HAIS/Chaminade Leadership in Learning Syllabus

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 Textbook:

Total Leaders 2.0 (TL) by Charles Schwahn and William Spady, Rowman and Littlefield Education, Lanham, Md., 2010, 155 pp., $65 hardcover, $27.95 soft cover, 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*
Dweck, Carol. *Mindset*
MacDonald, J. *The Power of Protocols*
Martinez, M. & McGrath, D. *Deeper Learning: How 8 Innovative Public Schools are Transforming Schools in the 21st Century.*
Martinez, S., & Stager, G. *Invent to Learn*
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*
Tough, P. *How Children Succeed: Grit, Curiosity and the Hidden Power of Character*
Zander, Benjamin. *Art of Possibility*

All other course materials will be found in a shared folder on Google Drive. You will want to get a head start by making sure you have a Gmail account and by becoming familiar with Google Docs and Google Drive prior to June 6, 2015 The Google Drive Folder will be updated by May 15th.

Course Requirements & Grading

Requirement	Pts	Description	Due Date
Learning Tasks	50	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. See the description of Learning Tasks on Page 4 of this Syllabus and refer to pages 7-10 for due dates. (Each task is worth 5 points)	See Weekly Plans and Pages 8 & 9 for Due Dates
Reflective Blog	60	Each week you will complete a reflective blog post answering the essential questions for the week. Posts should be succinct, engaging and demonstrate thoughtful analysis and synthesis of the readings, your personal experience and course learning activities. You can start a new blog or use an existing blog. Set up your blog before the first day of class so you can share your blog link with the rest of the class on the first day of class. (Each blog is worth 10 points)	Post Weekly
Choice Book Presentation & Discussion	40	During the course, you will post a book review, share a presentation and moderate a virtual discussion related to your choice book on your blog. 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 discussion, select three quotes and develop three fierce wanderings from the book for your classmates to discuss. Start reading this book right away! Select your Choice Book prior to the course by emailing the instructor for approval. Please do not purchase or **start reading until after your book is approved.** (15 points for book review, 15 points for presentation and 10 points for discussion moderation.)	To be shared on Saturday, June 27th during our F2F session and moderated throughout the following week. Moderation will end at midnight on Friday, July 3rd.
Signature Assignment: Dream Big Project	50	Using the knowledge and information you gained during the course as a result of your readings and participation in daily learning tasks; you will complete and present the Dream Big Project. (25 points for written report, 25 points for presentation)	Written Report due by Wednesday, July 15th. Presentation will be shared on Saturday, July 18th at our Face to Face Session.

All assignments (except blog posts) should be shared with lisavmireles@gmail via your personal folder in the Course Google Drive Folder. The letter grade for this course will be based upon the following accumulation of points:

A	180-200
B	160-180
C	140-160
F	Below 140

Learning Tasks

Choice Book Review, Presentation & Discussion
Select your Choice Book. Get approval from the instructor. START READING! Start working on the task.

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 prior to the first day 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 during the first day of class. **This is Step 1 of the Dream Big Project.** (You will add Learning Tasks 5, 6 and 7 to this document which will ultimately end up being the core of your Dream Big Project Write Up!)

Learning Tasks Due During the Course

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 the trend and how it might show up in your dream school. What would it look like in practice?

Place Based Learning	*Deeper Learning*	*Career Academies*
Project Based Learning	*The Maker Movement*	*Culture Based Education*
Design Thinking	*Connected Learning*	*Flipped Classrooms*
Common Core & Performance Based Assessment Tasks	*STEM or STEAM*	*Blended Learning*

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? Are there any implications for your context? Write up your findings.

*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)
You will learn about and create or expand a personal learning network. Your PLN creation and/or enhancement and sharing will serve as Learning Task #8.

Learning Task #9 Project Tuning Protocol Exploration (NOT REQUIRED FOR SUMMER 2015 STUDENTS)
You will have the chance to research protocols and participate in an online project tuning protocol via Google Hangout. Your write up of both tasks 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 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?

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

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? **(Please complete prior to course and be prepared to share on June 6th - 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 Action" you have started to move on. In your presentation, be sure to communicate why you have chosen your particular "Action" and what issues it addresses or bright spots it builds on.

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 the presentation by midnight on July 17th.

Considerations as you work on this project - 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, hearts 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.

WEEKLY COURSE PLAN *(subject to change)*

Readings should be done early in the week. Assignments are due each Saturday by midnight unless otherwise notes.

Week 1 (6/6 - 6/13)	Essential Questions	Learning Tasks	Reading and Assignments
Face to Face Session Saturday, June 6	**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?	● Intros ● Bruised Brag ● Great School Leaders ● Exceptional Leader Interviews ● The Complexity of Today's Educational Landscape: Discuss Readings ● Post and Share Dream Big Interviews ● Course Syllabus Q & A ● Takeaways	**All of these tasks should be done before class on June 6th.** ● Read Ch 1 & 2 Total Leaders 2.0 (TL) ● Complete Learning Tasks #1 & #2* ● Select Your Choice Book & Get Approval

Week 1, Topic 1	**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 and total leaders similar? Different?
		● Review Week 1, Topic 1 Slide Show & Complete Embedded Activities:
		  ○ Admired Leaders
		  ○ LPI
		● Review Reading Notes
			● Read Ch 3 & 4 TL
			● Read Ch1 & 2 TCE (Optional)
			● Read Your Choice Book

