



Chaminade
University
OF HONOLULU

Flex Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waialae Avenue - Honolulu, HI 96816

Course Overview

Course Number: ED-404

Course Prerequisites: ED-220, ED-221

Course Title: Managing School Environments

Department Name: School of Education and Behavioral Sciences

Term: Your Flex course begins the first of the month and extends up to **10 weeks** (if enrolled in a **Flex Accelerated** course coded COURSE-CODE-##-2) or **4 months** (if enrolled in a **Flex Standard** course coded COURSE-CODE-##-9). Please refer to Self-Service to confirm your academic schedule.

Course Credits: 3

Class Meeting Days: Asynchronous, at your own pace

Class Meeting Hours: Asynchronous, at your own pace

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Instructor Name: Brina Ganigan

Email: brina.ganigan@chaminade.edu

Phone: (808) 735-4719

Office Location: Brogan Hall Office 129

Office Hours: Please email to set up meeting

University Course Catalog Description

Strategy development for successfully managing educational environments for student success. Focus is on providing the teacher as guide/facilitator with a large variety of choice based on research findings that are developmentally appropriate and both student and teacher-centered.

Course Overview

This course develops strategies for successfully managing environments for student success with the focus on the teacher as guide and facilitator. The content includes the study of research findings that are developmentally appropriate for classroom management techniques.

<p>Marianist Values:</p> <ol style="list-style-type: none"> 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 	<p>WASC Core Competencies:</p> <ol style="list-style-type: none"> 1. Written Communication 2. Oral Communication 3. Quantitative reasoning 4. Critical Thinking 5. Information Literacy
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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

Program Learning Outcomes (PLOs): Upon completion of the undergraduate B.S. program in Elementary, Secondary, Special Education, students will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary, Secondary, and/or Special Education students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary, Secondary, and/or Special Education students.
3. students.
4. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary, Secondary, and/or Special Education students.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Learning Outcomes

By the end of our course, students will be able to:

1. **CLO 1:** Explore best practices related to classroom management, the establishment of class rules, procedures, routines and motivational strategies for students.
2. **CLO 2:** Create a blueprint for developing a classroom community, a culture that promotes positive social skills and academic achievement. This will include all stakeholders- parents, administrators, teaching assistants, co-teachers, additional school staff, etc.
3. **CLO 3:** Construct a classroom management plan that addresses both Instructional and behavior management issues.

Alignment of Learning Outcomes

Alignment of Learning Outcomes:	CLO 1	CLO 2	CLO 3
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Essential Questions	1	2	3
Marianist Values	2	3	5
WASC Core Competencies	4	1	4
Program Learning Outcomes	2	4	1

Required Learning Materials (3)

- Hardin, C. (2012). *Effective classroom management: Models and strategies for today's classroom*. Boston: Pearson. ISBN-10: 013705503X, ISBN-13: 9780137055036 (can be rented)
- Wong, Harry K. and Rosemary T. (2018). *First Days of School: How to Be an Effective Teacher* (5th edition) ISBN13: 9780976423386; ISBN10: 0976423383 (DVD not required although this book is a keeper.)
- *Teach Like a Champion 23.0: 62 Techniques that Put Students on the Path to College (2nd Edition) by Doug Lemov (to be used second half of the class) ISBN 9781119712619 (paperback) ISBN 9781119712626 (ePDF)
Publisher: Wiley
Amazon/ Kindle eBook available
- Multicultural Pavilion- <http://www.edchange.org/multicultural/activityarch.html>
- Supplementary Learning Materials/Requirements: You will need to be comfortable accessing YouTube videos and working in Google Docs.

Essential Questions: During this course, teacher candidates will explore topics and current research as it pertains to various classroom-learning environments. By the end of the course, students will be able to answer:

1. How does a teacher prepare the classroom, both physical environment and classroom organization, for student success?
2. How does a teacher create a positive classroom community that includes students, their families and all other professional personnel?
3. How does a teacher organize a variety of instructional models in the classroom that will be beneficial for students?

COURSE REQUIREMENTS:		
<p>Weekly discussions/Video Reflections. You will need to respond to chapter prompts described in the weekly module.</p> <p>Wong Chapter Summaries You will provide summaries of each Unit, chapter by chapter (100-150 words) the <i>First Days of School</i> textbook. You will pick one aspect of the Unit to highlight and post. This can be 5075 words describing why this topic impressed you.</p> <p>Hardin Question Responses- See Canvas for specific chapter questions, 150-200 words required per question.</p> <p>Teach Like a Champion 3.0 (<i>please do not use other versions of this textbook since the numbering system is different</i>)- Students will read all the techniques within the range presented and select <u>one</u> that could be effective with the grade level of students you plan to work with (Elementary, Middle, Secondary) and post. 200-250 words.</p> <ul style="list-style-type: none"> • 3 multiple choice/matching quizzes on First Days of School and Teach Like a Champion. 	180 PTS.	Modules 1-9
<p>Classroom and Behavior Management Plan/Portfolio: Students will create a personal classroom management plan utilizing the contents of the course. The instructions and template for this will be found in files. The paper should fully address all assignment prompts/sections.</p>	20 PTS.	DUE Module 9
TOTAL	200 PTS.	
Grade Grading Scale: 200- 185 = A, 184- 172 = B, 170 -160 = C, F= below 160		

Grading Scale

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

Course Policies

Late Work Policy

This course is utilizing a Flex model, meaning there is a firm deadline for the Course Completion Schedule assignment, which is due by 11:59 pm on the 7th day of the month in which you started the course. If this assignment is late, you may be dropped from the class. All other assignments—with the exception of any assignments that your instructor notes as having a firm deadline—can be turned in at your convenience. Please refer to Self-Service to confirm when your course section ends, as all assignments are due before then.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within the allotted extension timeframe.

Writing Policy: Commentary on written work will be delivered in written format, at the end of the assignment. However, upon request, an alternate delivery method can be used. Use of APA is required for all papers. If you need writing assistance, please seek help from Student Support Services and the Academic Achievement Program. All papers are to be word-processed, proofread, and solely the work of the author.

Instructor and Student Communication

Questions for this course can be emailed to the instructor. Online, in-person and phone conferences can be arranged. Response time will generally take place in 24-48 business hours. My goal is to return graded assignments within one week of submission.

Email & Netiquette Guidelines:

- "Netiquette" is the correct or acceptable way of communicating on the Internet. Rules- see website or copy and paste:
<https://www.rasmussen.edu/student-experience/collegelife/netiquette-guidelines-every-online-student-needs-to-know/>
- Use your Chaminade email account.
- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Community of Practice Communication Guidelines:

- Do not make insulting or inflammatory statements. Be respectful of others' ideas.
- Be patient and read the comments of others thoroughly before posting your remarks.
- Be positive and constructive.
- Consider how your posts help to further the discussion and/or meet course learning outcomes.

Additional Services

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).

Canvas Technical Assistance:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [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](#) 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.

Chaminade University Policies

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 under Student Life.

For further information, [please refer to the Chaminade Catalog](#).

Academic Honesty Statement: Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

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

Flex students are expected to asynchronously attend and submit course work in classes they are registered in. 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.

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.

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.

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.