Handbook for Graduate Students in Hawaiian

“I Pono Nā Mamo A Hāloa”

KAWAIHUELANI
CENTER FOR HAWAIIAN LANGUAGE
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I. Introduction

Kawaihuelani Center for Hawaiian Language conducts research in relevant fields of study and offers four years of language study as well as courses on immersion education, curriculum development, and topics of relevant Hawaiian cultural content. The faculty and staff of Kawaihuelani create and implement projects and programs that promote Hawaiian language, culture, history, and traditions such as: Ka Hālau Hanakeaka, Hoʻokulāwi ʻAha Hoʻonaʻauao ʻŌiwi (Institute for Native Hawaiian and Indigenous Education), Hoʻolaupaʻi: Hawaiian Newspaper Resources, Kauakūkalahale, Kaulakahi Aloha, Ka Waihona a ke Aloha, Ke Aolama, Mary Kawena Pukui Hale: Center for the Survival and Promotion of Hawaiian, and Mauikama.

The Master’s Degree (MA) is intended for students who have a broad background in Hawaiian language and culture, but seek more in depth knowledge. The three areas of the curriculum that are available are:

- Moʻolelo: The Moʻolelo curricula focuses on Hawaiian history and literature through the analysis, critique, creation and presentation of Hawaiian language resources.
- Kumu Kula Kaiapuni: The Kumu Kaiapuni curricula focuses on the educational, linguistic, and cultural tools that teachers need to perform better in Hawaiian medium schools. Students producing curriculum and developing their own teaching skills will also be able to work closely with the Mary Kawena Pukui Hale.
- Kālaiʻōlelo: The Kālaiʻōlelo curricula focuses on the linguistic analysis of Hawaiian.

This handbook sets forth the basic policies, requirements and procedures for graduate students pursuing master’s degrees in Hawaiian. You should read this very carefully so that you are clear about your responsibilities as a student and the responsibilities of the program to you. If you have questions about any of the information presented herein, please ask the Graduate Chair Laiana Wong or the Graduate Programs Support Assistant Ululani Oliva. The earlier you clarify any matter of concern to you, the less likely it will create any problems for you later.

We wish you great success in pursuing your educational goals and hope that this handbook provides you with a good tool in meeting those goals.
This program is designed to provide broad, in-depth education in the Hawaiian language, culture, and literature and is an integral part of the efforts to revitalize Hawaiian as a living language. The program is designed to create scholarship in Hawaiian in new domains including advanced study of literature; to strengthen and expand the understanding and use of various styles of Hawaiian; to develop curriculum and resources and teacher training for the Kula Kaiapuni (Hawaiian medium schools); and to provide support to graduate students in related fields.

All students admitted to the program will be assigned to work with a graduate advisor (either a graduate faculty member or the graduate chair) until such time as the student completes their coursework and selects a committee chair. Students should meet with this faculty advisor on a regular basis to discuss academic progress and course selection. The faculty advisor is responsible for assisting the student with any necessary paperwork.

Kawaihuelani encourages master's students to attend brown bag presentations and conferences. For more information on these types of opportunities contact the graduate programs support assistant.
Master’s Program Student Learning Outcomes

Upon completion of the Hawaiian language master’s program students should be able to:

- Demonstrate comprehension of traditional literary texts
- Demonstrate comprehension of native speaker dialog
- Offer a quality public presentation in Hawaiian
  - Quality defined as proper use of the Hawaiian language and demonstration of Hawaiian concepts
- Demonstrate competence in formal writing skills that have practical/contemporary application
- Demonstrate the ability to apply cultural norms in a range of communicative events
- Construct a culturally sensitive research project that utilizes/analyzes relevant existing resources and contributes to the overall Hawaiian knowledge base
III. Initial Steps

Steps to Completing a Master’s Degree

The following are the steps that master’s students will need to complete to earn a degree:

1. Application and admission to the program
2. Consultation with faculty advisor and formulation of an approved course of study
3. Pre-Candidacy Progress (Form I)
4. Selection of Plan A or B
5. Selection of Committee Chair and Committee
6. Completion of Research Proposal
7. Defense of Research Proposal (Form II or IIb if approved)
8. Obtain required approvals to conduct research (e.g., Committee on Human Subjects)
9. Public Oral Defense of Research Project (Form III or IIIb* if approved). All public oral defenses will be videotaped by Kawaihuelani to be included in the Mary Kawena Pukui Hale for future reference and program assessment purposes.
   Plan B: Submission of Project Artifact (actual project or documentation), and Paper to Committee chair.

*In order for Form IV or IIIb to be signed by their committee, the candidate must provide their committee chair a pdf copy of the Plan A or Plan B Project (including all supplementary materials) to be included in the Mary Kawena Pukui Hale for future reference.

Explanation of Conditional Status

Students admitted with deficiencies shall be on a conditional status. Any student who does not complete deficiencies during the first year in the program (or period indicated upon acceptance) may be dismissed from the program. All conditional students are required to meet with the graduate chair before registering for classes.

Applicants to the MA in Hawaiian must have completed a bachelor’s degree as well as 18 upper-division credit hours in Hawaiian and HAW 402, or equivalent. Additionally, all applicants are required to take the Hōʻike Pae Komo (HPK), the department’s admission exam.
The HPK is intended to assess an applicant’s proficiency in Hawaiian. Any student entering the program with course deficiencies, or who has been determined to be deficient based on the Hōʻike Pae Komo, must enroll in and pass any course deficiencies with a B- or better during the first academic year of their acceptance into the program, unless otherwise indicated.

For students wishing to use HAW 699 to replace deficiencies required for graduate courses, prior approval must be received from the graduate chair and the professor of the HAW 699 course. See Section X. Forms for more information.

**Suggested Timeline**

This is a rigorous and challenging program that requires a significant level of commitment and hard work. The following timeline is an ideal schedule for the timely completion of the master’s program requirements based on scope and sequence designed by the graduate faculty. While this schedule can be flexible, students may find it difficult to make timely progress in the program should they modify the suggested timeline.

Suggested 2 year timeline for completion of degree requirements for full-time students:

<table>
<thead>
<tr>
<th>First Year</th>
<th>18 credits</th>
<th>Second Year</th>
<th>15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAW 601</td>
<td>3 credits</td>
<td>HAW 604/605/612</td>
<td>3 credits</td>
</tr>
<tr>
<td>HAW 602</td>
<td>3 credits</td>
<td>HAW 615</td>
<td>3 credits</td>
</tr>
<tr>
<td>HAW 652</td>
<td>3 credits</td>
<td>1 Elective course</td>
<td>3 credits</td>
</tr>
<tr>
<td>HAW 604/605/612</td>
<td>3 credits</td>
<td>HAW 700/695</td>
<td>6 credits</td>
</tr>
<tr>
<td>2 Elective courses</td>
<td>6 credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Time Allowed

Time to degree completion is an important part of the integrity and quality of graduate programs. In general, graduate students at UHM must complete all degree requirements within seven years after admission to their programs. An approved leave of absence of up to two semesters is not counted in the seven years. Returning UHM graduate students who are readmitted to the same graduate program for the same degree objective are subject to degree requirements at the time of readmission. Rules for time allowed for degree completion were changed, effective Fall 2011. Students who enrolled prior to Spring 2011, should contact Graduate Student Services.

