



College of Education and Human Development

EDUC 630 Course Syllabus

History and the Profession of Education

Accelerated Fall 2026 | October 5–December 13, 2026
3 Credits | Online Asynchronous through Canvas

Instructor Information



Instructor: Dr. Christopher Padesky

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Office Hours: Thursdays, 11:30 a.m.–12:30 p.m. (Hawai'i time), and by appointment.

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Feedback Grading and Email

I will grade assignments within one week of the due date, except during holidays. Check Canvas regularly and use feedback to improve later work.

I may not see comments you leave in response to my feedback in Canvas. If you would like a response, email me at christopher.padesky@chaminade.edu.

I respond to email within two business days. If you have not received a response within that time, please email me again. If you have a question about the course or an assignment, please include the course name or number in the email subject line. When relevant, include a hyperlink or screenshot of the assignment you have questions about.

Course Description and Materials

Catalog Course Description

This course covers the general history, standards, and professionalism in education with an overview of the philosophical, legal, current trends in educational theory, and multi-cultural issues in education.

Required Materials

Webb, L. D., & Metha, A. (2016). Foundations of American Education (8th ed.). ISBN-13: 978-0134026411.

Electronic textbook: [Foundations of American Education on VitalSource](#)

Course access: [Chaminade Canvas](#)

Each chapter reading, presentation, and supplemental learning source has its own Canvas page. Complete learning and preparation pages before the weekly readiness check and graded work. Keep preparation notes for the final project; do not submit the same work twice.

Learning Outcomes

Course Learning Outcomes

Upon completion of EDUC 630, students will be able to:

1. Discuss the inter-relationship between the history of education, educational leaders, and important political, economic, religious, and intellectual movements.
2. Articulate a clear and reasoned professional identity.
3. Identify the different paradigms of social justice and peace, including the Marianist perspectives, together with their relationship to reform and transformation.

Program Learning Outcomes

The MAT Elementary, Secondary, and Special Education programs share the following outcomes. For Outcomes 1–3, use the student group corresponding to your program: Elementary, Secondary, or SPED.

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary / Secondary / SPED students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary / Secondary / SPED students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary / Secondary / SPED 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.

Alignment of Course Learning Outcomes

CLO	Program Outcomes	Primary Evidence
1	1 and 4	History discussions; history of education timeline
2	1 and 4	Teaching profession and philosophy discussions; educational theory comic strip
3	5	Social justice and diversity discussions; controversial educational issue assignment

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 course emphasizes education for adaptation and change. By examining educational history, philosophies, and professional ethics, students consider how educators respond to changing social conditions while drawing on the knowledge and commitments 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'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

Professional Ethics

The Model Code of Ethics for Educators is integrated throughout this course and the program. Responsibility to the profession, professional competence, students, the school community, and the responsible use of technology guide our work.

Course Work and Grading

Seven discussions and three projects total 475 points, including required peer responses. Each graded item has directions and a rubric in Canvas. Proficient earns full criterion points; Developing earns 80%; Limited earns 60%; Missing or Not Demonstrated earns 0%. Intermediate points may be awarded based on evidence. The ten readiness checks are ungraded and do not affect the course total.

Course Work	Points
Chapter Discussions and Responses 7 discussions × 25 points	175
Educational Theory Comic Strip and Peer Feedback	100
History of Education Timeline and Peer Feedback	100
Controversial Educational Issue Annotation and Response	100
Total	475

Discussions

Write an initial response of approximately one page and respond substantively to at least three classmates. Initial posts and replies are due Sunday at 11:59 p.m. Hawai'i Standard Time. Post early enough to allow meaningful exchange. Aim for about 100 words per reply, focusing on a specific idea, connection, question, or supported alternative.

Support your ideas with the course readings and explain your reasoning. Use relevant examples, ask open-ended questions, and respond respectfully when you disagree. Peer responses should extend the discussion with a connection, question, or supported alternative perspective.

Educational Theory Comic Strip

Create a comic strip based on an educational theory from Chapter 4. Explain its key ideas and your reasoned response through a conversation with a theorist or a classroom situation. Plan in Week 2, then storyboard and create the comic in Week 3. Credit your sources. Submit the comic and two substantive peer responses by Sunday of Week 3.

History of Education Timeline

Create a timeline using issues, events, and people from Chapters 5–7. Show connections, trace an educational idea, and support an interpretation of change over time with textbook evidence. Collect evidence in Week 4; refine and complete the timeline in Week 5. Submit the timeline and two substantive peer responses by Sunday of Week 5.

Controversial Educational Issue Annotation and Response

Choose a topic from a “Controversial Issues” section in the textbook. Locate three peer-reviewed journal articles. Provide a full APA-style citation and an approximately 200-word annotation for each, explaining the main ideas, relevant evidence or limitations, and contribution to the issue. Prepare in Weeks 6–8; revise and post in Week 10. Submit the bibliography and two substantive peer responses by Sunday of Week 10.

Final Grades

Your final percentage is points earned $\div$ 475 $\times$ 100. Final grades are submitted through Chaminade Self-Service.

A: 90% and above • B: 80% to below 90% • C: 70% to below 80%
D: 60% to below 70% • F: below 60%

Weekly Schedule

All weekly posts, projects, and peer responses are due Sunday at 11:59 p.m. Hawai'i Standard Time. Post early enough for peer conversation. Discussions require three peer responses; projects require two. Complete each learning page, mark it done, and earn at least 3/5 on the weekly ungraded readiness check before graded work. Checks allow unlimited attempts; the highest score is retained.

