



Chaminade University of Honolulu
College of Education and Human Development
PSY-101 General Psychology

Online Asynchronous | Credits: 3 | Section: 90-1 | Term: Fall Semester 2026

Instructor Information

Instructor	Waioli Misajon, MSCP  <i>Aloha and welcome to PSY 101: General Psychology! I am excited to introduce you to the fundamentals of psychology and encourage you to stay curious as we explore the many topics that shape how we understand human thought and behavior. I began teaching PSY 101 in January 2025 and am grateful to continue serving as an adjunct faculty member at Chaminade University of Honolulu. I am also pursuing my Doctorate in Educational Psychology at Chaminade and anticipate graduating in May 2027. I hope my own educational journey encourages others to continue learning and pursuing their goals. I look forward to getting to know you and having a great term together.</i>
Email	waioli.misajon@chaminade.edu
Phone	(808) 735-4751
Office Location	waioli.misajon@chaminade.edu
Virtual Office	waioli.misajon@chaminade.edu
Virtual Office Hours	Please book an appointment via email.

Communication

I am available via email and will respond within 24 to 48 hours, all days of the week. If you'd like to schedule a virtual or in-person meeting with me, please email me at waioli.misajon@chaminade.edu, and we can arrange a 30-minute meeting.

School & Department

School	College of Education and Human Development
Location	Behavioral Sciences Building Room 105
Phone	(808-735-4751
Questions?	Contact your instructor or the College of Education and Human Development

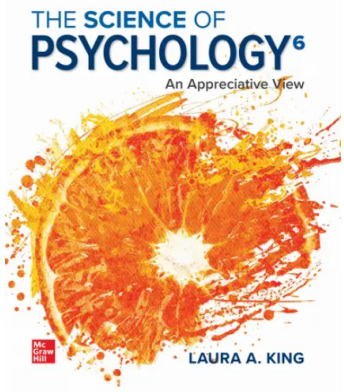
Course Description & Materials

Catalog Description

PSY-101 General Psychology (3) Survey the major theories and concepts in the study of behavior. Introduction to the psychological aspects of sensory processes, normal and abnormal development, learning, drives, emotions and social behavior. English 102 and Communication 101 are prerequisites for all upper division courses.

Course Snapshot

Modality	Online Asynchronous
Time Commitment	<i>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 37.5 hours of engagement.</i> <i>This is a three-credit hour course requiring a minimum of 112.5 clock hours of student engagement. Students enrolled in this fully online asynchronous course are anticipated to spend an average of approximately 6.6 hours per week engaged in course activities over the 17-week term. This includes:</i> • 1 hour completing the Who Am I Project • 17 hours reading 17 assigned textbook chapters • 17 hours completing 10 online discussions • 3.5 hours engaging with classmates through responses to discussion posts • 20 hours completing the Group Project presentation and paper • 20 hours conducting research and collaborating for the Group Project • 5 hours completing the midterm and final examinations • 20 hours studying assigned chapters and preparing for examinations • 3 hours completing the Adaptation for Change Paper • 3 hours completing the Life Lessons Paper • 3 hours completing the PSA Video
Required Materials	The Science of Psychology: An Appreciative View 6, 6th Edition By Laura King © 2024 New York, NY: McGraw-Hill Education
Recommended Items	To succeed in this course, you will need the following items: • Electronic Device: A desktop or laptop is required to complete and submit assignments online. Ensure your device has a reliable internet connection and access to the Canvas platform.

	Chaminade's Sullivan Family Library has a computer room for students to use during library hours from August 17th – December 13th: Monday – Thursday: 8:15am – 11pm Friday: 8:15am – 6pm Saturday: 11am – 4pm Sunday: 2pm – 9pm Closed: Sept. 7th: Labor Day Oct. 12th: Indigenous People's Day Nov. 11th: Veterans Day Nov. 26-27th: Thanksgiving Holiday • Required Textbook: 
Canvas	This course is delivered through Canvas (chaminade.instructure.com). Canvas is an online learning platform where all course materials, assignments, exams, and grades will be administered and accessed throughout the semester.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of Psychology program, the student will be able to:

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

Course Learning Outcomes (CLOs)

Upon completion of Psy-101, the student will be able to:

1. Explain the major theories, concepts, and research findings that represent the scientific perspective in the investigation of developmental processes involved in the study of human cognition and behavior (PLO 1).
2. Apply scientific methodology, research, and critical thinking, toward the investigative inquiry of human behavior through the utilization of effective written and oral communicative skills (PLO 1, PLO 2, PLO 3, GLO 1, GLO 2)

- Synthesize the major theories, concepts, and research toward a person's ability to adapt to change (Characteristics of a Marianist Education Core Value 5) within the context of life situations (PLO 1, PLO 2).

