Chaminade Syllabus

Course Name and Number:	EDUC 719 - Leadership in Learning Seminar (3 credits)
Instructor Name:	Lisa V. Mireles
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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

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

Optional Read:
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*

Other handouts & readings will be posted in the course wiki.

Course Website address: https://haisconnect.wikispaces.com/-/IL-I/IL-Cohort I/EDUC-719

Hardware Requirements: The WikiSpace 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.

Course Requirements & Grading

Req	Pts	Description	Due Date
Threaded Discussions	20	Learning is social and requires active participation and engagement with others. Your contributions, leadership and positive presence in our threaded discussions and will greatly enhance your learning and that of others in the course. **This includes posting at least twice for each Threaded Discussion**. One response should be directly to the discussion prompt and one must be a response to a colleague's response. (2 points per week)	Ongoing/Daily
Reading Responses	10	There are 8 required reading responses. For each, you should complete a 1-2 page reading response summarizing your takeaways & significant learnings/a'ha's. Address the essential questions for the week in your response. If appropriate, you are encouraged to make any possible connections to prior readings and your Dream Big project.	Weekly: By Saturday at the end of each week.
Learning Tasks	20	Prior to and throughout the course, you will engage in ten learning tasks, many of which will eventually be embedded into your Dream Big Project. (2 points each)	See Learning Tasks on Page 4 of this Syllabus.
Reflective Blog	10	Each week, you will complete a reflective blog post related to the essential questions and activities for that week. You can start a new blog or use an existing blog. Posts should be succinct, engaging and demonstrate thoughtful analysis and understanding of the readings, discussions and other learning engagements. Share your blog link with the class on the first day of the course. (1 point each)	Weekly: By midnight on Saturday at the end of each week.
Choice Book Presentation & Discussion	10	During the course, you will make a virtual presentation and moderate a virtual discussion related to your choice book. For your presentation, creatively provide us with a brief overview and analysis of your book integrating the author's key tenets and implications for your professional practice. For the virtual discussion, select three quotes and develop three fierce wanderings from the book for your classmates to discuss. Start reading this book right away! (5 points for presentation and 5 points for discussion moderation,) Select your Choice Book prior to the course starting by completing this form. You can **start reading after your book is approved.**	To be assigned once your Choice Book is approved.
Signature Assignment: Dream Big Project	30	Using the knowledge and information you interacted with during the course as a result of your readings and participation in daily learning activities and tasks; you will complete and present the Dream Big Project. (15 points for written report, 15 points for virtual presentation)	**This is due on the Saturday of Week 9!**

Assignments (except for Threaded Discussions) should be uploaded into the course Dropbox.
The letter grade for this course will be based upon the following accumulation of points:

A =	90 - 100
B =	80 - 89
C =	70 - 79
F =	0 - 69

Learning Task #1: Exceptional Leader Interview (2-3 pages max)
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? In your summary, include the questions, responses, an explanation of their leadership style and your top 5 takeaways from the interview.

*Learning Task #2 The Dream (2-3 pages max)
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. **This is Step 1 of the Dream Big Project.**

Learning Task #3 Educational Trend Research (2-3 pages max)
Research one of the national/ global trends listed below or a different one of your choice. Describe how this trend might show up in your dream school. What would it look like in practice? What would the advantages be of implementing this trend in your school? What would the challenges be? Include the resources you used for this research in proper APA bibliographic format.

Student-Centered vs. Teacher-Centered Classrooms	21st Century Skills	Smaller Learning Communities/ Academies
Performance Based Assessments	Mass Customized Learning	Creativity, Innovation & Play
Design Thinking	Connected Learning	Flipped Classrooms
Passion, Problem or Project Based Learning	1:1 Initiatives (Chromebooks, iPads, Laptops or BYOD)	Blended Learning or Hybrid Programs

Learning Task #4 Innovative School Model Research (2-3 pages max)
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?

High Tech High	Hawaii Technology Academy	SEEQS
BLAST Model	Waipahu High School	Mid Pac Exploratory
KIPP Schools	New Tech High School	Any Hawaiian Focused Charter School

*Learning Task #5 The Reality (2-3 pages max)
Describe your school in its present state including the mission, vision and values. What makes it unique? Is it equitable? Outline the challenges/issues you want to address in your own school to bring it closer to your collective dreams. Include any bright spots you can build upon. **This is Step 2 of the Dream Big Project.**

*Learning Task #6 The Changes (2-3 pages max)
What are the reforms/actions you propose (limit this to three or fewer) for your Dream Big Project? What is the rationale behind the change/s you propose? 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**.

