



**Chaminade**  
**University**  
OF HONOLULU

## Course Syllabus

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

3140 Waiialae Avenue - Honolulu, HI 96816

## Course Overview

**Course Number:** EDUC 691

**Course Title:** Student Teaching: PK-3

**Department Name:** School of Education and Behavioral Sciences

**Term:** 2023SP

**Course Credits:** 6

**Course Dates:** 1/8/2024-5/31/2024

**Minimum Student Teaching Hours:** 450 hrs.

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

**Instructor Name:** Yan Yan Imamura, M.Ed., M.A.T.

**Email:** [yanyan.imamura@chaminade.edu](mailto:yanyan.imamura@chaminade.edu)

**Phone:** 808-739-8563

**Office Location:** Brogan 118

**Office Hours:** By appointment

### University Course Catalog Description

Provides supervised student teaching in approved PK-3 schools. (Must be taken in conjunction with EDUC 690. Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

### Course Format

On-line and four face-to-face On-ground sessions to be held at the Ching Conference Center 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
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

## 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

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

1. Synthesize knowledge of learner development, learner differences, diverse students, and the learning environment to optimize learning for Early Childhood (ages 2 ½ to 8 years old) students.
2. Evaluate central concepts, tools of inquiry, and structures of the subject matter disciplines for Early Childhood (ages 2 ½ to 8 years old) students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Early Childhood (ages 2 ½ to 8 years old) students.
4. Analyze the 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

By the end of our course, students will be able to:		Evidence
CLO 1	Design and implement developmentally appropriate and challenging learning experiences for early childhood students that recognizes the patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	Observation Reports, Midterm & Final Evaluations
CLO 2	Create and ensure inclusive learning environments that enable each learner to meet high standards.	Observation Reports, Midterm & Final Evaluations
CLO 3	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.	Observation Reports, Midterm & Final Evaluations
CLO 4	Create learning experiences that make the central concepts, tools of inquiry, and structures of early childhood education accessible and meaningful for learners to assure mastery of the content.	Observation Reports, Midterm & Final Evaluations
CLO 5	Connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Observation Reports, Midterm & Final Evaluations

CLO 6	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.	Observation Reports, Midterm & Final Evaluations
CLO 7	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.	Observation Reports, Midterm & Final Evaluations
CLO 8	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.	Observation Reports, Midterm & Final Evaluations
CLO 9	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.	Weekly Meeting Reports, Journals, Midterm & Final Evaluations
CLO 10	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.	Participation in Fieldservices On-Ground Sessions, Midterm & Final Evaluations

### Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7	CLO 8	CLO 9	CLO 10
Marianist Values	2	3, 4	5	2	2	2	2	2	5	3, 4, 5
Program Learning Outcomes	1, 5	1	4	2, 5	1, 5	3, 5	1, 2, 5	1, 2, 5	4	4

### Course Prerequisites

All required education courses and passing PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

### Required Learning Materials

- Student Teaching Handbook
- Student Teaching Forms for Student Teacher, Cooperating Teacher, and University Supervisor
- Dispositions Assessment
- Mid-Term Evaluation
- Final Evaluation
- Student Teaching Agreement Form
- Weekly Meeting Form

# Course Policies

## Criteria for Completing & Receiving Credit for Student Teaching

1. A satisfactory evaluation as it pertains to the student teacher's disposition and classroom performance and agreed upon by the Education Faculty, Cooperating Teacher, University Supervisor, and Seminar Instructor.
2. Required attendance and participation in student teaching and student teaching seminar.
3. Passing grades/credit in the seminar course and student teaching practicum.
4. Scores of Meeting and/or Exceeding on criteria included on the student teaching final evaluation.
5. Submission of three professional letters of recommendations from the Cooperating Teacher, the University Supervisor, and the Teacher Education Program Director.
6. Submission of an Exit Portfolio per required by the Seminar Instructor.

## Grading/Evaluation

The student teaching practicum is evaluated on a credit/no credit basis. Evaluation forms for the appraisal of the student teacher's performance are in the Student Teaching Forms for Cooperating Teacher, Student Teacher, and University Supervisor document. The University Supervisor, Cooperating Teacher, and student teacher should examine these forms together at the very beginning of the semester. Such a meeting provides an opportunity to ensure that all items listed are understood and that there is an exchange of comments, recommendations, suggestions, and reflections regarding the student teaching performance.

A midterm evaluation is done by the Cooperating Teacher approximately midway through the student teaching practicum to assess the student teacher's progress. The narrative is optional on the midterm evaluation, but highly encouraged. Upon completion of the mid-term evaluation by the Cooperating Teacher, a discussion among the student teacher, University Supervisor, and Cooperating Teacher should ensure prior to submission.

## Grades of "Incomplete"

In cases of illness or family emergency, students may request an Incomplete grade. At the instructor's discretion, the student may be asked to make up the class by completing the required work in the time frame specified in the Incomplete contract agreed upon between the student and the instructor. If the student does not fulfill the terms defined in the contract by the deadline, the alternate grade indicated in the contract will be recorded as the final grade.

## Writing Policy

All written assignments should:

1. correctly use the grammar, spelling, punctuation, and sentence structure of Standard Written English;
2. develop ideas, themes, and main points coherently and concisely;
3. adopt modes and styles appropriate to their purpose and audience;
4. be clear, complete, and effective;
5. carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism;
6. use APA style formatting.

## Instructor and Student Communication

Questions for this course can be emailed to the instructor at [yanyan.imamura@chaminade.edu](mailto:yanyan.imamura@chaminade.edu). Online, in-person and phone conferences can be arranged. Response time will take place up to 48 hours.

## Email Guidelines:

- 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](mailto: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](mailto: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](mailto: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 student 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](#).

### **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 of Compliance and Personnel Services.

### **Attendance Policy**

Students are expected to asynchronously attend and submit course work in classes they are registered in. Students 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 a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. 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. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as

needed to meet specific learning outcomes. **Specific Credit Situations:** 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.