

CHAMINADE UNIVERSITY OF HONOLULU
RE 326-01-1: CHRISTIAN PRAYER (3)
Spring Term: January 10 – May 6, 2022
Classroom: Henry 207 Time: T/TH 1:00 – 2:20 PM

Instructor: Dr. Malia D. Wong, O.P.
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COURSE OVERVIEW

*“Day by day, Oh Dear Lord, three things I pray:
‘To see Thee more clearly, love Thee more dearly, follow Thee more nearly day by day.’”
-“Day by Day,” Godspell*

Course Description: Christian prayer emerges from the human response to the Trinitarian understanding of God that develops out of the experiences of early and continuing followers of Jesus Christ. Students will study both its communal and individual aspects recognizing the correlation between them in terms of life in the Christian community and the world. Students will engage in the study of several aspects of prayer, its foundation in Jesus’ life and ministry, its development as communal celebration and its continuing source for personal relationship with God. Students will be encouraged to develop their personal prayer life through participation in prayer activities throughout the term. Offered annually.

Prerequisites: RE 103, RE 205, or RE 211. Having fulfilled these prerequisites, students will have the stepping stones to go further into this specialized course of study.

This course fulfills the 300-level Religious Studies General Education Core requirement for students who entered prior to Fall 2020 and the General Education Core requirement in Formation in Faith for students who entered in Fall 2020 and later.

Orientation: “Our hearts are restless until they rest in Thee,” exclaimed St. Augustine. From the beginning of time humankind has searched for answers beyond the limits of self. After YHWH’s revelation to Abraham, *tefilah* (introspective prayer) led to a deeper understanding of one’s role in the universe and the yearning to be in closer relationship with God. Through exploring the lives of the weak and the strong, sinners and saints become closer to God through their different ways of praying, we seek to develop our own pocket of prayer tools as we navigate through the mysteries and wonders of life.

Methodology: This class is designed as an interactive, cooperative learning experience for students. The format integrates lectures, film, large and small group discussions, periods of self-reflection, student research and presentations, and creative work in its exposure to different prayer forms and their rich history. Students are encouraged and expected to actively participate in class activities.

Required Texts:

- ❖ *Bible* – one of the following versions: New American, New Revised Standard with Apocrypha, New Jerusalem with Apocrypha; http://www.vatican.va/archive/ENG0839/_INDEX.HTM
- ❖ Fosarelli, Pat. *Paths to Prayer: A Field Guide to Ten Catholic Traditions*. ISBN: 9781594712180
- ❖ Fink, Joanne. *The Beloved Word: A Scripture Journal*. ISBN: 978-1641780261
- ❖ Rupp, Joyce. *Prayer*. ISBN: 9781570757129
- ❖ Others, via online access as instructed

Supplementary Resources:

- ❖ Green, Thomas H. *Experiencing God: The Three Stages of Prayer*. ISBN: 978-1-59471-245-6

- ❖ Martin, SJ, James. *Learning to Pray: A Guide for Everyone*. ISBN: 9780062643230
- ❖ Monks of Saint Meinard. *The Tradition of Catholic Prayer*. ISBN: 978-0-8146-3184-3
- ❖ Spectacle (Full Performance)- An original musical about the Marianist Founders;
<https://www.youtube.com/watch?v=QdedzuINDPQ>
- ❖ World Council of Churches. In God's Hands: Ecumenical Prayer Cycle
<http://www.oikoumene.org/en/resources/prayer-cycle>

Library: Chaminade library (www.chaminade.edu/library)

Tutoring and Writing Services: Chaminade offers free one-on-one tutoring and writing assistance to all students on campus at Kōkua `Ike: Center for Student Learning from trained peer and professional tutors. Free online tutoring is also available via TutorMe from your Canvas account. For more information, contact Kōkua `Ike at tutoring@chaminade.edu or 808-739-8305.

COURSE OBJECTIVES

“The mission of the Religious Studies discipline is to foster an understanding of human responses to the sacred that invite personal and communal commitment to faith in action and spiritual growth.”
-Mission Statement, Religious Studies Department

LEARNING OUTCOMES

General Education Learning Outcomes (GELO's)

The Value Learning Outcome students will gain from this course lies under the category of Education for Formation in Faith, of the Marianist Values.

