



**EDUC 623 – Teaching Strategies: Secondary
Spring 2016**

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COURSE DESCRIPTION

This course investigates curriculum structures and trends in secondary classrooms across subject areas. Students will explore standards, curriculum, content guides and textbooks, and classroom assessment. A variety of teaching and learning activities will be utilized including observation and participation, online discussions, and written projects. This course requires observation and participation.

COURSE TEXTS AND MATERIALS

Required Books (To Purchase / Rent)

Instructional Strategies for Middle and High School, second edition. Bruce E. Larson & Timothy A. Keiper ISBN: 978-0415898133, Routledge, 2 edition

Fires in the Bathroom: Advice for Teachers from High School Students. Kathleen Cushman. ISBN: 978-1565849969, The New Press.

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	25 Points (see Canvas for instructions)
Class Discussions	225 Points (15 points x 15 discussions)
O&P Reflections	90 Points (30 points x 3 reflections)
Social Justice Unit Plan	30 Points
Social Justice Lesson Concept	30 Points
Signature Assessment	<u>100 points</u>
Total:	500 Points

Letter grades are defined as follows:

A (500-450 points)	B (449-400 points)	C (399-350 points)
D (349-300 points)	F (299-0 points)	

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

COURSE EVALUATION AND ASSESSMENT

Class Discussions

You will participate in two types of online discussion threads, a “craft” thread and a “circumstances” 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.

On the weeks that these discussions are assigned, your initial response to each prompt is due by 11:59pm on 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. There are 10 points possible for the initial post; a rubric for this assignment can be found below.

You are also required to post a minimum of one response to each thread, “craft” and “circumstances” by 11:59pm every Saturday. 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). ***You are encouraged to make multiple responses in our class discussions – I will only grade your strongest response, so there is no chance you will lose points by posting more than once.*** There are 10 points possible for the initial post; a rubric for this assignment can be found below.

Discussion responses will be graded within one week of submission. *Note: There are 16 discussion posts but only 15 will be counted – I will drop your lowest discussion score.* 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)

O&P Reflections

This semester you are expected to complete a minimum of 10 hours of O&P (either in your own classroom or another teacher's classroom). Each of the three required O&P reflections will reflect approximately 3-4 hours of classroom observation and participation. Based on that time in the classroom, you will post a reflection describing a key moment or observation related to the concepts presented in this course. Your reflection must relate to, draw upon, and reference the assigned readings from the course. O&P reflections will be graded according to the following rubric:

O&P Reflection Rubric				
	6 - Distinguished	4 - Proficient	2 - Basic	0 - Unsatisfactory
Length	Minimum of 300 words	Minimum of 225 words	Minimum of 150 words	Shorter than 150 words
Description of Key Moment or Observation	Key moment or observation is described in detail.	Key moment or observation is described with minimal detail.	Key moment or observation lacks sufficient detail.	Description of key moment or observation is missing.
Connection to Assigned Texts	Clear connection to assigned texts citing specific page numbers.	Clear connection to the assigned text without specific page numbers.	Loose connection to the assigned texts from the course.	No connection to the assigned texts from the course.
Analysis of Observation	Thoughtful analysis that moves beyond the obvious.	Analysis is clear but connections to the text are fairly straightforward.	Analysis is unclear and/or only loosely connected with the text.	Analysis of O&P is missing.
Grammar, Spelling, and Punctuation	Grammar, spelling, and punctuation is as expected for master's level coursework.	There are minor grammar, spelling, and punctuation issues that do not affect the overall clarity of the paper.	Grammar, spelling, and punctuation errors occasionally detract from the overall clarity of the paper.	Grammar, spelling, and punctuation errors significantly detract from the overall clarity of the paper.

