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Office: Henry Hall 206 F
Office Hours: MW 12:30pm – 2pm
or via Zoom by appointment

Catalogue Description

Designed as the closure experience for practitioners, students will participate in a capstone seminar devoted to integration of their program studies and assessing the outcomes of the program.

Course Description

This seminar represents the final steppingstone in your journey through the Master of Pastoral Theology (MPT) program at Chaminade University of Honolulu. It is an opportunity for collegial discussion about how your learning experiences have helped to empower you in theological reflection and pastoral ministry. Toward that end, this course will feature three types of assignments:

1. Students will examine each of the four program learning outcomes and evaluate the extent to which your learning experiences have prepared you in that area.
2. Students will read select literature associated with each of the four learning outcomes of the program. These articles will bring your theological training to bear on issues that confront the Roman Catholic community today.
3. Students will reflect on potential pastoral applications of the module's material. This is an opportunity to share your pastoral development through the program and how you might offer that growth to the communities you serve.

These activities will be present in each of the five biweekly modules, which are to be completed as written posts during the period indicated. On the second Saturday of the period, we will convene in seminar session to discuss our thoughts and reflections. The director of the MPT and a rotating member of the Religious Studies faculty will be present to listen to your experiences and to dialogue with you.

Course and MPT Program Learning Outcomes

Upon successful completion of this capstone course and program of study, the graduating student will be distinguished by the capacity to:

1. Identify the constitutive elements of Catholic theology: its historical development, its contemporary expression within a Vatican II framework, and its context within the broader Christian tradition.
2. Develop methods of critical theological reflection in response to issues, needs, and concerns of various pastoral contexts within and for communities of Hawai'i and the Pacific Rim.
3. Compare and contrast theological positions and values within the Christian community.
4. Engage the Marianist tradition of education for service, peace, and justice in ways that respond and lead to active participation within changing local and global environments.

Required Materials

Please promptly inform the instructor if you encounter any difficulty in accessing these required materials.

1. Access to Internet-Capable Technology

Important information, course materials, and activities for course participation have been posted onto our Canvas site and will be updated regularly as needed.

2. Assigned Texts

All readings required for the course are available for download on our Canvas course site. Please consult the required readings heading within each module for a schedule of assigned articles.

Course Requirements

1. Complete all assigned readings as indicated in the module. Careful and prompt reading of the material is absolutely essential.
2. Complete all module assignments as indicated in a timely manner. These assignments are to be posted on the Canvas discussion threads for the review of other students.
3. Review the posted assignments of other students. You are strongly encouraged to take notes on, and pose questions for, each student's assignment.
4. Attend the module seminar on the date noted in this syllabus. During the seminar, each student will present a summary of their written work. Other students will respond by posing questions, offering affirming insights, or suggesting new avenues for theological exploration. The Director of the MPT and a rotating member of the MPT faculty and will be present for each seminar session. They will observe and dialogue with the students.

Assessment, Grading, and Late Work Policy

Students will be assessed by consideration of the quality and timeliness of assignments posted to the module's discussion thread and participation at the seminar sessions. Grades awarded represent the quality of a student's overall achievement and performance in the course and are to be interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

Assignments submitted past due will not be accepted except by prior arrangement with the instructor.

Course Policies

The Free Exchange of Thought

The university has long been a privileged place for the exchange of ideas and positions. This implies both the freedom to express one's thoughts *and* the responsibility to hear and respect the thoughts of others. Freedom of the conscience is a central concept of Roman Catholic theological anthropology. While students are expressly encouraged to reflect upon the concepts covered, you will be assessed solely by your ability to adequately demonstrate competence in understanding, critical appropriation, and creative synthesis of the course content and material.

Health and Safety Precautions

Our priority must be the creation and maintenance of a safe and healthy learning environment for everyone in our university community. Each one of us has a profound personal responsibility to complete the self-screening tool with utmost integrity prior to entering campus. You will not be penalized for missing class if you are feeling unwell. It is my intention to convene in-person classes but *only if* it is safe to do so. Please be sure to heed all campus guidance regarding physical distancing, the wearing of face coverings, and room capacity limitations. You are also encouraged to monitor your body temperature by using the thermometers located around campus. Federal and local authorities, along with the leadership of Chaminade University, will periodically release statements on how our community has been impacted and what this may imply for our learning experience. Campus updates and information can be found at <https://chaminade.edu/coronavirus/>.

Academic Honesty and Plagiarism

Plagiarism might be broadly defined as the misrepresentation of another's work or ideas as one's own. In the first instance of alleged plagiarism, the instructor and student will agree to meet during office hours to review the evidence supporting the allegation of plagiarism and discuss proper citation techniques. Subsequent offenses will not be tolerated. Withdrawal from this course and other disciplinary actions will be considered and pursued to the fullest extent afforded by university policy.