The student will integrate faith and reason as complementary methods to explore questions of ultimate reality, leading to enhanced social awareness and service for peace and justice.

Program Learning Outcomes (PLO's)

Students successfully completing the Religious Studies program will be able to:

1	Utilize the key concepts of Catholic theology in a critical reflection on integral human experience.
2	Engage in respectful dialogue on religious meaning in our globalized, multicultural society.
3	Employ understanding of interfaith traditions and behavior to Christian moral reasoning and decision making that affirms and/or challenges secular and cultural values.
4	Generate a substantive project that is animated by the Marianist Charism.

Course Learning Outcomes (CLO's)

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

1	Explain the development and purpose of prayer in the context of the Christian faith community and for the individual through the lived examples of saints and sinners.
2	Identify Christian images and symbol; art, music and architecture as means of enhancing sacred environments and uplifting prayer.
3	Articulate the importance of ritual and the celebration of liturgical aspects of prayer as agents of support in developing one's personal relationship with God.
4	Develop in personal and communal spiritual friendship.
5	Employ various forms of prayer in addressing individual and global needs.

Marianist Values

The Characteristics of Marianist Education as applied to this course.

1	Formation in Faith <i>'Ike Kainu'u Ho'ola'a (Knowledge embodying a sanctifying spirit)</i>	What drove Blessed William Chaminade to continue to preach the Gospel, even though his life was at stake during the French Revolution? This course will explore the strength of faith in being able to move mountains.
2	Provide an Integral, Quality Education	Pope Francis said that prayer is a tonic for our lives. (ignatianspirituality.com) Throughout this course students will be

	<i>'Ike Ulana Ho'omana Kina'ole (Unblemished weave of empowering knowledge)</i>	administered bits and pieces of this to “tonic” to build up their whole selves- body, mind and spirit.
3	Educate in Family Spirit <i>'Ike Pilipo'ohala Kū'ono (Knowledge bound in deep family values)</i>	Which is more efficacious- to pray by oneself or to pray with others? Jesus said, “Where two or three are gathered in My name, there am I in the midst of them.” (Matthew 18:20) This course will explore the beauty of spiritual friendship and the benefits of praying with others.
4	Educate for Service, Justice and Peace <i>'Ike Kuleana Kaiāo (Knowledge of enlightened duty)</i>	At the end of Matthew’s Gospel, Jesus said, “Go out and make disciples of all nations...” (Matthew 28:19) Life is not to be lived in a vacuum, but the joy of life is to be shared. In this course we will employ various forms of prayer to address societal and global needs.
5	Educate for Adaptation and Change <i>'Ike Huli Wānana (Knowledge of Prophetic Change / Searching)</i>	As ordinary folks like ourselves, responded and adapted to the oft challenging situations of the time period they lived in, there is much that can be learned from their prayer styles. This course will take a critical look at some of these examples to inspire our own prayer.

Service Learning General Outcomes

1	Demonstrate an understanding of the connections between academic work and real-life situations
2	Demonstrate an understanding of and commitment to their role in issues of public concern

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
General Ed. Learning Outcome	✓	✓		✓	
Program Learning Outcomes	1	2, 3	2, 3	4	3, 4
Marianist Values	1	1, 2	2, 3, 5	1, 2, 3, 4, 5	4

COURSE EXPECTATIONS AND ACTIVITIES

Regular Participation: Attendance consists of weekly collaborative participation in the learning experiences. Students who miss two consecutive weeks of class, prior to the withdrawal deadline, may be withdrawn from class by the instructor.

