



SCHOOL OF EDUCATION
(Early Childhood Education Division)
(Elementary Education Division)
(Secondary Education Division)

Postgraduate Level

John 17:17

Teaching, Learning, Communication

2023

Proverbs 9:10

Fear of the LORD is the beginning of wisdom. Knowledge of the Holy One results in understanding.

Proverbs 1:7

Fear of the LORD is the beginning of knowledge. Only fools despise wisdom and discipline.

Colossians 2:8

Don't let anyone lead you astray with empty philosophy and high-sounding nonsense that come from human thinking and from the evil powers of this world, and not from Christ.

CUP School of Education Handbook
ECE, Elementary, Secondary Education

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Christ's University in Pacific
Nuku'alofa, Tonga
KINGDOM OF TONGA

I. WELCOME TO OUR CUP's SCHOOL OF EDUCATION



Greetings in the precious name of our Lord Jesus Christ, our Saviour.

Welcome to the School of Education at Christ's University in Pacific (CUP). We are proud to say that Education at CUP is a Christ-centred, Bible-based process of leading students to Christ, teaching them obedience to Christ, equipping them with knowledge, attitudes and skills for

effective service to God. CUP celebrated its 15th anniversary in 2019 and since its inception, the School of Education (SOE) has awarded eight B.Ed., 7 M.Ed. and 1 Ph.D. degrees. More than a score have received Certificates in Teaching, and about the same number have received Diplomas.

With the introduction of our Post-Graduate studies in 2014, most of our undergraduate students have continued on with their studies and some have been awarded Master's degrees, while others have graduated with Master's with Honours. Today, our graduates are serving as school principals, head tutors, and school managers throughout our education system and abroad.

It is indeed a joy and a privilege to be a part of God's ministry in education, training both current and future candidates to be effective and excellent Christian teachers, serving as shepherds, servant leaders in the classrooms, and Christian educational administrators.

It is our utmost desire to engrave the living Word of God in the hearts of our students and teachers; to lead students to Christ and the Holy Spirit, who will kindle in them an imperishable flame that will perpetually enlighten their lives and those of others.

It is our prayer also that the courses offered at SOE, CUP will provoke, promote, and inspire students to imagine, think, question, create, innovate, and above all, develop a love and passion for Jesus Christ and learning that is life-long.

May God alone be honoured and glorified in our School of Education and in our lives and in Christ's University in Pacific.

Sincerely,

Emeritus Professor 'Ana Maui Taufe'ulungaki, Ph.D., M.A., Dip.TESL, B.A.

II. THE PURPOSE STATEMENT

1. The purpose of the elementary education major:

Is to prepare students to teach in a Christian elementary or early childhood program, by equipping them with a Christian-traditional philosophy of subject content and teaching methods, practical teaching skills, and a servant's heart.

Learning Outcomes: Graduates of the elementary education program will be able to

- apply a Christian-traditional philosophy of education to content and methods of teaching in elementary or early childhood classes;
- demonstrate competency in elementary-level or early childhood subject content;
- demonstrate proficiency in the use of methods and materials appropriate for the Christian-traditional elementary or early childhood classroom;
- organize, establish, and manage an effective learning environment;
- demonstrate knowledge of the learner with ability to teach him;
- teach effectively in a Christian elementary or early childhood program; and
- integrate biblical Christian values in personal life and teaching.

The program uses the best curriculum, methods, and equipment to prepare students to teach, Primary and Secondary Level classrooms become the students' laboratory for learning how to teach. Students gain experience *before* beginning their elementary teaching internship—first year students observe videotaped elementary classes; second year students and third year students teach peers and some elementary classes for additional preparation.

2. The purpose of the secondary education major :

Is to prepare students to teach in a Christian school, by equipping them with a Christian-traditional philosophy of subject content and teaching methods, practical teaching skills, and a servant's heart.

Learning Outcomes: Graduates of the secondary education program will be able to

- apply a Christian-traditional philosophy of education to purposes, content, and management of teaching;
- demonstrate knowledge and understanding of subject content unique to their selected concentration and second teaching field;
- demonstrate proficiency in the use of methods and materials appropriate for the traditional secondary classroom;
- organize, establish, and manage an effective learning environment;
- demonstrate knowledge of the learner with ability to teach him;
- teach effectively in a Christian primary or secondary school; and
- integrate biblical Christian values in personal life and teaching.

