Course Name and Number:	EDUC 719 - Leadership in Learning Seminar (3 credits)
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Course Information

Course Description: This course examines the many forms of both formal and informal teacher leadership in learning environments, in their institutions and in their communities. It considers the various barriers to individual teacher leadership that result from the structure of school facilities and policies, the service worker mentality of teacher culture, and the unreasonable demand that teachers be assessed according to a continually changing list of social, cultural, political and community developmental needs. And it explores the roles that teachers should be playing as adult learners, peer coaches and thought leaders in education reform.

Course Objectives: The goal of this course is to support the development of reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for *all* students. Through this course, students will be supported in pursuing the following learning outcomes:

Practice Thoughtful Inquiry & Reflection
- *Reflect on and critically analyze one's own practice to guide future action.*
- Examine and make connections between one's practice and relevant theory.
- Design, conduct and share scholarly inquiry that addresses essential questions from one's practice.

Design Equitable Learning Environments
- Design project-based approaches to school change challenges that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners.

Engage in Leadership for School Change
- Reflect on and critically compare one's own practice to various leadership styles.
- Engage colleagues and students in efforts to create equitable, engaging learning environments.
- Support and facilitate collegial conversations focused on improving teaching and learning.

More specifically, students will:
- Articulate a vision for schooling that represents a synthesis of their ideals and those of colleagues and/or students.
- Develop an action plan for working with colleagues and/or students to create more equitable and engaging learning environments.
- Practice and reflect upon working with colleagues and/or students around issues of school change.

Prerequisites and Co-requisites: NA

Course Topics/Essential Questions:

1. What are the different forms of **Formal and Informal Teacher Leadership** in Learning Environments, Institutions and Communities?
2. What are the primary **Barriers** to **Individual Teacher Leadership** that result from the structure of school facilities and policies, the service worker mentality of teacher culture, and the unreasonable demand that teachers be assessed according to a continually changing list of social, cultural, political and community developmental needs?
3. **What roles should teachers play** as adult learners, peer coaches and thought leaders in education reform efforts focused on designing more equitable learning environments?

Textbooks, Supplementary Materials, Hardware and Software Requirements

Required Textbooks:

Total Leaders 2.0 **(TL)** by Charles Schwahn and William Spady, Rowman and Littlefield Education, Lanham, Md., 2010, 155 pp., $65 hardcover, $27.95 softcover, available for Kindle

The Connected Educator: Learning and Leading in a Digital Age **(TCE)** by Sheryl Nussbaum-Beach and Lani Ritter Hall, Solution Press, Bloomington, IN 2012, available for Kindle
Students should select one of the books below for independent reading and reflection in preparation for the Choice Book Project. Please get instructor approval before purchasing and reading.
Christenson, Clayton. *Disrupting Class*
Davidson, Cathy N. *Now You See It: How the Brain Science of Attention will transform the way we live, work and learn.*
Dweck, Carol., *Mindset*
Friere, Paolo., *Pedagogy of the Oppressed*
Fullan, Michael., *Stratosphere*
MacDonald, J., *The Power of Protocols*
Patterson, Kerry et al., *Crucial Conversations*
Pink, Daniel., *Drive*
Reeves, Douglas B., *Leading Change in Your School* or *The Learning Leader*
Richardson, Will & Mancabelli, Rob., *Personal Learning Networks: The Power of Connections to Transform Education*
Zander, Benjamin., *Art of Possibility*

Links to other handouts & readings will be posted in eCollege

Course Website address: http://chaminade.ecollege.com

Hardware Requirements: eCollege is accessible from most PCs and Macintosh computers with a reliable Internet connection.

Software Requirements: Students should have access to basic word processing, spreadsheets, and presentation software. Adobe Reader is required.

