



ED 408 – Assessment (Fall 2016)

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COURSE DESCRIPTION

This course examines classroom assessment as a critical component in improving learning and instruction. The course provides educators with the knowledge, dispositions, and performance skills to design assessments which include the diverse needs of individual learners.

COURSE TEXTS AND MATERIALS

Required Books (To Purchase / Rent)

Calkins, L. (2014). *Writing pathways: Performance assessments and learning progressions, grades K-8*. Portsmouth, NH: Heinemann. ISBN: 978-0325057309

Brookhart, S. (2010). *How to give effective feedback to your students*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 978-1416607366

PROGRAM LEARNING OUTCOMES

Upon completion of our initial teacher licensure programs, successful candidates will demonstrate:

- PLO 1** - Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts. (Content Knowledge)
- PLO 2** - Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning. (Developmentally Appropriate Practice)
- PLO 3** - Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner. (Pedagogical Content Knowledge)
- PLO 4** - Knowledge of and application of appropriate technology for student learning. (Educational Technology)
- PLO 5** - Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning. (Assessment for Learning)
- PLO 6** - Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments. (Diversity)

PLO 7 - Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology. (Focus on Student Learning)

PLO 8 - Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues. (Professional & Ethical Dispositions and Communication)

COURSE LEARNING OBJECTIVES

CLO 1 - Create content appropriate assessments that demonstrate knowledge and understanding of the characteristics, uses, advantages, and limitations of different types of assessments. (PLO 1, 2, & 5)

CLO 2 - Modify and revise assessments for student learning needs. (PLO 2, 5, 6, & 7)

CLO 3 - Use formative and summative assessments to determine student understanding of each subject area. (PLO 5 & 7)

CLO 4 - Align assessments with instructional practice. (PLO 1, 2, 4, 5, 6, & 7)

CLO 5 - Use assessment and self-reflection to monitor and modify instructional approaches as needed. (PLO 1, 2, & 5)

COURSE REQUIREMENTS AND GRADES

Readings

Readings will be assigned each week to frame our discussion in class. It is vital that the deadlines are followed so that there is genuine class discussion and an opportunity for peer review and learning. The readings will come primarily from the assigned course texts; however, there will be occasions in which additional readings will be required.

Assignments

Students will complete a number of assignments based on the assigned readings and develop assessment instruments incorporating the strategies discussed in class. The specifics of these assignments are outlined on the following pages.

Collegiality & Professionalism

We will create an open environment where diverse opinions, viewpoints, and perspectives are appreciated and respected. As we perfect the art of teaching, we should be conscious of the fact that our craft can (and should) be approached from multiple perspectives.

Course Communication

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

Grades

Assignments should be turned in on the due date noted in the syllabus or otherwise indicated in class; late assignments will result in a loss of points and will negatively impact your grade in the course.

Letter grades for the course will be determined by the following formula:

Course Overview (see Canvas for details)		15 Points
Host Teacher Interview (x3)	(CLO 1, 4, 5)	45 Points
Watershed Assessment Instrument	(CLO 1, 2, 3, 4)	30 Points
Bishop Museum Assessment Rubric	(CLO 1, 2, 3, 4)	30 Points
edTPA Tasks 3.1, 3.2, 3.3, & 3.4	(CLO 2, 3, 4, 5)	60 Points
Integrated Unit Plan Assessment	(CLO 1, 2, 3, 4)	60 Points
Total:		240 Points

Letter grades are defined as follows:

A (240-216 points)	B (215-192 points)	C (191-168 points)	F (167-0 points)
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Note: Education majors need to earn a grade of “B” or better.

COURSE EVALUATION AND ASSESSMENT

Host Teacher Interviews (Three Total)

Over the course of this semester, you will conduct three formal interviews with your host teacher. These interviews should be more than simple “hallway conversations”. I would like you to talk with your host teacher when she or he can give you their full attention (i.e. during lunch, a planning period, or before or after school). You shouldn’t record these interviews, but you should take detailed notes to help in your summation of and reflection on the discussion.