III. CUP POSTGRADUATE CALENDAR YEAR 2023

JANUARY M T W R F Sa Su 23 24 25 26 27 28 29 30 31							<ul style="list-style-type: none"> • 25th January: CUP UNIVERSITY STAFF & TEACHERS BEGINS @ 10am • 27th and 31st January: STAFF PROFESSIONAL DEVELOPMENT @ 10am
FEBRUARY M T W R F Sa Su 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28							<ul style="list-style-type: none"> • 3rd, 8th, 15th, and 17th Feb.: SCHOOL MEETINGS @ 10am • 6th, 10th, 13th Feb.: STAFF PROFESSIONAL DEVELOPMENT @ 10am • 21st – 23rd Feb.: UNDERGRADUATE and POSTGRADUATE ORIENTATION @ 10am • 20th and 24th Feb.: STAFF MEETINGS @ 10am • 28th Feb.: SEMESTER 1 START @ 11am
MARCH M T W R F Sa Su 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							<ul style="list-style-type: none"> • 17th March: SCHOOL MEETINGS • 31st March: STAFF PROFESSIONAL DEVELOPMENT
APRIL M T W R F Sa Su 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30							<ul style="list-style-type: none"> • 10th – 14th of April: MID-SEMESTER BREAK (1 Week) • 7th April: GOOD FRIDAY • 10th April: EASTER MONDAY • 11th – 14th: COMMITTEE MEETINGS @ 10am
MAY M T W R F Sa Su 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							<ul style="list-style-type: none"> • 5th May: SEMC and SENATE MEETINGS • 12th May: SCHOOL MEETINGS • 19th May: STAFF PROFESSIONAL DEVELOPMENT
JUNE M T W R F Sa Su 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30							<ul style="list-style-type: none"> • 29th May – 2nd June: STUDY WEEK (1 Week) • 29th May – 2nd June: COMMITTEE MEETINGS @ 10am • 5th – 15th June: SEMESTER 1 FINAL EXAMINATION! • 16th June: SEMESTER 1 ENDS! • 30th June: SEMC and SENATE MEETINGS
JULY M T W R F Sa Su 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							<ul style="list-style-type: none"> • 19th June – 21st July: WINTER BREAK (5 Weeks) • 25th July: SEMESTER 2 BEGINS @ 11:00am
AUGUST M T W R F Sa Su 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							<ul style="list-style-type: none"> • 11th Aug.: SCHOOL MEETINGS • 18th Aug.: STAFF PROFESSIONAL DEVELOPMENT • 4th Sept. – 8th Sept.: MID-SEMESTER BREAK (1 Week)
SEPTEMBER M T W R F Sa Su 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30							<ul style="list-style-type: none"> • 4th Aept. – 8th Sept.: COMMITTEE MEETINGS @ 10am • 22nd Sept.: SEMC and SENATE MEETINGS • 29th Sept.: SCHOOL MEETINGS
OCTOBER M T W R F Sa Su 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							<ul style="list-style-type: none"> • 6th Oct.: STAFF PROFESSIONAL DEVELOPMENT • 11th and 12th Oct.: SCHOOL OF SCIENCE INTERNATIONAL CONFERENCE • 16th – 20th Oct.: STUDY WEEK (1 Week) • 16th Oct. – 20th Oct.: COMMITTEE MEETINGS @ 10am • 23rd Oct. – 2nd Nov.: SEMESTER 2 FINAL EXAMINATION!
NOVEMBER M T W R F Sa Su 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30							<ul style="list-style-type: none"> • 10th Nov.: SEMESTER 2 ENDS! • 24th Nov.: SCHOOL MEETINGS • 1st Dec.: SEMC and SENATE MEETINGS
DECEMBER M T W R F Sa Su 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							<ul style="list-style-type: none"> • 14th Dec.: CUP GRADUATION (Tentative date)! • 22nd Dec.: CUP STAFF LAST DAY FOR ACADEMIC YEAR 2023! • 25th and 26th Dec.: CHRISTMAS DAY and BOXING DAY!

IV. FACTUAL SUMMARY

CHRIST'S UNIVERSITY IN PACIFIC MASTER OF EDUCATION

- Early Childhood Education
- Elementary Education
- Secondary Education

Qualification Title : Master, Postgraduate Diploma, Postgraduate Certificate in Education

Title of Program : Master of Education Major in (Secondary OR Elementary OR ECE)

Subject Classification : Educational Administration/Teaching

Division : Postgraduate Studies.

School(s) : Education

Level : Level 8 & 9

Total Credits : Postgraduate = 240 crdts

Nature of the Qualification : Christ's University in Pacific programme developed and taught at CUP (Tonga).

Entry Requirements : Bachelor degree

Describe : Educational Administration

Outcome Statements : Education major's, upon completion must be able to

1. * Explain the Christian philosophy of Education versus secular. Humanistic and Progressive Education.
2. * Describe the Educational Administration (school management) of a Christian School.
3. * Explain the Biblical relationship of the school (teacher) with the parents (home), church, and the child (student).
4. * Discuss curriculum of ECE, elementary and secondary schools.
5. * Demonstrate the intensive phonics Instruction
6. * Explain and demonstrate lesson planning, materials, methods and strategies of teaching.

7. * Demonstrate with illustrations the teaching and learning process.
8. * Demonstrate the teaching of various subjects for each the three levels (ECE (Kindergarten), primary, secondary).
9. * Explain the Assessment and evaluation methods and strategies.
10. * Describe the various behavioural and learning development of the child.
11. * Explain the classroom management and discipline.
12. * Discuss, analyse and evaluate various learning theories of Educational Psychology.
13. * Discuss and apply personal and Community health.
14. * Evaluate and analyse various literary concepts from children's literature.
15. * Discuss the importance of the Christian teachers (in the Christian school) as teachers of the Kingdom.

Delivery Mode: Lecture, Class discussions, group work, presentation, research, Practicum / teaching internship.

Content Statement(s): The Education Department at CUP focuses on equipping students and Teachers with knowledge of the Christian philosophy of education versus modern secular humanistic & progressive education.

- Equipping students and teachers with skills and knowledge for effective teaching and learning in the classroom
- Equipping students and teachers with Christian attitude for a distinctively Christian lifestyle from time to eternity.

Delivery sight : CUP University, Nuku'alofa, Tongatapu

Start Date : Semester 1: March - June.
Semester 2: August - November.

Duration : 2 years full time; 3-4 years part time.

Total Teaching Weeks : Semester 1 - 16 weeks.
Semester 2 - 16 weeks.

Student Learning Hours:

The learning hours are a guide to the total time needed for a student to complete the paper:

- ✓ On Campus Sessions 102
- ✓ Student Directed Learning 48

Total learning hours 150

Qualification Developer: Christ's University in Pacific

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V. INTRODUCTION

1. Faculty of Education

The faculty of CUP's Division of Education are successfully experienced in the techniques of classroom teaching and management methods. They are committed and dedicated Born-again Christians, filled with God's Spirit, obedient to God's Word, and are competent in the actual work and art of teaching as actual "gifts" of the Holy Spirit. **(2 Corinthians 6:16).**

2. Our Vision

The vision of the Division of Education at Christ's University in Pacific is that God may be glorified through its Christ-centered and Biblically based Philosophy of Christian Education, curriculum, text books, faculty members and students.

