



**DOCTOR of MARRIAGE
and FAMILY THERAPY
CHAMINADE UNIVERSITY of HONOLULU**

School of Education and Behavioral Science

DMFT 8052 Assessment and Diagnosis in Couple & Family

Synchronous meetings times Wednesday 6:00am HST- 8:00am HST

Zoom link for all classes: <https://chaminade.zoom.us/j/91560861336>

Credits: 3 Section: 1 Term: Winter 2026

WEEK 1 Jan 11th- Jan 17th	WEEK 2 Jan 13th – Jan 17th	WEEK 3 Jan 20th – Jan 24th	WEEK 4 Feb 1st – Feb 7th	WEEK 5 Feb 8th – Feb 14th	WEEK 6 Feb 15th – Feb 21st	WEEK 7 Feb 22nd – Feb 28th	WEEK 8 Mar 1st – Mar 7th	WEEK 9 Mar 8th – Mar 14th	WEEK 10 Mar 15th – Mar 21th
Wednesday 01/14 Class 6-8am	Wednesday 01/21 Class 6-8am	Wednesday 01/28 Class 6-8am	Wednesday 02/04 Class 6-8am	Wednesday 02/11 Class 6-8am	Wednesday 02/18 Class 6-8am	Wednesday 02/25 Class 6-8am	Wednesday 03/04 Class 6-8am	Wednesday 03/11 Class 6-8am	Wednesday 03/18 Class 6-8am

Instructor Information



Instructor: Maurice Andrea, DMFT, LMFT

Email: maurice.andrea@chaminade.edu

Phone: 808-739-7454

Virtual Office Hours: Please email me to set up Zoom meetings.

Communication

Primary communication method is email and I will respond between 48hrs and a week.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Brogan Hall, 114

Phone: (808) 739-7454

If you have questions regarding the Psychology Department, reach out to your Instructor or the School of Education and Behavioral Sciences

Course Description & Materials

Catalog Course Description

This course focuses on issues in the clinical assessment of individuals, couples, and families. It will provide students with a broad theoretical base for understanding psychopathology from not only an individual descriptive, symptomologic perspective as presented in the DSM-5, but also from a contextual, systemic perspective including developmental hallmarks, familial patterns, and sociocultural

contributors. Assessment will be considered through a multi-method approach that includes: qualitative interview, observational, clinician-rated, or global rating scales, and self-report inventories.

DMFT Doctoral Courses Student Engagement Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of **45 hours for one credit**. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Doctoral students are expected to perform work of higher quality and quantity, however typically a minimum of forty-five hours of student engagement for each student credit hour is required, although instructors may require roughly a third more work than this minimum undergraduate credit hour requirement. Therefore, a 3-credit doctoral course would typically require engagement of approximately 135 hours for the average student for whom the course is designed. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Number of hours per class activity:

Educational activity	Expected hours of Student Engagement:	Details (if any):
Course attendance/Lecture	10	Synchronous class meetings (4 2-hour classes)
Assigned readings	30	2 required Books, plus articles, chapters and independent reading regarding your chosen topics
Key assessments/ Writing assignments	60	Systemic Assessment Paper,
Online interaction	20	Discussion boards
Out of classroom collaboration	15	Watching media, demonstrating practical application of systemic assessment
Presentation & Preparation	20	Topic presentation, topic vignette, topic handout creation
Total hours:	135	

Required readings:

Williams, L., Edwards, T., Patterson, J., Chamow, L. (2011). *Essential assessment skills for couple and family therapists*. Guilford.

Recommended readings

Sperry, L. (2017). *Couple and family assessment: Contemporary and cutting-edge strategies*. Routledge

Russo, J.A., Coker, J. K., King, J.H. (2023). *DSM-5-TR and family systems*. Springer.

**Other readings (chapters or articles) will be posted on the course learning site, Canvas.*

Recommended Items

Laptop or computer device with internet connection, with audio and visual capabilities, allowing the student to log into synchronous classes.

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

Canvas will be used as the primary learning management system for this course. The course content will be posted on Canvas, where students will be able to access the syllabus, any additional readings, assignments, quizzes, and announcements.

