



Master of Education 2011-2012



Chaminade University
OF HONOLULU

Master of Arts in Teaching Master of Education

The mission of the Education Division of Chaminade University is to foster the professional development of teachers and educational leaders through programs based in the liberal arts tradition, Catholic Marianist values, current research, and best practice.

The Program

The Education Division graduate program offers professional development for educators at two levels: initial and advanced. The Master of Arts in Teaching (MAT) provides state approved teacher education programs leading to initial licensure for teachers in the state of Hawai'i in four areas: elementary, secondary, special education, and PK-3 (Pre-Kindergarten-Grade 3). The Master of Education programs provide advanced training for experienced educators in five areas: instructional leadership, educational leadership, child development, Montessori Emphasis, and Montessori Credential. All programs are aligned with state and professional standards appropriate to the field of study.

Accreditation

The Hawai'i Teacher Standards Board (HTSB) has approved Chaminade's teacher licensure programs in elementary, secondary, special education, and PK-3 (Pre-Kindergarten – Grade 3). Hawai'i's State licensure is recognized in 48 other states through reciprocal agreements. The Montessori Credential 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 Waialae Avenue
Honolulu, Hawai'i 96816
Phone: (808) 739-4664
Fax: (808) 739-8329
Email: gradserv@chaminade.edu

Scheduling

Our programs are designed to accommodate the needs of working and non-traditional students. Courses are offered both on campus and online, as well as in a hybrid mode combining on campus and online meetings. On campus courses are normally conducted once a week during the evenings or occasionally on Saturdays. In teaching licensure programs, students have required field experiences at school sites.

Chaminade's academic year for graduate programs 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.

Application and Admission Requirements

- Graduate level application
- Bachelor's Degree from an accredited college or university

- \$25 online application fee (non-refundable)
- Minimum cumulative undergraduate GPA of 2.75 and/or a minimum of nine graduate credits with a GPA of 3.0 from an accredited institution
- Official transcript(s) from all previous colleges or universities
- Three completed letters of recommendation
- Interview (at the discretion of the Dean)

Additional Admission Requirement for Initial Teaching Licensure Programs

This requirement applies only to Master of Arts in Teaching Programs. It does not apply to Master of Education Programs.

The Hawai'i Teacher Standards Board (HTSB), requires that all applicants must successfully pass the PRAXIS I exam before being admitted into any State Approved Teacher Education Program (SATEP). Praxis I is comprised of three tests: Reading, Writing, and Mathematics. The current passing score for each test is: Reading 172; Writing 171; and Math 173. In order to verify that you have completed Praxis I, an official score report must be submitted to our Division office. Our institution code for Praxis is **4105**, Chaminade University of Honolulu. If you need Praxis I information, please contact an Education Division advisor, you can register for the test online by visiting www.ets.org/praxis/hi/requirements.

If candidates for an initial teaching licensure program have not yet supplied passing PRAXIS I scores but meet all other admission requirements, they will be admitted to the Master's degree program but not the licensure track. However, they must supply passing PRAXIS scores by the end of their second term of enrollment to continue in the program.

Application Deadline

We recommend getting completed applications and documentation to Graduate Services at least 30 days prior to the start of classes for the initial term of enrollment.

Acceptance Status

Classified – Those who meet all admission requirements including the minimum GPA requirements.

Provisional – Those who show promise but do not meet requirements such as GPA or lack required documents may be admitted on a provisional basis with approval by the Dean. These students may enroll but must satisfy requirements such as (a) supplying passing test scores on PRAXIS I for initial licensure programs, (b) supplying any missing documents, or (c) earning a "B" or better or "Credit" in all classes for at least the first two terms of enrollment. A provisional student earning a "C" or below or "No Credit" in any class may be withdrawn from the program.

Unclassified – Those who meet admission requirements but are not pursuing a degree or certificate. After completing 12 semester hours, unclassified students must apply for degree candidacy or cease taking graduate courses. Unclassified students must comply with all Education Division and Graduate Division policies.

Programs for Initial Teaching Licensure

Candidates in the initial teaching licensure programs are expected to be able to draw upon their previous education and life experience in their preparation to teach. The licensure program is designed to enable teacher candidates to develop the professional and pedagogical content knowledge, skills, and dispositions necessary to help all students learn.

Successful teacher candidates must meet relevant professional, state, and institutional standards through meeting the following Program Learning Outcomes:

PLO1 Knowledge of subject matter (*Content Knowledge*)

PLO2 Knowledge of how students develop and learn, and engagement of students in

developmentally appropriate experiences that support learning (*Developmentally Appropriate Practice*)

-
- PLO3** Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner (*Pedagogical Content Knowledge*)
-
- PLO4** Knowledge of and application of appropriate technology for student learning (*Technology*)
-
- PLO5** Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning (*Assessment*)
-
- PLO6** Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments (*Diversity*)
-
- PLO7** Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology (*Focus on Student Learning*)
-
- PLO8** Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues (*Professional & Ethical Dispositions and Communication*)
-

Initial Teaching Licensure Programs: The Master of Arts in Teaching (M.A.T.) Programs*

The Master of Arts in Teaching (M.A.T.) Program provides graduates with both a Master's degree and recommendation for a state-approved teaching in one of four areas: Elementary, Secondary, Special Education, and PK-3. M.A.T. students are required to take EDUC 600, an introductory one-

unit class that introduces them to the Master's program. Candidates who do not pass EDUC 600 are required to retake and pass the course before registering for other courses.

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 appropriate to area of licensure.

I. M.A.T. Elementary Education with Licensure (K-6)

(55 credits)

The Master of Arts in Teaching in Elementary Education provides teacher candidates with the opportunity to develop skills in practice, theory, leadership, scholarship and communication skills as applied to the K-6 learner. In addition to the courses below, candidates must complete additional licensure requirements (please see Additional Licensure Requirements.)

