

■ Education

Interim Dean of Education: Dr. David Grossman

Faculty: Sheila Apisa, Fr. Tim Eden, S.M., Ph.D., Tina Gomes, Dr. Glenn Honda, Dr. Margaret Mize, Dr. Bryan Moseley; Elizabeth Park, Dr. Sheri Schonleber, Dr. Mary Pat Sjostrom, Dr. Mary Smith, Amanda Street,

Mission

The mission of the Education Department at Chaminade University is to foster the development of highly qualified teachers and leaders in education through programs based in the liberal arts traditions, Catholic Marianist values, current theory, and best practices. All Chaminade University education licensure programs are approved by the Hawaii State Department of Education and recognized by over forty states throughout the U.S.

Overview of Education Programs

Chaminade University's education programs are offered in a variety of formats as well as day and evening hours on and off campus. This scheduling allows students to work and to participate in the field experiences required for the programs. Classes are small and faculty is available to offer students individualized attention. The education programs, both licensure and non-licensure, are offered both through the Undergraduate Program and the (AEOP). The programs offered in the Undergraduate Program are held on the main campus of Chaminade and online. The AEOP offers most of their program courses at satellite locations and online.

Education course work progresses from introduction and foundational courses to methodology and field experiences. Strategies presented in methods courses are solidly based on current research, best practices, and theory. Field experiences are intended to provide exposure to current educational practice and trends in classrooms. Field experience provides the synthesis for each student's program.

All Chaminade University education licensure programs are approved by the Hawai'i Department of Education (HIDOE) and recognized by over forty states and the District of Columbia through the Reciprocity Agreement. The Reciprocity Agreement and listed member states can be found at <http://www.nasdtec.org>. Graduates in Elementary Education or the Secondary Education licensure programs may be recommended to the Hawai'i Teacher Standards Board (HTSB) for Initial Licensure in appropriate fields.

Chaminade also has a partnership with the DOE for Education Assistants (EA). This Cohort Program offers a Dual Licensure in Elementary Education and in Special Education. Students who are employed with the DOE may enter this program to earn their degree while continuing working.

Degree Options

Degree	Program	Licensure/Credential	Offered By
N/A	Child Development Associate	Child Develop. Associate Credential	AEOP
Associate of Science	Early Childhood Education	N/A	AEOP
Bachelor of Science	Early Childhood Education	N/A	AEOP
Bachelor of Science	Elementary Education w/ K-6 Licensure	K-6 Licensure	Day Undergrad
Bachelor of Science	Dual Certification in Elementary and Special Education	K-6 Licensure and Special Education Licensure	AEOP (cohort)
Bachelor of Science	Secondary Education w/ English Licensure	Secondary Licensure in English	AEOP
Bachelor of Science	Secondary Education with Social Studies Licensure	Secondary Licensure in Social Studies	AEOP

Child Development Associate

The Child Development Associate (CDA) credential course of study provides the student with the necessary background information and support to develop the resource file and competencies necessary to obtain the CDA credential. The program consists of nine credits of academic coursework to prepare the student for the Associate of Science in Early Childhood Education. Courses are offered through the Adult Evening and Online Program (AEOP) during evening and weekend hours at various satellite locations or online.

Core Course (Required)	Credits
ED217 Health and Family Issues in Early Childhood Education	3
ED233 Introduction to Early Childhood Education I	3
ED234 Introduction to Early Childhood Education II	3

Associate of Science in Early Childhood Education

The Associate of Science degree requires the completion of a minimum of 60 semester hours of credit with a grade point ratio of at least 2.0 for all work completed at Chaminade. The degree also requires the completion of the general education core. At least 15 semester hours of course work and 12 semester hours in the area of emphasis must be completed at Chaminade. PSY 101 (General Psychology) is general education requirement. Demonstrated computer proficiency is required.

Pre-Major Requirements	Credits
PSY202 Child Development	3
Area of Emphasis	
ED215 Music, Art, and Creative Movement in ECE	3
ED217 Health and Family Issues in Early Childhood Education	3

ED233 Introduction to Early Childhood Education I	3
ED234 Introduction to Early Childhood Education II	3
ED297 Fieldwork Practicum in Early Childhood Education	3

Bachelor of Science in Early Childhood Education

This degree prepares students interested in working with young children ages 2 ½ through six years in the private school setting and other educational environments. Upon declaration of major, students must complete a pre-admittance interview. The Early Childhood Education major meets NAEYC accreditation standards and Hawaii state registry requirements for ECE.

