

Education (ED)

ED 100: Introduction to Education and Teaching

ED 100 is an introductory course where students will learn about the teaching profession, the professional teacher, and the learner. The roles and responsibilities of the educator and the educational system in Hawai'i will be examined. Students will also learn about diverse learners and learning styles and theories. Creating a positive learning environment, managing classrooms effectively, and developing and conducting standards-based lesson plans will be covered. Students will also explore various careers in education.

Credits: 3

Prerequisites: ENG 22 or ENG 24 with a grade of C or better or Placement in ENG 100 or Equivalent or instructor consent

Program: [Education](#)

ED 143: Registered Behavior Technician Training Credential

This training program is based on the Registered Behavior Technician (RBT) Task List which is part of an internationally recognized 40-hour RBT training that equips professionals with the highest level of Applied Behavior Analytic training.

The program is offered independent of the Behavior Analyst Certification Board (BACB). As the number of children diagnosed with Autism Spectrum Disorder (ASD) continues to increase so does the need for specially trained and credentialed (certified) professionals and caregivers in the area of Applied Behavior Analysis (ABA). The training covers measurement, assessment, skill acquisition, behavior reduction, documentation and reporting, and professional conduct and scope of practice. In addition to the 40-hour training, students will complete a competency assessment administered by a Board Certified Behavior Analyst (BCBA) which involves an interview and direct-observation of competencies based on the RBT Task List. Upon completion of this course, students will be eligible to apply for the RBT Examination for their RBT Credential. (Formerly ED 298B)

Credits: 1

Program: [Education](#)

ED 237: Indigenous Perspectives in Teaching

Indigenous Perspectives in Teaching will analyze a broad range of instructional strategies, approaches, technologies and worldviews that are practiced among native populations throughout Hawai'i, Polynesia and the North American continent. This course examines indigenous teaching models from perspectives of Native Hawaiian, Native American, Native Alaskan, Maori and other pacific island peoples. Students will be able to identify and apply pedagogy from various educational traditions to specifically address Native Hawaiian student learning, and generally support teaching and learning for all students of diverse populations.

Credits: 3

Prerequisites: Placement in ENG 100

Program: [Education](#)

ED 277: Introduction to Multicultural Education

Building connections and creating a caring culture within the classroom is essential for today's teachers. ED 277 will equip students with the knowledge, skills and methods to build inclusion within the classroom and advocate for diversity. The course delves into issues of race, ethnicity, socioeconomic status, gender, sexual identity, language, and conflicting values between cultures. Students will acquire strategies to develop and deliver culturally responsive teaching and instruction. They will learn how to develop an awareness of and sensitivity to the challenging issues facing K-12 teachers and students in diverse settings. (Formerly ED 294)

Credits: 3

Prerequisites: ENG 22 or ENG 24 with a grade of CR or equivalent or Placement in ENG 100 or equivalent or Instructor consent

Program: [Education](#)

ED 279: Educational Media and Technology

Introduction to theories, application of principles, acquisition of practical skills of educational media relevant to teaching/ learning situations, in classroom as well as non-school settings.

Credits: 3

Prerequisites: ENG 22 or ENG 24 with a grade of C or better or equivalent or Placement of ENG 100 or equivalent or Instructor consent

Program: [Education](#)

ED 282: Collaboration: Roles and Responsibilities As a Member of the Multi-disciplinary Team

This course is designed to provide teachers with knowledge of collaborative and co-teaching models of instruction and to prepare them to implement these models in their schools and classrooms. While co-teaching can be a rewarding experience for students and professionals, understanding its elements and foundations is critical in creating a positive learning environment for students. Co-teaching requires not only pedagogical skill on the part of the participating teachers, but also a willingness to share and collaborate in the teaching of all students in special education and inclusion classrooms. This course is consistent with state and local educational goals including the focus on activities that participants will apply to real-world settings.

Credits: 3

Prerequisites: ENG 22 or ENG 24 with a grade of C or better or equivalent or Placement in ENG 100 or Instructor consent

Program: [Education](#)

Recommended Prep: Interest in the field of teaching and experience working with children.