For each interview, you will submit three artifacts:

1. The questions you brought with you to the interview (3-4 open ended questions that will encourage discussion).
2. Your handwritten notes from the discussion. Note: The purpose of these notes is not to capture everything the teacher says, merely to document the essence or main themes in each answer.
3. A 300-500 word reflection on the interview as a whole. You could describe what you found particularly interesting or surprising, which of your assumptions were confirmed or challenged, or what new questions you have as a result of the interview.

Each interview will be graded according to the following rubric:

Interview Rubric:

Interview Rubric (15 points total)				
	3 - Distinguished	2 - Proficient	1 – Developing	0 - Inadequate
Interview Preparation	Before the interview, the student prepared 4-5 in-depth, open-ended questions to ask.	Before the interview, the student prepared 3 in-depth, open-ended questions to ask.	Before the interview, the student prepared a mix of open-ended and close-ended questions.	The student prepared fewer than three questions before the interview OR all questions were close-ended.
Notetaking	The interviewer took high-level notes during the interview. Notes were added to immediately after the interview so facts were not lost.	The interviewer took high-level notes during the interview. No additional notes were taken.	The interviewer took overly detailed notes during the interview that would have interrupted the "flow" of the discussion. Additional notes may, or may not, have been taken.	The interviewer took limited and/or incomprehensible notes during or after the interview.
Reflection Content	The reflection is well organized and contains accurate quotations and facts taken from the interview.	The reflection is well organized and contains accurate facts taken from the interview.	The reflection contains accurate quotations and facts taken from the interview.	The reflection is lacking facts and quotations from the interview OR the quotes and facts are not accurately reported.
Reflection Length	Minimum of 300 words	Minimum of 225 words	Minimum of 150 words	Shorter than 150 words
Spelling, Punctuation, and Grammar	Assignment is clear and articulate; grammar and spelling are correct			Assignment contains multiple errors in grammar and/or spelling that impact clarity

Watershed Assessment Instrument

You will work with a partner to develop an assessment for fourth grade students who will be taking the [Ka Wai Ola: Mānoa Watershed Field Trip](#) from the Lyon Arboretum, University of Hawaii at Mānoa.

From the Lyon Arboretum:

This field trip is grounded in Hawaiian cultural understandings of the importance of water. Students explore the historic watershed, and learn about the importance of water, the water cycle, island formation and erosional processes. Students participate in a biotic and abiotic survey of the Arboretum's riparian environment, and learn about environmental change, historic use and human impacts.

This fieldtrip meets a number of HCPS standards across subject areas. You and your partner will choose one standard / learning objective and will design an authentic assessment instrument that fulfills the expectations set forth in the rubric below. **Please include the standard(s) assessed, along with the student directions for your submission.**

Note: A rubric is not required for this assessment.

Watershed Assessment Rubric:

Watershed Assessment Instrument (30 points total)				
	6 – Exceptional	4 – Proficient	2 – Developing	0 – Inadequate
Connection to HCPS Standards	Assessment is clearly connected to HCPS standards	Assessment is somewhat connected to HCPS standards	Assessment is minimally connected to HCPS standards	Assessment is not connected to HCPS standards
Directions	Directions are clear and concise	Directions are clear but lacking in brevity (information overload)	Directions are somewhat clear, but may require multiple readings	Directions are unclear or missing
Real-life Connection	Assessment is clearly related to real-life, not merely an academic exercise	Real-life connection is present but not fully infused throughout the assessment	Real-life connection only minimally evident in the assessment	Real-life connection is missing or unclear
Higher Order Thinking	Instrument clearly assesses students' ability to analyze, synthesize, and/or create new meaning	Instrument has potential to assesses students' ability to analyze, synthesize, and/or create new meaning, but is not fully developed	Higher order thinking is minimally developed, though students are asked to demonstrate proficiency by doing something beyond recall	Higher order thinking is not assessed by this instrument
Application	Students apply what they have learned in a substantial manner	Students have adequate opportunity to apply what they have learned	Students have limited opportunity to apply what they have learned	Students have no opportunity to apply what they have learned

Bishop Museum Assessment Instrument

You will work with a partner to develop an assessment for students who will be visiting the Bishop Museum.