All governors, faculty, staff and students who are involved in the educational process are to have a personal commitment to Jesus Christ since the centrality and Lordship of Jesus Christ is fundamental in all that is believed, said and done in its teaching and learning:

(John 1, Deuteronomy 6: 1-12; 1 John 5:11,12)

All students are to obtain High Standard of Conduct, be matured in the life of Christ, and go out into the world as salt and light

(Matthew 5:13-14).

Students of Education are to strengthen cultural values that underpin Tongan society which include dimensions such as tauhivaha'a (caring), mamahi'i me'a (responsibility), faka'apa'apa (respect), and lototo (humility)

(Galatians 5:22-23).

We envision our students who are prospect teachers, to be academically and intellectually competent in their education studies with practical and experiential application (knowledge, skills and attitude) so that they may be able to pursue further tertiary or vocational studies and be prepared for effective leadership, service in Christian schools from time unto eternity.

3. Mission

The Mission of the School of education at Christ's University is to provide an academically challenging, Christ-centered, high quality education programme that improves the function of achieving quality education and ensuring positive learning outcomes. The school of education is striving to help students and teachers to meet the competencies and skills necessary to achieve their professional roles; to help students and teachers to be more thoughtful of effective planning and the delivery of teaching strategies that are compatible to their future or current daily teaching schedules.

We promote the cause of Christ by providing a distinctively Christian traditional education that develops students spiritually, intellectually, morally, culturally and socially.

4. Philosophy of Education

Our philosophy of Christian Education is based on the authority, authenticity, and reliability of the Bible. This Christian traditional approach is in contrast to the humanistic, progressive systems of education. It offers our students the best possible educational programs and methods of studies with a high standard of conduct; we provide each student with Godly character development, communicative skills of language and subject matter align with God's truth. The Word of God is the complete final revelation of God concerning all manners of faith and practice. "The Word is Truth" John 17:17.

The centrality and authority of the Lord Jesus Christ is acknowledged in all that is believed, said and done: John 1. Thus, spiritual ministry and evangelistic efforts are made to bring all students to the saving knowledge of Jesus Christ. Clearly defined goals and objectives of Christian education are found in the Bible: We must "DO ALL TO THE GLORY OF GOD"
1 Corinthians 10:31.

We develop the students according to their difference in innate ability and uniqueness of their God-given personalities and potentials. We develop individuals who are articulate, knowledgeable, and of good Christian character.

The academic program, through traditional approach, emphasizes that classroom methods should be teacher-directed: Deuteronomy 6:7, with the students acquisition of facts and concepts in the areas studied: 2 Timothy 2:15, researching: John 5:39, exercising powers of reasoning: Acts 24:25, relating: Luke 24:27, and recording: 3 John 12.

We have the conviction that the Bible gives us the true view of God and man. The Bible tells us that God is orderly and that the orderly universe is His creation. God created man in his image apart from any concept of evolution or so called theistic evolution. God is the Author of the order, reason, and reality that are reflected in the universe. CUP education is grounded in objective reality and absolutes. All truth is God's truth.

CUP education deals with the physical, intellectual, social and spiritual dimensions of the students. Thus, we believe that knowledge of the Bible and the Lord Jesus Christ is essential to his development and growth of the individual.

Training Godly characters emphasizes that the essence of a disciple of Christ is self-denial: Titus 2:12, and self-discipline. The Bible classes and morning devotions at school assemblies and in classrooms are a vital part of our schools' Christian training program; the classroom instruction supports and reinforces that training.

Discipline is administered firmly but fairly; we strive to install in each student the attitudes of obedience, doing what is right, loving God and country, thus equipping him for his role in God's plan for his life and for his proper place in society.

The Christian philosophy of life is taught to the student so that he is armed "that no one take you (him) captive through philosophy and empty deception, according to the tradition of men, according to the elementary principles of the world, rather than according to Christ" Colossians 2:8

We believe that through Christian education, the student must be brought to “unity of the faith, and of the knowledge of the Son of God, unto a perfect man, unto the measure of the stature of the fullness of Christ” Ephesians 4:13.

Therefore, the student graduating from CUP’S Division of Education is able to effectively witness for Christ winning souls for His kingdom, and he is academically equipped in a society that is free and is able to manifest the life of Christ – Mo’ui ‘Ia Kalaisi – by bearing the fruits of the Holy Spirit in his daily life. (Galatians 5:22-26)

VI. THE PROGRAM PURPOSE

1. PURPOSE

The Education Program of Christ's University in Pacific concentrates in providing and sustaining lifelong, relevant and excellent quality education that is Christ-centered and is Bible based. Students and teachers are taught that all truth and wisdom come from God (Ps.111:10, Prov.1:7:Prov.9:10) through His revelation in His scriptures and in His creation: "And unto man He said, Behold, the fear of the Lord, that is wisdom; and to depart from evil is understanding" (Job 28:28).

The purpose of the CUP education programs is to equip the student with both spiritual qualifications and professional qualifications. The student is provided with a liberal arts education, competency in his own academic specialty, discipline and dedication to serious and persistent study, biblical maturity, teacher training, experience and wisdom.

The Bachelor degree program in education is designed to equip students with subject content, teaching methods and techniques, practical teaching skills, management methods, planning, assessment and evaluation, and Christian attitude of a servant's heart to serve God in his community and in the field of education for God's glory. The humanistic philosophy and humanistic techniques used in progressive education today is addressed as well as the traditional philosophy of Christian education.