Effective Fall 2011, failure to complete the master’s degree after five years will result in the student being placed on probation, i.e., at the beginning of the sixth year the student automatically will be placed on probation. The probation notice will be rescinded if the student completes the degree within seven years. Students who do not complete the degree within seven years are subject to dismissal. Approved leaves of absence do not count toward these time limits.

By this new policy, if at the end of year seven more time is needed for completion of the Master’s degree due to circumstances beyond the student’s control, and the student has complete all of the degree requirements except the thesis or capstone experience, an extension may be requested. To request an extension, the student’s graduate chair submits a petition to the Office of Graduate Student Services. If the program does not support the extension the student will be dismissed.

The extension request should provide a timeline for completion that includes the expected graduation date and the reason(s) necessitating the extension.

For more information visit the Office of Graduate Education website:

manoa.hawaii.edu/graduate/content/time-allowed-completion-degree
IV. Degree Requirements

Students must complete 33 credits with a GPA of 3.0 or better and must include at least 24 credits at the 600 level or higher. With pre-approval from the graduate advisor, a student may include a limit of 9 credits that are not taught in Hawaiian but are related to their research. Students must receive a B - or better in ALL courses counted towards their major (Effective Fall 2014).

Nā Koina*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAW 601 Kākau Moʻolelo (Narrative Writing)</td>
<td>3 ‘ai</td>
</tr>
<tr>
<td>HAW 602 Kākāʻōlelo Oratory (Hawaiian Speech Styles)</td>
<td>3 ‘ai</td>
</tr>
<tr>
<td>Two of the following:</td>
<td>6 ‘ai</td>
</tr>
<tr>
<td>HAW 604 Haku Palapala Noi Laeoʻo/Writing a Hawaiian Master’s Proposal</td>
<td></td>
</tr>
<tr>
<td>HAW 605 Ka Hana Noiʻi (Research Methods)</td>
<td></td>
</tr>
<tr>
<td>HAW 612 Nā Manaʻo Politika Hawaiʻi (Hawaiian Political Thought)</td>
<td></td>
</tr>
<tr>
<td>HAW 615 Kuanaʻike (World View)</td>
<td>3 ‘ai</td>
</tr>
<tr>
<td>HAW 652 Pilina ʻŌlelo (Grammar)</td>
<td>3 ‘ai</td>
</tr>
<tr>
<td>HAW 695 Papahana Laeoʻo/HAW 700 Noiʻi Pepa Laeoʻo (Thesis)</td>
<td>6 ‘ai</td>
</tr>
</tbody>
</table>

Nā Koho

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAW 625 Moʻolelo Hawaiʻi</td>
<td>3 ‘ai</td>
</tr>
<tr>
<td>HAW 638(Alpha) Nā Mea Kakau/Nā Haku Moʻolelo</td>
<td>3 ‘ai</td>
</tr>
<tr>
<td>HAW 643 Ke Aʻo ʻŌlelo Hou ‘Ana (Teaching Hawaiian as a Second Language)</td>
<td>3 ‘ai</td>
</tr>
<tr>
<td>HAW 684 Noiʻi Mele</td>
<td>3 ‘ai</td>
</tr>
<tr>
<td>HAW 654 ʻŌlelo Nīʻihau</td>
<td>3 ‘ai</td>
</tr>
<tr>
<td>HAW 699 Directed Research **</td>
<td>3 ‘ai</td>
</tr>
</tbody>
</table>

*Students who entered the program prior to Fall 2012 should consult the graduate chair for appropriate program requirements.

**Students wishing to enroll in a 699 course must complete Kawaihuelani’s Independent Study Contract Application & Assumption of Risks Form (see Forms section for more information). In addition, students wishing to use HAW 699 to replace deficiencies for required graduate courses, must receive prior approval from the graduate chair and the professor of the HAW 699 course.

***499 courses may NOT be counted towards masters’ degrees.
**Thesis (Plan A)**

Students completing a Plan A thesis are required to take 6 credits of HAW 700 No‘i‘i Pepa Laelo‘o. A student must write a thesis in Hawaiian on a topic approved by the student’s advisor and committee. The total number of 699 and 700 credits applied toward degree requirements shall not exceed 12 credits. Registration in HAW 700 is allowed only after Form II and all necessary attachments have been received and approved by the Office of Graduate Education. Form II should be submitted once required coursework is completed. Master’s Plan A students may register for HAW 700F after completing all Plan A requirements including the required Thesis 700 credits. Students enrolled in one credit of 700F are considered to be carrying a full-time load.

A master’s thesis should be a substantial piece of original research that is a scholarly contribution to the field of Hawaiian language. Students are required to have a thesis committee composed of at least 3 members, one of whom will serve as Committee Chair. The committee chair must be a graduate faculty member from Kawaihuelani. In addition, the majority of the committee should be comprised of faculty from within Kawaihuelani. Candidates should work closely with their committee chair on the structure and required elements of their thesis. Also see attached rubric developed by the graduate faculty of Kawaihuelani outlining their expectations on language, form and content of the thesis.

MA candidates completing Plan A are required to give a public oral thesis defense. All candidates must successfully defend their thesis prior to the deadline to submit a thesis as set forth by the Office of Graduate Education. All public oral defenses must be advertised at least two weeks prior to the day of the presentation. Also see attached a rubric developed by the graduate faculty of Kawaihuelani outlining their expectations on language, content and form relating the public oral defense of the thesis.

Please refer to the Forms section for the required paperwork and routing for Plan A.
Project/Non-thesis (Plan B)

Students completing a Plan B project/non-thesis shall enroll in 6 credits of HAW 695 Papahana Pepa Laeo’o. This capstone course is the culminating experience where the student will display the knowledge he or she has researched into a form of his or her choice with the approval of his or her advisor and committee. Students may also choose the internship/haumāna relationship with a mānaleo (native speaker), kupuna (elder), or other cultural practitioner where the student will observe, learn, participate, and document the experience. A maximum of 9 credits of 699 may be applied toward degree requirements.

Students are required to have a Plan B project/non-thesis thesis committee composed of at least 2 members, one of whom will serve as Committee Chair. The committee chair must be a graduate faculty member from Kawaihuelani. For committees with more than two members, the majority of the committee should be faculty from Kawaihuelani. Candidates should work closely with their committee chair on the structure and required elements of their Plan B project/non-thesis. Also see attached rubric developed by the graduate faculty of Kawaihuelani outlining their expectations for the project/non-thesis.

