# Doctor of Philosophy in Education Program

**EDUCATIONAL TECHNOLOGY SPECIALIZATION**

University Of Hawai‘i At Manoa  
Department of Educational Technology  
College Of Education  
Honolulu, Hawaii

Additional material and updates can be found at the ETEC Web site:  
[http://etec.hawaii.edu](http://etec.hawaii.edu)

Note: Due to budget constraints, ETEC will not be admitting a new cohort in Fall 2010. Students should consider waiting until 2011 or another specialization.

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Program Background

The Educational Technology (ETEC) Specialization is one of seven areas of concentration in the College of Education (COE) PhD in Education program. While the department has had a highly rated Master’s program for over 20 years, the first ETEC doctoral cohort began in Fall 2007. The other College specialization areas are Curriculum and Instruction, Educational Administration, Educational Foundations, Exceptionalities, Policy Studies, and Kinesiology. The COE doctoral program was first established in the 1970s. The College also houses a PhD in Educational Psychology, with each offering potential courses for cognate studies.

The PhD Specialization in Educational Technology is designed to prepare influential professionals in the field of educational technology (ETEC). Graduates of the program are expected to assume leadership roles in a multitude of areas, including those who work in K-12 school districts, state departments of education, and higher education institutions, as well as government, health, and corporate settings. While some may become faculty members, the field offers opportunities for leadership in many contexts. Future careers are possible in teaching, training, instructional design, curriculum development, media production, online course development, technology utilization, management, or research and evaluation.

The program is designed within a community of practice model in which faculty and students work closely on design projects and research. Students are expected to participate in professional activities, including professional organizations, conferences and publishing.

What is Educational Technology?

As defined by the Association for Educational Communications and Technology (AECT), the professional organization for the field:

*Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources.*

Scholars in the field explore the uses of innovative media and technologies for education—both formal and informal, studying aspects from student learning and cognition to impacts on individuals and institutions. The field integrates the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning.

As in all forms of applied technology, educational technology examines how theoretical knowledge and scientific principles can be applied to solve problems that arise in a social context. The field provides the research base for effective utilization of new media in education and by default is interdisciplinary in its approaches and theories.

The ETEC doctoral program fits the AECT definition of an advanced program. The educational technology Master’s is an initial program with a focus on practice and application, while the PhD is centered on research and theory. As indicated in the AECT standards, advanced programs emphasize theory, research, and higher level management

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processes which could be likened to the analysis, synthesis, and evaluation stages of Bloom’s taxonomy. Students with a primary interest in applied topics (design and multimedia) should consider the ETEC Master’s or certificate programs.

Admission Requirements

Students apply both to the UHM Graduate Division and to the College PhD Education Program. Admission usually occurs only once a year in the fall semester.

Application deadlines are January 15th for international students, and February 1st for U.S. citizens.

The UHM Graduate Division requires:
- Master’s degree from an accredited institution
- Official transcripts for undergraduate and graduate work (GPA of 3.0 or equivalent)
- Payment of an application fee (see form)
- Completion of the Graduate division application forms for program EDUCATION (not educational technology which is the Master’s program)
- Residency application form
- TOEFL score for applicants from foreign countries where English is not the dominant language; and
- Financial status verification for foreign students.

Applications can be made to the Graduate Division either on-line or via a paper application that can be printed for submission.

Further information regarding the application process for all students, and especially regarding international student application requirements is found on the UH Graduate Division website, [http://www.hawaii.edu/graduatestudies/admissions/html/admissions.htm](http://www.hawaii.edu/graduatestudies/admissions/html/admissions.htm)

In addition, the College PhD in Education program requires the following, which should be mailed to the PhD Office c/o Educational Foundations Department, 1776 University Ave., Wist Hall 113, Honolulu, Hawaii 96822:
- Graduate Record Exam - GRE (within the last five years)
- Statement of career objectives and research interests (2 page essay)
- Supplemental information form
- Three (3) letters of recommendations related to the applicants potential to be successful in doctoral education (academic and professional references)
- Curriculum Vitae (resume)
- Evidence of scholarly writing and/or research ability (writing sample)
- Interview (only if requested by the department)

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2 AECT Program Standards.
The ETEC specialization does not require that students enter with a Master’s degree in the field, but students with a Master’s in another field and lacking an educational technology background may be required to complete additional course work to meet expected competencies.

