



School of Education and Behavioral Sciences
Education

ED 494 Student Teaching: Elementary Education

Online Asynchronous

Credits: # 9

Section: # 01-8

Term: Fall 2025

Instructor Information

Instructor: Allison Kuwayama

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Phone: 808-735-4701

Office Location: Brogan Hall 127

Virtual Office Hours: By Appointment

Communication

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails within 48 business hours. When communicating with me electronically, please identify ED 494 in the subject line of your email. We will be using the Canvas Learning Management System (LMS). Communication for this course including announcements, assignments, and grades will be posted on Canvas.

I will use announcements to communicate important reminders and share any updates regarding the course assignments.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Brogan Hall 110; Phone: 808-739-4652

If you have questions regarding the Education department, reach out to your Instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Course Description

Students will teach in a school setting alongside a qualified Elementary Education teacher for a period of at least 20 weeks and successfully complete all course tasks.

This course is Credit/No Credit.

Time Allocation

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.

Required Materials

There are no materials required for this course. All reading materials will be supplied in Canvas.

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

Course Communication

Assignment Feedback

Feedback and associated grades will be provided within one week of submission. Once received, you are expected to read and integrate the provided feedback into subsequent assignments.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of Bachelor of Science in teaching for Elementary Education, the student will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary Education students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary Education students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary Education 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 ED 494, the student will be able to:

1. Use evidence from ongoing discussions with team members, weekly meeting forms/reflections, and observations, to continually evaluate and adapt his/her practice to meet the needs of each learner.
2. Draw upon knowledge of content areas, learners, and the community context to develop and implement lesson and unit plans in a classroom setting.
3. Engage in professional learning through participation in synchronous sessions and meetings focused on future employment, teacher licensing, mentoring, and other growth opportunities.

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, and integrity of creation.
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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Model Code of Ethics for Educators (MCEE)

The Model Code of Ethics for Educators 2.0 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.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	- Provide an Integral Quality Education - Educate for adaptation and change	- Provide an Integral Quality Education - Educate for adaptation and change	- Provide an Integral Quality Education - Educate for service, justice, and peace - Educate for adaptation and change
Program Outcomes	1, 2, 3	1, 2, 3	4, 5

Course Activities and Assessment Plan

Assessment Plan

A scoring rubric is provided with every assignment to ensure you know what is required to receive the score desired. While the provisions of this syllabus are as accurate and complete as possible, I reserve the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be communicated by the instructor. Please refer to the assignment and activity outline below and see the instructor-provided Student Teaching Task Schedule for due dates.

Assignment	CLO	Assignment Description	Max Points
Student Teaching Agreement	1	Sign and agree to the requirements specified on the Student Teaching Agreement form	2
Weekly Meeting Forms	1	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	30 (2 per form)
Timesheets	1	Daily Timesheets (verified by the CT at the end of each week) documenting the clinical/practicum hours completed	20 (1 per week)
Participation in the Mandatory Synchronous Sessions and Week 10 Meeting with Instructor	3	Required participation (via Zoom) at all three Mandatory Sessions; a link will be provided by the instructor to schedule the 1:1 check-in (via Zoom or GoogleMeet)	16 (4 per session)
Mini Lesson Plan with Reflection	1, 2	Mini Lesson Plan utilizing the Chaminade Lesson Plan Template and a reflection that is completed after the Mini Observation takes place	10
Pacing Guide and Weekly Reflections from Solo Teaching	1, 2	Pacing Guide for instruction and Weekly Reflection due in preparation for and at the end of each week of Solo Teaching	50 (10 per week)
CT Dispositions Assessments	1, 2	Completed by CT three times throughout the semester to evaluate progress on dispositions	9 (3 per assessment)
US Observations	1, 2	Minimum of four required observations conducted by the US (Mini, Block, Solo #1 and Solo #2)	16 (4 per observation)
Mid-Term Evaluation	1, 2	Mid-Term Evaluation completed by CT and signed by CT, ST, and US	15
Student Teaching Reflection	4	ST will reflect on their experiences in student teaching and provide advice for future STs	10
Final Evaluation	1, 2	Final Evaluation completed by CT and US and signed by CT, ST, and US with ratings of at least "Meets" across all standards	85

Course Policies

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.

