Chaminade University

School of Education and Behavioral Sciences

ED 490E - Elementary Seminars

Location meeting and Class meeting schedule (Online Asynchronous)

Credits: 3   Section: 90-8   Term: Spring 2026

Instructor Information

Instructor: Katrina Roseler
Email: katrina.roseler@chaminade.edu
Phone: 808-440-4215
Office Location: Brogan Hall 126
Office Hours: by appointment
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 by the next school day (usually within 24 hours, though weekends and holidays may take longer).

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
ED 490E Seminars (3) This seminar is integrated with all student teaching practicum for Elementary Education. Students prepare portfolios, discuss teaching experiences, and review standards. Requirement: Concurrent enrollment in ED 494 (Elementary Ed.) and Successful completion of Praxis I, Praxis II, and all course requirements for Elementary Education major.

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 is 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 an equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in a 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.

Credit hour calculation

Activity group	Hours of engagement
Context for Learning	26 hours
Analyzing Student Learning	12 hours
Portfolio	78 hours
Reading (Course text and articles)	18 hours
Other (Course syllabus, overview materials, Google Drive)	10 hours
Total	144 hours

Required Materials

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

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

All course assignments and activities will be managed through Canvas. All assignments have assessment rubrics to support your understanding of the expectations.

Course activities are separated into nine modules. Each module includes learning activities for multiple weeks. This course follows the Hawaii DOE calendar and not the Chaminade Academic Calendar. This means that this course is 19 weeks long instead of 15 weeks; the allotment of work for this three-credit class has been divided over a longer period.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of a Bachelor of Science in 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 students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary 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 490E, the student 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.

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.

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 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 ʻOlelo Noʻeau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God.
2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 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 noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

Model Code of Ethics for Educators

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

Principle II: Responsibility for Professional Competence is aligned with activities in this course.

- A.2 Incorporating into one's practice state and national standards, including those specific to one's discipline
- B.1 Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information
- B.4 Seeking and using evidence, instructional data, research, and professional knowledge to inform practice
- A.3. Advocating for equitable educational opportunities for all students
- A.5 Reflecting upon and assessing one's professional skills, knowledge and competency on an ongoing basis
- C.1 Increasing students' access to the curriculum, activities and resources in order to provide a quality and equitable educational experience.

Principle III. Responsibility to students is also aligned with activities in this course.

- A.1 Respecting students by taking into account their age, gender, culture, setting and socioeconomic context
- B.1 Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background
- B.2 Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture
- C.1 Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice

International Society for Technology in Education (ISTE) Standards

The ISTE standards are intertwined throughout the various activities within this course, as well as the other courses you will take within this program. These standards will deepen your practice, promote collaboration with peers, challenge you to rethink traditional approaches and help you prepare students to drive their own learning (https://iste.org/, Retrieved Dec. 2024).

- 2.1. Learner - Educators are committed to improving their practice by actively exploring emerging technologies and participating in professional networks.
  - a: Educators set professional learning goals to apply teaching practices made possible by technology, explore promising innovations, and reflect on their effectiveness.
- 2.3 Citizen - Educators inspire students to positively contribute to and responsibly participate in the digital world.
  - c: Educators mentor students in safe, legal, and ethical practices with digital tools and content.
  - d: Educators model and promote management of personal data, digital identity, and protection of student data.
- 2.7 Analyst - Educators understand and use data to drive their instruction and support students in achieving their learning goals.
  - c: Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	2	2		2	
CUH Core Competencies	4	1, 5	1	3	
Program Outcomes	1	1		3	
ISTE				2.3c, 2.3d, 2.7c	2.1a

Course Activities

Discussions

There are five discussions planned in this course. Timely participation in these five discussions is expected or there will be a deduction in points earned. Feedback on discussions will be provided within one week of submission.

Assignments

The majority of the coursework consists of individual student assignments. There are 1-2 assignments (including discussions), on average, each week except during Spring Break. Feedback on assignments will be provided within one week of submission.

Final Project

The final project in this course is a professional teaching portfolio demonstrating your competency of the Hawaii Teaching Standards Board as Teacher Performance Standards (link provided). The final project will be graded within one week.

Assignment groupings	% 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 on student work
Professional Portfolio	60	Develop an electronic Portfolio (i.e., website) demonstrating competency of the 10 HTSB Teacher Performance Standards, Ed Philosophy Statement, Resume, Letters of recommendation as well as Competency of CUH Program Learning Outcomes

Course Policies

Attendance

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 ADA 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

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

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.

Examples of appropriate uses for Generative AI for course activities include

- Idea generation,
- Creating outlines, and

- Sentence-level edits (i.e., punctuation and grammar)

OpenAI. (2024). ChatGPT (July 24 version) [Large language model]. https://chat.openai.com/chat

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves 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 available from your instructor. A tentative schedule of activities is provided in the table below.

Week	Assignments, Discussion, and Quizzes
1	1. Quiz: Privacy Guidelines for Student Teaching Seminar 2. Discussion: Model Code of Educator Ethics
2	1. Discussion: Student Introduction Videos 2. Assignment: Interview your CT about the school and context
3	1. Assignment: Student diversity and culturally responsive teaching
4	1. Assignment: Ed philosophy statement
5	1. Assignment: Critical Incident #1 Summary 2. Discussion: Participate in Communities of Practice 3. Discussion: Model Code of Educator Ethics
6	1. Assignment: Collect Student Work for Analysis 2. Assignment: Provide Feedback to student work samples 3. Discussion: Critical Incident #1
7	1. Assignment: Analyzing student learning
8	1. Assignment: Using assessment to inform instruction
9	1. Assignment: Developing a professional portfolio 2. Assignment: Preparing for artifact collection 3. Assignment: Create ePortfolio Web Page
10	**HI DOE SPRING BREAK**
11	1. Assignment: Resume writing
12	1. Assignment: Identify CUH Artifacts iHTSB Teacher Performance Standards 9-10 (Professional Responsibility) 2. Assignment: Write alignment summaries for HTSB Teacher Performance Standards 9-10 and artifacts

13	1. Assignment: Identify CUH Artifacts HTSB Teacher Performance Standards 6-8 (Instructional Practice) 2. Assignment: Write alignment summaries for HTSB Teacher Performance Standards 6-8 and artifacts
14	1. Assignment: Identify CUH Artifacts for HTSB Teacher Performance Standards 4-5 (Content) 2. Assignment: Write alignment summaries for HTSB Teacher Performance Standards 4-5 and artifacts
15	1. Assignment: Identify CUH Artifacts for HTSB Teacher Performance Standards 1-3 (The Learner & Learning) 2. Assignment: Write alignment summaries for HTSB Teacher Performance Standards 1-3 and artifacts
16	1. Assignment: Critical Incident #2 Summary
17	1. Discussion: Participate in Communities of Practice 2. Discussion: Critical Incident #2
18	1. Assignment: Dispositions toward teaching 2. Assignment: Collect Letters of recommendation
19	1. Assignment: Self-Reflection and Professional Goals 2. Assignment: Student Competency of Program Learning Outcomes 3. Assignment: Finalize and publish your ePortfolio 4. Assignment: Personal Contact Information

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 up to 30 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.

Final Grades

Final grades are submitted to Self-Service:

    A = 90% and above
    B = 80-89%
    C = 70-79%
    D = 60-69%
    F = 59% and below

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 ʻIke: 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 ʻIke: 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 ʻIke'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 ʻIke at tutoring@chaminade.edu or 808-739-8305.