

**C**haminade University's Graduate Programs in education are designed to develop a community of teachers and educational leaders with programs that give you the best of current theory and practice.

### **The Program**

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Grounded in the liberal arts tradition and supported by Catholic Marianist values, our program gives you depth and breadth in preparing you for the education field. If you are already a professional in education, we provide the advanced training and expertise that help you assume leadership roles in your chosen career.

### **Accreditation**

The Western Association of Schools and Colleges (WASC) grants accreditation for all of Chaminade's education programs. The State of Hawaii Department of Education (DOE) approves all licensure/certification programs and Hawaii State licensure is recognized in 48 other states, otherwise known as a reciprocity agreement. The Montessori teacher education program is accredited by the Montessori Accreditation Council of Teacher Education (MACTE) and is affiliated with the American Montessori Society (AMS).

### **Correspondence**

Address all program correspondence to:  
Graduate Services  
Chaminade University of Honolulu  
3140 Waiālae Avenue  
Honolulu, Hawaii 96816  
Phone: (808) 739-4664  
Fax: (808) 739-8329

### **Scheduling**

Our programs are designed for non-traditional and working students. Courses are offered both on campus and online. On campus courses are conducted once a week during the evenings or occasionally on Saturday mornings. Students have field experiences such as student teaching as required. The academic year is divided into four ten-week terms:

- Fall term (October-December)
- Winter term (January-March)
- Spring term (April-June)
- Summer term (July-September)

Two courses per term (6 credits) constitutes full-time enrollment.

### **General Application and Admission Requirements**

- ★ Graduate level application
- ★ Bachelor's Degree from an accredited college or university
- ★ \$50 paper application fee (non-refundable) \$25 online application fee (non-refundable)
- ★ Minimum cumulative undergraduate GPA of 2.75\*
- ★ Official transcript(s) from all previous colleges or universities
- ★ Three completed letters of recommendation
- ★ Acceptance interview (at the discretion of the Dean)

\*Unless otherwise approved by the Dean

We recommend getting completed applications and documentation to the Education Division 30 days prior to the start of classes.

## **Degree Options**

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The graduate program offers three degree options for prospective students: a Post-Baccalaureate Licensure, a Master of Education (M.Ed.), or a Master of Education with Licensure.

### **1. Post Baccalaureate Licensure**

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The Post-Baccalaureate program is specifically designed for students who have graduated with their bachelor's degree and are seeking licensure to teach, but do not necessarily desire a Master's degree. The successful post-baccalaureate candidate in the licensure program should be able to draw upon his or her bachelor's degree and life experience to enhance the ability to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate:

1. *(PLAN) designs meaningful learning experiences that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment.*
2. *(TEACH) has a competent grasp of content knowledge, employs appropriate pedagogical practices, and utilizes resources to facilitate the learning process of students.*
3. *(ASSESS) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of students.*
4. *(REFLECT) draws upon his/her bachelor's degree and life experience while engaging in the process of continual and thoughtful reflection on his/her teaching practices.*
5. *(ADAPT) draws upon his/her bachelor's degree and life experience while evaluating elements of change in the classroom and the wider world, and actively brings this awareness to work with students, faculty, and other members of the community.*

Post-baccalaureate licensure students must select one of the following Hawaii State approved teacher programs:

#### **Post-Baccalaureate Elementary (K-6) (45 credits)**

The elementary education program provides students the opportunity to develop planning, teaching, assessing, reflecting, and adapting skills related to the K-6 learner. Along with the courses listed below, the student must complete additional licensure requirements (*see Additional Licensure Requirements.*) Courses should be taken in the following sequence.

- PSY 202 Child Development (3 credits) (Must be taken prior to any 600 level course)
- ED 515 History & Psychological Foundations of Education (3 credits) (Must be taken prior to any 600 level course)
- ED 631 Elementary Math Methods (10 hrs O&P)\* (3 credits)
- ED 638 Music, Art, & Creative Movement (3 credits)
- ED 660 Introduction to Exceptional Children (3 credits)
- ED 685 Assessing Teaching and Learning (3 credits)
- ED 614 Literacy in Content Area (10 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I*
- ED 629 Elementary Language Arts Methods (10 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I*
- ED 646 Advanced Mathematics & Geometry (3 credits) *Pre-req. ED 631, Pass Praxis I*
- ED 648 Science and Environmental Education (3 credits) *Pre-req. Pass Praxis I*
- ED 674 Social Studies Methods (3 credits) *Pre-req. Pass Praxis I*

ED 604 Managing School Environment (10 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I*  
ED 630 Elementary Integrated Curriculum and Technology (3 credits) *Pre-req. Pass Praxis I*  
ED 686 Seminar (3 credits) *Pre-req. Pass Praxis I, Register for Praxis II Accept. to Stud. Teach*  
ED 687 Student Teaching: Elementary\*\* (6 credits) *Pre-req. Pass Praxis I, Register for Praxis II, Acceptance to Student Teach*

\*Refer to page 5 for information regarding Observation and Participation (O&P)

\*\*Students who do not pass Praxis II by the end of student teaching will receive an "Incomplete" for Student Teaching

### **Post-Baccalaureate Secondary (7-12 Math, English, Social Studies, Science) (36 credits)**

The secondary education program provides students the opportunity to develop planning, teaching, assessing, reflecting, and adapting skills related to the 7-12 learner in a specific concentration area (math, English, social studies, or science). Along with the courses listed below, the student must complete additional licensure requirements (*see Additional Licensure Requirements.*) Courses should be taken in the following sequence.

PSY 304 Psychology of Adolescence (3 credits) (Must be taken prior to any 600 level course)  
ED 515 History & Psychological Foundations of Education (3 credits) (Must be taken prior to any 600 level course)

ED 660 Introduction to Exceptional Children (3 credits)

ED 612 Educational Technology in the Classroom (3 credits)

ED 685 Assessing Teaching and Learning (3 credits)

ED 604 Managing School Environments (10 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I & II*

ED 614 Literacy in Content Areas (10 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I & II*

ED 623 Teaching Strategies Secondary (20 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I & II*

ED 619 Teaching in Area of Specialization (3 credits) *Pre-req. Pass Praxis I & II*

ED 686 Seminar (3 credits) *Pre-req. Pass Praxis I & II, Acceptance to Student Teach*

ED 688 Student teaching Secondary\*\* (6 credits) *Pre-req. Pass Praxis I & II, Acceptance to Student Teach*

\* Refer to page 5 for information regarding Observation and Participation (O&P)

\*\*Students who do not pass Praxis II by the end of student teaching will receive an "Incomplete" for Student Teaching

### **Post-Baccalaureate Special Education (K-12) (45 credits)**

This program educates students on instructional practice, curriculum development, characteristics of learners, consultation and collaboration among educators, and delivering services to students with mild/moderate disabilities. In addition to the courses listed below, students must complete additional licensure requirements (*please see Additional Licensure Requirements.*) Courses should be taken in the following sequence.

