

CHAMINADE UNIVERSITY OF HONOLULU
RE 35790-1: CHRISTIANS AND BUDDHISTS IN DIALOGUE (3)
Spring Day Term: January 10 – May 6, 2022
Classroom: Online



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

“The Catholic Church is aware of the importance of the promotion of friendship and respect between men and women of different religious traditions. I want to repeat this: the promotion of friendship and respect between men and women of different religious traditions...” Pope Francis to fraternal delegates, representatives of non-Christian religions, Vatican City, 3/20/2013

Course Description: This course surveys both Christianity and Buddhism, their individual responses to questions of ultimate meaning, and their shared dialogues toward mutual understanding and challenges.

Prerequisites: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement or the Integral Education/Global Awareness requirement. It is offered annually.

Orientation: As we look at current world challenges, we can find echoes of adversity and fear even among religious people of different traditions. In his Apostolic Exhortation *Evangelii Gaudium*, Pope Francis notes interreligious dialogue as the key towards “the coexistence of respectful diversity, and the fundamental right to religious freedom, in all its dimensions.” Dialogue, he went on to say, does not mean giving up your identity as a Christian. On the contrary, the Pope stressed “true openness means remaining firm in one’s deepest convictions, and therefore being open to understanding others.” In the tradition of great teachers from Christian and Buddhist lineages, we will explore how we can become better agents of dialogue and thus peace in the world.

Methodology: This course will be delivered entirely online via the course management system Canvas (<http://chaminade.instructure.com>) The role of the instructor in a course that operates in an online environment is to facilitate and invite discussion. The instructor will present additional material not in the text or assigned readings, clarify material contained in the text and encourage students to engage in critical thinking.

Required Texts:

- ❖ Hanh, Thich Nhat. *Peace is Every Step: The Path of Mindfulness*. ISBN: 9780553351392
- ❖ The Dalai Lama Trust and Desmond Tutu, *The Book of Joy*. ISBN: 9780399185045
- ❖ Other materials, as posted on the Canvas board

For Further Reading:

- ❖ Current Dialogue. Special Issue: Christian Self Understanding in the Context of Buddhism. Vol. 51, December 2011.
<http://www.oikoumene.org/en/what-we-do/current-dialogue-magazine/dialogue-51>
- ❖ Dilatato Corde. www.dimmid.org
- ❖ Pontifical Council for Interreligious dialogue, <https://www.pcinterreligious.org/>
- ❖ Scarboro Missions, Interfaith Dialogue. <https://www.scarboromissions.ca/interfaith->

dialogue/principles-and-guidelines-for-interfaith-dialogue

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

Course Requirements:

- ◆ Internet connection (DSL, LAN, or cable connection desired)
- ◆ Access to Canvas
- ◆ Familiarity with Microsoft Word and Microsoft Powerpoint

In the event that technical difficulties disrupt access or utilization of the web board, the instructor may elect to utilize e-mail to conduct discussions and maintain dialogue.

Technical Support: For technical questions: contact the Chaminade eCollege helpdesk at: helpdesk@chaminade.com



COURSE OBJECTIVES

LEARNING OUTCOMES

Students successfully completing the Religious Studies program will demonstrate the ability to:

General Education Learning Outcomes (GELO's)

The Value Learning Outcome students will gain from this course lies under the category of Integral (Holistic) Education/Global Awareness, of the Marianist Values.

Students will integrate their experience with global awareness in the context of the particular course and field/discipline within a diverse community of learners.

