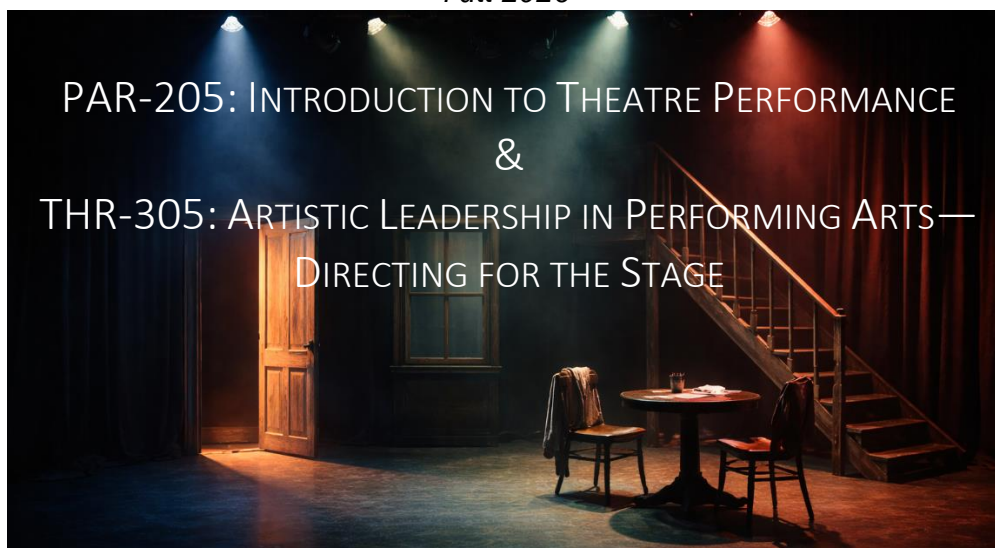


College of Arts & Sciences
Department of Visual & Performing Arts
Fall 2026



PAR-205: INTRODUCTION TO THEATRE PERFORMANCE
&
THR-305: ARTISTIC LEADERSHIP IN PERFORMING ARTS—
DIRECTING FOR THE STAGE

Class location: Clarence T.C. Ching Hall, Loo Theater
Tuesdays & Thursdays, 11:30 AM – 12:50 PM
8/18/2026 - 12/3/2026

Instructor Information

Instructor:

Patrick Block
patrick.block@chaminade.edu



Office:

Henry Hall 206 & virtual office via [Zoom link](#) (see below)

Office Hours:

By appointment (please arrange via email)

Communication:

Email is the primary form of communication outside of class.
Please allow up to 48 hrs for a response.

Instructor's Note

Welcome to **PAR 205 & THR 305**! My focus is on creating the best learning environment possible so you can excel. If there's anything I can do to help make your learning experience better, please let me know.

Location Details

Our class will be held in-person at the Loo Theater, which is in Ching Hall, down the little hallway by the Office of Student Engagement (across from the Student Center). The AC in the Loo Theater gets **very cold**, so bring a sweater!

To meet with me individually, please email me to arrange a time. My office is in Henry Hall 206, in the office spaces for the School of Humanities, Arts, & Design. We can also meet online using the following link:

Patrick Block's Personal Meeting Room

<https://chaminade.zoom.us/j/8744863942?pwd=ZJ5ylAVt2KEJYiEkqOuF9hYs1nVzrU.1>

Meeting ID: 874 486 3942

Passcode: G7Hn7e

Join instructions

https://chaminade.zoom.us/join/8744863942/invitations?signature=A463LQT8_38u26ZF2QfYznDPV_Nc2ITeMr13-JYtm_w

College & Department Information

This course falls within the **Department of Visual & Performing Arts** in the **College of Arts and Sciences (CAS)**.

Chaminade went through a reorganization in 2026 and transitioned from Schools to Colleges. Prior to Fall-2026, this course fell within the **School of Humanities, Arts and Design (SHAD)**. The old name may still appear in some places.

Course Description & Materials

From <https://catalog.chaminade.edu/course/par>:

PAR-205 Introduction to Theatre Performance (3 credits)

Beginning work on individual skills through acting exercises, improvisation, and scene study. Concentration on voice, relaxation, and freedom from self-consciousness is developed through solo and group work. No previous acting experience is required..

THR-305 Artistic Leadership in Performing Arts: Directing for the Stage (3 credits)

Various theories, principles, and practices of performing on stage and in film are presented and experienced. Improvisation, exercises, monologues, and scenes are cultivated. This course acquaints the student with the basic principles of directing. The principles of script analysis, composition, movement and picturization are discussed and applied by directing short scenes during the class. Prerequisites: EN 102, COM 101.