ED 282C: Collaboration and Teaming Practicum

Collaboration and Teaming is designed to provide students with knowledge of collaborative and co-teaching models of instruction and to prepare them to implement these models in their schools and classrooms. (Formerly ED 298L, ED 282L)

Credits: 1

Prerequisites: ED 282 with a grade of C or better or concurrent enrollment and ENG 22 or ENG 24 with a grade of CR or Placement in ENG 100 or Instructor consent

Program: [Education](#)

ED 283: Partnerships with Culturally and Linguistically Diverse Families

Partnership with Culturally and Linguistically Diverse Families focuses on the skills necessary for working effectively with families of diverse students including those with disabilities. Instruction will include family system theory; characteristics/functions of families; relevant law and policy such as the Individuals with Disabilities in Education Act (IDEA) and requirements for family participation; strategies for communication and collaboration with diverse families.

Credits: 3

Prerequisites: ENG 22 or ENG 24 with a grade of C or better or equivalent or Placement in ENG 100 or Instructor consent

Program: [Education](#)

Recommended Prep: Interest in the field of teacher education and experience with children.

ED 284: Foundations of Inclusion in Teaching

Foundations of Inclusion in Teaching (Formerly ED 297S) explores historical and contemporary educational contexts, laws, policies and practices that support special student populations. Curriculum is focused on the demonstration and application of supportive and age-appropriate instructional goals, experiences and assessments. Special populations in need of an inclusive setting include all students, but this course is specifically focused on Native Hawaiians, students from poverty, and low-income communities, and all students with Individualized Education Programs and special needs.

Credits: 3

Prerequisites: ENG 22 or ENG 24 with a C or better or equivalent or Placement in ENG 100 or Instructor consent

Program: [Education](#)

Recommended Prep: Students should be prepared to travel off campus for field visits and interviews.

ED 285: Classroom Management Within the Instructional Process

An introductory course which offers the student exposure to the various issues of classroom management. The professional role of the teacher, development of positive and inclusive classroom culture, planning for effective instruction, and proactive approaches to supporting student behaviors and community relationships will be addressed. Learning will focus on the development of values oriented and organized learning environments. Students will learn how to develop classroom discipline and individualized behavior plans. Behavioral assessment, strategies and interventions will be introduced. Learning styles, theory, instructional assessment, planning and delivery will be explored. 10 hours of field experience is required which will lead to the development of a case study.

Credits: 3

Prerequisites: ENG 22 or ENG 24 with a grade of C or better or equivalent or Placement in ENG 100 or Instructor consent

Program: [Education](#)

ED 289: Educational Psychology

This course introduces students to major concepts and principles in the field of Educational Psychology that form the foundations of learning and instruction. Students will examine various development domains and learning theories and translate this knowledge into effective teaching practices for motivating learners with diverse needs. While traditionally educational psychology focuses on the teaching profession, this course is open for all students interested in developing a deeper understanding on how humans learn. (Formerly ED 298)

Credits: 3

Prerequisites: ENG 22 or ENG 24 with a grade of CR or equivalent or Placement in ENG 100 or equivalent

Program: [Education](#)

ED 290: Foundations of Education

This is an introductory course that provides a broad yet detailed exposure to the American Educational System, an introduction to the teaching profession and a knowledge base of contemporary issues in Education. Students will examine the structure, culture, and curriculum of schools and the broad forces (historical, philosophical, legal and financial) that shape the foundation of our educational system.

Credits: 3

Prerequisites: ENG 22 or ENG 24 with a grade of C or better or placement in ENG 100 or equivalent.

Program: [Education](#)

ED 291: Developing Language & Literacy I

This is an introductory class for students interested in becoming educational assistants, as well as teachers in elementary, secondary or special ed. classrooms. Through a balanced literacy approach, instruction will include developmental stages of reading and writing, phonemic awareness, phonics, fluency, vocabulary development and text comprehension. The major characteristics of multi-level literacy instruction and assessment techniques will also be examined. Students will complete 10 hours of field experience which will lead to the final project of a case study.

Credits: 3

Prerequisites: ENG 22, ESL 22 or ENG 24 or placement in ENG 100, ENG 100E or consent of instructor.

