



Course Syllabus

Chaminade University of Honolulu

Course Number: ED 494

Course Title: STUDENT TEACHING: ELEMENTARY

School of Education and Behavioral Sciences/Education Division

Term: 2020-2021 Special Spring Student Teaching Semester

Course Credits: 9 cr

Online/4 On-ground sessions Ching Conference Center

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University Catalog Course Description:

This course provides supervised teaching in approved elementary schools. This course is held during a special student teaching semester that is aligned with the public schools' semester for teachers. Concurrent enrollment in the ED 490 or ED 492 seminar is required. Prerequisites: Passing Praxis II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines, and completion of all course requirements for Elementary Education major. This course is Credit/No Credit.

Prerequisite: Passing scores for PRAXIS II or meeting content credit requirements
All required education courses

Course Dates: January 4, 2021 – June 1, 2021

Course Format: On-line and four face-to-face (online) On-ground sessions to be held with assignments uploaded on Canvas

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. *Education for Formation in Faith (Mana):* In the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All scholars are invited to join the larger community of faith, hope, and love.
2. *Integral, Quality Education (Aloha):* The 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 student's life experience.

- a. Education is an active process.
 - b. Teaching and learning are reciprocal processes.
 - c. Diversity enriches education by providing many different cultural values and viewpoints.
 - d. Varied instruction for individual differences and learning styles facilitates learning.
 - e. Learning is facilitated by integrating curriculum, using cooperative learning strategies, having high expectations of the learner, and making curriculum relevant to the world outside of the classroom.
 - f. Teachers are responsible for nurturing students' desire to learn.
3. *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 family allows the Marianist-based scholarly community to share responsibility for decision making at all levels.
- a. Learning requires a safe, stimulating environment where each student is nurtured.
 - b. School, community, and family collaboration support learning.
4. *Education for Service, Peace, and Justice* (Pono): All members of the community strive to serve both the University and the larger surrounding community. Additionally, all members dispense and receive justice to and from each other in both the internal and external communities.
- a. Students must be educated for responsible citizenship, and self-directed lifelong learning.
 - b. Peace is facilitated through cultural awareness and service in support of justice.
5. *Education for Adaptation and Change* ('Āina): True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and facilitates adapting to the changes brought about each day. This scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.
- a. Creative problem solving, divergent thinking and effective communication are nurtured.
 - b. Reflection facilitates learning.
 - c. Technology enriches the learning environment and the learning experience.
 - d. Assessment improves instruction and increases student achievement.
 - e. Students must be educated for responsible citizenship, and self-directed lifelong learning.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Īlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Īlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Īlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Īlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Īlelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes

Upon completion of our initial teacher licensure programs, successful candidates will demonstrate:

1. Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts (**Content Knowledge**);
2. Knowledge of how students develop and learn, and how to engage students in developmentally appropriate experiences that support learning (**Developmentally Appropriate Practices**);
3. Knowledge of how to teach subject matter to students and apply a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner (**Pedagogical Content Knowledge**);
4. Knowledge and application of appropriate technology for student learning (**Technology**);
5. Knowledge and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning (**Assessment**);
6. Skills for adapting learning activities for individual differences, the needs of diverse learners, and for maintaining safe, positive, caring, and inclusive learning environments (**Diversity**);
7. Skills in the planning and design of meaningful learning activities that support and have a positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology (**Focus on Student Learning**);
8. 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 (**Professional & Ethical Dispositions and Communication**).

Knowledge Bases

The knowledge bases that define the Conceptual Framework for Chaminade University's teacher preparation program include the eight statements below:

1. Learning is an active process;
2. Education courses are rooted in child and adolescent development;
3. Diversity enriches education;
4. Assessment is critical to the instructional process;
5. Technology is important for clear and efficient communication in the twenty-first century;
6. Critical and creative thinking and problem solving are important skills for teaching;
7. Reflection, professionalism and life-long learning are key dispositions for teacher candidates;
8. A strong content base is essential to a competent teacher.