From the Bishop Museum:

The Bishop Museum is the largest museum in the state and the premier natural and cultural history institution in the Pacific, recognized throughout the world for its cultural collections, research projects, consulting services and public educational programs. It also has one of the largest natural history specimen collections in the world. Serving and representing the interests of Native Hawaiians is a primary purpose of the Museum.

This fieldtrip meets a number of HCPS standards across subject areas. You and your partner will choose one standard / learning objective and will design an authentic assessment instrument that fulfills the expectations set forth in the rubric below. **Please include the standard(s) assessed, student directions, and the rubric for your submission.**

Bishop Assessment Instrument (30 points total)				
	6 – Exceptional	4 - Proficient	2 - Developing	0 - Inadequate
Connection to HCPS Standards	Assessment is clearly connected to HCPS standards	Assessment is somewhat connected to HCPS standards	Assessment is minimally connected to HCPS standards	Assessment is not connected to HCPS standards
Directions	Directions are clear and concise	Directions are clear but lacking in brevity (information overload)	Directions are somewhat clear, but may require multiple readings	Directions are unclear or missing
Authentic Assessment	Assessment is clearly related to real-life, assesses higher order thinking, and presents an opportunity for application of knowledge	Assessment is somewhat related to real-life, has the potential to assess higher order thinking, or presents an adequate opportunity for application of knowledge	Assessment is loosely related to real-life, minimally assesses higher order thinking, and presents a limited opportunity for application of knowledge	Assessment is unrelated to real-life, does not assess higher order thinking or present an opportunity for application of knowledge
Rubric Alignment	Rubric clearly aligns with the content and learning standards assessed	Rubric mostly aligns with the content and learning standards assessed	Rubric somewhat aligns with the content and learning standards assessed	Rubric is not aligned with the content and learning standards assessed
Rubric Organization	The rubric is clearly divided and understandable. The number of levels and points for each is logical.	The rubric is adequately divided and understandable. The number of levels and points for each is mostly clear.	The rubric is divided and somewhat understandable. The number of levels and points for each is somewhat clear.	The rubric is divided in a way that is confusing or not straightforward. The number of levels and points for each does not make sense.

edTPA Tasks 3.1, 3.2, 3.3, 3.4

Successful completion of these assignments will demonstrate your proficiency in analyzing student learning, providing feedback to guide further learning, and using assessment to inform instruction. Detailed instructions for each of the four tasks, along with the edTPA rubrics for each assignment, are available on the course Canvas page.

Integrated Unit Plan Assessment

You will be developing a unit plan for your integrated curriculum course this semester. The unit plan will include a summative authentic assessment (with rubric) that will be the signature assessment for this course. More details on this assignment will be provided later in the semester.

SYLLABUS CHANGE POLICY

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

COURSE CALENDAR

Tuesday	Thursday
<p><i>August 23</i></p> <p>Topic: Course Introduction</p> <p>Assigned Readings: None</p>	<p><i>August 25</i></p> <p>Topic: Conducting On-Demand Performance Assessments</p> <p>Assigned Readings: Writing Pathways (Chapters 1 & 2)</p>
<p><i>August 30</i></p> <p>Topic: Authentic Assessment; Prepare for Watershed Field Trip</p> <p>Assigned Readings: <u>"What is Authentic Assessment?"</u></p>	<p><i>September 1</i></p> <p>Watershed Fieldtrip</p>

