ENV 100: Introduction to Environmental Issues

Fall 2021

Syllabus

Saint Francis of Assisi reminds us that our common home is like a sister with whom we share our life and a beautiful mother who opens her arms to embrace us.

Pope Francis, *Laudato Si*

Les Milbrath was fond if reminding me that "nature bats last." What Les meant by this was that we live in a finite world and humanity will eventually be forced to adopt sustainable practices. While we have no choice regarding whether we eventually adopt these practices, the speed with which they are adopted will determine the grace with which we make this transition.

Doug McKenzie-Mohr
Fostering Sustainable Behavior

I find myself wrestling with such demons this early November morning, as my disconnected professional and personal roles clash with my desire for a more cohesive existence. Outside I hear the neighborhood stir with preparations for the new day, the busy pulse of work, school, and commerce projecting a hum of energy and purpose. What seems lacking in all this activity, though, is a sense of integrity – an integration of work and community, a harmony of place and environment.

Stephen R. Kellert
The Value of Life

The environment is too serious a business to be left to environmentalists.

J. William Futell

A'ohe pu'u ki'eki'e ke ho'a'o 'ia e pi'i. No cliff is so tall it cannot be climbed.

Hawaiian proverb

In the largest sense, humanity's ultimate economic problem is to use Ultimate Means wisely in the service of the Ultimate End.

Herman E. Daly
Valuing the Earth

Department Name:	Environmental Program
School:	School of Natural Sciences and Mathematics
Course Credits:	3
Term:	Fall 2021
Class Days & Times:	MWF 11:30-12:20
Class Locations:	ENV 100-01 Wesselkamper Science Center room 120

Instructor:	Dr. Gail Grabowsky
E-mail address:	ggrabows@chaminade.edu (I will respond within 2 business days to any email)
Phone:	Work: 735-4834 (ext. 4834 if calling from on campus); Cell: 808-387-9319 (Text me anytime – please tell me your name in the text!)
Office Location:	Wesselkamper Science Center, room 105
Office hours:	T-F: 4:00-6:00; Or by appointment (Zoom or in my office)
Course Website:	https://drive.google.com/drive/folders/1D2rdTgDxRrJtV5Py6f-VEEvT-7ihUzJN?usp=sharing

University Course Catalog Description

An interdisciplinary course in which students are introduced to the ethical issues, tools and techniques involved in environmental and sustainability problem-solving. Students are presented with a series of real (often Hawaiian) environmental problems that they will investigate, attempt to understand in entirety and devise a solution or solution-strategy for. This hands-on approach will allow students to discover the many disciplines and techniques involved in ameliorating real environmental challenges.

Course Overview

This is one of the first courses along the path to four majors at Chaminade: Our twenty-year old Environmental Studies major, our two-year old Environmental Science major our one-year old Community & Public Health (Environment & Health Track) degree, and our BRAND NEW Sports Management degree! If none of these are your major, have no fear! This course also counts for your General Education Core Critical Thinking requirement and we are thrilled you have decided to join us planet savers!

This class is the most general, interdisciplinary and inclusive course you'll take as an Environmental student. It introduces you to a variety of careers related to the environment and environmental human health. You'll discover the complexity of environmental challenges and the diversity of environmental values, and you will begin to learn and use the tools and techniques available for successful environmental problem solving. Very often, we, as a class, also come up with new creative and timely problem-solving tools of our own.

You will be presented in this class with real (international and regional) environmental issues, which you will investigate, attempt to understand in entirety, and devise a solution or solution-strategy for. The issues are organized throughout the semester into three "modules:" (1) WATER & AIR issues, (2) TERRESTRIAL ECOSYSTEM issues, and (3) HUMAN DEVELOPMENT issues.

At the end of each module you will choose your own contemporary issue that pertains to the module and work in groups to gather information on that issue, pool information to gain a full understanding of the problem, collaborate with one another and discuss the problem, devise possible solutions, negotiate, and finally reach a hypothetical solution(s) which you will "advocate" for in presentations to the class. Your solutions must be *systems* based: they must address the entire issue from its proximal (near) causes to its ultimate (far) cause(s).

