



## **ED 325 – Elementary Social Studies Methods (Spring 2017)**

**Dr. Scott Wylie**

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### **COURSE DESCRIPTION**

This course focuses on the best methods of instruction in the elementary grade social studies, i.e. in history, geography, cultural anthropology, political science/civics and economics. The course will familiarize the student with the required social studies content as outlined in the Hawai'i State Standards. This is primarily a methods course, but attention will be paid to mastery of the content areas as well. Six hours of O&P are required.

### **COURSE TEXTS AND MATERIALS**

#### **Required Books (To Purchase / Rent)**

No books will be required for the first six weeks of class; all readings will be provided on the course Canvas page. Additional texts will be assigned as needed as the semester progresses.

### **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** - Students will evaluate the cost and benefits of multiple engineering solutions to a local environmental issue through a presentation of models for the development of Waikiki.
- CLO 2** - Students will demonstrate the relationship between science, technology, and society within the context of a local environmental issue through the development of an interdisciplinary learning segment for K-6 students.
- CLO 3** - Students will create a plan for the sustainable management of local natural resources through a proposal to local decision makers (e.g., civic, non-profit).
- CLO 4** - Students will identify and evaluate civic solutions to local environmental issues through an investigation of a case study of a civic response to a similar environmental issue.
- CLO 5** - Students will identify and evaluate civic solutions to local environmental issues by reporting a chosen course of action, alternatives, outcomes of enactment and next steps.

## **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 on the course Canvas page or otherwise indicated in class; late assignments will earn a maximum of 50% credit and will negatively impact your grade in the course.

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

<b>Course Overview (see Canvas for details)</b>	<b>23 Points</b>
<b>Reading Quiz / Class Participation (10 points x 15 weeks)</b>	<b>150 Points</b>
<b>O&amp;P Interview / Feedback (25 points x 2 assignments)</b>	<b>50 Points</b>
<b>Social Studies Content &amp; Pedagogy Journals</b>	<b>102 Points</b>
<b>Social Studies Elementary Unit Concept</b>	<b>100 Points</b>
<b>EQ Poster Presentation</b>	<b>100 Points</b>
<b>Final Reflection (see Canvas for details)</b>	<b>25 Points</b>
<b>Total:</b>	<b>450 Points</b>

Letter grades are defined as follows:

A (450-405 points)	B (404-360 points)	C (359-315 points)	F (314-0 points)
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## **COURSE EVALUATION AND ASSESSMENT**

### **Course Overview**

Write your introduction post, complete the course syllabus quiz, and post a profile picture on our course canvas page.

### **Reading Quiz / Class Participation**

Each week there will be a reading quiz and/or a class participation grade with a total of ten points possible. The purpose of these assignments is to ensure that everyone completes the reading and participates in our in-class activities – both of which are vital to a successful class. The reading quizzes will be graded according to the number of correct responses; class participation will be assessed according to the rubric below (each criteria is full credit / no credit, no partial credit will be given).

Criteria	Description	Meets (Yes/No)
<b>Attendance</b>	Student is on-time and present throughout the entire class session.	
<b>Engagement</b>	Student is engaged physically, emotionally and cognitively in learning and focused on the task at hand.	
<b>Communication</b>	Student communicates with others effectively, demonstrates a deep understanding of the content studied and questions given by providing analysis, and asks for clarification when needed.	
<b>Collaboration</b>	Student collaborates with others by understanding each individual's strength and areas for growth and utilizing that knowledge to reach the objective given by the instructor.	
<b>Critical Thinking</b>	Student displays the ability to think at a high cognitive level through words expressed orally and on paper.	