Social Justice Unit Concept / UbD Stages 1 & 2

A unit concept is a "work-in-progress version" of a complete unit plan. Though the unit concept is only in skeletal form, the ideas, strategies, and resources are no different from a unit implemented in the classroom. You will design your unit concept using the UbD "backward design" model discussed in class. The concept will focus on Stages 1 & 2: Identifying Desired Results and Determining Assessment Evidence.

You will begin by selecting a social justice issue that you would like to include in your classroom. The list below provides some examples, but you are free to choose any social justice issue that you find compelling. ***Remember, your unit should be grounded in your discipline.***

Gender Equality
Immigrant Rights
Minority Rights
LGBTQ Rights
Climate Change
Human Rights

Voting Rights / Enfranchisement
Workers Rights / Labor Rights
Indigenous Peoples' Rights
Religious Freedom and Equality
(dis)Abilities
Socioeconomic Issues

A template for Stage 1 & 2 of the UbD process will be provided on Canvas. The template includes the questions that need to be addressed in each section. This assignment will be graded according to the rubric that follows:

Unit Concept Rubric				
	6 - Distinguished	4 - Proficient	2 - Basic	0 - Unsatisfactory
State and Common Core Standards	State and Common Core standards are listed and applicable to the unit topic	State or Common Core standards are listed and applicable to the unit topic	State and/or Common Core standards are listed but not applicable to the unit topic	State and/or Common Core standards are missing.
Enduring Understandings	Big ideas are stated clearly and desired understandings are specific.	Big ideas are mostly clear and/or desired understandings are somewhat specific.	Big ideas are unclear and/or desired understandings are unspecific.	Big ideas and/or desired understandings are missing.
Essential Questions	EQs are thought provoking and require inquiry rather than recall.	EQs are thought provoking but rely more on recall than inquiry.	EQs are straightforward and rely entirely on recall.	EQs are missing.
Authentic Assessment	The task involves a direct or simulated application of the targeted understanding. The task involves the types of challenges that exist beyond the classroom.	The context is not particularly authentic. Students may develop actual products or performances, but the task lacks an identified purpose, audience, or realistic constraints.	The task is inauthentic. It presents an out-of-context question or problem that does not represent the challenges that exist beyond the classroom.	Assessments are missing.
Opportunities for Assessment	Appropriate diversity is evident in the assessment methods; students have many opportunities to reveal the depth and breadth of their understanding.	Over-reliance on one assessment occurs; or assessment methods yield insufficient data to demonstrate students' overall understanding.	The proposed assessments are too limited or incomplete to permit confident inferences about each student's overall understanding.	Assessments are missing.

Social Justice Lesson Plan

Choose a one-day lesson you would like to develop from your social justice unit concept and create a lesson plan that demonstrates your proficiency in the conception of curriculum and instruction. The lesson should include some (but not all) of the methods, skills, and concepts we discussed this semester. Please note the amount of time required for each step of the lesson (assume a 50-minute class period) and remember to identify how you will transition from one part to another. You can format the lesson however you want, but it needs to include the following information:

- Lesson Objectives
- Hawaii State Standards and Common Core State Standards
- Introductory Hook
- Student Activities
- Closure / Wrap-up
- Assessment
- All Materials and Resources

Social Justice Lesson Plan Rubric				
	6 - Distinguished	4 - Proficient	2 - Basic	0 - Unsatisfactory
Topic	Topic was engaging and clearly relevant to the social justice unit.	Topic was only loosely connected to the social justice unit.	Topic was pedestrian and/or not connected with the social justice unit.	Topic was unclear and/or not fully developed.
State and Common Core Standards	State and Common Core standards are listed and applicable to the unit topic	State or Common Core standards are listed and applicable to the unit topic	State and/or Common Core standards are listed but not applicable to the unit topic	State and/or Common Core standards are missing.
Learning Objectives	Clearly stated what students would be able to do at the end of the lesson.	Learning objectives were primarily focused on what the students should know.	Objectives addressed what the teacher would do and/or describe.	Learning objectives are missing.
Instructional Methods	A variety of techniques/ methods were identified that were appropriate to the learning objectives.	Methods are appropriate to the learning objectives, but there is over-reliance on one instructional technique.	Instructional methods are not appropriate for the learning objectives.	Instructional methods are unclear and/or not fully developed.
Assessment	Assessment activities measured student application of objectives taught in the lesson.	Assessment activities were somewhat connected with the objectives taught in the lesson.	Assessment activities were not clearly connected with the objectives taught in the lesson.	Assessment activities are missing.