Week and Dates	Topic and Reading	Graded Work	Deadlines
1 Oct 5– Oct 11	The Teaching Profession Ch. 1–2	Discussion 1 Student Introductions and Becoming a Teacher	All work: Sunday 11:59 p.m. HST
2 Oct 12– Oct 18	Understanding Educational Philosophy Ch. 3	Discussion 2 Educational Philosophy	All work: Sunday 11:59 p.m. HST
3 Oct 19– Oct 25	Understanding Educational Theory Ch. 4	Assignment 1 Educational Theory Comic Strip	All work: Sunday 11:59 p.m. HST
4 Oct 26– Nov 1	History of Education Ch. 5–6	Discussion 3 History of Education	All work: Sunday 11:59 p.m. HST
5 Nov 2– Nov 8	History of Education Ch. 7	Assignment 2 History of Education Timeline	All work: Sunday 11:59 p.m. HST
6 Nov 9– Nov 15	Social and Cultural Contexts of Education Ch. 8	Discussion 4 Social Justice	All work: Sunday 11:59 p.m. HST
7 Nov 16– Nov 22	Diversity Ch. 9	Discussion 5 Educational Diversity	All work: Sunday 11:59 p.m. HST
8 Nov 23– Nov 29	At Risk Students Ch. 10	Discussion 6 At Risk Students	All work: Sunday 11:59 p.m. HST
9 Nov 30– Dec 6	Legal Political and Financial Issues Ch. 11–13	Discussion 7 Model Code of Ethics	All work: Sunday 11:59 p.m. HST

Week and Dates	Topic and Reading	Graded Work	Deadlines
10 Dec 7– Dec 13	Controversial Educational Issues Ch. 14–15	Assignment 3 Controversial Educational Issue Annotation and Response	All work: Sunday 11:59 p.m. HST

Time Allocation

This three-credit course requires approximately 135 hours of work. Title estimates use HH:MM and include reading, notes, practice, and revision. Each activity is counted once. Project preparation steps total 21:00; final project creation and revision total 19:00. Discussions and project peer responses total 20:00. Weekly workloads vary; begin projects early.

Course Activity	Hours (HH:MM)
Learning and orientation (72:30) + readiness checks (02:30)	75:00
Course activities and assignments	40:00
Discussions and peer responses	20:00
Total	135:00

Course Policies

Participation

Participate each week by completing the readings and course activities, submitting the scheduled work, and responding to classmates. Contact me when illness or other circumstances affect your participation so we can discuss next steps.

Late Work

Work submitted up to one day late receives a 10% deduction; work submitted more than one day and up to two days late receives a 25% deduction. Unexcused work more than two days late is not accepted. In an emergency, contact me before the deadline when possible. No work is accepted after the last day of the course, December 13, 2026.

Syllabus Changes

I reserve the right to modify this syllabus. Changes to course requirements or the schedule will be communicated through Canvas announcements. Check announcements regularly and ask if a requirement or deadline is unclear.

Communication and Submissions

Communicate with classmates and the instructor using courtesy, politeness, and appropriate professional behavior. Bullying, harassment, demeaning or derogatory comments, and other aggressive behavior are unacceptable in person, online, or through other forms of communication.

Keep identifying information about real students, teachers, schools, and families out of your submissions. Email me if a course resource or assignment creates an accessibility barrier.

Writing and Source Use

Write clearly and concisely, using appropriate grammar, spelling, punctuation, and style. Develop ideas coherently, analyze borrowed material carefully, and acknowledge sources in every format.

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, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an "F" grade for the work in question, an "F" grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

At the discretion of the instructor, students may be required to share additional materials such as previous drafts, notes/outlines and any available evidence of the revision history for their paper or assignment. An instructor does not need certainty regarding whether or not a student used AI to request extra evidence of learning from that student in their class. If an instructor has reasonable and documentable concerns that a student's work does not demonstrate "knowledge, judgment, analysis or skill," to the degree required, the instructor may require that student to complete additional work or a different type of assignment as a means of demonstrating the student's learning and attainment. This could mean, for example, that a student might be required to make an oral presentation, rewrite or revise a paper, complete a new assignment, or otherwise provide some reasonable demonstration of their mastery of the learning goals of the assignment in question. Requesting extra evidence of learning when a student may not have demonstrated learning is part of the normal scope of an instructor's teaching responsibilities, and doing so does not require a finding of AI use or academic dishonesty. However, if an instructor determines based on preponderance of evidence that a student more likely than not has used AI in violation of the university's Academic Honesty Policy, an instructor may recommend that a finding of academic misconduct and its associated sanctions be made as provided in this policy. Students reserve the right to appeal findings or sanctions through the university's academic grievance process.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination 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. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). 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](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, 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 campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Accessibility Services (Kōkua ‘Ike)

Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.

ada@chaminade.edu

chaminade.edu/ada-accommodations

[Accessibility Services Sign up](#)

Tutoring & Academic Coaching (Kōkua ‘Ike)

Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.

<https://chaminade.edu/tutoring-academic-coaching-services>

Career Services

Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.

chaminade.edu/career-services

Basic Needs Resources

Support for food insecurity, housing instability, and other basic needs.

chaminade.edu/basic-needs/

Title IX / Nondiscrimination

Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.

chaminade.edu/titleix/resources-and-support/

Hazing Prevention

Confidential support, crisis intervention, and reporting for any type of abuse including hazing.

hazingpreventionnetwork.org/athlete-helpline/

CUH Alert Emergency Notification

Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.

chaminade.edu

Campus Safety/ SafeSwords

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events

[SafeSwords Webpage](#)