2. GRADUATE PROFILE

3.2 Students' Learning Objectives (Intentions/Outcomes)

Learning objectives or outcomes are valuable as: (1) they clarify educational purpose and can help teachers design all other aspects of their program. They also provide a guide for teachers to appropriate learning and assessment activities.

(2) They also express educational purpose to students, what the course offers them and what is expected of them, that is, they help pupils to focus on what is important in the course.

(3) They help teacher's reconceptualise the educational purpose from the student's perspective, in terms of what the student can be expected to know or do as a result of completing the course.

(4) They provide the teachers direction in terms of allowing them to:

- Identify specifically what they want their students to learn;
- More efficiently design content, instruction, and evaluation for the lessons;
- Convey to pupils as well as to colleagues what they are covering and the priority areas they intend to cover.
- Allow them to manage their own expectations concerning what their students and content can actually accomplish.

In keeping with the CUP education program's rationale, the learning objectives/outcomes students should be able to demonstrate are:

- Discuss the two cosmogonies that purport to explain the origin and development of all things and the meaning of life in terms of epistemology, metaphysics and axiology.

- Demonstrate a variety of successful instructional techniques and methods with visuals and equipment; demonstrate actual planning and micro-teaching.
- Explain the purposes and practices of teaching and learning process.
- Explain the learning theories of multiple intelligences, behavioural, cognitive, constructivist, cooperative and mastery learning with application to the students learning.
- Describe the continuity of human development throughout the life span and the interrelations among the physical, cognitive, emotional, social and spiritual realms of development and learning.
- Discuss the positive philosophy of improving classroom management and techniques of discipline and how it improves personal relationships between pupil, teacher, and parent relationships.
- Describe and demonstrate the characteristics of Christian leadership and explain the fundamental concepts of process, organization, communication, and decision making.
- Explain the principles and concepts and for teaching intensive phonics.
- Explain the purposes and practices of assessment and evaluation, and all the necessary skills and procedures for the year-long assessment of pupils.
- Discuss the sequential design of the elementary and secondary school curriculum as well as the scope and sequence of each grade level.
- Discuss concepts, practices and attitudes that strengthen Christian educators and their group relationship such as family, school church and local community life.
- Describe the skills necessary for school management expertise in the areas of personnel administration, supervision of instruction, office and records procedures, in-service education, and principles of educational management.
- Discuss the various issues influencing current thought and practice in elementary, primary, and secondary education.
- Explain and demonstrate the methods and techniques of doing research study. The student is to be able to read from several selected sources, evaluate, select and organize information on global education, diverse worldviews on education, Christian education and its impact on his community, and on other historical and current issues in education.

VII. PROGRAMME ANALYSIS

Education Administration is a three years and 1 year program respectively (Bachelor and Master):
 Certificate of Attainment (Level 5), Associate of Arts (Level 5), Diploma (Level 6), Bachelor of Education (Level 7), Postgraduate Certificate & Diploma (Level 8), Master of Education Degree (Level 8 & Level 9)

Education Administrators

Will provide education majors with educational training from a Biblical perspective which will be an education in either Early Childhood, Elementary or Secondary educational administration. This training will be practical in application, experiential in nature; designed to make the student competent and prepared in his teaching career; and designed to thoroughly equip the student to pursue graduate studies.

Education majors will be provided with opportunities to realize their own potentials; to cultivate a sensitivity to the spiritual needs of the work all around them; a commitment to the Christian way of life; appreciation of cultural heritage; competency in teaching organized, disciplined, systematic subject matter; and to ensure the survival of God's commandment for Christian education in our nation. (Deuteronomy 6:1-12).

Education majors must realize that continuation in the teaching career is dependent upon an ongoing evaluation of the student's teaching and/or academic progress. A degree in education is subject to successful teaching experiences. A student may be removed at any time from the education major and/ or teaching experiences if in the opinion of the faculty/administration the student fails to perform satisfactorily or improve sufficiently in the appropriate teaching skills, regardless of the student's academic average in the program or particular course.

Here's a comparison of the options:

	Certificate & Associate	Diploma	Bachelor's	Master's
For First year students and current teachers	<ul style="list-style-type: none"> - Current teachers in need of teacher qualifications. - First time students seeking a teaching career - Teachers seeking higher qualification from certificate to diploma 	<ul style="list-style-type: none"> - Students and teachers seeking in-depth knowledge or higher qualification 	<ul style="list-style-type: none"> - students or teachers desiring to enhance his teaching qualifications - seeking educational administrative careers. 	<ul style="list-style-type: none"> - Experience teacher's train to be leaders - School administrative
Common Career Paths	<ul style="list-style-type: none"> - Christian School Teacher - Nursery of Kindergarten - Mission - Home school 	<ul style="list-style-type: none"> - Christian School Teacher - Nursery of Kindergarten - Mission - Home school 	<ul style="list-style-type: none"> - Christian School Teacher - School Administrator - Mission - Home school - Church Ministry 	<ul style="list-style-type: none"> - Christian School Teacher - School Director, Principal - Mission - Home school - Church Ministry
Time for Completion	1 year full-time	2 years full-time	3 years full time.	2 years full-time
Common Graduation Requirements	- 7 education core courses	- 5 education core courses	- 6 education core courses	10 education courses plus Thesis...
Prerequisites	High School Form 7 & 6 ECE – F7,6,5	Diploma Level 5	Diploma Level 6	Bachelor Level 7
Level	5	6	7	8&9

VIII. POSTGRADUATE PROGRAMMES

A Master of Education degree can complete his/her degree in two years, taking full time studies for four semesters. Education majors for M.Ed. degree who enrol part-time will complete their studies more than two years.

