ED 462

Multicultural Education

Location meeting and Class meeting schedule (Online Asynchronous)
Credits: 3   Section: ED 462   Term: Fall Semester Full 2025

Format: This is a 15 week asynchronous course that begins on 08/25/25 and will end on 12/12/25.

Instructor Information

Instructor: Dr. Brina Domingo
Email: brina.domingo@chaminade.edu
Phone: (808) 735-4719
Office Location: Brogan Hall 129
Office Hours: By Appointment - Email me to book 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.

Catalog Course Description

A wide range of racial, cultural, ethnic, linguistic and religious variation exists within and across societies. This course explores multicultural and diversity issues as they affect classroom and school cultures with a focus on developing sensitivity to all types of diversity for community building at local and global levels. Includes a field-based assignment.

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 an average of 120 hours on completing the Assessments for this course: 1 hour for your Mandatory Virtual Orientation Meeting, 1 hour for the Orientation Meeting and Syllabus Quiz, 1 hour for the Introduction Video Assignment, 20 hours total on your Discussion Posts/Peer Responses, 40 hours total on your Course Readings and Reflections, 10 hours on your Cultural Self PowerPoint Project, 20 hours on your Multicultural Lesson Plan Project, 15 hours on your Multicultural Research PowerPoint, 10 hours on your Digital Portfolio, and 2 hours on your final course reflection. There will be an additional 15 hours of work required beyond what is listed here to

complete additional tasks such as going through the Module Overview and watching the supplemental videos. This additional work will average about 1 hour per module.

Required Materials
- Bennett, C. (2019). *Comprehensive Multicultural Education: Theory and Practice.* (9th Edition) New York: Pearson. ISBN-13: 9780134679020
- Gollnick, D., & Chinn, P. (2021). *Multicultural Education in a Pluralistic Society*. (6th Edition) New Jersey: Pearson. ISBN-13: 9780135787069

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
- APA Example Paper:
    - https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html
- **Padlet** (Collaborative Video and Peer Discussions)

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:

Students will be able to:	PLO
CLO 1: Describe and identify cultural factors and other dimensions of diversity (e.g., social class, gender, sexual orientation, language, ability) that have significant impact on their own and their students' lifestyles, attitudes and behaviors.	1 and 2
CLO 2: Define and describe the major theoretical concepts and issues in multicultural education and diversity.	2
CLO 3: Identify, discuss and analyze the impact of culture on learning, focusing especially in connecting knowledge of content areas to students' prior experiences, personal interests and real life situations	4 and 5
CLO 4: Demonstrate knowledge of appropriate teaching strategies for productive learning environments in a multicultural school setting, focusing especially on the use of appropriate assessment strategies and culturally responsive teaching	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 ('Ōlelo No'eau 364) May I live by God.

2. Provide an Integral, Quality Education (Naʻauao) 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

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	CLO 4
Marianist Values	**3 and 4**	**2 and 3**	**5**	**2 and 5**
PLOs	**1 and 5**	**4**	**2 and 3**	**3**
Native Hawaiian Values	**3 and 4**	**2 and 3**	**5**	**1 and 4**
General Education Learning Outcomes	**3 and 4**	**2 and 5**	**1 and 6**	**2 and 3**

Course Activities and Assessments

Assignments	Max Points	Your Points
Mandatory Virtual Orientation Meeting (1:00) - This is the **ONLY** assignment that will have a set date/time where you will be required to accommodate your schedule to attend to go over class expectations, Canvas course navigation and Assessments/Grading. - It will take place on **WEDNESDAY** of the first week of class	5	/5

Orientation Meeting and Syllabus Quiz (1:00) ● After attending the Orientation Meeting, you will review the Syllabus on your own and take a quiz via Google Forms ● This will be your **FIRST** Milestone Assignment	5	/5
Introduction Video Assignment (1:00) ● Introduce yourself to your classmates in a video post - Be sure to respond to at least 1 classmate's video post.	5	/5
Cultural Self PowerPoint Project (10:00) ● 10 points for your Cultural Self PowerPoint	20	/20
Padlet Discussion Posts (2:00 each) ● 10 Posts – 2 Points Each (1 for Your Initial Video Response Post and 1 for your Peer Comment Response to Peer video) ● Be sure to post "DONE" in Canvas once you post your Initial Video Response to the Padlet Board	20	/20
Course Reading and Reflections (4:00 each) ● 10 Reflections – 2 Points Each ● Minimum of 2 Pages written in Proper APA Formatting	20	/20
Culturally Based Lesson Plan Project (20:00) ● 15 Points: Mini Culturally Based Lesson Plan (Use Template Provided) - This will be your **SECOND** Milestone Assignment ● 15 Points: Created Resources/Materials ● 5 Points: Lesson Implementation Reflection	35	/35
Multicultural Education Research PowerPoint (15:00) ● This is a 10 slide PowerPoint - You will identify and select 5 Multicultural Education concepts you learned in order to develop your own perspective and development of a diverse learning environment in which all students feel safe ● You will connect this back to your "Cultural Self" PowerPoint and discuss how those 5 concepts would have helped you increase your success and enhance your learning in the classroom when you were a child. ● A template will be provided for you to use.	25	/25
Multicultural Education Digital Portfolio (10:00) that showcases: 　o My Cultural Self PowerPoint 　o 10 Reading Reflections 　o Multicultural Education Research PowerPoint 　o Mini Culturally Based Lesson Plan Project (All 3 Components) ● **IF** you already created a Digital Website Portfolio for another Education Course, you can simply add a new Page/Link on the one you have to add a Multicultural Education section to your website.	10	/10
Final Course Reflection (2:00)	5	/5