Students in PAR-205 and THR 305 will be joined together in the same class. However, **THR-305 students will have different readings and assignments**, and **will have additional meetings with the instructor**.

Syllabus Note

This syllabus is a living document. Adjustments may be necessary in the first few weeks of the course. Your understanding and flexibility are greatly appreciated. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Course Format

The class format for this in-person course will include physical and vocal warm-ups and will be oriented toward exercises. Please come dressed and prepared to move. A water bottle is recommended.

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

Canvas is a cloud-based Learning Management System (LMS) used by Chaminade University for all courses. For COM-101, Canvas will be where you...

- ⇒ Receive announcements
- ⇒ Receive and turn in assignments
- ⇒ Download readings beyond the textbook
- ⇒ Access the latest version of this syllabus
- ⇒ Access other course-related information and resources

If you need assistance with Canvas, several resources are available:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Textbook / Required Materials

There is no textbook to purchase. Reading materials will be provided by the instructor.

Showing Up

Because this course is rooted in exercises and scene work, **attendance at all classes is imperative and is a requirement**. Please show up on time, ready for action. You will get the most out of this class if you throw yourself into the work. Be brave and open.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about:

- 43.92 hours in class (85 minutes/class * 31 classes)
- 30 hours for reading/videos (2 hours per week for 15 weeks)
- 8 hours for preparing Topic Presentation
- 8 hours for identifying/creating and rehearsing a Short Piece

- 16 hours preparing and rehearsing a Scene
- 15 hours writing Artist Journal entries (1 hour per week for 15 weeks)
- 7.5 hours writing Thank You Notes (0.5 hour per week for 15 weeks)
- 7 hours seeing two shows

TOTAL: 135.42 hours

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the Performing Arts Minor, students will be able to:

1. Develop a written critique of a live performance that demonstrates application of the rules for criticism in the performing arts.
2. Define and apply terminology and techniques used in the performing arts in a written or oral presentation.
3. Interpret and articulate the history and development of the performing arts, particularly development of specific art forms, styles, and genres.

Course Learning Outcomes (CLOs)

Upon completion of PAR-205, the student will be able to:

1. Possess an experiential understanding of ensemble that translates outside of theatre.
2. Develop theatre skills that are also useful in daily life, e.g. observation, spontaneity, collaboration, etc.
3. Develop confidence in public performance and in artistic expression.
4. Know about theatre practitioners who have made significant contributions to the field.
5. Be a theatrically literate audience member, able to insightfully critique a performance.
6. Grasp the benefits of performing arts to non-professionals.

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.

These values will be expressed in our in-class work and assignment:

Our class shall endeavor to **educate in the family spirit** by creating an inclusive and supportive bond between students, a learning family in the classroom. And as we explore theatre practices in other cultures, students will have the opportunity to investigate their own cultural roots, connecting them to their family history and giving them the opportunity to see their place in the **integrity of creation**. Many exercises, especially during the unit on Improvisation, will focus on **building adaptability** and trusting oneself to respond spontaneously in the moment. We shall combine eclectic learning modalities into a well-rounded, **integral education**, with a special focus on experiential learning. Students will learn through stories, reading, research, facilitating presentations/teaching, discussions, conducting interviews, watching examples/demonstrations, first-hand experience, and play. The presentation assignment asks students to delve into a topic of interest to them and then teach the rest of the class from the knowledge they've gained, encouraging an intellectual life that is itself undertaken as a form of **service** in the interest of **justice and peace**. Students will be supported in approaching the ideas in this course through their personal frameworks of **faith and social justice**, and every aspect of this course will be dedicated to **quality education**.

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

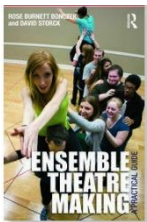
society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ölelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kũ'ono'ono ('Ölelo 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 ('Ölelo 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 kũ o ka no'eau ('Ölelo 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 ('Ölelo No'eau 203) All knowledge is not taught in the same school

Course Schedule & Readings

The following schedule is **subject to change**.

Please note that **THR-305 students will have different readings, which will be specified on Canvas**.

WK #	TUE	NOTES	THU	NOTES
1	Aug 18	First day of class	Aug 20	
Read by THU AUG 20:				
 Burnett Bonczek, R., & Storck, D. (2012). <i>Ensemble Theatre Making: A Practical Guide</i> (1st ed.). Assigned reading: selected excerpts from two chapters: “What Is Ensemble?” and “Creating Ensemble”. (9 pages)				
2	Aug 25		Aug 27	
Read by TUE AUG 25:				
 National Storytelling Network. <i>What Is Storytelling?</i> (3 pages)				



Workman, E. (2017). *THEATER AND STAGE DIRECTIONS || FOR BEGINNERS*. YouTube.

