



Course Number: ED 482
Course Title: Making the World Better
Course Credits: 3
Term: Fall 2023

[Chaminade University Honolulu](#)
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University Course Catalog Description

This course is a capstone for the Chaminade University of Honolulu General Education program. In this course, students will present mastery of foundational skills, Marianist and Native Hawaiian values and a global awareness through a program reflection and student-developed project designed to positively impact the world.

Course Overview

In this course you will reflect on the knowledge, skills and values present in the Chaminade Gen Ed program. Using the knowledge skills and values from the Gen Ed program, you will develop a project that will impact the world in a positive way.

Require Texts

Knapp, J., Zeratsky, J., & Kowitz, B. (2016). Sprint: How to solve big problems and test new ideas in just five days. Simon and Schuster. This book is available in the Chaminade [bookstore](#) (link provided) or online for less than \$20.

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

In this course you will consider the impact of all of the Marianist Values as they have intersected your General Education experience, but the primary target for the projects in this course will be Education for service justice and peace.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Gen ED PLO: Students will present mastery of foundational skills, Marianist and Native Hawaiian values and a global awareness through a project-based learning approach.

Essential Questions:

1. What have I learned during the Chaminade Gen Ed program and what impacts has it had on me?
2. How can I leverage the knowledge and skills that I have developed during the Chaminade Gen Ed program to make the world better?

Learning Outcomes

By the end of our course, students will:

1. use writing, oral communication, critical thinking, and information literacy to convey mastery of Gen Ed skills.
2. analyze the impact of Marianist and Native Hawaiian values on personal development and career trajectory.
3. integrate their experience with global awareness by improving upon or creating something that could make the world better.

Alignment of Learning Outcomes with Program Learning Outcomes and CUH competencies.

	CLO 1	CLO 2	CLO 3
Marianist Values			Educate for service, justice and peace
Program Learning Outcomes	Capstone	Capstone	Capstone
CUH Core Competencies	Written Communication Oral Communication Critical thinking		Written Communication Oral Communication Critical thinking Information Literacy

Course Prerequisites: Senior-level student

Course Website:

<https://chaminade.instructure.com/courses/2970>. All course evaluations will be conducted via Canvas, so even if you are teaching face-to-face courses, your students will have to access the site.

Technical Assistance for Canvas Users:

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

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

Basis for Final Grade Students in this course will be evaluated in two areas. Learning is an iterative process which includes making mistakes, therefore, students will be provided feedback on their progress towards completion of the assessment items with opportunities to edit work that has been submitted.

Assignment group	% of grade	Assignment Description	Key assignments	CLOs
Program Reflection	40	Use writing, oral communication, critical thinking, and information literacy to convey mastery of Gen Ed skills as well as examine the impact of Marianist and Native Hawaiian values on personal development and career trajectory.	Program reflection	1, 2
Global impact project	60	Integrate their experience with global awareness by improving upon or creating something that will make the world better.	Impact Project presentation Impact Project write-up	3

Grading Scale

Grades will be calculated from assignments, written projects and oral presentations. They are 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

Key assignment Rubrics

Assessment Rubric #1: **Program reflection - oral presentation with visual supports** (CLO 1 & 2)

	Exemplary	Competent	Developing
Delivery	Comfortable, polished, and confident delivery renders the speaker persuasive, convincing and informative	Body language, movement, eye contact, and gestures contribute to the presentation, and speaker appears comfortable	Speaker appears tentative, but body language, eye contact and gestures are occasionally distracting
Organization & Sequencing	Leads with clearly and consistently observable organization coupled with a skillful and cohesive presentation	Logical organization and sequencing via an introduction, body, and conclusion are consistently observable	Organization (introduction, body, conclusion) is only intermittently observable
Language	Imaginative, memorable, and compelling diction enhances the effectiveness of the presentation; tone is appropriate and convincing	Thoughtful vocabulary supports the effectiveness of the presentation; tone is appropriate to audience, avoids cliché	Word choice partially supports the effectiveness of the presentation; tone is generally appropriate
Written Communication (Mechanics)	No misspellings or grammatical errors.	Limited misspellings and/or mechanical errors.	Multiple and/or varied misspellings and/or mechanical errors.
Written Communication (Support/ Evidence)	Covers the topic in-depth with details and examples. Subject knowledge is excellent. Written content fully supports oral presentation. Skillfully wields information or analysis to significantly support the	Includes essential knowledge about the topic. Subject knowledge appears to be good. Written content supports oral presentation. Appropriate reference information or analysis generally supports the	Includes essential information about the topic but there are some factual errors. Written content does not support oral presentation. Offers some relevant information or analysis to partially support the presentation

	presentation and affirm the presenter's credibility	presentation or contributes to the presenter's authority on the topic	
Visual Elements	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance the presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.
Marianist Values	Explicitly identifies one or more Marianist Values central to Gen Ed experience. Multiple pieces of evidence are provided to support integration of Marianist Values within Gen Ed experience.		Infers one or more Marianist Values central to Gen Ed experience. Minimal evidence of Marianist values integrated within Gen Ed experience.
Native Hawaiian Values	Explicitly identifies one or more Native Hawaiian Values central to Gen Ed experience. Multiple pieces of evidence are provided to support integration of Native Hawaiian Values within Gen Ed experience.		Infers one or more Native Hawaiian Values central to Gen Ed experience. Minimal evidence of Native Hawaiian values integrated within Gen Ed experience.