*Learning Task #7 The Action (2-3 pages max)
Look back at Learning Task #6. Of the actions proposed, which is the most doable? Which will have the biggest impact? **Pick the ONE action you will take in your Dream Big Project to move your school closer to your Dream.** How will you engage colleagues and/or students in the process? What questions do you anticipate? How will you ensure success? What steps will you take? What is your timeline? **This is Step 4 of the Dream Big Project.**

Learning Task #8 Project Tuning Protocols
You will have the chance to learn about project tuning protocols through readings and watching protocols in action. Your threaded discussion post about these experiences will serve as Learning Task #8.

Learning Task #9 Personal Learning Networks (PLN)
You will learn about and create a personal learning network. Your PLN creation and/or enhancement and sharing along with your threaded discussion reflection on this process will serve as Learning Task #9.

Learning Task #10 Final Course Reflection
This will be a threaded discussion post that serves as a course reflection Include knowledge and personal insights you have gained. What were your three biggest learnings, a-ha's, 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?

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: 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 2-3-page summary that sets the context. **(This is Learning Task #2)**

Step #2 The Reality: Describe your school in its present state including the mission, vision and values. What makes it unique? Is it equitable? Outline the challenges/issues you want to address in your own school to bring it closer to your collective dreams. Include 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) for your Dream Big Project? What is the rationale behind the change/s you propose? 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: Look back at Learning Task #6. Of the actions proposed, which is the most doable? Which will have the biggest impact? **Pick the ONE action or step you will take in your Dream Big Project to move your school closer to your Dream.** How will you engage colleagues and/or students in the process? What questions do you anticipate? How will you ensure success? What steps will you take? What is your **timeline**? **(This is Learning Task #7)**

Step #5
Part 1: The Presentation: Bring it all together! In your presentation, start with the dream and take us through the reality, the changes and the action. Be sure to communicate why you have chosen your particular "step" and what issues it addresses or bright spots it builds on. Your virtual presentation should be presented in any stand-alone format that can be viewable online. (ie. iMovie, Explain Everything, Haiku Deck, Prezi etc.). **(15 points)**

Part 2: The Paper*:* The final paper should be no longer than 10 pages and be submitted as a final, compiled and edited version of Steps #1-4. It should of course use proper APA formatting and include a bibliography of references used. **(15 points)**

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.

Choice Book Virtual Presentation & Online Discussion Moderation

Select your Choice Book using this form. You will receive an email shortly after from the instructor with approval and your Choice Book "week". Once approved by the instructor, START READING! This project has two components:

#1 Virtual Presentation

For the virtual presentation component, creatively provide us with a brief overview and analysis of your book integrating the author's key tenets and implications for your professional practice. Think Podcast, Explain Everything, iMovie, Prezi, You will need to be able to present this or a link to it in the threaded discussion feature in eCollege.

#2 Virtual Discussion

For the virtual discussion component, create a threaded discussion where you select three quotes and develop three fierce wanderings from the book. Your classmates will discuss and you will moderate the discussion during the week of your Choice Book Presentation.

You will need to post both the presentation and discussion thread in eCollege by Saturday at midnight of the week BEFORE your presentation. (So if your presentation were Week 6, you would post by Saturday night at the end of Week 5 but in the Week 6 Choice Book Threaded Discussion)

Book	Student	Presentation Week
Zander, Benjamin., *Art of Possibility*		2
Christenson, Clayton. *Disrupting Class*		3
Fullan, Michael., *Stratosphere*		4
Reeves, Douglas B., *Leading Change in Your School* or *The Learning Leader*		5
Davidson, Cathy N. *Now You See It: How the Brain Science of Attention will transform the way we live, work and learn.*		5
Patterson, Kerry et al., *Crucial Conversations*		6
Dweck, Carol., *Mindset*		6
Pink, Daniel., *Drive*		7
Richardson, Will & Mancabelli, Rob., *Personal Learning Networks: The Power of Connections to Transform Education*		8
MacDonald, J., *The Power of Protocols*		8

