



**EDUC 790 – Issues of Peace, Social Justice, and Educational Reform
Fall 2016**

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Office Hours: Tues & Thurs, 10:00a-12:00p

Course Location: Online

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COURSE DESCRIPTION

EDUC 790 is an exploration of the influences on educational change at the classroom, school, community, state, and national levels. It focuses on a critical examination of peace and justice theories, principles, and research related to educational reform.

COURSE TEXTS AND MATERIALS

Required Books (To Purchase / Rent)

Palmer, P. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life (10th anniversary edition)*. San Francisco, CA: Jossey-Bass. ISBN: 9780-7879-9686-4

Darling-Hammond, L. (2010). *The flat world & education: How America's commitment to equity will determine our future*. New York, NY: Teachers College Press. ISBN: 9780-8077-4962-3

Ayers, W. (2010). *To teach: The journey, in comics*. New York, NY: Teachers College Press. ISBN: 978-0807750629

Canestrari, A. S., & Marlowe, B. A. (Eds.). (2013). *Educational foundations: An anthology of critical readings (3rd edition)*. Thousand Oaks, CA: SAGE Publications, Inc. ISBN: 978-1452216768

COURSE LEARNING OBJECTIVES

CLO 1 - Evaluate and critique pedagogical paradigms grounded in peace and social justice education.

CLO 2 - Develop and defend a personal vision of peace and social justice education that will guide their work as teachers and/or administrators.

CLO 3 - Identify educational reforms (at the classroom or school-level) that support their pedagogical vision and outline a plan to implement those reforms.

CLO 4 - Articulate their pedagogical vision and proposed reforms to fellow faculty members, parents, and students.

PROGRAM LEARNING OUTCOMES

PLO 1	Content Knowledge (Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts)
PLO 2	Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning)
PLO 3	Pedagogical Content Knowledge (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)
PLO 4	Educational Technology (Knowledge of and application of appropriate technology for student learning)
PLO 5	Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning)
PLO 6	Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments)
PLO 7	Focus on Student Learning (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)
PLO 8	Professional & Ethical Dispositions and Communication (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues)

COURSE REQUIREMENTS AND GRADES

Readings

Multiple 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 participate in online discussions each week based on the assigned readings, and complete the signature assessment at the end of the course. 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 / Introductions	40 Points (see Canvas for instructions)
Class Discussions	300 Points (30 points per week x 10 weeks)
Letter to Stakeholders	36 Points
Signature Assessment	84 points
Total:	460 Points

Letter grades are defined as follows:

A (460-414 points)	B (413-368 points)	C (367-322 points)
D (321-276 points)	F (275-0 points)	

Note: Education majors need to earn a grade of “B” or better.

COURSE EVALUATION AND ASSESSMENT

Class Discussions (Due Every Week)

You will participate in two online discussion threads each week, an “A” thread and a “B” thread. These discussions are the central component of the course and participation is required. The purpose is not to prove that you have completed the reading and they are not simple summarization exercises to earn course credit. Instead, the discussion boards are our link as a community of scholars. They are a space to explore the texts, to ask questions, to challenge assumptions – ultimately, they are a place to grow as learners and as teachers. Please give these discussions the respect they deserve and check in frequently for updates. The success of the course rests on the quality of these discussions.

Your initial response to each prompt is due by 11:59pm every Thursday. The initial responses should be a minimum of 300 words, cite the assigned texts (including page numbers), and be free of spelling and grammatical errors. A rubric for this assignment can be found below.

Remember, you must respond to both prompts each week. There are 10 points possible for both posts every week, for a total of 20 points.

You are also required to post a minimum of two responses by 11:59pm every Sunday. You are encouraged to respond to both the A & B discussions, but that is not a requirement. You could choose, instead, to post two responses to the A-thread or two responses to the B-thread.

Regardless of your choice, you must post two responses each week. Responses should be a minimum of 300 words and must advance the conversation (e.g. ask a question, challenge a viewpoint, build on an argument). There are 5 points possible for each response, for a total of 10 points every week.

Discussion responses will be graded within one week of submission. Please check Canvas for feedback on your discussion posts and incorporate this feedback into your future posts.