MA candidates completing Plan B are required to give a public oral defense. All public oral defenses must be advertised at least two weeks prior to the day of the presentation. See attached rubric developed by the graduate faculty of Kawaihuelani outlining their expectations for the public oral presentation.

Please refer to the Forms section for the required paperwork and routing for Plan B.
**Ethical Research Standards**

As required by federal, state and university regulations, UHM employees and students who intend to conduct research that involves the use of human or non-human subjects must check with their respective academic departments, the Office of Research Services, and the appropriate office(s) listed below for approval and guidance.

**Committee on Human Studies**

Committee on Human Studies (CHS) functions as the federally mandated Institutional Review Board (IRB) for the UH system. All research proposals involving the use of human subjects or the university’s non-public information to identify or contact research subjects need to be reviewed and approved by the CHS. Federal guidelines allow for some research to be exempt from IRB review. However, only the CHS may grant such exemptions.

**Environmental, Health and Safety Office**

Environmental, Health and Safety Office (EHSO) ensures safe campus environments through the development and administration of health and safety programs critical to the university experience. Research proposals involving radioactive materials (Radiation Safety Program) or compressed gas (SCUBA) diving (Diving Safety Program) need to be reviewed and approved prior to start of work. Other EHSO programs deal with areas such as Environmental Compliance, Fire Safety, Laboratory Safety, Hazardous Materials Management and Waste Disposal. These do not require prior review or approval, but may have training requirements (check EHSO website for specific requirements).

**Institutional Animal Care and Use Committee**

Institutional Animal Care and Use Committee (IACUC) is responsible for the oversight and evaluation of animal care and use at the university. Research proposals involving vertebrate animals need to be reviewed and approved by the IACUC.

**Laboratory Animal Service**

Laboratory Animal Service (LAS) is charged with administering the system-wide program of animal care and use involving all vertebrate animals used for research, training, testing, and related activities by the university. LAS provides instruction to investigators, staff, students, and visiting researchers on the humane care and use of animals.

For more information visit the Office of Graduate Education website: [manoa.hawaii.edu/graduate/content/research-publication](http://manoa.hawaii.edu/graduate/content/research-publication)
V. Forming a Committee and Selecting a Chair

Upon admission into the program, all students are assigned a faculty advisor (either a graduate faculty member or the graduate chair). The faculty advisor is responsible for helping the student navigate toward completion of coursework and preparation for the Thesis or Plan B project. When all required coursework is complete, students are responsible for forming a thesis or project/non-thesis committee. Students are required to have 3 committee members for plan A and 2 members for plan B. The majority of the committee should be faculty from the student’s graduate program. However, exceptions are possible. Emeriti faculty may serve on a committee at the request of the student and the graduate program. Non-graduate faculty may serve on a committee under special circumstances. If choosing a non-graduate faculty to serve on the committee, attach justification and the faculty’s current CV to Form II. Graduate chairs have the privilege of being ex-officio members of all committees in their program.

Committee Chair (For Plan A & B)

The committee chair must be a full or associate graduate faculty member from Kawaihuelani. Additionally, the majority of the committee must be comprised of faculty members from within Kawaihuelani, unless the graduate chair grants an exception.

The committee chair is responsible for directing and guiding the student’s research and writing activities. He or she should possess expertise in the student’s chosen research topic. It is the responsibility of the student to select an appropriate topic and to ensure that a faculty member with expertise in the topic is available and willing to serve as chair.

University Representative (For Plan A & B)

Students have the option to have a university representative as a member of their thesis committee. He or she should possess sufficient familiarity with the student’s research topic to be able to review and comment on the manuscript, but this is not required.

The university representative fulfills the following functions:
1. Represents the Graduate Division on the committee, ensuring administration of proper procedures and fair treatment of the student;
2. Ensures that the level of research is indeed appropriate to the student’s degree objective; and
3. Provides disciplinary expertise and an academic perspective that may not be possessed by the faculty of the student’s graduate program.

For more information visit the Office of Graduate Education website: manoa.hawaii.edu/graduate/content/committee-composition-potential-members
VI. Graduation

The UHM confers degrees three times annually — in December, May, and August, but only holds commencement ceremonies in May and December. Students who have completed all of their degree requirements may at any time during the semester, upon written request, receive certification from the Graduate Division that the degree will be conferred at the end of the appropriate term, provided their records are clear of all discrepancies.

Filing for Graduation

Students who plan to graduate must file a Graduate Application for Degree with the Office of Graduate Student Services, by the deadline specified in the Calendar. Note fees listed below:

- $30 graduation and diploma fee
- $21 binding fee for the thesis (master's plan A students only)
- ProQuest publication fee as applicable (See Office of Graduate Education website for more information)

Postponing Graduation

Students who have completed all requirements for their degree and who wish to postpone graduation until the next semester may do so only with sound academic reasons, which must be verified by their graduate chair. During the additional semester prior to graduation, the student must enroll in at least one credit (i.e.: Thesis 700). They are generally not eligible for achievement scholarships or graduate assistantships during this time period.

Degree Check

Upon receiving a student’s Graduate Application for Degree, the graduate program shall conduct a degree check using STAR and the program’s own records for the student. The graduate chair shall certify that the student has met all degree requirements on a Certification for Degree Award form.

The Graduate Division automatically deletes from the graduation list the name of any student whose final grade for any required course contains either a grade of I (incomplete) or a missing grade (unless certification is received beforehand from the graduate chair that the course in question is not required for the degree), or whose records show any other discrepancies. Students who are unable to complete all degree requirements by the specified deadlines should notify the Office of Graduate Student Services as soon as possible.

For more information visit the Office of Graduate Education website:

[manoa.hawaii.edu/graduate/content/graduation](manoa.hawaii.edu/graduate/content/graduation)

Commencement

Candidates for graduate degrees who file for graduation and who wish to participate in commencement must register on-line at the commencement site. Visit the commencement site for complete information on registration instructions, proper regalia, graduation announcement, and ceremony protocol.
## Graduation Process (Student Responsibilities):

