



**EDUC 790 – Issues of Peace, Social Justice, and Educational Reform
Spring 2016**

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COURSE DESCRIPTION

EDUC 790 is an exploration of the influences on educational change at the classroom, school, community, state, and national levels. It focuses on a critical examination of peace and justice theories, principles, and research related to educational reform.

COURSE TEXTS AND MATERIALS

Required Books (To Purchase / Rent)

Palmer, P. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life (10th anniversary edition)*. San Francisco, CA: Jossey-Bass. ISBN: 9780-7879-9686-4

Darling-Hammond, L. (2010). *The flat world & education: How America's commitment to equity will determine our future*. New York, NY: Teachers College Press. ISBN: 9780-8077-4962-3

Ayers, W. (2010). *To teach: The journey, in comics*. New York, NY: Teachers College Press. ISBN: 978-0807750629

Canestrari, A. S., & Marlowe, B. A. (Eds.). (2013). *Educational foundations: An anthology of critical readings (3rd edition)*. Thousand Oaks, CA: SAGE Publications, Inc. ISBN: 978-1452216768

COURSE REQUIREMENTS AND GRADES

Readings

Multiple readings will be assigned each week to frame our discussion in class. It is vital that the deadlines are followed so that there is genuine class discussion and an opportunity for peer review and learning. The readings will come primarily from the assigned course texts; however, there will be occasions in which additional readings will be required.

Assignments

Students will participate in online discussions each week based on the assigned readings, and complete the signature assessment at the end of the course. The specifics of these assignments are outlined on the following pages.

Collegiality & Professionalism

We will create an open environment where diverse opinions, viewpoints, and perspectives are appreciated and respected. As we perfect the art of teaching, we should be conscious of the fact that our craft can (and should) be approached from multiple perspectives.

Course Communication

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

Grades

Assignments should be turned in on the due date noted in the syllabus or otherwise indicated in class; late assignments will result in a loss of points and will negatively impact your grade in the course.

Letter grades for the course will be determined by the following formula:

Course Overview / Introductions	40 Points (see Canvas for instructions)
Class Discussions	300 Points (30 points per week x 10 weeks)
Signature Assessment	<u>120 points</u>
Total:	460 Points

Letter grades are defined as follows:

A (460-414 points)	B (413-368 points)	C (367-322 points)
D (321-276 points)	F (275-0 points)	

Note: Education majors need to earn a grade of “B” or better.

COURSE EVALUATION AND ASSESSMENT

Class Discussions (Due Every Week)

You will participate in two online discussion threads each week, an “A” thread and a “B” thread. These discussions are the central component of the course and participation is required. The purpose is not to prove that you have completed the reading and they are not simple summarization exercises to earn course credit. Instead, the discussion boards are our link as a community of scholars. They are a space to explore the texts, to ask questions, to challenge assumptions – ultimately, they are a place to grow as learners and as teachers. Please give these discussions the respect they deserve and check in frequently for updates. The success of the course rests on the quality of these discussions.

Your initial response to each prompt is due by 11:59pm every Wednesday. The initial responses should be a minimum of 300 words, cite the assigned texts (including page numbers), and be free of spelling and grammatical errors. A rubric for this assignment can be found below. **Remember, you must respond to both prompts each week.** There are 10 points possible for both posts every week, for a total of 20 points.

You are also required to post a minimum of two responses by 11:59pm every Saturday. You are encouraged to respond to both the A & B discussions, but that is not a requirement. You could choose, instead, to post two responses to the A-thread or two responses to the B-thread. **Regardless of your choice, you must post two responses each week.** Responses should be a minimum of 300 words and must advance the conversation (e.g. ask a question, challenge a viewpoint, build on an argument). There are 5 points possible for each response, for a total of 10 points every week.

Discussion responses will be graded within one week of submission. Please check Canvas for feedback on your discussion posts and incorporate this feedback into your future posts.