M.A.T. Elementary Required Coursework (55 Credits)

- EDUC 600 Introduction to the Master's Degree
(1 credit)
- EDUC 601 Historical/ Social Foundations
(3 credits)
- EDUC 602 Psychological Foundations of Education (3 credits)
- EDUC 603 Child Development & Education
(3 credits)
- EDUC 610 Elementary Language Arts Methods
(3 credits)
- EDUC 612 Elementary Science Methods
(3 credits)
- EDUC 614 Elementary Math Methods (3 credits)
- EDUC 616 Music, Art and Creative Movement
(3 credits)
- EDUC 618 Elementary Social Studies Methods
(3 credits)
- EDUC 640 Educational Technology in the Classroom (3 credits)
- EDUC 643 Hawaiian Culture & Language
(3 credits)

- EDUC 650 Managing School Environments
(3 credits)
- EDUC 652 Multicultural Education and Diversity
(3 credits)
- EDUC 654 Assessing Teaching & Learning
(3 credits)
- EDUC 660 SPED: Introduction to Exceptional Children
(3 credits)
- EDUC 686 Teaching Seminar: Elementary
(3 credits)
- EDUC 687 Elementary Student Teaching
(6 credits)*
- EDUC 790 Peace, Social Justice, & Educational Reform
(3 credits)

**Candidates must pass PRAXIS II prior to student teaching.*

II. M.A.T. Secondary Education with Licensure (7-12)

(49 credits)

The Master of Arts in Teaching in Secondary Education provides teacher candidates with the opportunity to develop skills in practice, theory, leadership, scholarship and communication skills as applied to the learner in grades 7-12. In addition to the courses below, candidates must complete additional licensure requirements (please see Additional Licensure Requirements.)

M.A.T. Secondary Required Coursework

Note: Teacher candidates in the M.A.T. Secondary Program must select a concentration area in Math, English, Science or Social Studies.

- EDUC 600 Introduction to the Master of Education
(1 credit)
- EDUC 601 Historical/Social Foundations
(3 credits)
- EDUC 602 Psychological Foundations Education
(3 credits)
- EDUC 603 Child Development & Education
(3 credits)
- EDUC 620 /621/622 Teaching in the Area of Specialization
(3 credits)*

- EDUC 623 Teaching Strategies: Secondary
(3 credits)
- EDUC 640 Educational Technology in the Classroom
(3 credits)
- EDUC 642 Teaching Literacy Through the Content Areas
(3 credits)
- EDUC 643 Hawaiian Culture & Language
(3 credits)
- EDUC 650 Managing School Environments
(3 credits)
- EDUC 652 Multicultural Education and Diversity
(3 credits)
- EDUC 654 Assessing Teaching & Learning
(3 credits)
- EDUC 660 SPED: Introduction to Exceptional Children
(3 credits)
- EDUC 684 Teaching Seminar – Secondary
(3 credits)
- EDUC 685 Secondary Student Teaching
(6 credits)**
- EDUC 790 Peace, Social Justice, & Educational Reform
(3 credits)

**Candidates take one of these 3 courses depending on their subject concentration.*

***Candidates must pass PRAXIS II prior to student teaching.*

III. M. A.T. Special Education with Licensure (K-12)

(52 credits)

The Master of Arts in Teaching in Special Education provides teacher candidates with the opportunity to develop skills in practice, theory, leadership, research, and scholarship skills as applied to learners with mild/moderate disabilities. In addition to the courses below, candidates must complete additional licensure requirements (please see Additional Licensure Requirements).

M.A.T. Special Education Required Coursework

- EDUC 600 Introduction to the Master of Education
(1 credit)
- EDUC 601 Historical/Social Foundations
(3 credits)

- EDUC 602 Psychological Foundations of Education (3 credits)
- EDUC 603 Child Development & Education (3 credits)
- EDUC 640 Educational Technology in the Classroom (3 credits)
- EDUC 642 Teaching Literacy Through the Content Areas (3 credits)
- EDUC 643 Hawaiian Culture & Language (3 credits)
- EDUC 650 Managing School Environments (3 credits)
- EDUC 652 Multicultural Education and Diversity (3 credits)
- EDUC 660 SPED: Introduction to Exceptional Children (3 credits)
- EDUC 662 SPED: Assessment, Planning, & Computer Technologies (3 credits)
- EDUC 665 SPED: Mild/Moderate Disabilities (3 credits)
- EDUC 667 SPED: K-12 Math Methods (3 credits)
- EDUC 668 SPED: K-12 Language Arts & Methods (3 credits)
- EDUC 688 Teaching Seminar- Special Education (3 credits)
- EDUC 689 SPED Student Teaching (6 credits)*
- EDUC 790 Peace, Social Justice, & Educational Reform (3 credits)

*Candidates must pass PRAXIS II prior to student teaching.

IV. M. A.T. Early Childhood Education (PK-3: Pre-Kindergarten to Grade 3 Education)

The Master of Arts in Teaching in Early Childhood Education provides teacher candidates with the opportunity to develop skills in practice, theory, leadership, scholarship and communication skills as applied to the Pre-K to Grade 3 learner. (Note: This licensure program is not being offered in 2011-2012. Interested parties should contact Graduate Services for updated information.)

V. M.A.T. Teach for America Programs

Each year in partnership with the Teach for America – Hawai'i program, Chaminade offers Master of Arts in Teaching programs with licensure in three areas: elementary, secondary, and special education. This program is open only to TFA corps members. For information and applications to this special program, go the TFA website: www.teachforamerica.org/the-corps-experience/placement-regions/hawaii/

TFA Cohort: M.A.T. Elementary Required Coursework (45 Credits)

- EDUC 600 Introduction to the Master's Degree (1 credit)
- EDUC 603 Child Development and Education (3 credits)
- EDUC 610 Elementary Language Arts Methods (3 credits)
- EDUC 612 Elementary Science Methods (3 credits)
- EDUC 614 Elementary Math Methods (3 credits)
- EDUC 618 Elementary Social Studies Methods (3 credits)
- EDUC 640 Educational Technology (3 credits)
- EDUC 643 Hawaiian Culture & Language (3 credits)
- EDUC 650 Managing School Environments (3 credits)
- EDUC 654 Assessment of Teaching & Learning (3 credits)
- EDUC 660 Introduction to Exceptional Children (3 credits)
- EDUC 681 Supervised Field Experience (2 credits)
- EDUC 686 Elementary Teaching Seminar (3 credits)
- EDUC 687 Elementary Student Teaching (6 credits)*
- EDUC 790 Issues of Peace, Social Justice, & Educational Reform (3 credits)

*Candidates must pass PRAXIS II prior to student teaching.