Attendance guidelines:

- ❖ Roll will be taken every class session; if you are not present during the taking of attendance, you will be counted absent.
- ❖ If you are absent 3 (three) or more classes your grade will be lowered by one letter grade; if you are absent 5 (five) or more classes you will fail the course.
- ❖ No absences will be excused except in the cases of (i) an emergent medical situation or severe illness; or (ii) a death in the student’s immediate family.
- ❖ All requests for special accommodations, e.g., medical, athletic, or learning-related, must be accompanied by the appropriate paperwork to be considered.
- ❖ Participation involves:
 - completion of the primary and secondary readings prior to class;
 - both answering questions and making relevant comments in the context of our in-class discussion.
 - cell phones and other electronic devices must be turned off and kept out of sight. If you need it for any emergency, permission must be obtained from the instructor. According to the handbook, the instructor may require a student to leave the classroom if the conduct is such that it can be deemed as disruptive to the rest of the class. This includes but is not limited to excessive personal conversations, use of cellular and other electronic devices, and disrespectful language or behavior.

Canvas Companion. This course utilizes the Canvas LMS as its blackboard. The main parts of the course delivered on Canvas are:

***DISCOVER & DREAM: Seeing Things Anew & Self-Reflection.**

In this area you will find:

- ❖ **Opening Exercise** an informal class warm-up
- ❖ **Introduction & Overview**—course content for the week, current events, updates and other notices
- ❖ **Opening Prayer Practices & Journal Reflection**- Each week you will be asked to take a sacred pause for prayer and self-reflection. Use the time for yourself. Even Jesus needed His personal space and time to get away from the distractions of life (even away from His closest companions) to re-center and pray.

***DESIGN & DELIVER: Collaborative Processing & Creative Learning.**

In this area, you will find your:

- ❖ **Homework: Resources and Prompts** – where you will find supplementary resources such as powerpoints and video links, and discussion prompts

Homework: It is expected that the assigned readings, and any writing assigned be completed during the time period indicated on the course schedule. Students should plan to spend approximately 1.5 hours per week online exploring and examining internet sites and related materials, reading and responding to weekly discussion questions, and completing assignments.

Rubric for Classroom Participation: Quality participation consists the overall degree of intellectual engagement demonstrated.

	Excellent (10)	Standard (9-8)	Emerging (7-6)	Minimal (5-0)
Conduct	Demonstrates respect for the learning process; has patience with different opinions and complexity; shows initiative by asking others for clarification: brings others into the conversation, moves the conversation forward; speaks to all of the participants; avoids talking too much.	Generally shows composure but may display impatience with contradictory or confusing ideas; comments, but does not necessarily encourage others to participate; may tend to address only the teacher or get into debates.	Participates and expresses a belief that his/her ideas are important in understanding the text; may make insightful comments but is either too forceful or too shy and does not contribute to the progress of the conversation; tends to debate, not dialogue.	Displays little respect for the learning process; argumentative; takes advantage of minor distractions; uses inappropriate language; speaks to individuals rather than ideas; arrives unprepared without homework or texts.
Speaking & Reasoning	Understands question before answering; cites evidence from text; expresses thoughts in complete sentences; move conversation forward; makes connections between ideas; resolves apparent contradictory ideas; considers others' viewpoints, not only his/her own; avoids bad logic.	Responds to questions voluntarily; comments show an appreciation for the text but not an appreciation for the subtler points within it; comments are logical but not connected to other speakers; ideas interesting enough that others respond to them.	Responds to questions but may have to be called upon by others; has read the text but not put much effort into preparing questions and ideas for the seminar; comments take details into account but may not flow logically in conversation.	Extremely reluctant to participate even when called upon; comments illogical and meaningless; may mumble or express incomplete ideas; little or no account taken of previous comments or important ideas in the text.
Listening	Pays attention to details; writes down	Generally pays attention and	Appears to find some ideas unimportant while	Appears uninvolved in the

	questions; responses take into account all participants; demonstrates that he/she has kept up; points out faulty logic respectfully; overcomes distractions.	responds thoughtfully to ideas and questions of other participants and the leader; absorption in own ideas may distract the participant from the ideas of others.	responding to others; may have to have questions or confusions repeated due to inattention; takes few notes during the seminar in response to ideas and comments.	class; comments display complete misinterpretation of questions or comments of other participants.
Reading	Thoroughly familiar with the text; has notations and questions in the margins; key words, phrases, and ideas are highlighted; possible contradictions identified; pronounces words correctly.	Has read the text and comes with some ideas from it but these may not be written out in advance; good understanding of the vocabulary but may mispronounce some new or foreign words.	Appears to have read or skimmed the text but has not marked the text or made meaningful notes or questions; shows difficulty with vocabulary; mispronounces important words; key concepts misunderstood; little evidence of serious reflection prior to the class.	Student is unprepared for the class; important words, phrases, ideas in the text are unfamiliar; no notes or questions marked in the text; no attempt made to get help with difficult material.