● Minimum of 2 Pages written in Proper APA Formatting			
Total		**150**	**/150**

Course Schedule: *Schedule subject to change based on dynamics of current events*		
MODULE	**TOPIC**	**TASKS**

Module 1	**Course Introduction**
	This week we will ease into the course. You will need to attend the mandatory orientation meeting - Please be sure to review the syllabus prior to this meeting so you can ask any questions you may have during the meeting. You will end the week with introducing yourself to the class and completing your Cultural Self PowerPoint - You can't learn about students' cultures unless you are in touch with your own!
		● Mandatory Virtual Orientation Meeting
		  ○ Review Syllabus <u>PRIOR</u>
		  ○ Will take place on the first **<u>WEDNESDAY</u>** of the course
		● Orientation Meeting and Syllabus Quiz
		  ○ "Milestone 1 Assignment" for participation Verification
		  ○ Must be completed by the first **<u>FRIDAY</u>** of the course
		● Introduction Video and Peer Response
		● Cultural Self PowerPoint

Module 2	**Foundations of Multicultural Education**
	Identifying the origins and principles of multicultural education - Figuring out what it is, why it's important and how to implement a foundation for multicultural education in a classroom. Further, in order to effectively understand and appreciate integration of multicultural education in the classroom, you need to be self-culturally aware.
		<u>**Required Reading**</u>:
		  ○ "Comprehensive Multicultural Education"
		    ■ Chapter 1
		  ○ "Multicultural Education in a Pluralistic Society"
		    ■ Chapter 1
		● YouTube Video: "Diverse Education"
		● Padlet Video Post and Peer Comment Response #1
		● Module Reading Reflection #1

MODULE	TOPIC	TASKS
Module 3	**Race, Culture and Ethnicity Impacts on Multicultural Education in a Classroom** *Examine how culture, race and identifying with different ethnic groups can impact a student's education. Additionally, examining how racism, stereotypes and prejudice can also affect learning while learning strategies to effectively address these impacts during instruction to create a multiculturally accepting classroom.*	**Required Reading:** ○ "Comprehensive Multicultural Education" ■ Chapters 2 and 3 ○ "Multicultural Education in a Pluralistic Society" ■ Chapter 2 ● YouTube Video: "Bringing Cultural Context" ● Padlet Video Post and Peer Comment Response #2 ● Module Reading Reflection #2
Module 4	**Socioeconomic and Social Class Impacts on Learning** *Analyze how poverty impacts schools and learning conditions, identifying what impacts students' social class and socioeconomic standings can have on the academic opportunities they are given and how to counteract the resulting achievement gaps in our schools.*	**Required Reading:** ○ "Comprehensive Multicultural Education" ■ Chapter 12 ○ "Multicultural Education in a Pluralistic Society" ■ Chapter 3 ■ YouTube Video: "The Opportunity Gap" ■ Padlet Video Post and Peer Comment Response #3 ■ Module Reading Reflection #3
Module 5	**Gender Equality and Sexual Orientation** *Assess how gender impacts learning in a classroom while noting how to create gender safe schools and overcoming uncertainty about LGBT Students. Additionally exploring how to integrate social justice and gender equity within classroom instruction and content to support all learners.*	**Required Reading:** ○ "Comprehensive Multicultural Education" ■ Chapter 11 ○ "Multicultural Education in a Pluralistic Society" ■ Chapters 4 and 5 ● YouTube Video: "Gender Inequality in Education" ● Padlet Video Post and Peer Comment Response #4 ● Module Reading Reflection #4

MODULE	TOPIC	TASKS

Module 6	**Special Education and the Development of Inclusive Classrooms**
	Examining how to support all types of diverse learners from those with disabilities to those who are gifted and talented. Analyze how to create inclusive classrooms and whether or not labeling students impacts their ability to be equitably treated while assessing how the development of multicultural education classrooms can benefit both ends of the spectrum of learners.
		Required Reading:
		  ○ "Comprehensive Multicultural Education"
		    ■ Chapter 13
		  ○ "Multicultural Education in a Pluralistic Society"
		    ■ Chapter 6
		● YouTube Video: "The Power of Inclusive Education"
		● Padlet Video Post and Peer Comment Response #5
		● Module Reading Reflection #5

