



Chaminade University

OF HONOLULU

ED 320 Elementary Language Arts Methods I

Semester/Year Fall, 2020	Instructor: Bobbie Martel
Course# and Credits: ED 320-90-2 3 credits	Email: Roberta.martel@chaminade.edu
Class Title: Elementary Language Arts Methods I	Telephone: cell: 808-777-8841
Course Format: Online through Canvas	Office Hours/When to Contact: By phone or email
Class Location: Online	Office Location: N/A
Class Time/Day: Online	Other:
O&P/Service Requirement: This course does include a Service Learning component of 8 hours which will be satisfied through observations of videos and three written reports	

Required Text: No Text is required for this course.

Catalog Description:

Catalog Description: This course guides the students in exploring the meaning of literacy and how it is taught with research-based strategies. Topics include a comprehensive view of the development of reading and writing from emergent to fluent stages; the role of oral language, culture, and new literacies; creating a literate environment; and developing expertise in using children's literature to support learning in all areas of language arts: reading, writing, speaking and listening. The emphasis is on lower elementary language arts, with next semester's Elementary Language Arts II having a stronger focus on upper elementary.

Chaminade University Mission Statement: Chaminade University offers its student an education in a collaborative learning environment that prepares them for life, work and service. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character and personal competencies, and the commitment to build a just and peaceful society. The University offers the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

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 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.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Ōlelo No‘eau 364) May I live by God
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Ōlelo No‘eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) All knowledge is not taught in the same school

Technical Assistance for Canvas Users:

- Search for help on specific topics at help.instructure.com
- [Chat live with Canvas Support 24/7/365](#)
- Watch this [video to get you started](#) with online guides and tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu, or call (808) 735-4855

Program Learning Outcomes (PLOs):

Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

PLO1	Content Knowledge (<i>Knowledge of subject matter</i>)
PLO2	Developmentally Appropriate Practice (<i>Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning</i>)
PLO3	Pedagogical Content Knowledge (<i>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</i>)
PLO4	Educational Technology (<i>Knowledge of and application of appropriate technology for student learning</i>)
PLO5	Assessment for Learning (<i>Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning</i>)
PLO6	Diversity (<i>Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments</i>)
PLO7	Focus on Student Learning (<i>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</i>

	<i>integration of appropriate technology)</i>
PLO8	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 Learning Outcomes:

Course Learning Objectives (CLOs) By the end of this course, the students will:

CLO 1 (InTASC 4)	Demonstrate knowledge of literacy processes and scientifically-based instructional practices. (PLO 1, 3)
CLO 2 (InTASC 2)	Explore a wide range of instructional practices, approaches, methods and technologies to support learners from diverse cultural and linguistic backgrounds. (PLO 2,3,4,6)
CLO 3 (InTASC 6)	Identify a variety of assessment tools and practices to plan, guide and evaluate effective instruction. (PLO 5, 7)
CLO 4 (InTASC 4)	Demonstrate understanding of foundational skills of reading: print concepts, phonological awareness, phonics and word recognition, fluency and comprehension. (PLO 1, 3, 7)
CLO 5 (InTASC 6, 8)	Describe practices used in the early identification of at-risk readers, especially problems with print concepts, phonological awareness, basic phonics skills, and ability to read high-frequency words. (PLO 2, 5)

Linkages between Course Learning Objectives (CLOs) and Program Learning Objectives

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	x		x					
CLO 2		X	x	x		x		
CLO 3					x		x	
CLO 4	x		x					
CLO 5		X			x			

Essential Questions Addressed in This Course

Essential Questions	Related CLOs	Related PLOs
What is scientifically-based literacy instruction?	1,4	1,7
What is the role of literature in a child’s literacy development?	1,2,4	2,3,4,6,7,8
How is literacy development assessed in ways that support learning among diverse students?	3	2,5,6

Big Ideas

- *Literacy is the use of printed, oral, and written information to function in society and develop the necessary knowledge to achieve personal and professional goals.
- *Students who struggle to read for a variety of reasons may continue to be disinterested in reading and avoid it whereas children who have success with reading tend to read more.
- *Knowledge of language includes an understanding how language functions in different contexts.

