



School of Education and Behavioral Sciences

## ED 201

### Introduction to Secondary Education

Location meeting and Class meeting schedule (Online Asynchronous)

Credits: 3

Section: ED 201

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](mailto: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.

## 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: NONE

### 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 Padlet Video Discussion Posts/Peer Responses, 40 hours total on your article Readings and Reflections, 15 hours on your Secondary Student Compare and Contrast and Reflection, 20 hours on your Secondary Lesson Plan Project, 10 hours on your Education Philosophy 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:** There are **NO** required textbook/materials for this course. You will be accessing all of your required materials via PDF files that will be attached to the “Course Readings” for each Module. Be sure you also understand how to utilize the recommended items as well, as there will be videos you will need to access each week.

### 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)
- **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 201 - Intro to Secondary Education, the student will be able to:

<b><i>Students will be able to:</i></b>	<b>PLO</b>
<b>CLO 1:</b> Describe how varied elements impact secondary education systems (i.e. students, teachers, schools, communities, etc.)	1 and 5
<b>CLO 2:</b> Define their perspective on varied elements of secondary education systems	4
<b>CLO 3:</b> Identify evidence of effective teaching	2 and 3
<b>CLO 4:</b> Contribute to networking and developing working relationships with other potential professionals in the field.	5

## 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 ('Olelo 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 ('Olelo 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	CLO 4
Marianist Values	3 and 4	2 and 3	5	1
PLOs	1 and 5	4	2 and 3	2 and 5
Native Hawaiian Values	3 and 4	2 and 3	5	3
General Education Learning Outcomes	3 and 4	2 and 5	1 and 6	3 and 4

Course Activities and Assessments		
Assignments	Max Points	Your Points
Mandatory Virtual Orientation Meeting (1:00) <ul style="list-style-type: none"> <li>This is the <b>ONLY</b> 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.</li> <li>It will take place on <b>WEDNESDAY</b> of the first week of class</li> </ul>	5	/5
Orientation Meeting and Syllabus Quiz (1:00) <ul style="list-style-type: none"> <li>After attending the Orientation Meeting, you will review the Syllabus on your own and take a quiz via Google Forms</li> </ul>	5	/5
Introduction Video Assignment (1:00)	5	/5

<ul style="list-style-type: none"> <li>Introduce yourself to your classmates in a video post - Be sure to respond to at least 1 classmate's video post with a comment in our Discussion board for full credit.</li> </ul>		
Padlet Discussion Posts (2:00 each) <ul style="list-style-type: none"> <li>10 Posts – 2 Points Each (1 for Your Initial Video Response Post <u>and</u> 1 for your Peer Comment Response to Peer video)</li> <li>Be sure to post “DONE” in Canvas once you post your Initial Video Response to the Padlet Board</li> </ul>	20	/20
Chapter Reading and Reflections (4:00 each) <ul style="list-style-type: none"> <li>10 Reflections – 2 Points Each</li> <li>Minimum of 2 Pages written in Proper APA Formatting</li> </ul>	20	/20
A Secondary Student: Compare and Contrast (15:00) <ul style="list-style-type: none"> <li>10 Points: Compare and Contrast Chart - You will bullet point at least 10 qualities for each section of the chart to identify what characteristics/traits there are for your “Ideal Student” -vs- “Student Reality” and what they may have in common.</li> <li>10 Points: Student-Self Reflection Paper - Minimum of 2 pages written in Proper APA Formatting, you are going to reflect on your own experiences as a student. Describe what type of student you were, what you struggled with and what you would consider what helped you most to succeed as a secondary student.</li> </ul>	20	/20
Lesson Plan Project (20:00) <ul style="list-style-type: none"> <li>15 Points: Mini Lesson Plan (Use Template Provided)</li> <li>15 Points: Created Resources/Materials</li> <li>5 Points: Lesson Implementation Reflection</li> </ul>	35	/35
Education Philosophy PowerPoint (10:00) <ul style="list-style-type: none"> <li>This is a 10 Slide PowerPoint - You will identify and select 5 key traits or components of teaching at the secondary level that you learned through this course to develop your own Philosophy of what it is to be a secondary teacher.</li> <li>You will connect this back to your ideal student(including your digital design on a slide) and explain how the 5 strategies you selected will be utilized to create and support the development of students in your classroom.</li> <li>A template will be provided for you to use.</li> </ul>	25	/25
Secondary Education Digital Portfolio (10:00) <ul style="list-style-type: none"> <li>Creation of Individual ED 201 Website (<i>must provide link</i>) that showcases each of your 10 revised Chapter Review Reflections, your Secondary Student Paper, Your Lesson Plan Project (All 3 Components) <u>and</u> your finalized Education Philosophy PowerPoint.</li> </ul>	10	/10

