



ED490S EDUC684 Course Syllabus
Fall 2022, 3 Credits
Secondary Student Teaching Seminar
School of Education and Behavioral Sciences
[Chaminade University Honolulu](#)
3140 Waialae Avenue - Honolulu, HI 96816

Instructor: Scott Wylie

Email: scott.wylie@chaminade.edu

Office Hours: [By Appointment](#)

Office Location: N/A

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).

Course Catalog Description:

ED 490S: This seminar is integrated with all student teaching practica for Secondary Education. Students prepare portfolios, discuss teaching experiences, and review standards. Requirement: Concurrent enrollment in ED 495 (Secondary Ed.) and Successful completion of Praxis II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines, and all course requirements for Secondary Education major.

EDUC 684: Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. (Must be taken in conjunction with EDUC 685). Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

Course Overview:

This course is the culminating seminar for teacher candidates enrolled in a supervised student teaching placement. In this class you will reflect on your experiences as a student teacher and create a portfolio to showcase the work you have completed as a student at Chaminade University of Honolulu. This seminar is the capstone experience in your pre-service teacher education.

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
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace

5. Educate for adaptation and change

While all five characteristics are present in this course, we will pay particular attention to “providing an integral, quality education” This course is the capstone in your education program, so it is at this point that you begin to shift from *receiving* an integral, quality education, to providing that experience to your own students. Throughout this course, you will reflect on what you have learned in this program, and think about how you will enact the Marianist characteristics in your career as an educator. This reflection will be documented in your final portfolio at the end of the semester.

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 (‘Olelo 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 (‘Olelo 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 (‘Olelo 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 (‘Olelo 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 (‘Olelo No‘eau 203) All knowledge is not taught in the same school

CUS Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes (PLOs):

Upon completion of the undergraduate B.S. program in Secondary Education, students will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Secondary students.
2. Describe central concepts, tools of inquiry and structures of the subject

- matter disciplines for Secondary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Secondary students.
 4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
 5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Upon completion of the M.A. in Teaching, Secondary Education program students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Secondary students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Secondary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Secondary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Course Learning Outcomes (CLOs):

Upon completion of this course, students will be able to:

1. Analyze current instructional practice to ensure strategies are rigorous, differentiated, and focused on the active involvement of the learner.
2. Articulate applications of learning theory in the classroom.
3. Develop an electronic portfolio
4. Employ assessment and feedback strategies
5. Engage in professional learning through regular examination of practice via ongoing study, self-reflection and collaboration.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	2	2		2	
CUS Core Competencies	4	1, 5	1	3	
Program Outcomes	1	1		3	

Required Texts:

How to Develop A Professional Portfolio: A manual for teachers by Dorothy M. Campbell, Pamela Cignetti, Beverly Melenzyer & others, ISBN: 9780-1331-0117-1, Pearson, 6th edition

Course Website:

This course can be accessed through your Canvas dashboard at <https://chaminade.instructure.com/>

Technical Assistance for Canvas Users:

- [How do I get help with Canvas as a student?](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- [Watch this video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services:

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment:

Assignments should be turned in on the due date noted on the course Canvas page or otherwise indicated in class; *late assignments will earn a maximum of 50% credit and will negatively impact your grade in the course.*

Descriptions of all assignments along with scoring rubrics are available on the course Canvas page. Letter grades for the course will be determined by the following formula:

Assignments	% of grade	Assignment Description
Context for learning	20	Leverage student, classroom, school and community assets to support student learning

Analyzing student learning	20	Collect, analyze and provide feedback to student work
Professional Portfolio	60	Develop an electronic Portfolio (i.e., website) demonstrating competency of the 10 inTASC standards, Education Philosophy, as well as Competency of CUH Program Learning Outcomes

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

In this course, letter grades are defined as follows:

A (100-90%)	B (89-80%)	C (79-70%)	D (69-60%)	F (59-0%)
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Late Work Policy:

All assignments should be turned in by the due date. I am willing to accept late work; however, all late assignments will receive a lower grade.

Grade of Incomplete:

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of "incomplete". This will provide the student with 90 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of "incomplete" must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

University Policies

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 Kōkua 'Ike: Center for Student Learning 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 Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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 Tutor 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.