Impact project description: You have been invited to speak to the Secretary-General, or the chief administrative officer, of the United Nations. The purpose of the United Nations is to absolve “international problems of an economic, social, cultural, or humanitarian character”, and promote and encourage “respect for human rights and for fundamental freedoms” (UN Charter, 1973, n.p.). The UN Secretary-General is requesting your input on how to solve (or at least make progress on) a problem facing the world. Knowing that you are a graduate of Chaminade University and familiar with the Marianist Values of service, justice and peace, the Secretary-General has asked you to focus on an issue related to the Pacific region that has global impact, or a global issue with specific significance to regions within the Pacific.

Your task is to convince the Secretary-General that your issue should be the focus of her "Making the World a Better Place" initiative. To do this, you will need to demonstrate that your identified problem as well as the proposed solution(s) are worthy of the time, effort and resources needed to solve. It should include a clearly defined issue that has a global impact. This issue needs to be presented in both a written proposal as well as oral presentation:

- Action plan for implementation
- Clearly described global impacts
- Social-justice oriented citizen: *one that calls explicit attention to matters of injustice and to the importance of pursuing social justice goals. Justice oriented citizens critically assess social, political, and economic structures and consider collective strategies for change that challenge injustice and, when possible, address root causes of problems (Westheimer & Kahne, 2004).*

References

United Nations Charter (1973). Retrieved from <https://www.un.org/en/about-us/un-charter>
 Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American educational research journal*, 41(2), 237-269.

Assessment Rubric #2: *Impact Project Write - up* (CLO 1 & CLO 3)

	Exemplary	Competent	Developing
Focus or thesis	The thesis statement names the topic of the paper and outlines the main points to be discussed.	The thesis statement names the topic of the paper.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.
Support for position or idea	Includes multiple and varied pieces of evidence (facts, statistics, examples, real-life experiences) that support the claims of the paper. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes several pieces of evidence (facts, statistics, examples, real-life experiences) that support the claims of the paper.	Includes few or limited pieces of evidence (facts, statistics, examples, real-life experiences) that support the claims of the paper.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.
Sources	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.
Use of sources	Organizes and synthesizes information from sources with clarity and depth. Communication with the audience is memorable.	Organizes and synthesizes information from sources effectively. Communication with the audience is effective.	Uses information from sources with a degree of effectiveness. Some synthesis of information from sources is evident. Communication with the audience is somewhat effective.
Quality	Information clearly relates to the main topic. It includes several supporting details and/or examples. Work is insightful, poignant, novel, revelatory, or compelling.	Information clearly relates to the main topic. Writing provides at least one supporting detail and/or example. Work is interesting, creative, engaging, and perceptive.	Information clearly relates to the main topic. No details and/or examples are given. Work demonstrates enthusiasm or passion on the part of the writer.
Integral (Holistic) Education/ Global Awareness	Compelling	Clear	Implied

Proposed Assessment Rubric #3: **Impact Project - Oral Presentation** (CLO 1 & 3)

	Exemplary	Competent	Developing
Delivery	Comfortable, polished, and confident delivery renders the speaker persuasive, convincing and informative	Body language, movement, eye contact, and gestures contribute to the presentation, and speaker appears comfortable	Speaker appears tentative, but body language, eye contact and gestures are occasionally distracting
Organization & Sequencing	Leads with clearly and consistently observable organization coupled with a skillful and cohesive presentation	Logical organization and sequencing via an introduction, body, and conclusion are consistently observable	Organization (introduction, body, conclusion) is only intermittently observable
Language	Imaginative, memorable, and compelling diction enhances the effectiveness of the presentation; tone is appropriate and convincing	Thoughtful vocabulary supports the effectiveness of the presentation; tone is appropriate to audience, avoids cliché	Word choice partially supports the effectiveness of the presentation; tone is generally appropriate
Written Communication (Mechanics)	No misspellings or grammatical errors.	Limited misspellings and/or mechanical errors.	Multiple and/or varied misspellings and/or mechanical errors.
Written Communication (Support/ Evidence)	Covers the topic in-depth with details and examples. Subject knowledge is excellent. Written content fully supports oral presentation. Skillfully wields information or analysis to significantly support the presentation and affirm the presenter's credibility	Includes essential knowledge about the topic. Subject knowledge appears to be good. Written content supports oral presentation. Appropriate reference information or analysis generally supports the presentation or contributes to the presenter's authority on the topic	Includes essential information about the topic but there are some factual errors. Written content does not support oral presentation. Offers some relevant information or analysis to partially support the presentation
Visual Elements	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance the presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.
Integral (Holistic) Education/ Global Awareness	Compelling	Clear	Implied

Course Policies

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within 90 days of the end of the semester or the "I" will automatically be recorded as an "F" on your transcript.