PSY 202 (for Elementary Education) (3 credits) (Must be taken prior to any 600 level course)

**OR**

PSY 304 Psychology of Adolescence (for Secondary Education) (3 credits) (Must be taken prior to any 600 level course)

ED 515 Historical & Psychological Foundations of Ed. (3 credits) (Must be taken prior to any 600 level course)

ED 660 SPED: Introduction to Exceptional Children (3 credits)

ED 661 SPED: Issues in Special Education (3 credits)

ED 665 SPED: Mild/Moderate Disabilities (3 credits)

ED 605 SPED: K-12 Math Methods (10 hrs O&P)\* (3 credits) *Pre-req Pass Praxis I*

ED 662 SPED: Assessment of Exceptional Children (3 credits) *Pre-req Pass Praxis I*

ED 607 SPED: K-12 Language Arts & Methods (10 hrs O&P)\* (3 credits) *Pre-req Pass Praxis I*

ED 604 Managing School Environment (10 hrs O&P)\* (3 credits) *Pre-req Pass Praxis I*

ED 643 Hawaiian Culture and Language (3 credits) *Pre-req Pass Praxis I*

ED 614 Literacy in Content Area (10 hrs O&P)\* (3 credits) *Pre-req Pass Praxis I*

ED 686 SPED: Seminar (3 credits) *Pre-req. Pass Praxis I, Register for Praxis II, Acceptance to Student Teach*

ED 683 SPED: Student Teaching\*\* (6 credits) *Pre-req. Pass Praxis I, Register for Praxis II, Acceptance to Student Teach*

\* Refer to page 5 for information regarding Observation and Participation (O&P)

\*\*Students who do not pass Praxis II by the end of student teaching will receive and “Incomplete” for Student Teaching

**Alternative Route to Licensure in Special Education (ARLISE)  
(30 credits)**

The ARLISE program addresses the need for special education teachers in the state of Hawaii. This is a cohort program delivered in conjunction with the Hawaii Department of Education (DOE). Courses are offered online. Interested students should apply with the DOE.

ED 660 SPED: Introduction to Exceptional Children (3 credits)

ED 604 Managing School Environments (3 credits)

ED 662 SPED: Assessment of Exceptional Children (3 credits) *Pre-req. Pass Praxis I*

ED 665 SPED: Mild/Moderate Disabilities (3 credits)

ED 607 SPED: K-12 Language Arts and Methods (10 hrs O&P)\* (3 credits)

ED 605 SPED: K-12 Math Methods (10 hrs O&P)\* (3 credits)

ED 643 Hawaiian Culture and Language (3 credits)

ED 686 SPED: Seminar (3 credits) *Pre-req. Pass Praxis I, Register for Praxis II, Acceptance to Student Teach*

ED 683 SPED: Student Teaching\*\* (6 credits) *Pre-req. Pass Praxis I, Register for Praxis II, Acceptance to Student Teach*

\* Refer to page 5 for information regarding Observation and Participation (O&P)

\*\*Students who do not pass Praxis II by the end of student teaching will receive and “Incomplete” for Student Teaching

**Post-Bac to Masters**

*Students who complete the post-baccalaureate program and wish to pursue their Master of Education must take the required core courses in the Master program to receive an M.Ed. **Transferability of coursework is only valid within 5 years of post-baccalaureate degree conferral. See M.Ed. with Licensure for full details.***

**Additional Licensure Requirements**

## **Praxis Requirements**

PRAXIS I: Pre-Professional Skills Test (PPST) – This test measures basic skills in reading, writing, and mathematics.

PRAXIS II: Subject Test – This test measures a person’s knowledge of specific K-12 subjects, as well as general and subject-specific teaching skills and knowledge. For more information regarding the PRAXIS series exams, visit [www.ets.org](http://www.ets.org)

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
  - \*Must take Praxis II Content Area Exercises prior to/during student teaching
  - \*Students who do not pass Praxis II by the end of student teaching will receive an “Incomplete” for student teaching
- ★ Secondary Education
  - \*Must take and pass Praxis II Content area exam before registering for methods courses (ED 604, 614, 623) and Student Teaching

## **Observation and Participation (O&P)**

Some methods courses require an Observation and Participation (O&P) practicum in an approved educational setting. Students participate in a variety of classroom activities, observe techniques and strategies used by teachers and discuss the purpose and objectives of lessons taught in the classroom. 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 refer to the Field Experience Manual on the Education Division website at [www.chaminade.edu/education](http://www.chaminade.edu/education) for more information.

## **Student Teaching**

During the term prior to student teaching, students must:

- ★ Complete all course requirements, including O&P assignments;
- ★ Receive excellent O&P evaluations from each of the four methods courses
- ★ Receive excellent student disposition evaluations by all course instructors
- ★ Have at least a “B” in all courses with the following two exceptions: students may receive a “C” in one education course and a “C” in one methods course
- ★ Submit student teaching application, including three letters of recommendation from education faculty
- ★ Provide verification of passing PPST scores and registration for Praxis II
- ★ Receive fingerprinting clearance through the Hawaii Department of Education
- ★ Provide proof of TB clearance from a hospital or clinic
- ★ Provide proof of enrollment in Hawaii State Teachers Association (provides teacher liability insurance)
- ★ Submit Graduation Clearance form

Completing coursework from a licensure or certification track does not guarantee acceptance into a student practicum. Check each track’s criteria for student teaching placement.

## **Student Teaching Placement**

- Twice a year (July-December or January-May) and is a minimum of 15 weeks, not including breaks and intercessions. Students are in the classroom full-time. Student teaching will be unpaid, unless the student qualifies for Validation/Student Teaching.
- Credit may be granted for current employment as a full-time classroom teacher in public or private school. To be considered, students must have been teaching in their concentration area for at least one entire semester (six months). Approval must come from the school principal and Chaminade. For more information on this topic refer to the Field Experience Manual on the Education Division website at [www.chaminade.edu/education](http://www.chaminade.edu/education)

### **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.

## **2. Master of Education Program**

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The Master of Education is for students seeking a Master degree with an emphasis in a particular area of concentration. The successful graduate candidate in the Master of Education program is able to apply practice, theory, leadership, research, and scholarship. Therefore, the successful candidate:

1. *(PRACTICE) demonstrates on-going commitment to the progress and well being of the learner, to the school and professional community, and to his/her own professional and intellectual development;*
2. *(THEORY) differentiates between and critique major theories currently driving the field as important empirical, historical, philosophical and conceptual studies;*
3. *(LEADERSHIP) applies reform-based practice characterized by caring, mutual respect for diverse populations, collaboration and actively involving students in experiences that allow the construction of meaning, and promotion of self-responsibility for learning;*
4. *(SCHOLARSHIP) demonstrates the ability to critique and analyze academic literature and research methodology; and*
5. *(COMMUNICATION) composes academic prose for a variety of audiences including peers, professors, and the larger professional community.*

The Master of Education program consists of 31 credits—a mixture of required core courses and courses in an emphasis area. Regardless of emphasis area, all M.Ed. students are required to take two prerequisite courses: ED 600, *Introduction to the Master of Education* and ED 601, *Understanding Educational Research and Design*. Over the course of their graduate education candidates will take three additional core courses, five courses in their area of emphasis, and a culminating experience core course in the last semester.

