



School of Education and Behavioral Sciences

ED 404

Managing Learning Environments

Location meeting and Class meeting schedule (Online Asynchronous)

Credits: 3 Section: ED 404 Term: Fall Semester Full 2026

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

Asynchronous | Credits: 3 | Section: [#] | Term: Fall 2026

Instructor Information	
Instructor	Denise Dugan, PhD
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Phone	808.735.4833
Office Location	Brogan 114
Office Hours	Tues & Thurs 11:00am–12:00pm
Virtual Office	Virtual Office Hours Link
Virtual Office Hours	Tues & Thurs 11:00am–12:00pm, and Thursday 5:00pm–6:00pm

Communication

Primary communication via email; weekdays, within my designated office hours, will yield a response within 24-48 hours. Nights, weekends and holidays may take longer.. 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 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

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

Prerequisites: ED 220, ED 221.

Conceptual Framework

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This rigorous alignment is designed to prepare education professionals who demonstrate professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively with a diverse community of learners.

Education Division Mission Statement

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

Educator Code of Ethics

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

Time Allocation

This is a three credit course requiring **135 clock hours** of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend 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 Discussion Posts, 40 hours total on your Course Readings and Reflections, 15 hours on your Classroom Design Project and Reflection, 20 hours on your Lesson Plan Project, 10 hours on your Classroom Management 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

- Hardin, C. (2012). ***Effective classroom management: Models and strategies for today's classroom***. (3rd edition) Boston: Pearson. ISBN-10: 013705503X ISBN-13: 9780137055036
- Lemov, D. (2021). ***Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College***. (3rd Edition) New Jersey: Jossey-Bass. ISBN: 9781119712619

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.

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:

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

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

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

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo 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

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

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	5	/5

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		
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	5	/5
Introduction Video Activity (1:00) 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.	5	/5
Padlet Discussion Posts (2:00 each) 10 Posts – 2 Points Each (1 for Your Initial Video Response Post <u>and</u> 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
Classroom Design Assessment and Reflection (15:00) • 10 Points: After learning all the content/strategies, you will create a virtual digital design of what your ideal classroom would be. Be as detailed as possible. 10 Points: Reflection should be a minimum of 2 pages long written in Proper APA Formatting that should detail the purpose/function of each area of the classroom and how the strategies you utilize would help you to create and manage a positive learning environment.	20	/20

Lesson Plan Project (20:00) • 15 Points: Mini Lesson Plan (Use Template Provided) • 15 Points: Created Resources/Materials • 5 Points: Lesson Implementation Reflection	35	/35
Classroom Management Philosophy PowerPoint (10:00) • This is a 10 Slide PowerPoint - You will identify 5 Classroom Management strategies and/or concepts you found (from course readings and your own research) discussing how they apply to the classroom. • You will connect this back to your classroom design project (including your digital design on a slide) and explain how the 5 strategies you selected will be utilized to create that learning environment.	25	/25
Classroom Management Digital Portfolio (10:00)	10	/10

• Creation of Individual ED 404 Website (<i>must provide link</i>) that showcases each of your assignments throughout the completion of this course.		
Final Course Reflection (2:00) • Minimum of 2 Pages written in Proper APA Formatting	5	/5
Total	150	/150

MODULE	TOPIC	TASKS
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Module 1	Introduction to Managing Learning Environments <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 Classroom Digital Design Assessment - I want to see what your "ideal" classroom would look like. We will reflect on this later in the course.</i>	● 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 ● Digital Classroom Design Assessment
Module 2	Introduction to Managing Learning Environments <i>We will dive into what classroom management is and what it truly means to manage learning environments effectively. You will get an overview of various approaches as you will learn through this course, what works for one person won't work for the next so you will need to take everything you learn and figure out what works best for you and your students!</i>	<u>Required Reading:</u> ○ "The First Days of School" - Unit A: Chapter 1 ○ "Teach Like a Champion" - Chapter 10 ● Padlet Video Post and Peer Comment Response #1 ● Reflection #1

