



EDUC 712: Learning Styles and Learning Theories

Semester/Year Spring 2012	Instructor: Amanda Aldridge, M.Ed.
Course# and Credits: EDUC 712 (Former: ED 675) 3 credits	Email: aaldridge.chaminade@gmail.com
Class Title: Learning Styles and Learning Theory	Telephone: By appointment only
Course Format: 100% Online	Office Hours/When to Contact: By appointment only
Class Location: Online through eCollege Students are required to check in eCollege at least twice a week.	Office Location: Online/By Appointment only
Class Time/Day: Due dates are Thursdays and Saturdays for this course.	Other: Email: Check your student email account (or have it forwarded to one you check) at least 2 times per week. All communication for your graduate program will come to this address. For technical assistance with your student email account, contact helpdesk@chaminade.edu
O&P/Service Requirement: None	Technology Information: eCollege: Go to: http://chaminade.ecollege.com IMPORTANT: Use IE, Safari, or Google Chrome as the browser for eCollege. Problems may occur if you use Firefox. Login: CUH ID (7 digit number) Password: last 4 digits of SSN Click on tab at top left that says Academics PSH, then choose our course. If you do not see your course listed or have difficulty logging in, please contact Jon Nakasone at 808-739-8327 or jnaskason@chaminade.edu

Texts (3 Required):

Lefrancois, Guy. Theories of Human Learning, 5th Edition, The Thompson Corporation, 2006

Gurian, Michael. Boys and Girls Learn Differently: A Guide for Teachers and Parents, San Francisco, CA: Jossey-Bass, 2001

Guild, Pat Burke and Garger, Stephen. Marching to Different Drummers, 2nd Edition, Alexandria, VA: ASCD, 1998.

Signature Assignment must be placed in LiveText: LiveText Support: <https://www.livetext.com/overview/student-overview.html>; Phone: 1-866-LiveText (1-866-548-3839); Technical Support Hours Mon - Thurs: 7am to 9pm (CT), Friday: 7am to 6pm (CT), & Sunday: 12pm to 9pm (CT).

Catalog Description: Examination of key learning theorists and learning styles for application to teaching and learning. Students are given an opportunity to examine their own learning style and how this is formative in their teaching.

Guiding Philosophy:

The Education Division's guiding philosophy is based upon a set of beliefs that flow from Chaminade University's vision and mission statements, the Education Division's mission statement, the Marianist Core Academic Beliefs, and the Hawai'ian 'Ōlelo of Mana (intrapersonal; spirit; embodiment of love, faith, and ethical practice), Aloha (interpersonal; love; sacredness; divine breath), 'Ohana (classroom; family; interconnectedness), Pono (community; being in alignment and balance in life and the community), and Ho'oma'ama'a (world; become adapted to; teach one to work). These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor instructional and educational leaders to their fullest potential; a commitment to teaching excellence, engagement in scholarship in the pursuit of truth; and a commitment to scholarly service for the university and the larger community. This alignment is designed to prepare education professionals for effective classroom and school leadership by demonstrating professional dispositions, content knowledge, pedagogical skills, and leadership to work effectively with a diverse community of learners.

Education Division Mission Statement

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

Marianist Values:

1. Education for Formation in Faith (Mana): Within the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All Education Division members join the larger community of faith, hope, love and ethical practice.
2. Integral, Quality Education (Aloha): The community is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. All Education Division members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.
3. Education and the Family Spirit (Ohana): The community of learners is a second family which encourages the personal development of each of its members. Mutual respect for all members of the Education Division family allows the community to share responsibility for decision making at all levels.
4. Education for Service, Peace and Justice (Pono): All members of the community strive to serve the university community and the larger community. Education Division community members are committed to scholarly service and to dispense and receive justice to and from each other and to the larger community.
5. Education for Adaptation and Change (Ho'oma'ama'a): True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. The Education Division scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.