Each subsequent module will be more complex than the previous one requiring you to draw upon the perspectives of a wider range of disciplines, manage more variables and/or consider more stakeholders. This course is meant to introduce you to the sorts of multidisciplinary tasks you will be learning about in greater detail in later courses and performing in your future careers.

Finally you will also have the opportunity throughout this course to participate in service learning and service science activities aimed at ameliorating some of the environmental and health challenges discussed in the classroom. These hands-on, problem-solving approaches allow you to discover the many disciplines and techniques involved in overcoming real environmental challenges and show you

how we put our skills and our Marianist and Pacific Island Values into action for the good of the community.

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 ʻOlelo Noʼeau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God
2. Provide an Integral, Quality Education (Naʼauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 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 noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

Environmental Studies Program Learning Outcomes
Upon completion of the program in Environmental Studies, students will be able to:

1. Authenticate their commitment to service, justice and peace through experiential project-based activities that enhance the condition of the integral ecology, care for creation and value all voices.
2. Apply analytical methods and skills from multiple disciplines to environmental problems.
3. Participate in, plan and execute environmental change-making strategies that employ scientific, political, socio-cultural, artistic, educational and economic skills and knowledge.
4. Design and describe new futures and ideas that solve environmental problems and foster sustainability.
5. Pursue throughout their education the ever-changing knowledge and skills that prepare them for the adaptation and change essential to environmental problem solving.

Course Learning Outcomes and Linkage to Environmental Studies Program Learning Outcomes
Students who successfully complete this course will demonstrate:

Course Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1. Knowledge of diverse environmental ethics and their implications for the treatment of nature.	X	X	X		

2. An understanding of the positive roles Judeo-Christian, Polynesian and other worldviews can play in environmental problem solving.		X	X	X	X
3. Knowledge of the importance of natural resources for the holistic health of diverse peoples.	X				X
4. A thorough understanding of some of the major historic environmental crises.	X			X	
5. An awareness of the complexity of environmental issues and the important role of ethics, science, education, economics, the media and politics in environmental problem solving.		X	X	X	
6. Knowledge of the diverse perspectives of stakeholders.	X		X		
7. The ability to take a balanced outlook to environmental problems.			X	X	X
8. The ability to collaborate with others in developing a systems approach to creative environmental problem-solving.	X		X	X	X
9. Knowledge of the major federal, state and non-governmental environmental agencies.			X	X	X
10. Familiarity with a variety of careers in the environment.			X	X	X
11. An understanding of the connections between academic work and real-life situations.	X		X		
12. Increased interest and experience in putting Marianist Values and Pacific Island values into action to solve problems.	X	X	X	X	

Environmental Science Program Learning Outcomes

Upon completion of the program in Environmental Science, students will be able to will have the ability to:

1. Authenticate their commitment to service, justice and peace through experiential project-based activities that enhance the condition of the integral ecology, care for creation and value all voices.
2. Apply scientific reasoning and methodology to environmental problems.
3. Identify the major physical, chemical and biological components, interactions and cycles of earth systems and ecosystems.
4. Propose, design and participate in scientific research projects that document, describe and/or help solve environmental problems and foster sustainability.
5. Pursue throughout their education new scientific knowledge and techniques that prepare them for the adaptation and change essential to environmental problem solving..

Course Learning Outcomes and Linkage to Environmental Science Program Learning Outcomes

Students who successfully complete this course will demonstrate:

Course Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1. Knowledge of diverse environmental ethics and their implications for the treatment of nature.	X				
2. An understanding of the positive roles Judeo-Christian, Polynesian and other worldviews can play in environmental problem solving.					
3. Knowledge of the importance of natural resources for the holistic health of diverse peoples.	X	X	X		X
4. A thorough understanding of some of the major historic environmental crises.	X	X	X		X
5. An awareness of the complexity of environmental issues and the important role of ethics, science, education, economics, the media and politics in environmental problem solving.		X	X	X	X
6. Knowledge of the diverse perspectives of stakeholders.	X			X	X
7. The ability to take a balanced outlook to environmental problems.				X	X
8. The ability to collaborate with others in developing a systems approach to creative environmental problem-solving.	X	X		X	
9. Knowledge of the major federal, state and non-governmental environmental agencies.			X		X
10. Familiarity with a variety of careers in the environment.			X		X
11. An understanding of the connections between academic work and real-life situations.	X			X	
12. Increased interest in being civically engaged due to your service learning experience.	X			X	X