Style, Language, and Grammar

All work must be submitted in legible and intelligible Standard American English (AmE) or 'Ōlelo Hawai'i (by prior arrangement with instructor), according to the generally accepted standards of those languages. The Turabian style of citation and paper formatting has been traditionally preferred in the Humanities. However, students may choose use a different citation method of their choice (APA, Chicago, MLA, etc.) so long as it is utilized accurately and consistently. Exceptions for the above guidelines may be made in consultation with the instructor for scholarly, academic expression in other formats (e.g., spoken word, song, dance, or visual art) as appropriate. In all cases, the judicious use of equitable, gender-inclusive language must always be observed.

Academic Conduct

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct 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.

ADA Policy

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. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kokua Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

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 45 hours of engagement. 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, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

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.

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
5. Educate for adaptation and change

MODULE ONE (4/9-4/17)

Module Assignments

1. Prepare a short autobiography by sharing your story in the program. What were your hopes and dreams as you entered the MPT? How has the program influenced those dreams?
2. Complete pre-test in-person

Presentation date: 4/17, 9-11am, Henry Hall 207

Visiting faculty: All RE faculty are invited!

MODULE TWO (4/18-5/1)

Program Learning Outcome 4: graduates will be able to engage the Marianist tradition of education for service, peace, and justice in ways that respond and lead to active participation within changing local and global environments.

Online Readings

- i. *Characteristics of Marianist Universities*
- ii. Aguilera, Enrique and José María Arnaiz, "Marianist Prayer."
- iii. Giardino, Thomas. "Overview of Marianist Spirituality: It's More than Community."

Module Assignments

1. Respond to this program learning outcome. How comfortable are you with this outcome? How well did this program prepare you in the area?
2. Discuss in two pages how the Characteristics of a Marianist Education informed your graduate program. Include your sense of both the strengths and the weaknesses of these Marianist traditions in your educational process.
3. How might the Characteristics of a Marianist Education inform your pastoral approach?

Presentation date: 5/1, 9-11am, Henry Hall 207

Visiting faculty: David Coleman, Ph.D.

MODULE THREE (5/2-5/22)

Program Learning Outcome 1: graduates will be able to identify the constitutive elements of Catholic theology: its historical development, its contemporary expression within a Vatican II framework, and its context within the broader Christian tradition.

Online Readings

- i. Aguilera, Enrique and José María Arnaiz, "The Common Method of Meditation."
- ii. Chu Ilo, Stan. "The Church of the Poor: Towards an Ecclesiology of Vulnerable Mission."
- iii. Himes, Michael J. "Finding God in All Things: A Sacramental Worldview and Its Effects."

Module Assignments

1. Respond to this program learning outcome. How comfortable are you with this outcome? How well did this program prepare you in the area?
2. Choose one of the readings and explain the significance of the article and deploy a critique of it drawing upon your knowledge of theology.
3. How would you explain the content of the articles to a parishioner, and how would defend your critique to them?

Presentation Date: 5/22, 9-11am, Henry Hall 207

Visiting faculty: Peter Steiger, Ph.D.

MODULE FOUR (5/23-6/5)

Program Learning Outcome 3: graduates will be able to compare and contrast theological positions and values within the Christian community.

Online Readings

- i. Del Colle, Ralph. "Toward the Fullness of Christ: A Catholic Vision of Ecumenism."
- ii. Dulles, Avery. "Newman, Conversion, and Ecumenism"
- iii. Fredricks, James. "Catholic Church and the Other Religious Paths: Rejecting Nothing That Is True and Holy."

Module Assignments

1. Respond to this program learning outcome. How comfortable are you with this outcome? How well did this program prepare you in the area?
2. How do these readings enhance your understanding of the Roman Catholic Church and its relationship with other Christian denominations?
3. How does ecumenical dialogue impact your understanding of evangelization?

Presentation date: 6/5, 9-11am, Henry Hall 207

Visiting faculty: Malia Wong, OP, D.Min.

MODULE FIVE (6/6-6/19)

Program Learning Outcome 2: graduates will be able to develop methods of critical theological reflection in response to issues, needs, and concerns of various pastoral contexts within and for communities of Hawai'i and the Pacific Rim.

Module Assignment

1. Choose a current social concern in Hawai'i and apply your understanding of theology to it by:
 - a. Articulating a policy statement on the issue and
 - b. Develop a plan to respond to the issue in the context of your ministry

Presentation date: 6/19, 9-11am, Henry Hall 207

Visiting faculty: Regina Pfeiffer, D.Min.