



ED201 Course Syllabus (CUH Flex, 3 Credits)
Introduction to Secondary Education -- Online
School of Education and Behavioral Sciences
Chaminade University Honolulu
3140 Waialae Avenue - Honolulu, HI 96816

Course Number: FLEX - ED 201

Course Title: Introduction to Secondary Education

College/School/Division: School of Education and Behavioral Sciences

Credits: 3 (equivalent to 135 Total credit hours)

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: Dr. Brina Domingo

Email: brina.domingo@chaminade.edu

Email Response Time:

- 2 - 4 hours (Office Hours)
- 12 - 24 hours (Nights/Weekends)
- 48 hours (Holidays)

Phone: (808) 735-4719

Office Location: Brogan Hall 129

Office Hours (Virtual - By Appointment ONLY): Monday - Friday from 9:00 am - 3:00 pm

Grading: Please give me 24 - 72 hours to grade assignments once they are submitted. If you receive full credit on an assignment and positive remarks once I've graded it, you have successfully completed the assignment. If you do not receive full credit on an assignment, please review the detailed feedback provided, email me with questions and/or to set up an office hours meeting with me to go over the feedback, and resubmit the assignment for full credit within 72 hours (as long as your submission falls within your course completion schedule).

Weekly Discussions: This will be done through our Communities of Practice assignments that are required weekly to ensure collaboration and student engagement with fellow classmates in the program. Once you post your weekly Communities of Practice assignment, I will review and respond to it within 24 - 72 hours.

University Course Catalog Description

The purpose of this course is to introduce prospective educators to the field of education in general, and to the Chaminade University Secondary Education Program in particular. Content includes exploring issues and programs, research in the field of education, observation techniques and practices, lesson planning, presentation practices, use of community resources, learning and teaching styles and characteristics of an effective teacher.

Education Division Mission Statement:

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current

research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

Educator Code of Ethics

The Model Code of Educator Ethics is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

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

This course provides an overview of various topics in Secondary Education therefore it is most aligned with the Marianist value of ***integral quality education***. Each of the topics is essential toward supporting your developing understanding of the profession.

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 'Ōlelo No'ēau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'ēau 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 ('Ōlelo No'ēau 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'ēau ('Ōlelo No'ēau 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 ('Ōlelo No'ēau 203) All knowledge is not taught in the same school

CUH Competencies:

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

Program Outcomes

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.

Learning Outcomes

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

1. Describe how varied elements impact secondary education systems (i.e., students, teachers, schools, communities, etc.)
2. Define their perspective on varied elements of secondary education systems
3. Identify evidence of effective teaching
4. Contribute to a community of practice

Alignment of Learning Outcomes

	CLO 1 CLO 2	CLO 3	CLO 4
Marianist Values	Integral & Quality Education		Integral & Quality Education
Program Learning Outcomes	4 1, 2, 4	1, 2	
CUH Competencies	Written Communication Critical Thinking	Critical Thinking	

Course Prerequisites

There are no prerequisites for this course.

Required Learning Materials

*Fleming, Peter. *Becoming a secondary school teacher: how to make a success of your initial teacher training and induction - 2nd Edition* (link provided). Routledge, 2012. ISBN-13: 978-0415529341; ISBN-10: 0415529344

*This text is available for free as an electronic text through the Chaminade Sullivan Family Library if you use your CUH ID and password. A link to this text is provided in each module as needed.

Technical Assistance for Canvas Users:

- 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)

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.

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

Course Schedule

This course is utilizing a Flex model, meaning the only due dates you have are (1) your course completion Schedule, which is due by 11:59pm on the 7th day of your first week in this class; and (2) all other assignments must be submitted by 11:59 pm on the last day of class (six months after your initial start date). The Flex model provides you with the convenience and ability to work at your own pace and complete assignments when it is convenient for you. You can work as fast as you want, meaning you can complete the course in as little as six weeks, or up to six months.

Assessment:

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:

Assignment groupings % of grade
Reading Guides & Applications 70
Teaching Metaphor 15
Community of Practice 15

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's assignments and projects. 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 (89.9-80%)	C (79.9-70%)	D (69.9-60%)	F (59-0%)
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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 upto 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	Activities Suggest due date after first day of course
1	Course completion schedule 3
1	Describe the purpose of education 4
1	Reading guide Chapter 1 6
1	Teaching Metaphor Assignment 1 8
1	Participate in a community of practice 10
2	Reading guide Chapter 2 12 Observations of Effective Teaching 14
2	
2	Teaching Metaphor Assignment 2 16 Participate in a community of
2	practice 18 Learning Style Assessment 20 Reading Guide Chapter 3
3	22
3	
3	Teaching Metaphor Assignment 3 24 Participate in a community of
3	practice 26
4	Reading Guide Chapter 4 28
4	Unit Plan Critique 30
4	Teaching Metaphor Assignment 4 32
4	Participate in a community of practice 34
5	Reading Guide Chapter 5 36
5	Teaching Metaphor Assignment 5 38
5	Participate in a community of practice 40
6	Reading Guide Chapter for Inclusion & History of IDEA 42
6	Teaching Metaphor Assignment 6 44
6	Participate in a community of practice 46

7	Reading Guide Chapter 7 48
7	The function of assessment, grading and feedback 50
7	Teaching Metaphor Assignment 7 52
7	Participate in a community of practice 54
8	Reading Guide Chapter 10 56
8	The varied perspectives of an educational challenge 58
8	Teaching Metaphor Assignment 8 60
8	Participate in a community of practice 62

9 Course reflection on learning 68