The successful undergraduate candidate in the Early Childhood Education program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate:

- (*PLAN*) promotes child development and learning by designing developmentally appropriate learning experiences that incorporate knowledge of content, children, learner outcomes, pedagogy, and assessments in the field of early childhood education.
- (*TEACH*) employs appropriate pedagogical practices and utilize resources to facilitate the learning process. This requires a developmentally appropriate content knowledge in the early childhood education.
- (*ASSESS*) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the learner in the early childhood education.
- (*REFLECT*) builds family and community relationship by engaging in the process of continual and thoughtful reflection on his/her teaching practices in the early childhood education.
- (*ADAPT*) strives to be a professional in the field of early childhood education by evaluating elements of changes in the classroom and the wider world, actively bringing this awareness to work with children, faculty, and other member of the community.

Pre-Major Requirements	Credits
PSY202 Child Development	3
ED215 Music, Art and Creative Movement in ECE	3
ED217 Health and Family Issues	3
ED233 Introduction to Early Childhood Education I	3
Major Requirements	
ED413 Children’s Literature	3
ED433 Developmentally Appropriate Practice I	3
ED434 Developmentally Appropriate Practice II	3
ED471 Language Arts: Curriculum and Methods	3
ED473 Math Curriculum and Methods	3
ED474 Curriculum Foundations	3
ED479 Leadership and Guidance in ECE	3
ED491A Seminar	2
ED491B Seminar	1
ED498A Fieldwork Experience	3
ED498B Fieldwork Experience	3

Note: Fieldwork Experience and Seminar must begin within two semesters of completion of ED474. ED491A and ED498A must be taken concurrently in the winter or summer term and ED491B and ED498B taken in the following spring or fall term.

Bachelor of Science in Elementary Education (K-6 Licensure)

This is a licensure program that prepares students to work with children from kindergarten through grade six.

The successful undergraduate candidate in the K-6 licensure program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate:

- (*PLAN*) designs meaningful learning experiences that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment for grades K – 6.
- (*TEACH*) has a competent grasp of content knowledge, employs appropriate pedagogical practices, and utilizes resources to facilitate the learning process for students in grades K – 6.
- (*ASSESS*) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the grade K – 6 learner.
- (*REFLECT*) engages in the process of continual and thoughtful reflection on his/her grade K – 6 teaching practices.
- (*ADAPT*) evaluates elements of change in the grade K – 6 classroom and the wider world, actively bringing this awareness to work with students, faculty, and other members of the community.

In addition to the courses listed below, students must complete additional licensure requirements (*please see Additional Licensure Requirements.*)

Pre-Major Requirements	Credits
ED100 Survey of Education *	1
ED220 Educational Foundations (10 hrs service learning)	3
MA105 Math for Elementary Teachers I	3
PSY202 Child Development	3
Major Requirements (Courses need to be taken in the sequence indicated)	
ED221 Educational Psychology	3
ED222 Educational Technology	3
MA 305 Math for Elementary Teachers II	3
ED223 Music, Art & Physical Education** (6 hrs O&P)	3
ED320 Elementary Language Arts Methods I** (6 hrs O&P)	3
ED322 Elementary Math Methods I** (6 hrs O&P)	3
ED324 Elementary Science Methods** (10 hrs O&P)	3
ED321 Elementary Language Arts Methods II** (6 hrs O&P)	3
ED323 Elementary Math Methods II** (6 hrs O&P)	3
ED325 Elementary Social Studies Methods** (10 hrs O&P)	3
ED326 Exceptional Children	3
ED404 Managing School Environments** (10 hrs O&P)	3
ED420 Integrated Curriculum** (10 hrs O&P)	3
ED408 Classroom Assessment	3
ED490 Seminar - Elementary	3
ED494 Student Teaching: Elementary	9

***ED 100 is required for first semester freshman only**

****Field Experience/Observation & Participation**

Various methods courses require an Observation and Participation (O&P) practicum in an approved educational setting. These field experiences are arranged through the Field Services Director. For students holding teaching positions, O&P may be completed in the classroom under the observation of a colleague. See the course descriptions for O&P courses. Please visit our Education Division website at <http://acad.chaminade.edu/dept/education/> for Observation and Participation FAQ's and forms.