Academic Conduct Policy:

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:

<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy:

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online,

internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Schedule of Activities

▾ Module 1 - Introduction to the Student Teaching Classroom ✓ + ⋮	
📄 <input checked="" type="checkbox"/> Introduction to the Student Teaching Classroom: Overview and To Do List (0:15)	✓ ⋮
Week 1 (8/1 - 8/7): Student Teaching Seminar Introduction	
📄 ? Quiz: CUH Privacy Guidelines for Student Teaching Seminar (0:15) <small>Aug 7 2 pts</small>	✓ ⋮
Week 2 (8/8 - 8/14): Student Teacher Introductions	
📄 📎 Assignment: Interview Your CT about the School Context (3:00) <small>Aug 14 10 pts</small>	⊘ ⋮
🗣️ Discuss: Student Introduction Videos (2:00) <small>Aug 14 10 pts</small>	✓ ⋮
Week 3 (8/15 - 8/21): Socioeconomic and Cultural Contexts	
📄 📖 Read: Responding to Diversity (2:00)	✓ ⋮
📄 📎 Assignment: Student Diversity and Culturally Responsive Teaching (3:00) <small>Aug 21 10 pts</small>	✓ ⋮
📄 🎯 Introduction to the Student Teaching Classroom: Wrap-up and Looking Ahead (0:15)	✓ ⋮

▾ Module 2 - Education Philosophy Statement, Critical Incident #1 & Communities of Practice ✓ + ⋮	
📄 <input checked="" type="checkbox"/> Education Philosophy & Critical Incident #1: Overview and To Do List (0:15)	✓ ⋮
Week 4 (8/22 - 8/28): Educational Philosophy Statement	
📄 📖 Read: Most Influential Theories of Learning (2:00)	✓ ⋮
📄 📖 Read: The Impact of Educational Theories on Educational Practice (3:00)	✓ ⋮
📄 🔍 Educational Philosophy Resources	✓ ⋮
📄 📎 Assignment: Educational Philosophy Statement (4:00) <small>Aug 28 10 pts</small>	✓ ⋮
Week 5 (8/29 - 9/4): Critical Incident #1 & Communities of Practice	
📄 📖 Read: Critical Incident Overview and Instructions (0:30)	✓ ⋮
📄 📎 Assignment: Submit Critical Incident #1 Summary (3:00) <small>Sep 4 10 pts</small>	✓ ⋮
📄 📎 Assignment: Participate in the Communities of Practice (Module 2) (2:00) <small>Sep 4 10 pts</small>	✓ ⋮
📄 🎯 Education Philosophy & Critical Incident #1: Wrap-up and Looking Ahead (0:15)	✓ ⋮












<div style="display: flex; justify-content: space-between; align-items: center;"> ☰ ▼ Module 3 - Assessment ✔ + ☰ </div>	
☰	<div style="display: flex; justify-content: space-between; align-items: center;"> 📄 ✔ Assessment: Overview and To Do List (0:15) ✔ ☰ </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> ☰ Week 6 (9/5 - 9/11): Providing Feedback to Student Work & Critical Incident Discussion ✔ ☰ </div>	
☰	<div style="display: flex; justify-content: space-between; align-items: center;"> 📄 📌 Assignment: Collect Students' Work for Analysis (2:00) <small>Sep 5 15 pts</small> ✔ ☰ </div>
☰	<div style="display: flex; justify-content: space-between; align-items: center;"> 📄 📖 Read: How to Give Effective Written Feedback (2:00) ✔ ☰ </div>
☰	<div style="display: flex; justify-content: space-between; align-items: center;"> 📄 📌 Assignment: Provide Feedback on Student Work Samples (2:00) <small>Sep 11 10 pts</small> ✔ ☰ </div>
☰	<div style="display: flex; justify-content: space-between; align-items: center;"> 🗨️ 🗨️ Discuss: Critical Incident Discussion #1 (2:00) <small>Sep 11 10 pts</small> ✔ ☰ </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> ☰ Week 7 (9/12 - 9/18): Analyzing Student Learning ✔ ☰ </div>	
☰	<div style="display: flex; justify-content: space-between; align-items: center;"> 📄 📌 Assignment: Analyzing Student Learning (4:00) <small>Sep 18 15 pts</small> ✔ ☰ </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> ☰ Week 8 (9/19 - 9/25): Using Assessment to Inform Instruction ✔ ☰ </div>	
☰	<div style="display: flex; justify-content: space-between; align-items: center;"> 📄 📌 Assignment: Using Assessment to Inform Instruction (4:00) <small>Sep 25 10 pts</small> ✔ ☰ </div>
☰	<div style="display: flex; justify-content: space-between; align-items: center;"> 📄 🎯 Assessment: Wrap-up and Looking Ahead (0:15) ✔ ☰ </div>


