### **O&P Interview / Feedback (25 points x 2 assignments)**

**O&P Paper 1:** For your first O&P paper, I would like you to interview 2-3 students (or the entire class) about questions they might have about their school or community. You should model these questions after those asked in the articles *Kindergartners' Questions Become the Curriculum* by Paula Rogovin and *Action Civics in Fourth Grade: Tackling School- and Community-based Issues* by Peter Cipparone and Alison K. Cohen. You will need your cooperating teacher's assistance in identifying students to talk with, setting up your student interviews, and brainstorming some initial ideas to get them started. Ideally, this would be a conversation with the entire class and supported by your cooperating teacher, but that may not be possible in your particular placement. I encourage you to give the students time to think about the questions they have before putting them on the spot in an interview. You will get better results if you ask a few students to think about it over recess and then talk with them in a group rather than one-on-one.

In your paper, please address the following prompts (300-500 words, total):

- What questions did the students come up with?
- Did these questions surprise you or were they what you expected? Explain.
- What information / sources would you need to identify to help them answer these questions?
- How / where would you connect these questions to the curriculum of the class?

**O&P Paper 2:** By this point in the semester, you will have created a unit / lesson concept based on the questions the students identified in your first O&P paper. For this paper, I would like you to share your unit / lesson concept with your cooperating teacher and get her or his feedback.

In your paper, please address the following prompts (300-500 words, total):

- According to your cooperating teacher, how would students respond to this unit/lesson?
- What would you need to change or modify to make the unit/lesson more effective?
- Based on these suggestions, what specific changes would you make?

Each O&P Paper will be graded according to the following rubric:

<b>O&amp;P Interview / Feedback Rubric (25 points)</b>				
	<b>5 - Distinguished</b>	<b>3.5 - Proficient</b>	<b>2 - Basic</b>	<b>0 - Unsatisfactory</b>
<b>Length</b>	Minimum of 300 words	Minimum of 225 words	Minimum of 150 words	Shorter than 150 words
<b>Description of Key Points in the Discussion</b>	Key points in the discussion are described in detail.	Key points in the discussion are described with minimal detail.	Key points in the discussion lack sufficient detail.	Description of key points in the discussion is missing.
<b>Connection to Assigned Texts</b>	Clear connection to assigned texts citing specific page numbers.	Clear connection to the assigned text without specific page numbers.	Loose connection to the assigned texts from the course.	No connection to the assigned texts from the course.
<b>Analysis of Discussion</b>	Thoughtful analysis that moves beyond the obvious.	Analysis is clear but connections to the text are fairly straightforward.	Analysis is unclear and/or only loosely connected with the text.	Analysis is missing.
<b>Grammar, Spelling, and Punctuation</b>	Grammar, spelling, and punctuation is as expected for college level coursework.	There are minor grammar, spelling, and punctuation issues that do not affect the overall clarity of the paper.	Grammar, spelling, and punctuation errors occasionally detract from the overall clarity of the paper.	Grammar, spelling, and punctuation errors significantly detract from the overall clarity of the paper.

**Important Note:** *Late reflections will receive at most 50% credit.*

### **Social Studies Investigation and Pedagogy Journals**

You will keep two journals this semester – a content journal and a pedagogy journal. The content journal will document what you have learned and new ideas you are considering with regard to our investigation of the essential question: Who is responsible for our clean water? The pedagogy journal will document your thoughts about how you might lead your own students in an investigation of a civic / social issue.

Throughout the semester you will be asked to respond various questions/prompts in your journals. You are encouraged to make your journal responses as detailed and thorough as possible, as these responses will provide the groundwork for your final poster presentation and your unit/lesson concept.

You will also be asked to respond to your classmates' journals at various times throughout the semester. These responses will be added using the comments feature in Google Docs. These comments should be substantial and give the author something to consider about her or his writing. Comments like "great idea!"

are nice, but will not earn full credit (see rubric below).