Course Number & Name Changes for Bachelor of Science in Elementary Education (K-6 Licensure)

The following table indicates previous course numbers and names and the equivalent new course numbers and names. Any courses taken under the previous course number and name designations may be substituted for the new equivalent course number and name.

Previous Course Number and Name	New Equivalent Course Number and Name
ED200 or 303 Educational Foundations	ED220 Educational Foundations
ED306 Psychological Foundations of Education	ED221 Educational Psychology
ED470 Technology for Teachers	ED222 Educational Technology
ED450 Music, Art, and Creative Movement	ED223 Music, Art, and Physical Education
ED418 Elementary Language Arts Methods I & ED413 Children’s Literature	ED320 Elementary Language Arts Methods I
ED415 Teaching Reading in Elementary Schools	ED321 Elementary Language Arts Methods II
ED419 Math Curriculum & Methods	ED322 Elementary Math Methods I
ED446 Advanced Math and Geometry	ED323 Elementary Math Methods II
ED448 Environmental Studies	ED324 Elementary Science Methods
ED480 Social Studies Methods	ED325 Elementary Social Studies Methods
ED460 Intro to Exceptional Children	ED326 Exceptional Children
ED420 Curriculum Foundations	ED420 Integrated Curriculum

Bachelor of Science: Dual Licensure in Elementary and Special Education

This program offers an alternative licensure through a partnership with the DOE for Educational Assistants. This cohort program offers courses in a prescribed sequence that includes upper division courses required by the University. Students entering the program must have met Chaminade’s lower division course requirements. The successful undergraduate candidate in the dual Elementary & Special Education licensure program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate:

- (*PLAN*) designs meaningful learning experiences for regular and special education students that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment.
- (*TEACH*) employs appropriate pedagogical practices and utilizes resources to facilitate the learning process. This requires a competent grasp of content knowledge and appropriate teaching strategies for regular and special education students.
- (*ASSESS*) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of regular and special education learners regardless of differences.

- (*REFLECT*) engages in the process of continual and thoughtful reflection on his/her teaching practices in either elementary or special education.
- (*ADAPT*) evaluates elements of change in elementary and special education classrooms and the wider world, actively bringing this awareness to work with students, faculty, and other members of the community.

In addition to the courses listed below, students must complete additional licensure requirements. For further information regarding the dual licensure program, please contact Sheila Apisa at 440-4264 or at sapisa@chaminade.edu.

Major Requirements	Credits
ED306 Psychological Foundations of Education	3
ED404 Managing School Environments	3
ED415 Teaching Reading in the Elementary School	3
ED418 Language Arts: Curriculum and Methods	3
ED420 Curriculum Foundations	3
ED450 Music, Art, Creative Movement for Elementary Teachers	3
ED408 Assessment	3
ED448 Environmental Studies	3
ED490 Seminar	3
ED494 Student Teaching Elementary Education	3
ED468 Student Teaching Practicum and Seminar: Special Education	3
ED419 Math Curriculum and Methods	3
ED460 Introduction to Exceptional Children	3
ED461 Issues in Special Education	3
ED465 Mild/Moderate Disabilities	3
ED464 Seminar	3

Bachelor of Science in Secondary Education (*English or Social Studies Licensure*)

The Bachelors of Science in Secondary Education is offered only through the Adult Evening and Online Program (AEOP). Students must choose between two licensure tracks: English or Social Studies. Admission to the program is through the AEOP satellite office. In addition to the courses listed below, students must complete additional licensure requirements (*please see Additional Licensure Requirements.*)

Major Requirements	Credits
PSY304 Psychology of Adolescence	3
ED300 Introduction to Secondary Education	3
ED404 Managing School Environments	3
ED421 Literature for Adolescents OR ED462 Multicultural Ed.	3
ED423 Teaching Strategies: Secondary*	3
ED427 Teaching in Area of Specialization	3
ED408 Assessment	3
ED490 A & B Seminar**	3
ED495 A & B Student Teaching: Secondary Education**	6

*Student teaching must start within two semesters of completion of ED423.