Required Texts:

Earth Insights: A Multicultural Survey of Ecological Ethics from the Mediterranean Basin to the Australian Outback. 1994. J.B. Callicott, University of California Press, Berkeley, CA. [ISBN 9780520085602]

Case Studies in Environmental Ethics. 2003. P.G. Derr and E.M. McNamara. Rowman & Littlefield Publishers, Inc. [ISBN 9780742531376]

Watersheds 4: Ten Cases in Environmental Ethics. 4th Edition. 2004. L.H. Newton, C.K. Dillingham, J.H. Choly. Wadsworth Publishing. [ISBN 0534521266]

Supplemental Texts: We may be reading articles from each of the following as. If so, copies will be provided to you.

Birthright: People and Nature in the Modern World. 2012. S. Kellert. Yale University Press. [978-0-300-20579-4]

Dreaming the Future: Reimagining Civilization in the Age of Nature. 2012. Kenny Ausubel. Chesea Green Publishing.

Earth in Mind: On Education, Environment, and the Human Prospect. 1994. D. W. Orr. Island Press.

Environmental Ethics: An Introduction to Environmental Philosophy. (4th Edition) 2006. J.R. Des Jardins. Wadsworth Publishing Company**.**

Fostering Sustainable Behavior. (3rd edition). 2011. Doug McKenzie-Mohr. New Society Publishers.

Made to Stick: Why Some Ideas Take Hold and Others Come Unstuck. 2007. C. Heath and D. Heath. Arrow Books. [ISBN 9780099505693]

Valuing the Earth: Economics, Ecology and Ethics. 1993. H.E. Daly & K.N. Townsend eds. The MIT Press, London, England.

Watersheds 3: Ten Cases in Environmental Ethics. 2002. L.H. Newton & C.K. Dillingham, Wadsworth Publishing Company, Belmont, CA.

Watersheds 2: Ten Cases in Environmental Ethics. 1997. L.H. Newton & C.K. Dillingham, Wadsworth Publishing Company, Belmont, CA.

Watersheds: Classic Cases in Environmental Ethics. 1994. L.H. Newton & C.K. Dillingham, Wadsworth Publishing Company, Belmont, CA.

Course Website: NOTE: The majority of the content for this course is found in our class Google Drive folder here. The course Welcome Video, Syllabus, Service Learning Written Reflection and a few other important documents and assignments can be found in our course Canvas folder here.

Course Assessment:
Since this class is an important introductory course for three majors and one of the General Education Core Learning Outcomes I will be administering two different assessment vehicles: (1) an ungraded Direct Assessment of the Course Content Pre- and Post-Test, and (2) an ungraded Perceived Learning Pre- and Post-Test. These will be given online on the first and last days of the course.

Grading:
Your grade in this course will be based on your take-home essay exams (33%), presentations (33%), and cumulative quiz + assignment scores (33%). Your grade can be negatively impacted by poor attendance (see Attendance Policy section for details on attendance).

There will be three take-home essay exams: one after the completion of each module. Essay Exams will be handed out to you at the end of each module and will be due online one week later. The grading rubric for your essays is in the course Google Drive folder and will be explained in detail in class. All of you will be required to take two essay exams and replace the third with a service-learning, service-science, community service project participation that is related to this course.

