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**Education**

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**Mission**

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practices, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

**Program Learning Outcomes**

Upon completion of our initial teacher licensure programs, successful candidates will demonstrate:

1. Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts (**Content Knowledge**);
2. Knowledge of how students develop and learn, including how to engage students in developmentally appropriate experiences that support learning (**Developmentally Appropriate Practices**);
3. Knowledge of how to teach subject matter to students and apply a variety of instructional strategies that are rigorous, differentiated, and focused on the active involvement of the learner (**Pedagogical Content Knowledge**);
4. Knowledge and application of appropriate technology for student learning (**Technology**);
5. Knowledge and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning (**Assessment**) ;
6. Skills for adapting learning activities for individual differences and the needs of diverse learners while maintaining safe positive, caring, and inclusive learning environments (**Diversity**);
7. Skills in the planning and design of meaningful learning activities that support and have positive impacts on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and the integration of appropriate technology (**Focus on Student Learning**);
8. Professional dispositions, professionalism in teaching, ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and colleagues (**Professional & Ethical Dispositions and Communication**).

## **Assessment**

Program learning outcomes are supported by course learning outcomes which are found in individual course syllabi. In support of course learning outcomes, preservice teaching candidates' knowledge, skills, and dispositions are developed and assessed through course assignments and direct observation by instructors, university supervisors, cooperating teachers, as well as candidates' self-assessments. The Education Division utilizes LiveText as its mandatory assessment system. Access codes to this assessment system can be purchased online or through the bookstore.

## **Program Information**

All Chaminade University teacher licensure programs have been approved by the Hawai'i Teacher Standards Board (HTSB). Licenses granted by HTSB are recognized in many other states through reciprocal agreements outlined by the National Association of State Directors of Teacher Education and Certification. Specific information about licensure requirements for Hawai'i is found in the section below titled: *Additional Licensure Requirements*. To be admitted to any State Approved Licensure Program HTSB requires that candidates have passing scores on Praxis I. To begin student teaching, candidates must have passing scores on Praxis II. Information regarding Praxis exams can be found on the ETS website: <http://www.ets.org/praxis/hi/requirements>. Complete information about Hawai'i State Approved Licensure can be found on the HTSB website: <http://www.htsb.org>. For further information about all Chaminade Education Division programs, please visit the Division website: <http://www.chaminade.edu/education>.

## **Degree Options**

### **Bachelor of Science Elementary Education with K-6 Licensure (Undergraduate Program)**

The Bachelor of Science in Elementary Education with K-6 Licensure follows the traditional 15-week semester offered under Chaminade's Undergraduate Program.

#### **Application & Admission Requirements (Undergraduate Program)**

Chaminade students who are interested in applying for the Education Division undergraduate programs must submit Praxis I passing scores with a completed Declaration of Major form. These materials are to be submitted to the Academic Advising & Retention Center office. Additional admission requirements include:

- **For the Undergraduate Program:**
  - Praxis I passing scores upon declaration of major;
  - A minimum GPA of 2.75 upon application to the program;
  - Three letters of recommendation;
  - A letter of acceptance from the Education Division and
  - Submission of a signed Memorandum of Understanding (MOU).

**Pre-Major Requirements:** Praxis I passing scores, AN 340, COM 310, ED 220, GE 102, HI/POL 305, HI 451, MA 105, MA 305 and PSY 202.

- **Major Requirements:** ED 221, ED 222, ED 223, ED 320, ED 322, ED324, ED 321, ED 323, ED 325, ED 326, ED 404, ED 420, ED 408, Passing Scores for Praxis II, 64 hours of O & P, and ED 490, ED 494.
  - ED 100 is required for first year students who enter in the fall semester.
  - **Field Experience/Observation & Participation:** See Field Experience Policies section below.

### **Adult Evening and Online Programs**

Chaminade University offers accelerated evening, weekend, and online programs for members of the armed forces, their families, and other working adults who wish to pursue degrees or take courses of interest.