<https://youtu.be/7WNkF6y2PwY> (4 minutes 40 seconds)

**PLEASE NOTE: You are invited to attend an event at 10am in the blackbox:
STORYTELLING WITH LOPAKA KAPANUI**

3	Sep 1		Sep 3	<i>Choose short piece</i>
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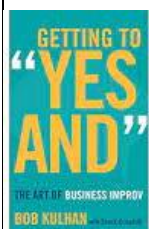
Read by TUE SEP 1:



Johnstone, K. (1987). *Impro : Improvisation and the theatre*. Taylor & Francis Group.

Assigned reading: “Spontaneity”, subsections 5 & 6, p92-105. (13 pages)

Recommended reading: the whole chapter



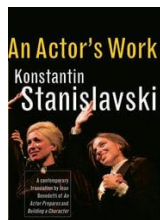
Kuhlman, B. (2017). *Getting to yes and : The art of business improv*. Stanford University Press.

Assigned reading: Chapter 2, “Just Say ‘Yes, And...’”, p26-28 up to the subsection on “Adaptation”. (3 pages)

Recommended reading: if you are interested in how the “Yes And” principle can be used in your life, esp. in work settings, continue reading to end of Chap 2.

4	Sep 8		Sep 10	<i>Choose presentation topic</i>
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Read by TUE SEP 8:

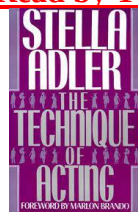


Stanislavski, K. (2016). *An actor's work*. Taylor & Francis Group.

Assigned reading: Chapter 23 “Physical Characteristics” up to the middle of p550. Stop after the line, “They are the qualities a talented actor must have.” (12 pages)

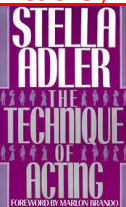
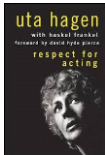
5	Sep 15		Sep 17	Perform short piece
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Read by TUE SEP 15:



Adler, S. (1990). *The technique of acting*. Bantam Books.

Assigned reading: Actions & Activities

6	Sep 22		Sep 24	<i>Choose scene</i>
Read by TUE SEP 22  Hagen, U., & Frankel, H. (2008). <i>Respect for acting</i> . John Wiley & Sons, Incorporated. Assigned reading: Chapter 14 “The Fourth Wall”. (6 pages)				
7	Sep 29		Oct 1	
Read by TUE SEP 29:  Adler, S. (1990). <i>The technique of acting</i> . Bantam Books. Assigned reading: Justification  Hagen, U., & Frankel, H. (2008). <i>Respect for acting</i> . John Wiley & Sons, Incorporated. Assigned reading: Chapter 15 “Endowment”. (7 pages)				
8	Oct 6	Topic presentations	Oct 8	
9	Oct 13		Oct 15	
Watch by TUE OCT 13 (subject to change):  National Theatre. (2015). <i>How to Make a Puppet</i> . YouTube. https://youtu.be/pFEnZfS5IXQ (3 minutes 28 seconds) https://youtu.be/o85UyC1lZjU (5 minutes 21 seconds) https://youtu.be/vXT3gPef8zo (7 minutes 33 seconds) PLEASE NOTE: You are invited on a field trip on Oct 15 at 10am: ELECTRIC LIGHT SHOW AT THE ACTOR’S GROUP (TAG)				
10	Oct 20	Perform scenes	Oct 22	
11	Oct 27		Oct 29	
12	Nov 3		Nov 5	
13	Nov 10		Nov 12	
14	Nov 17	Rehearsal	Nov 19	Rehearsal
15	Nov 24	Dress rehearsal	Nov 26	THANKSGIVING
16	Dec 1	Class show	Dec 3	Final reflection & celebration
	Dec 8	Finals Week – NO CLASS	Dec 10	Finals Week – NO CLASS

Course Activities

Coursework Top-Level Breakdown

The single most important aspect of this course is in-class participation, including discussions of the readings. Additionally, there shall be seven required assignments. Grade percentages are as follows:

1.	Participation/Engagement	40%
2.	Artist Journal	10%
3.	Weekly Thank-You Letters	5%
4.	Short Piece	5%
5.	Topic Presentation	10%
6.	Scene	10%
7.	Show Attendance	10%
8.	Final Performance	10%

Assignment Descriptions

Assignment	Due Date(s)
Participation / Engagement	Ongoing
Because this course is rooted in theatre exercises, games, and scenes, attendance at all classes is imperative and is a requirement. You are expected to show up to class on time and fully engage in the exercises. You will get the most out of this class if you throw yourself into the work. Be brave and open. Please note that there will be rehearsals and activities that extend outside of class time. For example, you will be asked to create a character. These exercises/assignments will be included in the grade for Participation/Engagement.	