MASTER OF EDUCATION (ECE, ELEMENTARY, SECONDARY) RECOMMENDED COURSE SEQUENCES						
Qualification	Course Code	Course Title	Semester	Offer	Level	Credit
Post Graduate Certificate of Education (Level 8)	1. CMRM 811	Research Methodology	S-1	Cohort ONE	8	15
	2. CMAp 812	Apologetics		Cohort ONE	8	15
	3. CMEd 813	Christian Philosophy Education I		Cohort TWO	8	15
	4. CMEd 814	Learning Theory		Cohort TWO	8	15
Qualification	Course Code	Course Title	Semester	Offer	Level	Credit
Post Graduate Diploma (Level 8)	5. CMEd 825	Christian Philosophy Education II	S-2	Cohort ONE	8	15
	6. CMEd 826	Educational Management		Cohort ONE	8	15
	7. CMEd 827	School Management		Cohort TWO	8	15
	8. CMEd 828	Student Management		Cohort TWO	8	15
	9. CMEd 829	Professional Development	S-2	Cohort ONE	9	15
	10. CMCP 8210	Christian Philosophy		Cohort TWO	9	15
Qualification	Course Code	Course Title	Year	Credit		
Master (Level 9)	CMEd 900	THESIS	One Year	90		
Qualification	Course Code	Course Title	Year	Credit		
Doctor of Philosophy (Level 10)	CDPhil 1000	THESIS	3 Years	360		

NB:

Blue Courses – Compulsory courses

Black Courses – Core courses

IX. COURSE DESCRIPTIONS

Postgraduate Certificate (Level 8)

Course Code: CMed 811

Course Title: Research Methodology

Creates a critical awareness of the diverse range of approaches and methods that are utilized when undertaking research in information technology and enables students to carry out their own research using appropriate methods in a rigorous manner.

Course Code: CMed 812

Course Title: Apologetics

A philosophical study and defense of the Christian faith as it relates to natural science, humanism, reason, and experience. An emphasis is placed on the necessity of Christ's deity, His supernatural Incarnation, His substitutionary death, and His physical resurrection. The intent is to instill an ability to defend the faith from a philosophical and theological view.

Course Code: CMed 813

Course Title: Christian Education II

The Christian education is part of Christ's Great Commission to disciple the nations. The Bible tells parents that they have a moral responsibility before God to bring up their children in the discipline and instruction of the Lord (Ephesians 6:4). The word discipline means to train and the word instruct means to teach. Education includes both. As teachers labour to nurture, instruct, and discipline students, their central task is to make Disciples of Christ.

For a biblical curriculum to be profitable, it is necessary for the teacher to practice a biblical method of teaching. Both the mind and the will of the student need to be trained and brought into subjection to God's authority. The teacher should pray and work to the end that the student's reasoning will submit to God's authority. The mind needs to be trained to submit to Scripture and to resist the temptation of leaning on one's own understanding. False ways of thinking need to be rebuked and the mind brought to humility before God. The student must become a fool that he might become wise (1 Corinthians 3: 18).

Not only should the student be taught to reason in a consistent, biblical, organized manner, but to exercise proper biblical discipline to reach the goal. By warning against unbelief, rebellion, and the spirit of this age, the teacher seeks to train the student to become a disciple of Christ. Parents should train their children morning, noon, and night to help students stay on the right path and learn godly habits. Christian training should be the same at home, at school, at church, and at play. In this way, the student learns that God's Word is to be believed and obeyed consistently, everywhere, and at all times.

Course Code: CMed 814

Course Title: Learning Theory

The graduate student will examine the learning theories such as behaviourism, cognitive processes, information processing, mastery learning, and developmental learning theories. In addition, the student will develop a knowledgeable framework from which to make an application to the Christian perspective of the child's learning process.

Postgraduate Diploma (Level 8)

Course Code: CMed 825

Course Title: Christian Education I

This course highlights the purpose of Christian education is not primarily to meet human needs or develop human potential, but pre-eminently to labour to the greater glory of God, the honour of the name of Christ, and promote the development of His kingdom. In a word, the ultimate goal of Christian education is to glorify God and enjoy Him forever. It means that we are to serve Him in every area of life and calling. This takes place when the student learns to fear God and trust Christ so that he will think and act biblically. For this reason, true Christian education must be Christ-centered.

As students learn to glorify God and live for Christ, they will have true enjoyment in life. Without holiness there is no happiness. As the student grows in the knowledge of creation, and discovers the wonders that God has made, he should be taught to enjoy and praise the One who made it. Each new discovery should lead him to acknowledge that God has made us and all things. If education is to train the child for life, then the underpinning end of man must be constantly kept in view.

Course Code: CMed 826**Course Title: Educational Management**

This course is designed to meet the specific educational needs of those wanting to be at the forefront of learning and development in educational, organisational or community settings. It aims to develop a wide range of expertise depending on the major selected. The expertise, knowledge and skills covered in this degree are:

- Expertise in understanding, planning and managing learning
- Locating one's practice in historical and contemporary contexts
- New and more advanced knowledge in designing, implementing and evaluating educational programs
- Examining contemporary ideas and practices in social movements, new media and story making and social change
- Examining contemporary ideas and practices in professional and organisational learning and changes in work.

What jobs are for graduates?

Career options may vary across a diverse range of areas including educational leadership, policymaking, e-learning, human resource development, curriculum, communication management, assessment, program development, trainers, educators, teachers or facilitators. Also opportunities for campaign organising and leadership roles such as community and private higher education's, membership-based organisations, non-government, religious education, social movement and training in vocational settings.