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	Diagram parallels between historical and contemporary Christian and Buddhist beliefs and practices
2	Formulate one's own value system with respectful willingness to engage in interreligious dialogue towards the common good of humanity
3	Collaborate with others in the dialogue of spiritual experience, life and action as modelled by forerunning teachers from the Christian and Buddhist lineages
4	Interpret Interreligious dialogue as the key towards "the coexistence of respectful diversity, and the fundamental right to religious freedom, in all its dimensions" (Pope Francis)
5	Apply skillful means to build relationships that mutually address secular cultural challenges and global peace

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>	The first Marianists in Hawaii welcomed all children regardless of creed to St. Louis College. Through the lens of the Marianist commitment to form minds, teach skills and develop character, this
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		course will encourage students along their personal faith journeys.
2	Provide an Integral, Quality Education <i>'Ike Ulana Ho'omana Kina'ole (Unblemished weave of empowering knowledge)</i>	"The mission in the Marianist family is not only distinguished by what we do but by how we do it and by who we are when we do it." <i>*Mission of the Marianist Family</i> This course seeks to integrate these dimensions through its dialogue with interreligious leaders from the Christian and Buddhist traditions examined.
3	Educate in Family Spirit <i>'Ike Pilipo'ohala Kū'ono (Knowledge bound in deep family values)</i>	Father Chaminade promoted the developing of small communities of faith to strengthen and support one another. This class seeks to create a community of learning where each voice is respected and committed to learning for the greatest good of all.
4	Educate for Service, Justice and Peace <i>'Ike Kuleana Kaiao (Knowledge of enlightened duty)</i>	"The role of any Christian, and, therefore, of Marianists is to affirm what is good in culture and the world; to challenge non-gospel values and actions." <i>*Mission of the Marianist Family</i> Through the study of engaged Buddhism, students will be exposed to how they can work with others to bring about more peace in society.
5	Educate for Adaptation and Change <i>'Ike Huli Wānana (Knowledge of Prophetic Change / Searching)</i>	In response to meeting unmet needs of the world, Marianists are called to build communities that respond to those needs—communities committed to dialogue, service, justice, peace, and the integrity of creation. We will explore how we may adapt to meet the changing world.

Alignment of Learning Outcomes:

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

Service-Learning General Outcomes linked to this course are:

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



COURSE EXPECTATIONS AND ACTIVITIES

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

Homework: This course is organized into 15 sessions. Students should plan to spend approximately 3 hours per week online exploring and examining internet sites and related materials, reading and responding to weekly discussion questions, and completing online assignments. In addition, you should plan to spend an equal amount of time offline, reading the text, researching, and reflecting over course concepts. The main parts of the course delivered on Canvas are:

- **Introduction**— where you will find an introduction to the course content for the week, updates and other notices
- **Interfaith Practice Experience Blog**- Each week you will be exposed to a practice from either the Christian or Buddhist tradition. The purpose of the practice is to put your feet into their shoes during the period of this course. After performing the practice, take a few moments to jot down on the post how your reflection practice went noting any difficulties, ease, or insights/ feelings towards, and after the practice, etc. About a paragraph in length (not an essay) Credit will be given for simply pausing to experience the practice as noted in the blog.

- **Discussion: Resources and Prompts** – where you will find supplementary resources such as powerpoints and video links, discussion prompters and where you will post your wisdom response
- **Prayer Corner** – a place to post prayer requests and show our common support of each other

Discussion Forums - 3 Responses/Week: : A substantial portion of the final grade is based on online participation on the Discussion board. Quality participation consists not in simply the number of times a note is posted, but by the overall degree of intellectual engagement demonstrated. Discussion rubric can be found on the Canvas board. Discussion forum posts must be completed by the dates outlined below. Points will be deducted for late posts.

Overview of Course Week: Our course week extends from Sunday through Saturday. Each Sunday, announcements and supplementary resources for the upcoming week will be posted. Course activities follow a recurring format throughout the term. Typically, weekly course activities adhere to the format below:

Sunday	Weekly course content posted and criteria
by Wednesday (midnight)	First post due. Students compose and post own in-depth response to the discussion.
by Saturday (midnight)	Second and Third posts due. Students build on class discussion by responding with an affirmation, agreement, request for clarification, or explanation of personal disagreement to at least one classmate's post.
by Thursday (midnight)	All other assignments, papers, etc. due as specified below.
Due Date (four days later)	Graded assignments (paper, projects) are scored and returned.