<div style="display: flex; justify-content: space-between; align-items: center;"> ☰ ▼ Module 4 - ePortfolio (Part 1) ✔ + ☰ </div>	
☰	<div style="display: flex; justify-content: space-between; align-items: center;"> 📄 ✔ ePortfolio (Part 1): Overview and To Do List (0:15) ✔ ☰ </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> ☰ Week 9 (9/26 - 10/2): Begin ePortfolio Creation ✔ ☰ </div>	
☰	<div style="display: flex; justify-content: space-between; align-items: center;"> 📄 📖 Read: How to Develop A Professional Portfolio - Chapters 1, 2, 4, 5, & 7 (6:00) ✔ ☰ </div>
☰	<div style="display: flex; justify-content: space-between; align-items: center;"> 📄 📌 Assignment: Developing a Professional Portfolio (3:00) <small>Oct 2 10 pts</small> ✔ ☰ </div>
☰	<div style="display: flex; justify-content: space-between; align-items: center;"> 📄 📌 Assignment: Preparing for Artifact Collection (1:00) <small>Oct 2 10 pts</small> ✔ ☰ </div>
☰	<div style="display: flex; justify-content: space-between; align-items: center;"> 📄 📌 Assignment: Create your ePortfolio Webpage (4:00) <small>Oct 2 10 pts</small> ✔ ☰ </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> ☰ Week 10 (10/3 - 10/9): Hawaii DOE Fall Break (NO ASSIGNMENTS) ✔ ☰ </div>	
<div style="display: flex; justify-content: space-between; align-items: center;"> ☰ Week 11 (10/10- 10/16): Resume Writing ✔ ☰ </div>	
☰	<div style="display: flex; justify-content: space-between; align-items: center;"> 📄 📖 Read: 7 Rules for Writing an A+ Teaching Resume (Plus an Example!) (1:00) ✔ ☰ </div>
☰	<div style="display: flex; justify-content: space-between; align-items: center;"> 📄 📌 Assignment: Write Resume and Upload to Google Drive (4:00) <small>Oct 9 10 pts</small> ✔ ☰ </div>
☰	<div style="display: flex; justify-content: space-between; align-items: center;"> 📄 🎯 ePortfolio (Part 1): Wrap-up and Looking Ahead (0:15) ✔ ☰ </div>

		Module 5 - ePortfolio (Part 2)			
		<input checked="" type="checkbox"/> ePortfolio (Part 2): Overview and To Do List (0:15)			
		Week 12 (10/17 - 10/23): Portfolio (InTASC Standards 9 & 10)			
		Read: Evaluation Items for InTASC Standard Rationales (0:30)			
		Read: Sample Summaries for InTASC Standard Artifacts (0:45)			
		Assignment: Aligning InTASC Standards 9-10 (Professional Responsibility) to CUH Artifacts (5:00) <small>Oct 23 10 pts</small>			
		Assignment: Write Summaries for InTASC Standards 9-10 (Professional Responsibility) (5:00) <small>Oct 23 20 pts</small>			
		Week 13 (10/24 - 10/30): Portfolio (InTASC Standards 6-8)			
		Assignment: Aligning InTASC Standards 6-8 (Instructional Practice) to CUH Artifacts (6:00) <small>Oct 30 10 pts</small>			
		Assignment: Write Summaries for InTASC Standards 6-8 (Instructional Practice) (6:00) <small>Oct 30 30 pts</small>			
		ePortfolio (Part 2): Wrap-up and Looking Ahead (0:15)			