Discussion Rubrics:

Initial Post (two per week; 20 points total)				
	3 - Distinguished	2 - Proficient	1 - Basic	0 - Unsatisfactory
Length	Minimum of 300 words	Minimum of 225 words	Minimum of 150 words	Shorter than 150 words
Engagement with Assigned Texts	Demonstrates serious contemplation of the readings	Indicates reading was completed	Suggests reading was scanned but not carefully analyzed	Provides little indication that the reading was completed
Citations	References to the assigned texts are integrated citing specific page numbers	References to the assigned texts are unspecific	References to the assigned texts are unclear or taken out of context	Assigned texts are not referenced
Spelling, Punctuation, and Grammar		Post is clear and articulate; grammar and spelling are correct		Post contains multiple errors in grammar and/or spelling that impact clarity

Response Post (two per week; 10 points total)				
	3 - Distinguished	2 - Proficient	1 - Basic	0 - Unsatisfactory
Length	Minimum of 300 words	Minimum of 225 words	Minimum of 150 words	Shorter than 150 words
Engagement with Peers	Shows concerted and honest effort to engage with others	Shows attention to other posts in the thread	Offers little interaction with other posts in the thread	Does not acknowledge other posts
Advancement of Conversation	Responds in a way that advances discussion beyond the obvious	Minimally acknowledges ideas of others in an attempt to advance the discussion	Mostly summarizes what others have said without adding to the discussion	Misrepresents content of other posts
Spelling, Punctuation, and Grammar		Post is clear and articulate; grammar and spelling are correct		Post contains multiple errors in grammar and/or spelling that impact clarity

Discussion rubrics adapted from Farrah Cato – *LIT 2110 Grading Rubric for Discussion Posts* (https://topr.online.ucf.edu/images/5/5e/Cato_2110_discussion_rubric.pdf)

Signature Assessment: Pedagogical Vision Statement and Operational Plan (Due TBA)

The capstone project for this course is a pedagogical vision statement and operational plan that incorporates what you have learned about peace, social justice, and educational reform. You will write a 10-12 page, double-spaced essay outlining your pedagogical vision, and describing how you could put this plan into action. In addition, you will draft a one-page, single-spaced letter to stakeholders (e.g. teachers, parents) informing them of this vision. Your letter will explain why your plan is the best course of action, and inspire stakeholders to join you in making your vision a reality.

Depending on your current / anticipated role, your essay could be written from the perspective of a school principal or a classroom teacher. Principals will develop a school-wide vision and address their letter to the faculty and staff; teachers, however, will develop a classroom vision and address their letter to parents and students. Both principals and teachers should cite course readings to support their vision and explain why their vision is possible and desirable.

The essay is comprised of the components listed below. Each section should be written as a coherent narrative with a clear beginning, middle, and end. Use the prompts to guide your response, not as a list of questions to be answered. Cite course readings where appropriate.

- **Conceptual Framework** (2-3 pages, double spaced)
What are the foundational values for your school or classroom? Why are these values important and what possibilities do they enable?
- **Operational Structure** (2-3 pages, double spaced)
How will the school / classroom be organized? What policies and procedures will you implement? What type of teaching style/classroom environment might assist faculty/students find connection with each other and allow for the contemplation of deeper 'life' issues?
 - Principals: How long is the school year? The school day? What personnel decisions will you need to make? Who will be your teachers and what credentials will they need?
 - Teachers: How will you structure your curriculum to be inclusive of all students and their families? What classroom management strategies will you incorporate? What is your homework policy? How will you assign grades?
- **Implementation** (4-6 pages, double spaced)
 - Describe three structures you will create or activities you will use with your faculty/students to create an environment centered on social justice and peace.
 - Identify three barriers to implementing your vision and describe how you will overcome these barriers.
- **Letter to Faculty / Parents** (1 page, single spaced)
Write a letter that informs your stakeholders of your vision and inspires them to help you make it a reality. How will you persuade them to join you in building a school or classroom grounded in peace and social justice?

Signature Assessment Rubric

Signature Assessment Rubric					
	30 – Exceptional	24 – Skilled	18 – Proficient	12 – Developing	6 – Inadequate
Conceptual Framework	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.	The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.	The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.	The text contains an unidentifiable claim or vague position. The text has limited structure and organization.
Operational Structure	The text provides significant and relevant facts, extended definitions, concrete details, quotations and/or examples that thoroughly develop and explain the topic. The text provides an engaging conclusion that supports the topic and examines its implications and significance.	The text provides relevant facts, extended definitions, concrete details, quotations, and/or examples that sufficiently develop and explain the topic. The text provides a competent conclusion that supports the topic and examines its implications and significance.	The text provides facts, extended definitions, concrete details, quotations, and/or examples that develop the topic. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides facts, definitions, details, quotations, and/or examples that attempt to develop and explain the topic. The text may provide a conclusion that supports the topic.	The text contains limited facts and examples related to the topic. The text may or may not provide a conclusion.
Implementation	The text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.	The text provides sufficient and relevant data and evidence to back up the claim and fairly addresses counterclaims. The conclusion effectively reinforces the claim and evidence.	The text provides data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.	The text provides data and evidence that attempt to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.	The text contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text may fail to conclude the argument or position.
Letter to Faculty / Students	The text consistently addresses the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text considers the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the needs of the audience.	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	The text lacks an awareness of the audience's knowledge level and needs.