In addition to checking at least once a day for notes, etc, the main days the instructor will be checking online are Sunday, Thursday and Saturday (for discussion forum, etc.)

Format for Written Assignments: Written Assignments and papers, must be typed, double-spaced, 12-point font only with 1 inch margins with required and appropriate citations using MLA style. If using WordPerfect or Notepad, files must be converted to Microsoft Word document or html format.

Cultivating Oneself - Book Reports: *Due Week 5 and Week 12.* Two (2) Book Reports over the book *Peace is Every Step* are to be submitted on the dates found on the Syllabus. 1- ½ pages, typed. Paper



is to cover the following criteria.

Criteria: As you read through the sections in the assigned part, spend some time trying to imitate Thich Nhat Hanh's experience, cultivating yourself.

1. Choose at least 5 exercises to try out on your own.
2. Like It: Which one/ones did you resonate with the most? How? What was your experience like? Did you notice any change in your perception/ways of doing things/physical health after reading this part of the book?
3. Quotes: Share a few favorite quotes or important take-aways/notes from the readings..

Study Through Film Reviews: There are two (2) required full-length film reviews for the course.



Compare and contrast learnings gained from the reading assignments with the content of the film. What are some parallels from the readings found, quotes/scenes/stories that piqued your interest between the film and readings? Moved your sentiments? Or that you wish to further explore? Write up your Film Review in about 2-3 paragraphs posted on the Discussion board.

Reflection Papers: There are two (2) 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 no less than three, but no more than five pages in length, double-spaced with one-inch margins and 12-point type.

Paper #1: Dialogue versus Spiritual Exchange – Week 10 Practice Immersion Log and Summary

“Until recently, questions regarding the reasons for belief, or the experience of prayer, was cause for deep fear between Christians and Buddhists in dialogue. Some considered it an abomination of desolation. However, attitudes evolved and proved that exchanges at the spiritual level were possible and even astonishingly life-giving.” (Fr. Pierre-Francois de Bethune, OSB) Practice is important for self-cultivation. Week 10 will be devoted to an immersion focused on experiencing the practices of both traditions. Keep a simple daily log of the type of practice used and how it went. You must practice for ½ hour each day. It can be broken up into 2 practice periods of 15 minutes or 10/20. At the end of 5 days, write up a summary of personal insights gained. Give some examples of how learning from each other’s spiritual practices may enhance one’s own practice.

Paper #2: Interreligious Visit/Experience Paper: Dialogue of Spiritual Experience – by Week 13

Compose a few questions that can be cross-examined by Buddhists and Christians regarding your area of interest. Visit a temple or church different from your own background or exposure. Find someone to answer your questions. In addition, include the following in your paper:

- When, where, and why did you choose this particular temple or church? (Scan in any handouts you may have from the place, in your entry)
- Discuss the occasion (if a special celebration, ritual, gathering, etc.). Describe the physical environment.
- Was there anyone to greet you there? How did the people respond to you?
- What new things did you learn?
- What was your opinion of what you saw and experienced, compared to what you ordinarily know? Why do you hold this/these opinions?
- Your own questions.

OR: Attend a temple or church visit arranged by your teacher; or cultural event. Write up your observations, reflective insights, applications of knowledge, etc.

Group Midterm Research Project: “Through Christian and Buddhist Eyes,” Week 8

Select one of the following large themes from the 2018 World Parliament of Religions: Women’s Dignity; Next Generation- Youth Voices for Change; Climate Action; Countering War, Hate & Violence; or Interfaith Understanding. (*<https://www.parliamentofreligions.org/videos>)

Identify a current issue (current event) related to the theme that you are passionate about. Imagine yourself sitting in a circle of dialogue between Christians and Buddhists regarding the topic. Using information studied and further research into Christian theology and Buddhist philosophy, attempt a critique of how both parties may/may not choose to address the concern as you look at it through their eyes, placing yourself in their shoes. You may want to cite Christian sources or biblical texts, as well as Buddhist sources and quotes to support the different stances of the dialogue. Make sure to explain why you chose the theme and current event.