Discussion Rubrics:

Initial Post (two per week; 20 points total)				
	3 - Distinguished	2 - Proficient	1 - Basic	0 - Unsatisfactory
Length	Minimum of 300 words	Minimum of 225 words	Minimum of 150 words	Shorter than 150 words
Engagement with Assigned Texts	Demonstrates serious contemplation of the readings	Indicates reading was completed	Suggests reading was scanned but not carefully analyzed	Provides little indication that the reading was completed
Citations	References to the assigned texts are integrated citing specific page numbers	References to the assigned texts are unspecific	References to the assigned texts are unclear or taken out of context	Assigned texts are not referenced
Spelling, Punctuation, and Grammar		Post is clear and articulate; grammar and spelling are correct		Post contains multiple errors in grammar and/or spelling that impact clarity

Response Post (two per week; 10 points total)				
	3 - Distinguished	2 - Proficient	1 - Basic	0 - Unsatisfactory
Length	Minimum of 300 words	Minimum of 225 words	Minimum of 150 words	Shorter than 150 words
Engagement with Peers	Shows concerted and honest effort to engage with others	Shows attention to other posts in the thread	Offers little interaction with other posts in the thread	Does not acknowledge other posts
Advancement of Conversation	Responds in a way that advances discussion beyond the obvious	Minimally acknowledges ideas of others in an attempt to advance the discussion	Mostly summarizes what others have said without adding to the discussion	Misrepresents content of other posts
Spelling, Punctuation, and Grammar		Post is clear and articulate; grammar and spelling are correct		Post contains multiple errors in grammar and/or spelling that impact clarity

Discussion rubrics adapted from Farrah Cato – *LIT 2110 Grading Rubric for Discussion Posts* (https://topr.online.ucf.edu/images/5/5e/Cato_2110_discussion_rubric.pdf)

Letter to Stakeholders (300 words)

Write a letter that informs your stakeholders of your vision and inspires them to help you make it a reality. Your letter should be written for an audience of non-teachers; therefore, while the themes, issues, and ideas we've discussed in class should be present in your letter, direct quotes and academic citations are not appropriate. The goal for this letter is to share your complex and detailed pedagogical philosophy with parents, school board members, and/or students using language they will understand and appreciate. You are not simplifying your ideas; you are expressing your pedagogical philosophy without using academic jargon. How will you persuade stakeholders to join you in building a school or classroom grounded in peace and social justice? Keep your letter to one page, single spaced (300 words).

Letter to Stakeholders					
	12 – Exceptional	9 - Skilled	6 - Proficient	3 - Developing	0 - Inadequate
Length	Minimum of 300 words	Minimum of 250 words	Minimum of 200 words	Minimum of 150 words	Shorter than 150 words
Explanation of Ideas	Ideas clearly written and understandable for a non-expert audience	Ideas written in the letter are clear, but contain some jargon	Ideas make sense but would be unclear for non-experts	Ideas are inconsistent and/or lacking clarity regardless of audience	Explanation of ideas is missing or incoherent
Spelling, Punctuation, and Grammar	Letter is clear and articulate; grammar and spelling are correct	Letter is clear and articulate; only minor errors in grammar and spelling	Letter is mostly clear and articulate; grammar and spelling are mostly correct	Letter is somewhat clear and articulate; grammar and spelling are somewhat correct	Post contains multiple errors in grammar and/or spelling that impact clarity

Signature Assessment: Peace, Social Justice, and Educational Reform Portfolio

Over the last ten weeks, you have been exposed to diverse, challenging, and sometimes radical descriptions of what education *is* and has the potential *to become*. You have engaged in dialogue with your classmates around what it means to ground your pedagogy in peace and social justice, and debated the educational reforms necessary to make your vision a reality. As we wrap up our class, I would like you to reflect upon what you have learned and think about how your pedagogical philosophy has evolved over the course of the semester.

Your final assignment for this class is to assemble a portfolio that reflects on your work this semester and demonstrates your accomplishments for each of the four course learning objectives. Your portfolio will begin with an introduction that describes the values underlying your classroom pedagogy. You will then choose two discussion posts that address each of the four learning objectives and explain why you chose these particular posts. Finally, you will write a conclusion that looks to your future growth as a teacher or administrator.