<table>
<thead>
<tr>
<th></th>
<th>PLAN A</th>
<th>PLAN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enroll in at least one credit of HAW 700 or 700F during the semester of graduation.</td>
<td>Enroll in at least one credit of HAW 695 during the semester of graduation.</td>
</tr>
<tr>
<td>2</td>
<td>Complete Graduate Application for Degree and submit to Graduate Records no later than two weeks after instruction begins during the semester of graduation.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Send final version of thesis to committee for approval.</td>
<td>Send final version of project/non-thesis to committee for approval.</td>
</tr>
<tr>
<td>4</td>
<td>Student to schedule public oral defense, including date, time, and place.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Send research abstract, date, time, and place to the graduate programs support assistant at least 3 weeks prior to presentation. The graduate programs support assistant will create a flyer and advertise public oral defense within the program, School, and University.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>If thesis is successfully defended, complete the Office of Graduate Education Form III (see Forms section) with committee and submit to graduate chair.</td>
<td>If project/non-thesis is successfully defended, complete the Office of Graduate Education Form IIIb (see Forms section) with committee and submit to graduate chair.</td>
</tr>
<tr>
<td>7</td>
<td>Committee chair and a majority of the committee must sign Form IV when the candidate has revised the thesis to the committee’s satisfaction and has provided a pdf copy of the thesis (including all supplementary material) to be included in the Mary Kawena Pukui Hale for future reference.</td>
<td>Committee chair and a majority of the committee sign Form IVb when the candidate has revised the project/non-thesis to the committee’s satisfaction and has provided their committee chair a pdf copy of the project/non-thesis (including all supplementary material) to be included in the Mary Kawena Pukui Hale for future reference.</td>
</tr>
</tbody>
</table>
VII. Financial Aid

Hawai‘inui‘akea provides a number of financial aid options for students in our majors. For information on other options, contact UH Financial Aid Services in the Queen Lili‘uokalani Center for Student Services. For information on scholarships for Native Hawaiians please visit the Native Hawaiian Student Services website.

All graduate assistants working for Kawaihuelani fall under both the Office of Graduate Education rules and regulations and the Hawai‘inui‘akea Graduate Assistant Policy. The Hawai‘inui‘akea policy can be obtained from the graduate programs support assistant.

For the Office of Graduate Education rules and regulations please refer to the Graduate Assistants section of their website: manoa.hawaii.edu/graduate/

Graduate Assistants

A graduate assistantship is a nonrenewable, part-time academic appointment. In addition to carrying out their assignments in their unit of hire, graduate assistants (GAs) also have roles as professionals, albeit of an apprentice nature, in the university community. Thus, GAs need to be familiar with the academic regulations of the university as well as the professional standards of their field.

While “Graduate Assistant” (GA) is the official designation used in all university documents and publications, GAs with teaching duties are often referred to as “Teaching Assistants” and GAs with research duties as “Research Assistants.”

Teaching Assistants

Teaching assistants (TAs) usually have a 9-month appointment that corresponds with the academic year. The specific duties of a TA vary depending on the needs of the department and on the qualifications and experiences of the TA. All TAs serve under the direction and supervision of a regularly appointed member of the faculty. They may teach a section of a multi-section course or a laboratory section of a course. In addition, they may assist a faculty member in grading assignments or exams, advising students, or performing course-related administrative duties. Occasionally, an experienced TA may be assigned as the instructor of a course. In such a case, the TA must meet all of the qualifications required of a lecturer for the course, or have completed a relevant training program. All new TAs are required to attend a training session.
offered by the Office of Faculty Development and Academic Support - Center for Teaching Excellence.

Research Assistants

Research assistants (RAs) usually have an 11-month appointment. In general, an RA supports the research activities of a faculty who is the principal investigator of a funded project. The specific duties of an RA vary depending on the needs of the project and on the qualifications and experiences of the RA. The duties may be directly or tangentially related to the RA’s program of study, while results from the research project may be incorporated into a thesis or dissertation as relevant. Some RAs exercise a great degree of independence while performing their duties; others carry out specific tasks that leave little room for independent judgment. RAs should be knowledgeable about official university policies on research and publication.

For more information visit the Office of Graduate Education website: manoa.hawaii.edu/graduate/content/research-publication

Scholarships

In addition to graduate assistant positions, Hawai‘inui‘aki‘aka also offers several scholarships for which graduate students may qualify. Below is a list of available scholarships:

- Dorothy M. Kahananui Scholarship in Hawaiian Language
- Emalani V. Searfoss Memorial Scholarship Fund
- Lokomaika‘iokalani Snakenberg Scholarship in Hawaiian Language
- Nā Lei ‘Ōiwi Scholarship
- Pua Hopkins Student Support Fund
- Hawai‘inui‘aki‘aka also maintains a student aid fund designed to provide financial support to students enrolled in any program at the Hawai‘inui‘aki‘aka School of Hawaiian Knowledge at the University of Hawaii at Mānoa.

To enter the University of Hawai‘i Student Scholarship System and apply:

1. Connect to: www.star.hawaii.edu
2. Log in with your username/ id number and password
3. Select scholarship tab
4. Search for scholarships
5. Follow the directions to apply for each scholarship.

For more information about these scholarships, visit the NHSS website: manoa.hawaii.edu/nhss/

Financial Support

Various forms of merit-based financial support are available to graduate students at UHM, including Graduate Division Achievement Scholarships, intramural graduate fellowships, extramural funding, and graduate assistantships. Questions on need-based financial aid should be addressed to UH Financial Aid Services.

For more information visit the Office of Graduate Education website: manoa.hawaii.edu/graduate/content/financial-support
VIII. Student Conduct and Conflict Resolution

UHM Student Conduct Code

The University is committed to ensuring a safe, civil, learning and working environment in which the dignity of every individual is respected. All members of the University community -- students, faculty, and staff -- share responsibility for its growth and continued. Choosing to join the University community obligates each student to abide by the student conduct code which can be found in its entirety at studentaffairs.manoa.hawaii.edu/policies/conduct_code/

UH E2.210 Use and Management of Information Technology Resources

Use of UH Username and University Information Technology resources indicates your acceptance of and agreement to this complete policy which can be found at www.hawaii.edu/infotech/policies/itpolicy.html

UHM Academic Grievance Procedure

It is the policy of the University of Hawaiʻi at Mānoa (UH-M), that faculty and students of UH-M be provided consistent and equitable treatment in resolving disputes arising from the academic relationship between faculty and student(s). The applicability of this policy is limited to those issues directly associated and concomitant with the faculty member’s responsibilities as a teacher and the students’ responsibilities as a learner. studentaffairs.manoa.hawaii.edu/policies/academic_grievance/

Graduate Division Academic Grievance

Grievances involving professional practice within a specific graduate program are handled by the department, with final authority resting with the Dean of the School. The policies and procedures contained in this section apply to unique graduate student situations such as grievances involving:

- Specific graduate program requirements (including adequate academic progress)
- Qualifying and comprehensive exams
- Formation and composition of the thesis or dissertation committee
- Final public oral defense of the thesis
- Infringement of intellectual property

A complete listing of policies and procedures can be located at manoa.hawaii.edu/graduate/content/academic-grievance

Graduate Faculty Responsibilities

It is the responsibility of the graduate faculty to adhere to the standards set by the Graduate Assembly. A listing of the standards, teaching and mentoring responsibilities can be found at manoa.hawaii.edu/graduate/content/standards-responsibilities
IX. MA Program Assessment Materials

These documents were developed by the graduate faculty of Kawaihuelani to be used for program assessment and improvement purposes only. Students should be aware of these documents and use them when developing and preparing their Plan A thesis or Plan B project/non-thesis.