Note that applications cannot be processed until all the required documentation has been received by UH. It is therefore recommended that applicants begin well before the final deadline. Admission to the specialization is competitive for the limited number of openings, so potential students are encouraged to prepare materials carefully and completely. Meeting minimum requirements does not ensure admission.

Financial Support

While the department does not have any scholarship funds, most students seeking support have been successful in finding graduate assistanceships on campus because of their technical expertise. Information on financial assistance may be found at the Graduate Division web site, along with information on tuition and fees:


Program Description

The PhD in Education is a college-wide degree program that combines a common-core inquiry strand with ETEC specialization requirements. The program requires completions of a minimum of 46 credit hours of coursework. Students who attend full-time typically complete coursework in about two years prior to work on a doctoral dissertation.

The specialization in Educational Technology includes the College Inquiry Core (12 credits), Educational Technology Doctoral Core (9 credits), Specialization Area (15 credits), Breadth Courses (6 credits), Field Study or Internship (3 credits), and Dissertation (1 credit). Depending on previous graduate work, up to six credits of courses may be waived. Each student’s program will be individually designed with his or her advisor.

The ETEC doctoral core and specialization area courses are designed to provide students with an in-depth knowledge of the theory, skills and practice that guide the profession of education and educational technology. Breadth courses are selected by the student in consultation with an advisor to provide support for an individual’s dissertation topic; these may be additional ETEC courses or classes offered by other disciplines at UH.

Students must pass a comprehensive exam, both written and oral, based on their specialization and breadth areas of study.

Advising

Each doctoral student is assigned an interim advisor who assists the student in setting up an individually designed course of study within the first semester of residency. Students

3 COE graduate courses are typically three credits each. For example, 9 credits will equate to three courses.
are encouraged to discuss any changes in their course of study with their advisor prior to taking alternative courses. Upon advancement to candidacy, students select their own dissertation chair and committee, with the approval and consent of the designated faculty members (see below).

**Cohort**

The ETEC specialty has been designed to encourage intellectual excellence and participation in a scholarly community. Students begin with a mandatory New Student Orientation and complete two required seminars as well as two research/inquiry courses together in their first year in the program. This requires a minimum of two courses per semester in the initial year, and these may not be waived. Full-time students typically carry three courses per semester, allowing for one elective in each of the first two semesters. It is recommended that students with full-time employment not take additional electives beyond the required cohort courses.

**Required First Year Course Sequence for Entering PhD Cohort**

<table>
<thead>
<tr>
<th>Semester</th>
<th>ETEC PhD Core</th>
<th>Inquiry Course</th>
<th>Elective*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ETEC 750</td>
<td>ETEC 601</td>
<td>ETEC option</td>
</tr>
<tr>
<td>Spring</td>
<td>ETEC 750</td>
<td>ETEC 605</td>
<td>ETEC option</td>
</tr>
</tbody>
</table>

* Third course recommended only for students who attend full-time and do not have full-time employment.

All ETEC core and inquiry courses are presented in a hybrid manner, with most classed offered at the UH-Manoa campus and some sessions online. ETEC electives are predominantly online courses.

Students typically take an additional ETEC inquiry course in cohort at the beginning of the second fall semester after admission.

**Continuous Enrollment and Residency**

Once a student has entered the PhD program, the University requires continuous enrollment every fall and spring semester until completion of the program (this does not include summer semesters).

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 participating in courses and research as possible. While many ETEC courses are offered online or in hybrid (part online, part face-to-face), most courses outside the department are only offered on campus.

The Graduate School requires students to complete the program within seven years from initial enrollment.

Should students have a serious issue that prevents enrollment or requires an extension of the maximum time to degree, they should consult their advisor immediately. Students who fail to maintain continuous enrollment and who have not been formally granted a leave of absence are cut from the program per Graduate Division policy.
**Additional Requirements**

The PhD Specialization in Educational Technology 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. See the Graduate Division Web site at http://www.hawaii.edu/graduate/sitemap.htm 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. COE dissertations follow *APA Manual of Style* formatting.

Requirements specific to the Educational Technology include a **mandatory orientation** at the start of the first Fall semester, and a **laptop computer** for use in all ETEC courses as well as Internet connectivity for completing assignments outside of class (see the ETEC web site for details: http://etec.hawaii.edu).

Students have opportunities to work on research and grant projects with faculty, and may collaborate on teaching projects.

**Professional Associations**

Students are encouraged to participate in the wider educational technology community, including participation in and presentations at conferences, submitting publications to scholarly journals, and networking through professional online forums. Webinars provide opportunities to learn new tools and strategies for teaching and learning.

