



College of Education & Human Development
ED 454 Observation & Participation

Online Asynchronous

Credits: # 3

Section: # 90-1-IS

Term: Fall 2026



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Virtual Office Hours: By Appointment

Communication: Primary communication via email and/or virtual meeting by appointment only. Please give 24 hours for email response M-F and up to 48 hours for email response on weekends and holidays.

Course Description: The primary focus for this course is preparing teacher candidates for student teaching through completion of coursework assignments and 40 required hours of O&P in a classroom setting that aligns with the content area(s) of the program. Alongside their assigned Host/Mentor Teacher at an approved school placement site, teacher candidates will be given opportunities to implement and adapt strategies and skills learned throughout their Education courses and reflect on their growth and development as an educator.

Co-requisites/Pre-Requisites: Successful completion of ED 321. Teacher candidates will need to follow requirements and deadlines issued by Field Services in order to successfully register for this course and receive a confirmed O&P placement. Please be advised that teacher candidates must contact Field Services at least five weeks prior to the start date of the course to complete placement forms and receive guidance on any other steps that need to be addressed before beginning O&P hours.

Course Snapshot

Modality: Online Asynchronous

Time Commitment: This is a three-credit hour course requiring 135 clock hours of student engagement, in accordance with the official CUH Credit Hour Policy. Throughout the semester, students will engage in a combination of classroom-based field experiences, course assignments, professional reflection, and communication with Host Teachers and course instructors. The required hours are designed to support students in developing the knowledge, skills, and dispositions necessary to become reflective and effective educators. The table below provides a detailed breakdown of the course activities, estimated hours, and corresponding assignments that make up the required 135 hours of student engagement.

Course Assignments	% of Course	Hours	Outcome
O&P Field Work in Classroom		40	
Weekly Observation Logs	20%	24	16 Logs
HTPS Reflection Journals	20%	24	16 Journals
Focused Observation Paper	15%	12	4 Papers
Midterm~Self-Assessment	5%	5	1 Paper
Teacher Interview	5%	5	1 Paper
Plan, Teach, Reflect on One Lesson	20%	15	Lesson & Reflection
Professionalism & Field Participation	5%	0	2 Teacher Forms
Final Reflection Paper	10%	10	1 Paper
	100%	135	

Academic Writing Expectations: You will need to be comfortable working in Google Docs and/or Microsoft Word throughout this course. You will also be expected to understand and apply proper APA formatting for all written assignments, including overall paper formatting, references, and in-text citations. Correct use of APA style is an important professional skill and helps ensure academic integrity by properly crediting sources and avoiding plagiarism.

The following resources are available to support you:

- [APA General Format](#)
- [APA Example Paper](#)

Canvas Course Learning Platform: This course is delivered through Canvas (chaminade.instructure.com), Chaminade University's online learning management system. Throughout the course, you will use Canvas to access course materials, communicate with the instructor and classmates, and submit all assessments, including discussions, assignments, reflections, and projects. It is your responsibility to regularly check Canvas for course updates, announcements, and assignment requirements.

Email & Netiquette Guidelines: Netiquette refers to the guidelines and expectations for respectful, professional, and appropriate communication in online environments. Throughout this course, you are expected to use professional communication when corresponding with your instructor, classmates, and Host Teachers. This includes using a professional tone in emails, responding in a timely manner, proofreading messages before sending, and practicing respectful digital communication. For additional guidance, review the following resource: [Do's and Don'ts](#)

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 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 454- Observation and Participation, the student will be able to:

- Complete a minimum amount of 40 required O&P hours by the end of term. {CLO 1}
- Successfully observe and identify various instructional approaches and management strategies. {CLO 2}
- Adapt, apply and implement learned strategies and instructional practices when supporting students in the classroom. {CLO 3}
- Successfully plan and execute at least one mini lesson. {CLO 4}
- Effectively reflect on his/her overall experience in the classroom and develop next steps to successfully plan for student teaching. {CLO 5}

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.