TFA Cohort: M.A.T. Secondary Required

Coursework

(42 credits)

Note: Licensure candidates in the M.A.T. Secondary Program must select a concentration area in Math, English, Science or Social Studies.

EDUC 600 Intro Master of Education (1 credit)

EDUC 603 Child Development & Education
(3 credits)

EDUC 620/621/622 Teaching in the Area of
Specialization (3 credits)*

EDUC 623 Teaching Strategies (Secondary)
(3 credits)

EDUC 640 Educational Technology (3 credits)

EDUC 642 Literacy in the Content Areas
(3 credits)

EDUC 643 Hawaiian Culture & Language
(3 credits)

EDUC 650 Managing School Environment
(3 credits)

EDUC 654 Assessment of Teaching & Learning
(3 credits)

EDUC 660 Intro to Exceptional Children
(3 credits)

EDUC 681 Supervised Field Experience
(2 credits)

EDUC 684 Teaching Seminar – Secondary
(3 credits)

EDUC 685 Secondary Student Teaching
(6 credits)**

EDUC 790 Issues of Peace, Social Justice,
& Educational Reform (3 credits)

**Candidates take one of these 3 courses depending on their subject concentration.*

***Candidates must pass PRAXIS II prior to student teaching.*

TFA Cohort: M.A.T. Special Education Required

Coursework

(45 credits)

EDUC 600 Intro Master of Education (1 credit)

EDUC 603 Child Development & Education
(3 credits)

EDUC 640 Educational Technology in the Class-
room (3 credits)

EDUC 642 Literacy in the Content Areas
(3 credits)

EDUC 643 Hawaiian Culture and Language
(3 credits)

EDUC 650 Managing School Environments
(3 credits)

EDUC 660 Introduction to Exceptional Children
(3 credits)

EDUC 662 SPED: Assessment, Planning,
& Computer Technologies (3 credits)

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

EDUC 667 SPED: K-12 Math Methods (3 credits)

EDUC 668 SPED: K-12 Language Arts
& Methods (3 credits)

EDUC 681 Supervised Field Experience
(2 credits)

EDUC 688 Teaching Seminar-Special Education
(3 credits)

EDUC 689 SPED Student Teaching (6 credits)*

EDUC 790 Issues of Peace, Social Justice,
& Educational Reform (3 credits)

**Candidates must pass PRAXIS II prior to student teaching.*

Master of Education (M.Ed.) Programs

The Master of Education provides enriched learning experiences for educational professionals who already have a bachelor's degree and who want to extend their knowledge and professional qualifications in the field of education. Candidates in M.Ed. programs are expected to be able to draw upon their bachelor's degree and life experience while acquiring advanced professional knowledge and skills.

Master of Education (M.Ed.) Program Learning Outcomes (PLOs)

Upon completion successful graduates of this program will:

PLO1 Demonstrate and analyze his/her own professional and intellectual development and its relationship to best practices in education (*Reflective Practice*)

- PLO2** Differentiate between and critique major learning theories currently driving the field as important empirical, historical, philosophical and conceptual studies (*Theory*)
-
- PLO3** Apply research-based practice characterized by caring, mutual respect for diverse populations (*Diversity*)
-
- PLO4** Design and assess learning activities that allow for the construction of meaning, and promotion of self-responsibility for learning (*Design*)
-
- PLO5** Critique and analyze academic literature and research methodologies (*Scholarship*)
-
- PLO6** Demonstrate the ability to compose academic prose for a variety of audiences including peers, professors, and the larger professional community (*Communication*)
-
- PLO7** Demonstrate the ability to engage in and facilitate academic and professional dialogue within a community of learners (*Leadership*)
-

Master of Education (M.Ed.) Program Course Requirements

All M.Ed. candidates, with the exception of those in the Educational Leadership Program, are required to take the prerequisite courses: *EDUC 600, Introduction to the Master of Education.*

Note: Degree candidates who do not receive credit for EDUC 600 or a grade lower than "B" in EDUC 701 are required to retake and pass the course before registering for other courses.

I. M.Ed. Instructional Leadership

(31 Credits)

This M.Ed. program serves teachers and other educational practitioners who want advanced knowledge of leadership and classroom practice, but who do not currently aspire to become principals or administrators. It is designed to meet the needs of educators through direct application of their studies to the settings in which they

work through a self-designed action research project. *Note: This program does not lead to teacher licensure.*

M.Ed. in Instructional Leadership Required Courses

(22 Credits)

- EDUC 600 Introduction to the Master's program (1 credit)
- EDUC 701 Educational Research and Design (3 credits)
- EDUC 703 Introduction to Action Research (3 credits)
- EDUC 712 Learning Styles and Learning Theories (3 credits)
- EDUC 714 Integrated Curriculum and Technology (3 credits)
- EDUC 790 Issues of Peace, Justice, & Educational Reform (3 credits)
- EDUC 791 Action Research Proposal (3 credits)
- EDUC 793 Action Research Project & Report (3 credits)

In addition to the required courses listed above, candidates will select three electives from either the courses listed below or other Division graduate courses with the approval of the advisor:

M.Ed. in Instructional Leadership Elective Courses (9 credits)

- EDUC 722 Cognitive Development: Theory to Practice (3 credits)
- EDUC 723 Language Development: Theory to Practice (3 credits)
- EDUC 724 Social-Emotional Development: Theory to Practice (3 credits)
- EDUC 726 Children's Literature (3 credits)
- EDUC 728 Developing Fluent Readers and Writers (3 credits)
- EDUC 733 Issues in Special Education (3 credits)
- EDUC 734 Special Education Law (3 credits)
- EDUC 740 Current Issues in Education (3 credits)
- EDUC 743 Education Law (3 credits)

II. M.Ed. Child Development

(31 credits)

The Master of Education 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 Graduate Education Courses

(16 credits)

EDUC 600 Introduction to the Master's program
(1 credit)

