

COURSE SYLLABUS



CUH 100-06-1:

First Year Experience Seminar – Fall 2024

Room: Ching 254

Day/Time: Wednesday 11:30-12:20

Instructor: Dr. Chris Padesky

Instructor Email: christopher.padesky@chaminade.edu

Office Hours: 11:30-12:30 T, Th & by appointment

Phone: (808) 739-4693

Co-Instructor/Peer Mentor: Andrew Nishitomi

Co-Instructor Email:

andrew.nishitomi@student.chaminade.edu

Mission Statement:

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, service, and successful careers. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character, personal competencies, and a commitment to build a just and peaceful society. The University offers both the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

Course Description:

CUH 100 is a one-credit seminar course, open only to first-year students, which provides an introduction to the general orientation to the functions and resources of Chaminade University. The course is designed to help you adjust to college life, gain a better understanding of the learning process, and develop good academic skills that will benefit you in other classes. After this course is completed, you will possess a wide variety of tools that will help lead you to personal, professional, and academic success.

Course Materials:

There is no textbook required for this course. Students will receive a list of readings, which will be provided by the instructor and available via Canvas.

General Education Life Skills and College Success Learning Outcome:

Students will evaluate their level of academic and social & emotional readiness for their university experience.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Explain CUH's mission in the context of the student's own educational and personal values.
2. Introduce basic skills necessary for academic success at the college level.
3. Demonstrate competence in academic program and career exploration.
4. Consider perspectives of diverse groups other than your own.
5. Identify university resources and support services for academic and co-curricular achievement.
6. Develop intrapersonal & interpersonal skills toward meaningful interconnected relationships.
7. Demonstrate an awareness of sustaining a community that promotes a healthy well-being.

Course Expectations

Together, we will create a positive learning environment through:

- ***Being Present.*** Consistent course attendance and active class participation are integral to your success in this course. Attendance in this course is mandatory.
- ***Be Responsible and Accountable.*** The activities and discussions in this course are designed to help you explore your identity as a new college student, explore diverse perspectives and experiences, and to help you develop the skills and confidence to help you be successful (however you define success) in college and beyond. You must choose to put forth your best work and effort. If you have questions, be sure to contact your instructor or peer mentor well in advance.
- ***Be an Active Participant.*** Participation and meaningful engagement are an important part of learning, in general, but especially in this course. Being present, focused, and engaged in class discussions means being respectful of each other's views and time. We are all teachers and learners in our classroom. Be attentive, share, listen, and inquire.

Course Measurements:

Course Participation (attendance, involved in discussions, Canvas assignments, etc.)	60
My Chaminade Experience: CUH 100 Portfolio Project (Paper, Artifact, and Presentation)	40
Total Points:	100

Time Allocation

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 is verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. Direct instructor engagement and out-of-class work result in a 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
In-Class Work	15 Hours
Assignments	15 Hours
Readings	10 Hours
Final Presentation	5 Hours

Total	45 hours
--------------	-----------------

Grading Scale:

CUH100 is a one-credit course, graded Credit/No Credit (CR/NC). To receive credit in this course, you will need to earn at least 70% of total assessment measures (> 70 points).

Accommodations for Students with Disabilities:

Chaminade provides assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact Kokua Ike: Center for Student Learning at (808)735-8305 or email ada@chaminade.edu. Kokua Ike is located in the Student Support Services Building. It is important to contact Kokua Ike as soon as possible so that accommodations are implemented in a timely fashion.

Title IX Compliance:

The University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will not be tolerated. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. We are all committed in promoting a safe and healthy environment, and should anyone learn of any sexual misconduct, physical and/or psychological abuse, we must report the matter to the Title IX Coordinator.

Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center, (808)735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Academic Honesty:

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, including self-plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Chaminade University Undergraduate Catalog 2018/2019, pg. 55

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, and integrity of creation.
5. Educate for adaptation and change.