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the Doctorate degree in Marriage and Family Therapy, students will be able to:

PLO1: develop a doctoral-level professional identity as marriage and family therapists and a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding

(Addresses ACA 2 COAMFTE)

PLO2: synthesize contemporary family and couple therapy models and be responsive to the societal, cultural and spiritual contexts of practice

(Addresses ACA 3 COAMFTE)

PLO3: synthesize the ethics and competency in peace, health, and justice approaches to MFT research, supervision, and practice, demonstrating attention to multiple domains of diversity

(Addresses ACA 2&3 COAMFTE)

PLO4: use and evaluate quantitative and qualitative MFT clinical measures to improve clinical process and outcomes

(Addresses ACA 1 COAMFTE)

PLO5: cultivate a coherent and competent program of MFT supervision

(Addresses ACA 4 COAMFTE)

PLO6: utilize systemic leadership, demonstrating sophistication in program building, leadership, and/or consultation

(Addresses ACA 4 COAMFTE)

Competency Area	Program Learning Outcome
Advanced Relational/Systemic Clinical Theory	PLO1: Students will develop a doctoral-level professional identity as marriage and family therapists and a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding (Addresses ACA 2 COAMFTE)
Advanced Relational/Systemic Applications to Contemporary Challenges	PLO2: Students will synthesize contemporary family and couple therapy models and be responsive to the societal, cultural and spiritual contexts of practice (Addresses ACA 3 COAMFTE)
Diversity, Service, Justice, Wellness, and Peace	PLO3: Students will synthesize the ethics and competency in peace, health, and justice approaches to MFT research, supervision, and practice, demonstrating attention to multiple domains of diversity (Addresses ACA 2&3 COAMFTE)
Introductory Research Methods Quantitative and Qualitative	PLO4: Students will use and evaluate quantitative and qualitative MFT clinical to improve clinical process and outcomes (Addresses ACA 1 COAMFTE)
Couple and Family Therapy Supervision	PLO5: Students will cultivate a coherent and competent program of MFT supervision (Addresses ACA 4 COAMFTE)
Leadership/Consultation in Marriage/Couple and Family Therapy	PLO6: Students will utilize systemic leadership, demonstrating sophistication in program building, leadership, and/or consultation (Addresses ACA 4 COAMFTE)

Course Learning Outcomes (CLOs)

Upon completion of this course, students will be able to:

1. Describe the theory and development of instruments designed to assess the relational functioning of couples and families (PLO1; PLO2)
2. Analyze research evidence and ecological/systemic implications in the process of assessment and diagnoses of families (PLO2; PLO3)
3. Demonstrate skills associated with conducting relational assessment and diagnoses with couples and families (PLO1; PLO2; PLO3)

Course Learning Outcomes (CLO)	Assessment & Description	Contribution (%) to Final Grade
CLO 1: Describe the theory and development of instruments designed to assess the relational functioning of couples and families (PLO1; PLO2)	<p><i>Systemic Assessment Presentation</i></p> <p>As a class we will co-construct the breadth of assessments that we will be covering during weeks 1 and 2. Each student will be independently be assigned a topic and responsible for providing a depth of knowledge via a presentation and discussion and will present during week 7 or week 9. The presentation will contain three components:</p> <p>1) IN-CLASS 15-minute presentation(15%), An overview of the area of clinical focus you chose and the relevant instrument Psychometric properties, administration, scoring and interpretation. Also discuss pros and cons of using the instrument, at least one peer-reviewed research article. The presentation will be immediately followed by 2) an IN-CLASS 10-minute vignette/case conceptualization and discussion (10%) where you will present a client system and then discuss the clinical relevance of your instrument and circumstances under which such instrument would be favored for use in a client system (vs. for an individual)</p> <p>3) and a SUBMITTED TO CANVAS infographic/worksheet/workbook* (10%) canvas. Prepare and infographic, worksheet or workbook (can be in Word, Canva, PowerPoint, etc.) with relevant information on your selected instruments. Include information regarding research and standardization of the measure, measures of reliability and validity, scoring, administration, and a copy of the instrument, scoring materials, etc.</p> <p>*The handout is meant to serve as a resource to your fellow students, so create them with that audience in mind.</p>	35%