### **Core Component (Required for Each Emphasis Area)**

The Master of Education (M.Ed.) includes six required courses:

ED 600 Introduction to the Master of Education\* (1 credit)  
ED 601 Understanding Educational Research and Design\* (3 credits)  
ED 675 Learning Styles and Learning Theories (3 credits) *Pre-requisite ED 600, ED 601*  
ED 652 Multicultural Education and Diversity (3 credits) *Pre-requisite ED 600, ED 601*  
ED 670 Issues of Peace, Social Justice and Ed. Reform (3 credits) *Pre-requisite ED 600, ED 601*  
ED 684 Culminating Exper. (3 credits) *Pre-requisite ED 600, ED 601, ED 675, ED 652, ED 670*  
\* *Students who receive lower than a B grade are required to retake and pass the course before registering for other courses.*

### **Emphasis Areas**

In addition to the core requirements, students complete 15 emphasis credits. The M.Ed. is designed to be as flexible as possible so students can meet their individual needs and interests. Students tailor their courses around a recommended area of emphasis. Students can also “mix and match” courses from all areas with advisor approval. Emphasis areas include:

- Child Development
- Curriculum & Instruction
- Educational Leadership\*
- Elementary Education (K-6)
- Gifted & Talented
- Montessori Education
- Montessori Credential
- Secondary Education (7-12)
- Special Education (K-12)

\* Only offered when a cohort of eight or more students is established.

### **Child Development Emphasis (31 credits)**

The Master of Education with emphasis in Child Development prepares candidates for a wide range of professional objectives by offering the advanced study of developmental theory, research and application. Graduates of the program are expected to be lifelong learners and advocates for children, with excellent preparation in research, theory, and practice in diverse, multicultural settings. The M.Ed. program prepares graduates for professional employment in a variety of settings, including working directly with infants, children, and their families, teaching at the community and college level, and preparing for additional study toward a doctoral degree in child development or a related field.

#### Required Emphasis Courses:

ED 633 Cognitive Development: Theory to Practice (3 credits) *Pre-req. ED 600 & ED 601*  
ED 669 Language Development: Theory to Practice (3 credits) *Pre-req. ED 600 & ED 601*  
ED 658 Social & Emotional Devel.: Theory to Practice (3 credits) *Pre-req. ED 600 & ED 601*

#### Elective Courses (select 6 credit hours, with advisor approval)

ED 615 Child Development in Cultural Context (3 credits)  
ED 613 Children’s Literature (3 credits)  
ED 685 Assessing Teaching and Learning (3 credits)  
ED 617 Supporting Struggling Readers/Writers (3 credits)  
ED 653 Developing Fluent Readers/Writers (3 credits)

ED 660 SPED: Introduction to Exceptional Children (3 credits)  
ED 661 SPED: Issues in Special Education (3 credits)  
ED 662 SPED: Assessment of Exceptional Children (3 credits)  
ED 665 SPED: Mild/Moderate Disabilities (3 credits)  
ED 676 SPED: School and Special Education Law (3 credits)  
ED 679 SPED: Instructionally Different Models for the Gifted Learner (3 credits)  
ED 681 SPED: Growing up Gifted (3 credits)  
ED 682 SPED: Planning and Implementing Gifted Programs (3 credits)  
ED 649 Philosophy of Montessori Education (3 credits)  
ED 608 Montessori Child Development (3 credits)  
ED 609 Montessori: Observation and Management (3 credits)  
ED 632A Introduction to Philosophy and Montessori Methods (3 credits)  
ED 632B Montessori Methods (3 credits)  
ED 640 Language Arts Methods for Montessori (3 credits)  
ED 645 Math Methods for Montessori (3 credits)  
ED 606 Advanced Leadership & Guidance in Education\* (3 credits)  
ED 636 Advanced Leadership & Guidance in Early Childhood Ed.\* (3 credits)  
ED 610 Placed-based Education for Young Children\*\* (3 credits)  
ED 611 Nurturing the Spirit of the Child\*\* (3 credits)  
*\*Courses transferred from Castle Colleague credits*  
*\*\*Courses transferred from Summer Montessori Mission Education Program credits.*

### **Curriculum and Instruction Emphasis (31 credits)**

The Master of Education with an emphasis in Curriculum and Instruction is designed with maximum flexibility for those candidates interested in acquiring knowledge and skills related to curricula development and related instructional practices. Coursework includes the core M.Ed. courses, an assessment course and 4 electives. This is followed by the culminating experience course where key ideas related to curriculum and instruction are analyzed and synthesized.

#### Required Emphasis Course

ED 685 Assessing Teaching and Learning (3 credits)

#### Elective Courses (Choose **four** courses from the following)

ED 615 Child Development in Cultural Context (3 credits)  
ED 633 Cognitive Development: Theory to Practice (3 credits)  
ED 669 Language Development: Theory to Practice (3 credits)  
ED 658 Social and Emotional Development (3 credits)  
ED 613 Children's Literature (3 credits)  
ED 625 Teaching the Science Class You Never Had (3 credits)  
ED 648 Science and Environmental Education (3 credits)  
ED 617 Supporting Struggling Readers/Writers (3 credits)  
ED 653 Developing Fluent Readers/Writers (3 credits)  
ED 660 SPED: Introduction to Exceptional Children (3 credits)  
ED 661 SPED: Issues in Special Education (3 credits)  
ED 662 SPED: Assessment of Exceptional Children (3 credits)  
ED 665 SPED: Mild/Moderate Disabilities (3 credits)

ED 676 SPED: School and Special Education Law (3 credits)  
ED 679 SPED: Instructionally Differentiated Models for the Gifted Learner (3 credits)  
ED 681 SPED: Growing Up Gifted (3 credits)  
ED 682 SPED: Planning & Implementing Gifted Programs (3 credits)  
ED 649 Philosophy of Montessori Education (3 credits)  
ED 608 Montessori Child Development (3 credits)  
ED 632A Introduction to Philosophy and Montessori Methods (3 credits)  
ED 632B Montessori Methods (3 credits)  
ED 640 Montessori Language Arts (3 credits)  
ED 645 Math Methods for Montessori (3 credits)

### **Educational Leadership Emphasis (31 credits)**

The M.Ed. with emphasis in Educational Leadership is a cohorted program for principals, educational administrators, or teachers aspiring to administrative roles. Candidates take all core courses and emphasis courses together. By the end of the program they will acquire leadership skills in financial management, education law, managerial communications, personnel issues, effective decision making, and group dynamics. Candidates will demonstrate their ability to be effective change agents by incorporating core leadership concepts to solve critical issues in education.

#### Required Emphasis Courses

ED 634 Leadership for Educational Administrators (3 credits)  
ED 635 Financial Management for Principals (3 credits)  
ED 637 Education Law (3 credits)  
ED 603 Managing Communication & Personnel Issues for Administrators (3 credits)  
ED 678 Current Issues in Education (3 credits)

### **Elementary Education Emphasis (31 credits)**

The Master of Education with Elementary emphasis provides students the opportunity to apply practice, theory, leadership, research, and scholarship skills regarding the K-6 learner to the school and professional community. In addition to the core courses, students will select 15 elementary emphasis credits as approved by his/her advisor.