Accelerated courses are offered in four terms beginning January, April, July and October. Each term is 10 weeks long. Selected courses are offered during intensive sessions between the 10-week terms. A large selection of online classes is also available.

The following Education programs are offered through AEOP:

- Bachelor of Science Elementary Education with K-6 Licensure;
- Bachelor of Science Secondary Education (Social Studies, English, Science, and Mathematics Licensure);
- Child Development Associate and
- Associate and Bachelor of Science in Early Childhood Education.

Students interested in a program offered through the Adult Evening and Online Programs (AEOP) should complete an online application form. Admission requirements vary by program. For specific information about admission to the AEOP programs and course requirements, contact an AEOP advisor or visit the AEOP website: <http://www.chaminade.edu/aeop>.

### **Application & Admission Requirements (Adult Evening and Online Program)**

For students interested in an elementary or secondary teacher licensure program offered through the Adult Evening and Online Programs (AEOP) admission requirements include:

- Praxis I passing scores upon declaration of major;
- A minimum GPA of 2.75 upon application to the program;
- Three letters of recommendation;
- A letter of acceptance from the Education Division and
- Submission of a signed Memorandum of Understanding (MOU).

### **Bachelor of Science Elementary Education with K-6 Licensure (Adult Evening and Online Program)**

The B.S. in Elementary Education offered through the Adult Evening and Online Program (AEOP) has course requirements that are the same as the Undergraduate Bachelor of Science Education program

described above. For specific information about admission to the AEOP programs and course requirements, contact an AEOP advisor or visit the AEOP website: <http://www.chaminade.edu/aeop>.

### **Bachelor of Science in Secondary Education (*English, Social Studies, Science, and Math Licensure*) (Adult Evening and Online Program)**

The B.S. in Secondary Education is offered only through the Adult Evening and Online Program (AEOP). Students may choose among four licensure tracks: English, Social Studies, Science, and Mathematics. Students can apply through the AEOP website: <http://www.chaminade.edu/aeop>.

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

- **Pre-Major Requirements:** Praxis I passing scores, PSY 304, ED 201, ED 220, ED 221, ED 222, Upper Division Education Elective- ED 421 or ED 462.
- **Major Requirements:** ED 326, ED 404, ED 408, ED 423\*, ED 427, ED 490 A&B\*, and ED 495 A&B\*.

\*Student teaching must start within two terms of the completion of ED 423.

\*\*ED 490A and ED 495A must be taken concurrently in the winter or summer terms with ED 490B and ED 495B in the following spring or fall terms.

### **Child Development Associate (Adult Evening and Online Program)**

The Child Development Associate (CDA) credential course of study provides the candidate with the necessary background information and support to develop a resource file and the 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. Prior to taking any early childhood courses, it is recommended that the student take the one credit, ED 101 Introduction to Chaminade Early Childhood Education course.

- **Pre-Major Requirement:** ED 101.
- **Core Course Requirements:** ED 217, ED 233, and ED 234.

### **Associate of Science Early Childhood Education (Adult Evening and Online Program)**

A minimum of 60 semester hours of credit with a GPA of 2.0 in all work completed at Chaminade is required for this degree. The completion of all general education requirements including 15 semester hours of course work, and 12 semester hours in the area of emphasis will count towards the degree completion. Courses are offered strictly online and/or on several designated Chaminade off-campus locations, i.e. restricted military bases. This degree has a General Education Requirement: PSY 101 prior to any early childhood courses.

- **Pre-Major Requirements:** ED 101, PSY 202.
- **Area of Emphasis:** ED 215, ED 217, ED 233, ED 234, ED 297.

### **Bachelor of Science in Early Childhood Education (Adult Evening and Online Program)**

This program prepares candidates interested in working with young children ages 2 ½ through six years in private schools and other educational environments. The Early Childhood Education major meets NAEYC accreditation standards and Hawaii state registry requirements for ECE. Prior to taking any early childhood courses, it is required that the student take the one credit, ED 101 Introduction to Chaminade Early Childhood Education course.