Course Learning Outcomes

At the end of this course, successful teacher candidates will:

- CLO1 Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- CLO2 Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

ED 494 Student Teaching: Elementary

- CLO3 Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- CLO4 Understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- CLO5 Understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- CLO6 Understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- CLO7 Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- CLO8 Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- CLO9 Engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.
- CLO10 Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Course Materials:

- Student Teaching Handbook
- Student Teaching Forms for Student Teacher, Cooperating Teacher, and University Supervisor
- Student Teaching Orientation Packet
 - Deadlines Checklist
 - Dispositions Assessment
 - Mid-Term Evaluation

ED 494 Student Teaching: Elementary

- Final Evaluation, Final Summary Recommendation Form
- Student Teaching Agreement Form
- Weekly Meeting Form
- Lesson Plan Requirements
- DOK Graphic
- Solo Plan Template

Technical Assistance for Canvas Users:

- Search for help on specific topics at help.instructure.com
- [Chat live with Canvas Support 24/7/365](#)
- Watch this [video to get you started](#) with online guides and tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu, or call (808) 735-4855

Assessment Plan

Assignment	CLO	Assignment Description	Max Points	Minimum
Student Teaching Agreement	1 – 10	Sign and agree to the nine requirements specified on the Student Teaching Agreement form	1	1
Weekly Meeting Forms	1, 2, 3, 4, 5, 9	Weekly summaries of discussions with CT and US on critical happenings in the classroom, including demonstrated areas of strength and areas in need of improvement.	20	15
Mid-term Evaluation	1 – 10	Mid-Term Evaluation	15	15
Participation in the On-ground Sessions	9, 10	Required participation (via Zoom or face-to-face) at all four On-ground Sessions.	16	8
Final Evaluation	1 – 10	Final Evaluation	20	20

Course Policies

Grading Policy

Refer to the Student Teaching Handbook

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. Since 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.

Instructor and Student Communication

Questions for this course can be emailed to the instructor. Online, in-person and phone conferences can be arranged.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at counselingcenter@chaminade.edu for further information.

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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Online courses and the online portion of hybrid courses. Online participation will be via assignment submittals. On-ground sessions will require attendance via Zoom or face-to-face.

Education Division Attendance Policy

3. Additional Notes.

3.1 If a student does not log on to an online 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 participating in an online course without officially withdrawing may receive a failing grade.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (pp. 51-54):

ACADEMIC STANDING

To continue attending Chaminade University, students must make satisfactory progress toward completing the program of studies for which they are enrolled.

Good Academic Standing

Good academic standing is defined as having both a cumulative and term GPA at 2.0 or above. However, it is important to note that some majors may require a higher GPA in order to remain in good standing with the major or to graduate. Students should check with their faculty advisor for additional information.

Academic Warning

Students whose semester or term GPA falls below 2.0 but continue to have a cumulative GPA of 2.0 or higher will receive a warning of unsatisfactory progress. Students who fail to complete sufficient credits each year may be in danger of losing financial aid. For additional information, please refer to “Academic Progress” in the financial aid section of this catalog.

Academic Probation

Full-time students whose cumulative GPA falls below 2.0 at the end of any semester or term will be placed on probation the subsequent semester. Part-time students will be placed on probation if their cumulative GPA remains below 2.0 after completion of 12 credit hours. Students on probation must achieve a term GPA of 2.0 or higher to remain eligible to continue enrollment. Students on probation must raise their cumulative GPA to 2.0 to achieve good academic standing. If a student on probation achieves a term GPA of 2.0 or higher while the cumulative GPA remains below 2.0, their status in the following semester will be continued academic probation.

While on probation, a Day Undergraduate student’s enrollment is limited to no more than 13 credit hours. Online and Military Base undergraduates are limited to 6 credits. Exception may be granted to Online and Military Base Undergraduate program students allowing up to 9 credits, but only when/if the failed courses are to be repeated.

Students on academic probation or continued academic probation will not be able to participate in intercollegiate athletics and will be ineligible for federal work study funds during their probationary semesters. This remains in effect until the student has achieved good academic standing.

Academic Suspension

Students who fail to meet the requirements to be removed from probation will be placed on academic suspension.

Suspension shall be for the full fall or spring day following the semester in which the above scenario occurs. Day students who are suspended due to their performance in a spring term, will be able to complete courses in the Summer 1, if and only if they were already registered. If this is the case, suspension will be applied from Summer 2 through Fall. After one full 15 week semester, Fall or Spring, of suspension, students may apply for re-admission.