Course Code: CMed 827**Course Title: School Management**

This course is designed to give the graduate student skills necessary for biblical leadership and successful management of the Christian school. The student will apply these skills to aspects of school management such as personnel development, office and records, advertising and public relations, admissions, ancillary services, technology, and educational management.

Course Code: CMed 828**Course Title: Student Management****Master of Education (Level 9)****Course Code: CMed 829****Course Title: Professional Development****Course Code: CMed 8210****Course Title: Christian Philosophy**

In every area of study, CUP wants to help parents train their children to understand God's perspective and think His thoughts after Him. To do this, they must grow in their knowledge of the Word of God and learn the mind of Christ. They must learn to reason in terms of biblical truth, and develop a truly consistent biblical worldview. By godly instruction and precept, through the inculcation of scriptural wisdom, students are to develop their God-created minds unto Christian maturity. They must be taught how to rightly discern and judge all things in the light of Scripture. Christian education fails if it does not instil the pattern of thinking after God's words and logic. If a student learns to think in terms of himself or the creature, his decisions regarding right and wrong, truth and error, reality and fantasy, will be humanistic or naturalistic. Without realizing it, he will be acting as his own god, determining for himself good and evil (Genesis 3:5). Committed to the Bible as the standard for education, CUP desires to interpret it in line with the historic Christian faith and biblical principles.

Biblical Foundation

The CUP program is committed to an educational philosophy which is not after the traditions of men, or the principles of this world, but after Christ, in whom are hidden all the treasures of wisdom and knowledge (Colossians 2:8). Christian education means that Christ is central to education. Consequently, our educational theory, methods, and practice must be built upon Christ as their cornerstone. But how can we know Christ apart from His Word which is the truth? The sacred Scriptures are the Word of Christ written. In them God has revealed Himself and His saving purpose in Christ.

Because there is only one God and one Christ, there is only one truth. This truth is the centre and criterion of Christian education. While the Bible is not used as the textbook in every subject, it is the foundational handbook for every course and the standard for teaching. As the foundational book, Scripture is the only infallible rule for faith and practice, for grammar and literature, for mathematics and science, for health and physical education, for geography and history, and for social studies and the arts. The beginning of wisdom is the fear of God.

Biblical Principles

In order for education to be consistently Christian the teacher must self-consciously teach all subjects in the framework of biblical authority. To accomplish this we must have a methodology that guarantees its biblical character. The proper method is to use the Bible in each and every course both directly and indirectly. It is applied directly when we derive our understanding of each topic from the actual statements of the Bible, and use the text of Scripture appropriately in each subject. It is applied indirectly as we work out the implications of biblical truth as the proper framework for understanding each subject.

Biblical doctrines must regulate the way we teach and learn. One important goal of Christian education is to teach the student to reason biblically. Because of this, the educational process must show how the doctrinal truths of God's Word provide the Christian worldview. This worldview is a unified system of principles that guides the way we educate. It requires that every thought be made captive to the obedience of Jesus Christ (2 Corinthians 10:5).

Course Code: CMEd 900

Course Title: Thesis

Demonstrates a capacity for independent research, conducted under supervision, and an ability to critique prior work and define, design and conduct research in a rigorous and robust manner, and to deliver a substantial piece of original high-quality work which significantly enhances aspects of the body of knowledge in the chosen research domain.

Doctor of Philosophy (Level 10)

Course Code: CDPhil 1000

Course Title: Thesis

Independent Study – Academic Research Study

X. ASSESSMENTS

During your course, you will have a number of assessments. You will be expected to turn in high quality work, of the same standard that will be expected of you in a work situation. All assessments must be submitted in English only.

Return of Assessments

Marked assessment items will be retained for three months after the date of the assessment. During that period students may contact their lecturer during working hours to collect them.

Assignments

These must be handed in by the date set by your lecturer. Your assignments are to be put into the "letter box" on the wall of CUP University's central office **prior to 8:30am on the due date**.

Electronic submission of a copy of the paper based version is required for **ALL** assignments. This copy will be used as a **backup** for the paper based version and can also be used for originality check and must be submitted prior to 8:30am on the same due date as the paper version. Any such requirement will be communicated with the assignment. Failure to submit assignments in the required format(s) may result in no marks being awarded.

Assignments which are submitted up to one day late (Monday after 8:30am to Tuesday 8:30am) will be marked but cannot achieve more than a C (pass only) grade. Assignments handed in late will not be marked unless Special Assessment Circumstances apply, so it would be better to hand in an incomplete assignment **on time**. All assignments **must** have a cover sheet accompanying them. The format for this sheet can be obtained from your lecturer. All assignments **must** be handed in "folders" with a clear plastic front and your papers **fastened** inside (plastic sleeves are not acceptable).

Assignments containing disks or CD's are to be submitted in either a binder wallet, document wallet, or sealed envelope. A cover sheet must be attached to the outside so it is clearly visible. Later on you may need to buy more folders to handle multiple assignments. These folders will be returned to you with your assignments when they have been marked. This could take up to three weeks.

Paper for printing by students must be supplied by the students. Please do not ask your lecturer to supply paper as this is against our University's policy.

If a disk is included in an assignment, it must be **clearly labelled, virus free and readable** using software on the University's file server or it will not be marked.

As previously stated, your assessments are expected to reach the quality your prospective employers will expect of you. This means they will conform to the rules stated above, be logically set out, and neatly presented. Your assignment will not be corrected unless it achieves this, and it will be marked accordingly. Make sure that you **keep a copy** in case it is needed.