You will need to participate in 8 hours of work towards this hands-on, community-based project/service. Each of you will choose your own project. Dr. Gail has provided a good links to service projects sheet for this hands-on portion of the course. At the completion of your eight-hour project fill

out the "Service Learning Recording Sheet" in Google Drive, upload at least one photo into Google Drive, and fill out the Service Learning & Our Marianist and Pacific Island Values Discussion in Canvas (at the bottom of course Canvas page). So, everyone will complete two essay exams and ONE hands-on 8 hour project. You get to decide which essay exam you will replace with your service project.

Presentations will be prepared by groups of students. Presentations will be based on a particular international or regional environmental issue of your choice. Presentations will (1) illustrate your understanding of the issue, (2) describe your awareness of each of the components AND "stakeholders" involved in the issue, (3) differentiate your understanding of all of the ethical aspects of the issue and (4) reveal and defend your ability to design a solution to the problem, which may incorporate a number of compromises in the eyes of each of the stakeholders. There will be three presentations throughout the semester. Your presentations will be given at the end of each module either on ground or online.

In addition to the take-home essay exams and presentations, there will be quizzes following most, if not all, of the readings. The quizzes will be multiple-choice Google Forms quizzes and will be given on the day the reading assignment was to be read. If you miss a quiz and you do not have an excused absence (see Attendance Policy section for definition of an excused absence) you will receive a zero for that quiz score. If you miss a quiz due to tardiness you will receive a zero for that quiz. If you miss a quiz and have a valid excused absence with tangible evidence, that quiz will not be included in the calculation of your overall quiz grade. Everyone will be allowed to drop their lowest quiz score.

There will be a number of additional assignments throughout the class. These will include, but are not limited to: a poem sharing images of your home and your enviro ethic, an exposé on an environmental agency, a real environmental career description and a brochure describing a job/behavior your community needs more of! Each of these will be explained in class before they are due with a handout and will be turned into a Google Drive folder.

Grading will be quantified as follows:

Essay Exam I, II, III (you take 2 of 3) & Service-Learn/Com Project	33%	(333 points)
Quizzes on Readings, Assignments	33%	(333 points)
3 Presentations	33%	(333 points)
	100% (~1000 points total)	

Letter grades are interpreted as follows:

A = Outstanding scholarship and an unusual degree of intellectual initiative
B = Superior work done in a consistent and intellectual manner
C = Average grade indicating a competent grasp of subject matter
D = Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
F = Failed to grasp the minimum subject matter; no credit given

Attendance and your grade

Role will be taken every day in class (we need to do this in order to be able to retain a number of important federal grants the University receives). Attendance is required. You are all allowed **two un**excused absence "freebies throughout the semester (don't take them on a quiz day or you WILL receive a zero for that quiz!). After your second absence your grade will be reduced by 10 points per unexcused absence.

Excused absences are those in which you have a doctor's official, signed, form/letter (on letterhead), and obituary/funeral notice, a letter from the Athletic Department or an invitation to a Family reunion/wedding and an airplane ticket stub. I am a scientist; **I require hard evidence if an absence is to be excused**. If your car breaks down on the way to class **take a picture** of your smoking engine or flat tire and make SURE I can verify the date and time of the breakdown and it will be an excused absence, ☺, however, no evidence; no excused absence.

Extra Credit Options

Service learning/community action is mandatory in this course and is not extra credit as in past years. Periodically throughout the course there will be talks and presentations you may attend in real time or virtually

that pertain to the course material. You can earn +2 extra credit points towards your quiz grades for each talk you attend with content related to the course content. In order for all talks to count for extra credit you MUST have them approved by Dr. Gail PRIOR TO the event and you MUST document your presence with a photograph of yourself participating or some other kind of evidence. You may earn up to 10 extra credit points from attending talks/presentations.