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Course Requirements

Assignment	Pts	Assignment Description	Due Date
Attendance & Participation	10	Learning is social and requires active participation and engagement with others. Your contributions, leadership and positive presence in the threaded discussions and blogs will greatly enhance your learning and that of others in the course. (1 point per week)	Ongoing/Daily
Learning Tasks	20	Prior to and during the course you will in engage in TEN learning tasks, many of which will be embedded into your dream big project.	By midnight on Saturday of the week assigned.
Reflective Blog	20	Each week you will complete a reflective blog post related to the essential questions, readings and learning tasks for the week. You can start a new blog or use an existing blog. Posts should be succinct, engaging and demonstrate thoughtful analysis and understanding of our daily learning engagements. Some of the Learning Tasks double as your weekly blog posts. Share your blog link with the class on the first day of the course. Make sure to comment on the blogs of your classmates as part of your participation grade. (1 point each)	By midnight on Saturday of the week assigned.
Choice Book Review & Discussion	20	Please select and read a choice book. You will then post a book review and facilitate a discussion in the Discussion Forum during Weeks 4-6 of the course. Select three quotes and develop three fierce wanderings from the book for the discussion. Start reading this book right away!	Post at the beginning of Week 4 and continue the discussion until the end of Week 6.
Signature Assignment: Dream Big	30	Using the knowledge and information you interacted with during the course as a result of reading the text, participating in the threaded discussions and completing the weekly assignments, complete the Dream Big Project.	Final Project due on the first day of Week 10.

Assessment and Grading
The proportion that each of the course requirements contributes to your grade is as follows:

Attendance & Participation	10 pts
Learning Tasks	20 pts
Reflective Blog	20 pts
Choice Book Discussion	20 pts
Signature Assignment	30 pts
TOTAL	**100 pts**

The letter grade for this course will be based upon the following accumulation of points:

$$A = \quad 90 - 100$$

$$B = \quad 80 - 89$$

$$C = \quad 70 - 79$$

$$F = \quad 0 - 69$$

Learning Tasks (Tasks with an * before them feed directly into your final Dream Big Project)

BEFORE THE COURSE STARTS
Choice Book Review & Discussion
Select your Choice Book and get approval from your instructor before purchasing the book. Once approved, START READING! Prior to Week 4 post a book review that creatively provides us with a brief overview, your insights and your major takeaways from the book. For the discussion portion, select three quotes and develop three fierce wonderings from the book.

DURING THE COURSE
Learning Task #1: Exceptional Leader Interview
Develop a set of 5-10 interview questions. Interview someone you consider to be an exceptional teacher leader about their leadership style and their vision for change in schools. What types of barriers have they encountered when trying to initiate changes? How have they overcome these barriers? What has contributed to their success? Summarize your interview on a Google Doc that you will share with your colleagues during the first week of class. In your summary, include an explanation of their leadership style and your top 5 takeaways from the interview.

*Learning Task #2 Dream Big Conversations
Have a conversation with a colleague and/or a student about their dream school, and their ideas for how to move your school closer to it. What does the learning and teaching environment you and your colleague(s)/ student(s) aspire to look and feel like? Where did you find common ground? How do your dreams compare with your current school and your current practice? What are 2-3 issues /challenges (i.e. areas for change) for your school, and possible obstacles to change? Write up a summary of your conversations on a Google Doc and be prepared to share it with your classmates. **This is Step 1 of the Dream Big Project.**

Learning Task #3 Educational Trend Research
Research one of the national/ global trends listed below or a different one of your choice. In a Google Doc, describe how this trend might show up in your dream school and be prepared to share with your classmates. What would it look like in practice?

Student-Centered vs. Teacher-Centered Classrooms	21st Century Skills	Common Core Standards
Performance Based Assessments	Mass Customized Learning	Creativity, Innovation & Play
Design Thinking	Connected Learning	Flipped Classrooms
Passion, Problem or Project Based Learning	One to One Initiatives	Hybrid Programs

Learning Task #4 Innovative School Model Research

Select one model school or program reflecting and/or implementing one of the trends discussed to date or a new one you have discovered since then. What makes it work? How does the school /program measure success? What challenges does the school/ program/leader face? Write up your findings in a Google Doc and be prepared to share with your colleagues.

*Learning Task #5 The Reality
Outline the challenges/issues you want to address in your own school to bring it closer to your collective dreams, and any bright spots you can build upon. **This is Step 2 of the Dream Big Project.** *Add it to the same Google Doc you used for Step 1.*

*Learning Task #6 The Changes
What are the reforms/actions you propose (limit this to three or fewer) for your Dream Big Project? How do they address the above reality, and how they will improve adult learning and create more equitable, engaging learning environments for young people? **This is Step 3 of the Dream Big Project**. *Add it to the same Google Doc you used for Step 1 & 2.*

*Learning Task #7 The Action
What is the ONE action you will take in your Dream Big Project? How will you engage colleagues and/or students in the process? What questions do you anticipate? How will you ensure success? What is your timeline? **This is Step 4 of the Dream Big Project.** *Add it to the same Google Doc you used for Step 1, 2 & 3.*

Learning Task #8 Personal Learning Network (PLN)
Your PLN creation and/or enhancement and sharing, along with your week 8 blog post will serve as Learning Task #7.