<p><i>September 6</i></p> <p>Topic: Debrief Watershed Field Trip; Prepare for O&P Interview</p> <p>Assigned Readings: None</p> <p>Assignment Due: Watershed Authentic Assessment Instrument</p>	<p><i>September 8</i></p> <p>Topic: Developing Shared Expectations; Planning and Adapting Your Curriculum</p> <p>Assigned Readings: Writing Pathways (Chapters 3 & 4)</p>
<p><i>September 13</i></p> <p>Topic: Self-Assessment Checklists</p> <p>Assigned Readings: Writing Pathways (Chapter 5)</p>	<p><i>September 15</i></p> <p>Class Cancelled: O&P Observations</p> <p><i>Interview O&P Teacher about Assessing Students' Learning on Field Trips</i></p> <p>Assignment Due: edTPA Task 3.1</p>
<p><i>September 20</i></p> <p>Topic: Effective Written Feedback</p> <p>Assigned Readings: Feedback (Chapter 3)</p> <p>Assignment Due: O&P Interview #1</p>	<p><i>September 22</i></p> <p>Topic: Effective Oral Feedback</p> <p>Assigned Readings: Feedback (Chapter 4)</p>
<p><i>September 27</i></p> <p>Topic: Prepare for Bishop Museum Field Trip</p> <p>Assigned Readings: <u>"Rubrics"</u></p>	<p><i>September 29</i></p> <p>Class Cancelled: O&P Observations</p> <p>Assignment Due: edTPA Task 3.2</p>

<p><i>October 4</i></p> <p>Bishop Museum Fieldtrip</p>	<p><i>October 6</i></p> <p>Topic: Debrief Bishop Museum Field Trip; Prepare for O&P Interview</p> <p>Assigned Readings: None</p> <p>Assignment Due: Bishop Museum Authentic Assessment Instrument w/ Rubric</p>
<p><i>October 11</i></p> <p>Topic: Helping Students Use Feedback; Prepare for O&P Interview</p> <p>Assigned Readings: Feedback (Chapters 5 & 7)</p>	<p><i>October 13</i></p> <p>Class Cancelled: O&P Observations</p> <p><i>Interview O&P Teacher about Providing Effective Feedback / Wonders / Stepping Stones</i></p> <p>Assignment Due: edTPA Task 3.3</p>
<p><i>October 18</i></p> <p>Topic: Tracking Student Progress; On-The-Run and Formal Record Keeping</p> <p>Assigned Readings: Writing Pathways (Chapter 6)</p> <p>Assignment Due: O&P Interview #2</p>	<p><i>October 20</i></p> <p>Class Cancelled: O&P Observations</p>
<p><i>October 25</i></p> <p>Topic: Using Assessment to Inform Instruction</p> <p>Assigned Readings: Writing Pathways (Chapter 7 & 8)</p>	<p><i>October 27</i></p> <p>Class Cancelled: O&P Observations</p> <p><i>Interview O&P Teacher about Current Assessment Practices</i></p> <p>Assignment Due: edTPA Task 3.4</p>

<p><i>November 1</i></p> <p>Topic: TBA</p> <p>Assigned Readings: TBA</p> <p>Assignment Due: O&P Interview #3</p>	<p><i>November 3</i></p> <p>Bishop Museum Fieldtrip</p>
<p><i>November 8</i></p> <p>Topic: Designing Performance Assessments</p> <p>Assigned Readings: Writing Pathways (Chapter 9)</p>	<p><i>November 10</i></p> <p>Class Cancelled: O&P Observations</p>
<p><i>November 15</i></p> <p>Topic: Content Specific Feedback Suggestions</p> <p>Assigned Readings: Feedback (Chapter 6)</p>	<p><i>November 17</i></p> <p>Topic: Assessment Task Peer Review</p> <p>Assigned Readings: Writing Pathways (Chapter 7 & 8)</p>
<p><i>November 22</i></p> <p>Student Presentations</p>	<p><i>November 24</i></p> <p>Class Cancelled: Thanksgiving</p>
<p><i>November 29</i></p> <p>Student Presentations</p>	<p><i>December 1</i></p> <p>Student Presentations</p>

CONCEPTUAL FRAMEWORK

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the CAEP standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

GUIDING PHILOSOPHY

The Education Division's guiding philosophy is based upon a set of beliefs that flow from Chaminade University's vision and mission statements, the Education Division's mission statement, the Marianist Core Academic Beliefs, and the Hawai'ian 'Ōlelo of **Mana** (intrapersonal; spirit; embodiment of love, faith, and ethical practice), **Aloha** (interpersonal; love; sacredness; divine breath), **'Ohana** (classroom; family; interconnectedness), **Pono** (community; being in alignment and balance in life and the community), and **Ho'oma'ama'a** (world; become adapted to; teach one to work).

