



**Chaminade University**  
OF HONOLULU

**EDUC 783/ED 497B Student Teaching Montessori Early Childhood**  
**EDUC 784/ED 493B Seminar Montessori Early Childhood**

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| <b>Semester/Year</b><br>SPRING STUDENT TEACHING 2013  | <b>Instructor:</b><br>Jerry Richmond<br>Elizabeth Park  |
| <b>Course# and Credits:</b><br>EDUC 783/ED 497B (3 credits)<br>EDUC 784/ED493B (3 credits)  | <b>Email:</b><br><a href="mailto:jerry.richmond@adjunct.chaminade.edu">jerry.richmond@adjunct.chaminade.edu</a><br><a href="mailto:epark@chaminade.edu">epark@chaminade.edu</a> |
| <b>Class Title:</b><br><b>Montessori Seminar/Student Teaching Practicum</b>   | <b>Phone:</b><br>808-721-8682<br>808-735-4859   |
| <b>Course Format: Face to Face and Web based course</b><br>(Online)<br>ACCESS: Go<br>to: <a href="http://www.chaminade.college.com">http://www.chaminade.college.com</a><br>LOGIN: CUH ID (7 DIGIT NUMBER)<br>PASSWORD: TBA | <b>Office Hours/When to Contact:</b><br>By appointment and online.  |
| <b>Class Time/Day:</b><br><b>On ground-Brogan Hall Room 102</b><br><b>Tuesdays from 4:00pm -7:00pm and Online</b>   | <b>O&amp;P/Service Requirement:</b><br>One Observations   |
| <b>Text 1: Required</b><br>Chattin-McNichols, J. (2006). <i>The Montessori controversy</i> . New York, NY: Delmar Publishing.<br><b>ISBN: 13-978-0-8273-4517-1</b>  | <b>Text 2: Required</b><br>Montessori, M. (2007). <i>To educate the human potential</i> . Amsterdam, The Netherlands: Montessori-Pierson Publishing Company                     |
| <b>Text 3: Required</b><br>Lillard, A. S. (2007). <i>Montessori: The science behind the genius</i> . New York, NY: Oxford University Press,   | <b>Text 4: Recommended</b><br>Seldin, Tim (2004). <i>The World in the Palm of Her Hand</i> . (2 <sup>nd</sup> Ed.). Todd  |

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| Inc.  | Allan Printing Co., Inc: Maryland.  |
| <b>Text 5: Recommended</b>  | <b>Text 6: Recommended</b>  |
| Trudeau, C. (2005). <i>Curriculum for the cosmic plan of education and environmental studies.</i> | Wolfe, A. D. (1996). <i>Nurturing the Spirit.</i> Westminster, MD: Parent Child |

**Catalog Description:**

Focuses on the development of the Montessori teacher candidate during their student teaching and fieldwork practicum. The student will complete practicum fieldwork hours while attending seminar courses to support their student teaching experiences and fieldwork. Content includes how to develop as a Montessori teacher based upon Montessori theory, methods and practices. Teacher candidates will develop a case study, professional standards based portfolios and developmentally appropriate materials that will fill a need for each area of the Montessori classroom. *Prerequisites: EDUC 761; EDUC762; EDUC 763; EDUC 764; EDUC 765; EDUC766; EDUC 767.*

**Conceptual Framework:**

The Education Division’s Conceptual Framework is based upon a set of beliefs that flow from the University’s vision and mission statements, the Division’s vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

**Major Course Topics:**

1. Consolidation of Montessori theory, methods and practice including review, extension and problem-solving with basic curriculum areas
2. Field experience: oversight (orientation, site analysis and culture, monitoring) and reflective thinking
3. Methods of observation as applied to individualized curriculum planning and the completion of a Case Study portfolio
4. Theories and basis/criteria for curriculum planning
5. Principles of integrated curriculum

6. Formats for curriculum planning and writing a unit of study and the opportunity to create an integrated curriculum unit of study
  7. Appropriate strategies for assessment using an integrated perspective
  8. Synthesis of Montessori's cosmic curriculum for the 3-6 child
  9. Classroom management models and techniques that support the use of individualized instruction, learning centers and unfolding curriculum
- Ethics and professionalism in Early Childhood Education including the development of an exit portfolio

**Program Learning Outcomes (PLOs):**

Successful teacher candidates in Chaminade University of Honolulu's initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