Student Performance Rubric for Plan A Thesis or Plan B Final Paper

This rubric focuses on the Writing, Culture, Research, and Reading Program SLOs. Levels of performance for each SLO are Exemplary/Distinguished, Competent/Proficient, and Developing/Not Yet Competent.

Note: The descriptors listed under each level are NOT scored separately nor are they deemed equally important nor are they “averageable” for the purposes of scoring. They are meant to help the scorer form an overall, holistic impression of the students’ level of performance, which may not necessarily encompass each descriptor. These descriptors should not be treated as a checklist.

Program SLO 1 - Writing

<table>
<thead>
<tr>
<th>Grammatical Structures</th>
<th>EXEMPLARY/ DISTINGUISHED For the MA Level</th>
<th>COMPETENT/ PROFICIENT For the MA level</th>
<th>DEVELOPING/NOT YET COMPETENT For the MA Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of basic structures is nearly perfect AND uses a substantial amount of sophisticated structures nearly perfectly in terms of accuracy and appropriateness.</td>
<td>Vast majority of basic structures are accurate AND uses an ample amount of sophisticated structures (vast majority are accurate), but sometimes fails to build an appropriate context to support their usage.</td>
<td>Uses an insufficient amount of basic structures accurately AND/OR uses a limited amount of sophisticated structures often incorrectly and inappropriately.</td>
<td></td>
</tr>
</tbody>
</table>

| Vocabulary | Nearly all words used are specific to the topic and appropriate to context and register (formal). | Vast majority of words used are specific to the topic and appropriate to context and register (formal). | Uses a substantial amount of words not specific to the topic or inappropriate to the context and/or register (formal) AND/OR uses a substantial amount of newly created words (e.g., Māmaka Kaiao). |

<p>| Organization | Organization / Sequencing is logical and effective in supporting the writer’s train of thought, AND it enhances the engagement and comprehension of the informed reader. | Organization / Sequencing is logical and effective in supporting the writer’s train of thought. | Organization / Sequencing is sometimes illogical or ineffective, making it difficult at times for the informed reader to follow the writer’s train of thought. |</p>
<table>
<thead>
<tr>
<th>Spelling</th>
<th>Spelling is nearly perfect throughout even in regards to rare words.</th>
<th>Spelling of both common and sophisticated words is nearly perfect throughout, but there may be some misspellings of rare words.</th>
<th>There are several glaring spelling errors, particularly on common words in addition to sophisticated and rare words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>Punctuation helps to guide the reader effectively through the text, supporting comprehension.</td>
<td>Punctuation is generally effective but sometimes hinders comprehension.</td>
<td>Punctuation often hinders comprehension.</td>
</tr>
<tr>
<td>Format</td>
<td>Uses a proper format with 100% accuracy and consistency (APA, MLA, etc.).</td>
<td>Uses a proper format with almost 100% accuracy and consistency (APA, MLA, etc.).</td>
<td>There are occasional errors in format OR inconsistent format is occasionally used.</td>
</tr>
<tr>
<td>Engagement of the Informed Reader</td>
<td>Student writes in a way that draws the informed reader in, maintains his/her attention and engagement throughout, and leaves a lasting impression/touches the na'au of the informed reader.</td>
<td>Student attempts to draw the informed reader in, maintain his/her attention and engagement throughout, and leave a lasting impression/touch the na'au of the informed reader BUT is not always successful.</td>
<td>Student is incapable of drawing the informed reader in, maintaining his/her attention and engagement throughout, and leaving a lasting impression/touching the na'au of the informed reader.</td>
</tr>
</tbody>
</table>
### Program SLO 2 - Culture

<table>
<thead>
<tr>
<th></th>
<th>EXEMPLARY/ DISTINGUISHED For the MA Level</th>
<th>COMPETENT/PROFICIENT For the MA Level</th>
<th>DEVELOPING/NOT YET COMPETENT For the MA Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Worldview</strong></td>
<td>Hawaiian worldview is prevalent throughout the paper, and revealed through ALL of the following vehicles of transmission to a great extent: grammatical patterns, vocabulary, presentation of ideas, cultural norms. For example: • appropriate voice (passive/hopena v. active; in-direct/non-confrontational/ subtle/ hedging language) • style (‘auhea ‘oukou ...) • poetic expressions (kaona, mele, ‘õlelo no'eau) • welina and panina suited to occasion</td>
<td>Hawaiian worldview is evident in a large majority of the paper and revealed through ALL of the following but not necessarily to a large extent: grammatical patterns, vocabulary, presentation of ideas, cultural norms. For example: • appropriate voice (passive/hopena v. active; in-direct/non-confrontational/subtle/ hedging language) • style (‘auhea ‘oukou ...) • poetic expressions (kaona, mele, ‘õlelo no'eau) • welina and panina suited to occasion</td>
<td>Hawaiian worldview is evident in the paper, but only revealed to an insufficient degree in the following areas: grammatical patterns, vocabulary, presentation of ideas, cultural norms. For example: • appropriate voice (passive/hopena v. active; in-direct/non-confrontational/subtle/ hedging language) • style (‘auhea ‘oukou ...) • poetic expressions (kaona, mele, ‘õlelo no'eau) • welina and panina suited to occasion</td>
</tr>
</tbody>
</table>

### Program SLO 3 - Research

<table>
<thead>
<tr>
<th></th>
<th>EXEMPLARY/ DISTINGUISHED For the MA Level</th>
<th>COMPETENT/PROFICIENT For the MA Level</th>
<th>DEVELOPING/NOT YET COMPETENT For the MA Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Methodology</strong></td>
<td>In addition to being well conceived/developed, clear, and appropriate, the methodology is ALSO innovative (new, never been done before, appropriate to context).</td>
<td>Methodology is well conceived or well developed, clear, and appropriate to the topic.</td>
<td>Methodology is somewhat ill conceived, under developed, unclear, AND/OR inappropriate to the topic.</td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td>In addition to being culturally sensitive, appropriate, and related to the methodology, methods are ALSO diverse and innovative (new, never been done before, appropriate to context).</td>
<td>Methods are culturally sensitive, appropriate to the topic, and relates to the methodology.</td>
<td>Methods are culturally sensitive, BUT are somewhat inappropriate to the topic, AND/OR do not generally relate to the methodology.</td>
</tr>
<tr>
<td>Data</td>
<td>There is an appropriate balance of 1) factual reporting, 2) interpretation and analysis, and 3) personal opinion all supported by data.</td>
<td>The balance between 1) factual reporting, 2) interpretation and analysis, and 3) personal opinion all supported by data seems somewhat imbalanced but not to the point that it negatively impacts the value and validity of the research.</td>
<td>There is clear imbalance between 1) factual reporting, 2) interpretation and analysis, and 3) personal opinion all supported by data, which begins to negatively impacting the value and validity of the research.</td>
</tr>
<tr>
<td>Analysis</td>
<td>The author goes in-depth/beyond the obvious in terms of analysis and interpretation of data.</td>
<td>Analysis and interpretation of data is sufficient, logical, and generally sound.</td>
<td>Analysis and interpretation of data is somewhat insufficient, illogical, AND/OR superficial.</td>
</tr>
<tr>
<td>Contribution</td>
<td>Research substantially contributes to the Hawaiian knowledge base by uncovering or reinterpreting existing information and/or developing original/new knowledge or ideas AND its significance and relevance to the community (academic or larger community) is explicitly explained in the paper.</td>
<td>Research contributes to the Hawaiian knowledge base by uncovering or reinterpreting previously known information and/ or developing original/new knowledge or ideas BUT its significance and relevance to the community is NOT explicitly explained in the paper.</td>
<td>Research does not substantially contribute to the Hawaiian knowledge base OR the community.</td>
</tr>
<tr>
<td>Resources</td>
<td>Uses a wealth of appropriate and diverse resources including some rare resources, which are ALL well integrated and support the author’s arguments.</td>
<td>Uses a sufficient amount and variety of resources that are appropriate, well integrated, and support the author’s arguments.</td>
<td>Uses a sufficient amount and variety of resources, BUT most are common/well known AND/OR contradict the author’s arguments.</td>
</tr>
</tbody>
</table>
**Program SLO 4 - Reading**