Homework “Letters”: Write a one-page letter to the person from the prayer tradition/spirituality studied. See yourself as writing to a friend, sharing on at least three points of interest, inspiring quotes, or commonalities of challenges/joys in your life with him/her gained from the readings. End the letter with your own composed prayer.

Reflection Papers: There are two reflection papers required in the course. Reflection papers are intended to provide an opportunity for you to demonstrate competence in the learning outcomes listed above, through reflection upon the meaning and implications of the material covered in the course. Papers are to be double-spaced with one-inch margins and 12-point type with appropriate citations using a consistent style.

Paper #1: Field Trip Summary. Compare places of worship visited. How do art and architecture signs and symbols, music, robes, etc. assist in creating an environment conducive to prayer? In leading worshippers deeper into communion with the Divine? Give examples as you share your reflection. 3 pages, may include 1-4 photos.

Paper #2: Online Retreat Experience. The paper is intended to provide an opportunity for you to demonstrate competence in the learning outcomes listed above, through reflection upon the meaning and implications of the material covered in the course. After completing the Online Retreat (Week 11), write up a summary of the experience noting any movements in your prayer (as recorded in your journal).

Online Retreat (see link on Canvas board)

- a. Read “How Do I get Started Making this Retreat?”
- b. Begin with Week 1 as “day one.” Reflect and keep a log/journal about each day’s experience. Log/journal may include drawings, pictures, poems, sayings, etc.
- c. Choose 4 other “Weeks” to participate in over the next four days. *Note: We are exchanging “weeks” for “days.”

Paper: At the end of experiencing 5 retreat sessions, write up a summary of the experience noting any movements in your prayer. Paper is to be 2-3 pages in length, double-spaced with one-inch margins and 12-point type with appropriate citations using a consistent style. **If using WordPerfect or Notepad, files must be converted to Microsoft Word document or html format before uploading to Canvas if turning in online.**

Midterm Group Project: A Prayer Experience - Design a prayer service for a specific occasion. You should indicate the theme of the prayer service (e.g. on friendship, graduation, life-milestone, anniversary, transition, etc.) and include readings suitable to the theme. You may use powerpoint, video, or a brochure, etc. Your prayer service should be interactive. Further guidelines can be found on the Canvas board. Time limit: 12 minutes. 2-3 in a group.

“Pathways”: **Group Faith Sharing** – Four (4) Group Faith Sharing Reviews are to be submitted on the dates found on the Syllabus. You need your bible and the guide sheet. Group summary/”Like It’s” to be turned in the following class. *Like It* = Share a point of interest/commonality/learning, etc. from the group sharing.

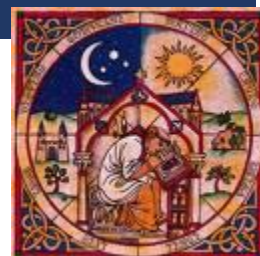


<https://cmcroseale.org/ministries/curriculum/prayer-pathways/>

Final Integrated Project: Reflect on the top three things that you feel you have gained from this course of study. Use one of the Marianist Educational values to serve as a window through which to frame your experience as you create an illumination, a short video, a book of prayers or your own psalms for today, a basket of blessings, etc. to inspire, uplift or encourage others along their journey of discovery through prayer. Completed project should evidence at least 7 hours of workmanship.

ASSESSMENT AND GRADING

Excellence in this course requires not only academic mastery of the course content and meeting the qualitative and quantitative criteria, but also personal reflection upon the academic issues raised in the course.