Program: [Education](#)

ED 295: Field Experience in Education

Field Experience in Education is a culmination of the knowledge, skills, and dispositions learned in the Associate in Arts in Teaching (AAT) program. Students will engage in observations of, and personal reflection on, effective teaching practices and successful student interactions. They will also engage in seminar discussions with their peers about their experiences and observations in the classroom. Students will have the opportunity to work with classroom teachers at the elementary, middle, and/or high school levels to give them a range of exposure to the K-12 educational experience. 45 hours of field experience is required (students can apply 10 hours of field experience from ED 291 and 10 hours of field experience from ED 285 toward the total of 45 hours). This course is a hybrid with four (4) mandatory in-class sessions. Accommodations for class attendance will be made for off-island students.

Credits: 1

Prerequisites: ED 285, ED 290, ED 291, and ED 294, or consent of instructor.

Program: [Education](#)

ED 296: Introduction to Art, Music and Creative Movement in the Classroom

This is an introductory course which will introduce students to the principles, concepts and values in integrating the arts into our elementary or special education classrooms. Educators are aware that children need to be engaged visually, auditorily and kinesthetically to enhance learning and support content. The arts support a balanced program of instruction across all content areas.

Credits: 3

Prerequisites: ENG 22, ENG 24, or ESL 22, with a grade of C or better OR placement in ENG 100 or equivalent or consent of the instructor.

Program: [Education](#)

ED 310A: Classroom Management Within the Instructional Process for Cte Teacher Candidates

An introductory course for CTE Teacher Candidates which offers the student exposure to the various issues of classroom

management. The professional role of the teacher, development of positive and inclusive classroom culture, planning for effective instruction, and proactive approaches to supporting student behaviors and community relationships will be addressed. Learning will focus on the development of value-oriented and organized learning environments. Students will learn how to develop classroom discipline and individualized behavior plans. Behavioral assessment, strategies and interventions will be introduced. Learning styles, theory, instructional assessment, planning and delivery will be explored. (Formerly ED 285A)

Credits: 3

Prerequisites: ENG 100 with a C or equivalent; or consent of instructor. Acceptance into the Alternative Certification for CTE Teacher Licensure program.

Program: [Education](#)

ED 311A: Foundations of Inclusion in Teaching for CTE Teacher Candidates

Foundations of Inclusion in Teaching for Career and Technical Education Teacher Candidates explores historical and contemporary educational contexts, laws, policies and practices that support special student populations. Curriculum is focused on the demonstration and application of supportive and age-appropriate instructional goals, experiences and assessments. Special populations in need of an inclusive setting include all students, but this course is specifically focused on Native Hawaiians, students from poverty and low-income communities, and all students with Individualized Education Programs and special needs. (Formerly ED 284A)

Credits: 3

Prerequisites: ENG 100 with a C or better or equivalent; or consent of instructor. Acceptance into the Alternative Certification for CTE Teacher Licensure program.

Program: [Education](#)

ED 312A: Educational Psychology for CTE Teacher Candidates

This course introduces CTE Teacher Candidates to major concepts and principles in the field of educational psychology that form the foundations of learning and instruction. Candidates will examine various development domains and learning theories and translate this knowledge into effective teaching practices for motivating learners with diverse needs. (Formerly ED 289A)

Credits: 3

Prerequisites: PSY 100 with a grade of C or better and ENG 100 with a grade of C or better or equivalent. Acceptance into the Alternative Certification for CTE Teacher Licensure Program.

Program: [Education](#)

ED 330: SPED Law and IEP Development

This course will give students the opportunity to review special education law, with an emphasis upon Hawai'i Administrative Rules, Chapter 60 and the 2004 Reauthorization of IDEA. Heavy emphasis will be on Individual Education Program development through examination of required elements of IEPs and simulated IEP team scenarios. Students will be introduced to state and federal special education rules and regulations, practical application of the law, ethical codes and related professional standards. Students will review curriculum standards and mock student records, participate in mock IEP/Placement meetings, develop mock IEPs and develop methods for monitoring progress. The course will also discuss Section 504 of the Rehabilitation Act of 1973, The No Child Left Behind Act of 2001 and the impact of key laws upon students with disabilities. (Formerly ED 297D).