WEEKLY COURSE PLAN *(subject to change)*

WEEK	Essential Questions	Activities	Graded Tasks
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?	▪ Introductions ▪ Review Course Syllabus ▪ Get familiar with eCollege ▪ Select your Choice Book & Get Approval ▪ Read Chapter 1 & 2 of Total Leaders 2.0 ▪ Leadership Compass Activity	▪ Reading Response #1 : Total Leaders Ch 1 & 2 ▪ Threaded Discussion #1: Leadership Compass ▪ Weekly Blog Post #1
2	**Leading and Learning in Today's World: What Kind of Leaders Do Schools Need?** ▪ What kinds of leaders do we need in schools today? ▪ What are the characteristics of admired leaders? ▪ What makes a total leader?	▪ Read Chapter 3 & 4 of Total Leaders 2.0 ▪ Watch the [Ben Zander Ted Talk](#) ▪ Carry Out Learning Task #1 Exceptional Leader Interviews ▪ Read Your Choice Book	▪ Reading Response #2: Total Leaders Chapters 3 & 4 ▪ Threaded Discussion #2: Zander Video ▪ Threaded Discussion: Choice Book (TBD) ▪ LT #1 Exceptional Leader Interview Summary ▪ Weekly Blog Post #2
3	**Leading and Learning in Today's World: Dreaming Big** ▪ 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?	▪ Read Ch 5, 6 & 7 (Schwan & Spady) ▪ Carry out the Conversations for Learning Task #2 The Dream ▪ Read Your Choice Book	▪ Reading Response #3: Total Leaders Chapters 5, 6 & 7 ▪ LT #2 The Dream ▪ Threaded Discussion: Choice Book ▪ Weekly Blog Post #3
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?	▪ Read Ch 1 & 2 Mass Customized Learning (MCL) (under documents) ▪ Carry out research for LT #3: Educational Trend Research ▪ Read Choice Book	▪ Reading Response #4: Ch 1 & 2 MCL ▪ LT #3 - Educational Trend Research Summary ▪ Threaded Discussion: Choice Book ▪ Weekly 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?	▪ Carry out research for LT #4 Innovative Model Research: ▪ Read MCL Ch #7 (under documents) ▪ Read Choice Book	▪ Reading Response #5 Read MCL Ch # 7 ▪ Threaded Discussion: Choice Book ▪ LT #4 Innovative Model Research ▪ Weekly Blog Post #5

WEEK	Essential Questions	Activities	Graded Tasks
6	**The Role of Teacher Leaders in Shaping The Schools we Need: The Reality** ▪ How innovative is my school? ▪ What are my schools' values and beliefs? ▪ Does my school promote learning in an equitable manner? ▪ What role do school culture and traditions play in the change process?	▪ Complete LT #5 The Reality ▪ Read Creating Excellent & Equitable Schools Article ▪ Read Choice Book	▪ Reading Response #6 Creating Excellent and Equitable Schools Article ▪ Learning Task #5 The Reality ▪ Weekly Blog Post #6 ▪ Threaded Discussion: Choice Book
7	**The Role of Teacher Leaders in Shaping the Schools we Need: Identifying & Addressing Transformation Barriers** ▪ What changes do I want to see in my school? ▪ What systemic challenges might I face when initiating change? ▪ What challenges do teacher leaders face when initiating change?	▪ Complete Learning Task #6 The Change ▪ Read Helping Schools Overcome Barriers to Change & 12 Most Common Barriers to Education Reform ▪ Watch How to Start a Movement ▪ Read Choice Book	▪ Reading Response #7 Barriers to Change ▪ Learning Task #6 The Change ▪ Weekly Blog Post #7 ▪ Threaded Discussion: Choice Book
8	**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?	▪ Complete Learning Task #7 The Action ▪ Read Ch #1 of Protocols for Professional Learning by Easton (in doc sharing) ▪ Complete the Protocol Exploration: Island Pacific Academy's Project Tuning Guide & Watch at least one archived Collegial Conversation from High Tech High ▪ Complete Learning Task #8 Protocols	▪ Reading Response #8 Protocols for Professional Learning ▪ Learning Task #7 The Action ▪ Threaded Discussion & Learning Task #8: Protocols ▪ Weekly Blog Post #8 ▪ Threaded Discussion: Choice Book
9	**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?	▪ Complete Learning Task #9: PLN Investigation & Creation of Your Own PLN ▪ Finish Dream Big Final Assignment – Submit final paper to Dropbox and post virtual project in Threaded Discussion Forum	▪ Learning Task #9: PLN's ▪ Submit Dream Big Final Paper ▪ Threaded Discussion #9 Post Virtual Dream Big Project ▪ Weekly Blog Post #9 ▪ Threaded Discussion: Choice Book

WEEK	Essential Questions	Activities	Graded Tasks
10	**Final Reflections** ▪ What are your three biggest learnings, a-ha's or takeaways from the course? ▪ How has this course impacted 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?	▪ Review everyone's Dream Big Presentations. Comment on each one. ▪ Reflect on the course	▪ Threaded Discussions #9 Dream Big Assignments – Comment on your colleagues presentations ▪ Threaded Discussion # 10: Final Reflections (this will also count as your final blog post)

Course Ground Rules

- Participate regularly & follow all university policies listed 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.
    - Please do not attach documents to discussion threads. Instead cut and paste the content into the body of the post (do not do a "see attached:.)
    - 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.

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).

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:
   a. **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.
      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. **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.
   c. **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**
   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.