Learning Task #9 Project Tuning Protocol
During Week 9, you will have the chance to participate in and/or facilitate a project tuning protocol. Your participation and/or facilitation skills during the protocols along with your weekly blog reflection of those two experiences will serve as Learning Task #9.

Learning Task #10 Final Course Reflection
Compose a final blog post that serves as a course reflection Include knowledge and personal insights you have gained. What were your three biggest learning's, a-has or takeaways from the course? How did this course impact your understanding of how teachers can shape the school's we need? What is one thing you will do differently as a teacher leader moving forward?

DREAM BIG Signature Assignment: Leadership in Learning Seminar

Overview: The DREAM BIG project will encourage you to dream your ideal school and to consider a set of changes/actions to get your current school closer to your dream. To start, you will engage colleagues and/or students in conversations about their dreams and propose a set of changes to enact change at your site. Next, you will describe the school environment as you dream it and as it currently exists. You will then outline the opportunities for change that you have identified, the potential barriers to implementing the changes (facilities, structures and policies; school culture; teacher evaluation), and the cast of characters that can play a part in supporting the changes (the adult learners, the peer coaches and the thought leaders). Finally, you will draft an explanation of one action you took, are taking and /or plan to take and how you engaged/or will engage colleagues using effective leadership (clearly describe how you are applying the Total Leaders principles throughout & include a timeline) and specific technologies if appropriate (clearly describe the technology tools you will utilize and explain why each tool was chosen over other tools) to improve both adult and student learning in this environment.

Step #1 The Dream: Describe the learning and teaching environment you aspire to and the common ground you discovered in conversations with colleagues and/or students about their dreams. How do your dreams compare with your current school and your current practice? What are 2-3 issues /challenges (i.e. areas for change) for your school, and possible obstacles to change? **(This is Learning Task #2)**

Step #2 The Reality: Outline the challenges/issues you want to address in your own school to bring it closer to your collective dreams, and any bright spots you can build upon. **(This is Learning Task #5)**

Step #3 The Changes: What are the reforms/actions you propose (limit this to three or fewer)? How do they address the above reality, and how they will improve adult learning and create more equitable, engaging learning environments for young people? **(This is Learning Task #6)**

Step #4 The Action: What is the action you will take? How will you engage colleagues and/or students in the process? What questions do you anticipate? How will you ensure success? What is your timeline? **(This is Learning Task #7)**

Step #5 The Presentation: A 30 minute live presentation where you discuss the above briefly and pose a question you would like feedback on to help you move forward as a change agent in your school, particularly in relation to "The Step" you have started to move on. In your presentation, be sure to communicate why you have chosen your particular "step" and what issues it addresses or bright spots it builds on. Your presentation should include a stand-alone component in any viewable online format. (ie. iMovie, Explain Everything, Haiku Deck, Prezi with embedded video). This will be presented during Week 10 via Google Hangout to your colleagues. We will schedule presentations around regular work hours.

Steps 1-4 should be no longer than 3 pages each and posted in a running Google Doc that can be shared with your classmates. Submit a final, compiled version of Steps #1-4 and the stand alone component of Step #5 at least 24 hours prior to your live presentation. **(This final compiled version, the stand-alone component and the presentation are worth 30 % of your final grade)**

A Further Thought: Your proposed changes can be aimed at structural (i.e. school/ class size, schedule, etc.), curricular, or professional development issues. They can also address both short and/or long-term goals. You should limit your recommendations to three or fewer reforms, which may address the following critical issues in education:
- Anonymity of students (the need for personalization & adult connections)
- Segregation by social class, race, gender or perceived ability (the need for equity & academic rigor)
- Separation of hands and minds (the need for applied learning & active exploration)
- Separation of schools and the world beyond the school (the need for authenticity)
- Isolation of teachers (the need for adult connection & ongoing, supportive professional learning opportunities)

Note: You do not have to follow the above format. I encourage you to structure your product in a way that is meaningful to you, and to draw on different media in its creation. The important thing is to address each of the above somehow, and connect them to each other. Focus most of your proposal/reflection on The Changes and The Action since that is where the hope lies. The Dream and the Reality are the context; the Changes and the Action are the movement.