Suspension for Online and Military Base Undergraduate program students shall be for a full term following the semester in which the above applicable scenario occurs.

Academic Dismissal

Students who are re-admitted after a period of suspension from Chaminade and fail to meet the requirements to be removed from probation are subject to dismissal from Chaminade and are ineligible to return for 1 full year after which they may apply for re-admission.

Part-time Students

Academic standing for part-time students will be determined after 12 semester hours of courses have been attempted. The applicable standards will be those set out above for full-time students.

Probation after 6 credits if the GPA is below 1.0 with notification that the student will be suspended if the GPA is not raised to above 1.0 by the time the student has attempted 12 credits.

Warning with a GPA below 2.0 with 6 credits attempted with notification that the student will be placed on probation if the student's GPA is not raised above 2.0 upon attempting 12 credits and suspension should the student's GPA fall below 1.0.

Students on probation must maintain a semester GPA of 2.0 to be continued on probation until attaining a 2.0 overall GPA. Failure to attain a term GPA of 2.0 would result in Academic Suspension. Student on suspension must submit a request for re-admittance on special academic probation from the Provost for the Undergraduate Program for undergraduate students or the Director of the Online and Military Base Undergraduate Program for Online and Military Base Undergraduate program students. Re-admitted students must maintain a term GPA of 2.0 to be continued on probation. Failure to maintain the 2.0 minimum GPA will result in Academic Dismissal.

Extenuating Circumstances

Students who are suspended or dismissed may appeal their suspension or dismissal if their academic performance was the result of documented illness or other extraordinary or extenuating circumstances.

Appeals from any of the above actions must be submitted in writing to the Provost within 30 days of the date the student received notification of suspension or dismissal action, and no later than one week prior to the beginning of the following term, in cases where the length of time between notification of academic action and

the beginning of the next term is less than 30 days. The Academic Action Appeals committee will consider the appeal and make a recommendation to the Provost.

Academic Action Appeals Committee

The Academic Action Appeals Committee meets on an as-needed basis to review written appeals sent to the Provost. Appeals of academic actions must be submitted in writing to the Provost within 30 days of the date the student received notification of suspension or dismissal action and no later than one week prior to the beginning of the following term, in cases where the length of time between notification of academic action and the beginning of the next term is less than 30 days. Documentation of extenuating circumstances or medical issues must accompany the written appeal. Verbal appeals will not be considered.

ACADEMIC HONESTY

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

TEACH OUT PLAN

In the event that one of Chaminade’s degree programs is suspended or cancelled, the University will take the following steps:

- All students enrolled in the program will be notified via email and by mail that the program has been terminated. In the case of undergraduate day programs, classes will be offered for three years or six semesters allowing students the opportunity to complete the program. In the case of Online and Military Base Undergraduate program, classes will be offered for two years or eight terms allowing current students the opportunity to complete the program.
- Program coordinators in conversation with the student will complete a Memorandum of Understanding (MOU) that ensures the student has every opportunity to complete a degree. The MOU will be signed by both the student and program coordinator.
- Program coordinators will develop a schedule indicating which courses need to be offered over the teach-out period and when those courses will be offered. Again, both via email and mail the students will be notified of this schedule.
- If a student is unable to complete the program within the time frame outlines in the MOU and provides acceptable documentation of mitigating circumstances, the program coordinator, the program dean, and the Provost will decide if there is any possible way to help the student achieve his or her degree. This is done on a case-by-case basis.

ACADEMIC GRIEVANCE

Concerns of Academic Issues

Questions regarding the conduct of a course, including grading, should be directed to the instructor of the course. If the issue cannot be resolved in discussion with the instructor, the student should invoke the additional steps outlined below. The following three items of an academic nature have specific procedures to address concerns:

1. Course content that veers significantly and substantively from the content and requirements as set forth in a course syllabus
2. Demonstrably arbitrary/unfair evaluation of student produced coursework
3. Accusations of plagiarism or other forms of academic dishonesty

Course Content that veers significantly and substantively from the Content and Requirements as set forth in a Course Syllabus

Deviation from the syllabus will be considered a grievable situation only if the student can show that significant material, vital to future courses for which this course is a prerequisite, has been eliminated, or the expectation of student performance has significantly changed.