This Observation and Participation course reflects the Marianist values of providing an integral, quality education; educating in family spirit; and educating for service, justice, peace, and the integrity of creation. Through meaningful classroom observations and participation experiences, students have the opportunity to connect educational theory with authentic teaching practices while developing a deeper understanding of the diverse learners, families, and communities they will serve. By engaging with experienced educators and reflecting on their experiences in the field, students are encouraged to build relationships, demonstrate respect for others, and recognize the importance of creating inclusive and supportive learning environments. This course emphasizes the responsibility of future educators to serve their students with compassion, integrity, and a commitment to lifelong growth and adaptation as professionals.

Native Hawaiian Values: Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

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 ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
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.

Alignment of Course Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	2	2	3	2, 3, 4	4, 5
PLOs	1	1, 2	3	3	4
Native Hawaiian Values	2	2	3	2, 3, 4	4, 5
Gen Ed Outcomes	2	3	4, 5	4, 5, 6	1

Student Participation Expectations: This asynchronous course requires consistent engagement with course assignments, field experiences, and communication with the instructor. Students are expected to complete course requirements on time, demonstrate professionalism, and actively participate in their development as future educators. Students are expected to:

- Complete assignments, fieldwork requirements, and course activities within designated timeframes.
- Log in regularly to review Canvas announcements, instructions, deadlines, feedback, and grades.
- Demonstrate professionalism in all interactions with the instructor, Host Teacher, school personnel, and peers.
- Communicate with the instructor as needed to ask questions, seek support, and address course or field experience concerns.
- Show preparation, reflection, and critical thinking in all course assignments and field experiences.

(RSI) ~ Instructor Commitments: The instructor will provide Regular and Substantive Interaction throughout the course to support student learning, engagement, and success.

- **Weekly Communication:** Weekly announcements and/or module updates clarifying course expectations, assignment requirements, important deadlines, and field experience reminders.
- **Substantive Engagement:** Instructor engagement through feedback, guidance, clarification of course expectations, and connections between assignments, field experiences, and professional teaching practices.
- **Timely Feedback:** Clear grading criteria and meaningful feedback will be provided on all graded work.
 - *Email inquiries:* Responses will be provided within 24 hours on weekdays and within 48 hours on weekends and holidays.

- *Weekly assignments, reflections, and documentation:* Feedback and grades will typically be provided within 7 days of the due date.
- *Major assessments/projects:* Feedback and grades will typically be provided within 10 school days of the due date.
- **Monitoring & Outreach:** The instructor will monitor student progress in Canvas and provide outreach, support, and referrals as needed for students who miss deadlines or experience challenges completing course requirements.

Course Policies:

Late Work: Late assignments may be accepted up to three days after the designated deadline. Assignments submitted one day late will receive a 10% deduction, two days late will receive a 25% deduction, and three days late will receive a 50% deduction. No late assignments will be accepted after three days unless prior arrangements have been made with the instructor. If an emergency or situation arises that may impact your ability to meet a deadline, please contact the instructor before the assignment due date whenever possible.

TurnItIn Policy: Assignments submitted through TurnItIn will be reviewed for originality and appropriate use of sources. A similarity report identified as “RED” may require the student to revise and resubmit the assignment and/or may result in a score of 0, depending on the circumstances.

APA Formatting Requirements: All written assignments must follow proper APA formatting unless otherwise specified by the instructor. Written assignments should include:

- Title page
- Page numbers
- Appropriate APA headings (Level 1–Level 3, when applicable)
- In-text citations (when sources are used)
- Reference page (when sources are used)
- Times New Roman, 12-point font
- Double spacing

Extra Credit: There are no extra credit assignments available for this course. However, students may have the opportunity to revise selected assignments based on instructor feedback to improve their understanding and demonstrate growth.

Incomplete Grade: Incomplete grades will only be considered in exceptional circumstances and must follow Chaminade University policies. All approved incomplete coursework must be completed by the designated deadline. Assignments submitted after the final day of the course will not be accepted unless prior arrangements have been approved by the instructor.

Syllabus Changes: The instructor reserves the right to modify this syllabus as needed to support student learning and course requirements. Any changes will be communicated through Canvas announcements.

Final Grades: Final grades are submitted through [Self-Service](#) at the end of the semester. Final course grades will be determined based on the following grading scale:

Grade	Percent Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Academic Honesty: Academic honesty is an essential aspect of learning, scholarship, and professional practice. It is a value highly regarded by academic communities worldwide. Violations of academic honesty are considered serious and will not be tolerated.