<table>
<thead>
<tr>
<th>Supporting Texts</th>
<th>EXEMPLARY/ DISTINGUISHED For the MA Level</th>
<th>COMPETENT/ PROFICIENT For the MA Level</th>
<th>DEVELOPING/NOT YET COMPETENT For the MA Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL supporting texts are appropriate and relevant to the topic.</td>
<td>MOST supporting texts are appropriate and relevant to the topic; however, there may be one or two that are not.</td>
<td>Majority of the supporting texts are inappropriate AND/OR are NOT relevant to the topic.</td>
<td></td>
</tr>
</tbody>
</table>

| Comprehension/ Interpretation | Knowledge presented in the paper demonstrates comprehension/ interpretation of complex and basic/ common Hawaiian language texts utilized for research. | Knowledge presented in the paper demonstrates comprehension/ interpretation of basic/ common Hawaiian language texts utilized for research BUT some incomprehension of complex texts. | Knowledge presented in their paper demonstrates lack of comprehension/ interpretation of basic/ common Hawaiian language texts utilized for research. |
### Student Performance Rubric for Public Oral Defense

This rubric focuses on the Speaking, Culture, and Listening Program SLOs. Levels of performance for each SLO are Exemplary/Distinguished, Competent/Proficient, and Developing/Not Yet Competent.

Note: The descriptors listed under each level are NOT scored separately nor are they deemed equally important nor are they “averageable” for the purposes of scoring. They are meant to help the scorer form an overall, holistic impression of the students’ level of performance, which may not necessarily encompass each descriptor. These descriptors should not be treated as a checklist.

#### Program SLO 1 - Speaking (including visual aids and handouts)

<table>
<thead>
<tr>
<th></th>
<th>EXEMPLARY/DISTINGUISHED For the MA Level</th>
<th>COMPETENT/PROFICIENT For the MA Level</th>
<th>DEVELOPING/NOT YET COMPETENT For the MA Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammatical Structures</strong></td>
<td>Use of basic structures is nearly perfect AND uses a substantial amount of sophisticated structures nearly perfectly in terms of accuracy and appropriateness.</td>
<td>Vast majority of basic structures are accurate AND uses an ample amount of sophisticated structures (vast majority are accurate), but sometimes fails to build an appropriate context to support their usage.</td>
<td>Uses an insufficient amount of basic structures accurately AND/OR uses a limited amount of sophisticated structures often incorrectly and inappropriately.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Nearly all words used are specific to the topic and appropriate to context and register (formal).</td>
<td>Vast majority of words used are specific to the topic and appropriate to context and register (formal).</td>
<td>Uses a substantial amount of words not specific to the topic or inappropriate to the context and/or register (formal) AND/OR uses a substantial amount of newly created words (e.g., Māmaka Kalao).</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Highly fluent (i.e., speech flows well at an appropriate pace, including appropriate pauses, and supports comprehension and engagement of the informed audience).</td>
<td>Moderately fluent (i.e., speech flows well at an appropriate pace, including appropriate pauses, but does not always support comprehension and engagement of the informed audience).</td>
<td>Speech is often halting or flows at an inappropriate pace (too slow or too fast), including inappropriate pauses, and impairs comprehension and engagement of the informed audience.</td>
</tr>
<tr>
<td>Pronunciation, intonation, inflection</td>
<td>Vast majority of words are pronounced appropriately; nearly the entire presentation includes appropriate intonation (manner of utterance, specifically the rise and fall in pitch of the voice in speech) and emphasis.</td>
<td>Majority of words are pronounced appropriately; vast majority of the presentation includes appropriate intonation and emphasis.</td>
<td>Insufficient amount of words are pronounced appropriately; insufficient amount of the presentation includes appropriate intonation and emphasis.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Organization</td>
<td>Organization / Sequencing is logical and effective, making it easy to follow the speaker’s train of thought, AND it enhances the engagement and comprehension of the informed audience.</td>
<td>Some relevant content from the paper is missing or glossed over, but the scope and overall message of the research is still clear and comprehensible to the informed audience.</td>
<td>A sufficient amount of relevant content from the paper is missing or glossed over so that the scope and overall message of the research is unclear and/or incomprehensible to the informed audience.</td>
</tr>
<tr>
<td>Content/Message</td>
<td>Relevant content from the paper is included so that the scope and overall message of the research is clearly articulated so that it is clearly comprehensible to the informed audience.</td>
<td>Relevant content from the paper is included so that the scope and overall message of the research is clearly articulated so that it is clearly comprehensible to the informed audience.</td>
<td>Relevant content from the paper is missing or glossed over so that the scope and overall message of the research is unclear and/or incomprehensible to the informed audience.</td>
</tr>
<tr>
<td>Welina/Pani</td>
<td>Welina and pani are sophisticated AND highly specific/suited to topic, context, and/or informed audience.</td>
<td>Welina and pani are well-developed and suited to topic, context, and/or informed audience.</td>
<td>Welina or pani are present BUT ill-developed and inappropriate/unsuited to topic, context, and/or informed audience.</td>
</tr>
<tr>
<td>Voice</td>
<td>Speaks clearly and loudly enough to be heard without shouting, modulates voice appropriately AND was engaging or charismatic to the informed audience.</td>
<td>Speaks clearly and loudly enough to be heard without shouting, modulates voice appropriately BUT is not particularly engaging or charismatic to the informed audience.</td>
<td>Presenter sometimes mumbles, speaks too loud or too soft, or drones to the point that intelligibility of the informed audience is somewhat compromised.</td>
</tr>
</tbody>
</table>
### Program SLO 2 - Culture