EDUC 652 Multicultural Education and
Diversity (3 credits)

EDUC 701 Educational Research and Design
(3 credits)

EDUC 712 Learning Styles and Learning
Theories (3 credits)

EDUC 790 Issues of Peace, Justice, & Educational
Reform (3 credits)

EDUC 794 Culminating Experience (3 credits)

Required Child Development Emphasis Courses

(9 credits)

EDUC 722 Cognitive Development: Theory to
Practice (3 credits)
Pre-req. EDUC 701

EDUC 723 Language Development: Theory to
Practice (3 credits)
Pre-req. EDUC 701

EDUC 724 Social-Emotional Development:
Theory to Practice (3 credits)
Pre-req. EDUC 701

Elective Courses

(select two courses from the following with advisor
approval) (6 credits)

EDUC 662 SPED: Assessment, Planning, &
Computer Technologies (3 credits)

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

EDUC 654 Assessing Teaching and Learning
(3 credits)

EDUC 726 Children's Literature (3 credits)

EDUC 727 Supporting Struggling Readers/
Writers (3 credits)

EDUC 728 Developing Fluent Readers/Writers
(3 credits)

EDUC 732 SPED: Planning and Implementing
Programs for Gifted Students
(3 credits)

EDUC 733 SPED: Issues in Special Education
(3 credits)

EDUC 734 SPED: Special Education Law
(3 credits)

EDUC 761 Montessori Child Development
(3 credits)

EDUC 762 Montessori Philosophy (3 credits)

EDUC 763 Montessori: Observation and
Management (3 credits)

EDUC 764 Culturally Appropriate Practices &
Montessori Methods (3 credits)

EDUC 765 Development of the Senses &
Montessori Methods (3 credits)

EDUC 766 Montessori Language Arts (3 credits)

EDUC 767 Montessori Math Curriculum
(3 credits)

EDUC 768 Montessori: Placed-Based
Education** (3 credits)

EDUC 769 Montessori: Nurturing the Spirit of
the Child** (3 credits)

EDUC 771 Advanced Leadership & Guidance in
Education* (3 credits)

EDUC 772 Advanced Leadership & Guidance in
Early Childhood Ed.* (3 credits)

EDUC 773 Child Development in Cultural
Context (3 credits)

*Courses transferred from Castle Colleague credits

**Courses transferred from Summer Montessori
Mission Education Program credits.

III. M.Ed. Montessori Credential

35 credits for credential only; 50 credits for credential with Master's degree

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 on-campus summer intensive sessions.

Required Graduate Education Courses (16 credits)

- EDUC 600 Introduction to the Master's program (1 credit)
- EDUC 652 Multicultural Education and Diversity (3 credits)
- EDUC 701 Educational Research and Design (3 credits)
- EDUC 712 Learning Styles and Learning Theories (3 credits)
- EDUC 790 Issues of Peace, Justice, & Educational Reform (3 credits)
- EDUC 794 Culminating Experience (3 credits)

Required Emphasis Courses (9 credits)

- EDUC 761 Montessori Child Development (3 credits)
- EDUC 762 Montessori Philosophy (3 credits)
- EDUC 763 Montessori Observation and Management (3 credits)

Montessori Credential Methods Courses (12 credits)

- EDUC 764 Culturally Appropriate Practices & Montessori Methods (3 credits)
Pre-req. EDUC 761
- EDUC 765 Development of the Senses & Montessori Methods (3 credits)
Pre-req. EDUC 761

- EDUC 766 Montessori Language Arts (3 credits)
Pre-req. EDUC 761
- EDUC 767 Montessori Math Curriculum (3 credits)
Pre-req. EDUC 761

Student Teaching Practicum Courses* (13 credits)

- EDUC 781 Student Teaching Montessori EC (2 credits)*
- EDUC 782 Seminar Montessori EC (2 credits)*
- EDUC 783 Student Teaching Montessori EC (2 credits)*
- EDUC 784 Seminar Montessori EC (2 credits)*
- EDUC 785 Student Teaching Montessori EC (2 credits)*
- EDUC 786 Seminar Montessori EC (2 credits)*
- EDUC 787 Performance Final (1 credit)*

*Pre-requisites: EDUC 762, EDUC 761, EDUC 763, EDUC 764, EDUC 765, EDUC 766, EDUC 767

IV. M.Ed. Montessori Emphasis

(31 credits, or 19 credits with Montessori Credential 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.

Required Graduate Education Courses (16 credits)

- EDUC 600 Introduction to the Master's program (1 credit)
- EDUC 652 Multicultural Education and Diversity (3 credits)
- EDUC 701 Educational Research and Design (3 credits)
- EDUC 712 Learning Styles and Learning Theories (3 credits)
- EDUC 790 Issues of Peace, Justice, & Educational Reform (3 credits)
- EDUC 794 Culminating Experience (3 credits)

Elective Courses

Select one course if you have a Montessori Credential from a free standing institute, with advisor approval

- EDUC 726 Children's Literature (3 credits)
- EDUC 722 Cognitive Development: Theory to Practice (3 credits)
- EDUC 723 Language Development: Theory to Practice (3 credits)
- EDUC 724 Social-Emotional Development: Theory to Practice (3 credits)
- EDUC 761 Montessori Child Development (3 credits)
- EDUC 762 Montessori Philosophy (3 credits)
- EDUC 763 Montessori Observation and Management (3 credits)
- EDUC 764 Culturally Appropriate Practices & Montessori Methods (3 credits)
Pre-req. EDUC 761
- EDUC 765 Development of the Senses and Montessori Methods (3 credits)
Pre-req. EDUC 761
- EDUC 766 Montessori Language Arts (3 credits)
Pre-req. EDUC 761
- EDUC 767 Montessori Math Curriculum (3 credits) *Pre-req. EDUC 761*
- EDUC 771 Advanced Leadership & Guidance in Education* (3 credits)
- EDUC 772 Advanced Leadership & Guidance in Early Childhood Education* (3 credits)
- EDUC 773 Child Development in Cultural Context (3 credits)
- EDUC 768 Montessori: Placed-Based Education (3 credits) **
- EDUC 769 Montessori: Nurturing the Spirit of the Child (3 credits) **

*Courses transferable from Castle Colleague credits

**Courses transferable from Summer Montessori Mission Ed. Program Credits

V. M.Ed. Educational Leadership

(33 credits)

The M.Ed. in Educational Leadership is designed as a cohort program for principals, edu-

cational administrators, or teachers aspiring to administrative roles. Candidates generally take all core courses and emphasis courses together. The seven core courses meet the requirements of the Hawai'i Department of Education's Administrative Certification for Excellence (ACE) program. By the end of the program successful candidates 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.