Program Learning Outcomes (PLOs): Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

PLO1	Content Knowledge (<i>Knowledge of subject matter</i>)
PLO2	Developmentally Appropriate Practice (<i>Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning</i>)
PLO3	Pedagogical Content Knowledge (<i>Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner</i>)
PLO4	Educational Technology (<i>Knowledge of and application of appropriate technology for student learning</i>)
PLO5	Assessment for Learning (<i>Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning</i>)
PLO6	Diversity (<i>Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments</i>)
PLO7	Focus on Student Learning (<i>Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology</i>)
PLO8	Professional & Ethical Dispositions and Communication (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues)

Course Learning Objectives (CLOs): At the end of this course, the students will:

CLO 1 (HTSB 1A-F, 3B-F, 5D, 6A, 7C)	Develop an understanding of the various learning theories and learning styles and how to utilize those theories in education and the classroom.
CLO 2 (HTSB 2E, 3B, 3E, 5A, 6F, 7C, 8B)	Associate the components of learning theory and learning styles with particular theorists. General theories presented on learning and teaching styles are (and not limited to): the behaviorist, the cognitivist, and the constructivist.
CLO 3 (HTSB 1D-F, 2E-F, 3D, 4B, 6A-F)	Apply the different concepts of learning theories and styles to teaching strategies. Teacher candidates will learn to apply the appropriate theory and or style to the appropriate situation in the classroom.
CLO 4 (HTSB 1E-F, 2C, 3D, 3F, 4G, 5D, 6E, 7F, 9B)	Teacher candidates will analyze their own learning and teaching styles. Understanding that concept will help teacher candidates to understand their students' learning styles.

Linkages between Course Learning Objectives (CLOs) and Program Learning Objectives (PLOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	X	X	X				X	
CLO 2	X	X			X	X	X	
CLO 3	X	X	X			X	X	
CLO 4		X	X			X	X	

Big Ideas or Essential Questions Addressed in This Course: 3 questions with link to CLO and PLO:

Essential Questions	Related CLOs	Related PLOs
Why is it important to understand learning theories and styles?	1, 2	1 – 3, 6 - 7
How are learning styles and theories related to student learning in education (i.e., the classroom)?	1, 2, 3	1 – 3, 5 - 7
How do you successfully implement effective learning theories and styles in the P – 12 classrooms?	1, 3, 4	3, 5, 6, 7
Why is it important for the teacher candidates to understand and analyze their own learning and teaching styles in understanding their students' learning styles?	4	2, 3, 6, 7

Course Requirements (200 total points):

Assignment	Pts	Assignment Description	Due Date
Introduction	10	Introduction: Please either write an introduction and post a photo of yourself, OR complete a video introduction in the Introduction Discussion Board the first week of class. This activity allows all of us in the course can get to know you, which is imperative in an online course. Include information about your interests and experiences in an educational setting. Get creative! Then, read everyone's introductions and make a few comments in order to welcome them. Your Photo/Video Introduction will be placed in Week 1, Introductions Discussion Board.	Week 1- Thursday
Discussion Postings to Textbook Readings	10 X 10 weeks= 100	Discussion Posting on Textbook Readings each week: Each student will read assigned readings from the textbooks and written reactions will be submitted for each week. Each week's posting will contain about 2 pages. Pick several topics of interest in each reading assignment and specifically react to what <u>"hit home"</u> or <u>interested you most</u>. This activity is not merely a summary of what you read. Your reactions with feelings and opinions are included with firm rationales and evidences based on <u>citations from the textbook</u>. Your Discussion Posting will be placed in the assigned week.	Weekly- Due Thursdays
Peer Responses to Postings	3 X 10 postings= 30	Reaction to Peer Posting: Each student will read classmates' postings each week. Then each student will post at least one reaction statement for each of the 10 weeks. Discussions with feelings and opinions are included with firm rationales based on facts and evidence. Citations from the textbook may be used to strengthen your points. Your Reaction to Peer Posting will be placed in eCollege for the assigned week.	Weekly- Due Saturday