Week 1, Topic 2	**Leading and Learning in Today's World: The Essence of Total Leaders** ● What kinds of leaders do we need in schools today? ● What does a total leader do? ● How do/can teachers lead?	● Review Week 1, Topic 2 Slide Show and Complete Embedded Activities ● Review Reading Notes	● Read: Formal versus Informal Leadership: Leading from Any Chair ● Read Ch 5, 6 & 7 TL ● Read Ch 3 & 4 TCE (Optional) ● Complete Blog Post #1 by Saturday night
Week 2 (6/14-6/20)	**Essential Questions**	**Activities**	**Reading and Assignments**
Week 2, Topic 1	**Leading and Learning in Today's World: Personalization, Active Learning, Applied Learning and Authenticity** ● 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?	● Review Week 2, Topic 1 Slide Show and Complete Embedded Activities ● Review Reading Notes ● Complete LT #3: Educational Trend Research	● Read Ch 1 & 2 **Mass Customized Learning** ● LT #2 - Polish & Share The Dream ● LT #3 - Finish and Share Your Educational Trend Research ● Read Your Choice Book

Week 2, Topic 2	**The Role of Teacher Leaders in Shaping The Schools We Need Innovative School & Program Models** ● 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? ● What's working in schools today? ● What models are school leaders implementing? Why?	● Read Week 2, Topic 2 Overview and Assignments ● Review Week 2, Topic 2 Slide ● LT #4: Innovative Model Research	● Read "Inside the School Silicon Valley Thinks Will Transform Education" ● LT #4 Finish and Share Your Innovative Model Research ● Complete Blog Post #2 by Saturday Night.
Week 3 (6/21-6/27)	**Essential Questions**	**Activities**	**Reading and Assignments**
Week 3, Topic 1	**The Role of Teacher Leaders in Shaping The Schools we Need: The Question of Equity & Excellence** ● What does equity look like in an educational setting? ● How can teacher leaders promote equity for all? ● What is my school˙s reality?	● Read Week 3, Topic 1 Overview and Assignments ● Review Week 3, Topic 1 Slides ● LT #5 The Reality	● Read Creating Excellent and Equitable Schools ● Work on LT #5 ● Work on Your Choice Book Review and Presentation which you will present and share on Saturday, June 27th during our F2F meeting.
Week 3, Topic 2	**The Role of Teacher Leaders in Shaping the Schools we Need: The Reality - Identifying & Addressing Transformation Barriers** ● What systemic challenges do we face when initiating change? ● Why is Change Leadership so Challenging?	● Read Week 3, Topic 2 Overview and Assignments ● Review Week 3, Topic 2 Slides ● Continue LT #5 The Reality	**Before Class** ● Read Helping Schools Overcome Barriers to Change, 12 Most Common Barriers to Education Reform. ● Read Why Teachers Must Become Change Agents and Educator as Change Agent ● Complete and Share LT #5 The Reality ● Complete Blog Post #3 by Saturday Night.
Week 3 F2F Session June 27th	**The Role of Teachers Leaders in Shaping the Schools we Need: Taking a Deep Look Inward** ● What can we learn from our choice books about inspiring and leading others? ● What can we learn from our choice books about redesigning learning environments so they are more equitable and excellent?	Choice Book Presentations & Discussions Dream Big Project Q & A	**Choice Book Presentations and Discussions**

Week 4 (6/28-7/4)	Essential Questions	Activities	Reading and Assignments
	The Role of Teacher Leaders in Shaping the Schools we Need: Relationships, Culture and Change ● How can working on relationships help me be a better change leader? ● How can I turn barriers into opportunities? ● What are the opportunities for change in my school?	● Read Week 4 Overview and Assignments ● Review Week 4 Slides ● Work on LT #6 The Change	● Read Improving Relationships, Three Do's and Don'ts of Transformative Teacher Leadership & Three Elements of Great Communication ● Participate in other Choice Book Discussions & Moderate Your Book Discussion 6/28 - 7/3 ● Complete and Share LT #6 The Change ● Complete and Share Blog Post #4 by Saturday Night
Week 5 (7/5-7/11)	**Essential Questions**	**Activities**	**Reading and Assignments**
	The Role of Teacher Leaders in Shaping the Schools we Need: Becoming a Thought Leader ● Which ONE set of actions will move me closer to my reality? ● How can a personal learning network shape my practice and make me a better leader?	● Read Week 5 Overview and Assignments ● Review Week 5 Slides ● Work on LT #7 The Action ● Watch Will Richardson on Personal Learning Networks ● Work on LT #8 Personal Learning Networks	● Complete and Share LT#7 The Action ● Review The Connected Educator's Blog and Read Tips & Tricks for Building your Personal Learning Network ● Read The Connected Educator Starter Kit ● Complete and Share LT #8 Personal Learning Network ● Complete and Share Blog Post #5
Week 6 (7/12-7/18)	**Essential Questions**	**Activities**	**Reading and Assignments**
	Becoming Reflective, Transformational, Connected & Learning Leaders: Reflections on School Transformation ● 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?	● Have a Peer read the draft of your project and provide you with constructive feedback. ● Refine your Dream Big Project ● Finalize your Dream Big Presentation (Try to avoid powerpoint if at all possible)	● Complete your Dream Big Paper by Friday 7/16/15 ● Complete your Dream Big Presentation and have it ready to share on Friday 7/18/15.
Final F2F Session 7/18/15	**Essential Questions** Same as Week 6	**Presenting and Providing Feedback on Dream Big Projects**	● Complete and Share Blog Post #6 which also doubles as LT#10 by Sunday 7/19/15

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.
    - o 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.

    - o 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.

    - o 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. <u>Excused Absences</u>.
   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. <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.