All ETEC PhD students are required to become members of the discipline’s professional organization, the *Association for Educational Communications and Technology* (AECT). This membership is needed for access to publications used in required coursework, but is also appropriate for individuals who plan to become leaders in the field. AECT’s code of ethics is a foundation for the department’s programs. AECT has a student membership and offers opportunities for professional networking and conferences. See the AECT web site for details – http://www.aect.org/

Other professional organizations that may be of interest include but are not limited to: the International Society for Technology in Education (ISTE), the Association for the Advancement of Computing in Education (AACE), the American Society for Training and Development (ASTD), and the local Pan-Pacific Distance Learning Association (PPDLA).

**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.
ETEC PhD Course Requirements

College Inquiry Core: (12 credit minimum)

All COE PhD students must complete the College core. The College Core consists of at least one course from each in the following:

- Multiple Perspectives on Educational Research (one course)
  (EDEA 602, EDEF 678, SPED 642, EDCS 769, ETEC 601)

- Individual Paradigms (One each, qualitative and quantitative)
  o Qualitative Methods (EDCS 632, EDEA 604, ETEC 606)
  o Quantitative Methods (EDEP 601, EDEP/EDEA 629, ETEC 605)

- Advanced Methods for Dissertation Research (one course)
  TBD in consultation with advisor, may only be taken after completion of previous three courses

ETEC PhD students typically take the College Core within specialized ETEC research classes. These courses provide research experience and specialized background specific to the field.

Specialization Core (9 credits minimum)

The specialization seminars are intended to establish crucial elements of scholarly inquiry so that students have substantive knowledge of the field, think theoretically and critically, frame fruitful research problems, see research as socially situated, join research to appropriate methods of inquiry, collect and analyze data, and communicate with various audiences about research.

A minimum of two seminars (one each fall and spring semesters) are required as a part of the first-year experience to provide structure for the program and help develop a scholarly community (see above). Students take at least one additional seminar as part of their advanced course work in the semester in which they develop a dissertation proposal, and continue to enroll in seminar until they officially enter candidacy. A different seminar is offered in each fall and spring semester, and a seminar topic may be repeated more than once.

- ETEC 750B - Seminar in Educational Technology Issues: Instructional Development
- ETEC 750C - Seminar in Educational Technology Issues: Telecommunications
- ETEC 750D - Seminar in Educational Technology Issues: The Future
- ETEC 750E - Seminar in Educational Technology Issues: Research

Area of Emphasis (15 credits)

Area of emphasis courses are selected from graduate-level offerings (600 level and above) within the ETEC department. This course work supports the ETEC specialization, providing all students with a solid foundation in educational technology theory and
practice while advancing their knowledge in an area of emphasis. The advisor may recommend additional coursework to ensure an adequate breadth and depth of knowledge in selected areas and required competencies.

- For a complete list of courses and descriptions, see the ETEC Web site.
  http://etec.hawaii.edu/classesgrad.html

All students who do not have a Masters degree in Educational Technology from UHM will be required to take the following courses as a part of their 15-credit Area of Emphasis. Students with Master’s degrees in educational technology from other institutions should discuss course requirements with their advisor.

- ETEC 600 - Theory and Practice in Educational Technology
- ETEC 603 - Instructional Design and Development

**Breadth Courses (6 credits)**

In addition to required ETEC courses, students select two additional courses (6 credits) that may be in ETEC or in another discipline that will strengthen his/her background for completing a dissertation. The purpose of these courses is provide a basis for the interdisciplinary vision of the PhD program and to strengthen and broaden the student’s expertise in education and/or in an area related to Educational Technology, or in the field in which they will conduct research and work. Cognate fields are frequently inter- or multi-disciplinary, and do not have to be within the College of Education. Courses must be at a graduate level. Students should consult with their interim advisor before taking these courses.

**Field Study or Internship (3 credits)**

The student selects one of the following. A minimum of 3 credit hours is required. Students should consult with an advisor before enrolling in one of these options.

- **EDUC 740: Field Project**, carries from 3 to 6 credits. This is an independent practicum or research pilot study designed in consultation with the students' 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.