Part I – Introduction

Write a 150-word narrative that describes the foundational values for your school or classroom. Explain why are these values important and what possibilities they enable, citing course readings where appropriate.

Part II - Course Learning Objectives

CLO 1 – Students will be able to evaluate and critique pedagogical paradigms grounded in peace and social justice education.

- Copy/paste two of your discussion posts that demonstrate your proficiency for this learning objective. Your posts can be taken from your initial responses to the questions I asked each week, or from your responses to your classmates. Please include the date and thread for each post (e.g. Week 7, A-Thread).
- How do the selected discussion posts demonstrate proficiency for this learning objective? (150 words)
- How have your thoughts about the topics discussed in these posts changed / evolved / matured over the course of the semester? (150 words)

CLO 2 – Students will be able to develop and defend a personal vision of peace and social justice education that will guide their work as teachers and/or administrators.

- Copy/paste two of your discussion posts that demonstrate your proficiency for this learning objective. Your posts can be taken from your initial responses to the questions I asked each week, or from your responses to your classmates. Please include the date and thread for each post (e.g. Week 7, A-Thread).
- How do the selected discussion posts demonstrate proficiency for this learning objective? (150 words)
- How have your thoughts about the topics discussed in these posts changed / evolved / matured over the course of the semester? (150 words)

CLO 3 – Students will be able to identify educational reforms (at the classroom or school-level) that support their pedagogical vision and outline a plan to implement those reforms.

- Copy/paste two of your discussion posts that demonstrate your proficiency for this learning objective. Your posts can be taken from your initial responses to the questions I asked each week, or from your responses to your classmates. Please include the date and thread for each post (e.g. Week 7, A-Thread).
- How do the selected discussion posts demonstrate proficiency for this learning objective? (150 words)
- How have your thoughts about the topics discussed in these posts changed / evolved / matured over the course of the semester? (150 words)

CLO 4 – Students will be able to articulate their pedagogical vision and proposed reforms to fellow faculty members, parents, and students.

- Copy/paste two of your discussion posts that demonstrate your proficiency for this learning objective. Your posts can be taken from your initial responses to the questions I asked each week, or from your responses to your classmates. Please include the date and thread for each post (e.g. Week 7, A-Thread).
- How do the selected discussion posts demonstrate proficiency for this learning objective? (150 words)
- How have your thoughts about the topics discussed in these posts changed / evolved / matured over the course of the semester? (150 words)

Part III – Conclusion

In *Pedagogy of the Oppressed*, Friere (1970) wrote:

Indeed, in contrast to other animals who are unfinished, but not historical, people know themselves to be unfinished; they are aware of their incompleteness. In this incompleteness and this awareness lie the very roots of education as an exclusively human manifestation. The unfinished character of human beings and the transformational character of reality necessitate that education be an ongoing activity.

For the conclusion of your portfolio, write a 150-word essay in which you describe the “ongoing activity” of your work as an educator. What will you continue to work on or build as you move forward in your career as a teacher or administrator?