<p>CLO 2: Analyze research evidence and ecological/systemic implications in the process of assessment and diagnoses of families (PLO2; PLO3)</p>	<p><i>Case Conceptualization Paper: Systemic Assessment and Diagnosis</i></p> <p>Prepare an 8-10 page paper using the following sections of the Formal Case Presentation rubric: systemic assessment and systemic diagnoses, conceptualization based on theory. Also include a brief section of relevant demographic information, an introduction to the client system, and presenting concerns. The bulk of the paper should focus on the systemic assessment of the client system. The client system must be relational (i.e. a couple or family) and can be a real client, or a constructed client.</p>	<p>30%</p>
<p>CLO 3: Demonstrate skills associated with conducting relational assessment and diagnoses with couples and families (PLO1; PLO2; PLO3)</p>	<p><i>Real-time Assessments</i></p> <p>You will be responsible for demonstrating your clinical skill in conducting relational assessment in real-time during class (akin to a pop quiz) and also as an assignment during asynchronous class meetings of client systems in our chosen media forms (i.e. conduct an assessment of a family system from a film or television show).</p>	<p>10%</p>
	<p><i>Discussion Boards & Class Attendance/Participation</i></p> <p>Students are required to contribute to all discussion boards in Canvas by the due date. Discussion board grades will be determined by the entirety of the student's contribution over the course of the class. Students are expected to be present for and contribute to all synchronous class meetings.</p>	<p>25%</p>

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.

Native Hawaiian Values

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

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

Alignment of Course Learning Outcomes

	CLO 1	CLO 2
Marianist Values	1,2,5	5
PLOs	3,4,5,6	1,2
Native Hawaiian Values	1,2,5	5

Course Activities

Points Breakdown

Assignments	Max Points
Systemic Assessment Presentation	15
Systemic Assessment Case Vignette	10
Systemic Assessment Handout	10
Case Conceptualization Paper: Systemic Assessment and Diagnosis	30
Real-time assessment	10
Class Attendance/Participation: Zoom Link: https://chaminade.zoom.us/j/91501493521	25
Total	100

Please submit assignments on time. If something comes up, give me notice in writing (email or text).

Grading scale

100-90%	A
89-80%	B
79-70%	C- Fail, retake

Assignments

All assignments need to be submitted online on Canvas by the due date (before 11:59pm on the day it is due). No assignments will be accepted late unless you have contacted the instructor 48 hours prior to the due date and have been granted an extension.

Course Policies

Late Assignment Policy

All assignments will be due by 11:59 pm on the due date specified on this syllabus. No late assignments will be accepted unless a special arrangement was made prior to the due date or test date. You have to notify and arrange with me 48 hours prior to the deadline (unless it is an unexpected or unforeseen circumstance). All assignments must be completed within the time frame of this class. No work will be accepted after the last week of the term. If you have questions regarding your assignments, contact me early in the term. I am here to assist you if you need help. Please be proactive.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Attendance

Students are expected to regularly attend all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor. Three tardies is equivalent to one unexcused absence.

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

Incomplete grades are not automatically issued without prior correspondence with the instructor. An Incomplete grade may be provided to a student when most of the course requirements have been completed and the remaining assignments were not able to be submitted due to extenuating circumstances. With early correspondence, a valid reason, and submitted documentation, the instructor may grant an incomplete.

Schedule

Course Schedule & Due Dates

Week	Topic	Readings & Tasks	Assignments Due
WEEK 1 Synchronous class meeting on 01/14/26 from 6-8am HST	Philosophy of Assessment Differentiating Systemic/Relational Assessment Listing common/popular family and couple assessments	Review syllabus .ppt assessment overview Williams Chapter 1-2 Sperry Chapter 1-2	Log-in to Canvas and ensure you have access to course material
WEEK 2 1/13-1/17	Continuation of discussion of common/popular couple and family assessments Constructing our class topics of interest Systemic Assessment of Individual vs. couples in a relational system	Review: Systemic Assessment Presentation, all three components Review: Systemic Case Conceptualization Assignment (paper) Select two theories that resonate with you from Boss et al (1993) Williams Ch. 3-4	Discussion Board 1: **Extra Post:propose two systemic assessment topics**
WEEK 3 Synchronous class meeting on 01/28/26 from 6-8am HST	Systemic Assessment: Families and other relational systems (non dyadic couples)	Real-time assessment Williams Ch. 5-6 MFT Theory-Based Assessments: Go through the major MFT theories and note which ones resonate with you. Then note how they assess couples and families.	Mini-presentation of your topic and assessment of the fictional client system
WEEK 4 2/1-2/7	Systemic Assessment of the Client System: Families Genograms	Watch _____ Williams chapters 7-9	Discussion Board 2:

Week	Topic	Readings & Tasks	Assignments Due
WEEK 5 Synchronous class meeting on 02/11/26 from 6-8am HST	Systemic Assessment: Couples and other romantic partnership configurations Overview of class topics of interest in how they relate to client systems	Williams et al. Ch. 10 & 11 **Participation credit**discussion of relational genogram.	DUE: <i>Case Conceptualization Paper</i>
WEEK 6 2/15-2/21	Systemic Diagnoses and Z codes	Williams et al Ch. 12	Discussion Board 3:
WEEK 7 Synchronous class meeting on 2/25/26 from 6-8am HST	Contextual and Background Information for topics of interest		Systemic Assessment presentation for: <ul style="list-style-type: none"> ● _____ ● _____
WEEK 8 3/1-3/7	Person-of-the-Therapist & Reflexivity	<u>Luthman & Kirschenbaum (1974) Therapist's Use of Self</u> <u>Aponte (1992) Training the Person of the Therapist</u>	Discussion Board 4:
WEEK 9 3/8-3/14	Contextual and Background Information for topics of interest		Discussion Board 5
WEEK 10 Synchronous class meeting on 3/18/26 from 6-8am HST	The Common Factors Approach to MFT	<u>Sprenkle et al (2013) The Common Factors of MFT</u> <u>Davis (2005) Common Factors Model of MFT</u> <u>Apote (2002) The Soul of the MFT</u>	Systemic Assessment presentation for: <ul style="list-style-type: none"> ● _____ ● _____

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.

DMFT Policy on Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

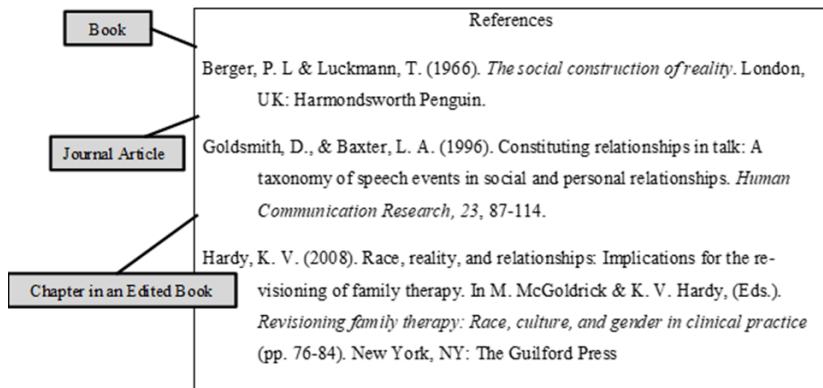
Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms that cannot be used for course assignments except as explicitly authorized by the instructor. The following actions are prohibited in this course:

- Incorporating any part of an AI generated response in an assignment or online discussion
- Using AI to brainstorm, formulate arguments, or template ideas for assignments
- Using AI to summarize or contextualize source materials
- Submitting your own work for this class to an online learning support platform for iteration or improvement
- Using AI programs to input quiz/exam questions to retrieve answers to be submitted
- If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me.

Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation. Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.

Citations and References

- Please cite a source every time you copy a phrase, quote, or paraphrase someone else's words. If you use someone's words verbatim, you will have to use quotation marks and in parenthesis note the author's last name, year of publication, and the page from which you took the quote.
- Example of how to cite a direct quote:
- Past research has indicated that "becoming parents heightens couples' awareness of their identity intersections and they turn towards mutually supporting each other" (Hawkins, 2016, p. 121).
- If you paraphrase or just report on what you've read of someone's publication, use the parentheses but omit the page number.
- Example of how to cite a direct quote:
- There is evidence that couples become more aware of their identity, such as race and religion after becoming parents (Hawkins, 2016).
- Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 6th edition.
- The Purdue website can also be helpful: <https://owl.english.purdue.edu/owl/resource/560/01/>
- Your last page will be the Reference page, listing your full source/references.
- Examples of references in APA format:



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 ‘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 or 808-739-8305.

Instructor reserves the right to modify the course schedule based on class needs and dynamics of current events. Any revisions will be posted in Canvas.