Signature Assessment: Reflective Analysis of Unit Plan

The capstone project for this course is a reflective analysis of the unit and lesson plan you developed earlier in the semester. You will write a 6-8 page, double-spaced essay that responds to the prompts below. The essay should refer to the concepts discussed this semester, cite readings from the course, and incorporate the feedback you received on your earlier papers.

1. Describe how are your targeted understandings based on transferable, big ideas at the heart of your discipline.
2. How do your essential questions spark meaningful connections and provoke genuine inquiry and deep thought?
3. Why did you choose the knowledge and skills you identified in this unit? How do they enable the desired understandings you set forth in the unit plan?
4. Describe your unit's main performance task and explain how this provides evidence of deep understanding of the unit goals.
5. Provide an overview of your unit's multiple methods of assessment and discuss how these supplement the evidence provided by the performance task.
6. In what ways are student self-assessment and reflection an integral part of the unit assessment plan?
7. Discuss what makes your lesson plan effective, engaging, and tailored to the interests and learning styles of your students.
8. Why was the lesson plan organized and sequenced as it was? How does this maximize engagement and effectiveness?
9. Reflect on the overall coherence of your unit design. How are the elements of each stage aligned? How will the learning experiences encourage student engagement? How will you ensure student understanding?

Signature Assessment Rubric

	10 – Exceptional	7 – Proficient	4 – Developing	0 – Inadequate
Goals and Understandings	Targeted understandings are based on transferable, big ideas at the heart of the discipline.	Targeted understandings are loosely based on big ideas and/or are not transferrable to other concepts in the discipline.	Understandings focus primarily on low-level knowledge and are not transferrable to other concepts in the discipline.	Discussion of goals and understandings is missing or unclear.
Essential Questions	Essential questions spark meaningful connections, provoke genuine inquiry, and deep thought.	Essential questions have the potential to provoke inquiry and deep thought.	Questions provided are not essential, and/or only encourage low-level thinking.	Discussion of essential questions is missing or unclear.
Knowledge and Skills	Valid and relevant knowledge is identified, along with the skills needed to meet the standards and enable the desired understandings.	Valid and relevant knowledge is only loosely connected with the skills needed to meet the standards and enable the desired understandings.	Knowledge and skills are identified, but not directly connected to the goals of the unit.	Discussion of knowledge and skills is missing or unclear.
Performance Tasks	Performance tasks involve authentic assessments and provide evidence of deep understanding of the goals.	Performance tasks involve authentic applications but only loosely provide evidence of understanding.	Performance tasks are present but do not represent authentic measures of assessment.	Discussion of performance tasks is missing or unclear.
Other Evidence	Multiple methods of assessment are provided to supplement the evidence provided by performance tasks.	Methods of assessment only loosely supplement the evidence provided by performance tasks.	Multiple methods of assessment are present but do not supplement the evidence provided by performance tasks.	Assessment plan is missing or unclear.
Student Self-Assessment	Student self-assessment and reflection are an integral part of the assessment plan.	Students are given some opportunities to self-assess and reflect.	Students are given limited opportunity to self-assess and reflect.	Opportunity for students to self-assess and reflect is missing or unclear.
Lesson Plan	Lesson plan is effective, engaging, and tailored to the interests and learning style of all students.	Lesson plan is somewhat effective and engaging, and/or only loosely tailored to the interests and learning styles of all students.	Lesson plan is seldom effective and engaging, and/or rarely tailored to interests and learning styles of all students.	Discussion of lesson plan is missing or unclear.
Lesson Sequence	Lesson plan is organized and sequenced to maximize engagement and effectiveness.	Lesson plan is organized but only loosely sequenced to encourage student learning.	Learning plan is only somewhat organized and for student learning.	There is little or no organization.
Overall Unit Design	The unit is coherent and well aligned.	The unit is coherent but elements are only loosely aligned.	The various elements of the lesson plan are not logically aligned.	Discussion of overall unit design is missing or unclear.
Grammar, Spelling, and Punctuation	Grammar, spelling, and punctuation is as expected for master's level coursework.	There are minor grammar, spelling, and punctuation issues that do not affect the overall clarity of the paper.	Grammar, spelling, and punctuation errors occasionally detract from the overall clarity of the paper.	Grammar, spelling, and punctuation errors significantly detract from the overall clarity of the paper.

