



School of Education and Behavioral Sciences

## ED 404

### Managing Learning Environments

Location meeting and Class meeting schedule (Brogan 101 Tues/Thurs 1:00PM-2:20PM)

Credits: 3

Section: ED 404

Term: DUG Fall 2024

#### Instructor Information



**Instructor:** Dr. Brina Domingo

**Email:** [brina.domingo@chaminade.edu](mailto:brina.domingo@chaminade.edu)

**Phone:** (808) 735-4719

**Office Location:** Brogan Hall 129

**Office Hours:** By Appointment

- Tues/Thurs 9:00am – 12:00pm (In Person)
- Mon/Wed/Fri 9:00am - 3:00pm (Virtually)

#### Communication

Primary communication via email; weekdays, within my designated office hours, will yield a response within 6-12 hours. Nights, weekends and holidays I will respond within 24-48 hours. Any email sent after 5pm will not be checked or responded to until 9am the following morning. If there is anything urgent that needs to be addressed immediately, please put “Urgent” in the title of the email you are sending.

#### School & Department Information

##### School of Education and Behavioral Sciences

Office Location: Brogan Hall

Phone: (808) 739-4652

If you have questions regarding the School of Education and Behavioral Sciences, reach out to your Instructor or Academic Advisor Brother Allen Pacquing.

## Course Description & Materials

### Catalog Course Description

This course develops strategies for successfully managing environments for student success with the focus on the teacher as guide and facilitator. The content includes the study of research findings that are developmentally appropriate for classroom management techniques.

Prerequisites: ED 220, ED 221.

### 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 rigorous alignment is designed to prepare education professionals who demonstrate professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills 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.

### Educator Code of Ethics

The Model Code of Educator Ethics 2.0 is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

### Time Allocation

This is a three credit course requiring **135 clock hours** of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 43.5 hours in class, 15 hours writing reflection papers, 20 hours developing and participating in your Mock Classroom Management Project, 25 hours writing and revising the Classroom Management Philosophy Paper, and 10 hours developing your Digital Portfolio. There will be an additional 21.5 hours of work required beyond what is listed here (course readings, homework assignments, etc.). This additional work will average about 1.5 total hours per week.

## Required Materials

- ***First Days of School: How to Be an Effective Teacher*** (5th edition) Wong, Harry K. and Rosemary T. (2018). ISBN13: 9780976423386; ISBN10: 0976423383 (DVD not required although this book is a keeper.) 5<sup>th</sup> edition required
- ***Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College*** 2nd Edition by Doug Lemov (to be used second half of the class) ISBN 9781119712619 (paperback) ISBN 9781119712626 (ePDF) Publisher: Wiley
  - Amazon/ Kindle eBook available

## Recommended Items

You will need to be comfortable accessing YouTube videos, recording and uploading video responses, as well as working in Google Docs or Word Processor. You will also need to know and utilize Proper APA Formatting for all assignments for paper formatting as well as in-text citations (to avoid plagiarism).

- APA General Format:
  - [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
- APA Example Paper:
  - [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/apa\\_sample\\_paper.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html)

## Canvas (<https://chaminade.instructure.com>)

Canvas is Chaminade University's online learning platform. For this course, you will be submitting all assessments (discussions, assignments, reflections and projects) on Canvas.

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of [degree program name], the student will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

### Course Learning Outcomes (CLOs)

Upon completion of ED 404 - Managing Learning Environments, the student will be able to:

<b><i>Students will be able to:</i></b>	<b>PLO</b>
<b><u>CLO 1:</u></b> Explore best practices related to classroom management, the establishment of class rules, procedures, routines and motivational strategies for a variety of students.	1 and 5
<b><u>CLO 2:</u></b> Create a blueprint for developing a classroom community, a culture that promotes positive social skills and academic achievement. This will include all stakeholders - parents, administrators, teaching assistants, co-teachers, additional school staff, etc.	4
<b><u>CLO 3:</u></b> Construct a classroom management plan and philosophy that addresses both Instructional and behavior management issues.	2 and 3

### 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, and integrity of creation.
5. Educate for adaptation and change.

Students will learn alongside their peers to create a positive learning environment and as future educators to provide their students with a quality education that is founded in family spirit and adaptation to change while serving the education community as a whole.

### 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 ('Olelo 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 ('Olelo 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

### General Education Learning Outcomes

For many years, through changes in leadership, assessments and curricula, the General Learner Outcomes have been there. These are the overarching goals of standards-based learning for all students in all grade levels. Our teachers rely upon rubrics built upon these to inform their assessment of students — going beyond academic achievement to ensure students become engaged, lifelong learners.