**ED490A and 495A must be taken concurrently in the winter or summer terms with ED490B and 495B in the following spring or fall terms.

Additional Licensure Requirements

Praxis Requirements

Students in the licensure program must earn Hawaii qualifying scores on the PPST (reading, writing, and math) exam before enrolling in methods courses.

- Elementary and Special Education students must pass the Praxis II Content Area Exercises exam prior to student teaching. Students who do not pass the Praxis II exam will not be able to student teach.
- Secondary students must take and pass Praxis II Content area exam before registering for methods courses and Student Teaching.

Field Experience/Observation & Participation

Various methods courses require an Observation and Participation (O&P) practicum in an approved educational setting. These field experiences are arranged through the Field Services Director. For students holding teaching positions, O&P may be completed in the classroom under the observation of a colleague. See the course descriptions for O&P courses. Please visit our Education Division website for Observation and Participation FAQ's and forms.

Student Teaching

Student teaching is offered twice a year (July-December or January-May) and is a minimum of 15 weeks, not including breaks and intercessions. Student teaching is full-time, unpaid work completed under the supervision of a Cooperating Teacher and a University Supervisor in a public or private school. Eligibility to student teach is dependent on the quality of coursework and student disposition over the duration of the program. Students are not allowed to work or take additional classes during the 15 weeks of student teaching. Student teaching requirements include:

- Completion of all course requirements, including O&P assignments;
- Excellent O&P evaluations
- Excellent student disposition evaluations by all course instructors
- At least a B in all courses
- Student teaching application, including three letters of recommendation from education faculty
- Verification of passing PPST scores and Praxis II
- Fingerprinting clearance
- Proof of TB clearance
- Proof of enrollment in Hawaii State Teachers Association (provides teacher liability insurance)
- Submission of Graduation Clearance form

Students who are currently employed as full-time classroom teachers in a public or private school may submit a request for validation. To be considered, students must have been teaching in their concentration area for at least one entire semester (six months) and have approval from the school principal and Chaminade University. Please visit the Education Division website for more information on student teaching and validation policies.

Portfolio

During the student teaching seminar, students will finalize a portfolio that documents achievement of specific skill competencies aligned with Hawaii State Teacher Performance and Licensing Standards, and Council for Exceptional Children (CEC) Standards in the case of special education licensure. Successful completion of student teaching is contingent on successful completion of the seminar and review of the portfolio.

Application & Admission Requirements

Students who are interested in applying to the education program must complete a Declaration of Major form with an advisor. (Students interested in a program offered through AEOP must complete the form with an AEOP advisor at the satellite office.) Additional admission requirements include:

- Undergraduate Program: a minimum GPA of after completion of general education requirements
- AEOP: minimum GPA of 2.0 after completion of at least 30 general education credits (including ENG102 and COM101);
- Three letters of recommendation;
- Criminal background clearance (as required by the DOE);
- Letter of Acceptance from the Education division;

Academic Policies**Scheduling:**

Students must schedule an appointment prior to each term to register for course.

Course Load:

Students may not take more than four education courses per semester without advisor and Dean approval.

Leave of Absence:

Lacking an official leave, students who are unregistered for twelve months must reapply for admission. If readmitted, the student must fulfill any additional requirements of the new program.

Grades:

Education students are required to maintain a program GPA of at least 3.0

Licensure Recommendation:

Recommendation for licensure is not guaranteed after acceptance into the Education program. Licensure recommendation is based on student's overall performance in the classroom and in the field. In the case that a student is not recommended for licensure, he/she will complete the 120 credit hours to graduate with a Bachelor of Science in Education (without licensure).

Course Substitutions:

If a student has already taken a course at another institution that is equivalent to a course required by the education program, then a course substitution form may be filled out and submitted to the Dean for approval. A copy of the course being substituted should accompany the substitution form when it is submitted.

Catalog for Students to Follow:

Students follow the program that is in effect when the student is accepted into the Education Division. Once accepted, students are expected to complete all licensure/certification program requirements within three years. State Approved Teacher Education Program (SATEP) students are expected to student teach within one semester after completing their education coursework.

Changing Programs:

Students must submit a written request to his/her advisor to switch programs (i.e. from Elementary to Secondary Education). Upon the Dean's approval, a new acceptance letter will be sent along with an advising sheet. Students follow the program enforced at the time they request a change in program.