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| <b>PL01</b> | <b>Content Knowledge</b> ( <i>Knowledge of subject matter</i> )  |
| <b>PL02</b> | <b>Developmentally Appropriate Practice</b> ( <i>Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning</i> )  |
| <b>PL03</b> | <b>Pedagogical Content Knowledge</b> ( <i>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</i> )  |
| <b>PL04</b> | <b>Educational Technology</b> ( <i>Knowledge of and application of appropriate technology for student learning</i> )   |
| <b>PL05</b> | <b>Assessment for Learning</b> ( <i>Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning</i> )   |
| <b>PL06</b> | <b>Diversity</b> ( <i>Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments</i> )  |
| <b>PL07</b> | <b>Focus on Student Learning</b> ( <i>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</i> ) |
| <b>PL08</b> | <b>Professional &amp; Ethical Dispositions and Communication</b> (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships)  |

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|  | with parents, the school community and professional colleagues) |
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**Montessori Accreditation Council for Teacher Education Competencies**

**3.2 EARLY CHILDHOOD (2 1/2 through 6)**

**The Candidate for Certification:**

| <b>1.Montessori Philosophy and Human Development</b>   | <b>2.Classroom Leadership</b>  | <b>3. Curriculum Implementation</b>  | <b>4. Community Involvement and Partnership with Families</b>  |
|--|--|--|--|
| a. Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years   | a. Demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children; | a. Demonstrates the principles of Montessori environmental and material design   | a. Demonstrates cultural sensitivity in communications and work with families and children           |
| b. Comprehends and utilizes an understanding of the stages of human growth, development, and educational theories with an emphasis from two and one-half (2 1/2) through six (6) years of age. | b. Utilizes cultural sensitivity in support of the development of individual children  | b. Articulates the rationale and sequence of the Montessori curriculum;  | b. Demonstrates an awareness of community resources for additional support of children and families. |
| c. Demonstrates evidence of personal growth through self-evaluation and introspection.   | c. Demonstrates an ability to implement effective classroom strategies.  | c. Demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations | c. Identifies and has an awareness of available professional associations.                           |
| d. Demonstrates knowledge of developmental and behavioral norms and  | d. Demonstrates leadership skills and an understanding of professional   | d. Designs and maintains a developmentally appropriate   |  |

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| potential recommendations toward early intervention services. | standards; e. incorporates an understanding of administrative functions. | Montessori environment in response to the needs of students; utilizes a variety of instructional strategies and assessment methods. |  |
|   |  | e. Demonstrates an awareness and understanding of governmental regulations.   |  |

**Course Learning Objectives:**

|   |   |
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| <b>CLO 1</b><br><b>MACTE 1a</b><br><i>(HTSB 1,2,5)</i><br><i>(NAEYC 1,5)</i>    | Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years.  |
| <b>CLO 2</b><br><b>MACTE 1b</b><br><i>(HTSB 1,2,5)</i><br><i>(NAEYC 1,5)</i>    | Comprehends and utilizes an understanding of the stages of human growth, development, and educational theories with an emphasis from two and one-half (2 1/2) through six (6) years of age. |
| <b>CLO 3</b><br><b>MACTE 2a.</b>  | a. Demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children;  |
| <b>CLO 4</b><br><b>MACTE 1c</b><br><i>(HTSB 9,10)</i><br><i>(NAEYC 5)</i>       | Demonstrates evidence of personal growth through self-evaluation and introspection  |
| <b>CLO 5</b><br><b>MACTE 2a</b><br><i>(HTSB 1,2,3,4,5)</i><br><i>(NAEYC1,5)</i> | Demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children;   |
| <b>CLO 6</b><br><b>MACTE 2b</b><br><i>(HTSB 1,2,3,4,5)</i><br><i>(NAEYC1,5)</i> | Utilizes cultural sensitivity in support of the development of individual children.   |
| <b>CLO 7</b><br><b>MACTE 3a</b><br><i>(HTSB 1,2, 3, 4,5, 8)</i>                 | Demonstrates the principles of Montessori environmental and material design.  |

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| <i>(NAEYC 1,3)</i>   |   |
| <b>CLO 8</b><br><b>MACTE 3c</b><br><i>(HTSB 5, 6,7, 8)</i><br><i>(NAEYC 3,4)</i> | Demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations.  |
| <b>CLO 9</b><br><b>MACTE 3d</b><br><i>(HTSB 15,6,7)</i><br><i>(NAEYC 1,3,4)</i>  | Designs and maintains a developmentally appropriate Montessori environment in response to the needs of students; utilizes a variety of instructional strategies and assessment methods. |