Assistance to Other Students

Students themselves can be an excellent resource to assist the learning of fellow students, but there are issues that arise in assessments that relate to the type and amount of assistance given by students to other students. It is important to recognise what types of assistance are beneficial to another's learning and also what types of assistance are acceptable in an assessment. The CUP University Academic Statute governs the conduct of assignments and examinations, and violations of the standards will result in disciplinary action.

Beneficial Assistance

- Study Groups
- Discussion
- Sharing reading material

- Testing another student's programming work using the executable code and giving them the results of that testing.

Unacceptable Assistance

- Working together on one copy of the assessment and submitting it as own work
- Giving another student your work
- Copying someone else's work. This includes work done by someone not on the course
- Changing or correcting another student's work
- Copying from books, Internet etc. and submitting it as own work

Copyright within your Assignment

You can:

- Copy *insubstantial* portions of items
- Copy for research or private study
- Print one copy only

You cannot:

- Copy for permanent electronic storage
- Copy and paste extracts or images into your own work or website
- Make multiple copies
- Upload copies to user groups and bulletin boards."

Acknowledgement of Sources

Anything taken directly from another source must be acknowledged correctly. In particular, see the topic of Referencing: "To learn how to reference is extremely important in order to acknowledge sources of information and ideas; this is a legal and academic requirement. It also enables readers to judge the extent of your research and to locate and find further information in the sources you have referred to, if they wish."

Use of CUP University's Logo within your Assignment

Use of the CUP logo is not permitted on assignments. The CUP logo is for CUP University's documents and only for the use of the University's staff.

XI. TESTS/EXAMINATIONS

- You should be seated in the exam room by the official start time for each exam. Rooms are usually opened for entry 10 minutes prior to this time.
- You must go to the exam room and time allocated to the class you are **enrolled** in. If there is a need to change, you must apply at the University's Central office at least five days in advance.
- IDs are checked upon entering the room and students must sign a class roster, before being seated.
- All bags / papers (including pencil / spectacle cases / Mobile phones and other electronic devices) are to be turned off and left at the end of the room, nearest to the door. Examination stationery is supplied unless advised. You are not permitted to use your own stationery, even as scrap paper.
- Use of dictionaries in examinations is not permitted.
- No food or drink is permitted during examinations.
- Admittance to exams is by Student ID card which are to be placed on the top of the desk nearest the aisle at all times during the exam where the supervisor can easily read it. Remove from wallet or billfold.
- Once seated you may write your name and Student ID number on the exam answer booklet.
- At the commencement of the exam, reading time may be allowed (if so, it will be stated on the paper). **During reading time, NO WRITING, highlighting or marking is allowed.** This means no writing during reading times.
- No talking or communicating in any way with others is permitted, except to the supervisor (raise your hand).
- Only writing implements are allowed on desks during the exam unless specified on the exam sheet. Pencil cases are not permitted on desks.
- Make sure your name is on the front of the exam answer booklet. No extra time is allowed to do this after the exam time is finished.
- Write as legibly as you can. Do not use pencil. Use a blue or black pen only.
- Please ensure mobile phones are switched off and placed in your bag at the end of the room, nearest the door.
- No student shall be allowed to enter the room without obtaining the permission of the supervisor.
- No student shall be permitted to leave the room without obtaining the permission of the supervisor and handing in his or her script.
- If you are found with any additional material this is considered to be a dishonest practice and a breach of the rules relating to the conduct of examinations. Any dishonest practice occurring in the submission of work will result in disciplinary action, which could result in exclusion from any programme within CUP University.
- You must stay seated until **all** papers are collected.
- If an existing medical condition or extenuating circumstances are likely to affect your ability to sit an examination under these conditions you must apply, in writing to the Programme Leader, at least seven (7) days prior to the examination date.

Credit Recognition and APL

Credit Recognition is a way of acknowledging the courses you have already been assessed in. These are compared against your new courses to see if they match.

Credit Recognition application forms are available from Student Central office. There is an administration charge per application. Please ensure you enclose certified copies of evidence of course content to support your application.

All credit recognition must be verified before the programme begins.

If you are applying for credit entirely on the basis of previously assessed courses from another education provider or another School or Faculty within CUP University, then follow the **Credit Recognition** procedures. If you are applying (at least partly) on the basis of work experience or other unassessed work, follow the **Assessment of Prior Learning (APL)** procedures. Charges will apply to both cross credits and APL.

Cross Credits

Check the course prescriptions, full details are available from Student Central office to find out which credit recognition you will be applying for.

Bring all your original academic records and course outlines to this meeting (overseas qualifications must be TNQAB certified before your application can be considered). If you do not wish to wait for the meeting, move to the next step.

Complete an application form and pay the fee.

Assessment of Prior Learning (APL)

You may be coming to CUP University with skills, knowledge, attitudes and values which have not been formally assessed. APL offers you the means by which these can be assessed and given credit towards your programme.

Advice Regarding Credit Recognition and APL Approvals

You will be advised in writing of the success or otherwise of your application. You may be given preliminary confirmation of the result of your application within a short time frame, but the official confirmation will only come when the results are approved by the Programme Committee, which meets approximately two weeks after the end of each semester for that purpose.

Results and Academic Records

We recommend that you keep a record of your results and check them against the official results published on notice boards. It is the student's responsibility to ensure results are recorded correctly. Do not leave queries until it may be too late to fix problems in time for graduation. Academic results are sent out each semester. An academic transcript of your grades will be prepared by the Registry on receipt of the appropriate form (available from CUP University's Student Central office) and a small cost recovery charge.

XII. GRADING SYSTEM

CHRIST'S UNIVERSITY in PACIFIC CURRICULUM AND ASSESSMENT AUTHORITY (CUPCAA)

CUPCAA issues the official statements of results to students. It is a cumulative record of all results for the student. Christ's University in Pacific is undertaking the 15.0 grading system for all students. Results for units in transferred to and attained from CUP studies are reported and follow the following grading system.