If we have guest artists, you are expected to welcome them with aloha.

Absences are tracked. Late arrival subtracts from your participation score.

This guideline to success comes from the military:

"Five minutes early is on time, on time is late, and late is unacceptable."

40 points.

Artist Journal

TUE at 11:30am weekly

Your Artist Journal chronicles your journey in this course. Each week after the Thursday class, students are asked to add around one page (double-spaced) of reflection to their journal. These entries are due just prior to the next class on the following Tuesday.

These entries can be prose or poetry. The entries are in response to the student's choice of one or more of the following prompts:

1. What are your take-aways from this week's classes? What was fun? What did you learn? How can you use what you learned in your life?
2. What about the readings? What sparked your interest or curiosity?
3. What did you observe in the world this week that affected you? How might you use that as an actor or channel it into creative expression as an artist?
4. If you saw a live performance this week, what did you observe about the acting and directing?

10 points.

Weekly Thank-You Letters

THU at 11:30am weekly

Starting in week #2, each student must come to class on Thursdays with a brief thank-you note made out to another student. Keep track of the recipients of the notes you send. You must write at least one note per classmate by the end of the semester. The note cannot be electronic.

The point of the note is to offer sincere affirmation to a member of your ensemble. If their work has inspired you, let them know. Focus on specific, concrete details that you observed rather than on general compliments. For example:

*Dear Olivia,
In your Joan of Arc scene last Thursday, your physicality was so natural that you really seemed like a warrior saint. You also seemed to be truly listening to your partner. Bravo!
Alanna*

10 points.

Short Piece

Sep 17

Students are tasked with the following:

- Identifying a brief story, monologue, or joke / comedy routine to perform by **Thu Sep 3**. The piece must be directed to the audience. Students are welcome to use an original piece of their own creation.
- Building their character (backstory, mannerisms, etc.)
- Rehearsing outside of class
- Memorizing their part
- Performing in class on **Thu Sep 17**.
- Listening to and assimilating feedback from the THR-305 students as well as the instructor
- Performing again as part of the final show

THR-305 students:

In addition to preparing your own short piece, you will assist up to two PAR-205 students with their monologues outside of class.

10 points.

Topic Presentation

Oct 6

Choose your topic by **Thu Sep 10**.

THR-305 students:

Your presentation must compare two directors who have made a significant impact on theatre, detailing at least one of each director's most important productions. This is a deep dive into the productions, exploring set design, lighting design, costumes, acting style, text analysis, themes, etc. Please work with the instructor in choosing your directors/productions.

PAR-205 students:

Prepare and deliver a 10-minute presentation on a theatre practitioner or technique of interest to you. Topics must be approved by the instructor. Your presentation must follow these criteria:

- You may use a slideshow on the TV, though this is not required.
- Be creative. Get the class excited about what you have learned.
- Do not focus too much on history. At least 50% of your presentation should either be a demonstration or facilitation of an exercise. ("Show don't tell.")
- You must use at least three sources, which may not include Wikipedia. At least two must not be websites. You must provide a bibliography in APA format to the class.

Sample topics:

- | | |
|---|-----------------------------|
| • Viola Spolin | • Uta Hagen |
| • Constantin Stanislavski | • Meisner Repetition |
| • Frantic Assembly – Hymn Hands | • Action Theatre |
| • Psychological Gesture | • Francois Delsarte |
| • Marionettes | • Viewpoints & SITl Company |
| • Corporeal Mime | • Bertold Brecht |
| • Anna Deavere Smith & Verbatim Theatre | • Jerzy Grotowski Method |
| • Augusto Boal's Theatre of the Oppressed | • Story Drama |
| • Relaxed Performance | • Musical Theatre |
| • Stage Combat | • Melodrama |
| • Puppetry | • Greek Theatre |
| • Tectonic Theatre & Moment Work | • Roman Theatre |
| • Devised Theatre | • Comedia del Arte |
| • Verbatim Theatre / Ethnodrama | • Shakespeare |

10 points.