#### Required Emphasis Courses (choose 15 credit hours, with advisor approval)

ED 629 Elementary Language Arts Methods (10 hrs O&P)\* (3 credits)  
ED 631 Elementary Math Methods (3 credits)  
ED 638 Music, Art & Creative Movement (3 credits)  
ED 614 Literacy in Content Area (10 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I*  
ED 646 Advanced Mathematics & Geometry (3 credits) *Pre-req. ED 631*  
ED 648 Science and Environmental Education (3 credits) *Pre-req. Pass Praxis I*  
ED 674 Social Studies Methods (3 credits)  
ED 604 Managing School Environments (10 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I*  
ED 630 Elementary Integrated Curriculum & Technology (3 credits)  
ED 660 SPED: Introduction to Exceptional Children (3 credits)

\* Refer to page 5 for information regarding Observation and Participation (O&P)

## **Gifted and Talented Emphasis (31 credits)**

The M.Ed. with an emphasis in Gifted and Talented education is designed to prepare teachers and leaders with the knowledge and skills necessary to make creative contributions to the field. Candidates will acquire a comprehensive understanding of giftedness definitions; philosophies; identification procedures and criteria; differentiated curricula, professional development; program design and evaluation. The culminating experience will afford candidates opportunities to investigate and pursue those topics in giftedness that are most relevant to their interests and needs.

### Required Emphasis Courses

ED 679 SPED: Instructionally Differentiated Models for the Gifted Learner (3 credits)

ED 681 SPED: Growing up Gifted (3 credits)

ED 682 SPED: Planning & Implementing Programs for Gifted Students (3 credits)

ED 633 Cognitive Development: Theory to Practice (3 credits)

### Elective Courses (Choose one elective course from the following)

ED 615 Child Development in Cultural Context (3 credits)

ED 669 Language Development: Theory to Practice (3 credits)

ED 658 Social & Emotional Development: Theory to Practice (3 credits)

ED 613 Children's Literature (3 credits)

ED 685 Assessing Teaching and Learning (3 credits)

ED 617 Supporting Struggling Readers/Writers (3 credits)

ED 653 Developing Fluent Readers/Writers (3 credits)

ED 660 SPED: Introduction To Exceptional Children (3 credits)

ED 661 SPED: Issues in Special Education (3 credits)

ED 662 SPED: Assessment of Exceptional Children (3 credits)

ED 665 SPED: Mild/Moderate Disabilities (3 credits)

ED 676 School and Special Education Law (3 credits)

ED 679 SPED: Instructionally Differentiated Models for the Gifted Learner (3 credits)

ED 681 SPED: Growing up Gifted (3 credits)

ED 682 SPED: Planning & Implementing Gifted Programs (3 credits)

ED 649 Philosophy of Montessori Education (3 credits)

ED 608 Montessori Child Development (3 credits)

ED 632A Introduction to Philosophy and Montessori Methods (3 credits) *Pre-req ED 649*

ED 632B Montessori Methods (3 credits) *Pre-req ED 649*

ED 640 Language Arts Methods for Montessori (3 credits) *Pre-req ED 649*

ED 645 Math Methods for Montessori (3 credits) *Pre-req ED 649*

## **Montessori Credential (50 credits)**

The Master of Education with Montessori Credential is for student seeking a Master's degree along with the Montessori credential. If you are only seeking a Montessori credential, you can also do so with this program. This program offers a Master of Education with Montessori Early Childhood Credential. Coursework is delivered both online and in two on-campus summer intensive sessions; practicum occurs at the student's student-teaching site.

### Montessori Credential Courses

ED 608 Montessori Child Development (3 credits)  
ED 649 Philosophy of Montessori Education (3 credits)  
ED 632A Introduction to Philosophy and Montessori Methods (3 credits) *Pre-req. ED 649*  
ED 632B Montessori Methods (3 credits) *Pre-req. ED 649*  
ED 609 Montessori: Observation and Management (3 credits)  
ED 640 Language Arts Methods for Montessori (3 credits) *Pre-req. ED 649*  
ED 645 Math Methods for Montessori (3 credits) *Pre-req. ED 649*

### Other Requirements:

Submit ED 632A Album (Practical Life & Cosmic)  
Submit ED 632B Album (Sensorial & Cosmic)  
Submit ED 632AB Album (Art & Music)  
Orientation to Student Teaching  
Submit ED 640 Album (Language & Cosmic)  
Submit ED 645 Album (Math & Cosmic)

### Practicum Courses\*

ED 689A Student Teaching: Early Childhood (2 credits)\*  
ED 686A Seminar/Portfolio (2 credits)\*  
ED 689B Student Teaching (2 credits)\*  
ED 686B Seminar/Portfolio (2 credits)\*  
ED 689C Student Teaching (2 credits)\*  
ED 686C Seminar/Portfolio (2 credits)\*  
ED 618 Performance Final (1 credit)\*

*Course sequence subject to change*

*\*Pre-requisite. of ED 608, ED 649, ED 632A, ED 632B, ED 640, ED 645, ED 609*

### **Montessori Emphasis (31 credits)**

The Master of Education with Montessori Emphasis is for students who already have a Montessori Credential from a free-standing MACTE accredited institution. If you already have a Montessori, Credential, you can transfer 12 credits toward your degree. This program starts every Summer and Winter term.

### Emphasis Courses (12 credit hours):

ED 632A Intro. to Philosophy and Montessori Methods\* (Summer Institute) *Pre-req. ED 649*  
ED 632B Montessori Methods\* (Summer Institute) *Pre-req. ED 649*  
ED 640 Language Arts Methods for Montessori\* (Summer Institute) *Pre-req. ED 649*  
ED 645 Math Methods for Montessori\* (Summer Institute) *Pre-req. ED 649*

*\*Four courses transferable with Montessori credential from a free-standing institution*

### Elective Courses (select one course if you have a Montessori Credential from a free standing institute, with advisor approval)

ED 615 Child Development in Cultural Context (3 credits)

ED 613 Children's Literature (3 credits)  
 ED 685 Assessing Teaching & Learning (3 credits)  
 ED 617 Supporting Struggling Readers/Writers (3 credits)  
 ED 653 Developing Fluent Readers/Writers (3 credits)  
 ED 660 SPED: Introduction to Exceptional Children (3 credits)  
 ED 661 SPED: Issues in Special Education (3 credits)  
 ED 662 SPED: Assessment of Exceptional Children (3 credits)  
 ED 665 SPED: Mild/Moderate Disabilities (3 credits)  
 ED 676 SPED: School and Special Education Law (3 credits)  
 ED 679 SPED: Instructionally Differentiated Models for the Gifted Learner (3 credits)  
 ED 681 SPED: Growing up Gifted (3 credits)  
 ED 682 SPED: Planning & Implementing Gifted Programs (3 credits)  
 ED 649 Philosophy of Montessori Education\*\* (3 credits)  
 ED 608 Montessori Child Development (3 credits)  
 ED 609 Montessori: Observation & Management (3 credits)  
 ED 632A Intro to Philosophy and Montessori Methods (3 credits) *Pre-req. ED 649*  
 ED 632B Montessori Methods (3 credits) *Pre-req. ED 649*  
 ED 640 Language Arts Methods for Montessori (3 credits) *Pre-req. ED 649*  
 ED 645 Math Methods for Montessori (3 credits) *Pre-req. ED 649*  
 ED 606 Advanced Leadership & Guidance in Education\*\*\* (3 credits)  
 ED 636 Advanced Leadership & Guidance in Early Childhood Education\*\*\* (3 credits)  
 ED 610 Montessori: Place-based Education for Young Children\*\*\*\* (3 credits)  
 ED 611 Montessori: Nurturing the Spirit of the Child\*\*\*\* (3 credits)  
 \*\*Required elective if you do not have a Montessori credential (3 credits)  
 \*\*\*Courses transferable from Castle Colleague credits (3 credits)  
 \*\*\*\*Courses transferable from Summer Montessori Mission Ed. Program Credits (3 credits)

### **Secondary Education Emphasis (7-12) (31 credits)**

The Master of Education with Secondary emphasis provides students the opportunity to apply practices, theory, leadership, research, and scholarship skills regarding the 7-12 learner to the school and professional community. In addition to the core courses, students will select 15 secondary education emphasis credits as approved by his/her advisor.