- **Pre-Major Requirements:** PSY 202, ED 101, ED 215, ED 217, ED 233.
- **Major-Requirements:** ED 222, ED 413, ED 433, ED 434, ED 471, ED 473, ED 474, ED 479, ED 491A, ED 491B, ED 498A, ED 498B.
- **Note:** Fieldwork experience and Seminar must begin within two terms of the last major requirement course completion. ED 491A and ED 498A must be taken concurrently in the winter or summer term and ED 491B and ED 498B taken in the following spring or fall term.

### **Information for Licensure Programs for Elementary, Secondary, and Special Education**

#### **Additional Licensure Requirements (Hawai'i Teacher Standards Board Programs)**

**Note:** Praxis requirements are subject to change; visit the HTSB website at [www.htsb.org](http://www.htsb.org) for the latest information.

#### **Praxis Requirements ([www.ets.org/praxis/hi](http://www.ets.org/praxis/hi))**

The Hawai'i Teacher Standards Board (HTSB) licensure programs require that all prospective applicants must submit HTSB qualifying scores on the PPST (reading, writing, and math) exam prior to full acceptance into a major in a State Approved Teacher Education Program (SATEP). HTSB requirements include:

- All applicants must submit Praxis I passing scores upon application and declaration of major.
- All licensure candidates must pass the Praxis II Exam before being placed for student teaching. Candidates who do not pass the Praxis II Exam will not be able to begin student teaching.

#### **Field Experience Policies**

Field experience is an integral part the preparation of Chaminade teacher candidates, and involves a gradual induction into classrooms, first through Service-Learning and Observation and Participation (O & P) activities and ultimately through student teaching in the candidate's final semester. Field experience is designed and evaluated in alignment with the Hawai'i Teacher Standards Board (HTSB) and professional standards for O & P and student teaching. In order to participate in field experiences, teacher candidates must meet all academic requirements, and must demonstrate the professional dispositions aligned with HTSB standards.

- **Observation & Participation**

Selected pedagogical methods courses include 60 hours of Observation and Participation (O & P), which are required hours outside of the CUH classroom. These hours are required to be completed by the Chaminade student in an assigned public/private school classroom setting. The Chaminade

student is responsible, upon registering for any course containing O & P, to submit all documentation so that he/she may be placed in an approved educational setting by the Field Services Director.

**Required Documents:**

- Observation and Participation Request Form
- Criminal Background Check through the Hawaii Department of Education
- Membership in Student National Education Association (SNEA)
- Tuberculosis (TB) Clearance (valid within 2 years)
- Completed Questionnaire for Field Experience Manual
- Chaminade Student Identification Card (Except for AEOP students)

• **Service-Learning**

Some education courses may add a field component to their class in the form of a Service-Learning requirement rather than O & P. The details of a course's service-learning requirement will be found in the course syllabus.

• **Student Teaching**

Unless otherwise approved by the Director of Field Experiences, student teaching is offered twice a year (July-December or January-May) and is a minimum of 15 weeks (except in the Dual Licensure Program where there are two student teaching periods of ten weeks each), not including breaks and intercessions. Student teaching is full-time, and completed under the supervision of a Cooperating Teacher and a University Supervisor in a public or private school. Candidates do not get paid for student teaching, but with the Director of Field Experiences and participating school approval, may be hired as a regular classroom teacher. Eligibility to student teach is dependent on the quality of coursework and student dispositions over the duration of the program, and adherence to all HTSB and DOE requirements. Only teachers that are contracted full time are allowed to be paid during their student teaching practicum.

NOTE: Students are not allowed to work, play intercollegiate sports, take additional classes or have any other major outside time commitments during the 15+ weeks of student teaching. If students have any questions about an outside time commitment during student teaching, they must consult with and seek the written approval of their advisor.

Students pay a \$100 deposit for student teaching. This deposit is refunded upon completion of a student and principal satisfaction survey at the end of the first year of full time teaching. These surveys will be sent to the current address on file so if there is an address change, please contact the Director of Field Experiences.