The final project may be presented in a form of your choice- newsletter (4-6 pages); video (5-7 minutes); powerpoint (15-20 slides). These are approximate guide lines. You may use an “interview style” to write up a “dialogue.” Be creative, set the setting; place the people.

Group members need to work out group time for discussing the project. The grade for the presentation is based on comprehensiveness, clarity, and conciseness. Cite your resources—at least 5 (books; internet sites, etc). The Midterm is to be posted under Week 8.

Extra-Credit: Extra-credit opportunities will be announced as they arise according to current events. Check the Syllabus or Canvas Board.

Final Integrated Project: In lieu of a Final Exam, a Final Integrated Project will be due. Details on the Canvas board.



ASSESSMENTS AND GRADING

Excellence in this course requires not only academic mastery of the course content and meeting the qualitative and quantitative criteria of participation, 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, videos, research and other class activities
- ❖ ability to critically apply content knowledge to current issues in society
- ❖ thoroughness of answers in quizzes, reflective assignments and research;
- ❖ 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
1,3,4,5	Online Participation & Discussion	15 classes	1500	30%
1,2,3,4,5	Reflective Papers	2	200	15%
1,3,4,5	Film Review	2 reviews	200	10%
3,5	Practice Blog	10 entries	1000	10%
1,5	Book Reviews	2 entries	200	10%
2,4,5	Midterm Project	1	100	15%
3,4,5	Final Integrated Project	1	100	10%
		Total:	3100	100%
	Extra Credit	2	100	5%

Your grade is calculated using the following scale:

A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-60%

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.




Late Work: Students are expected to assume responsibility for knowing, observing and meeting assignment deadlines as described in the course schedule. Points will be deducted for late posts and assignments (e.g. if the first post is not up by Tuesday 11:59PM, and the second post by Friday (11:59PM) unless properly excused.

It is the students' responsibility to provide the instructor with verifiable documentation for any extraordinary circumstances that prevent the submission of assignments on time, and to present a plan to complete missed deadlines and/or assignments missed to the instructor for approval.

Incompletions and Withdrawal: Students who have more than two weeks of 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.



SYLLABUS

Week	Topic	Reading and Assignments
Week 1 January 10-15	 Welcome & Introduction: What is Dialogue? *Sacred Stories- Gautama Buddha, Jesus Christ & You	Textbook Readings: 1. Hanh, Part I: Breathe! You are Alive, p. 5-48 (*begin reading. To be completed by Week 5) Assignment: 1) Familiarize yourself with the course website which is organized by "Modules" 2) Read the "Welcome" on the "Home" page, find your readings and first video to be previewed under "Week 1" 3) Write an Introduction to yourself. (See <i>criteria above</i>) Post under "Introductions" by January 15 ^h 4) Discussion 1: Post your individual response by January 15 ^h 5) Interfaith Experience Blog 6) Take pre-Self-Assessment quiz
Week 2 January 16-22	*Dynamics of Dialogue	Textbook Readings: 1) Book of Joy, p. 11-24 Assignment: 1) See Canvas board