Assignments and Participation

Week	Essential Questions	Activities/Topics	Assignments
1	**Leading and Learning in Today's World: Leadership 101** ▪ Why lead? ▪ What kind of leader am I? ▪ What kind of world am I leading in?	▪ Welcome and Introductions ▪ Choice Book Reading ▪ Personal Best Experience ▪ The Complexity of Today's Educational Landscape ▪ The Need for Significant & Deep Learning ▪ Course Syllabus Q & A	▪ Read Ch 1 & 2 TL ▪ Read Ch 1 & 2 TCE ▪ Learning Task #1 Exceptional Leader Interviews ▪ Reflective Blog Post #1
2	**Leading and Learning in Today's World: What Kind of Leaders Do Schools Need?** ▪ What are the characteristics of admired leaders? ▪ What does it mean to be a learning leader? ▪ How are connected, total and transformational leaders similar? Different?	▪ Continue Choice Book ▪ Characteristics of Admired Leaders ▪ Jigsaw: Connected, Total and Transformational Leader Traits ▪ LT #1 Exceptional Leader Interview Sharing, Classification & Discussion	▪ Read Ch 3 & 4 TL ▪ Read Ch 8 TCE ▪ Reflective Blog Post #2 ▪ LT #2 Start Dream Big Conversations (Not due until Week 5 but I want you dialoguing & thinking!)
3	**Leading and Learning in Today's World: The Essence of Total Leaders** ▪ How do/can teachers lead? ▪ What does a total or transformational leader do? ▪ What challenges do teacher leaders face when initiating change?	▪ Continue Choice Book ▪ Formal versus Informal Leadership: Leading from Any Chair ▪ Zander Video ▪ Profile of The Ideal School Leader ▪ Challenge Tales: What do Teachers Face when they try to initiate change? ▪ How to Start a Movement	▪ Read Ch 5, 6 & 7 TL ▪ Read Ch 3 & 4 TCE ▪ Reflective Blog Post #3 ▪ Start LT #3: Educational Trend Research: Select Trend
4	**Leading and Learning in Today's World: National & Global Trends in Education** ▪ What kinds of schools do we need today? ▪ What should teacher leaders be emphasizing in today's schools? ▪ What educational trends are most worthy of our attention?	▪ Choice Book Presentations and Discussions ▪ Educational Trend Research ▪ Mass Customized Learning Takeaways & Discussion	▪ Read Ch 1 & 2 Mass Customized Learning ▪ Choice Book Discussions ▪ LT #3 Due - Educational Trend Research ▪ Start LT #4 Innovative Model Research ▪ Reflective Blog Post #4

| 5 | **The Role of Teacher Leaders in Shaping The Schools we Need: Innovative School & Program Models**
• What's working in schools today?
• What models are school leaders exploring and implementing?
• Which models best promote equity? | • Choice Book Presentations and Discussions
• The Importance of Equitable Learning Environments
• Innovative Model Research | • Read MCL Ch # 7
• LT #2 Dream Big Conversations Due
• LT#4 Due - Innovative Model Research
• Reflective Blog #5 |