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'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Week	Topics	Sunday - Assignments Due
1	<u>Educate in Family Spirit</u> First Impressions & Syllabus	Week 1 Assignment
2	<u>Educate in Family Spirit</u> <i>Intro to Chaminade & Scavenger Hunt</i>	Week 2 Assignment
3	<u>Educate in Family Spirit</u> Planners & Organization	Week 3 Assignment
4	<u>Educate in Family Spirit</u> Introduction Presentation	Week 4 Assignment
5	<u>Educate for Formation in Faith & Educate for Service, Justice, and Peace</u> QPR Counseling Center	Week 5 Assignment
6	<u>Provide an Integral, Quality Education</u> <i>Scenario-Based Problem Solving</i> <i>Vertical Limit</i>	Week 6 Assignment
7	<u>Provide an Integral, Quality Education</u> Service Learning	Week 7 Assignment
8	<u>Provide an Integral, Quality Education</u> <i>Social Connectedness</i>	Week 8 Assignment
9	<u>Educate for Adaptation and Change</u> Financial Aid	Week 9 Assignment
10	<u>Educate for Adaptation and Change</u> Dealing with Change	Week 10 Assignment
11	<u>Educate for Adaptation and Change</u> The Science of Comedy	Week 11 Assignment
12	<u>Educate for Adaptation and Change</u> Art for Art's Sake	Week 12 Assignment
13	<u>Educate for Formation in Faith & Educate for Service, Justice, and Peace</u> Career Readiness - Making a Great First Impression	Paper Due
14	<u>Educate for Formation in Faith & Educate for Service, Justice, and Peace</u>	Portfolios Due

15	<u>Educate for Adaptation and Change</u> Portfolio Presentations	
----	---	--

Credit Hour Policy

This is a one-credit hour course requiring 45 hours of student engagement, per the official CUH Credit Hour Policy. Students in this course are anticipated to spend 12.5 hours in class, 15 hours on the portfolio, and 17.5 hours additional readings, videos, etc., in Canvas, amounting to an average of 1.2 hours each week.

Course Participation – 50 points

This is an experiential learning course, and therefore, attending class regularly and being prepared will ensure the best results. Your grade is predicated on your active participation and attention to the following components:

Class Readings and Daily Preparation: Readings will be assigned weekly. These readings are noted on the Course Calendar or will be assigned in class. You are expected to read the assigned material before coming to class.

In-Class Activities: The nature of a seminar course is that the participants learn from one another. This will be an interactive course. We have planned activities and assignments that will appeal to a variety of learning preferences. In-class activities may include writing, group problem solving, and full class or small group discussions. Students who participate fully in all class activities will earn full credit and see the most benefit from this course.

Outside-of-Class Activities: As an experiential learning course, you will engage with campus resources and opportunities outside of the classroom to make the most of your Chaminade Experience.

Final Project

CUH 100 Portfolio: Assignment Description and Deliverables

This Portfolio is the culminating assignment designed to enhance your learning through reflection and a means of providing evidence of proficiency of all the CUH 100 Student Learning Outcomes. In order to successfully accomplish this, your Portfolio will consist of the following:

Part I: Introduction

- This is your opportunity to introduce yourself and speak about your background, interests, and experiences that brought you here to Chaminade University of Honolulu.
- Introduction should be an audio/visual (e.g., video of yourself introducing yourself, a representation of you like an animation that does the introduction, etc.).
- Introduction should be creative and representative of you and your personality.

Part II: Documentation of Student Learning Outcomes

- Artifacts and descriptions.
 - Artifacts (sample of your work either academically or professionally). Present a minimum of one (1) artifact for each of the seven (7) CUH 100 Student Learning Outcomes.
 - Artifact Descriptions
 - Description of Each Artifact (Name of the artifact and document when the artifact was submitted/completed)
 - Purpose of the Artifact (why or for what purpose was this artifact completed)
 - The Artifact as Evidence (how does the artifact provide evidence that the applicable SLO was proficiently demonstrated.)

Part III: Reflection & Assessment Narrative

- The narrative is an analytical reflection of your journey from a high school graduate to your first semester at Chaminade University of Honolulu. (minimum 2 double-spaced pages.) Discuss your journey from when you began the transition from high school to where you are today at Chaminade University of Honolulu by addressing the following prompts:
 - What have you learned about yourself and how have you grown emotionally and intellectually?
 - Based on your first semester at Chaminade University of Honolulu, do you feel you were ready for the academic rigor of your classes? Why do you think so?
 - Based on your first semester at Chaminade University of Honolulu, do you feel you were ready socially and emotionally for the university experience? Why do you think so?

Part IV: Portfolio Assessment

- Each student will complete the Portfolio Assessment

The Portfolio demonstrates how well you have achieved mastery of the CUH 100 Student Learning Outcomes and how you have adapted to being a university student.

Since this Portfolio is a showcase of you and all of your accomplishments, personalization is highly recommended and valued.

If you need assistance with Google applications and/or any other technology-related challenges, please contact Chaminade University's Help Desk at (808) 735-4855 or helpdesk@chaminade.edu.