1. Self-directed Learner (The ability to be responsible for one's own learning)
2. Community Contributor (The understanding that it is essential for human beings to work together)
3. Complex Thinker (The ability to demonstrate critical thinking and problem solving)
4. Quality Producer (The ability to recognize and produce quality performance and quality products)
5. Effective Communicator (The ability to communicate effectively)
6. Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
<b>Marianist Values</b>	<b>3 and 4</b>	<b>2 and 3</b>	<b>5</b>
<b>PLOs</b>	<b>1 and 5</b>	<b>4</b>	<b>2 and 3</b>
<b>Native Hawaiian Values</b>	<b>3 and 4</b>	<b>2 and 3</b>	<b>5</b>
<b>General Education Learning Outcomes</b>	<b>3 and 4</b>	<b>2 and 5</b>	<b>1 and 6</b>

### Course Activities and Assessments

Assignments	Max Points	Your Points
Participation in Discussions (In class <i>and/or</i> On Canvas) <ul style="list-style-type: none"> <li>10 Discussions – 2 Point Each (1 for Your Initial Perspective <u>and</u> 1 for Peer Response)</li> </ul>	20	/20
Chapter Review Reflections <ul style="list-style-type: none"> <li>10 Reflections – 2 Points Each (minimum 2 pages)</li> </ul>	20	/20
Mock Classroom Project <ul style="list-style-type: none"> <li>Mini Lesson: Plan (20 Points) <u>and</u> Teach (20 Points)</li> <li>Participation in Project Days (15 Points)</li> <li>Final Reflection Paper (15 Points)</li> </ul>	70	/70

Classroom Management Philosophy <ul style="list-style-type: none"> <li>Develop your own philosophy for Classroom Management and how you'd apply what you learned in this course in your own classroom.</li> <li>Minimum 5 Page Paper - APA Formatting Required</li> </ul>	30	/30
Classroom and Behavior Management Portfolio <ul style="list-style-type: none"> <li>Creation of Individual ED 404 Website using Weebly (<i>must provide link</i>) that showcases each revised Chapter Review Reflection based upon feedback <u>and</u> your finalized Classroom Management Philosophy.</li> </ul>	10	/10
<b>Total</b>	<b>150</b>	<b>/150</b>

### Course Schedule: *Schedule subject to change based on dynamics of current events*

Week (Monday – Sunday)	Topic	Tasks
<u>Week 1:</u>  08/19 - 08/25	- Introductions - Current Views of Classroom Management - What Makes an Effective Teacher - Writing guidelines and APA format review - Creating/Using FlipGrid Platform	<input type="checkbox"/> <b>Read:</b> “The First Days of School” - Unit A: Chapter 1 <input type="checkbox"/> <b>FlipGrid:</b> Post Introduction Video <input type="checkbox"/> <b>Video:</b> “The 5 Principles of Highly Effective Teachers” <input type="checkbox"/> <b>Discussion #1:</b> Canvas <input type="checkbox"/> <b>Reflection #1:</b> Canvas
<u>Week 2:</u>  08/26 - 09/01	- What Makes an Effective Classroom - Preparing for the First Day of School - Creating a Plan for Successful Start - Getting Help and Support as an Educator	<input type="checkbox"/> <b>Read:</b> “The First Days of School” - Unit A: Chapter 2 <u>and</u> Chapter 3 <input type="checkbox"/> <b>Video:</b> “Classroom Management” <input type="checkbox"/> <b>Discussion #2:</b> Canvas <input type="checkbox"/> <b>Reflection #2:</b> Canvas
<u>Week 3:</u>  09/02 - 09/08  <b>Mon 09/02 - Labor Day (No Classes)</b>	- The Importance of Positivity - Creating an Inviting Environment - First Impressions as an Educator - Cultivating a Culture for Cooperation	<input type="checkbox"/> <b>Read:</b> “The First Days of School” - Unit B: Chapter 6 – Chapter 9 <input type="checkbox"/> <b>Video:</b> “Childhood Trauma and the Brain” <input type="checkbox"/> <b>Discussion #3:</b> Canvas <input type="checkbox"/> <b>Reflection #3:</b> Canvas
<u>Week 4:</u>  09/09 - 09/15	- Creating an Effective Classroom Environment - Teaching Classroom Procedures - Consistency in the Classroom - Creating an Effective Discipline Plan	<input type="checkbox"/> <b>Read:</b> “The First Days of School” - Unit C: Chapter 10 – Chapter 13 <input type="checkbox"/> <b>Video:</b> “Classroom: Best Routines and Procedures” <input type="checkbox"/> <b>Discussion #4:</b> Canvas <input type="checkbox"/> <b>Reflection #4:</b> Canvas