Signature assessment rubric adapted from *TurnItIn Common Core State Standards Writing Rubrics (Grades 11-12)*
http://pages.turnitin.com/ccss_rubrics_11-12.html

SYLLABUS CHANGE POLICY

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

COURSE CALENDAR

Week	Assigned Readings
1 (04/03/16)	Topic: Course Introduction Assigned Readings: See Canvas for Details
2 (04/10/16)	Topic: Pedagogical Identity Assigned Readings: Palmer – Introduction, Chapter 1 Ayers – Introduction, Chapter 1 Canestrari & Marlowe – Part 1
3 (04/17/16)	Topic: Connecting with Students Assigned Readings: Palmer – Chapter 2 Ayers – Chapter 2 Canestrari & Marlowe – Part 2
4 (04/24/16)	Topic: The Elements of Good Teaching Assigned Readings: Canestrari & Marlowe – Part 3
5 (05/01/16)	Topic: Creating an Environment for Teaching and Learning Assigned Readings: Palmer – Chapter 3 Ayers – Chapter 3 Canestrari & Marlowe – Part 4
6 (05/08/16)	Topic: Building Educational Community Assigned Readings: Palmer – Chapters 4, 5, 6 Ayers – Chapter 4, 5, 6

7 (05/15/16)	Topic: Educational Inequalities Assigned Readings: Darling-Hammond – Chapters 1, 2, 3, 4
8 (05/22/16)	Topic: Educational Reform in State, National, and International Contexts Assigned Readings: Darling-Hammond – Chapters 5, 6 Canestrari & Marlowe – Part 5
9 (05/29/16)	Topic: Policy Possibilities Assigned Readings: Darling-Hammond – Chapters 7, 8, 9
10 (06/05/16)	Topic: Pedagogical Vision Grounded in Peace and Social Justice Assigned Readings: Palmer – Chapter 7 Ayers – Chapter 7, 8 Canestrari & Marlowe – Part 6 Signature Assessment Due – June 11, 2016

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 CAEP 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.

GUIDING PHILOSOPHY

The Education Division's guiding philosophy is based upon a set of beliefs that flow from Chaminade University's vision and mission statements, the Education Division's mission statement, the Marianist Core Academic Beliefs, and the Hawai'ian 'Ōlelo of **Mana** (intrapersonal; spirit; embodiment of love, faith, and ethical practice), **Aloha** (interpersonal;

love; sacredness; divine breath), **'Ohana** (classroom; family; interconnectedness), **Pono** (community; being in alignment and balance in life and the community), and **Ho'oma'ama'a** (world; become adapted to; teach one to work).

These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor instructional and educational leaders to their fullest potential; a commitment to teaching excellence, engagement in scholarship in the pursuit of truth; and a commitment to scholarly service for the university and the larger community. This alignment is designed to prepare education professionals for effective classroom and school leadership by demonstrating professional dispositions, content knowledge, pedagogical skills, and leadership to work effectively with a diverse community of learners.

EDUCATION DIVISION MISSION STATEMENT

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

MARIANIST VALUES

- Education for Formation in Faith (Mana): Within the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All Education Division members join the larger community of faith, hope, love and ethical practice.
- Integral, Quality Education (Aloha): The community is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. All Education Division 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 and the Family Spirit (Ohana): The community of learners is a second family which encourages the personal development of each of its members. Mutual respect for all members of the Education Division family allows the community to share responsibility for decision making at all levels.
- Education for Service, Peace and Justice (Pono): All members of the community strive to serve the university community and the larger community. Education Division community members are committed to scholarly service and to dispense and receive justice to and from each other and to the larger community.
- Education for Adaptation and Change (Ho'oma'ama'a): True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. The Education Division scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.