The journals will be checked three times throughout the semester (at the end of weeks 3, 6, and 9) according to the following rubric:

Journal Response Rubrics (34 Points)				
	Exceptional	Proficient	Developing	Inadequate
<b>Content Journal</b>	Content journal thoughtfully addresses each prompt with references to the assigned texts and/or class discussions (12 points)	Content journal addresses each prompt but does not make reference to assigned texts and/or class discussions (8 points)	Content journal does not address all the prompts, but does make reference to assigned texts and/or class discussions (4 points)	Content journal does not address all the prompts and does not reference assigned texts and/or class discussions (0 points)
<b>Pedagogy Journal</b>	Pedagogy journal thoughtfully addresses each prompt with references to the assigned texts and/or class discussions (12 points)	Pedagogy journal addresses each prompt but does not make reference to assigned texts and/or class discussions (8 points)	Pedagogy journal does not address all the prompts, but does make reference to assigned texts and/or class discussions (4 points)	Pedagogy journal does not address all the prompts and does not reference assigned texts and/or class discussions (0 points)
<b>Responses</b>	There are several responses to classmates that are thoughtful and provide new ideas or perspectives (10 points)	There are a few responses to classmates that are thoughtful and provide new ideas or perspectives, but other responses do not meet this criteria (7 points)	There are several responses to classmates, but none that meet the standard of providing thoughtful, new ideas and perspectives (3 points)	There are no responses to classmates journals (0 points)

### Elementary Social Studies Unit Concept

For this assignment, you will develop a unit concept that explicitly demonstrates your engagement with the ideas, discussions, readings, and other texts we have discussed in this course. A unit concept is a “work-in-progress version” of a complete unit plan. Although the unit concept is only in skeletal form, the ideas, strategies, and resources are no different from a unit implemented in a classroom. The unit should be suitable for an elementary-level classroom, but you are free to focus on the grade of your choice.

Your paper should be approximately 4 pages long, double-spaced, with 12-point font, and 1-inch margins. It should be divided into three sections, guided by the following questions:

**Concept:** What is the question you plan to address? (*This question should emerge from the interviews you conducted in O&P Paper 1.*) What grade level and student population are you aiming to teach in this lesson? (*e.g. 2<sup>nd</sup> grade / ELL / Lower-SES*) Why is the question you are going to address important to these students? **This section should be written in narrative form (1 page, double spaced).**

**Rationale:** How does teaching this unit connect with students’ social studies and/or citizenship education? How does it relate to the C3 framework and the HCPS social studies standards? Why is this an important concept for students to learn? **This section should be written in narrative form (1 page, double spaced).**

**Articulation of Concept:** What learning objectives will be addressed in this unit? What instructional strategies ought to be used to teach this concept? What resources would you employ? How might you assess students' understanding, skill attainment, or change of disposition? **This section can be in outline/bullet form (1-2 pages, double spaced).**

Your paper will be graded using the rubric that follows. Please review each section of the rubric closely to ensure that you receive full credit for your work.

Lesson Concept Rubric (100 points)				
	20 - Distinguished	14 - Proficient	7 - Basic	0 - Unsatisfactory
<b>Grade Level and Student Population</b>	The grade-level and student population are clearly identified.	The grade-level and student population are implied but not clearly identified.	The grade-level and student population are vague and unclear.	The grade-level and student population is missing.
<b>Connection to Social Studies</b>	The connection to the social studies is clearly identified.	The connection to the social studies is implied but not clearly identified.	The connection to the social studies is vague and unclear.	The connection to the social studies is missing.
<b>Learning Objectives</b>	The learning objectives are clearly identified.	The learning objectives are implied but not clearly identified.	The learning objectives are vague and unclear.	The learning objectives are missing.
<b>Instructional Strategies</b>	The instructional strategies are clearly identified.	The instructional strategies are implied but not clearly identified.	The instructional strategies are vague and unclear.	The instructional strategies are missing.
<b>Assessment</b>	Students have multiple opportunities to reveal the depth and breadth of their understanding.	Assessment methods provided limited opportunities to demonstrate students' overall understanding.	The proposed assessments would provide incomplete inferences about each student's overall understanding.	Assessments are missing.