Essential Questions

- *How can teachers best promote reading, writing, and speaking from early learning through the elementary years?
 - *What factors affect achievement of grade-level literacy?
 - *How can we motivate all children to read?

Key Teaching-Learning Strategies

This is an online course. The course requirements include:

- Online discussion
- Written assignments
- Individual research
- Observation of videos related to the weekly content themes

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. Excused Absences. 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., 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. For this class, the online portion applies:

- 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. In this course, logging on twice a week for 10 weeks is required.
- If a student does not log on 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.
- Any student who stops participating in an online course without officially withdrawing may receive a failing grade.

Academic Honesty - 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.

Knowledge/Skill/Disposition (KSD) - 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.

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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Course Requirements

Assignment	Pts	Assignment Description	Due Date
Observation Activities:	15 pts. (3 @ 5 pts. ea.)	This requirement will demonstrate an understanding of theory as it is applied in a classroom setting. Three observations of select videos will be written in narrative form, responding to an assigned topic. The format for the reports will be found in Files on the course content list. A required 8 hours of O&P will be completed virtually.	1. 10/26 2. 11/16 3. 12/14
Weekly discussion questions	40 pts. (8 @ 5 pts. ea.)	The weekly discussions will extend and apply the information gleaned from your article readings and viewing of Teaching Channel videos. Your reflective responses should include details from your readings along with your own personal voice and experiences with the topic. Your 1 page response can be double spaced and uploaded as an attachment or typed directly into the discussion response area.	10/12 10/19 10/26 11/02 11/23 12/07 12/14 12/17
Case Study	25 pts.	<p>This “capstone” assignment equates to a final exam. This assignment provides an opportunity for you to apply what you have learned in our course to a hypothetical setting. A detailed explanation for the assignment and examples of Case Studies will be provided for your review.</p> <p>The final paper or power point presentation should be a minimum of 4-5 pages or 8-10 slides Please post as pdf.</p>	Due Date: 12/20
Signature Assignment	20 pts.	Please develop a Common Core standards based lesson plan which will focus on a grade level, K, 1 or 2, using the lesson plan template found in Files. This requirement will demonstrate an understanding of a balanced, literature based, reading program which includes organized explicit skills instruction.	Due Date: 11/09

The proportion that each of the above contributes to your grade in this course is as follows:

Grading Scale:

A = excellent achievement	(90 – 100 pts.)
B = above average achievement	(80 – 89 pts.)
C = average pass (acceptable)	(70 – 79 pts.)
D = minimal pass (poor)	(60 –69 pts.)
F = Failure	(0 - 60 pts.)

O&P or Service Learning Requirement: Due to the current health risks with the pandemic, O&P hours will be satisfied by viewing videos and completing three reports written in narrative form following a template found in Files.

- See “Course Requirements” above for the O & P assignments. This course does include a Service Learning component.
- All students are responsible for completing required **forms for O&P** through the Field Services Director, This includes students who are currently teaching and using their own classrooms for O&P. Required forms can be found in the Ed. Division website under Field Services. Only the log is submitted to me, after you complete your 8 hours.
- You are responsible for completing the log verifying 8 hours, but you do not need to report on all this. Instead, select a logical segment for each of your three reports.

Course Schedule/Calendar by Session:

WEEK/ DATE	Activities	Assignments & Due Dates
<p>Week 1 Oct. 5, 2020 Assignments due 10/12</p>	<p>Introduction to the course and immersion into balanced literacy</p> <p>This week, we will explore the qualities of an effective teacher, with the goal of beginning the design of our own philosophies of teaching.</p>	<p>1. Please read the on-line "Scenerio" or lecture found in the Module for week 1.</p> <p>2. Please view the video clips in Module 1 demonstrating the components of balanced literacy (presented by myself); in addition, please explore the following, excellent web-site, highlighting the components of balanced literacy, http://www.k12reader.com/category/balanced-literacy/. Please save this in your list of favorites as a future resource. Please be sure to explore the content list on the left side of the page. You will find excellent curricular ideas focused on the level that you want to teach.</p> <p>3. Investigate the following web-site: http://www.readinga-z.com/index.php . Pay special attention to the following link focusing on Running Records assessment. http://www.readinga-z.com/assess/runrec.html?context=guided-reading</p> <p>Discussions:</p> <p>1. Please introduce yourself to our online "family" and include why you want to become a teacher. Please reflect on an effective teacher who made learning meaningful for you...what were those qualities that impacted your life?</p>