Learning Outcome Assessment:

Student’s work will be evaluated for:

- ❖ knowledge of the subject matter from textbooks, discussions, and research
- ❖ ability to apply the knowledge to understand current issues in society
- ❖ understanding of the subject matter from different viewpoints
- ❖ demonstration of the following 5 Core Competencies:
 1. Written communication
 2. Oral communication
 3. Quantitative reasoning
 4. Critical thinking
 5. Information Literacy

Grade Calculation:

Core Competency	Item	Quantity	Points Available	% of Grade
1,2,3,4,5	Attendance & Participation	30 classes	300	25
1,2,3,4,5	Homework /Study Through Film	10	100	15
3,4	Journal	2 collections	100	10
1,3,4	Reflection Papers	2	200	15
2,5	Pathways CLC	4	100	10
2,3,4,5	Midterm Project	1	100	15
1,3,4,5	Final Project	1	100	10
		Total	1000	100%

Your grade is calculated using the following scal

A: 93-100%; B: 83-92%; C: 73-82%; D: 63-72%; F: 0-62%

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/the lowest passing grade, not satisfactory for fulfillment of course work

F= Failed to grasp the minimum subject matter; no credit given

The instructor reserves the right to adjust the point scale in the event that fewer assignments are required of the students because of adequate demonstration of knowledge. The percentage will remain the same.

Students who exhibit non-participation, fail to submit assignments or comply with other requirements, are advised to withdraw from the course in order to avoid a final course grade of "F." Grades of "Incomplete" will only be given in cases of documented extraordinary circumstances. It is the student's responsibility to communicate with the instructor.

SYLLABUS

Week	Topic	Homework (due following week)
Part I	A History of Catholic Prayer	
Week 1 Jan. 11,13 *Meet via Zoom	✠ Welcome & Overview *The Spiritual Life and the Word of God Prayer Practice: <i>Designing your own Prayer Corner & Ritual</i>	Readings: Fosarelli: Introduction, p. 1-6 Assignment: Letter to Myself Bring "Journal," and a bible to each class
Week 2 Jan. 18, 20 *Meet via Zoom	Desert Wisdom: Prayer in the Old & New Testament Prayer Practice: <i>Chant: Jesus Prayer</i>	Readings: Fosarelli: Chapt. 1 – Augustinian Spirituality Assignment: Written assignment- Letter to St. Augustine. *See Canvas board for details
Week 3 Jan. 25 *Meet via Zoom	Prayers of the Early Christians and Martyrs Prayer Practice: <i>Soliloquy with God</i>	Readings: Fosarelli: Chapt. 2 – Benedictine Spirituality; or Chapt 3 – Cistercian Spirituality Assignment: Written assignment- Letter to St. Benedict
Jan. 27 *Meet via Zoom	Virtual Field Trip: Church Art & Architecture	Readings: Fosarelli: Chapt 3 – Cistercian Spirituality Assignment: Written assignment- Letter to St. Bernard of Clairvaux
Week 4 Feb. 1 *Meet in Classroom, Resume	Prayer and Monastic Contributions Prayer Practice: Prayer beads	Readings: Rupp: Chapt. 1 – Entering into a Relationship Assignment: Journal reflection
Feb. 3	Pathways, CLC *Rupp #1	Assignment: See Canvas board: Journal
Week 5 Feb. 8	Medieval Spiritual Paths Prayer Practice: <i>Lectio Divina</i>	Readings: Fosarelli: Chapt. 4 – Carmelite Spirituality Assignment: Written assignment- Letter to a Carmelite Bring in a snack to share
Feb. 10 *Feb. 11: Deadline to WNR	Study Through Film	Readings: Fosarelli: Chapt. 7 – Ignatian Spirituality Assignment: Written assignment- Letter to St. Ignatius