At the end of this course, the students will:

**Linkages between Course Learning Objectives (CLOs) and Program Learning Objectives**

|       | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CLO 1 | X     | X     | X     |       | X     |       |       |       |
| CLO 2 | X     |       | X     |       | X     |       |       | X     |
| CLO 3 | X     | X     | X     |       | X     | X     | X     |       |
| CLO 4 | X     | X     | X     |       | X     | X     | X     | X     |
| CLO 5 | X     | X     | X     | X     | X     |       | X     | X     |
| CLO 6 | X     | X     | X     |       | X     |       | X     | X     |
| CLO 7 | X     | X     | X     | X     | X     | X     | X     | X     |
| CLO 8 | X     | X     | X     | X     | X     | X     | X     | X     |
| CLO 9 | X     | X     | X     | X     | X     | X     | X     | X     |

**Essential Questions Addressed in This Course**

| Essential Questions   | Related CLOs            | Related PLOs           |
|---|-------------------------|------------------------|
| What are the key components of Montessori’s philosophy of teaching and how are these practiced utilizing Dr. Montessori’s methodology in the classroom?           | 1, 2, 3, 4, 5, 6, 7, 8, | 1,2,                   |
| What is the purpose of an integrated curriculum to the overall philosophy and methodology of Montessori teaching and learning?                                    | 6, 7                    | 1,2,3,4, 5, 6, 7, 8    |
| What competencies and experiences are essential to the professional development of Montessori teachers during their seminar/fieldwork student teaching practicum? | 1, 2, 3, 4, 5, 6, 7, 8  | 1, 2, 3, 4, 5, 6, 7, 8 |

**Key Teaching-Learning Strategies** This is a hybrid course that includes a face- to-face component and an online course component. The key instructional, learning, strategies and activities include:

- Readings
- In class and online lessons
- In class and online discussions
- Written assignments
- Individual research
- Self-Reflection-Keeps a Written Internship Journal of Experiences and Reflections
- Visual and Material presentations
- Rubrics
- Setting up areas in the Montessori classroom
- Practice working with Montessori materials
- Creating Montessori materials for each area of the classroom
- Demonstrating and Performing How to Present lessons in each area
- Observations
- Development of a Year Long Individual Case Study and Portfolio
- Development of a Professional Portfolio
- Develops and implements an integrated study
- Develops and practices using assessment strategies and tools
- Plans and conducts a parent education session
- Fieldwork at Practicum Site

| <b>Course learning Objectives</b> | <b>Instructional Activities</b>  | <b>Assessment/s</b>  |
|-----------------------------------|--|--|
| <b><u>CLO 1</u></b>               | <b>Readings, In class and Online Discussions, Internship Journal, case study, professional portfolio, observations and observation reports, creation of materials and lesson plans and assessment tools, conducts parent interviews and conferences.</b> | <b>Readings, In class and Online Discussions, Internship Journal, case study, professional portfolio, observations and observation reports, creation of materials and lesson plans and assessment tools, conducts parent interviews and conferences.</b> |
| <b><u>CLO 2</u></b>               | <b>Readings, In class and Online Discussions, Internship Journal, case study, professional portfolio, observations and observation reports, creation of materials and lesson plans and assessment tools, conducts parent interviews and conferences.</b> | <b>Readings, In class and Online Discussions, Internship Journal, case study, professional portfolio, observations and observation reports, creation of materials and lesson plans and assessment tools, conducts parent interviews and conferences.</b> |
| <b><u>CLO 3</u></b>               | <b>Readings, In class and Online Discussions, Internship Journal, case study, professional portfolio, observations and observation reports, creation of materials and lesson plans and assessment tools, conducts parent interviews and conferences.</b> | <b>Readings, In class and Online Discussions, Internship Journal, case study, professional portfolio, observations and observation reports, creation of materials and lesson plans and assessment tools, conducts parent interviews and conferences.</b> |
| <b><u>CLO 4</u></b>               | <b>Readings, In class and Online Discussions, Internship Journal, case study, professional portfolio, observations and observation reports, creation of materials and lesson plans and</b>   | <b>Readings, In class and Online Discussions, Internship Journal, case study, professional portfolio, observations and observation reports, creation of materials and lesson plans and</b>   |