Assignment	Pts	Assignment Description	Due Date
Self-evaluation: learning style analysis	25	Self-evaluation: learning style analysis: Evaluate your own learning style. Identify the components of your own style and analyze how this information will impact your approach to teaching and learning. The self-evaluation will be about 3 pages in length OR you may choose another avenue to describe your own style via video or other technological tool/aid. If you choose another avenue of relaying the information besides writing, the content must be the same length as if you were writing it and include your sources. To be placed in Discussion Board in eCollege by due date.	Week 3 Saturday
Diversity/difference in learning paper	25	Diversity/difference in learning paper/project: There are many diversities/differences that affect student learning such as left or right handedness, birth order, intelligence, gender, etc. Pick any TWO diversities or difference and write how it affects learning. Use one example to illustrate your explanations. Your paper will be 4-5 pages in length and at least 3 references will be used as citations in the essay. The Publication Manual of the American Psychological Association (APA Manual) will be used in formatting the paper. Again, you may relay this information in a different way if desired. You may produce a video, create a wiki, a blog, or perhaps create a Prezi presentation. Please, however, still cite sources. If you choose another avenue of relaying the information, the content must be the same length as if you were writing it. Include citations/sources. To be placed in Discussion Board in eCollege by due date.	Week 6 Saturday
Research paper & presentation (Signature Assignment)	75 paper & presentation	Research Paper & Presentation (Signature Assignment): The research paper has two parts. Part 1: A 12-14 page formal research paper that allows you to critically analyze information you have learned in this course. One of the major Program Outcomes of the course is to deepen your scholarship and understanding of theory. Here, you have the opportunity to identify several learning and cognitive theories and apply the principles of each in educational settings. The presentation will be 20 minutes in length. Part 2: A 10-12 slide Power-point presentation/ Prezi presentation that summarizes the findings of your paper. This presentation should be suitable for use with a community or parent audience. See rubric attached for details of the paper and PowerPoint presentation. Your paper will need to include a minimum of 12-14 sources, properly cited and referenced. Four of these sources may come from reputable websites such as those from universities or large non-profit organizations. The balance will need to come from peer-reviewed journals and books. The majority of your sources should be no more	Week 10 Saturday

Assignment	Pts	Assignment Description	Due Date
		than 7 years old. BE SURE TO FOLLOW THE INSTRUCTIONS FOR THE SELECTED 1 OPTION: Option ONE: From the context of a learning environment that you are familiar with, compare and contrast at least three learning theories you have been exposed to this semester. Discuss the controversies surrounding these theories. Describe how each is or is not, useful in your work. Give specific examples and research evidence. Include the origins, presuppositions and validity of each. Then, using these theories to explain the activities of your learning environment, discuss specific learning strategies associated with each and how you use them in your learning environment. Option TWO: Using a learning environment you are familiar with, or a person you know to provide the context for this paper, discuss how you plan to incorporate the findings of (1) current neurological research, (2) learning theory, and (3) learning styles into your educational practices in this environment or with this person. Thoroughly discuss all relevant aspects providing specific examples and research evidence to back your discussion. All three aspects of this question must be answered for credit. In other words simply stating that you will be including learning styles into your curriculum will not be enough.	

Additional Course Requirements:

Assignment specifics and clarifications will be placed in eCollege by weeks or by email as deemed necessary by the instructor.

Grading Scale: The total point value of assignments and participation is 265. Letter grades are based on the following point system:
239-265= A

212-238= B

Anything below 212 points may require the course to be retaken by the student. Please see the Graduate Catalog or contact your advisor for more information.

Policy for Late Assignments: All assignments are due as indicated on the syllabus. For each day any assignment, large or small, is late, an automatic 10% will be taken off of the total points possible for each day that it is late. If the delay is due to a documented medical or emergency situation, please contact the instructor.

Those assignments which are used as a basis for classroom discussion (e.g., posts to the discussion board) cannot be handed in late for credit. (Posting late to a discussion board is like coming to class a day late, sitting in an empty room and talking to yourself!)

Course Outline/Calendar by Session (Weekly):

All Readings and Postings must be completed by the Thursday of that week. A reaction to another student's posting must be completed by Saturday of that week. All major assignments (Self evaluation Project/Diversity/Difference Project and Signature Assignment) are due on Saturdays of that week.

Other readings and handouts may be periodically assigned.

Signature Assignment: The research paper has two parts. **Part 1:** A 12-14 page formal research paper that allows you to critically analyze information you have learned in this course. One of the major *Program Outcomes* of the course is to deepen your scholarship and understanding of theory. Here, you have the opportunity to identify several learning theories and apply the principles of each in educational settings. **Part 2:** A 10-12 slide Power-point presentation (or other type of presentation such as Prezi) that summarizes the findings of your paper. It's your choice.