Note: The next intake for this cohort program is tentatively scheduled for April, 2012 (subject to sufficient enrollment). Completed applications must be received no later than 30 days prior to the beginning of the program.

M.Ed. in Educational Leadership Program Learning Outcomes (PLOs)

Upon successful completion of the program, graduates of this program will be able to:

- PLO1** Demonstrate knowledge of the impact of socio-economic, legal, and cultural factors on schools, teachers, and students.
 - PLO2** Demonstrate the knowledge of organizational life in schools and organizational change processes, and connections to the development of positive school cultures that promote learning and social development of students.
 - PLO3** Demonstrate ability to conduct systematic inquiries into programs and policies that are relevant, integral, and essential to the success of children, schools, and school leaders.
 - PLO4** Develop skills in facilitating collaboration and communication among schools, school communities, families, other educational and service agencies, and professional organizations.
 - PLO5** Develop knowledge and skills in managing personnel.
-

PLO6 Demonstrate understanding of the ethical, moral, and caring dimensions of educational leadership.

PLO7 Demonstrate ability to use informed scholarship to analyze and offer solutions for school policies and problems.

PLO8 Produce a vision for the school, district, or organizational context in which the participant works that reflects the dimensions of PLO #1-7.

This is a cohort program and as such: 1) a student must have been accepted into the program to enable registration in any of the courses listed, and 2) the seven required courses must be taken in the recommended sequence:

M.Ed. Educational Leadership Required Emphasis Courses

(21 credits)

EDUC 741 Introduction to Education Administration *(3 credits)*

EDUC 742 Leadership for Educational Administrators *(3 credits)*

EDUC 743 Education Law *(3 credits)*

EDUC 744 Managing Communication & Personnel Issues *(3 credits)*

EDUC 745 School Community Relations *(3 credits)*

EDUC 746 Financial Management for School Administrators *(3 credits)*

EDUC 747 Curriculum Administration *(3 credits)*

M.Ed. Educational Leadership Required Core Courses

(12 credits)

Beyond the seven emphasis courses, the four courses listed below are courses required to meet the M.Ed. (Educational Leadership) Program requirements:

EDUC 740 Current Issues in Education *(3 credits)*

EDUC 749 Research in Educational Administration *(3 credits)*

EDUC 790 Peace, Social Justice, and Educational Reform *(3 credits)*

EDUC 794 Culminating Experience *(3 credits)*

V. M.Ed.

Educational Leadership (Catholic School Leadership Program)

In partnership with the Office of Catholic Schools of the Diocese of Honolulu, Chaminade's Education Division offers a leadership program for Catholic school principals, educational administrators, or teachers aspiring to administrative roles. The Catholic School Leadership Program is designed to ground administrators and teachers in a philosophy of education rooted in the Catholic understanding of the human person and the human community before God. It draws from historical and contemporary Catholic and non-Catholic thought to help the student shape a coherent understanding of the vocation of Catholic schools for the Church and the wider society. Second, the program trains students in the skills of good school leadership. Courses in the program address the general issues of contemporary educational leadership and the more specific issues facing Catholic education in the United States today.

This is a cohort program and admission is offered biannually for each new cohort. The next intake is tentatively scheduled for January, 2013. When a new cohort is authorized, all Catholic school principals are notified of a request for new candidates for this program.

In this cohort program degree candidates generally take all courses together in sequence, one course per term.

Catholic School Leadership Program: M.Ed. in Educational Leadership Required Core Courses
(31 credits)

EDUC 600 Introduction to the Master's Program *(1 credit)*

EDUC 652 Multicultural Education and Diversity *(3 credits)*

- EDUC 701 Understanding Educational Research & Design
- EDUC 746 Financial Management for School Administrators
- EDUC 751 Foundations of Catholic Education (3 credits)
- EDUC 753 Catholic and Private School Law (3 credits)
- EDUC 754 Development for Catholic Schools (3 credits)
- EDUC 756 Special Topics in Leadership for Catholic Schools (3 credits)
- EDUC 757 Curriculum Leadership for Catholic Schools (3 credits)
- EDUC 790 Issues of Peace, Social Justice, & Educational Reform (3 credits)
- EDUC 794 Culminating Experience (3 credits)

Additional Licensure Program Requirements

***For more information on Praxis requirements, please visit www.ets.org to view state requirements, test information, and materials.*

Praxis Requirements

- Teacher candidates in the licensure program must earn Hawaii qualifying scores on the PPST (reading, writing, and math) exam before enrolling in methods courses.
- Elementary, Secondary and Special Education teacher candidates must take the Praxis II required exams prior to student teaching.
- If not seeking a Hawaii State Teaching License, teacher candidates may want to find out the teaching requirements for their state of choice.

Field Experience/Observation & Participation

*** For more information, please visit the website at www.chaminade.edu/education and click on Field Services.*

Various methods courses require an Observation and Participation (O&P) practicum in an approved educational setting. These field experiences are arranged through the Field Services

Director. 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.

Additional Requirements include:

- Reading the Field Experiences Manual
- Submitting the FAQs Sheet to Field Services
- Fingerprinting clearance/ background check
- Proof of TB clearance
- Proof of enrollment in Student National Education Association (NEA) Organization (provides teacher liability insurance)

Student Teaching

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

- Completion of all course requirements, including O&P assignments
- Excellent O&P evaluations from each of the four methods courses
- Excellent student disposition evaluations by all course instructors
- At least a 3.0 GPA in all courses (Courses with grades below "B" must be repeated)
- Student teaching application, including three student teaching recommendations from education faculty
- Verification of passing PPST scores and PRAXIS II scores.
- Submission of Graduation Clearance form
- Application for student teaching by due date. See Field Experience website for more details and application.