<p>Week 2 Oct. 12, 2020 Assignments due 10/19</p>	<p>Creating a community of learners</p> <p>Students will understand how to create a child – centered, literacy focused, classroom, incorporating positive strategies with rich oral language instruction.</p>	<p>1. Read the on-line "Scenerio" found in the Module for week 2.</p> <p>2. Continue to investigate the web-sites assigned in week 1.</p> <p>3. Please view the following video focused on Creating the flexible classroom: https://www.youtube.com/watch?v=4cscJcRKYxA</p> <p>Discussion: Please read the following articles: http://www.edutopia.org/blog/20-tips-create-safe-learning-environment-rebecca-alber</p> <p>https://sites.google.com/site/literacyonline/support/creating-a-safe-and-supportive-learning-environment</p> <p>POST your reaction to the articles using at least TWO of the prompts from this Higher Order Thinking Response Guide to the Discussion. (the response guide is hyperlinked, click on the words to view the document).</p>
<p>Week 3 Oct. 19, 2020 Assignments due 10/26</p>	<p>Assessment of Reading and Writing</p> <p>Students will learn effective strategies for assessing children in reading and writing. The analysis of assessment will direct small group instruction</p>	<p>1. Read the on-line lecture for week 3.</p> <p>2. Please revisit the following web-site assigned in week 1: http://www.readinga-z.com/index.php . Pay special attention to the following link focusing on Running Records assessment. http://www.readinga-z.com/assess/runrec.html?context=guided-reading</p> <p>3. Please view the following Directed Reading Assessment (DRA) teacher in-service video demonstrating balanced literacy and assessment using Running Records: https://www.youtube.com/watch?v=tmApDEBUEEs&feature=youtu.be</p> <p>Discussion:</p> <p>Please read the following articles focused on alternative assessments:</p> <p>http://www.teachhub.com/40-alternative-assessments-learning</p> <p>https://www.edutopia.org/assessment-guide-description</p> <p>https://abdao.wordpress.com/2015/07/18/traditional-vs-authentic-assessment/</p> <p>POST your reaction to the article using at least TWO of the prompts from this Higher Order Thinking Response Guide to the Discussion Forum. (Click on the hyperlinked wording to view the response guide).</p> <p>3. O & P Write up # 1 due 10/26</p>
<p>Week 4 Oct. 26, 2020 Assignments due 11/02</p>	<p>Emergent Literacy</p> <p>Students will understand the importance of the listening and</p>	<p>1. Read the on-line lecture for week 4</p> <p>2. Discussion: Please summarize the reading behaviors found in the assigned article for each developmental level in oral communication, reading and writing.</p>