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.

PSY 101 General Psychology is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, "new times call for new methods." This could not be truer for the field of Psychology. Psychology seeks to identify and understand why we do what we do and think what we think. This value guides this course through its focus on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

This will be found in our Adaptation for Change Paper and in our Group Presentation.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

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 ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
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	CLO 3	
Marianist Values	Provide an Integral, Quality Education	Provide an Integral, Quality Education; Educate for Adaptation and Change	Educate for Adaptation and Change	
PLOs	PLO 1	PLO 1, PLO 2, PLO 3	PLO 1, PLO 2	

	CLO 1	CLO 2	CLO 3	
Native Hawaiian Values	Na'auao	Na'auao; Aina	Aina	
Gen Ed Outcomes(if applicable)		GLO 1, GLO 2		

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response by 24-48 hours (see Communication policy above)
 - Weekly graded work (discussions, assignments): within 7 school days of the due date
 - Major assessments/projects: within 7 school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	In order for late work to be accepted without penalty, the reason must be due to a medical issue, a school commitment (not including any form of detention or discipline), or a family emergency/commitment. All other reasons will not be considered valid for an exception, and the respective points for the assignment may not be earned.
Incomplete Grade	A student in good standing in a course, may petition to the instructor for an "I" grade. This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to

	complete course requirements. When submitting a grade, the “I” must be accompanied by the alternative grade that will be automatically assigned after 30 days. These include, IB, IC, ID and IF. If only an “I” is submitted, the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the term. The time limit may extend under exceptional circumstances with approval.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Important Information

Academic Honesty

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

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools.

Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability.

Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations Accessibility Services Sign up
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	https://chaminade.edu/tutoring-academic-coaching-services

Resource	Description	Contact / Website
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements.

Wk of	Theme	Info / Activities	Due Dates
8/17/26	Chapter 1	Who Am I Project, Read Chapter 1	8/23/26
8/24/26	Chapter 2, Chapter 3	Week 2 Discussion, Read Chapters 2 & 3	8/30/26
8/31/26	Chapter 3, Chapter 4	Week 3 Discussion Read Chapters 3 & 4	9/6/26
9/7/26	Chapter 5, Chapter 6	Public Service Announcement Read Chapters 5 & 6	9/13/26
9/14/26	Chapter 6, Chapter 7	Week 5 Discussion Read Chapters 6 & 7	9/20/26
9/21/26	Chapter 8	Week 6 Discussion Read Chapter 8	9/27/26
9/28/26	Chapter 9	Life Lessons Essay	10/4/26

Wk of	Theme	Info / Activities	Due Dates
		Read Chapter 9	
10/5/26	Chapter 10 MIDTERM EXAM	Midterm Exam Week 8 Discussion Read Chapter 10	10/11/26
10/12/26	Wellness Week	Wellness Week Check-In Discussion: Psychology in Your World	10/18/26
10/19/26	Chapter 11	Week 9 Discussion Read Chapter 11	10/25/26
10/26/26	Chapter 12, Chapter 13	Week 11 Discussion Read Chapter 12 & 13	11/1/26
11/2/26	Chapter 14	Week 12 Discussion Read Chapter 14	11/8/26
11/9/26	Chapter 15	Week 13 Discussion Read Chapter 15	11/15/26
11/16/26	Chapter 16	Adaptation for Change Paper Read Chapter 16	11/22/26
11/23/26	Chapter 17	Read Chapter 17	Holiday Break
11/30/26	Group Capstone Project	Group Capstone Project Presentation: Paper & Video	12/6/26
12/7/26	FINAL EXAM	Final Exam	12/10/26