Course Descriptions

ED 100 Survey of Education (1)

This course introduces prospective educators to the field of education and the Chaminade University Education Programs. It is a one unit course following on the heels of CUH 100, First Year Experience.

ED 215 Music, Art, and Creative Movement in Early Childhood Education (3) (AEOP)

Focus is on the support of the young child's development of a sense of rhythm through the use of appropriate songs and games. Creative use of the body in space will be explored. Students will learn how to support young children's creative expression by exploring various developmentally appropriate media. *Materials fee. Prerequisite: PSY 202*

ED 217 Health & Family Issues (3) (AEOP)

Current best practices are explored in the areas of health, safety and nutrition for young children. Guidelines and regulations for Early Childhood Education Programs will be addressed. Students will learn how to support families in creating healthy environments. Field experience assignments are determined by the instructor.

ED 220 Educational Foundations (3)

This course covers the development of historical, philosophical, legal, sociological principles of education, consideration of current

trends in educational theory, multicultural issues in education, and problems and choices facing education in the future.

Requirement: 10 hours of Service Learning

ED 221 Educational Psychology (3)

This course provides a comprehensive coverage of the theories and basic concepts of Educational Psychology. It includes strategies to help diverse student populations in pre-school through secondary classrooms to become independent, self-directed, and creative individuals. *Prerequisite: ED220, MA105, PSY202*

ED 222 Educational Technology (3)

This course focuses on the integration of educational technology in classrooms. Topics include: information systems, presentations, word processing, spreadsheets, databases, online information research and retrieval, website authoring and publishing, and ethical and responsible use of information systems. *Prerequisite: ED 220, MA105, PSY202*

ED 223 Music, Art and Physical Education (3)

This course provides activities for classroom use that help children develop an appreciation of vocal and instrumental music from diverse cultures and creative expression using the body in space. Hands-on exploration of various art media and teaching strategies for applying art media and design principles to classroom

situations and creative development in children are included. *Materials fee.*

Required: 6 hours of O&P

Prerequisites: Pass Praxis I, ED220, ED 221, ED 222

ED 233 Introduction to Early Childhood Education I (3) (AEOP)

This course provides an overview of the field of early childhood education and developing the competencies required in Early Childhood Education. Areas in this section include professionalism, creating learning environments that are safe and developmentally appropriate, working with families, the importance of play, and the basics of curriculum planning. Field experience assignments are determined by the instructor.

ED 234 Introduction to Early Childhood Education II (3) (AEOP)

Focus is on developing competencies required for the Child Development Associates credential. Areas in this section include physical, social-emotional and intellectual development, communication, creativity and program management. This is a writing intensive course. *Prerequisite(s): ED 233*

ED 297 Fieldwork Practicum in Early Childhood Education (3) (AEOP)

The focus is on application of methods and theory from previous coursework. The student may be employed. The childcare setting and mentor teacher must be pre-approved by instructor prior to the start of the semester. Fieldwork requires 100 hours in an early childhood educational setting and 15 hours of seminar. *Prerequisites: ED 215, ED 217, ED 233 & ED 234*

English 102 and COM 101 are prerequisites for all upper division courses

ED 300 Introduction to Secondary Education (3) (AEOP)

The purpose of this course is to introduce prospective educators to the field of education in general, and to the Chaminade University Secondary Education Program in particular. Content includes exploring issues and programs, research in the field of education, observation

techniques and practices, lesson planning, presentation practices, use of community resources, learning and teaching styles and characteristics of an effective teacher.

ED 306 Psychological Foundations of Education (3)

This course provides a comprehensive coverage of the theories and basic concepts of Educational Psychology. It includes strategies to help diverse student populations in pre-school through secondary classrooms to become independent, self-directed, and creative individuals.

ED 320 Elementary Language Arts Methods I (3)

This course is designed to guide pre-service teachers in developing readers and writers. It offers examination of differing philosophies, methods, and materials for literacy development. The course also examines the values of using literature with children at various stages of development and the criteria for selection. The course provides an in-depth look at various genres of children's literature, including literature that addresses diversity. Learning experiences stress the practical use of children's literature in the curriculum.