COURSE CALENDAR

Week	Assigned Readings
1 (04/03/16)	Topic: Course Introduction Assigned Readings: Cushman – Chapter 1 Assignments Due: Course Introduction (See Canvas for details) Circumstances Thread – Initial Post & Response
2 (04/10/16)	Topic: Curriculum & Social Justice Education Assigned Readings: Larson & Keiper – Chapter 2 Social Justice Education (See Canvas for details) Assignments Due: Craft Thread – Initial Post & Response Circumstances Thread – Initial Post & Response
3 (04/17/16)	Topic: Learning Targets and Assessment Assigned Readings: Larson & Keiper – Chapter 3 Cushman – Chapter 2 Assignments Due: Craft Thread – Initial Post & Response Circumstances Thread – Initial Post & Response
4 (04/24/16)	Topic: Long & Short Range Planning Assigned Readings: Larson & Keiper – Chapter 4 Cushman – Chapter 3 Assignments Due: Craft Thread – Initial Post & Response Circumstances Thread – Initial Post & Response
5 (05/01/16)	Topic: Creating a Culture of Success Assigned Readings: Cushman – Chapter 4 Assignments Due: Circumstances Thread – Initial Post & Response O&P 1 (Due May 7 by 11:59p) Unit Plan Due (Due May 7 by 11:59p)

6 (05/08/16)	<p>Topic: Lecture & Interactive Presentation</p> <p>Assigned Readings: Larson & Keiper – Chapter 5 Cushman – Chapter 6</p> <p>Assignments Due: Craft Thread – Initial Post & Response Circumstances Thread – Initial Post & Response</p>
7 (05/15/16)	<p>Topic: Cooperative Learning</p> <p>Assigned Readings: Larson & Keiper – Chapter 8 Cushman – Chapter 5</p> <p>Assignments Due: Craft Thread – Initial Post & Response Circumstances Thread – Initial Post & Response</p>
8 (05/22/16)	<p>Topic: Simulation, Role-Play, and Dramatization</p> <p>Assigned Readings: Larson & Keiper – Chapter 9</p> <p>Assignments Due: Craft Thread – Initial Post & Response O&P 2 (Due May 28 by 11:59p) Lesson Plan Due (Due May 28 by 11:59p)</p>
9 (05/29/16)	<p>Topic: Discussion and Debate</p> <p>Assigned Readings: Larson & Keiper – Chapter 10 Cushman – Chapter 8</p> <p>Assignments Due: Craft Thread – Initial Post & Response Circumstances Thread – Initial Post & Response</p>
10 (06/05/16)	<p>Topic: Reflection on Spring Semester</p> <p>Assigned Readings: Cushman – Chapter 9 & 10</p> <p>Assignments Due: Craft Thread – Initial Post & Response O&P 3 (Due June 11 by 11:59p) Signature Assessment Due (Due June 11 by 11:59p)</p>

SYLLABUS CHANGE POLICY

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it is 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.

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 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.