Licensure candidates who are currently employed as full-time classroom teachers in a public or private school may submit a request for validation/ in-service student teaching. To be considered, candidates must have been teaching in their concentration area for at least one entire semester (six months) and have approval from the school principal and Chaminade University. Please refer to the Field Experience Manual on the Education Division website at www.chaminade.edu/education for more information on student teaching and validation/ in-service student teaching policies. An application and all requirement materials are still required for those who are applying for validation/ in-service student teaching by due date posted.

Portfolio

During student teaching, a student teaching seminar course will also take place, and teacher candidates will finalize a portfolio that documents achievement of specific skill competencies aligned with Hawaii State Teacher Performance and Licensing Standards. Successful completion of student teaching is contingent on successful completion of the seminar and review of the portfolio.

Academic Policies

Academic Advising

Upon acceptance into the Master of Education program, new graduate students must schedule an advising appointment to meet with an Education Division Academic Advisor. An academic advising plan will be designed for the graduate student to follow. Any changes to the academic advising plan must be submitted to the Education Division academic advising office for approval.

Transfer Credits

A maximum of six credit hours may be transferred in for the credit hours in the M.A.T. or M.Ed. program. Submit a written request to

the Education Department for consideration of transfer or substitution credit hours and include a course syllabus for each course to be evaluated. All transfer or substitution credit hours must be from an accredited university or college and must be approved by the Dean. All transfer or substitution credit hours must be at the graduate level and must have been earned with a letter grade of "B" or higher.

Term Schedules

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). Note: Student teaching dates and times are different than those in a typical graduate term. Two courses per term (6 credits) are considered full-time enrollment. Online courses are offered for all CORE master's 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.

Education Division Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.

Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

- 1.1. Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.
- 1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. **Unexcused Absences.** Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:

- 2.1. **On-ground courses.** When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
 - a. Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.
 - b. Undergraduate Day Courses TTh (30 classes): More than 3 absences lowers grade one letter. Missing

more than six classes results in failure or withdrawal.

- c. Undergraduate Day Courses MWF (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.

2.2. **Hybrid courses** (online combined with 3 or more on-ground meetings) One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

2.3 **Online courses and online portion of hybrid courses.** The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

2.3.1 If a student does not logon to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.

2.3.2 Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

Leave of Absence

With approval, students are given up to 12 months leave of absence. 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.

Re-admission Policy

Students who have been dismissed from program and wish to seek re-admission must sub-

mit a MAT or MED Graduate Application, three current professional letters of recommendation, and pay the application fee. The decision to re-admit any applicant rests entirely within the Education Division. In the event that an applicant is re-admitted, he/she will be subject to all current program requirements and may be subject to special conditions that are deemed appropriate.

Grades

Students are required to maintain a program GPA of at least 3.0. Students whose GPA falls below 3.0 are placed on academic probation, and they have two terms to bring up their GPA or face dismissal from the program. A required course with an F grade must be repeated. A course may only be repeated once, and only 2 courses total may be repeated. If either a C or F is received in more than 2 courses total, this will result in dismissal from the program.

Catalog for Students to Follow

www.chaminade.edu/grad

Students follow the program as outlined in the catalog for the term that the student is accepted into the Education Division. The catalog information is descriptive and does not constitute an irrevocable contract between student and Chaminade University; the university reserves the right to make any changes in catalog contents of the documented course of study. Once accepted, students are expected to complete all licensure/certification program requirements within three years. State Approved Teacher Education Program (SATEP) teacher candidates are expected to student teach within one semester after completing their education coursework.

Changing Program or Emphasis

Student must receive advisor approval and, upon approval, a new advising sheet will be generated, and will follow the program from the time the requested change in program or emphasis was approved.

Withdrawals

Withdrawals prior to the established deadline for each semester may be made without grade penalty. The notation “W” is recorded. The student is ultimately responsible for withdrawing from class. The following is the withdrawal and refund policy:

- Withdrawals prior to the first day of the semester - 100%.
- Withdrawals during the first week of instruction-75%.
- Withdrawals during the second week of instruction-25%.
- Withdrawals during the third week of instruction and thereafter-None.

Students who fail to attend classes in which they are enrolled may be dropped from the classes after the second week of the semester.

Drops are only effective for tuition refunds when initiated by the student during the add/drop period. Students who miss two consecutive weeks of class prior to the withdrawal deadline may be withdrawn by the instructor. A student seeking a post deadline withdrawal must do so in writing and provide written evidence, such as military orders, a doctor’s signed statement, or other appropriate documentation of the extenuating circumstances warranting approval. Only when such evidence has been provided will such requests be approved. Withdrawal forms must be obtained from the program office.

Withdrawals on Transcript: If a student receives 3 withdrawals (W) on an M.Ed. transcript, student must meet with his/her advisor to address the withdrawals and future academic plan. If 4 withdrawals are received, student will be subject to withdrawal from the M.Ed. program.

Student Email Account

All university email communications will be to the Chaminade student email account and, because some communications are time-sensitive, it is required that students check email accounts at least three times per week.

Financial Obligations

Registration is not complete until payment is made, that payment is due by the first day of class, and students who have an outstanding balance with the university by the third week of class will be administratively dropped from all classes. Students administratively dropped from classes will not be reinstated during that same term.

Financial assistance that is still “pending” will not be considered as payment on an account. To prevent being administratively dropped, you will need to make financial aid arrangements early enough so that funds will be received to your account prior to the first day of class.

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

EDUC 600 Introduction to the Master’s Degree Program (1)

This course prepares candidates for success in the Master of Education program at Chaminade. Includes overview of the Master’s program. 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.

EDUC 601 Historical and Social Foundations (3)

This survey course introduces the student to the historical, philosophical and sociological development of American education in the context of its evolution from colonial times until the pres-

ent day. It analyzes contemporary educational reform movements and the relationship of education to broad cultural movements in American life. In addition, through onsite classroom observation and reflection, teacher candidates are introduced to the art and science of teaching.