PROGRAM LEARNING OUTCOMES

PLO 1	Content Knowledge (Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts)
PLO 2	Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning)
PLO 3	Pedagogical Content Knowledge (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)
PLO 4	Educational Technology (Knowledge of and application of appropriate technology for student learning)
PLO 5	Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning)
PLO 6	Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments)
PLO 7	Focus on Student Learning (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)
PLO 8	Professional & Ethical Dispositions and Communication (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues)

COURSE LEARNING OUTCOMES

#	Learning Outcome	Alignment
1	Develop an understanding of the different paradigms of social justice and peace together with their relationship to reform and transformation.	PLO: 2, 3, 8
2	Demonstrate a knowledge of the concepts of peace, social justice, culture and educational transformation relating to individuals, and institutions (particularly schools).	PLO: 6, 7, 8

3	Develop an understanding of educational curricula that model issues of peace, social justice and educational reform.	PLO: 2, 3, 5, 7
4	Demonstrate an ability to investigate current issues in the theory of peace, social justice and educational reform consistent with the Marianist philosophy and Catholic Social Justice Principles.	PLO: 3, 7, 8

EDUCATION DIVISION ATTENDANCE POLICY

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

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

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

- 2.1. On-ground courses. When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
 - a. Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.
 - b. Undergraduate Day Courses 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 M/W/F (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. *Note: For this class you are expected to log on at least two times each week.*
- 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.

EDUCATION DIVISION INCOMPLETE GRADE POLICY

At the discretion of the faculty member, a grade of “I” may be assigned to a student who has successfully completed a majority of the coursework, but who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. The issuance of an “I” grade is not automatic. Prior to reporting final grades, a contract must be made between the student and the instructor for the completion of the required coursework. This contract must reflect a final default grade if the student does not submit the required assignments. (For example, the grade notation would be: IB, IC, ID, or IF. The default for an “I” that is submitted without an alternative grade is “F.”) The contract must include a detail of the remaining coursework and the final deadline date by which the grade is to be submitted. (Note: the deadline date is 90 days past the end of term date and includes the time required by the instructor to review, grade, and submit the paperwork reflecting the final grade.) This deadline date may not be extended.

FINAL ASSIGNMENT (SIGNATURE ASSIGNMENT)

To document teacher candidates’ progress toward the mastery of the requisite knowledge, skills and dispositions for teacher licensure, all required courses have a final assignment. Final assignments are accessed via a rubric linked to the relevant program learning outcome(s). All final assignments must be submitted on LiveText, where candidates may view their assessment results and any comments from the instructor. The details of this assignment will be made available on this syllabus and on e-college approximately four weeks into the course.

ACADEMIC HONESTY STATEMENT

In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern shall be directed to the Provost; if the Provost is the instructor in question, the concern shall be directed to the President.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

- In either case, the Divisional Dean or Graduate Program Director may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost. The findings, in either case are final.
- If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the Divisional Dean or Graduate Program Director; to determine whether the evidence warrants an investigation, and how the investigation will be handled. It may also be decided that the faculty member will either confront the student or, assuming enough evidence is present to warrant action, turn the matter over to the Divisional Dean or Program Director to either resolve or organize a hearing.
- If the student is found guilty of the charges of academic dishonesty, the student may be subject to academic penalties such as failure of the course, exam, or assignment. Other penalties from the list of possible disciplinary sanctions may also be deemed appropriate.

DISABILITY AND FULL INCLUSION STATEMENT

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 Director of Personal Counseling at (808) 739-4603 or by email at the jyasuhar@chaminade.edu address. 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.

TITLE IX COMPLIANCE

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center: 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

TECHNICAL SUPPORT

For technical questions contact the Chaminade helpdesk (helpdesk@chaminade.ecollege.com) or call (877) 740-2213.

LIVETEXT SUPPORT

- <https://www.livetext.com/overview/student-overview.html>
- Phone: 1-866-LiveText (1-866-548-3839);
- Technical Support Hours Mon - Thurs: 7am to 9pm (CT), Friday: 7am to 6pm (CT), & Sunday: 12pm to 9pm (CT).

KSD REFERRALS

Background: Implementation of the Knowledge/Skill/Disposition (KSD) referral system was approved by the Division at the Fall 2011 Chaminade Faculty retreat. The KSD referral system is in place to help undergraduate and graduate students in reaching their goals to become highly-qualified and highly-effective educators and administrators. As our Education Division mission states, we strive “To foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards.” Part of this is to ensure that each teacher candidate or educational leader taking our coursework is knowledgeable in the content area, possesses the needed skills to teach that content, and has dispositions that are reflective of an education professional with accompanying Marianist values.

Referral Process: Any member of the Education Team, defined as an employee of the Education Division and including adjunct instructors, can initiate a KSD referral to the Dean at any time and for any student taking an education course. Referrals can also be made to the Dean for our students taking non-education courses.

NETIQUETTE FOR ONLINE ACTIVITIES

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Add value in your comments. Avoid short, repetitive “I agree” responses.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each e-mail message.

- Respect privacy. Don't forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.