**Advancement to Candidacy**

Typically students elect to take their final (third) required seminar course as part of the process of moving to candidacy once coursework is completed. During the seminar, students complete the written and oral comprehensive examination and develop a formal dissertation proposal. Upon completion of the comprehensive examination and a successful dissertation proposal defense, students are advanced to candidacy. Continued seminar enrollment is required while completing the proposal.
Once officially advanced to candidacy and with completion of Graduate Student Form II, students continue their enrollment by taking EDUC 800, dissertation, for a minimum of one credit in each fall and spring semester until successful defense of a completed dissertation.

Formation of Doctoral Committee
A doctoral committee is formed in two steps, with the first prior to the comprehensive examination and dissertation proposal. The student initiates, in consultation with his/her advisor, the formulation of the doctoral committee.

A doctoral committee requires five members as defined by the UHM Graduate Division.

- The chair of the doctoral committee must be a full member of the graduate faculty in the College of Education PhD program and from the Specialization in Educational Technology in the student’s area of emphasis.
- Of the five members, three are from the College of Education ETEC Graduate Faculty of Education (GFE) with most of these from ETEC. In some cases, a member may be from a different field related to the dissertation topic, but such members must be approved by the Department and Graduate Division.
- In addition, as required by the Graduate Division, one member must be from outside the college PhD degree program and be a full graduate faculty at the UHM. The external member is not required for the comprehensive examination but must be on the committee during the proposal defense and dissertation writing.

Comprehensive Examination
Each student must pass a written, 10-day take-home written followed by a two-hour oral comprehensive examination. To prepare for the examination, students prepare a short (about five-page) dissertation prospectus describing planned research to help the committee provide a focus for exam questions.

This comprehensive examination tests the student’s knowledge in the research, the field content and theory of educational technology, and the specialization areas related to her/his dissertation topic. Generally, this exam is given in the semester that the student completes coursework and activities/products related to program competencies, and is scheduled in consultation with the student’s advisor.

Examination questions may be highly related to, but not restricted to, topics and issues of the dissertation.

In completing the written exam, 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. Plagiarism of material is grounds for dismissal from the program. 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 all 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. A student who fails the examination may try a second time per the UH Graduate Division policy, but after a second failure is dismissed from the program.

Because many faculty are nine-month employees who do research in the summer, the exam may only be taken in fall or spring semesters.

**Research Problem and Dissertation Proposal**

The doctoral candidate will prepare a formal dissertation proposal that must be approved in writing by their committee.

The UHM Graduate Division sets the broad requirements and process for the dissertation. Students should carefully review the policies at the Graduate Division website:

[http://www.hawaii.edu/graduate/thesdiss/html/content.htm](http://www.hawaii.edu/graduate/thesdiss/html/content.htm)

The doctoral dissertation is a scholarly, original contribution of 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 ability to carry out scholarly research in Educational Technology.

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 student presents the written proposal to her/his full committee at least two weeks before an oral proposal defense. The committee determines whether a student has passed this defense, and may ask for revisions or changes until they are satisfied the proposal meets the high standards of the department and the University.

Students who have successfully completed an approved proposal are designated as candidates and given the status of “All But Dissertation” (ABD). The approval of the doctoral dissertation topic (Graduate School form II) must be signed prior to registering dissertation credits, EDUC 800.

In addition, if the dissertation research involves human subjects, a letter indicating that the Committee on Human Subjects at the University of Hawai‘i has completed a review of the proposal must be submitted at the time that the student files form II and before any collection of data.
Dissertation: (1 credit minimum)

EDUC 800 - Dissertation Research

A condition of enrollment in EDUC 800 is evidence that the doctoral candidate has passed the comprehensive exam and has received signed committee approval of his/her dissertation proposal and title. A student must be continuously enrolled Fall and Spring semesters until he or she graduates.

Dissertation Research and Writing

Developing a dissertation is a highly individualized process with the student taking responsibility for collecting and analyzing data then writing the final report. It is the student’s responsibility to keep his/her chair informed of progress on a regular basis and maintain contact with committee members. Many students choose to participate in a dissertation support group as a way to provide community during the writing process as a continuation of the ETEC cohort structure.

Final Oral Examination

The doctoral candidate will successfully defend their dissertation in a publicly open, final oral exam. A final oral examination on the dissertation is required of all candidates for the PhD degree. The candidate’s doctoral committee conducts the examination. It is a minimum of one hour in length. This is typically done only during fall or spring semesters to ensure all committee members are available for the defense.