Course Modules and Schedule:

This course is divided into three Modules. They are, in order:

Course Modules		
Module 1: Water and Air Issues (8/23-9/24)		
	Infamous historic water/air issues	The Exxon Valdez oil spill Decline of Atlantic cod Minamata Disease Flint Michigan
	Contemporary water/air issues	Melting sea ice Sea level rise Marine debris Tuna overfishing
Module 2: Terrestrial Ecosystem Issues (9/27-10/29)		
	Infamous historic eco issues	Old growth redwood forests Bushmeat trade Loss of Amazon forest
	Contemporary terrestrial nature issues	Coronavirus Denge fever Rapid Ohia Death The Hawaiian crow: ʻAlalā California fires
Module 3: Human Development Issues (11/1-12/3)		
	Infamous historic development issues	Love Canal Chernobyl nuclear meltdown Explosion at Bhopal Chemical Plant
	Contemporary development issues	Climate Change Hawaii Rail Project Runit Dome TMT Telescope Explosion in Beruit

Environmental Ethics:

Because an important part of this course entails imparting in you an awareness of the importance of ethics in environmental and public health problem solving, we want you to be aware of the huge variety of kinds of environmental/ecological ethics in the real world and will devote class time to this topic. Discussions will include the various ways people believe they fit into nature and how they feel we should treat nature. Eco-ethic differences are often the ultimate causes of issues. The books: *Earth Insights: A Multicultural Survey of Ecological Ethics* and *Case Studies in Environmental Ethics* as sources of information for this topic. At the end of the course we will try and forge the ideal eco ethic….

Introduction to Environmental Issues

Course Schedule

Fall 2021

NOTE: ALL readings not in the required texts will be posted in your ENV 100 Google Drive folder.

Links to readings on the internet will be posted in the "Important Course Links" handout in Google Drive.

Week of: **Readings & Activities**

Module 1: WATER and AIR ISSUES

8/23-8/27 Watch **Welcome Video** PRIOR to class (in Canvas); Course Intro; Pre-Assessment
Intro Poem due last day of the week! See e-handout for poem structure here!
Values presentation by Dr. Gail
Environmental Ethics reading: Chapter 1 ["Sci, Ethics & the Enviro"]
Share Poems! Upload here

8/30-9/3 Discuss Environmental Ethics reading
First Issue reading: Watersheds 4: Chapter 5 ["Oil on the Rocks"]
First Issue discussion (cont'd)

9/8-9/10 Environmental Ethics reading: ["What is anthropocentricism"]
Discussion of Anthropocentricism
Enviro Ethics Case Study #1: Read Chpt 12 ["The God Squad"]

9/13-9/17 Choose Presentation Topics & Groups
Ethics reading: Earth Insights: Chapter 2 [Western European ecoethics]
Discuss Western European ecological ethics
Western enviro ethics DVD

9/20-9/24 **Take-Home Exam I handed out 9/20, DUE 9/27 by the start of class!**
2nd Issue reading: Watersheds 4: Chpt 3 ["Skunked: Crisis in the NE Fisheries"]
2nd Issue discussion
Current Water/Air Issues Presentations given on 9/22-4

Module 2: TERRESTRIAL ECOSYSTEM ISSUES

9/27-10/1 **Take Home Exam I DUE by start of class 9/27**
Earth Insights: Chapter 6 [Polynesian & Native American enviro ethics]
Discuss Polynesian and Native American ecological ethics
Polynesian & Native American eco-ethics and DVD's

10/4-10/8 Explain **Agency Exposés**
First Issue reading & discussion [Issue TBA]
First Issue discussion

10/13-10/15 **Agency Exposés DUE 10/13** upload online share in class
Earth Insight's: Chapter 3 [Hindu, Jainist, Buddhist ethics]
Discuss Hindu, Jainist, Buddhist ecological ethics

10/18-10/22 Buddhist enviro ethics DVD
Choose Presentation Topics & Groups
Enviro Ethics Case Study #2: Read Chpt 5 ["Yellowstone Wolves"]
2nd Issue reading: Watersheds 4: Chpt 6 ["The Extended Family"]
2nd Issue discussion

10/25-10/29 **Take-Home Exam I handed out 10/25, DUE 11/1 by the start of class!**
Current Terrestrial Ecosystem Issues Presentations given on 10/27-9
Explain **Enviro Careers We Might Like to Have…**