Your paper will need to include a minimum of 12-14 sources, properly cited and referenced. Four of these sources may come from reputable websites such as those from universities or large non-profit organizations. The balance will need to come from peer-reviewed journals and books. The majority of your sources should be no more than 7 years old. **SELECT 1 OPTION BELOW** (remember that parts #1 & #2 above must be included in the one option that you select):

Option ONE: From the context of a learning environment that you are familiar with, **compare and contrast** at least three learning theories you have been exposed to this semester. **Discuss** the controversies surrounding these theories. **Describe** how each is or is not, useful in your work. **Give specific examples and research evidence.** **Include** the origins, presuppositions and validity of each. Then, **using these theories to explain the activities of your learning environment, discuss specific learning strategies associated with each and how you use them in your learning environment.**

Option TWO: Using a learning environment you are familiar with, or a person you know to provide the context for this paper, discuss how you plan to incorporate the findings of (1) current neurological research, (2) learning theory, and (3) learning styles into your educational practices in this environment or with this person. **Thoroughly discuss all relevant aspects providing specific examples and research evidence to back your discussion.** All three aspects of this question must be answered for credit. In other words simply stating that you will be including learning styles into your curriculum will not be enough.

Please see the rubric for the assignment, available in LiveText

Signature Assignment Program Outcomes

HI-CHAM-MAS-ED-PO.1

PRACTICE: demonstrates on-going commitment to the progress and well being of the learner, to the school and professional community, and to his/her own professional and intellectual development

HI-CHAM-MAS-ED-PO.2

THEORY: Understands major theories currently driving the field as important empirical, historical, philosophical and conceptual studies

HI-CHAM-MAS-ED-PO.5

SCHOLARSHIP: is able to compose academic prose for a variety of audiences including peers, professors, and the larger scholarly and professional community

WEEK/DATE	Activities	Assignments & Due Dates
Week 1 April 2-8	Introductions and course requirements Lefrancois: Chapters 1,2,3 Check for other assigned readings/viewings in eCollege	Reaction to TEXT READING due THURSDAY in Discussion Board React to Peer by SATURDAY in Discussion Board INTRODUCTION (VIDEO?) DUE THURSDAY in Discussion Board Make comments on peer postings and get to know one another in “class”. ☺ Interact and create a great learning community!
Week 2 April 9-15	Lefrancois: Chapters 4,5,6 Check for other assigned readings/viewings in eCollege	Reaction to TEXT READING due THURSDAY in Discussion Board React to Peer by SATURDAY in Discussion Board
Week 3 April 16-22	Lefrancois: Chapters 7,8,9 Check for other assigned readings/viewings in eCollege	Reaction to TEXT READING due THURSDAY in Discussion Board React to Peer by SATURDAY in Discussion Board Self -evaluation paper/project due SATURDAY Review peer work and make comments in discussion board, please!
Week 4 April 23-29	Lefrancois: Chapters 10,11,12 Check for other assigned readings/viewings in eCollege	Reaction to TEXT READING due THURSDAY in Discussion Board React to Peer by SATURDAY in Discussion Board
Week 5 April 30-May 6	Guild and Garger: Chapters 1-6 Check for other assigned readings/viewings in eCollege	Reaction to TEXT READING due THURSDAY in Discussion Board React to Peer by SATURDAY in Discussion Board
Week 6 May 7-13	Guild and Garger: Chapters 7-12 Check for other assigned readings/viewings in eCollege	Reaction to TEXT READING due THURSDAY in Discussion Board React to Peer by SATURDAY in Discussion Board Diversity/difference paper/project due SATURDAY Review peer work and make comments in discussion board, please!
Week 7 May 14-20	Guild and Garger: Chapters 13-18 Check for other assigned readings/viewings in eCollege	Reaction to TEXT READING due THURSDAY in Discussion Board React to Peer by SATURDAY in Discussion Board
Week 8 May 21-27	Gurian: Chapters 1,2,3 Check for other assigned readings/viewings in eCollege	Reaction to TEXT READING due THURSDAY in Discussion Board React to Peer by SATURDAY in Discussion Board

Week 9 May 28-June 3	Gurian: Chapters 4,5,6 Check for other assigned readings/viewings in eCollege	Reaction to TEXT READING due THURSDAY in Discussion Board React to Peer by SATURDAY in Discussion Board
Week 10 June 4-10	Wrap Up	Research paper (signature assignment) due with presentation IN LIVETEXT

University Policies:

Attendance: As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. *Students must follow the attendance policy of the Division* as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

A summary of the Education Division's attendance policy is attached at the end of this syllabus.

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

- 1) Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- 2) Develop ideas, themes, and main points coherently and concisely.
- 3) Adopt modes and styles appropriate to their purpose and audience.
- 4) Be clear, complete, and effective.
- 5) Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Plagiarism: "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

- 1) Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
- 2) Paraphrasing the work of another without proper author acknowledgement.
- 3) Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook** and the **Graduate Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Education Division Attendance Policy

- As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

1.1. Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences. Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules.