Requirement: 6 hours of O&P

Prerequisites: Pass Praxis I, ED220, ED221, ED222, ED223

ED 321 Elementary Language Arts Methods II (3)

This course reviews the philosophy and rationale for the teaching of language arts to young children, including receptive and expressive, visual and auditory experience, vocabulary development and enrichment. Focus is on the development of language skills of young children with attention to the influence of culture in language. Strategies include how to develop a language-rich environment at the early childhood level that includes oral language, writing and reading activities, and development.

Requirement: 6 hours of O&P

Prerequisites: Pass Praxis I, ED220, ED221, ED222, ED223, ED320

ED 322 Elementary Math Methods I (3)

This course provides an overview and applications of best practice mathematical instructional approaches, strategies, techniques, and assessment methods for students in the kindergarten to grade 3 settings.

Required: 6 hours of O&P

Prerequisite: Pass Praxis I, ED220, ED221, ED222, ED223, MA 305

ED 323 Elementary Math Methods II (3)

Mathematics concepts for grades 3 through 8 are explored using hands-on and problem solving approaches. Teaching strategies include fractions, decimals, percentages, ratio, proportion, area, volume, pre-algebra, plane and solid geometry.

Required: 6 hours of O&P

Prerequisite: Prerequisites: Pass Praxis I, ED220, ED221, ED222, ED223, ED322, MA 305

ED 324 Elementary Science Methods (3)

This course focuses on helping the classroom teacher uncover *big picture* concepts through inquiry-based science activities, then planning dynamic science units based on these understandings. Successful candidates will acquire an understanding of big ideas in physical, life, earth and space science; develop inquiry-based science skills; and learn how to plan and teach meaningful units and lessons for K-6 students.

Required: 10 hours of O&P

Prerequisite: Pass Praxis I, ED220, ED221, ED222, ED223, MA 305

ED 325 Elementary Social Studies Methods(3)

This course focuses on the best methods of instruction in the elementary grade social studies, i.e. in history, geography, cultural anthropology, political science/civics and economics. The course will familiarize the student with the required social studies content as outlined in the Hawaii State Standards. This is primarily a methods course, but attention will be paid to mastery of the content areas as well.

Required: 10 hours of O&P

Prerequisites: Pass Praxis I, ED220, ED221, ED222, ED223, ED320, ED322, ED324

ED 326 Exceptional Children (3)

This course provides an overview of special education including cognitively challenged, learning disabled, emotionally and behaviorally challenged, speech and language impaired, health impaired, visually and hearing impaired, and gifted and talented. Special Education eligibility and related services are reviewed and discussed.

Prerequisites: Pass Praxis I, ED220, ED221, ED222, ED223, ED320, ED322, ED324

ED 380 Special Topics (1-3)

Courses not yet approved by Academic Council.

ED 404 Managing School Environments (3)

This course develops strategies for successfully managing environments for student success with the focus on the teacher as guide and facilitator. The content includes the study of research findings that are developmentally appropriate for classroom management techniques.

Requirement: 10 hours of O&P.

For AEOP Secondary students: \$50 O&P fee.

ED 405 Math Methods (3) (EA)

This course provides an overview and application of best practice mathematical instructional approaches, strategies, techniques, and assessment methods for students with mild to moderate disabilities in the Kindergarten to grade 12 settings.

ED 408 Assessment (3)

This course examines classroom assessment as a critical component in improving learning and instruction. The course provides educators with the knowledge, dispositions, and performance skills to design assessments which include the diverse needs of individual learners.

Prerequisites: Pass Praxis I, ED 220/300 courses

ED 413 Children's Literature (3)

This course examines the values of using literature with children at various stages of development and the criteria for selection. The course provides an in-depth look at various genres of children's literature, including literature that addresses diversity. Learning

experiences stress the practical use of children's literature in the curriculum.

