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Office Hours: MW 11am – 1pm
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 capstone 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 with your peers and professors about how your learning experiences have helped to empower you in theological reflection and pastoral ministry for the Roman Catholic Diocese of Honolulu and within our broader context in Hawai'i and the Pacific Rim. 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 those areas.
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 in Hawai'i and beyond today.
3. Students will reflect on potential pastoral applications of the 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 three elements will be present in each of the formation weekend seminars, which are to be based on completed as written assignments during the interim period. During formation weekends we will convene in seminar session to discuss our thoughts and reflections. MPT faculty invited by Director may be present to hear 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

1. Access to Internet-Capable Technology
 - a. 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
 - a. Most readings required for the course are available for download on our Canvas course site. Printed matter will be distributed on the first weekend of class. Please consult the required readings on page 6.

Course Requirements

1. Complete the course pre- and post- tests as directed.
2. Complete all assigned readings before the formation weekend as indicated on page 6. Careful and prompt reading of all materials is absolutely essential.
3. Complete all assignments before the formation weekend as indicated on page 6. These assignments must be submitted to the instructor via Canvas prior to the beginning of the weekend.
4. Share written assignments in small and large group settings. You are strongly encouraged to take notes on, and pose questions for, each student's assignment.

Assessment, Grading, and Late Work Policy

Credit earned by a student will be highly influenced by consideration of the timely submission of written assignments (50%) and their regular and active participation at seminar sessions (50%). Late work will not be accepted without prior arrangement with the instructor. Final grades awarded represent the quality of a student's overall achievement and holistic performance in the course and their program.

- 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

Credit for Credit/No Credit students will be so awarded by students earning a "C" or higher as described by these criteria.

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. Religious freedom and freedom of the conscience are central concepts of Roman Catholic theological ethics. While students are expressly encouraged to think about and question 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.

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 evidence supporting the allegation of plagiarism and discuss proper citation techniques. Subsequent offenses will not be tolerated. Withdrawal from this course and/or 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 Philosophical and Theological disciplines. Students may choose to use a different citation method (APA, 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 free 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.

Classroom Decorum

As a community of scholars, we will strive to advance the noble cause of human intellectual discovery in part by demonstrating respect for the thoughts and ideas of others, whether they be insights of your classmates or of those who have endeavored in generations before us. Please help create a respectful learning space by:

- i. Fostering an atmosphere of mutual esteem and fruitful discovery
- ii. Encouraging all participants to engage in greater active participation
- iii. Possessing an excellent command and comprehension of all assigned readings
- iv. Being open and ready to thoughtfully and respectfully dialogue with others
- v. Drawing upon your own experiences to help illustrate course concepts

With these in mind, please refrain from offensive or distracting behavior including texting and DMing, eating, fraternizing, completing work for other courses, engaging in intentionally polemic and inflammatory discourse, and extraneous speaking about topics unrelated to the subject at hand.

Electronic Devices

The use of non-essential electronic devices during periods of in-person instruction, including audio and video recording for distribution or personal use, is strictly prohibited unless permission is granted by instructor. Please help to minimize potential interference with our learning environments by silencing your cellphones and/or push notifications on your learning devices during instructional time. Breaks for refreshment is an excellent opportunity for catching up with your mobile devices.

Office Hours

Office hours are an invaluable opportunity to build a stronger sense of university community, deepen one's knowledge, and form more nurturing relationships with faculty in an individualized format. In-person office hours are to be held during hours as posted and are subject to change. Students are also able to schedule a private Zoom meeting if preferred but those who prefer to speak over the telephone are also encouraged to pursue that option. To guarantee instructor availability and to reduce student wait time, students are highly encouraged to schedule an appointment through email.

Instructor and Student Communication

All written communication between the instructor and student must take place through official Chaminade University email addresses. Assignments must likewise be submitted through their designated channel, ordinarily our course Canvas site. Please do not contact the instructor through other electronic media including personal email addresses. It is imperative that you check your email on a regular basis as rapidly developing important information (e.g., class cancellations, feedback or academic progress reports, or requests to meet during office hours) may and will be conveyed there.

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.

Attendance Policy

The following attendance policy is taken from the [2021-2022 Academic Catalog](#):

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Student Conduct Policy

The following student conduct policy is taken from the [2021-2022 Academic Catalog](#):

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 University Student Handbook at the following webpage: <https://chaminade.edu/current-students/>.

Credit Hour Policy

The following credit hour policy is taken from the [2021-2022 Academic Catalog](#):

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.

For further information please refer to the policies section in Chaminade University Catalogue at the following webpage: <https://catalog.chaminade.edu/>.

Weekend One – January 14th, 2023

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.*

Readings

- i. None assigned

Assignments

1. Prepare, submit, and share your academic autobiography.
2. Respond to Program Learning Outcome 2. How comfortable are you with this outcome? How well did this program prepare you in the area?
3. Complete MPT pre-test in class.

Weekend Two – February 11th, 2023

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.*

Readings

- i. *Characteristics of Marianist Universities.*
- ii. Aguilera, Enrique and José María Arnaiz, "Marianist Prayer."
- iii. Chu Ilo, Stan. "The Church of the Poor: Towards an Ecclesiology of Vulnerable Mission."
- iv. Giardino, Thomas. "Overview of Marianist Spirituality: It's More than Community."

Assignments

1. Respond to Program Learning Outcome 3. 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?
4. Explain how education for service, peace, and justice might be important for your ministries.

Weekend Three – March 11th, 2023

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.*

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

Readings

- i. Aguilera, Enrique and José María Arnaiz, "The Common Method of Meditation."
- ii. Del Colle, Ralph. "Toward the Fullness of Christ: A Catholic Vision of Ecumenism."
- iii. Dulles, Avery. "Newman, Conversion, and Ecumenism."
- iv. Fredricks, James. "Catholic Church and the Other Religious Paths: Rejecting Nothing That Is True and Holy."
- v. Himes, Michael J. "Finding God in All Things: A Sacramental Worldview and Its Effects."

Assignment

1. Respond to Program Learning Outcomes 1 and 3. How comfortable are you with each of these Outcomes? How well did this program prepare you in the areas?
2. Choose two of the readings and explain the significance of the articles. Develop a critique of them drawing upon your holistic knowledge of theology.
3. How would you explain the content of the articles to a parishioner and how would defend your critique to them?
4. How do these readings enhance your understanding of the Roman Catholic Church and its relationship with other Christian denominations? How does ecumenical dialogue impact your understanding of evangelization?