand of the program begins in the first semester, is integrated throughout the program, and culminates in the Plan B project.

**Promotes Reflection**
- Student reflection is promoted through self-assessment, class discussions and the "Professional Development File."

- Faculty reflection is promoted through course evaluations, ongoing dialogue in the Coordinating Committee meetings and systematic program review which leads to refinement and revision of the program strand.
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