Students are responsible for promoting academic integrity at Chaminade University by avoiding acts of dishonesty and reporting suspected academic misconduct to an instructor or University official. Academic dishonesty may include, but is not limited to, theft or unauthorized access to records or examinations, alteration of grades, plagiarism, and unauthorized or undisclosed use of artificial intelligence (AI) tools. Students should refer to the University catalog section Student Use of Artificial Intelligence in Academic Work for additional information and expectations regarding appropriate AI use.

Questions of academic dishonesty within a course will first be reviewed by the instructor, who will submit a report with recommendations to the Director of the Academic College. Consequences for academic dishonesty will be determined by the instructor, Director, and Dean of the Academic College and may include a grade of “F” for the assignment, a grade of “F” for the course, academic notice, or dismissal from the University.

Student Use of Artificial Intelligence in Academic Work: Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI includes, but is not limited to, generative AI platforms, automated writing or content-generation tools, coding assistants, and similar technologies.

Students must ensure that all submitted work accurately reflects their own knowledge, thinking, and effort. The use of AI tools to create or substantially complete graded assignments, assessments, or other academic work—when the use of AI replaces a student’s own analysis, reasoning, or written expression—without explicit instructor approval is considered academic misconduct and will be addressed according to the University’s Academic Honesty Policy.

If there is reason to question whether submitted work reflects a student’s own knowledge, authorship, or mastery of course content, the instructor may request additional evidence of the

student's work process and understanding. This evidence may include drafts, notes, revision history, source materials, explanations of the work process, conversations with the instructor, or alternative demonstrations of learning.

The instructor will not rely solely on AI detection software or automated tools when making decisions regarding grading or academic integrity. Any concerns will be evaluated based on the totality of available information and handled according to applicable University policies and procedures. See the catalog section [*Student Use of Artificial Intelligence in Academic Work*](#) for further information.

Title IX, Nondiscrimination, and Support Resources: 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. The University complies with all state and federal statutes, rules, and regulations prohibiting discrimination and is committed to maintaining an environment free from discrimination, harassment, and gender-based violence.

The University prohibits discrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under state law), sexual orientation, or status as a covered veteran.

Chaminade University prohibits sex discrimination in any education program or activity that it operates, 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 report incidents of sex discrimination and gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide information about available resources, support, and protections.

My goal is to ensure that you are aware of the resources and options available to you and have access to the support needed to successfully participate in this course.

Questions or concerns regarding Title IX or general civil rights matters may be directed to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

Additional information and resources are available here:

- *Title IX Nondiscrimination Information:* <https://chaminade.edu/titleix/nondiscrimination/>
- *Campus Confidential Resources:* <https://chaminade.edu/titleix/resources-and-support/>
- *Nondiscrimination Policy and Grievance Procedures:* <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>
- *Notice of Nondiscrimination:* <https://chaminade.edu/compliance/title-ix-nondiscrimination-policy/>

- **Campus Incident Report Form:**
https://cm.maxient.com/reportingform.php?ChaminadeUniv&layout_id=0

Student with Disabilities Statement: *Kōkua 'Ike Accessibility Services* recognizes disability as a valued aspect of diversity and is committed to ensuring equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), as amended, and the principles and professional standards of the Association on Higher Education and Disability.

Access is supported through reasonable accommodations and referrals to appropriate campus and community resources. Students seeking accommodations or support should schedule an appointment with the Accessibility Services Coordinator through Stellic:
<https://chaminade.stellic.com>. Appointments may be held virtually or in person, and drop-in appointments are also available.

Students are encouraged to connect with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of a disability or its impact on their academic experience. During the initial intake meeting, the Accessibility Services Coordinator will listen to students' experiences and discuss any documentation requirements and available support options. Students may request support at any time during the semester.

Additional resources:

- Kōkua 'Ike Accessibility Services:
<https://chaminade.edu/kokua-ike/ada-accommodations/>
- Kōkua 'Ike Career Services: <https://chaminade.edu/kokua-ike/career-services/>

Assessment of Student Work: To support continuous improvement of the educational experiences and services provided to students, Chaminade University conducts assessments of student achievement related to course, program, and institutional learning outcomes. Student work may be collected and reviewed as part of these assessment efforts. When used for assessment purposes, student work will be reviewed anonymously and will not impact individual course grades. The work you complete in this course may be included as part of these institutional assessment activities.