Final Course Reflection (2:00)	5	/5
<ul style="list-style-type: none"> <li>Minimum of 2 Pages written in Proper APA Formatting</li> </ul>		
<b>Total</b>	<b>150</b>	<b>/150</b>

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

MODULE	TOPIC	TASKS
<b>Module 1</b>	<b>Course Introduction</b> <i>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 Secondary Student Compare and Contrast Assignment - You will be comparing what your version of an "ideal" student is like to what you think a "real" student would be like and reflect on your own experiences as a secondary student.</i>	<ul style="list-style-type: none"> <li>Mandatory Virtual Orientation Meeting <ul style="list-style-type: none"> <li>Review Syllabus <u>PRIOR</u></li> <li>Will take place on the first <b><u>WEDNESDAY</u></b> of the course</li> </ul> </li> <li>Orientation Meeting and Syllabus Quiz <ul style="list-style-type: none"> <li>"Milestone 1 Assignment" for participation Verification</li> <li>Must be completed by the first <b><u>FRIDAY</u></b> of the course</li> </ul> </li> <li>A Secondary Student: Compare and Contrast Assignment</li> </ul>
<b>Module 2</b>	<b>Classroom Management: Building Relationships</b> <i>For any learning and effective instruction to take place, you need to be able to manage your classroom effectively. In order to do that, it is vital to take the time at the start of the year to get to know your students and build those positive relationships with them. Knowing your students and managing your classroom goes hand-in-hand with being an effective educator.</i>	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>Article: "<a href="#">9 Classroom Management Tips for Teaching High School</a>"</li> <li>Article: "<a href="#">Cultivating Relationships in Secondary Classrooms: Practices That Matter</a>"</li> <li>Watch: "<a href="#">Classroom Management</a>"</li> <li>Padlet Video Post and Peer Comment Response #1</li> <li>Reflection #1</li> </ul>

MODULE	TOPIC	TASKS
Module 3	<b>Culturally Responsive Teaching</b> <i>Once we get to know our students, it then becomes vital to develop a learning environment in which they feel safe and comfortable to embrace their differences, rather than be penalized for being different. As such, culturally responsive teaching practices are crucial to creating a safe learning environment for all students.</i>	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>○ Article: "<a href="#">Culturally Responsive Teaching</a>"</li> <li>○ Article: "<a href="#">What Is Culturally Responsive Teaching?</a>"</li> <li>● Watch: "<a href="#">Culturally Responsive Teaching</a>"</li> <li>● Padlet Video Post and Peer Comment Response #2</li> <li>● Reflection #2</li> </ul>
Module 4	<b>Setting High Expectations: Academics -vs- Behaviors</b> <i>Once we know and understand our students and can effectively manage our classroom during instruction and activities, the next step would be to emphasize high expectations. Such expectations can be for both academics and behaviors. These are vital to develop a sense of internal motivation and accountability for all students in your classroom, thus enhancing the learning environment you create for them.</i>	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>○ Article: "<a href="#">High Expectations for Student Behavior: Their Role in Classroom Management</a>"</li> <li>○ PDF File: Chapter 1 - "<a href="#">Setting High Academic Expectations</a>"</li> <li>● Watch: "<a href="#">High Expectations</a>"</li> <li>● Padlet Video Post and Peer Comment Response #3</li> <li>● Reflection #3</li> </ul>
Module 5	<b>Student Centered Learning</b> <i>As you will learn, education needs to consistently evolve with society to meet the needs of our students. A new approach to teaching at the secondary level is "student centered" where students will take the lead on their own education. Although this is an untraditional approach, have an open mind as you go into this week's content and materials.</i>	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>○ Research Study: "<a href="#">Insights into the Effectiveness of Student-Centered Learning in K-12</a>"</li> <li>● Watch: "<a href="#">Student Centered Learning: Why, How &amp; What</a>"</li> <li>● Padlet Video Post and Peer Comment Response #4</li> <li>● Reflection #4</li> </ul>