Scene/Monologue	Oct 20
Students are tasked with the following: - Identifying a script to perform by Thu Sep 24 - Building their character (backstory, mannerisms, etc.) - Rehearsing outside of class - Memorizing their part to the standard of “dead letter perfect” - Performing in class on Tue Oct 20 - Listening to and assimilating feedback from the instructor and other students - Performing again as part of the final show THR-305 students: In addition to acting in a scene, you will perform the role of Director for a student scene outside of class. You will act as Stage Manager in coordinating the rehearsals. <i>NOTE: You have the option to direct a scene with volunteers from outside the class as an alternative way to fulfill this requirement.</i> <i>10 points.</i>	
Show Attendance	By 11:30am on Dec 3
Attend two live theatrical productions at CUH or in the community. To receive credit, be sure to notify the instructor during the check-in at the start of the next class following your attendance at a show. Be prepared to share thoughts about what you saw with the class. You will also add your reflections about what you saw in your Artist Journal for the week in which you saw a show. <i>10 points.</i>	
Final Performance	Dec 3
Students will share the pieces they have worked on over the semester with a small audience at the Loo Theater during our normal class time. Thereafter, our final class will be for reflection and celebration. (There will be no exam.) <i>10 points.</i>	

Course Policies

Attendance

As stated above, attendance at all classes is required. Absences and tardiness shall be recorded and will affect the student's participation grade. Students should notify the instructor of excused absences. Students can make up for excused absences via extra credit assignments. It is the student's responsibility to follow up with the instructor about extra credit assignments.

Late Work

Unless different arrangements have been made with the instructor, **all work must be turned in at the designated date to receive credit.**

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

Grades of Incomplete

Under rare circumstances, a student may need to take an "Incomplete" grade, which provides the student extra time at the end of the semester to complete work that was interrupted for valid reasons. Consult the instructor for more information.

Course & School Policies

Community

One goal of this course is to foster an inclusive community in which each individual feels welcomed, respected, and supported. When the diverse perspectives of members are honored, the academic enterprise is enriched for all. **Please contribute toward an environment of respect, empathy, and kindness.**

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.

Use of Artificial Intelligence

As technology advances, the use and potential use of artificial intelligence tools such as ChatGPT is becoming increasingly prevalent. Artificial intelligence may be used for certain purposes, but AI should never be a substitute for your own thought processes and creativity.

Acceptable Uses

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- ⇒ Brainstorming and refining your ideas
- ⇒ Fine tuning your research questions
- ⇒ Finding information on your topic
- ⇒ Searching for resources
- ⇒ Drafting an outline to organize your thoughts
- ⇒ Checking grammar and style

Prohibited Uses

The use of generative AI tools is not permitted in this course for the following activities:

- ⇒ Impersonating you in classroom contexts, such as by using the tool to compose discussion board posts, reflection assignment, content that you put into a Zoom chat, or any other assignment designed to reflect your own thoughts, ideas, or voice
- ⇒ Completing group work, unless the assignment specifies that such tools are permissible
- ⇒ Writing a draft or outline of a writing assignment or presentation, including electronic assignments and presentations
- ⇒ Writing entire sentences, paragraphs or papers to complete class assignments

Consequences of Unauthorized Use of Generative AI Tools

Any assignment on which you have used generative AI tools in unauthorized ways will be treated as an unsubmitted assignment for which you will not receive credit.

Prohibited use of generative AI tools on an assignment may result in additional academic penalties pursuant to Chaminade's policies. **When in doubt about permitted usage, ask the instructor.**

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

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work.

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.

Mental Health Statement

Your well-being is of utmost importance. If you find yourself overwhelmed by personal or school-related stress that causes you to suffer or that interferes with your ability to perform academically, CUH can offer support. Your instructor is available to connect you with resources, so just reach out. Additionally, the Counseling Center is a great resource:

Phone: (808) 735-4845
Email: counselingcenter@chaminade.edu
Location: Tredtin Hall, Room 201
Hours: MON–FRI, 8:30am–4:30pm. (closed on weekends and University holidays)

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.

Other University Policies

Students are expected to familiarize themselves with and adhere to all CUH policies, including those on [Academic Honesty](#), [Attendance](#), and [Classroom Policies](#). As a reminder, the university's Classroom Policies include the following:

- Cellular telephone use is prohibited during class except in extenuating circumstances approved in advance by the professor.
- The use of any camera or video devices [within the classroom] is prohibited. Such devices shall include but are not limited to those in mobile telephones, computers, electronic organizers, or other more surreptitious equipment, and which are capable of capturing either still or moving images.

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has

been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life.

For further information, [please refer to the Chaminade Catalogue](#).