These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor instructional and educational leaders to their fullest potential; a commitment to teaching excellence, engagement in scholarship in the pursuit of truth; and a commitment to scholarly service for the university and the larger community. This alignment is designed to prepare education professionals for effective classroom and school leadership by demonstrating professional dispositions, content knowledge, pedagogical skills, and leadership to work effectively with a diverse community of learners.

EDUCATION DIVISION MISSION STATEMENT

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

MARIANIST VALUES

- Education for Formation in Faith (Mana): Within the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All Education Division members join the larger community of faith, hope, love and ethical practice.
- Integral, Quality Education (Aloha): The community is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. All Education Division members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

- Education and the Family Spirit (Ohana): The community of learners is a second family which encourages the personal development of each of its members. Mutual respect for all members of the Education Division family allows the community to share responsibility for decision making at all levels.
- Education for Service, Peace and Justice (Pono): All members of the community strive to serve the university community and the larger community. Education Division community members are committed to scholarly service and to dispense and receive justice to and from each other and to the larger community.
- Education for Adaptation and Change (Ho‘oma‘ama‘a): True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. The Education Division scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.

EDUCATION DIVISION ATTENDANCE POLICY

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

1. Excused Absences.

- 1.1 Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.
- 1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

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

- 2.1. On-ground courses. When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
 - a. Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.

- b. Undergraduate Day Courses T/Th (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.
- c. Undergraduate Day Courses M/W/F (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.
- 2.2 Hybrid courses (online combined with 3 or more on-ground meetings) One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.
- 2.3 Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course. *Note: For this class you are expected to log on at least two times each week.*
- 3. Additional Notes
 - 3.1 If a student does not logon to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.
 - 3.2 Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

EDUCATION DIVISION INCOMPLETE GRADE POLICY

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

ACADEMIC HONESTY STATEMENT

In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern shall be directed to the Provost; if the Provost is the instructor in question, the concern shall be directed to the President.) If the faculty member chooses to

confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

- In either case, the Divisional Dean or Graduate Program Director may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost. The findings, in either case are final.
- If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the Divisional Dean or Graduate Program Director; to determine whether the evidence warrants an investigation, and how the investigation will be handled. It may also be decided that the faculty member will either confront the student or, assuming enough evidence is present to warrant action, turn the matter over to the Divisional Dean or Program Director to either resolve or organize a hearing.
- If the student is found guilty of the charges of academic dishonesty, the student may be subject to academic penalties such as failure of the course, exam, or assignment. Other penalties from the list of possible disciplinary sanctions may also be deemed appropriate.

DISABILITY AND FULL INCLUSION STATEMENT

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

TITLE IX COMPLIANCE

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center: 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

TECHNICAL SUPPORT

For technical questions contact the Chaminade helpdesk (helpdesk@chaminade.ecollege.com) or call (877) 740-2213.

KSD REFERRALS

Background: Implementation of the Knowledge/Skill/Disposition (KSD) referral system was approved by the Division at the Fall 2011 Chaminade Faculty retreat. The KSD referral system is in place to help undergraduate and graduate students in reaching their goals to become highly-qualified and highly-effective educators and administrators. As our Education Division mission states, we strive “To foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards.” Part of this is to ensure that each teacher candidate or educational leader taking our coursework is knowledgeable in the content area, possesses the needed skills to teach that content, and has dispositions that are reflective of an education professional with accompanying Marianist values.

Referral Process: Any member of the Education Team, defined as an employee of the Education Division and including adjunct instructors, can initiate a KSD referral to the Dean at any time and for any student taking an education course. Referrals can also be made to the Dean for our students taking non-education courses.

NETIQUETTE FOR ONLINE ACTIVITIES

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Add value in your comments. Avoid short, repetitive “I agree” responses.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.