ED 415 Teaching Reading in the Elementary School (3)

This course is designed to guide pre-service teachers in developing readers and writers. It offers examination of differing philosophies, methods, and materials for literacy development. *Requirement: 20 hours of O&P*

ED 418 Language Arts: Curriculum and Methods (3)

This course reviews the philosophy and rationale for the teaching of language arts to young children, including receptive and expressive, visual and auditory experience, vocabulary development and enrichment. Focus is on the development of language skills of young children with attention to the influence of culture in language. Strategies include how to develop a language-rich environment at the early childhood level that includes oral language, writing and reading activities, and development. *Requirement: 10 hours of O&P*

ED 419 Math Curriculum and Methods (3)

This course includes the philosophy and rationale for the teaching of math to young children. General math theory and concepts are demonstrated with manipulatives. Instruction includes introduction to numeration, the decimal system, linear counting, memorization, fractions, and the applications of math. *Requirement: 10 hours of O & P.*

ED 420 Integrated Curriculum (3)

This course provides an examination of the broad aims of education through the inquiry approach on the sciences, including physical science, botany, zoology, earth elements, geography, and history. Emphasis is on writing a science-based curriculum that unfolds throughout all the content areas and that is developmentally and culturally appropriate, and on preparing learning center materials. Current research is examined.

Required: 10 hours of O&P

Prerequisites: Pass Praxis I, ED 220/300 courses

ED 421 Literature of Adolescents (3) (AEOP)

This course provides an introduction to adolescents, their physical development, and their literature. Other topics include young adult literature, the teacher's role in working with books and young readers, and an overview of adolescent literature throughout history.

ED 423 Teaching Strategies: Secondary (3) (AEOP)

This course presents age appropriate curriculum structure and trends. Students will learn to develop standards-based unit and lesson plans. Instruction will be given in application of various learning and teaching styles and strategies, classroom management, and use of multi-media. *This should be taken the semester prior to student teaching. Requirement: 20 hours of O&P; \$50 O&P fee*

ED 427 Teaching in the Area of Specialization (3) (AEOP)

This course is designed to demonstrate a variety of instructional methodologies and approaches that are workable in the content subject area. Concepts to be covered include establishing a context for instruction, presenting strategies for reading, writing, studying, and translating information gained into practice. *Requirement: 20 hours of O&P; \$50 O&P fee*

ED 433 Develop Appropriate Pract. I (3) (AEOP)

This course presents age appropriate practices for Early Childhood Education. The content of the course spans the development of Early Childhood as well as teaching strategies that are appropriate to each age and stage of development. Teaching modalities and approaches are used in conjunction with developmentally appropriate materials, research-based practices, and literature. *Prerequisites: ED 215, ED 217 & ED 233*

ED 434 Develop Appropriate Pract. II (3) (AEOP)

This course provides an extension of the concepts and research-based practices that were taught in ED433-Developmentally Appropriate Practice I. The teaching strategies and concepts are based on children's development in Early

Childhood Education Centers, are researched-based and appropriate to each developmental stage and age. Teaching strategies and materials are designed with developmentally appropriate practices within the classroom setting.

Prerequisites: ED 433

ED 446 Advanced Math (3)

Mathematics concepts for grades 3 through 8 are explored using hands-on and problem solving approaches. Teaching strategies include fractions, decimals, percentages, ratio, proportion, area, volume, pre-algebra, plane and solid geometry.

ED 448 Environmental Studies (3)

This course integrates science and social studies and focuses on ecological issues as they relate to the history and natural science of the planet. Other topics include history and culture of humans.

ED 450 Music, Art, and Creative Movement for Teachers (3)

This course provides activities for classroom use that help children develop an appreciation of vocal and instrumental music from diverse cultures and creative expression using the body in space. Hands-on exploration of various art media and teaching strategies for applying art media and design principles to classroom situations and creative development in children are included. *Materials fee.*

ED 460 Introduction to Exceptional Children (3)

This course provides an overview of special education including cognitively challenged, learning disabled, emotionally and behaviorally challenged, speech and language impaired, health impaired, visually and hearing impaired, and gifted and talented. Special Education eligibility and related services are reviewed and discussed.

ED 462 Multicultural Education (3) (AEOP)

This course explores issues of multiculturalism as they affect classroom and school cultures. Focus is on developing sensitivity to all types of diversity for the purpose of building community at local and global levels.

ED 464 Consultation in Special Education (3) (EA)

This course provides supervised student teaching in an approved special education school setting.

Prerequisites: Acceptance into and completion of all course requirements for the Dual Licensure in Elementary Education and Special Education

ED 465 Mild/Moderate Disabilities (3) (EA)

This course provides an overview of learning, behavioral disabilities, and personality characteristics of students diagnosed as cognitively challenged. Topics include issues experienced in the special education field, service delivery options, assessment, and intervention strategies.