<table>
<thead>
<tr>
<th>Worldview</th>
<th>EXEMPLARY/ DISTINGUISHED For the MA Level</th>
<th>COMPETENT/PROFICIENT For the MA level</th>
<th>DEVELOPING/NOT YET COMPETENT For the MA Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaiian worldview is prevalent throughout the presentation, and revealed through ALL of the following vehicles of transmission to a great extent: grammatical patterns, vocabulary, presentation of ideas, cultural norms. For example: • appropriate voice (passive/hopena v. active; in-direct/non-confrontational/subtle/hedging language) • style (‘auhea ‘oukou ...) • poetic expressions (kaona, mele, ‘ōlelo no‘eau) • welina and panina suited to occasion</td>
<td>Hawaiian worldview is evident in a large majority of the presentation and revealed through ALL of the following but not necessarily to a large extent: grammatical patterns, vocabulary, presentation of ideas, cultural norms. For example: • appropriate voice (passive/hopena v. active; in-direct/non-confrontational/subtle/hedging language) • style (‘auhea ‘oukou ...) • poetic expressions (kaona, mele, ‘ōlelo no‘eau) • welina and panina suited to occasion</td>
<td>Hawaiian worldview is evident in the presentation, but only revealed to an insufficient degree in the following areas: grammatical patterns, vocabulary, presentation of ideas, cultural norms. For example: • appropriate voice (passive/hopena v. active; in-direct/non-confrontational/subtle/hedging language) • style (‘auhea ‘oukou ...) • poetic expressions (kaona, mele, ‘ōlelo no‘eau) • welina and panina suited to occasion</td>
<td></td>
</tr>
<tr>
<td>Non-verbal</td>
<td>Excellent mastery of known non-verbal expression in target culture/language; culturally appropriate expressions (facial and body) are used the vast majority of the time; inappropriate non-verbal expressions are not used or used with intention.</td>
<td>Satisfactory mastery of known non-verbal expression in target culture/language; culturally appropriate expressions (facial and body) are used majority of the time; inappropriate non-verbal expressions are not used or used with intention.</td>
<td>Little to no mastery of known non-verbal expression in target culture/language; rarely uses culturally appropriate expressions; inappropriate non-verbal expressions are utilized here and there without intention.</td>
</tr>
</tbody>
</table>
## Program SLO 3 - Listening

<table>
<thead>
<tr>
<th>Questions from Committee</th>
<th>EXEMPLARY/ DISTINGUISHED For the MA Level</th>
<th>COMPETENT/PROFICIENT For the MA Level</th>
<th>DEVELOPING/NOT YET COMPETENT For the MA Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds fully and appropriately to ALL questions from the committee AND if applicable, is able to ask follow up questions to clarify understanding.</td>
<td>Responds fully and appropriately to ALL questions from the committee AND if applicable, is able to ask follow up questions to clarify understanding.</td>
<td>Responds fully and/or appropriately respond to an insufficient number of the questions from the committee AND when applicable, does NOT ask follow up questions to clarify understanding leading to incomplete and/or inappropriate responses.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions from Public</th>
<th>EXEMPLARY/ DISTINGUISHED For the MA Level</th>
<th>COMPETENT/PROFICIENT For the MA Level</th>
<th>DEVELOPING/NOT YET COMPETENT For the MA Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds fully and appropriately to ALL questions from the public AND if applicable, is able to ask follow up questions to clarify understanding.</td>
<td>Responds fully and appropriately to ALL questions from the public AND if applicable, is able to ask follow up questions to clarify understanding.</td>
<td>Responds fully and/or appropriately respond to an insufficient number of the questions from the public AND when applicable, does NOT ask follow up questions to clarify understanding leading to incomplete and/or inappropriate responses.</td>
<td></td>
</tr>
</tbody>
</table>
Sophisticated Grammatical Structures

Please find below a list of possible sophisticated grammatical structures that graduate faculty have identified as possible structures students may use in their Plan A Thesis, Plan B Non-thesis, and Oral Defense/Public Presentation when the context and topic deem them appropriate. This list is by no means exhaustive and should not be looked at as a checklist.

- Aia nō ia ia ‘oe.
- Aia (nō) a Painu
- Alia
- E ___ ana, e ____ ana; Ke ____ nei, ke ____ nei
- Eia aku nō a eia mai
- Eia mai + PIKO v.s. Eia a'e/aku
- E kala loa
- e ‘ole ____ , ____ ai
- I __________
  -  I hewia ka haumāna i ke kumu.
  -  I lele ka lupe i ke pola.
  -  I puhe na‘u.
  -  I hale kēia nou e noho ai.
  -  I ali‘i nō ‘oe, i kanaka au lā.
  -  I hele au, ‘a’ole ‘oe ma laila (Inā)
  -  I hele mai nei no ka ______
  -  I ali‘i ke ali‘i i ke kanaka.
- I lawa/loa nō a Painu ka Piko, ...
- Inā i . . . , inā ua . . .
- I nānā aku ka hana, . . .
- i ‘ole e ______
- o _____ (kauoha)
  -  Ua kikino
  -  i/he mea + no/na + kāhulu pepeke piko hou
  -  He + Painu
  -  kainō/kainō a/kainoa ... eia kā
  -  Kāhulu Pepeke (Piko Hou, Piko Hou ‘Ole)
  -  Kālele ‘Ākena (Lilo ka Lauka i Piko)
  -  Kāhulu Pepeke Ki‘a
  -  ke ka‘ina o ka hune kuhi i ka pepeke ki‘a
  -  Ke painu nei e painu ai; Ua painu e painu ai; E painu e painu ai; E painu ane e painu ai.
- Lilo ‘o ia, ‘o ia ka
- ma ke ‘ano he/i
- Meme‘a + honua
- nā hune ‘a‘au a me ke ka‘ina o ka hune kuhi a me ke hune ‘a‘au
- pāpā ‘ia, ‘a‘ole e ____
- ‘A‘ole/‘A‘ohe i ‘ū
- ‘A‘ole i ‘emo
- ‘A‘ole i li‘uli‘u
- ‘A‘ohe nō a he wā
- ‘A‘ohe mea koe aku
- ‘o ia hele nō a ____
- ‘o ia nō ‘oe ‘o ka mea

Ua wahine ‘o ia.
I/he pua na‘u e lei ai.
He hele ‘o ia i kahakai.
Na wai ‘oe e honi?
He aha ka hua‘a‘i o ka hele ‘ana mai?
I ka hele ‘ana mai
X. Forms

These are some of the most commonly used forms for the Office of Graduate Education and Kawaihuelani as well as an explanation of when to use them. Most of the forms can be found on the Office of Graduate Education website.

manoa.hawaii.edu/graduate/content/forms

Admissions Related

• Graduate Admissions Application Instructions and Form for Readmissions, Post-Baccalaureate Unclassified Student, and Visiting Student
  Use this form when returning to the master’s program after an absence in which you did not submit a Petition for Leave of Absence

• Petition to Apply for Concurrent Degree Status
  Use this form to request permission to apply for admission to an additional graduate degree program.