Following a successful defense and approval of the written document by the committee, the student submits a signed Graduate Division Form III and copies of the dissertation for publication. The Graduate Division maintains a calendar setting deadlines for submission to be eligible for graduation in a given semester. See the Graduate Division web site for details.
Doctoral Studies Progression Summary

1. Application and admission to the program
2. Mandatory orientation
3. Interim advisor consultation (Graduate Division Form I)
4. Plan and approval of a PhD course of study
5. PhD course work requirements
6. PhD clinical/practical/teaching requirements
7. Formation of dissertation committee (external member not required at this stage)
8. Take final ETEC doctoral seminar
9. Complete short dissertation prospectus
10. Comprehensive examination, written and oral
11. Add external dissertation committee member
12. Proposal written and defended
13. Approval of Dissertation Proposal (Graduate Division Form II)
14. Approval from UHM IRB of Dissertation Proposal
15. Form II Approved by Graduate Division
16. Enrollment for dissertation credits
17. Dissertation research and writing
18. Final Oral Defense of the Dissertation (Graduate Division Form III)
19. Approved Final Draft of Dissertation to COE PhD Chair (1 copy)
20. Submission of the dissertation to the UHM Graduate Division, and completion of all Graduate Division requirements
21. Graduation and awarding of PhD
ETEC Course Descriptions

College Inquiry Core (12 credits)

- **ETEC 601 Ed Tech Research Review (3)** Review of existing research in media/ed technology, with activities leading to the preparation of final study or project proposal. Repeatable one time.
- **ETEC 605 Conducting ET Research (3)** Application of methodological and statistical concepts to students' own research projects. Formative and summative evaluation, measurements, descriptive and inferential statistics.
- **ETEC 606 Qualitative Research in Educational Technology (3)** Introduction to qualitative research traditions and designs. Emphasis will be on the use of digital technologies in data collection and analysis. Pre: 601 or consent.

See UHM department websites for offerings outside of ETEC.

Specialization Core (9 credits)

- **ETEC 750 (B) Seminar in Educational Technology Issues - Instructional Development (3)** Study and discussion of significant topics and problems in instructional development
- **ETEC 750 (C) Seminar in Educational Technology Issues - Telecommunications (3)** Study and discussion of significant topics and problems in telecommunications.
- **ETEC 750 (D) Seminar in Educational Technology Issues - The Future (3)** Study and discussion of significant topics and problems regarding the future.
- **ETEC 750 (E) Seminar in Educational Technology Issues – Research (3)** Study and discussion of significant topics and problems regarding research.

Area of Emphasis Required Courses (15 credits)

- **ETEC 600 Theory and Practice in Educational Technology (3)** The profession of educational technology and the role of instructional designers. Theoretical and philosophical foundations underlying practice that include instructional systems theory, needs assessment, change theory, and relevant learning models. Practical applications of these theories to solve instructional problems in real-life settings.
- **ETEC 603 Instructional Design and Development (3)** Basic concepts and techniques of instructional design and development, for application to solving instructional problems in real-life situations.

For additional courses go to the ETEC website: [http://etec.hawaii.edu/courses.html](http://etec.hawaii.edu/courses.html)
Doctoral Faculty in Educational Technology

The Graduate Faculty in Education (GFE) in educational technology consists of professionally and academically qualified personnel, each with many years of experience in different aspects of educational technology. The backgrounds of the faculty compliment each other so that the department can offer a strong and competent program.

Catherine P. Fulford, PhD. Professor - Department & Graduate Chair (Instructional Systems) - Has a broad background in instructional systems, including needs assessment, instructional development, media production, and evaluation. Has experience in management of instructional and training systems, with emphasis in text, audio, video, and telecommunications media. Research areas are technology integration, distance education, and cognitive speed.

Curtis P. Ho, PhD. Professor (Educational Technology) – A specialist in interactive technologies including Internet, CD-ROM, and video for distance learning. Has extensive experience in designing instructional and training programs for all levels of education and in private sectors. Research areas are: technology integration, video and multimedia, and, distance education and socio-cultural impact.

Ellen Hoffman, EdD. Professor (Educational Leadership) – Has a background in anthropological archaeology and journalism, and technology management. Has worked as a K-12 teacher and consultant for school districts, community college, and a state department of education. Research areas include digital libraries, technology policy, distance education, digital libraries in schools, information literacy, usability of networked information systems, and systemic change at the K-12 and higher education levels.

Peter Leong, PhD. Assistant Professor (Computing and Information Sciences) – Has five years experience in the development and delivery of online courses and distance education. Research areas include the role of social presence and cognitive absorption in student satisfaction with online learning environments and faculty development.