Numerical Score	Letter Grade	Grade Points	Achievement Level
90 – 100	A ⁺	15.0	Excellent
85 – 89	A	14.0	Outstanding
80 – 84	A ⁻		
75 – 79	B ⁺	13.0	Satisfactory
70 – 74	B	11.0	
65 – 69	B ⁻		
60 – 64	C ⁺	9.0	Passing
55 – 59	C	7.5	
50 – 54	C ⁻		
40 – 49	D	5.0	Failing
Below 40%	F	0.0	Failing

Other grades that may be awarded to a candidate apart from those above, are as follows:

CT	Credit Transfer awarded following the assessment of previous learning. (Earned Points to be awarded by the head of the Department of Mathematics)
Res. Pass	Restricted pass which does not permit a Candidate to proceed to a further stage in that subject's Course of Study.
Aeg. Pass	Aegrotat consideration in respect of illness or injury.
Comp. Pass	Compassionate Pass in consideration for unavoidable circumstances.
DNS	Did not sit the final exam (Final grade is F with Earned Points of Zero.)
WC	Withdrawal from Course before the deadline.
W	Withdraw from the University
I	Incomplete

The following grades shall not be included in the calculation of the GPA. They are Aeg. Pass, Comp. Pass, P, Q and W.

XIII. EXAMPLES OF ACADEMIC MISCONDUCT ARE:

Plagiarism

Plagiarism is the presentation of the (unpublished or published, including on the Internet) thoughts, ideas, writings, inventions or work of another person or other persons without proper acknowledgement and includes copying of the whole or part of the work of another, whether directly copying or summarising another's work, and using experimental results obtained by another. It is the act of taking and using another's work as one's own without proper acknowledgement (referencing) and includes:

- a) copying the work of another student
- b) directly copying any part of another author's work
- c) summarising or paraphrasing another author's work without referencing
- d) using experimental results obtained by another without referencing

This includes items from books, journals, magazines, and the internet. If you have any questions or are in any way unclear on what is or is not acceptable, then contact your lecturer for that course.

Cheating

Cheating is any fraudulent or dishonest response or practice in relation to any item of assessment, including any action which may otherwise defeat the purpose of the assessment. For example, this includes copying from others for an individual assessment event or bringing notes to a closed book exam.

The above summative assessment offences (plagiarism and cheating) represent misconduct and a breach of CUP University's rules and policies.

Exclusion from Programme

There are provisions to exclude students from programmes because of insufficient progress (passing less than half the credits taken over two years),

Change of Course or Programme

Students who request a change of course or programme after approval of enrolment will incur a penalty fee.

Refunds & Withdrawals

The policy regarding withdrawals and refunds for courses longer than 12 weeks is specified in the Enrolment & Fees Policy.

Evaluations

The student evaluation of quality, "SEQUAL", will independently and systematically enable students to evaluate courses and teaching. Evaluations are confidential.

Testimonials

Verbal references only will be given. Students need to advise lecturers of the details regarding such references.

XIV. SCHOOL OF EDUCATION: FACULTY OF EDUCATION DIVISION

Emeritus Professor 'Ana Maui Taufē'ulungaki,

Dean

Ph.D. (English), University of Birmingham, UK, 1985/88

M.A. Education, University of Leeds, UK, 1977/78

Dip.Ed.St. Education, University of Leeds, UK, 1976/77

Dip.TESL (Secondary Level), Moray House, College of Advanced Education Edinburgh, UK, 1971/72.

B.A. History (with minors in English and Anthropology), University of Auckland, NZ, (1966-68).

Pro Vice-Chancellor of Academic Affairs: Dr Gladys I. Fonua

B.A. (English Literature) San Jose State University California, USA.

M.A. (Christian Ministry) Faith Evangelical Lutheran Seminary, Tacoma, Washington, USA.

Ed.S. (Education Specialist in Educational Administration). Pensacola Christian College, Pensacola, FL, USA.

PhD. (Doctor of Philosophy – Christian Education) Christ's University in Pacific, Tonga

Head of School: Mrs. Mele Kafa

B.Sc. (Biology) University of the South Pacific,

M.Ed., (Master of Education) Christ's University in Pacific, Tonga

Assistant Head of School: Lecturer: Mrs Kilisitina Saulala

B.A. (English) Auckland University, NZ

PG.Dip.Ed., (Postgraduate Diploma of Education) Christ's University in Pacific, Nuku'alofa, Tonga

M.Ed.Hon., (Master of Education with First Class Honors) Christ's University in Pacific, Nuku'alofa, Tonga

Dr Sela Teisina

Part-time lecturer

Ph.D. (Education) University of Waikato, New Zealand.

M.Ed. (Science Education) University of Waikato, New Zealand.

M.A. (Biblical Studies) Faith Seminary, Tonga.

Pg. Dip. (Science Education) University of Waikato, New Zealand. B.Sc. (Chemistry and Biology) – University of the South Pacific, Suva, Fiji.

A.Sc., (Chemistry and Mathematics) - Tonga Institute of Education, Tonga

Miss Susana Taufa

Lecturer

M.Th. Christ's University in Pacific, Tonga

B.A. (Education and Geography) University of the South Pacific, Suva, Fiji.

G. Dip. (Secondary Teaching and Learning) Tonga Institute of Education, Tonga.

Ms Lesieli Foli Saafi

Lecturer

Dip. (Diploma in Teaching) Teachers Institute of Education, Tonga

B.Ed. (Bachelor of Education) Christ's University in Pacific, Tonga

M.Ed. (Master of Education) CUP University, Nuk., Tonga