Student teaching requirements include:

- Completion of all course requirements, including O & P assignments;
- Excellent O & P evaluations, including professional dispositions;
- A minimum of a 3.0 GPA in all Education program courses (including required Math and Psychology courses) and an overall GPA of 2.75;
- Student teaching application, including 3 recommendations from education faculty;

- Passing Praxis I (PPST) and Praxis II scores;
- Proof of Fingerprinting clearance;
- Proof of TB clearance (valid within 2 years);
- Proof of enrollment in the Student National Education Association (SNEA) and
- Submission of a Graduation Clearance form.

## **Academic Policies**

- **Advising:**

Students interested in majoring in Education are encouraged to meet with an Education Division or AEOP Advisor during their freshman year. A coursework plan will be designed for the student and this plan will be revised and updated according to the student's needs. Any changes to the academic plan must be dealt with and approved by the Education Division or AEOP Advisor according to the student's classified program.

- **Schedule:**

Students must follow the approved plan prepared with the Education Division or AEOP Advisor. Any changes to the plan must be approved by the Education Division or AEOP Advisor according to the student's classified program.

- **Grades:**

Education students are required to maintain a GPA of at least a 3.0 in all Education program coursework, (including required courses in Mathematics and Psychology) with no grade lower than "C," and an overall GPA of 2.75. Students are allowed to repeat a course once, and may only repeat two courses during their program. Failure to maintain a satisfactory GPA may result in academic probation, suspension, or withdrawal from the program.

- **Licensure Recommendation:**

Recommendation for licensure is not guaranteed after acceptance into the Education program. Licensure recommendation is based on a student's overall performance in the classroom and in the field.

- **Prerequisites**

Prerequisites can be waived on a course by course basis with prior approval from the Dean.

- **Course Substitutions:**

If a student has already taken a course at another institution that he/she feels is equivalent to a required course in Education, then a course substitution form may be filled out and submitted to the Dean for approval. A copy of the syllabus of the course being substituted must accompany the substitution form when it is submitted.

- **Catalog for Students to Follow:**

Students are required to meet the Education program requirements in the Catalog at the time of Declaration of Major. However, the Education Division reserves the right to make necessary and

desirable changes, especially with reference to assuring that teacher candidates meet all Hawai'i and professional licensure standards.

- **Knowledge/Skill/Disposition (KSD) Referral System:**

Any instructor can initiate a Knowledge/Skill/Disposition referral to the Dean at any time and for any candidate taking an education course where there is a documented need for remediation that would prevent a candidate from completing the licensure program. Upon referral, the candidate will meet with the Dean of Education to set up a remediation plan. Monitoring will be ongoing until the remediation is completed to the satisfaction of the Dean and referring instructor.

## Course Descriptions

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### **ED 100 Survey of Education (1) (For day undergraduate students only)**

This course introduces prospective educators to the field of education and the Chaminade University Education Programs. It is a one unit course following CUH 100, First Year Experience. *Includes a field-based service-learning component.*

### **ED 101 Introduction to Chaminade Early Childhood Education (1)**

This course is designed to prepare students for success in the Early Childhood Education Program at Chaminade University of Honolulu. This is an orientation course that includes understanding of requirements and desired outcomes of the program, reading and writing at the college level, information-based and technology tools to facilitate the learning process in the early childhood education program.

### **ED 201 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. *Includes a field-based service-learning component.*

### **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. Includes a field-based service-learning component.*

### **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: ED 220, PSY 202, or PSY 304, Includes a field-based service-learning component.*

### **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. *Includes a field-based service-learning component.*

### **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. Prerequisites: Pass Praxis I, ED 220, Includes a field-based service-learning component.*

### **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 284 Culminating Experience for CDA (3) (AEOP)**

Focus is on developing portfolio required for the Child Development Associates credential. Areas in this section include physical, social-emotional and intellectual development, communication, creativity and program management. *Prerequisite(s): ED 217, ED 233, ED 234.*

### **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 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. *Includes a field-based service-learning component.*