Course communication

Communication for this course including announcements, assignments and grades will be posted on Canvas; Chaminade's Learning Management System. When communicating with me electronically, please identify the course you are referring to in the subject line (Course number) of your email. My goal is to respond to emails within 24 hours of receipt.

Late Work Policy

Deadlines are created in order to allow students time to process and collaborate on assignments as well as allow the instructor an opportunity to evaluate participation and engagement. When the deadline for an assignment has passed and a student has failed to engage in the required learning activity with his/her colleagues, that opportunity/experience cannot be recreated or revisited. If an assignment is submitted late, without prior notification and agreement with the instructor, the assignment will not receive full credit.

Rewrite/Resubmission Policy

Learning is an iterative process and multiple opportunities will be provided for students to revise their work. Students who wish to submit a revised assignment for an increased grade need to contact the instructor directly. Because course activities will include the process of revision, opportunities to rewrite and resubmit work will ONLY be provided on a case-by-case basis. No rewrites will be provided on the final submission of the Signature Assignment (i.e., Final unit plan).

Writing Policy:

All written work is to be word-processed, proofread, and solely the work of the author. Written work should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. If you need writing assistance, please seek help from Student Support Services and Kokua ike - (Tutoring Center).

Group Work/Cooperative Learning Policy

Learning is a process that requires the interaction and support of others. In other words, knowledge is socially constructed. In order to support the learning of all students you will be expected to work cooperatively with others in this course. Your contribution in class activities and discussions supports your learning as well as the learning of others in this course.

Appropriate Technology (Smartphones/Laptops/Tablets).

Laptops, tablets and smartphones will be used during course activities to support individual and group learning activities. Students are encouraged to bring their devices in order to support their learning. However, students are urged to minimize functions that will detract from learning. Chaminade University student classroom policy indicates that cell phones are not to be used in class without instructor approval. Distractions that inhibit your ability to fully engage in learning should be minimized or eliminated. Every effort will be made to motivate your engagement in course activities, however distractions such as text messages, emails and posts on social media take away from your ability to learn as well as your contribution to others in the course. Please make a conscious decision to minimize or eliminate distractions of this nature.

Tentative Schedule of Course activities

Week	Activities	
	Program Reflection	Global Impact project
1	<ul style="list-style-type: none"> ● Course introduction ● Mindmap 1 	<ul style="list-style-type: none"> ● Introduction of global impact project
2	<ul style="list-style-type: none"> ● Mindmap 2 ● Letter to person of impact 	
3	<ul style="list-style-type: none"> ● Mindmap 3 ● Storyboard 	<ul style="list-style-type: none"> ● Example global impact project (Campus Upcycle Space)
4	<ul style="list-style-type: none"> ● Rough Draft 	<ul style="list-style-type: none"> ● Student Project brainstorm
5	<ul style="list-style-type: none"> ● Program Reflection Presentations Due 	<ul style="list-style-type: none"> ● Background research <ul style="list-style-type: none"> ○ Process documentation
6		<ul style="list-style-type: none"> ● Background research <ul style="list-style-type: none"> ○ Process documentation
7		<ul style="list-style-type: none"> ● Project Pitch #1 & Feedback
8		<ul style="list-style-type: none"> ● Project Pitch #1 & Feedback
9		<ul style="list-style-type: none"> ● Project Pitch #2 & Feedback
10		<ul style="list-style-type: none"> ● Project timeline, budget & evaluation plan
11		<ul style="list-style-type: none"> ● Project implementation
12		<ul style="list-style-type: none"> ● Project implementation
13		<ul style="list-style-type: none"> ● Draft - Impact project
14		<ul style="list-style-type: none"> ● Impact Project Presentations
15		<ul style="list-style-type: none"> ● Impact Project Presentations
16		<ul style="list-style-type: none"> ● Final project write-up ● Project process reflection

University Policies

[Title IX Compliance](#) (link provided)

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.

Notice of Nondiscrimination

Chaminade University's compliance with Title IX is implemented in the context of the University's broader Nondiscrimination/Anti-harassment Policy and Grievance Procedures, which advises the University community of prohibited discriminatory and harassing conduct by Community Members, as well as the resources and processes for addressing and resolving complaints of discrimination, harassment and/or violation of University policy.

Chaminade University does not discriminate because of race, color, national origin, religion, sex, age, disability (mental or physical), genetic information, pregnancy, gender identity/expression, sexual orientation, ancestry, marital status, arrest or court record status, National Guard participation, victim of domestic or sexual violence status, breastfeeding, or any other protected status. Full details of the University's anti-discrimination policy can be viewed in Volume III, Section 3.1 of the Policy Manual

[ADA Accommodations](#) (link provided)

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua 'Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2-3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua 'Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Academic Conduct:

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.

For further information, please refer to the [Student Handbook](#) (link provided)

Plagiarism: "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

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).

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to regularly attend all courses for which they are registered. Students 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 Tutor 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.

Academic Conduct Policy

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.

For further information, please refer to the Student Handbook:

<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

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.

Credit hour calculation

Activity group	Hours of engagement
Class sessions	38.5 hours
Gen Ed Program Review	25 hours
Global Impact Project	45 hours
Reading (Course text)	30 hours
Total	138.5 hours