MODULE	TOPIC	TASKS
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Module 3	Understanding how to set High Academic Expectations in the Classroom: <i>Identifying and understanding different techniques to help set high, but realistic expectations for all students' academic achievement. Despite various backgrounds, all students can be held to high expectations, you just need to know how to set those up.</i>	<u>Required Reading:</u> ○ “Teach Like a Champion” - Chapter 12 ● Padlet Video Post and Peer Comment Response #2 ● Reflection #2
Module 4	How Educators can Plan for Successful Classroom Management and Instruction: <i>How to backward map your lessons and curriculum while emphasizing the 4 Ms and utilizing a double plan to ensure not only are your lessons soundly structured, but each minute of the class is being utilized effectively.</i>	<u>Required Reading:</u> ○ “Teach Like a Champion” - Chapter 4 ● Padlet Video Post and Peer Comment Response #3 ● Reflection #3
Module 5	Creating an Effective Lesson Plan: <i>Learn how to structure a lesson, beginning to end, in order to ensure all aspects of the lesson build upon student learning while providing a variety of learning opportunities for diverse learners.</i>	<u>Required Reading:</u> ○ “The First Days of School” - Unit D: Chapter 18 – Chapter 23 ○ “Teach Like a Champion” - Chapter 2 <u>and</u> Chapter 3 ● Padlet Video Post and Peer Comment Response #4 ● Reflection #4
Module 6	Working Against the Clock - Ensuring Lesson Pacing is Effective: <i>Figure out how to ensure that every minute of the class is being utilized and providing impactful learning opportunities for students while managing a variety of pacing, both fast or slow, between</i>	<u>Required Reading:</u> ○ “Teach Like a Champion” - Chapter 6 ● Padlet Video Post and Peer Comment Response #5 ● Reflection #5

	activity shifts.	
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MODULE	TOPIC	TASKS
Module 7	Behavior Management and Discipline as part of Classroom Management: <i>Understanding how behavior impacts classroom management, addressing these behaviors effectively and implementing assertive but positive classroom discipline while providing logical consequences.</i>	Required Reading: ○ “The First Days of School” - Unit C: Chapter 10 – Chapter 13 ○ “Teach Like a Champion” - Chapter 11 ● Padlet Video Post and Peer Comment Response #6 ● Reflection #6
Module 8	Developing a System for Classroom Management by Utilizing Dignified Discipline: <i>Learning how to develop a system of rules and discipline that emphasizes restorative justice rather than punitive punishment to ensure students and educators are not stressed during the discipline process and can take each negative interaction as a learning experience.</i>	Required Reading: ○ “The First Days of School” - Unit B: Chapter 6 – Chapter 9 ○ “Teach Like a Champion” - Chapter 7 <u>and</u> Chapter 9 ● Padlet Video Post and Peer Comment Response #7 ● Reflection #7
Module 9	Managing Behavior and Instruction to ensure Effective Management in the Classroom: <i>Ensuring discipline, conflict resolution and peer mediation to develop an effective balance between behavior management and instruction.</i>	Required Reading: ○ “The First Days of School” - Unit C: Chapter 14 – Chapter 17 ● Padlet Video Post and Peer Comment Response #8 ● Reflection #8

Module 10	Trauma Impacts in the Classroom <i>One thing that most educators don't take into consideration is the impacts Trauma has on students and the classroom environment. We don't think of students as having "trauma" because they're "just kids" but it impacts a lot more students than we realize so before we move onto creating a classroom community, we need to take this into consideration and be aware of it.</i>	<u>Required Reading:</u> ○ Article: "How Trauma Affects Kids in School" ○ Article: "Classroom Strategies to Support Students Experiencing Trauma" ● Padlet Video Post and Peer Comment Response #9 ● Reflection #9
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MODULE	TOPIC	TASKS
Module 11	Building a Classroom Community: <i>How to develop classroom organization and a management program in order to identify which best-practices would work best to help create your own classroom management system.</i>	<u>Required Reading:</u> ○ "The First Days of School" - Unit A: Chapter 2 <u>and</u> Chapter 3 ● Padlet Video Post and Peer Comment Response #10 ● Reflection #10
Module 12	Lesson Plan Project <i>Applying what you've learned you will develop a lesson plan using the template provided for a subject and grade level of your choice. You will need to emphasize what classroom management strategies you've learned that would help support students through instruction and learning during the lesson. You will need to develop/create your own materials and identify what resources you will use for this</i>	● Lesson Plan Project ○ Lesson Plan ○ Materials/Resource ○ Reflection

	<i>lesson. Finally, you will reflect on the lesson and explain the positive learning environment you created.</i>	
Module 13	Classroom Management Philosophy - Research PowerPoint <i>You will develop a PowerPoint where you will select 5 components and/or concepts that you feel are most important to emphasize in the classroom to develop a positive learning environment. You will support the strategies/concepts with course readings and your own research. Finally, you will connect each concept back to your Classroom Design from Module 1 and explain how you would develop that in your classroom and how each component chosen would help you develop your ideal classroom.</i>	● Classroom Management Philosophy PowerPoint

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.

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 '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.