Week	Essential Questions	Activities/Topics	Assignments
6	**The Role of Teacher Leaders in Shaping The Schools We Need: Dreaming** ▪ What does my dream learning and teaching environment look like? ▪ How does it compare with my current school, practice and the dreams of my colleagues and/or students?	▪ Choice Book Presentations and Discussions ▪ Sharing the Dream ▪ Comparing Dreams to Reality	▪ LT #5 The Reality Due ▪ Reflective Blog #6
7	**The Role of Teacher Leaders in Shaping the Schools we Need: The Reality - Identifying & Addressing Transformation Barriers** ▪ What changes do I want to see in my school? ▪ What systemic challenges do we face when initiating change? ▪ Why is change leadership so challenging?	▪ Identifying & Addressing Transformation Barriers ▪ Working with Difficult People & Effective Teaming ▪ Sharing the Reality & Change Ideas	▪ Read Helping Schools Overcome Barriers to Change & 12 Most Common Barriers to Education Reform ▪ LT #6 The Changes Due ▪ Reflective Blog #7
8	**The Role of Teacher Leaders in Shaping the Schools we Need: Becoming a Thought Leader** ▪ What does it mean to be a thought and/or learning leader? ▪ How can I inspire and influence others? ▪ How do I make my change a reality?	▪ Watch this Will Richardson Video on Personal Learning Networks ▪ Research & compare 3 different internet resources about PLN's in Education ▪ Start or expand your own PLN by following the 5 steps outlined by the Innovative Educator ▪ Motivation & Drive	▪ Read Ch #6 TCE ▪ LT #7 The Action Due ▪ LT #8 PLN Network Due/Reflective Blog #8
9	**The Role of Teacher Leaders in Shaping the Schools we Need: Processes and Protocols that Foster Transformation** ▪ What are protocols? ▪ How can they improve teaching and learning? ▪ How might I use protocols to further my Dream Big goals?	▪ The Need for Protocols ▪ Participate in Dream Big Project Tuning Protocols (will be scheduled outside of work hours) ▪ Refine Project	▪ Read Ch 7 & Appendix A of TCE ▪ Read Ch #1 of Protocols for Professional Learning ▪ Protocol Exploration: Island Pacific Academy's Project Tuning Guide & watch one archived Collegial Conversation from HTH ▪ LT #9 Protocols Reflection/ Reflective Blog #9 Due
10	**Final Reflections** ▪ What are your three biggest learnings, a-ha's or takeaways from the course? ▪ How can teachers shape the school's we need? ▪ What is one thing you will do differently as a teacher leader moving forward**?**	▪ Dream Big Presentations in Google Hangout (will be scheduled outside of work hours)	▪ Read Ch #9 TCE ▪ LT #10/Reflective Blog #10 ▪ Go Forth & Lead! ▪ Make a Difference!

Course Ground Rules
- Participate regularly & follow wall university policies listed later in this syllabus.
- Cooperate and contribute when working on group projects
- Communicate in advance if you are struggling to complete assignments
- Utilize your assigned university email address for all correspondence
- Maintain respectful communication in the discussion forum and in all other correspondence with your professor and classmates.
  - Email:
    - Use the Chaminade email account provided.
    - Always include a subject line.
    - Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
    - Use standard fonts.
    - Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

  - Discussion Groups:
    - Review the discussion threads thoroughly before entering the discussion.
    - Try to maintain threads by using the "Reply" button rather starting a new topic.
    - Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
    - Be patient and read the comments of others thoroughly before entering your remarks.
    - Be cooperative with group leaders in completing assigned tasks.
    - Be positive and constructive in group discussions.
    - Respond in a thoughtful and timely manner.

  - Chat:
    - Introduce yourself to the other learners in the chat session.
    - Be polite. Choose your words carefully. Do not use derogatory statements.
    - Be concise in responding to others in the chat session.
    - Be constructive in your comments and suggestions.

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:
- Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- Develop ideas, themes, and main points coherently and concisely.
- Adopt modes and styles appropriate to their purpose and audience.
- Be clear, complete, and effective.

- 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:
- 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.
- Paraphrasing the work of another without proper author acknowledgement.
- 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 Deportment, 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.

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Education Division Attendance Policy (Revised 3/8/10)

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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.**
   a) 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.
   b) 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).

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2. <u>**Unexcused Absences**</u>. 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:

    a. <u>**On-ground courses**</u>. 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.

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

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

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

    b. <u>**Hybrid courses**</u> (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.

    c. <u>**Online courses and online portion of hybrid courses**</u>. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

3. <u>**Additional Notes**</u>

    a) *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.*

    b) *Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.*
Tardy: 10% of class time is equivalent to ½ class absence. 25 minutes = ½ class absence and minutes are cumulative. ½ class absence = lowering ½ of final grade

Library – You can access the Chaminade Library using the following link -
www.chaminade.edu/library

Students With Disabilities
It is the student's responsibility to self identify with the Director of Personal Counseling in order to receive accommodations. Only those students with appropriate documentation will receive services. Contact the Director of Personal Counseling at (808) 739-4603 or email: jyasuhar@chaminade.edu.

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

eCollege Account Support
Call 808-739-8327 or email jnakason@chaminade.edu.