(Meng-Fen) Grace Lin, EdD. Assistant Professor, (Educational Technology) - Has a background in programming, project management, web design, and narrative research. Research areas include online communities, open education resources, participatory learning and educational use of web2.0 tools such as wikibooks and youtube.

Paul B. McKimmy, EdD. Specialist (Educational Leadership) - Has a background in training design for education and business, continuing education, technology management, and application of information technology. Microsoft Certified Systems Engineer and Distance Education Certified Professional with experience working with distance delivery of courses and programs. Research areas are distance education and asynchronous instructional design.

Michael Menchaca, EdD. Associate Professor, (Educational Technology) - Has expertise in online learning, community-based learning, staff development, graduate programs, technology standards, and instructional design. He has collaborated and consulted with K-12 schools, districts, and county offices. Research areas are: educational technology, online teaching and learning, distributed/distance education, multiculturalism
and social justice, and communities of practice.

**Christine K. Sorensen, PhD. Professor – COE Dean** (Professional Studies in Education) - Has a broad background in research and evaluation as well as in distance education, technology integration and organizational change in education. Research areas include interaction patterns in distance education, active learning strategies in distance education, and the impact of technologies on learners and the learning environment.
Program Contacts

For information about the PhD Specialization in Educational Technology contact:

Ellen Hoffman, ETEC PhD Specialization Coordinator
Educational Technology Department, Wist Hall 231
College of Education, University of Hawai‘i at Manoa
1776 University Avenue, Honolulu, Hawai‘i, 96822,
Email: ehoffman@hawaii.edu
Phone: 808-956-3904

The administrative office for the ETEC department is located in Wist 231. Contact the
department secretary, Bev Suemoto, for support on administrative issues regarding the
ETEC specialization. Email: suemoto@hawaii.edu Phone: (808) 956-7671.

Updates and additional detail on the ETEC specialization and department can be found
at the ETEC web site: http://etec.hawaii.edu

For information about the PhD Program in Education, including application
information, contact:

Helen Slaughter, PhD Doctoral Chair
Doctor of Philosophy in Education
Educational Foundations Department, Wist Hall 113
College of Education, University of Hawai‘i at Manoa
1776 University Avenue, Honolulu, Hawai‘i, 96822
Email: slaughte@hawaii.edu

The administrative office and secretary for the Ph. D. Program in Education is located
in the Educational Foundations Department, Wist Hall 113, 956-7817. The field of study
for all matters going to the graduate division is "education," not the specialization.

Applications for admission may be found on the University of Hawai‘i at
Manoa Graduate Division Web site.

on.htm
# ETEC Doctoral Specialization Course Requirements Summary

<table>
<thead>
<tr>
<th>College Inquiry Core (12 credits)</th>
<th>Proposed Sequence</th>
<th>Course Taken</th>
<th>Semester Taken</th>
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<tbody>
<tr>
<td>Multiple Perspectives on Educational Research</td>
<td>ETEC 601</td>
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<tr>
<td>Individual Paradigms:</td>
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<tr>
<td>Quantitative Methods</td>
<td>ETEC 605</td>
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<tr>
<td>Advanced Methods for Dissertation Research (select one: SOC 605, SOC 705, SOC/EDEA 608, EDEA 704, EDEA 780D, EDEP 606, EDEP 608, KLS 800, PH 754, EDSC 732, ANTH 710, HIST 602, PHIL 617, SPED 740)</td>
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**ETEC Specialization Core: (9 credits)**

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<thead>
<tr>
<th>Seminar ETEC 750 (one each first fall &amp; spring, one add’l after first year)</th>
<th>Fall 200__</th>
<th>Spring 200__</th>
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**Area of Emphasis: (15 credits)**

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<tr>
<th>ETEC 600</th>
<th>Fall 200__</th>
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<tbody>
<tr>
<td>ETEC 603</td>
<td>Spring 200__</td>
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<td>ETEC elective</td>
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**Breadth Courses: (6 credits)**

| ETEC or other | |
| ETEC or other | |

**Field Study or Internship: (one course)**

| EDUC 740 or EDUC 799 (3-6 cr) | |

**Dissertation: (1 credit minimum)**

Note: all graduate courses are 3 credits except where indicated, only courses 600 or above count for doctoral credit.

* After advancement to candidacy, must enroll every fall and spring until completion.