### **ED 320 Elementary Language Arts Methods I (3)**

This course guides the students in exploring the meaning of literacy and how it is taught with research-based strategies. Topics include a comprehensive view of the development of reading and writing from emergent to fluent stages; the role of oral language, culture, and new literacies; creating a literate environment; and developing expertise in using children's literature. The course emphasis is on lower elementary language arts. *Requirement: 6 hours of O & P, Prerequisites: Pass Praxis I, ED 221.*

### **ED 321 Elementary Language Arts Methods II (3)**

In this course, students explore more deeply how to make research-based decisions about literacy instruction. Topics include applying theory to classroom practice; understanding and supporting struggling readers; and teaching culturally diverse population using multiple strategies. The course emphasis is on upper elementary language arts *Requirement: 6 hours of O & P Prerequisites: ED320.*

### **ED 322 Elementary Math Methods I (3)**

This course provides an overview and applications of best practice mathematics instructional approaches, strategies, techniques, and assessment methods. Math concepts for students in kindergarten through grade 3 are explored using hands-on and problem solving approaches. *Required: 6 hours of O & P Prerequisite: Pass Praxis I, ED 220, ED 221.*

### **ED 323 Elementary Math Methods II (3)**

This course provides an overview and applications of best practice mathematics instructional approaches, strategies, techniques, and assessment methods. Math concepts for students in grades 3 through 6 are explored using hands-on and problem solving approaches. *Required: 6 hours of O & P Prerequisite: Prerequisites: ED 322.*

### **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, ED 220, ED 221.*

### **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, ED 220, ED 221.*

### **ED 326 Exceptional Children (3)**

Overview of categories of students served in special education including intellectual disabilities, developmental delay, specific learning disabled, emotional and behaviorally disturbed, autism, speech and language impaired, visually impaired, deaf and hearing impaired, other health impairment, multiple disabilities, orthopedic impairment, deaf-blindness, and traumatic brain injury. Special education eligibility and related services are reviewed. In addition, exceptional children such as English Language Learners, students with attention deficit disorder and gifted, creative, and talented are discussed. *Prerequisites: Pass Praxis I, ED 220, ED 221. Includes a field-based service-learning component.*

**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. *Pre-requisite: Pass Praxis I, ED 220, ED 221 Requirement: 10 hours of O & P.*

**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. *Prerequisite(s): ED 321, ED 322, ED 323, ED 324, ED 325, and ED 326. Includes a field-based service-learning component. Secondary Education Prerequisite: ED 427.*

**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) (EA)**

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: ED 321, ED 323, ED 324, ED 325, and ED 326.*

**ED 421 Literature of Adolescents (3) (AEOP)**

This course provides an introduction to adolescents, 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.*

**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.*

**ED 433 Develop Appropriate Practice 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 and ED 233.*

**ED 434 Develop Appropriate Practice 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. *Includes a field-based service-learning component.*

**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. *Includes a field-based service-learning component.*

**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. *Includes a field-based service-learning component.*

**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, Passing scores for Praxis II.*

**ED 470 Technology for Teachers (3) (EA)**

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. *Includes a field-based service-learning component.*

**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 and 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 and 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 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 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 and 495B and Successful completion of Praxis I, 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: ED 413, ED 470, ED 471, ED 473, ED 474, and ED 479.*

**ED 492 (A&B) Seminar – Elementary Education (2-4) (AEOP)**

This course gives direction and support will be given for the fieldwork in Elementary Education. Instructor and students will work through challenges and struggles encountered in the classroom. *Requirement: (A): Concurrent enrollment in ED 494A. (B): Concurrent enrollment in ED 494B. Prerequisites: ED 413, ED 434, and ED 222.*

**ED 494 (A&B) Student Teaching: Elementary (4-5)**

This course provides supervised teaching in approved elementary schools. Concurrent enrollment in the ED 490 seminar is required. *Prerequisites: PSY 202, ED 408, ED 420, ED 460, Successful completion of Praxis I, 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, Successful completion of Praxis I, Praxis II.*

**ED 498 (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. 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.*