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|                     | assessment tools, conducts parent interviews and conferences.   | assessment tools, conducts parent interviews and conferences.  |
| <b><u>CLO 5</u></b> | Readings, In class and Online Discussions, Internship Journal, case study, professional portfolio, observations and observation reports, creation of materials and lesson plans and assessment tools, conducts parent interviews and conferences. | Readings, In class and Online Discussions, Internship Journal, case study, professional portfolio, observations and observation reports, creation of materials and lesson plans and assessment tools, conducts parent interviews and conferences.  |
| <b><u>CLO 6</u></b> | Readings, In class and Online Discussions, Internship Journal, case study, professional portfolio, observations and observation reports, creation of materials and lesson plans and assessment tools, conducts parent interviews and conferences. | Readings, In class and Online Discussions, Internship Journal, case study, professional portfolio, observations and observation reports, creation of materials and lesson plans and assessment tools, conducts parent interviews and conferences.  |
| <b><u>CLO 7</u></b> | Readings, In class and Online Discussions, Internship Journal, case study, professional portfolio, observations and observation reports, creation of materials and lesson plans and assessment tools, conducts parent interviews and conferences. | Readings, In class and Online Discussions, Internship Journal, case study, professional portfolio, observations and observation reports, creation of materials and lesson plans and assessment tools, conducts parent interviews and conferences.. |
| <b><u>CLO 8</u></b> | Readings, In class and Online Discussions, Internship Journal, case study, professional portfolio, observations and observation reports, creation of materials and lesson plans and   | Readings, In class and Online Discussions, Internship Journal, case study, professional portfolio, observations and observation reports, creation of materials and lesson plans and  |

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|                     | assessment tools, conducts parent interviews and conferences.  | assessment tools, conducts parent interviews and conferences.  |
| <b><u>CLO 9</u></b> | <b>Readings, In class and Online Discussions, Internship Journal, case study, professional portfolio, observations and observation reports, creation of materials and lesson plans and assessment tools, conducts parent interviews and conferences.</b> | <b>Readings, In class and Online Discussions, Internship Journal, case study, professional portfolio, observations and observation reports, creation of materials and lesson plans and assessment tools, conducts parent interviews and conferences.</b> |

### **Course Requirements**

| <b>Assignment</b>                             | <b>Pts</b> | <b>Assignment Description</b>  | <b>Due Date</b>  |
|---|------------|--|--|
| Attendance & Participation                    | 74 pts     | <p><b>Attendance, Participation</b></p> <p><b>In class sessions:</b></p> <p>Arrive and leave on time; attend all sessions.</p> <ul style="list-style-type: none"> <li>Actively and enthusiastically participate in session discussions and practice.</li> </ul> <p><b>Online Discussions:</b></p> <p>Post discussions and responses on time</p> <ul style="list-style-type: none"> <li>Actively and enthusiastically participate in online discussions, reflections, and assignments.</li> </ul> | In class and online per the weekly schedule, including SMILE |
| Weekly Class Discussion and Online Discussion | 16 pts     | <ul style="list-style-type: none"> <li><b>Respond to at least one other classmate's posting by due date.</b></li> </ul> <p><b>To create a threaded discussion response:</b></p> <p><b>Click on (Respond).</b></p>  | On Ground Every Tuesday (Off Island Students)                |

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| Posts                                      |        | <b>To reply to your classmate's post:</b><br><br>Click on <b>(Reply)</b> . Each student will be required to post a minimum of two responses to their classmate's posts per module.  | will join via Elluminate According to Weekly Schedule |
| Internship Journal Reflections             | 12 pts | Post a journal reflection to the journal tab regarding your experiences in the field or in your seminar coursework.   | Week 3, 7, 10 & 16                                    |
| Observation Reports                        | 12 pts | Two observation reports will be due and written according to the observation report guidelines posted in ECollege.  | Week 13   |
| Montessori Quotes and Discussion Responses | 18 pts | When assigned you will choose a Montessori quote (from a Montessori resource) and post the quote on the discussion board for Montessori quotes. Then you will respond to at least one classmate's choice of quote and its relevance to the specified topic. | Weeks 3,5, 7, 9,10 & 11                               |
| Webliography                               | 10 pts | When assigned, post a web site on the unit topic to share with your classmates  | Weeks 2, 4, 6,8, & 9                                  |
| Montessori Area Reflections and Responses  | 11 pts | Post a discussion (reflection) regarding the Montessori area for the particular week and post a response to your classmates regarding these responses. Share materials developed for classroom use in the content area.                                     | Week 6  |
| Resource File                              | 15 pts | You will compile and organize a file system for collecting resources, curriculum ideas, samples for important topic areas.  | On going  |
| Curriculum Guide                           | 52 pts | You will develop a Unit of Curriculum which you will use during your three week solo teaching   | On going  |
| Case Study                                 | 25 pts | Signature Assignment- You will create and research an individual case study in the form of an electronic  | Week 5,8  |