Module 3: HUMAN DEVELOPMENT ISSUES

11/1-11/5 **Take-Home Exam II DUE by 11/1 by the start of class!**
Earth Insights: Chapter 4 [East Asian Deep Ecology enviro ethics]
Discuss East Asian Deep Ecology enviro ethics
East Asian enviro ethics video/DVD

11/8-11/12 **Enviro Careers We Might Like to Have…DUE 11/8** upload online share in class
First Issue reading & discussion [Issue TBA]
First Issue discussion

11/15-11/19 Environmental Ethics: Chapter 4 ["Responsibilities to Future Generations"]
Discuss Responsibilities to Future Generations and ecoethics
Enviro Ethics Case Study #3: Read Chpt 30 ["A Breath of Fresh Air"]

11/22-11/24 Choose Presentation Topics & Groups
Explain **Enviro Career We Need Brochure!** (you create it) **DUE 11/24**
Third Take-Home Exam handed out 11/26, DUE Final Exam day!
Second Issue reading & discussion [Issue TBA]
Second Issue discussion

11/29-12/3 Earth Insights: Chapter 9 [A Postmodern Evolutionary-Ecological Ethic]
The Ideal Eco-Ethic? We describe it!
Post-Assessment

NOTE: Your **Current Human Development Issue Presentations** will be given on the day our Final Exam is scheduled = Weds 12/8 from 11:00 – 1:00! Also make sure you have completed **ALL THREE of the service learning assignments** by Presentation day = filled in Excel spreadsheet recording your activities, uploaded a photo of you doing service and the Canvas Discussion!

Classroom Atmosphere

Guys, I value a very open, yet courteous class atmosphere whether we are together in person or working together/discussing something online. **Express your ideas! Respect the thoughts and ideas and opinions of others** – really think about what others say. **You will learn as much from each other as you do from me**. **Ask your questions**. (The only dumb question is the one in which you ask yourself if you should ask your question.) **Propose solutions**. THINK, LEARN, WORK HARD, HAVE FUN.

Nothing is Certain but Change Itself Clause…

This syllabus and course schedule are living documents: they are free to change. I try to adhere as closely as possible to each, but there will be times in which we will take longer on a particular topic or add or delete a topic to enhance the course. I like to be able to react to you as the course proceeds and go with the flow a bit in order to make the course experience sort of custom fit to you!

You are responsible for all of the information in this document: losing it or not reading it are not excuses for not knowing what's in it!

Vancouver [Canada] is hoping to become the world's largest 'Green City' by the year 2020, and has made a great start. 90% of the city's power is from natural sources, mainly from hydroelectric sources. Vancouver is also a champion of the urban green space, having a 2.4 hectare rooftop garden on the top of the Vancouver Convention Centre. This contains over 400,000 indigenous plants that attract insects, bees and birds to the city centre park. You just have to look at the city to see how much of it is green space nestled in between the modern skyline.

Other general notable not specific to this class…

Grades of "Incomplete"

Students and instructors may negotiate an incomplete grade when there are specific justifying circumstances. When submitting a grade the "I" will be accompanied by the alternative grade that will automatically be assigned after 90 days. These include IB, IC, ID, and IF. If only an "I" is submitted the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 90 days after the end of the semester or term. This limit may not be extended.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at [ggrabows@chaminade.edu]. Online, in-person and phone conferences can be arranged. Dr. Gail will get back to you in person or via email or

text within two business days and usually faster! Please if you text Dr. Gail include your name in your text!

Cell phones, tablets, and laptops:

Music Devices and Cellular Phones: Unless specifically permitted by your instructor, use of music devices and cell phones is prohibited during all Natural Science and Mathematics classes, as it is discourteous and may lead to suspicion of academic misconduct. Students unable to comply will be asked to leave class. Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

ADA Policy

Statement from the new Student handbook

Pursuant to federal and state laws, including the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, all qualified students with disabilities are protected from discrimination on the basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them to equal access to academic programs, services, or activities. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center in the Student Support Services Building, Room 101, by phone at (808) 735-4845 or email: counselingcenter@chamiande.edu for further information. Web: studentaffairs.chaminade.edu/counseling-center/counseling-services

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.