#### Emphasis Courses (select five courses, with advisor approval)

ED 612 Educational Technology in Classroom (3 credits)  
 ED 625 Teaching the Science Class you Never Had (3 credits)  
 ED 685 Assessing Teaching & Learning  
 ED 660 SPED: Introduction to Exceptional Children (3 credits)  
 ED 604 Managing School Environments (10 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I*  
 ED 614 Literacy in Content Areas (10 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I*  
 ED 623 Teaching Strategies: Secondary (20 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I*  
 ED 619 Teaching in Area of Specialization (3 credits)

\* Refer to page 5 for information regarding Observation and Participation (O&P)

### **Special Education Emphasis (K-12) (31 credits)**

This program educates students on instructional practice, curriculum development, characteristics of learners, consultation and collaboration among educators, and delivering services to students with mild/moderate disabilities. In addition to the six core courses, students will select 15 special education emphasis credits as approved by his/her advisor.

#### Emphasis Courses (select five courses, with advisor approval)

ED 660 SPED: Introduction to Exceptional Children (3 credits)

ED 604 Managing School Environments (10 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I*

ED 665 SPED: Mild/Moderate Disabilities (3 credits)

ED 607 SPED: K-12 Language Arts & Methods (10 hrs O&P)\* (3 credits)

ED 605 SPED: K-12 Math Methods (10 hrs O&P)\* (3 credits)

ED 643 Hawaiian Culture and Language (3 credits)

ED 661 SPED: Issues in Special Education (3 credits)

\* *Refer to page 5 for information regarding Observation and Participation (O&P)*

### **3. Master of Education with Licensure**

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The Master of Education with Licensure program is designed for students who desire both a Master degree and state-approved teaching licensure. The program consists of a mixture of required core courses and licensure courses. Regardless of licensure area, all M.Ed. students are required to take ED 600, an introductory 1 unit class that introduces them to the M.Ed. program and requirements to prepare for and successfully complete the culminating experience. Concurrent first-semester enrollment in ED 601, Understanding Educational Research and Design is also required. Over the course of their graduate education, candidates will take additional licensure courses and complete field experience/Observation and Participation, Praxis exams, and student teaching requirements. During their final semester, students will take a culminating experience course to review and reflect on important concepts learned over the course of their graduate studies.

Master of Education w/Licensure students must select one of the following state approved teacher programs:

#### **Core Component for all M.Ed. with Licensure Students**

The Master of Education (M.Ed.) includes six required courses:

ED 600 Introduction to the Master of Education\* (1 credit)

ED 601 Understanding Educational Research and Design\* (3 credits)

ED 675 Learning Styles and Learning Theory (3 credits) *Pre-requisite ED 600, ED 601*

ED 652 Multicultural Education and Diversity (3 credits) *Pre-requisite ED 600, ED 601*

ED 670 Issues of Peace, Social Justice and Ed. Reform (3 credits) *Pre-requisite ED 600, ED 601*

ED 684 Culminating Exper. (3 credits) *Pre-requisite ED 600, ED 601, ED 675, ED 652, ED 670*

\**Courses must be taken during the first term. Students who receive lower than a B grade are required to retake and pass the course before registering for other courses.*

## **Elementary Education (K-6) (61 credits)**

The Master of Education in Elementary Education provides students the opportunity to develop skills in practice, theory, leadership, research, and scholarship skills as applied to the K-6 learner. It is recommended that students complete licensure courses first, followed by core courses. In addition to the courses below, students must complete additional licensure requirements (*please see Additional Licensure Requirements.*) Courses should be taken in the following sequence.

### **Licensure Course Sequence (Required)**

PSY 202 Child Development (3 credits) (Must be taken prior to any 600 level course)  
ED 515 History & Psychological Foundations of Education (3 credits) (Must be taken prior to any 600 level course)  
ED 631 Elementary Math Methods (10 hrs O&P)\* (3 credits)  
ED 638 Music, Art, & Creative Movement (3 credits)  
ED 660 SPED: Introduction to Exceptional Children (3 credits)  
ED 685 Assessing Teaching and Learning (3 credits)  
ED 614 Literacy in Content Area (10 hrs O&P)\* (3 credits) *Pre-req. pass Praxis I*  
ED 629 Elementary Language Arts Methods (10 hrs O&P)\* (3 credits) *Pre-req. pass Praxis I*  
ED 646 Advanced Mathematics & Geometry (3 credits) *Pre-req. ED 631, pass Praxis I*  
ED 648 Science and Environmental Education (3 credits) *Pre-req. pass Praxis I*  
ED 630 Elementary Integrated Curriculum & Technology (3 credits) *Pre-req. pass Praxis I*  
ED 604 Managing School Environments (10 hrs O&P)\* (3 credits) *Pre-req. pass Praxis I*  
ED 674 Social Studies Methods (3 credits) *Pre-req. pass Praxis I*  
ED 686 Seminar (3 credits) *Pre-req. Pass Praxis I, Register Praxis II*  
ED 687 Student Teaching: Elementary\*\* (6 credits) *Pre-req. Pass Praxis I, Register Praxis II*  
\* *Refer to page 5 for information regarding Observation and Participation (O&P)*  
\*\* *Students who do not pass Praxis II by the end of student teaching will receive an "Incomplete" for Student Teaching*

## **Secondary Education (7-12) (52 credits)**

The Master of Education in Elementary Education provides students the opportunity to develop skills in practice, theory, leadership, research, and scholarship skills as applied to the 7-12 learner. **Students must select a concentration area in Math, English, Science or Social Studies.** It is recommended that students complete licensure courses first, followed by core courses. In addition to the courses below, students must complete additional licensure requirements (*please see Additional Licensure Requirements.*)

### **Licensure Course Sequence (Required)**

PSY 304 Psychology of Adolescence (3 credits) (Must be taken prior to any 600 level course)  
ED 515 History & Psychological Foundations of Education (3 credits) (Must be taken prior to any 600 level course)  
ED 660 SPED: Introduction to Exceptional Children (3 credits)  
ED 612 Educational Technology in the Classroom (3 credits)  
ED 685 Assessing Teaching and Learning (3 credits)