2.1. On-ground courses. When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.

a. Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.

b. Undergraduate Day Courses TTh (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.

c. Undergraduate Day Courses MWF (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.

2.2 Hybrid courses (online combined with 3 or more on-ground meetings) One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

2.3 Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

3. Additional Notes

3.1 If a student does not logon to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.

3.2 Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

Education Division Incomplete Grade Policy

- At the discretion of the faculty member, a grade of “I” may be assigned to a student who has successfully completed a majority of the coursework, but who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. The issuance of an “I” grade is not automatic. Prior to reporting final grades, a contract must be made between the student and the instructor for the completion of the required coursework. This contract must reflect a final default grade if the student does not submit the required assignments. (For example, the grade notation would be: IB, IC, ID, or IF. The default for an “I” that is submitted without an alternative grade is “F.”) The contract must include a detail of the remaining coursework and the final deadline date by which the grade is to be submitted. (Note: the deadline date is 90 days past the end of term date and includes the time required by the instructor to review, grade, and submit the paperwork reflecting the final grade.) This deadline date may not be extended.

Signature Assignment

- To document teacher candidates’ progress toward the mastery of the requisite knowledge, skills and dispositions for teacher licensure, all required courses have a signature assignment. Signature assignments are accessed via a rubric linked to the relevant program learning outcome(s). All signature assignments must be submitted on LiveText, where candidates may view their assessment results and any comments from the instructor.

Academic Honesty Statement

- In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern shall be directed to the Provost; if the Provost is the instructor in question, the concern shall be directed to the President.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.
- In either case, the Divisional Dean or Graduate Program Director may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost. The findings, in either case are final.
- If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the Divisional Dean or Graduate Program Director; to determine whether the evidence warrants an investigation, and how the investigation will be handled. It may also be decided that the faculty member will either confront the student or, assuming enough evidence is present to warrant action, turn the matter over to the Divisional Dean or Program Director to either resolve or organize a hearing.
- If the student is found guilty of the charges of academic dishonesty, the student may be subject to academic penalties such as failure of the course, exam, or assignment. Other penalties from the list of possible disciplinary sanctions may also be deemed appropriate.

Disability and Full Inclusion Statement

- Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Director of Personal Counseling at (808) 739-4603 or by email at the jyasuhar@chaminade.edu address. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Technical Support

- For technical questions contact the Chaminade eCollege helpdesk helpdesk@chaminade.ecollege.com, or call toll free (866) 647-0654.

eCollege Account Support

- Call 739-8327 or email jnakason@chaminade.edu

LiveText Support

- <https://www.livetext.com/overview/student-overview.html>; Phone: 1-866-LiveText (1-866-548-3839); Technical Support Hours Mon - Thurs: 7am to 9pm (CT), Friday: 7am to 6pm (CT), & Sunday: 12pm to 9pm (CT).

KSD Referrals

- Background: Implementation of the Knowledge/Skill/Disposition (KSD) referral system was approved by the Division at the Fall 2011 Chaminade Faculty retreat. The KSD referral system is in place to help undergraduate and graduate students in reaching their goals to become highly-qualified and highly-effective educators and administrators. As our Education Division mission states, we strive "To foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards." Part of this is to ensure that each teacher candidate or educational leader taking our coursework is knowledgeable in the content area, possesses the needed skills to teach that content, and has dispositions that are reflective of an education professional with accompanying Marianist values.
- Referral Process: Any member of the Education Team, defined as an employee of the Education Division and including adjunct instructors, can initiate a KSD referral to the Dean at any time and for any student taking an education course (see attached form). Referrals can also be made to the Dean for our students taking non-education courses.

Syllabus Change Policy

- This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

Netiquette for Online Activities

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Add value in your comments. Avoid short, repetitive "I agree" responses.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don't use up other people's time or bandwidth.

- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don't forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.

Student Acknowledgement

(Please cut and paste the following into an email to the instructor no later than Saturday of the first week of class)

Course:

Term:

Name:

With this email, I certify that I have completely read this syllabus and understand and agree to the course requirements.

Please indicate below, any special needs or circumstances that may have some impact on your work in this class, and for which you may require special accommodations, including but not limited to physical or mental disabilities, inability to arrive in class on time or need to leave class early, observance of religious holidays, etc.