Credits: 3

Prerequisites: Complete 2 years of any associate level degree or higher.

Program: [Education](#)

ED 331: Special Education Assessment

This course focuses on assessing the exceptional child, including an examination of evaluation procedures, from pre-referral intervention, eligibility/placement/ program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Emphasis will be on using assessment information to determine strengths and needs to design instruction related to Individualized Education Program (IEP) goals and state standards, and to evaluate the effectiveness of that instruction using progress-monitoring techniques. This course will introduce students to commonly used tests and evaluation systems used in public school special education programs. (Formerly ED 297F).

Credits: 3

Prerequisites: Complete 2 years of any associate level degree or higher

Program: [Education](#)

ED 332: English Language Arts Instruction and Interventions

This course introduces the developmental continuum for literacy. Students will be prepared to assess learners' abilities; select appropriate instructional strategies; design effective instructional programs, leading to increased listening, speaking, reading and writing competencies for all children; and establish assessment strategies to evaluate student progress.

Credits: 3

Prerequisites: Complete 2 years of any associate level degree or higher

Program: [Education](#)

ED 334: Participating in a Professional Community

This course explores the organizational, personal, and interpersonal aspects of working as a teacher in schools. Course content will prepare students for membership and leadership in a professional learning community and for continuing professional growth.

Credits: 3

Prerequisites: Complete 2 years of any associate level degree or higher

Program: [Education](#)

ED 335: Educational Technology for the Inclusive Classroom

This course presents an overview of the variety of instructional technology options and considers how these are effective across the curriculum. Educational technology includes the many tools and methods in which technology is used within an educational setting. Students will learn about current trends in education that are directly related to technology. Emphasis is placed on reaching different types of learners, considerations of integration, and assessing effectiveness of technology use for students with special needs in the inclusive classroom.

Credits: 3

Prerequisites: Complete 2 years of any associate level degree or higher.

Program: [Education](#)

ED 336: Student Teaching Portfolio

This course guides students through the process of providing documented evidence of teaching proficiencies aligned with initial preparation standards from Hawai'i Teachers Standards Board, the Council for Exceptional Children, and the Interstate Teacher Assessment and Support Consortium (InTASC). The portfolio will be assessed as part of recommendation for licensure in SPED PK-12 in the state of Hawai'i.

Credits: 3

Prerequisites: ED 330 and ED 331 with a grade of C or better and complete 4 years of a bachelor's degree.

Program: [Education](#)

Recommended Prep: ED 332, ED 334 and ED 335.

ED 393P: Practicum I: Alternative Certification for CTE Teacher Licensure

The Alternative Certification for Career and Technical Education (CTE) teacher licensure program will prepare candidates who have content knowledge with the pedagogy necessary to become effective practitioners in CTE classrooms at the secondary level. A critical component of the program is the supervised practicum where knowledge of content and strategies for best teaching practice will be integrated and polished. Through extensive mentoring and performance evaluations completed by program faculty. CTE teacher candidates will be well prepared to meet the high standards for licensure and practice. Practicum I will provide mentoring for the CTE candidate as they intern in their own CTE high school classroom. (Formerly ED 295, ED 295A, ED 313A)

Credits: 1

Prerequisites: Acceptance into the Alternative Certification for CTE Teacher Licensure program. Requirements for admission: Praxis I with a passing score, minimum of an Associate Degree, and minimum of 3 years industry experience. Candidates entering with a Bachelor's degree or higher are not required to take the Praxis I exam.

Program: [Education](#)

ED 393S: Practicum II

Practicum II is the supervised practicum where knowledge of content and strategies for best teaching practices will be integrated and polished. Through extensive mentoring and performance evaluations completed by program faculty, teacher candidates will be well prepared to meet the high standards for licensure and practice. Practicum II will provide formal

supervision for the teacher candidate as they intern in a classroom. Formal observations will be completed by an Education faculty member. (Formerly ED 295B, ED 314B)

Credits: 1

Prerequisites: Acceptance into the Alternative Certification for CTE Teacher Licensure program or the Advanced Professional Certificate in Special Education

Program: [Education](#)