Chaminade University of Honolulu Graduate Programs in Education Catalog 2007 - 2009  
ED 604 Managing School Environments (10 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I & II*  
ED 614 Literacy in Content Areas (10 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I & II*  
ED 623 Teaching Strategies: Secondary (20 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I & II*  
ED 619 Teaching in Area of Specialization (3 credits) *Pre-req. Pass Praxis I & II*  
ED 686 Seminar (3 credits) *Pre-req. Pass Praxis I & II, Acceptance to student teach*  
ED 688 Student Teaching: Secondary\*\* (6 credits) *Pre-req. Pass Praxis I & II, Acceptance to student teach*

\* Refer to page 5 for information regarding Observation and Participation (O&P)

\*\*Students who do not pass Praxis II by the end of student teaching will receive an "Incomplete" for Student Teaching

### **Special Education (K-12) (61 credits)**

The Master of Education in Special Education provides students the opportunity to develop skills in practice, theory, leadership, research, and scholarship skills as applied to the special education learner. It is recommended that students complete licensure courses first followed by core courses. In addition to the courses below, students must complete additional licensure requirements (*please see Additional Licensure Requirements.*)

#### **Licensure Course Sequence (Required)**

PSY 202 (for Elementary Education) (3 credits) (Must be taken prior any 600 level course)

#### **OR**

PSY 304 Psychology of Adolescence (for Secondary Education) (3 credits) (Must be taken prior to any 600 level course)

ED 515 Historical & Psychological Foundations of Education (3 credits) (Must be taken prior to any 600 level course)

ED 660 SPED: Introduction to Exceptional Children (3 credits)

ED 661 SPED: Issues in Special Education (3 credits)

ED 665 SPED: Mild/Moderate Disabilities (3 credits)

ED 605 SPED: K-12 Math Methods (10 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I*

ED 662 SPED: Assessment of Exceptional Children (3 credits) *Pre-req. Pass Praxis I*

ED 607 SPED:K-12 Language Arts & Methods (10 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I*

ED 604 Managing School Environment (10 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I*

ED 643 Hawaiian Culture & Language (3 credits) *Pre-req. Pass Praxis I*

ED 614 Literacy in Content Area (10 hrs O&P)\* (3 credits) *Pre-req. Pass Praxis I*

ED 686 SPED: Seminar (3 credits) *Pre-req. Pass Praxis I, Register for Praxis II, Acceptance to Student Teach*

ED 683 SPED: Student Teaching\*\* (6 credits) *Pre-req. Pass Praxis I, Register for Praxis II, Acceptance to Student Teach*

\* Refer to page 5 for information regarding Observation and Participation (O&P)

\*\*Students who do not pass Praxis II by the end of student teaching will receive an "Incomplete" for Student Teaching

## **Academic Policies**

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### **Scheduling:**

Chaminade education programs are offered in a variety of times and settings. Courses are offered both on campus, in the evening, and online. The academic year is divided into four ten-week terms: Fall Term (October-December), Winter Term (January-March), Spring Term (April-June), and Summer Term (July-September). Two courses per term (6 credits) is considered full-time enrollment.

Online courses are offered for all CORE Masters courses, Secondary courses, Special Education courses, and many other Masters courses.

**Student Course Load:**

Graduate students must be registered for courses to maintain student status. Full-time is considered to be 6 credits. If a M.Ed. student desires to take more than 6 credits per term, a written request must be submitted to the appropriate advisor for 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. Readmission includes: the online application (\$25 fee); and 2 letters of recommendation.

**Grades:**

Post-baccalaureate licensure students are required to maintain a program GPA of at least 3.0 Post-baccalaureate students are only allowed a C grade in one methods course and one other education course. Master’s students must maintain at least a **B** in all courses. A course may only be repeated once. Only two courses total may be repeated.

**Course Substitutions:**

If a student has already taken a course at another institution that is equivalent to a course required in the M.Ed. program, then a course substitution form may be filled out and submitted to the Dean for approval. A copy of the course catalog description 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 in writing to the advisor any requests to switch programs (e.g., from Elementary to Secondary Education). Upon approval, a new acceptance letter will be sent along with an advising sheet. Students follow the program from the time they request a change in program.

**The Right to Modify**

Catalog information is descriptive and does not constitute an irrevocable contract between students and Chaminade University. The University reserves the right to make any changes in catalog contents or the documented course of study. Changes follow established procedures and are announced in University publications.

**Course Descriptions**

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**ED 515 Historical and Psychological Foundations Of Education (3)**

Provides an examination of the key elements relating to the foundations of American education. Teachers will also explore the psychological strategies related to effective instruction.

**ED 600 Introduction to the Master of Education (3)**

Prepares candidates for success in the Master of Education program at Chaminade. Includes overview of the M.Ed. core courses, emphasis

courses, and culminating experience. Students will be exposed to reading and writing at the graduate level and to a number of information-based and technological tools to facilitate the graduate learning process. By the end of this course, candidates should have a thorough grasp of the criteria necessary to formulate a blueprint for their graduate experience.

**ED 601 Understanding Educational Research and Design (3)**

Provides experiences to foster systematic and thoughtful inquiry into educational research and practice. Candidates explore relevant educational research strategies, qualitative and quantitative research methods, and literature related to their area of emphasis. The emphasis of the course is upon using these understandings to critically read academic literature and write a major literature review.

**ED 603 Managerial Communications and Personnel Issues for Administrators (3)**

Focuses on communicating effectively as a manager. Students will increase their appreciation of the vital role of managerial communication in managing personnel through a series of exercises and assignments.

**ED 604 Managing School Environments (3)**

Strategy development for successfully managing educational environments for student success. Focus is on providing the teacher as guide/facilitator with a large variety of choice based on research findings that are developmentally appropriate and both student and teacher-centered. *Requires observation and participation. Prerequisite: Post-Bac ELEM & SPED (pass praxis I), Post-Bac SEC (pass Praxis I & II), M.Ed ELEM w/ Lic (pass praxis I), M.Ed SEC w/Lic (pass praxis I & II)*

**ED 605 SPED: K-12 Math Methods (3)**

Overview and application of mathematics instructional approaches, strategies, techniques and assessment methods for students with mild/moderate disabilities in K-12 settings. *Requires observation and participation. Prerequisite: Pass Praxis I*

**ED 606 Advanced Leadership and Guidance in Education (3)**

Currently offered in a specially designated Education Leadership cohort program only.

**ED 607 SPED: K-12 Language Arts and Methods (3)**

Overview and application of language arts instructional approaches, strategies, techniques and assessment methods for students with mild/moderate disabilities (K-12). *Requires observation and participation. Prerequisite: Post-Bac SPED (pass praxis I)*

**ED 608 Montessori Child Development (3)**

Montessori's planes of development and theory of child development form the framework for this course. Includes theories of development, stages of development, areas of development and current research with emphasis on cultural responses to the universal elements of development.

**ED 609 Montessori: Observation and Management (3)**

Observation strategies for use in a learning environment and how to design and manage those environments for student success. Current research and trends examined. *Observation in Montessori classrooms required.*

**ED 610 Montessori: Place-based Education for Young Children (3)**

Focuses on developing a place-based curriculum for children aged three to six, on which utilizes the child's own physical and cultural environment as a framework for learning experiences in all curriculum areas.

**ED 611 Montessori: Nurturing the Spirit of the Child (3)**

Focuses on developing learning environments which cultivate the spiritual nature of the young child, encouraging children to be peaceful with in themselves, caring with others and responsibly respectful toward their environment.