EDUC 602 Psychological Foundations of Education (3)

This course examines psychological theories of learning to focus on their application to the classroom. Theories of learning human information processing, constructivism, motivation, and cultural transmission are examined. Teacher candidates are required to create, appropriate problem solving activities as a means of demonstrating their understanding of psychological theory and appropriate practice.

EDUC 603 Child Development and Education (3)

This course examines psychological theories of development to focus on their application to the enhancement and delivery of developmentally appropriate learning activities. Theories of development (e.g., linguistic, social, cognitive, emotional) are examined. Through a project based approach, teacher candidates are required to create, implement and assess a developmentally appropriate problem solving activity as a means of demonstrating their understanding of developmentally theory and developmentally appropriate educational practice.

EDUC 610 Elem. Language Arts Methods (3)

This course 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.*

EDUC 612 Elementary Science Methods (3)

This course focuses on helping the teacher uncover *big picture* concepts through inquiry-based science activities, then planning dynamic science units for the elementary classroom 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.

EDUC 614 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.*

EDUC 615 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: EDUC 614 or ED 631*

EDUC 616 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.

EDUC 618 Elem. 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.

EDUC 620 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.

EDUC 621 Secondary Math Methods (3)

In this course teacher candidates learn a variety of instructional methodologies and approaches that are workable in the secondary mathematics classroom. Concepts to be covered include establishing a context for instruction, presenting strategies for reading, writing, studying, and translating information gained into practice.

EDUC 622 Secondary English Methods (3)

In this course teacher candidates learn a variety of instructional methodologies and approaches appropriate in the secondary English classroom. It includes a survey of theory, practice and trends in adolescent literacy and English language instruction; the role of culture in language learning and multimodal literacy and technology; challenges and possibilities in teaching reading, writing, speaking, listening, viewing and thinking in Hawaiian secondary schools.

EDUC 623 Teaching Strategies: Secondary (3)

This course investigates curriculum structure and application trends in secondary classrooms across subject areas. From the perspective of practitioners in the classroom, the students will explore: standards; curriculum structure and trends; current curriculum guides and textbooks; and assessment. A variety of teaching and learning activities will be utilized including: observation and participation; discussions; lectures; and written projects.

EDUC 640 Educational Technology in the Classroom (3)

The 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.

EDUC 642 Teaching Literacy Through the Content Areas (3)

Examination of the ways students use the processes 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.*

EDUC 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.

EDUC 650 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.*

EDUC 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.

EDUC 654 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.

EDUC 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.

EDUC 662 SPED: Assessment, Planning, & Computer Technologies (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.

EDUC 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.

EDUC 667 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.*

EDUC 668 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.*

EDUC 681 Supervised Field Experience (2)

Provides supervision and mentoring to new teacher candidates already serving in classrooms prior to student teaching in order to increase their effectiveness and the quality of their instruction during their initial teaching period.

EDUC 684 Teaching Seminar: Secondary (3)

Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. *(Must be taken in conjunction with EDUC 685. Prerequisite: Pass Praxis II and acceptance to student teach)*

EDUC 685 Student Teaching: Secondary (6)

Provides supervised student teaching in approved secondary schools. *Must be taken in conjunction with EDUC 684. Prerequisite: Pass Praxis II and acceptance to student teach)*

EDUC 686 Teaching Seminar: Elementary (3)

Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. *Must be taken in conjunction with EDUC 687. Prerequisite: Pass Praxis II and acceptance to student teach*

EDUC 687 Student Teaching: Elementary (6)

Provides supervised teaching in approved elementary schools. *Must be taken in conjunction with EDUC 686. Prerequisite: Pass Praxis II and acceptance to student teach*

EDUC 688 Teaching Seminar: SPED (3)

Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. *Must be taken in conjunction with EDUC 689. Prerequisite: Pass Praxis II and acceptance to student teach*

EDUC 689 Student Teaching: SPED (6)

Supervised student teaching is provided in an approved special education classroom. *Course must be taken in conjunction with EDUC 688. Prerequisite: Pass Praxis II and acceptance to student teach*

EDUC 690 Teaching Seminar: PK-3 (3)

Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. *Must be taken in conjunction with EDUC 691. Prerequisite: Pass Praxis II and acceptance to student teach*

EDUC 691 Student Teaching: PK-3 (6)

Provides supervised teaching in approved PK-3 schools. *Must be taken in conjunction with EDUC 690. Prerequisite: Pass Praxis II and acceptance to student teach*

EDUC 701 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.

EDUC 703 Introduction to Action Research (3)

This course extends the principles and methods of research learned in the Educational Research and Design course to action research in an instructional setting. A focus will be on using research skills to foster systematic and thoughtful inquiry into instructional practice. Practitioners explore relevant educational practice issues through writing reflections, experimenting with action research strategies, and sharing their work in a collaborative setting.

EDUC 712 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.

EDUC 714 Integrated Curriculum (Elem.) (3)

Utilizing "Understanding by Design" principles, facilitates the development of an integrated curriculum unit that applies student-centered learning, and appropriate instructional processes, assessment, and technology in a thematic unit of study that draws upon at least three content areas.

EDUC 716 Creative and Critical Thinking (3)

This course is a survey of the current research and best practices that facilitate students' development of creative and critical thinking skills.

EDUC 717 Principles of Project-Based & Designed-Based Learning (3)

This course focuses on project design with an emphasis on projects that take full advantage of digital learning environments. Both teacher-designed projects and student-designed projects (challenge-based learning) are covered with strategies for content integration, student grouping, timeline development, student ownership, and assessment rubrics. (This course is only open to HAIS Cohort).

EDUC 718 Mobile and Online Learning Technologies (3)

This course investigates digital learning environments and how best to facilitate learning both when using mobile digital devices within a normal classroom space as well as when the classroom itself is a digital space. eBooks, FlexBooks, podcasts, interactive whiteboards, blended learning, flip-teaching, ePortfolios, and other digital tools and strategies will be covered. (This course is only open to HAIS Cohort).