Campus Resources & Support Services:

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Provides academic accommodations and support services under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Students are encouraged to connect early to discuss available resources and accommodations.	Email: ada@chaminade.edu Accessibility Services Accessibility Services Sign Up (Stellic)

Tutoring & Academic Coaching (Kōkua 'Ike)	Provides individualized academic support to help achieve their academic, personal, and professional goals. Services include tutoring in English, math, nursing, sciences, and social sciences, as well as support with study strategies and goal setting.	Tutoring & Academic Coaching Services
Career Services	Supports students throughout their career journey through job search coaching, resume reviews, interview preparation, and access to career resources and opportunities.	Career Services
Basic Needs Resources	Provides support and referrals related to food insecurity, housing instability, and other basic needs concerns.	Basic Needs Resources
Title IX / Nondiscrimination	Provides information, reporting options, and support related to sex discrimination, sexual harassment, and gender-based violence.	Title IX Resources & Support Campus Incident Report Form
Hazing Prevention	Provides confidential support, crisis intervention, and reporting resources related to hazing and other forms of abuse.	Hazing Prevention Network
CUH Alert Emergency Notification	Emergency notification system used to communicate important campus alerts. Students should register their cell phone number through the Chaminade portal and confirm enrollment.	Chaminade University
Campus Safety / SafeSwords	Provides campus escort services for students, faculty, and staff who feel uncomfortable or unsafe walking alone on campus. A security professional will meet you at your location and escort you to your residence hall, vehicle, or another campus location.	SafeSwords Program

Course Assignments: Assignment Submission Guidelines (Canvas & APA Format)

All written assignments must be submitted through Canvas by the posted due dates. Written work should demonstrate professional academic writing, including appropriate grammar, spelling, and organization. Formal papers and written reflections should follow APA 7th edition formatting guidelines when applicable. Additional assignment instructions, examples, and rubrics will be provided through Canvas.

1. Weekly Observation Logs (20%)

Students will submit weekly observation logs documenting their classroom experiences and required field hours. Logs will focus on developing intentional observation skills by examining teacher practices, student learning, classroom routines, and instructional decisions.

2. HTPS Reflection Journals (20%)

Students will complete reflection journals connected to the Hawai'i Teacher Performance Standards (HTPS). These reflections will require students to analyze classroom observations, connect teaching practices to effective instruction, and consider how their experiences influence their growth as future educators.

3. Focused Observation Paper (15%)

Students will write four(4) focused observation papers that examine specific elements of effective teaching, such as classroom environment, instructional strategies, assessment, student engagement, classroom management, and support for diverse learners. These should be 2-3 pages in length.

4. Midterm Self-Assessment Paper (5%)

Students will write a midterm self-assessment paper reflecting on their progress, field experience, professional growth, and developing understanding of effective teaching practices. This should be 3-4 pages in length.

5. Teacher Interview (5%)

Students will interview their Host Teacher to gain insight into the teaching profession. Students will reflect on what they learned about teaching, classroom practices, and the responsibilities of educators.

6. Plan, Teach, and Reflect on One Lesson (20%)

Students will collaborate with their Host Teacher to plan and teach one lesson during the semester. This experience allows students to move from observation to active participation by practicing lesson planning, instruction, assessment, and reflection.

7. Professionalism & Field Participation (5%)

Students will be evaluated on their professional conduct throughout the field experience, including communication, preparedness, participation, respect for school policies, and completion of required hours. Host Teachers will complete two professionalism evaluations—one at midterm and one at the end of the semester—to provide feedback on students' professional growth, engagement, and classroom participation.

8. Final Reflection Paper & Developing HTPS Teaching Philosophy (10%)

Students will complete a final reflection connecting their 40-hour field experience to the Hawai'i Teacher Performance Standards (HTPS). Students will reflect on their growth as future educators, effective teaching practices they observed, and the development of their own teaching philosophy. This should be 4-5 pages in length.