		Module 6 - ePortfolio (Part 3)			
		<input checked="" type="checkbox"/> ePortfolio (Part 3): Overview and To Do List (0:15)			
		Week 14 (10/31 - 11/6): Portfolio (InTASC Standards 4-5)			
		Assignment: Aligning InTASC Standards 4-5 (Content) to CUH Artifacts (5:00) <small>Nov 6 10 pts</small>			
		Assignment: Write Summaries for InTASC Standards 4-5 (Content) (5:00) <small>Nov 6 20 pts</small>			
		ePortfolio (Part 3): Wrap-up and Looking Ahead (0:15)			

		Module 7 - ePortfolio (Part 4)			
		<input checked="" type="checkbox"/> ePortfolio (Part 4): Overview and To Do List (0:15)			
		Week 15 (11/7 - 11/13): Portfolio (InTASC Standards 1-3)			
		Assignment: Aligning InTASC Standards 1-3 (The Learner & learning) to CUH Artifacts (6:00) <small>Nov 13 10 pts</small>			
		Assignment: Write Summaries for InTASC Standards 1-3 (The Learner and Learning) (6:00) <small>Nov 13 30 pts</small>			
		ePortfolio (Part 4): Wrap-up and Looking Ahead (0:15)			

<ul style="list-style-type: none"> ☰ ▾ Module 8 - Critical Incident #2 & Communities of Practice ✔ + ⋮
<ul style="list-style-type: none"> ☰  <input checked="" type="checkbox"/> Critical Incident #2: Overview and To Do List (0:15) ✔ ⋮
<ul style="list-style-type: none"> ☰ Week 16 (11/14 - 11/20): Critical Incident #2 ✔ ⋮
<ul style="list-style-type: none"> ☰   Read: Critical Incident Overview and Instructions (0:30) ✔ ⋮
<ul style="list-style-type: none"> ☰   Assignment: Submit Critical Incident #2 Summary (3:00) <small>Nov 20 10 pts</small> ✔ ⋮
<ul style="list-style-type: none"> ☰ Week 17 (11/21 - 11/27): Communities of Practice & Critical Incident Discussion ✔ ⋮
<ul style="list-style-type: none"> ☰   Assignment: Participate in the Communities of Practice (Module 8) (2:00) <small>Nov 27 10 pts</small> ✔ ⋮
<ul style="list-style-type: none"> ☰   Discuss: Critical Incident Discussion #2 (2:00) <small>Nov 27 10 pts</small> ✔ ⋮
<ul style="list-style-type: none"> ☰   Critical Incident #2: Wrap-up and Looking Ahead (0:15) ✔ ⋮

<ul style="list-style-type: none"> ☰ ▾ Module 9 - Self-Assessment and Reflection ✔ + ⋮
<ul style="list-style-type: none"> ☰  <input checked="" type="checkbox"/> Self-Assessment and Reflection: Overview and To Do List (0:15) ✔ ⋮
<ul style="list-style-type: none"> ☰ Week 18 (11/28 - 12/4): Self-Assessment & Program Survey ✔ ⋮
<ul style="list-style-type: none"> ☰   Read: Self-Assessment Inspires Learning (0:30) ✔ ⋮
<ul style="list-style-type: none"> ☰  <input checked="" type="checkbox"/> Complete: Dispositions Self-Assessment (0:30) ✔ ⋮
<ul style="list-style-type: none"> ☰   Assignment: Self Reflection and Professional Goals (4:00) <small>Dec 4 10 pts</small> ✔ ⋮
<ul style="list-style-type: none"> ☰   Assignment: Student Competency of Program Learning Outcomes (2:00) <small>Dec 4 10 pts</small> ✔ ⋮
<ul style="list-style-type: none"> ☰ Week 19 (12/5 - 12/11): Letters of Recommendation & Finalize ePortfolio ✔ ⋮
<ul style="list-style-type: none"> ☰   Assignment: Collect Letters of Recommendation and Upload to Google Drive (4:00) <small>Dec 11 10 pts</small> ✔ ⋮
<ul style="list-style-type: none"> ☰  Roseler Example Portfolio ✔ ⋮
<ul style="list-style-type: none"> ☰   Assignment: Assemble and Finalize your ePortfolio (8:00) <small>Dec 11 76 pts</small> ✔ ⋮
<ul style="list-style-type: none"> ☰   Assignment: Personal Contact Information (0:30) <small>Dec 11</small> ✔ ⋮
<ul style="list-style-type: none"> ☰   Course Wrap-up (0:15) ✔ ⋮