Enrollment Related

• Petition for Leave of Absence
  Use this form if you will not be enrolled in courses during a semester. Students may take up to two semesters of leave. Students wishing to extend their leave beyond the two semesters must obtain approval.

• Petition to Transfer Credits
  Use this form to transfer credits earned for post-bachelor courses at another institution or while enrolled at UHM as a post-bachelor unclassified student.

• Petition to Substitute or Waive Courses
  Use this form to request a waiver or substitution of a required course.

• Petition to Submit Undergraduate Excess Credits toward a Master’s Degree
  Use this form to apply excess credits earned as an undergraduate student.
• **Petition to Enroll in Grad 700F**
  Use this form to enroll in 700F after completing 6 credits of 700. This form allows students needing more time to remain full-time while only taking 1 credit.

• **Petition to Revise Thesis or Dissertation Committee**
  Use this form to revise thesis committee.

• **Petition for Remote Committee Participation**
  When a member of your committee is unable to be present for your defense, this form can be used to petition for a committee member to have remote participation by teleconferencing.

• **Graduate Application for Degree**
  Complete this form at the beginning of the semester in which you intend to graduate. Students wishing to receive a Hawaiian Language diploma should complete the Application for Degree/Certificate (Hawaiian Language Version)

**Plan A**

• **Form I – Pre-Candidacy Progress**
  Use this form to report date of preliminary conference, transfer credits, or remedy of undergraduate deficiencies.

• **Form II – Advance to Candidacy**
  Use this form to report appointment of thesis committee and approval of research topic.

• **Form III – Thesis Evaluation**
  Submit this form immediately after results of the final exam become available or no later than three weeks prior to the thesis/dissertation due date.

• **Form IV – Thesis Submission**
  This form replaces is to be signed by the committee chair and a majority of the committee. Submit this form along with the final digital or printed copy of the manuscript, by the due date indicated in the Academic Calendar. Do NOT physically attach the form to the manuscript.

• **eTD Style & Policy Guide**
  This document provides Graduate Division’s guidelines on the physical format of thesis and dissertation manuscripts.
Plan B

All Plan B forms are only to be used within Hawaiʻinuiākea. Do NOT submit them to the Office of Graduate Education.

• Form IIb
  Use this form to report appointment of thesis committee and approval of research topic. Submit this form to the graduate chair.

• Form IIIb
  Submit this form immediately after results of the final exam become available or no later than three weeks prior to the thesis/dissertation due date. Submit this form to the graduate chair.

Graduate Assistants

• Graduate Assistant Tuition Exemption Request Form
  All graduate assistants (Teaching & Research) must complete this form each semester to receive their tuition waiver.

• Graduate Assistant Petition to Enroll in More than 9 Credits
  If a graduate assistant wishes to enroll in more than 9 credits s/he must fill out this form and obtain approval from the department.

• Graduate Assistant Petition to Work More than 20 Hours
  If a graduate assistant wishes to work more than 20 hours a week s/he must fill out this form and have the request approved by their department.

Other

• Independent Study Contract Application & Assumption of Risk Form
  Complete these two forms when enrolling in 499 or 699 courses. Both forms must be filled out by student and signed by faculty, and constitutes a binding agreement between the student and faculty regarding the work to be completed for the independent study course. Use the Guidelines for Filing An Application for Independent Study Contract to help you complete these forms.
XI. Graduate Faculty

Keawe Lopes
Assistant Professor
rlopes@hawaii.edu
Research interests include innovative instruction of Hawaiian language through cultural means such as hula and music.

Kalani Makekau-Wittaker
Assistant Professor
kalani@hawaii.edu
Research interests include Kanaka Maoli education with an emphasis on education during the Hawaiian Kingdom period, Hawaiian language immersion education, language acquisition in the Hawaiian immersion schools, and Hawaiian culture and ceremony in language learning.

Puakea Nogelmeier
Professor
puakea@hawaii.edu
Research interests include Hawaiian language and literature, translation, poetry, composition, creative writing.

Kapâ Oliveira
Associate Professor
kapa.oliveira@hawaii.edu
Research interests include innovative instruction of Hawaiian language through various cultural activities, Hawaiian place names and land tenure.

Kekeha Solis
Assistant Professor
rsolis@hawaii.edu
Research interests include Hawaiian language learning and instruction, Hawaiian religion, newspaper translating and broadcasting.

No‘eau Warner
Associate Professor
noeau@hawaii.edu
Research interests include Hawaiian language, Hawaiian language immersion education, evaluation, curriculum development and second-language acquisition, educational psychology.

Ipo Wong
Assistant Professor
anettew@hawaii.edu
Research interests include Hawaiian language and culture, immersion education, curriculum development, native Hawaiian language speaker.

Laiana Wong
Graduate Chair Associate Professor
kwong@hawaii.edu
Research interests include revitalization of Hawaiian language and people.
XII. University Resources

For more information on the Office of Graduate Education policies and procedures please visit their website listed below or contact them directly.

**Office of Graduate Education**

Graduate Student Services  
2540 Maile Way  
Spalding 354  
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Tel: (808) 956-8544  
Voice/Text: (808) 956-4257  
Fax: (808) 956-4261  
Office Hours: Monday-Friday 7:45 am - 4:30 pm  
Counter Service Hours: Monday - Friday 8:00 am - 4:00 pm  
Email: graduate.education@hawaii.edu  
Website: manoa.hawaii.edu/graduate/  
eTD Style & Policy Guide, Graduate Division Style Policy Guide  
manoa.hawaii.edu/graduate/content/style-policy  
Graduate Faculty Responsibilities  
manoa.hawaii.edu/graduate/content/standards-responsibilities

**General UH Mānoa Links**

UHM Graduate Student Organization  
gso.hawaii.edu  
UHM Library  
library.manoa.hawaii.edu  
UHM Bookstore  
www.bookstore.hawaii.edu/manoa  
Information Technology Services  
www.hawaii.edu/its  
UHM Student Conduct Code  
www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/  
UHM Academic Grievance Procedure  
www.studentaffairs.manoa.hawaii.edu/policies/academic_grievance/  
Native Hawaiian Student Services  
manoa.hawaii.edu/nhss/

**Hawaiian Language Links**

Kawaihuelani Center for Hawaiian Language  
manoa.hawaii.edu/hshk/kawaihuelani/  
Hawaiian Language Course Descriptions  
www.catalog.hawaii.edu/courses/departments/haw.htm