<b>Week</b> (Monday – Sunday)	<b>Topic</b>	<b>Tasks</b>
<u>Week 5:</u>  09/16 - 09/22	<ul style="list-style-type: none"> <li>- Creating Effective Lesson Plans</li> <li>- Assessing and Evaluating Student Learning</li> <li>- Enhancing Student Learning</li> <li>- Promoting Student Engagement and Motivation</li> <li>- How You can be an Effective Teacher</li> <li>- Maximizing Your Potential</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read:</b> “The First Days of School” - Unit D: Chapter 18 – Chapter 23</li> <li><input type="checkbox"/> <b>Video:</b> “Effective Lesson Planning 101” and “Student Motivation: The ARCS Model”</li> <li><input type="checkbox"/> <b>Discussion #5:</b> Canvas</li> <li><input type="checkbox"/> <b>Reflection #5:</b> Canvas</li> </ul>
<u>Week 6:</u>  09/23 - 09/29	<ul style="list-style-type: none"> <li>- Helping Students Feel Valued</li> <li>- Emphasizing Whole-Class Engagement</li> <li>- Building Upon Learning Rather Than Cutting Learning for Incorrect Answers</li> <li>- Remembering the Goal for Learning within Your Lessons</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read:</b> “Teach Like a Champion” Chapter 4 Academic Ethos (Pg. 139 - 185) and Chapter 5 Lesson Structures (Pg. 187 - Pg. 233)</li> <li><input type="checkbox"/> <b>Video:</b> “Backwards Design Overview with Examples”</li> <li><input type="checkbox"/> <b>Discussion #6:</b> Canvas</li> <li><input type="checkbox"/> <b>Reflection #6:</b> Canvas</li> </ul>
<u>Week 7:</u>  09/30 - 10/06	<ul style="list-style-type: none"> <li>- The Foundations for Building a Positive Classroom Culture</li> <li>- Utilizing a Sense of Belonging to Enhance Learning and Engagement</li> <li>- Classroom Systems</li> <li>- Developing Routines</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read:</b> “Teach Like a Champion” - Chapter 10 Procedures and Routines (Pg. 385 - Pg. 417)</li> <li><input type="checkbox"/> <b>Video:</b> “Building a Belonging Classroom” – “Fostering Belonging with Classroom Norms” and “Sense of Belonging”</li> <li><input type="checkbox"/> <b>Discussion #7:</b> Canvas</li> <li><input type="checkbox"/> <b>Reflection #7:</b> Canvas</li> </ul>
<u>Week 8:</u>  10/07 - 10/13	<ul style="list-style-type: none"> <li>- High Behavioral Expectations</li> <li>- Response to Intervention: Tiers of Intervention</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read:</b> “Teach Like a Champion” - Chapter 11 High Behavioral Expectations (Pg. 419 - Pg. 473)</li> <li><input type="checkbox"/> <b>Video:</b> “Response to Intervention: R.T.I” and “IPD: Multi-Tiered Systems of Support”</li> <li><input type="checkbox"/> <b>Discussion #8:</b> Canvas</li> <li><input type="checkbox"/> <b>Reflection #8:</b> Canvas</li> </ul>
<u>Week 9:</u>  10/14 - 10/20	<ul style="list-style-type: none"> <li>- Building Character and Trust</li> <li>- Emotional Constancy and Transparency</li> <li>- Impacts of Developing, Enhancing and Maintaining Positive Relationships on Classroom Management</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read:</b> “Teach Like a Champion” - Chapter 12 Building Student Motivation and Trust (Pg. 475 - Pg. 501)</li> <li><input type="checkbox"/> <b>Video:</b> “Relationships: the Tool That Was Never Taught”</li> <li><input type="checkbox"/> <b>Discussion #9:</b> Canvas</li> <li><input type="checkbox"/> <b>Reflection #9:</b> Canvas</li> </ul>
<u>Week 10:</u>  10/21 - 10/27	<ul style="list-style-type: none"> <li>- Planning Your Own Effective Lesson</li> <li>- Study Guide Sheet for Mock Classroom Project: <i>Reviewing different potential students, their backgrounds, triggers and exhibited behavior and how to best meet their needs in the classroom.</i></li> <li>- How to write and develop a Mini Lesson</li> <li>- Sign up for Mock Classroom Project Day</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read:</b> “Teach Like a Champion” - Chapter 2 Lesson Preparation (Pg. 37 - Pg. 73) and Chapter 3 Check for Understanding (Pg. 75 - Pg. 136)</li> <li><input type="checkbox"/> <b>Discussion #10:</b> Canvas</li> <li><input type="checkbox"/> <b>Reflection #10:</b> Canvas</li> </ul>