Module 7	**Inclusion of Linguistically Diverse Learners: How Language Affects Multicultural Education**
	Identifying the importance of addressing linguistically diverse learners or ELL (English-Language Learners) needs in a multiculturally diverse classroom, understanding how language impacts learning, class culture, and individual sense of identity amongst students.
		Required Reading:
		  ○ "Comprehensive Multicultural Education"
		    ■ Chapter 14
		  ○ "Multicultural Education in a Pluralistic Society"
		    ■ Chapter 7
		● YouTube Video: "Language is Culture"
		● Padlet Video Post and Peer Comment Response #6
		● Module Reading Reflection #6

Module 8	**Creating a Culture for Multicultural Education**
	Examine the different types of culture that impacts learning in a classroom - from ethnic culture, to community culture, to youth culture. Analyze what it means to be a culturally responsive teacher while learning how to balance cultural styles with learning styles within one given classroom. Additionally, assessing what it is to implement culturally relevant teaching practices.
		Required Reading:
		  ○ "Comprehensive Multicultural Education"
		    ■ Chapter 10
		  ○ "Multicultural Education in a Pluralistic Society"
		    ■ Chapter 10
		● YouTube Video: "Education System -vs- Cultural Competence"
		● Padlet Video Post and Peer Comment Response #7
		● Module Reading Reflection #7

MODULE	TOPIC	TASKS

Module 9	**Developing a Multicultural Curriculum for Education** *Assess different multicultural education models to help support various types of learners while combating possible multicultural impacts that could potentially affect instruction overall. Develop an understanding of what it means to provide students with an education experience and classroom that is multicultural, while still leaving room for students to incorporate their own voice and perspectives from each individual background.*	**Required Reading:**
		 ○ "Comprehensive Multicultural Education"
		    ■ Chapter 15
		 ○ "Multicultural Education in a Pluralistic Society"
		    ■ Chapter 11
		 ● YouTube Video: "Culture Before Curriculum"
		 ● Padlet Video Post and Peer Comment Response #8
		 ● Module Reading Reflection #8

Module 10	**Building a Culturally Responsive Classroom for Education** *In Module 8 you learned about Culturally Responsive Classrooms. In this module, you will take that knowledge and build upon it with specific steps and strategies to use to help you not only become culturally responsive in your teaching, but to help you develop a culturally responsive classroom as a whole. You will be given a ton of great strategies to use and apply in your own classrooms.*	**Required Reading:** ○ Article: "Steps to Make Classrooms More Culturally Responsive" ○ Article: "6 Ways to Make Teaching more Culturally Responsive" ● YouTube Video: "5 Strategies to Create a Culturally Responsive Classroom Community" ● Padlet Video Post and Peer Comment Response #9 ● Module Reading Reflection #9
Module 11	**Culture Based Education in Hawaii** *As a Hawaii Teacher Preparation Program, you will assess what cultural based education models we currently have in Hawaii. Regardless if you are from here or not, as we've learned throughout this course, in order to be a highly-effective teacher, you need to educate your students with an emphasis on the culture they are surrounded in.*	**Required Reading:** ○ Article: "Delivering Culture Based Learning" ○ Article: "Culture-Based Education" ● YouTube Video: "Hawaiian Learning - Culture Based Education" ● Padlet Video Post and Peer Comment Response #10 ● Module Reading Reflection #10

Course Policies

Late Work

As this is an Asynchronous course, please be mindful of your time management! Utilize the provided Weekly Suggested Schedule to complete assessments in a timely manner. Although late work is accepted without a late penalty, each Module will remain **LOCKED** until you complete and submit all the assessments for that given Module, as each builds upon the previous. I **DO NOT** accept any work submitted via email so please be sure to submit all work on Canvas in the appropriate formats stated in each Assessment. **ALL** coursework is due by **11:59 pm on the LAST DAY of class**.

I do not accept any work submitted via email NOR do I give extensions on the course.
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 - <u>ONLY</u> 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

Email & Netiquette Guidelines

1. "Netiquette" is the correct or acceptable way of communicating on the Internet. Rules- see website or copy and paste: https://www.rasmussen.edu/student-experience/collegelife/netiquette-guidelines-every -online-student-needs-to-know/
2. Use your Chaminade email account.
3. Always include a subject line.
4. Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
5. Use standard fonts.
6. Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Course Discussion Posts and Responses Guidelines

1. Do not make insulting or inflammatory statements. Be respectful of others' ideas.
2. Be patient and read the comments of others thoroughly before posting your remarks.
3. Be positive and constructive.
4. Consider how your posts help to further the discussion and/or meet course learning outcomes.

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 cellphone 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 each semester if changes or notifications are needed.

Kōkua ʻIke: 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 ʻIke: 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 ʻIke'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 ʻIke at tutoring@chaminade.edu or 808-739-8305.