Week	Topic	Homework (due following week)
Week 6 Feb. 15	Counter-Reformation and Imagery in Prayer <i>Prayer Practice:</i> <i>Examen</i>	Fosarelli: Chapt. 5 – Dominican Spirituality Assignment: Written assignment- Letter to St. Dominic
Feb. 17	Group Midterm Collaboration	Assignment: Work on Midterms
Week 7 Feb. 22/24	Midterm Presentations	Assignment: See Canvas board
Part II	Liturgy: The Prayer of the Community	
Week 8 March 1 <i>*March 2: Ash Wednesday Mass @12:30pm</i>	Liturgical Year & Daily Prayer of the Church <i>Prayer Practice:</i> <i>Liturgy of the Hours</i>	Readings: Rupp: Chapt. 2 – The Tidal Patterns of Prayer
March 3	Pathways, CLC #2 <i>*Rupp, #2</i>	Assignment: See Canvas board
Week 9 March 8	Holy Week & the Sacramental Life <i>Prayer Practice:</i> <i>Taize</i>	Readings: Fosarelli: Chapt. 6 –Franciscan Spirituality Assignment: Written assignment- Letter to St. Francis
March 10	Paschal Triduum	Assignment: See Canvas board
Week 10 March 15	Mary and Marianist Prayer <i>Prayer Practice:</i> <i>Marian Devotions</i>	Readings: Rupp: Chapt. 3 – Keeping the Vigil with Mystery Assignment: Journal reflection
March 17	Pathways, CLC #3 <i>*Rupp #3</i>	No homework
March 21-25	SPRING BREAK	No homework
Part III	“prayer.com”	
Week 11 March 29	Contemporary Preachers <i>Prayer Practice:</i> <i>The Devout Life</i>	Readings: Fosarelli: Chapt 8 – Salesian Spirituality OR: Chapt. 9 – Lay Spirituality Assignment: Written assignment- Letter to a Salesian or to a Lay Spiritual Practitioner Bring in a snack to share
March 31	Study Through Film	Assignment: See Canvas board: Journal
Week 12 April 5	Online Retreat	Assignment: See Canvas board: Online retreat
April 7	cont.	Assignment: 1. Paper #2 due next Tuesday
Week 13 April 12	Prayer and Social Action <i>Prayer Practice:</i> <i>*Your choice</i>	Readings: Rupp: Chapt. 4 – Turning Prayer Inside Out Assignment: Journal reflection

Week	Topic	Homework (due following week)
April 14 *Holy Thursday *April 17: Easter Sunday	Pathways, CLC #4 *Rupp #4	Assignment: Work on Final Integrated Project
Week 14 April 19	Final Integrated Project Presentations	Assignment: 1. Journals
April 21	Presentations, cont.	Assignment: Journals Due
Week 15 April 26	Individual Conferences	Assignment: Journals Due
April 28	Individual Conferences	

POLICIES, MUTUAL RESPECT AND CONSIDERATION

As subjects examined during this course may touch upon topics, beliefs, and/or issues considered sensitive by some students, it is imperative that all students demonstrate courtesy and respect concerning the views, opinions, and beliefs of others.

Academic Conduct Policy:

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. <https://catalog.chaminade.edu/generalinformation/studentaffairs/studentconduct>

Academic Integrity

Plagiarism: The Chaminade University of Honolulu General Catalog states that:

"Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one's own original work (however freely given or purchased) the

original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

This policy statement means that students are not allowed to submit the work of another as their own, that altering the work of another for presentation as one's own constitutes plagiarism, and that all sources must be properly cited. If a student commits plagiarism, or fails to properly cite all sources, then the student will receive no credit for the assignment and the Academic Dean will be notified accordingly.

If there is any doubt about whether or not the use or submission of a particular work constitutes plagiarism, contact the instructor for guidance and assistance.

This includes use of the text in responding to the questions based on readings from the text. In answering the questions you are expected to include citations for the text and indicate when you are using the words of the author. You are encouraged to read and summarize the text in your own words, connecting the reading to your own experience.

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.

Disability Access: 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 Kōkua 'Ike: Center for Student Learning 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 Kōkua '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.

The instructor reserves the right to make any adjustments to the course syllabus to accommodate any unforeseen circumstances. The information regarding changes will be announced on the Canvas board.