Week (Monday – Sunday)	Topic	Tasks
<u>Week 11:</u> 10/28 - 11/03	<b>Mock Classroom Project:</b> <i>Preparation and Planning</i>	<input type="checkbox"/> <b>Plan your Mini Lesson</b> <input type="checkbox"/> <b>Sign-Up for Project Day</b>
<u>Week 12:</u> 11/04 - 11/10  <b>TUES 11/05 Election Day (No Class)</b>	<b>Mock Classroom Project:</b> <i>2 Students <u>Per</u> In-Person Class Day</i>	<input type="checkbox"/> <b>Project Presentation Days</b> <input type="checkbox"/> <b>Final Reflection - Based on the week you present</b>
<u>Week 13:</u> 11/11 - 11/17  <b>MON 11/11 - Veterans Day (No Class)</b>	<b>Mock Classroom Project:</b> <i>2 Students <u>Per</u> In-Person Class Day</i>	<input type="checkbox"/> <b>Project Presentation Days</b> <input type="checkbox"/> <b>Final Reflection - Based on the week you present</b>
<u>Week 14:</u> 11/18 - 11/24	- Developing your Classroom Management Philosophy	<input type="checkbox"/> <b><u>Classroom Management Philosophy Paper</u></b>
<u>Week 15:</u> 11/25 - 12/01  Thurs 11/28 and Fri 11/29 Thanksgiving Break (No Class)	- Developing your Classroom Management Philosophy	<input type="checkbox"/> <b><u>Classroom Management Philosophy Paper</u></b>
<u>Week 16:</u> 12/02 - 12/06  <b>Fall 2024 Semester Ends 12/06</b>	- Putting Together your Digital Classroom and Behavior Management Portfolio	<input type="checkbox"/> <b><u>Portfolio Website</u></b>  ***All assignments (missing and/or revised) due by 11:59 on <b>Friday 12/06/2024.</b>  ***NO WORK WILL BE ACCEPTED AFTER THE 12/06/2024 DEADLINE

## Course Policies

### Attendance

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to



complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

### 1. 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. 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.

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 student 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.

### Late Work

May be subject to change based on the dynamics of current events. Late assignments will be accepted up to **three** days after the designated deadlines. Work submitted one-day late will receive a 10% deduction, two-days late a 25% deduction, and three days late a 50% deduction. No late assignments will be accepted beyond three days after the designated deadlines. If there is an emergency, make sure to contact me before the due date of an assignment.

**Turnitin Rates:** "RED" will result in an automatic redo of the assignment and/or a "0" score.

**\*\*\*ALL assignments** (with the exception of the *Weekly Discussions, Lesson Plan and Digital Portfolio*) must be written in **PROPER APA FORMATTING** (See Supplementary Learning Requirements Above).

- Proper APA Formatting
  - A Title Page
  - Running Head and Page #s
  - Appropriate Level 1 - Level 3 Headings
  - In-Text Citations
  - A References Page
- Times New Roman Font
- Size 12 Font
- Double Spaced
- Abstract - **ONLY** required for your Classroom Management Philosophy Paper, Does not count toward your 5 page minimum.

**\*\*\*No work will be accepted after the last day of the course (No Extensions Given)**

### Extra Credit

There are no extra credit assignments for this course; however, course activities and assignments can be revised based on feedback provided during initial grading to bring up your overall course grade.

Any revised assignments must be submitted within **one week** of initial grading.

### Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

### Grades of Incomplete

No incomplete grades will be assigned. All assignments (late or revised) are due by the final day of the course. **NO WORK WILL BE ACCEPTED** after the final day of the course and your grade will be as stands based on whatever work is submitted.

### Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

## Important Information

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or

to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### 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 (see Plagiarism).

### Use of Generative Artificial Intelligence (Gen AI)

Students are encouraged to use Gen AI tools such as ChatGPT and others to support their learning and creativity. However, the use of these tools must adhere to the following guidelines:

- **Attribution:** Any content generated by AI must be clearly attributed.
- **Academic Integrity:** AI tools should not be used to produce entire assignments or projects without significant input and modification by the student.
- **Originality:** Students must ensure that their submissions are original and reflective of their understanding. Plagiarism, including the uncredited use of AI-generated content, is strictly prohibited.
- **Disclosure:** Students must disclose the use of AI tools in their work. This includes specifying which tools were used and how they were applied.

Examples of appropriate uses for Generative AI for course activities include

- Idea generation,

- Creating outlines, and
- Sentence-level edits (i.e., punctuation and grammar)

### **Title IX and Nondiscrimination Statement**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### **Nondiscrimination Policy & Notice of Nondiscrimination**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cell phone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.