Students who have a grievance about major deviations, additions or changes to a course's syllabus are encouraged to first, take up the issues with the course instructor. Significant reasons may have developed and such a major discovery which necessitates changes in the course content or contextual developments which change the way the course may be delivered or evaluated, to warrant such changes in the curriculum.

In the event the student is unable to resolve the issues with the instructor, the student may speak with the Division Dean, Graduate Dean, or Program Director. If the Dean or Graduate Program Coordinator is the Instructor in question, the concern should be directed to the Provost. If the Provost is the instructor in question, the concern should be directed to the President. The purpose of these meetings is primarily informational, although if there is evidence that the course did not generally match with the basic description provided in the college catalog, remedies may be offered to the student, including, but not limited to, re-offering the course to the student, providing an opportunity for mentored independent study, or extending the option of course withdrawal.

These meetings must be initiated by the student prior to the end of the semester of the course in question, as this process exists for review of course content and not as an avenue for soliciting review of grades. Grievances initiated after the end of the semester will be treated as grade appeals.

Demonstrably Arbitrary and Unfair Evaluation of Student Produced Course Work

Students have a right to expect fair and consistent issuance of course grades. The grading policy employed in each class, including the comparative weight of each component used to determine the final grade, is outlined in each course syllabus. It is the student's responsibility to read and comply with the grading policy outlined in that syllabus.

Students who have questions about grades on projects, tests or final grades for the semester are encouraged to meet with their instructor and review the grades. In the case of a final grade only, if the student still does not understand the basis for the grade or believes that the composition of the semester grade conflicts with the grading policy stated in the syllabus, he or she may request an additional meeting with the instructor and the Division Dean or Graduate Program Director. If the Dean or Graduate Program Director is the instructor in question, the concern should be directed to the Provost. If the Provost is the instructor in question, the concern should be directed to the President. This meeting must be requested within two weeks of receipt of the final grade, and must take place 30 days of the beginning of the next semester.

At this meeting, the student will be asked to provide evidence to substantiate the claim that the grade was either arbitrary or unfair. The role of the Program Dean or Graduate Program Director is to facilitate communication, and clarify understandings. At the instructor's sole prerogative, the final grade may be modified, although no grade may be lowered as a result of these meetings, or the assigned grade may be sustained. If the dispute is regarding the accuracy of a grade assignment, this meeting is the final step of the review process.

If, in the opinion of the Dean or Graduate Program Director, significant discrepancies exist between the grading policy stated on the syllabus and the actual process used to assign a final grade, one last step may be utilized. The Dean or Graduate Program Director may recommend a review of the grading process by the Provost. This person does not have the authority to change the final grade, but can extend to the student the opportunity to retroactively withdraw from the course, if sufficient evidence warrants such as recommendation.

The grade appeal process is not designed to address accusations of discrimination or harassment. If such concerns are the premise upon which the appeal is made, the student is directed to use the processes established by the University to resolve discrimination or harassment charges.

Accusations of Plagiarism or Other Forms of Academic Dishonesty

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.

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 Graduate Program Director is the instructor in question, the concern should be directed to the Provost. If the Provost is the instructor in question, the concern should 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 Dean or Graduate Program Director may choose to resolve the matter through a meeting with both the student and the faculty member, or refer the matter to the Provost. The findings, in either case, are final.

KSD Referrals.

- Background: Implementation of the Knowledge/Skill/Disposition (KSD) referral system was approved by the Education 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 (see attached form). Referrals can also be made to the Dean for our students taking non-education courses.

Other Relevant Course Information

Required Email. Students are required to use their Chaminade University Email to correspond with instructors. Your email may be accessed through the University Portal at <https://portal.chaminade.edu/>.

Important Dates and Financial Aid Information. Contact the Registrar's Office or view this [website](#) for important add, drop, and withdrawal dates for this semester. Please be sure to contact your University Financial Aid Counselor before dropping or withdrawing from any class, as this may impact your financial aid status.

Schedule

Please refer to the Deadlines Checklist provided at your Student Teaching Orientation session for course tasks, deadlines, and submittal information.