Late Work

Any student requests for late work submissions will be reviewed by the instructor on a case-by-case basis.

Use of Generative Artificial Intelligence (Gen AI)

Students are encouraged to use Gen AI tools such as ChatGPT and others to support their learning and creativity. However, the use of these tools must adhere to the following guidelines:

- **Attribution:** Any content generated by AI must be clearly attributed.
- **Academic Integrity:** AI tools should not be used to produce entire assignments or projects without significant input and modification by the student.
- **Originality:** Students must ensure that their submissions are original and reflective of their understanding. Plagiarism, including the uncredited use of AI-generated content, is strictly prohibited.
- **Disclosure:** Students must disclose the use of AI tools in their work. This includes specifying which tools were used and how they were applied.

Grades 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 a specified number of 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.

Important Information

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.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Department of Education (HIDOE) Affiliation Agreement/Student Teaching Agreement

Students must adhere to any and all terms and conditions outlined in the applicable HIDOE Affiliation Agreement and/or Student Teaching Placement Agreement leading up to and through the duration of the term. This includes completing a fingerprinting/background check as mandated by the school placement site and addressing any other requirements that the school placement site requires before students can visit the campus and begin documenting hours for licensure program purposes. This also includes Section 1.8. of the HIDOE Affiliation Agreement which states the following:

Act 156, Session Laws of Hawaii (SLH) 2024 regarding the Harm to Students Registry. The purpose of Act 156 was to create a registry for all preschools and K-12 educational institutions within the State of Hawaii containing information on school employees, contractors, or volunteers, for whom, as a result of an investigation, a final finding has been issued that the individual has inflicted harm on a student, with the goal of preventing those individuals from subsequently gaining employment in any other public or private preschools and K-12 institutions in Hawaii.

The Preparation Program acknowledges and agrees to comply with the requirements set forth by Act 156, SLH 2024 and any other rules, regulations and laws, regarding the reporting and investigation of misconduct involving harm or maltreatment of students in educational institutions.

Should the HIDOE need to conduct an investigation into whether or not the Preparation Program's Candidate engaged in acts or omissions that resulted in the infliction of harm to a student, the Preparation Program shall ensure the following:

- The Preparation Program shall inform the Preparation Program's Candidate that an investigation is being conducted pursuant to Act 156, SLH 2024;*
- The Preparation Program, including the Preparation Program's Candidate shall cooperate and assist the HIDOE should there need to be an investigation;*
- The Preparation Program shall provide the following to the HIDOE within five (5) business days from the date of the request:*
 - Full legal name and any prior names used, such as maiden name or married name;*
 - Date of birth;*
 - Photograph;*
 - Last known address;*
 - Any and all other HIDOE contracts that this individual is working on; and*
 - Any and all information and documents requested by the HIDOE during the course of an investigation*

Should the HIDOE not receive the full cooperation of the Preparation Program or the Candidate, the HIDOE will move forward with and complete the investigation with the information it has available.

Should there be a finding and the Preparation Program's Candidate is deemed appropriate to be included on the Harm to Students Registry, the Preparation Program's Candidate will be given prior written notice of the HIDOE's decision to include the Preparation Program's Candidate's name for this purpose and will be given the opportunity to appeal the decision.

Should the Preparation Program's Candidate either waived the right to appeal or lose the appeal, the HIDOE shall place the name of the Preparation Program's Candidate on the Harm to Students Registry.

Any Candidate may submit a certified request to the HIDOE for removal from the registry if new information proves they did not inflict harm on a student. The Preparation Program shall defend and indemnify the HIDOE from any liability resulting from claims related to the inclusion or removal of a Candidate from the registry.