Week	Topic	Reading and Assignments
		2) Interfaith Experience Blog 3) Discussion
	The Nature of Joy	
Week 3 January 23-29	*Pleasure and Pain; the Bodhisattva and the Saint	Textbook Readings: 1) BOJ, p. 29-57 Assignment: 1) See Canvas board 2) Interfaith Experience Blog 3) Discussion
Week 4 January 30-February 5 <i>Feb. 1- Lunar New Year of the Tiger</i>	*Concepts of Afterlife	Textbook Readings: 1) BOJ, p. 59-78 Assignment: 1) See Canvas board 2) Interfaith Experience Blog 3) Discussion
	Obstacles to Joy	
Week 5 February 6-12 <i>*Feb. 11 – Deadline to withdraw without record (WRN)</i>	*Film Review	Textbook Readings: 1) Complete readings by Hanh, Part I, p. 5-48 Assignment: 1) See Canvas board 2) Book Review, Hanh, part 1 due by Feb. 10 th 3) Film Review due on Discussion board by Feb. 12 th *Sign-up for Midterm Groups
Week 6 February 13-19	*Navigating Through Life's Challenges	Textbook Readings: Everyone: 1) BOJ, p. 84-92 Groups: add on: A) Lily – BOJ, p. 93-108 B) Peony – BOJ, p. 109-123 C) Lotus – BOJ, p. 125 - 144 D) Rose – BOJ, p. 145 - 168 Assignment: 1) See Canvas board 2) Interfaith Experience Blog 3) Discussion 4) Work on Midterm project
Week 7 February 20-26	*Helping to Heal the World: Catholic Social Service & Engaged Buddhism	Textbook Readings: 1) Begin reading: Hanh, Part II: Transformation and Healing, p. 51-91 Assignment: 1) See Canvas board 2) Midterm project due by midnight March 3 rd
Week 8 February 27-March 5 <i>*March 2: Ash Wednesday Mass @12:30pm</i> <i>*March 3- Losar</i>	*Midterms	Assignment: 1) Review each other's midterms, and post your responses to a minimum of 3 projects by March 5 th

Week	Topic	Reading and Assignments
Week 9 March 6-12	*Film Review	Textbook Readings: 1) Complete Hanh, Part II readings Assignment: 1) See Canvas board 2) Interfaith Experience Blog 3) Book Review, Hanh, part II due by March 10 th 4) Film Review due on Discussion board by March 12 th
Week 10 March 13-19	*Sacred Space	Textbook Readings: 1) BOJ, p. 171-188 Assignment: 1) See Canvas board 2) Reflect on the reading- create a sacred space for yourself to do the practices for this week 3) Practice some of the practices this week for at least 30 minutes/day for 5 days. Keep a personal log. Use information from that to share in your Reflective Paper #1, due by midnight March 19 th 2) There are no posts this week
March 20-26	Spring Break	
	The 8 Pillars of Joy	
Week 11 March 27-April 2	*Qualities of the Mind	Textbook Readings: Everyone: 1) BOJ, p.193 Groups: to add on: A) Lily – BOJ, p. 194-201 B) Peony – BOJ, p. 203--213 C) Lotus – BOJ, p. 215-222 D) Rose – BOJ, p. 223-228 Assignment: 1) See Canvas board 2) Interfaith Experience Blog 3) Discussion
Week 12 April 3-9	*Qualities of the Heart	Textbook Readings: Groups: A) Lily – BOJ, p. 229-239 B) Peony – BOJ, p. 241-249 C) Lotus – BOJ, p. 251-262 D) Rose – BOJ, p. 263-275 Assignment: 1) See Canvas board 2) Interfaith Experience Blog 3) Discussion
Week 13 April 10-16 <i>*Apr. 14-Holy Thursday</i> <i>*Apr. 17-Easter</i>	*Everyday Journey: Interbeing	Textbook Readings: 1) Begin reading Hanh, Part III: Peace is Every Step, p. 95-134 Assignments:

Week	Topic	Reading and Assignments
		1) See Canvas board 2) Interfaith Experience Blog 3) Discussion 4) Paper #2 Interreligious Visit due
Week 14 April 17-23	*Prepare for Final Integrated Project	Textbook Readings: 1) BOJ- p. 291-305 Assignment: 1) See Canvas board 2) Interfaith Experience Blog 3) Prepare for Final 4) Take post Self-Assessment quiz
Week 15 April 24-30	*Final Integrated Project Due	Projects must be uploaded by Thursday. Responses to 2 other projects due by Saturday.



POLICIES, MUTUAL RESPECT AND CONSIDERATION

Academic Conduct Policy: 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 will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, 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, I must report the matter to the Title IX Coordinator. Should you want to report to a confidential source you may contact the Counseling Center on campus, Campus Ministry, the Dean or Students Office 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.