MODULE	TOPIC	TASKS
Module 6	<b>Differentiated Instruction: Utilizing Assessments for Learning</b> <i>Every student learns differently and therefore, will be more successful at one type of assessment than another. Some students are good test takers, others are good writers, etc. but it depends on how they learn best. As such, ensuring you are not only giving differentiated instruction, but utilizing different types of assessment will be crucial to helping students succeed in your classroom.</i>	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>○ Article: "<a href="#">6 Types of Assessment (and How to Use Them)</a>"</li> <li>○ Article: "<a href="#">Differentiation Methods for Performance Assessment</a>"</li> <li>● Watch: "<a href="#">Differentiated Instruction: Why, How and Examples</a>"</li> <li>● Padlet Video Post and Peer Comment Response #5</li> <li>● Reflection #5</li> </ul>
Module 7	<b>Curriculum Alignment, Pacing and the Universal Design for Learning</b> <i>To continually ensure your effectiveness as a secondary educator, you need to be able to develop engaging lessons that not only align with the curriculum, but can also be paced out in a way that pushes your students to grow without burying them in work, all while falling under a Universal Design for Learning.</i>	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>○ Article: "<a href="#">Curriculum Alignment: A reflection of its place in a school curriculum</a>"</li> <li>○ Article: "<a href="#">Instructional Pacing: How Do Your Lessons Flow?</a>"</li> <li>● Watch: "<a href="#">Universal Design for Learning: UDL</a>"</li> <li>● Padlet Video Post and Peer Comment Response #6</li> <li>● Reflection #6</li> </ul>
Module 8	<b>Integration of Technology to Enhance Student Learning</b> <i>Technology has increasingly become more and more important both in and out of the classroom for students. As such, it is important to not only teach them how to utilize technology effectively, but to also allow them to use technology as a platform to enhance their own learning experiences.</i>	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>○ Article: "<a href="#">Support Student Engagement with Technology</a>"</li> <li>○ Article: "<a href="#">How Technology Can Increase Student Engagement</a>"</li> <li>● Watch: "<a href="#">Integration of Technology in the Classroom</a>"</li> <li>● Padlet Video Post and Peer Comment Response #7</li> <li>● Reflection #7</li> </ul>

MODULE	TOPIC	TASKS
Module 9	<p><b>Reflective Practice: Response to Intervention (RTI)</b></p> <p><i>Reflective Practice in and out of the classroom is our way, as educators, to develop a sense of self and ensure we are working towards being the most effective educators that we can be. On the flip side of this, the practice of Response to Intervention or RTI is our way of allowing our students to do the same through providing various supports to help them succeed in academics and grow as individual people in your classroom.</i></p>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>○ Article: "<a href="#">Reflective Practices in Education: A Primer for Practitioners</a>"</li> <li>○ Article: "<a href="#">Strengthening Your Teacher Identity</a>"</li> <li>● Watch: "<a href="#">Response to Intervention RTI: Education Conference &amp; Live Chat</a>"</li> <li>● Padlet Video Post and Peer Comment Response #8</li> <li>● Reflection #8</li> </ul>
Module 10	<p><b>Responding to Trauma in the Classroom: The importance of Social Emotional Learning (SEL)</b></p> <p><i>More often than not, you will encounter students at the secondary level who have been exposed to some type of childhood trauma. As the educator, you need to know how to address this without re-traumatizing the student. A great support for this is to provide effective Social Emotional Learning - It helps you to support students while making them aware of their own social-emotional needs.</i></p>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>○ Article: "<a href="#">What is Social Emotional Learning (SEL): Why it Matters</a>"</li> <li>○ Article: "<a href="#">Why Social and Emotional Learning is Essential for Students</a>"</li> <li>● Watch: "<a href="#">Childhood Trauma and the Brain</a>"</li> <li>● Padlet Video Post and Peer Comment Response #9</li> <li>● Reflection #9</li> </ul>



## 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 - 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

### 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](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.