	<p>speaking components of a balanced literacy program. Students will become familiar with the stages of literacy development and the skills that will be taught to scaffold the emerging reader/writer.</p>	<p>Cite at least 3 behaviors in oral, reading and writing for each level (pre-emergent, emergent, early, fluent). http://college.cengage.com/education/cooper/literacy_assessment/2e/shared/literacy_stage_benchmarks/pages_515-567.pdf</p>
<p>Week 5 Nov. 02, 2020 Assignments due 11/09</p>	<p>Multi-level instruction</p> <p>Students will be introduced to strategies incorporating multi-level instruction in reading, writing and word development across the curriculum.</p>	<ol style="list-style-type: none"> 1. Read the on-line lecture for week 5. 2. Please view the video for this week focusing on differentiated instruction: https://www.youtube.com/watch?v=Kg38A1ggYiE&t=3s 3. Please review the following: http://www.fabulousfirstgrade.50megs.com/dra.html 4. Signature Assignment: The development of a lesson plan will demonstrate explicit skills instruction. Using a piece of children's literature, poem, newspaper article, excerpt from a novel, excerpt from a textbook, Reader's Theater, etc. you will create a Common Core standards based lesson plan focusing on a skill for a Kdg./first or second grade level. The objective for this lesson should address the reading/writing connection with explicit skill instruction. This may include concepts of print, rhyming words, word families, reading punctuation, comprehension strategies, taking words to fluency, "text to self" connection, fluency, intonation, author's message, etc. Due 11/09
<p>Week 6 Nov.09, 2020 Assignments due 11/16</p>	<p>Comprehension</p> <p>Students will learn strategies to increase comprehension. For example; Think-alouds, Reciprocal teaching and Previewing.</p>	<ol style="list-style-type: none"> 1. Read the on-line lecture of week 6. 2. Please read the following article demonstrating the power of incorporating Read Alouds into your classroom: Using Read Alouds to support comprehension: http://www.readingrockets.org/article/reading-aloud-build-comprehension 3. Please review the following video regarding Comprehension; Read and review the assigned articles and websites as found in the weekly module. <p>3. O & P Write up # 2 due 11/16</p>
<p>Week 7 Nov. 16, 2020 Assignments due 11/23</p>	<p>Word Study</p> <p>Students will learn strategies for introducing vocabulary as well as to support children's reading for meaning.</p>	<ol style="list-style-type: none"> 1. Read the on-line lecture for week 7. 2. Please read the following article regarding word study: https://readingrecovery.org/wp-content/uploads/2019/05/jrr_18-2_scharer.pdf 2. Please post a response to the following Discussion question: "What do you think about reading a nonfiction text during a read aloud time? What value?" Please cite and summarize an article to support your response. 3. Please go to the following site: YouTube and search for a video focused on reading

		nonfiction at the lower elementary K-3 grade level. Please post the link and a description of the points of interest and strategies that you learned.
<p>Week 8 Nov. 30, 2020 Assignments due 12/07</p>	<p>Reader's Theater</p> <p>Students will learn strategies for using Reader's Theater activities to promote oral language development.</p>	<p>1. Read the on-line lecture for this week.</p> <p>3. O&P Report #3 due 12/14</p> <p>4. Discussion: Please research a website with ideas/scripts for Reader's Theater. Post the website along with a summary of the content in Discussions for week 8.</p>
<p>Week 9 Dec. 07, 2020 Assignments due 12/14</p>	<p>The Writing Process</p> <p>Students will be introduced to the stages of writing and learn the principles of teaching the process of writing.</p>	<p>1. Read the on-line lecture for week 9.</p> <p>2. Discussion: Research a web-site that provides information and ideas for integrating writing into our classrooms. Create a power point or other form of electronic presentation (Weebly or Prezi, etc.) as if you are a "literacy salesperson". Please be creative in sharing the information with your fellow classmates as to what the site offers in resources and strategies. Include the web address for all to enjoy!</p>
<p>Week 10 Dec. 14, 2020 Assignments due 12/20</p>	<p>The Spelling Connection</p> <p>Strategies and techniques will be learned to support students in the spelling process....illustrating "How words work". This week will also focus on evidence-based programs and interventions.</p>	<p>1. Read the on-line lecture for this week</p> <p>2. Discussion: Please research a YouTube video that highlights strategies to teach and support spelling instruction. Please discuss the strategies that you use (or will use) in your classroom when teaching spelling.</p> <p>Case Study is due 12/20</p>

University Policies:

Attendance: As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. *Students must follow the attendance policy of the Division* as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

- 1) Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- 2) Develop ideas, themes, and main points coherently and concisely.
- 3) Adopt modes and styles appropriate to their purpose and audience.
- 4) Be clear, complete, and effective.
- 5) Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Plagiarism: “Plagiarism is the offering of work of another as one’s own. Plagiarism is a serious offense and may include, but is not limited to, the following:

- 1) Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
- 2) Paraphrasing the work of another without proper author acknowledgment.
- 3) Submitting as one’s own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook** and the **Graduate Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Beyond the legal requirements Chaminade’s Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge

the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Education Division Attendance Policy

(Revised 3/8/10)

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:

- 2.2 **Online courses and online portion of hybrid courses.** The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

3. Additional Notes

- 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.*