ED 468 Student Teaching – Special Education (6) (EA)

Students will teach in a public school special education setting along side a licensed special education teacher for a period of 15 weeks.

Prerequisites: Acceptance into and completion of all course requirements for the Dual Licensure in Elementary Education and Special Education

ED 470 Technology for Teachers (3)

This course focuses on the use of educational technology in classrooms. Topics include: information systems, presentations, word processing, spreadsheets, databases, online information research and retrieval, website authoring and publishing, and ethical and responsible use of information systems.

ED 471 Language Arts: Curriculum and Methods (3) (AEOP)

This course includes philosophy and rationale for the teaching of Language Arts to young children. Focus is on the developing language skills with young children. These include how to develop a language rich environment at the early childhood level. Topics include oral language, pre-reading activities, and writing activities. *Prerequisites: ED 215, ED 217 & ED 233*

ED 473 Math Curriculum and Methods (3) (AEOP)

This course introduces the philosophy and rationale for the teaching of math to young children ages 2 through 6 covering logical-mathematical thinking and number concepts demonstrated with manipulatives. Topics include pre-counting, estimation, and math operations. *Prerequisites: ED 215, ED 217 & ED 233*

ED 474 Curriculum Foundations (3) (AEOP)

Examination of the theoretical foundations of Early Childhood Education is provided in this course. Focus is on the constructivist's theory of education emphasizing creating a curriculum that is integrated throughout all the learning centers and is developmentally and culturally appropriate. *Prerequisites: ED 434, ED 471, ED 473*

ED 479 Leadership and Guidance in Early Childhood Education (3) (AEOP)

This course focuses on major issues and trends in Early Childhood Education. Instruction includes working with families, classroom management, nurturing children, creating quality care environments, professionalism, administrative issues and curricular trends. *Prerequisites: ED 433, ED 471 & ED 473*

ED 490 Seminars (3)

This seminar is integrated with all student teaching practica. Students prepare portfolios, discuss teaching experiences, and review standards. *Requirement: Successful completion of Praxis I and II.*

ED 490 (A&B) Seminars (2-1) (AEOP)

This seminar is integrated with all student teaching practica for Secondary Education. Students prepare portfolios, discuss teaching experiences, and review standards. *Requirement: Concurrent enrollment in ED 495A & 495B and Successful completion of Praxis I and register for Praxis II.*

ED 491 (A&B) Seminar- Early Childhood Education (2-1) (AEOP)

This course gives direction and support will be given for the fieldwork in Early Childhood

Education. Instructor and students will work through challenges and struggles encountered in the classroom. *Requirement: (A): Concurrent enrollment in ED 498A.*

(B): Concurrent enrollment in ED 498B.

Prerequisites: PSY 202, ED 215, ED 217, ED 233, ED 413, ED 433, ED 434, ED 470, ED 471, ED 473, ED 474, ED 479

ED 494 Student Teaching: Elementary (9)

This course provides supervised teaching in approved elementary schools. Concurrent enrollment in the ED 490 seminar is required. *Prerequisites: PSY 202, MA 105, ED 200, ED 306, ED 470, ED 418, ED 419, ED 450, ED 415, ED 446, ED 408, ED 448, ED 480, ED 404, ED 420, ED 460, Pass Praxis II.*

ED 495 (A&B) Student Teaching: Secondary (3-3) (AEOP)

This course provides supervised student teaching in approved secondary schools. *Requirement: Concurrent enrollment in ED 490A & 490B.*

ED498 (A&B) Student Teaching: Early Childhood Education (3-3) (AEOP)

This course applies the methods and theory into practical teaching. The fieldwork setting and mentor teacher must be pre-approved by instructor prior to the start of the semester. The student may be employed. Fieldwork requires 150 hours per term in an Early Childhood Educational setting. *Requirement: (A):*

Concurrent enrollment in ED 491A.

Prerequisite: (B): Concurrent enrollment in ED 491B.

Prerequisite: Acceptance and completion of all course requirements for Early Childhood Education major.

ED 499 Directed Study (1-3)

Individualized study may be arranged with an instructor and/or department academic advisor on a specific topic. This course is only open to Education majors and offered according to demand with the approval of the Dean.

Prerequisite(s): Acceptance as an education major.