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| Reports & Portfolio    |        | portfolio over the course of your entire practicum as one of your signature assignments.  | & 16    |
| Professional Portfolio | 30 pts | Signature Assignment- You will create and develop a professional electronic portfolio as one of your signature assignments over the course of the entire practicum. | Week 18 |
| Cosmic Album           | 25 pts | Signature Assignment – You will review and revise and re-submit your Cosmic Album   | Week 15 |

**Assessment:** Your performance in this course will be assessed on the following:

1. **Attendance/Participation:** Full points will be awarded to those who turn in assignments on time, and who participate in the classroom and in online discussions with enthusiasm, flexibility and respect and to those who attend all face-to-face and online sessions and actively participates in session discussions,
2. **Responses to Discussion Online:** You will post your thoughts on discussion questions to different topics each week and to Montessori Quotes posted by your classmates and yourself. For full points each reflection will:
  - Post discussion postings by due date
  - Respond to at least two other classmate’s posting by due date
  - Demonstrate understanding of Montessori philosophy and methodology
  - Demonstrate understanding of readings and resources
  -
3. **Internship Journal Reflections-** You will submit four internship journal reflections in the journal tab that for full points will include the following: (self-reflective notes on your fieldwork or coursework in the practicum.
4. **Observation Reports-You will submit one observation reports that will be complete the year long observation assignment. du**
5. **Montessori Quotes- You will research Montessori quotes for six weeks and post reflective discussions as to the pertinence of these Montessori quotes to the weekly topic.**
6. **Montessori Area Reflections (Discussion Posts)-You will post a discussion on the remaining curriculum area in your practicum classroom and how the area needs development according to your understanding of Montessori philosophy and methodology, scope and sequence.**
7. **Signature Assignments-** For full points the signature assignments for this course will include the development of:

- An Individual Case Study Electronic Portfolio
- A Professional Electronic Portfolio
- Cosmic Album
- Curriculum Guide
- These signature assignments will need to be submitted to Livetext. Submission of Signature Assignment and other assignments as identified by instructor require a *LiveText* account. Login to *LiveText* at [www.livetext.com](http://www.livetext.com)

| Grading Scale | A       | B       |
|---------------|---------|---------|
| Points        | 270-300 | 240-269 |

Anything below 240 points (graduate students) is not a passing grade and the class will have to be re-taken. All written course assignments must follow American Psychological Association (APA) standards for writing student papers (See chapter six of APA manual 6<sup>th</sup> ed.).

Superior work includes, but is not limited to:

- 1 – full attendance
- 2 – outstanding participation in online and face-to-face sessions
- 3 – all assignments turned on time
- 4 – all written work
  - a – uses correct spelling, punctuation, grammar, etc.
  - b – is written in a style that is concise and reflects clear thinking,

**University Policies:**

**Attendance:** 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 of the Division as appropriate for the course format (on-ground, hybrid, or online).* Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

A summary of the Education Division’s attendance policy is attached at the end of this syllabus.

**Writing Standards:** All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

- 1) Use correctly the grammar, spelling, punctuation, and sentence structure of

Standard Written English.

- 2) Develop ideas, themes, and main points coherently and concisely.
- 3) Adopt modes and styles appropriate to their purpose and audience.
- 4) Be clear, complete, and effective.
- 5) Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

**Plagiarism:** “Plagiarism is the offering of work of another as one’s own. Plagiarism is a serious offense and may include, but is not limited to, the following:

- 1) Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
- 2) Paraphrasing the work of another without proper author acknowledgement.
- 3) Submitting as one’s own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook** and the **Graduate Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

**Diversity/Full Inclusion:** Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Beyond the legal requirements Chaminade’s Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

### **Education Division Attendance Policy (Revised 3/8/10)**

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 T/Th (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.

**3. Additional Notes**

**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.*

**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.*