**Important Note:** *This assignment has a firm due date (see Canvas). I will not accept late work.*

## EQ Poster Presentation

For the final project for this course you will present a poster outlining what you have learned this semester with regard to our essential question: Who is responsible for our clean water? I am open to a variety of different formats for this poster and the accompanying presentation. As we near the end of the semester, we will discuss how best to present what you have learned.

The poster presentation will be graded according to the following rubric (including pieces from the CUH Oral Communication Core Competency):

	<b>Proficient</b>	<b>Competent</b>	<b>Developing</b>	<b>Emergent</b>
<b>Organization and Sequencing*</b>	Leads with clearly and consistently observable organization coupled with a skillful and cohesive presentation (15 points)	Logical organization and sequencing via introduction, body, and conclusion are consistently observable (10 points)	Organization (introduction, body, conclusion) is only intermittently observable (5 points)	No clear introduction, body, or organization (hard to follow) (0 points)
<b>Content (including Peace and Social Justice)*</b>	Delivers a precisely stated, compelling take on the topic; strongly supported and approaches the task with compassion, tolerance, and respect (15 points)	Provides a clear message, appropriate in tone, consistent with supporting material; some understanding of inclusivity and social justice evident (10 points)	Communicates a simple idea or ideas, but shows no relation to notion of community, service, faith, justice or peace (5 points)	Communicates a simple idea or ideas, but shows no relation to notion of community, service, faith, justice or peace (0 points)
<b>Quality of Information/ Evidence</b>	Evidence from a wide variety of sources (Courses, texts/research, application to personal experiences) (15 points)	Evidence from a variety of sources (10 points)	Some evidence from few or limited sources (5 points)	Little to no evidence to support ideas (0 points)
<b>Mastery of fundamental knowledge ED 325</b>	Consistently applies fundamental and advanced concepts to the implementation of topics in social studies (20 points)	Frequently applies fundamental and some advanced concepts to topics in social studies (15 points)	Somewhat applies fundamental concepts to topics in social studies (7 points)	Does not apply fundamental concepts to topics in social studies (0 points)
<b>Language*</b>	Imaginative, memorable, and compelling diction enhances the effectiveness of the presentation; tone is appropriate and convincing (15 points)	Thoughtful vocabulary supports the effectiveness of the presentation; tone is appropriate to audience, avoids clichés (10 points)	Word choice partially supports the effectiveness of the presentation; tone is generally appropriate (5 points)	Vocabulary and tone in presentation is not appropriate to audience (0 points)
<b>Delivery</b>	Comfortable, polished, and confident delivery renders the speaker persuasive, convincing and informative. Speaker uses a clear, audible voice throughout entire presentation. Delivery is poised, controlled, and smooth. The presentation is well rehearsed. Visual aids are well prepared, informative, effective, and not distracting. Information was well communicated. The narration provides details that are not included in the written text. (20 points)	Speaker uses a clear, audible voice throughout most of the presentation. Delivery is poised, controlled, and smooth. The presentation is rehearsed. Visual aids are well prepared, informative, effective. Most of the information was well communicated. The narration provides details that are not included in the written text. (15 points)	Speaker is audible during some of the presentation. Delivery is choppy or not well rehearsed. Visual aids may be distracting. Information was not well communicated. The narration is text read directly from the presentation. (7 points)	Speaker is not audible during most of the presentation. Delivery is choppy or not well rehearsed. Visual aids may be distracting or absent. Information was not well communicated. (0 points)

## 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

A detailed course calendar including topics discussed and due dates for all assignments is available through the “Modules” link on our course Canvas page. Due to the time requirements of O&P and community engagement, I am cancelling some of our in-person meetings. The purpose of these cancelled sessions is to give you extra time to complete your outside of class requirements. I do not anticipate that you will be able to complete these requirements during our regularly scheduled class time, but you can use this time to study or catch up on other work so you are free in the evening to complete the assigned tasks.

Class will be cancelled on the following dates:

- January 31
- March 6
- March 13
- *I am open to additional dates based on the community engagement activities we identify.*

## 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 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](mailto: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](mailto: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.