EDUC 790 - Signature Assessment Rubric

	12 – Exceptional	9 – Skilled	6 – Proficient	3 – Developing	0 – Inadequate
Value Statement	The text introduces a clearly articulated, well-developed value statement. Course readings are cited appropriately and support the students' vision.	The text introduces a clearly articulated, well-developed value statement. Course readings support the students' vision but citations are inconsistent.	The value statement is clear but lacks in-depth detail. Course readings are cited appropriately and support the students' vision.	The value statement is clear but lacks in-depth detail. support the students' vision but citations are inconsistent or missing.	The value statement is missing or incoherent.
Portfolio Artifacts	A minimum of two artifacts are provided for all four course learning objectives.	A minimum of two artifacts are provided for three of the four course learning objectives.	A minimum of two artifacts are provided for two of the four course learning objectives.	A minimum of two artifacts are provided for one of the four course learning objectives.	A minimum of two artifacts are provided for zero of the four course learning objectives.
CLO 1	The student provides examples that thoroughly address the course learning objective. The student provides an engaging discussion of how her or his ideas have evolved over the course of the semester.	The student provides examples that sufficiently address the course learning objective. The student provides a competent discussion of how her or his ideas have evolved over the course of the semester.	The student provides examples that adequately address the course learning objective. The student provides a limited discussion of how her or his ideas have evolved over the course of the semester.	The student provides examples that minimally address the course learning objective. The student provides little discussion of how her or his ideas have evolved over the course of the semester.	The student does not provide examples that address the course learning objective. The student does not discuss how her or his ideas have evolved over the course of the semester.
CLO 2	The student provides examples that thoroughly address the course learning objective. The student provides an engaging discussion of how her or his ideas have evolved over the course of the semester.	The student provides examples that sufficiently address the course learning objective. The student provides a competent discussion of how her or his ideas have evolved over the course of the semester.	The student provides examples that adequately address the course learning objective. The student provides a limited discussion of how her or his ideas have evolved over the course of the semester.	The student provides examples that minimally address the course learning objective. The student provides little discussion of how her or his ideas have evolved over the course of the semester.	The student does not provide examples that address the course learning objective. The student does not discuss how her or his ideas have evolved over the course of the semester.
CLO 3	The student provides examples that thoroughly address the course learning objective. The student provides an engaging discussion of how her or his ideas have evolved over the course of the semester.	The student provides examples that sufficiently address the course learning objective. The student provides a competent discussion of how her or his ideas have evolved over the course of the semester.	The student provides examples that adequately address the course learning objective. The student provides a limited discussion of how her or his ideas have evolved over the course of the semester.	The student provides examples that minimally address the course learning objective. The student provides little discussion of how her or his ideas have evolved over the course of the semester.	The student does not provide examples that address the course learning objective. The student does not discuss how her or his ideas have evolved over the course of the semester.
CLO 4	The student provides examples that thoroughly address the course learning objective. The student provides an engaging discussion of how her or his ideas have evolved over the course of the semester.	The student provides examples that sufficiently address the course learning objective. The student provides a competent discussion of how her or his ideas have evolved over the course of the semester.	The student provides examples that adequately address the course learning objective. The student provides a limited discussion of how her or his ideas have evolved over the course of the semester.	The student provides examples that minimally address the course learning objective. The student provides little discussion of how her or his ideas have evolved over the course of the semester.	The student does not provide examples that address the course learning objective. The student does not discuss how her or his ideas have evolved over the course of the semester.
Conclusion	The student thoroughly describes future work and potential development as a teacher or administrator.	The student sufficiently describes future work and potential development as a teacher or administrator.	The student adequately describes future work and potential development as a teacher or administrator.	The student minimally describes future work and potential development as a teacher or administrator.	The students conclusion is missing or incoherent.

SYLLABUS CHANGE POLICY

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

COURSE CALENDAR

Week	Assigned Readings
1	Topic: Course Introduction Assigned Readings: See Canvas for Details
2	Topic: Pedagogical Identity Assigned Readings: Palmer – Introduction, Chapter 1 Ayers – Introduction, Chapter 1 Canestrari & Marlowe – Part 1
3	Topic: Connecting with Students Assigned Readings: Palmer – Chapter 2 Ayers – Chapter 2 Canestrari & Marlowe – Part 2
4	Topic: The Elements of Good Teaching Assigned Readings: Canestrari & Marlowe – Part 3
5	Topic: Creating an Environment for Teaching and Learning Assigned Readings: Palmer – Chapter 3 Ayers – Chapter 3 Canestrari & Marlowe – Part 4
6	Topic: Building Educational Community Assigned Readings: Palmer – Chapters 4, 5, 6 Ayers – Chapter 4, 5, 6

7	<p>Topic: Educational Inequalities</p> <p>Assigned Readings: Darling-Hammond – Chapters 1, 2, 3, 4</p>
8	<p>Topic: Educational Reform in State, National, and International Contexts</p> <p>Assigned Readings: Darling-Hammond – Chapters 5, 6 Canestrari & Marlowe – Part 5</p>
9	<p>Topic: Policy Possibilities</p> <p>Assigned Readings: Darling-Hammond – Chapters 7, 8, 9</p> <p>Assignment Due: Letter to Stakeholders</p>
10	<p>Topic: Pedagogical Vision Grounded in Peace and Social Justice</p> <p>Assigned Readings: Palmer – Chapter 7 Ayers – Chapter 7, 8 Canestrari & Marlowe – Part 6</p> <p>Signature Assessment Due – December 11, 2016</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.