EDUC 719 Leadership in Learning Seminar (3)

This course examines the many forms of both formal and informal teacher leadership in learning environments, in their institutions and in their communities. It considers the various barriers to individual teacher leadership that result from the structure of school facilities and policies, the service worker mentality of teacher culture, and the unreasonable demand that teachers be assessed according to a continually changing list of social, cultural, political and community developmental needs. And it explores the roles that teachers should be playing as adult learners, peer coaches and thought leaders in education reform. (This course is only open to HAIS Cohort)

EDUC 722 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: EDUC 701.*

EDUC 723 Language Development: Theory to Practice (3)

This course 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: EDUC 701.*

EDUC 724 Social and Emotional Development: Theory to Practice (3)

This course covers the theoretical, empirical and applied issues in children's interpersonal, emotional and personality development. Specific topics addressed will include attachment, personality, temperament, aggression, and motivation with consideration of biological and environmental influences. *Prerequisite: EDUC 701.*

EDUC 725 Science and Environmental Education (3)

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

EDUC 726 Children's Literature (3)

Examination of criteria for selecting and using literature at various stages of child development; in-depth study of literary genres; a focus on teaching in a literature-based program; practical uses of child and adolescent literature throughout the curriculum; application of a culturally responsive pedagogy through literature.

EDUC 727 Supporting Struggling Readers/Writers (3)

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

EDUC 728 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.

EDUC 732 SPED: Planning and Implementing Programs for Gifted Students (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.

EDUC 733 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.

EDUC 734 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.

EDUC 740 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.

EDUC 741 Introduction to Educational Administration (3)

This course is an introduction to the field of educational administration and leadership. The focus is on understanding schools as complex adaptive social systems, with the principal as the central administrator and change leader. The course also provides an introductory overview of effective school management processes, including management of human resource, finances, and legal and ethical issues.

EDUC 742 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.

EDUC 743 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.

EDUC 744 Managing Communications and Personnel Issues (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.

EDUC 745 School Community Relations (3)

This course examines principles, techniques, policies, and organizations to promote and sustain vibrant, positive and dynamic school-community relations. This includes the study of marketing strategies and processes; successful models of school, family, business, community, government and higher education partnerships; and the identification and evaluation of current school partnerships.

EDUC 746 Financial Management for School Administrators (3)

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

EDUC 747 Curriculum Administration (3)

This course is designed to provide education leader candidates the skills and knowledge to effectively undertake curriculum and instructional leadership in the schools. This includes an overview of basic concepts and theories underlying curriculum development within the context of state policies; provides basic tools for administrators to use in analyzing and selecting

curriculum; and explores effective strategies to implement curriculum successfully on a school-wide basis.

EDUC 751 Foundations of Catholic Education (3)

This survey course introduces the student to the history of Catholic education in the United States. Using primary documents the class investigates the principles that have shaped the character, quality and direction of the church's ministry of education. *(This course is open to Catholic Cohort Only)*

EDUC 753 Catholic and Private School Law (3)

The course introduces the student to the legal framework under which Catholic schools operate. Geared toward the practical needs of administrators, the course investigates such issues as student and faculty handbooks, hiring practices, special needs education, and athletic programs in Catholic schools. *(This course open to Catholic Cohort Only)*

EDUC 754 Development for Catholic Schools (3)

The course introduces students to the vision, skills and organization needed for building adequate development programs in Catholic schools. It is a hand-on course that helps administrators create programs of institutional advancement from the ground up. *(This course open to Catholic Cohort Only)*

EDUC 756 Special Topics in Leadership for Catholic School Administrators (3)

This course is designed to expand administrators' knowledge and skills in such areas as communication, personnel management, and community leadership for Catholic schools. *(This course open to Catholic Cohort Only)*

EDUC 757 Curriculum Leadership for Catholic Schools (3)

This course is designed to expand administrators' knowledge and skills in curriculum management, curriculum development, and assessment. *(This course open to Catholic Cohort Only)*

EDUC 761 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.

EDUC 762 Montessori Philosophy (3)

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

EDUC 763 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.

EDUC 764 Culturally Appropriate Practice 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: EDUC 761 .*

EDUC 765 Development of Senses and 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 sensory-motor function, and the relationship to other content areas such as reading and math. Research component is required. Requires observation and participation. *Prerequisite: EDUC 761.*

EDUC 766 Montessori Language Arts (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: EDUC 761.*

EDUC 767 Montessori Math Curriculum (3)
This course introduces the 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: EDUC 761.*

EDUC 768 Montessori: Place-Based Education (3)
This course 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.

EDUC 769 Montessori: Nurturing the Spirit of the Child (3)
This course focuses on developing learning environments which cultivate the spiritual nature of the young child, encouraging children to be peaceful within themselves, caring with others and responsibly respectful toward their environment.

EDUC 770 Integrated Curriculum (3)
This course examines the broad aims of education with a 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.

EDUC 771 Advanced Leadership and Guidance in Education (3)
This course provides experienced educational leaders with the knowledge and skills to facilitate, guide, and coach school level administrators to effect the requisite transformational and systemic changes in schools to increase student achievement.

EDUC 772 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.

EDUC 773 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.

EDUC 780 Special Topics in Education (1-3)

Courses of special interest are given on an occasional or trial basis in the Master of Education (M.Ed.) programs.

EDUC 781/783/785

Student Teaching Montessori EC (2)

Provides supervised teaching in approved early childhood schools. Must be taken in conjunction with EDUC 773. *Prerequisite: All Montessori foundation and methods courses.*

EDUC 782/784/786 Seminar Montessori EC (2)

Student support seminar is required with all student teaching courses. Student completes MACTE Competencies and Standards-based Exit Portfolios. Must be taken in conjunction with EDUC 772. *Prerequisite: All Montessori credential academic courses.*

EDUC 790 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.

EDUC 791 Action Research Proposal (3)

In this course practitioners will write a proposal for an action research project, conduct a small pilot project, and collect baseline data in preparation for completing an action research project. *Prerequisite: ED 703*

EDUC 793 Action Research Project and Report (3)

Practitioners will conduct the action research project proposed in the Action Research Proposal course, analyze the data, and present the results in writing. *Prerequisite: EDUC 701 & 703*

EDUC 794 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.

Note: EDUC 794 must be taken after the completion of all coursework except student teaching and seminar; may be taken concurrently with one other M.Ed. course.