**ED 612 Educational Technology in the Classroom (3)**

Goal of this course is to foster an understanding of educational technology and to develop competence in integrating it in the classroom. To

meet this goal, the course provides applications of numerous technological strategies.

**ED 613 Children’s Literature (3)**

Examination of values and criteria for choosing and using literature at various stages of child development from preschool through 12<sup>th</sup> grade; in-depth study of children’s literature genres; focuses on the child and teaching in a literature-based program; practical uses of child and adolescent literature in curriculum.

**ED 614 Teaching Literacy Through the Content Areas (3)**

Examination of the way students use process of reading, writing, listening, and speaking in interaction with content area materials. The content focuses on meaningful integration of literacy, content, and inquiry. *Requires observation and participation and passing Praxis I scores. See program advising sheet for details. Post-Bac SEC (pass praxis I & II), M.Ed ELEM w/Lic (pass praxis I), M.Ed SEC w/Lic (pass praxis I & II)*

**ED 615 Child Development in Cultural Context (3)**

Focuses on child development in cultural perspectives by evaluating the role of culture in the physical, cognitive, social and emotional development of children. Special attention will be on the approach and implication of cross-cultural studies of child development.

**ED 616 Creative and Critical Thinking (3)**

Learning, research, and presenting teaching methods to help students develop creative and critical thinking skills.

**ED 617 Supporting Struggling Readers/Writers (3)**

Designed to prepare graduate students to work with students who are experiencing difficulty in reading and writing. This course is taught with daily application in an elementary school.

**ED 619 Teaching in Area of Specialization (3)**

Demonstrates 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. *Prerequisite: Post-Bac SEC (pass praxis I & II)*

**ED 620 Middle School Education – Theory and Models (3)**

Exploration of the theories and current trends in middle school. Also integrated into content is the review of research on best practices and learning theories.

**ED 622 Team Teaching and Core Curriculum (3)**

Critical examination of theory and research behind current practices of team teaching and core curriculum. Focuses on implementation strategies for schools and educational settings.

**ED 623 Teaching Strategies: Secondary (3)**

Investigates curriculum structure and application trends in secondary classrooms. Recommended to be taken term prior to student teaching. *Requires observation and participation and passing Praxis I and II scores. See program advising sheet for details.*

**ED 625 Teaching the Science Class You Never Had (3)**

Based on the premise that twenty-first century learners need fresh approaches to learning and doing science. It 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.

**ED 629 Elementary Language Arts Methods (3)**

Focuses on the development of language skills of children from ages 5-12 with attention to the influence of culture and language. The course content includes how to develop a model for a language rich environment. *Requires observation and participation. Prerequisite: Post-Bac ELEM (pass praxis I)*

**ED 630 Elementary Integrated Curriculum & Technology (3)**

Focuses on the content, methods of instruction, and learning theory for the four major categories within the elementary social studies, history, geography, civics, and economics. Students will learn how to integrate social studies with other content areas within a unit study. Multicultural education and topics related to civic responsibility and efficacy will be discussed. *Prerequisite: Post Bac ELEM (pass praxis I)*

**ED 631 Elementary Math Methods (3)**

Philosophy and rationale for teaching math to young children. General math theory and concepts are demonstrated through the use of math materials and other manipulatives. *Requires observation and participation.*

**ED 632A Introduction to Philosophy and Montessori Methods (3)**

Development of order, concentration, coordination, and independence in children from ages two and a half to six. Includes appropriate models, inclusion of practical living activities, and relationship to other content areas. Research component is required. *Requires observation and participation. Prerequisite: ED 649*

**ED 632B Montessori Methods (3)**

Development of neuromotor function and the senses in children ages two and a half to eight. Content explores the influence of culture on brain development, activities for developing the senses and sensori-motor function, and the relationship to other content areas such as reading and math. Research component is required. *Requires observation and participation. Prerequisite: ED 649*

**ED 633 Cognitive Development: Theory to Practice (3)**

Designed to familiarize students with key theoretical and empirical research approaches to understanding how cognitive processes develop from infancy through adolescence. Major topics include brain, perceptual, memory, language, and conceptual development. Also focuses on the implications of research in the area of cognitive development as it affects the education of children and the application of the cognitive developmental concepts in classroom settings. *Prerequisite: ED 600 and ED 601.*

**ED 634 Leadership for Educational Administrators (3)**

Designed to provide guidelines to the principal as manager and leader of change through decision making, motivation, group dynamics, and co-empowerment with the teacher.

**ED 635 Financial Management for Principals (3)**

Examines the role of principal as financial manager, institutional planner, and fiscal developer, and covers community and financial accountability.

**ED 636 Advanced Leadership and Guidance in Early Childhood Education (3)**

Offered in a specially designated Education Leadership cohort program only. Please contact the Education Division to inquire about future cohort options.

**ED 637 Education Law (3)**

Examines dimensions of law as they impact educational institutions. Discussion will center on local and national laws and how they impact the delivery of courses, students, faculty and staff, and the community.

**ED 638 Music, Art and Creative Movement (3)**

Analysis and experience with a variety of classroom activities that help children develop appreciation of vocal and instrumental music and movement on the physical, cognitive, and emotional development of children. Study of theories of discipline based art and of research

delineating creative development in children are also course fundamentals. Hands-on exploration of art media and design are provided along with strategies for classroom application.

**ED 640 Language Arts Methods for Montessori (3)**

Focuses on the development of language skills of children from ages 2 ½ -8 with attention to the influence of culture in language. Content includes how to develop a model for a language rich environment at the early childhood level using Montessori methods and materials.

*Observation and participation required.*

*Prerequisite: ED649.*

**ED 641 Integrated Curriculum for Montessori (3)**

Examination of the broad aims of education with focus on the inquiry approach to learning science using the Montessori ECE sequence. Emphasis is placed on writing a science-based curriculum across the content areas, and on preparing learning center materials.

**ED 643 Hawaiian Culture and Language (3)**

Examines the following topics: major phases of Hawaiian history, diversity of cultures in Hawaii, and cultural/political significance of indigenous languages in the Pacific. Students will become familiar with indigenous teaching models of education and will be able to construct culturally sensitive lessons for diverse students.

*Prerequisite: Post-Bac SPED (pass praxis I)*

**ED 645 Math Methods for Montessori (3)**

Includes philosophy and rationale for the teaching of math to young children. General math theory concepts are demonstrated with Montessori ECE materials and other manipulatives. *Observation and participation required. Prerequisite: ED649.*

**ED 646 Advanced Mathematics and Geometry (3)**

Elementary level mathematics concepts are demonstrated in this course with advanced manipulatives; student practice with materials; place value, decimals, percentage, ratios,

fractions, critical thinking and problem-solving; and plane and solid geometry.

*Prerequisite: ED631, Pass praxis I.*

**ED 648 Science and Environmental Education (3)**

Approaches to showing the history of our planet and its inhabitants; interdisciplinary science studies relating zoological, botanical, geological, and cultural studies to the classroom.

*Prerequisite: Post-Bac ELEM & M.Ed ELEM w/Lic (pass praxis I). The Special Education program does not require a pre-requisite for this course.*

**ED 649 Philosophy of Montessori Education (3)**

Examination of Montessori's holistic approach to life and philosophy of education. *Requires observation and participation.*

**ED 652 Multicultural Education and Diversity (3)**

Exploration of multiculturalism issues as they affect classroom and school cultures. Focus on developing sensitivity to all types of diversity for community building at local and global levels.

*Prerequisite: ED600 and ED601.*

**ED 653 Developing Fluent Readers/Writers (3)**

Development of graduate students' expertise in teaching literacy, this course is taught with daily application in an elementary school followed by on-campus class.

**ED 658 Social and Emotional Development: Theory to Practice (3)**

Covers theoretical, empirical and applied issues in children's interpersonal, emotional and personality development. Specific topics addressed will include attachment, personality, temperament, aggression, motivation with consideration of biological and environmental influences. *Prerequisite: ED 600 and ED 601.*

**ED 660 SPED: Introduction to Exceptional Children (3)**

Overview of student categories served in special education including students with learning disabilities, emotional and behaviorally

challenged, speech and language impairments, physically or health impairments, visually and hearing impaired, and gifted and talented.

**ED 661 SPED: Issues in Special Education (3)**

Examination of major issues and challenges in the special education field; emphasis on such topics as nonbiased assessment, mainstreaming, non-categorical vs. categorical special education, effects of labeling, multicultural special education, and evaluation programs. Includes special education referral and delivery system, individual educational plans, and legislation affecting special education.

**ED 662 SPED: Assessment of Exceptional Children (3)**

Quantitative and qualitative assessment of students referred to or enrolled in special education programs. Major topics include behavioral observation, psychometric properties of tests, use of standardized and diagnostic achievement tests, cognitive tests of ability, perceptual-motor tests, and measures of social and emotional functioning. *Prerequisite: Post-Bac SPED (pass praxis I)*

**ED 664R SPED: Student Teaching—ARLISE (3)**

Provides supervised student teaching in an approved special education setting. *Must be taken in conjunction with ED 668R.*

**ED 665 SPED: Mild/Moderate Disabilities (3)**

Overview of learning, behavioral, and personality characteristics of students diagnosed with special needs. Important issues in the field are presented along with service delivery options and assessment and intervention strategies for the classroom teacher.

**ED 668R SPED: Seminar—ARLISE (3)**

This student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios.

**ED 669 Language Development: Theory to Practice (3)**

Focuses on the investigation of the development of language and its relationship to school learning, cognitive development and social development. Also stressed will be the differences between English and other languages that impact the acquisition of English literacy and the effective instruction in linguistically diverse children. *Prerequisite: ED 600 and ED 601.*

**ED 670 Issues of Peace, Social Justice, and Educational Reform (3)**

Exploration of influences on educational change at classroom, school, community, state and national levels. Focus on critical examination of peace and justice theories, principles, and research related to educational reform.

*Prerequisite: ED600 and ED601.*

**ED 674 Social Studies Methods (3)**

Focuses on strategies and methods for teaching social studies in the K-6 classroom. Three primary standards are addressed: (a) Change, continuity, and causality; (b) Inquiry, empathy, and perspective; and (c) Historical content.

*Prerequisite: Post-Bac ELEM (pass praxis I)*

**ED 675 Learning Styles and Learning Theories (3)**

Examination of key learning theorists and learning styles for application to teaching and learning. Students are given an opportunity to examine their own learning style and how this is formative in their teaching.

*Prerequisite: ED600 and ED601.*

**ED 676 School and Special Education Law (3)**

Survey course that gives an exploration of the laws that govern schools, disabilities, and special education. Provides background knowledge in laws and court cases involving public and private education, student and family rights, teacher rights, tort and school district liability, the Individuals with Disabilities Education Act, Act 504, and case law pertinent to Hawaii, such as the Felix Decree. Case studies, personal reading reflections, and debates will be used to enhance the course content areas.

**ED 678 Current Issues in Education (3)**

Covers key issues in education, focusing on the role of the teacher and the principal in studying the issues and developing strategy plans for response.

**ED 679 SPED: Instructionally Differentiated Models for the Gifted Learner (3)**

Focus on applying conceptions of giftedness in regular as well as gifted classrooms where instruction needs to be both differentiated and defensible. Examines the characteristics of appropriate and defensible curriculum for gifted children and youth. Particular emphasis is placed on instructional strategies, curriculum theories, flexible grouping techniques, and meeting the needs of gifted learning in the regular classroom.

**ED 680 Special Topics (1-3)**

Courses of special interest are given on an occasional or trial basis.

**ED 681 SPED: Growing Up Gifted (3)**

Examines the psychological factors, both personal and social, affecting identification and development of gifted children and youth. The implications for and application of these concepts to counseling and guidance are examined and applied to issues of identification, and differentiating curriculum and assessment.

**ED 682 SPED: Planning and Implementing Gifted Programs (3)**

Concentration on the planning and implementing of gifted programs in both public and private school settings for pull-out and inclusive classrooms. The areas of concentration area assessing school needs, identification procedures, program planning, and formative and summative evaluation of programs.

**ED 683 SPED: Student Teaching (6)**

Supervised student teaching is provided in an approved special education classroom. *Course must be taken in conjunction with ED 686. Prerequisite: Post-Bac SPED (pass praxis I,*

*register for praxis II, acceptance to student teach)*

**ED 684 Culminating Experience (3)**

Capstone course that draws upon principles, methods, and content acquired throughout the M.Ed. experience. Purpose behind the course is to produce an original work that demonstrates one's ability to analyze and synthesize major ideas and principles gained in the core and emphasis courses, thereby providing the necessary framework to help candidates succeed in producing a graduate level culminating product.

*Prerequisite: ED600, ED601, ED675, ED652, ED670.*

**ED 685 Assessing Teaching and Learning (3)**

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.

**ED 686 Seminar (3)**

Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. *Must be taken in conjunction with ED 687. Prerequisite: Post-Bac ELEM & SPED (pass praxis I, register for praxis II, acceptance to student teach), Post-Bac SEC (pass praxis I & II, acceptance to student teach)*

**ED 687 Student Teaching: Elementary (6)**

Provides supervised teaching in approved elementary schools. *Must be taken in conjunction with ED 686. Prerequisite: Post-Bac ELEM (pass praxis I, register for praxis II, acceptance to student teach)*

**ED 688 Student Teaching: Secondary (6)**

Provides supervised student teaching in approved secondary schools. *Must be taken in conjunction with ED 686. Prerequisite: Post-*

*Bac SEC (pass praxis I & II, acceptance to student teach)*

**ED 689 Student Teaching: Early Childhood (6)**

Montessori students must be in an AMS affiliated school. Practicum is done in two consecutive semesters for 3 credits each. Student is responsible for paying the AMS certification and the MACTE non-refundable fees at the beginning of the practicum. This course requires concurrent enrollment in ED 686. The practicum will begin each Fall and continue through the academic year.

**ED 702 Introduction to Research and Design (3)**

Provides experiences using research skills to foster systematic and thoughtful inquiry into classroom practice. Practitioners explore relevant classroom practice issues through writing reflections, experimenting with action research strategies, and sharing their work in a collaborative setting. Qualitative and quantitative research methods explored through current best practices.