

Course Syllabus

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COURSE SYLLABUS

CUH 100: First Year Experience Seminar – Fall 2020

Room: Online **Time:** Online

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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, but those will be provided by the instructors.

General Education Life Skills and College Success Learning Outcome:

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

Articulation of Characteristics and Values

CUH 100 is guided by the Characteristics of a Marianist Education. Each course module focuses on a Marianist Educational Value. The readings, videos, and assignments all align under the theme of the respective Marianist Educational Value. All of the Marianist Educational Values greatly influence the development of the curriculum. The spirit of CUH 100 can be summed up with a quote by Father Chaminade. Father Chaminade said, “new times call for new methods.” This could not be truer for all students in higher education. CUH 100 seeks to assist students in adapting and thriving in higher education. Throughout this course you will develop:

1. Knowledge of higher education and what Chaminade University’s holistic educational model has to offer;
2. Flexible thinking;
3. Being respectful of differences;
4. Critical thinking; and
5. Open-mindedness.

This will be found in our weekly assignments and in our capstone portfolio project.

Student Learning Outcomes (SLO):

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 our 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.
- **Be Responsible and Accountable.** The assignments 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 when completing all assignments. 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. Cell phones are not to be seen, used, or heard during class (unless required for coursework).

Online Netiquette:

With the goal of creating a safe, yet academically engaging online environment, please follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

Course Assessments

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|---|----------------------|
| 1. Discussion Responses | 11 x 10 points = 110 |
| 2. Module Reflections | 4 x 50 points = 200 |
| 3. Final Portfolio to Google Drive/Presentation | <u>100</u> |

410

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 (> 287 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 the CUH Counseling Center at (808)735-4845 or email counselingcenter@chaminade.edu (<mailto:counselingcenter@chaminade.edu>). The Counseling Center is located in the Student Support Services Building. It is important to contact Counseling staff as soon as possible so that accommodations are implemented in a timely fashion.

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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.

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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.

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MARIANIST EDUCATIONAL VALUES

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith (M1)

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Integral, Quality Education (M2)

In the Marianist approach to education, excellence includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit (M3)

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge

their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace (M4)

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation and Change (M5)

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist University faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Week	Description	Assignments Due
	Educate in Family Spirit	
Week 1	Welcome Review Syllabus Introduction to Chaminade University	Introduction Discussion Thread
Week 2	Educate in Family Spirit Building and Establishing Social Connections	Meeting Others Discussion Responses

Educate in Family Spirit

Week 3 Building and Establishing Connections with Thread Exploring Student Life Discussion
Chaminade University

Chaminade University Student Life

Week 4 **Educate in Family Spirit** Diversity at Chaminade University
Discussion Thread

Issues Pertaining to Diversity Module 1 Educate in Family Spirit
Reflection of Learning

Week 5 **Educate for Formation in Faith &
Educate for Service, Justice, and Peace** Module 2 Educate for Formation in
Faith & Educate for Service,
Justice, and Peace Reflection of
Learning
Marianist Education at Chaminade
University

Native Hawaiian Values

Week 6 **Provide an Integral, Quality Education** Personal Time Management
Program Discussion Thread

Time Management

Week 7 **Provide an Integral, Quality Education**

Effective Study Strategies

Week 8 **Provide an Integral, Quality Education**

Dealing with Failure

Connecting with a Mentor

Complete Financial Literacy Modules

Connecting with a Mentor Discussion Thread

Week 9 **Provide an Integral, Quality Education**

The Science of Taking Action

Developing an Action Plan Discussion Thread

Module 3 Provide an Integral, Quality Education Reflection of Learning

Week 10 **Educate for Adaptation and Change**

Stress Management

Wellness

Personal Stress Management Plan Discussion Thread

Educate for Adaptation and Change

Week 11

Self-Care Strategies

POD Discussion Thread

Educate for Adaptation and Change

Week 12

Being Organized for College

Organization for College Discussion Thread

Educate for Adaptation and Change

Week 13

Work on Portfolio

Module 4 Educate for Adaptation and Change Reflection of Learning

Educate for Adaptation and Change

Week 14

Work on Portfolio

Final Portfolio Due 11/25 by 11:59pm

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*Our course schedule is tentative and can be changed due to class needs.

COURSE REQUIREMENTS AND ASSIGNMENT DESCRIPTIONS

COURSE PARTICIPATION & ATTENDANCE (140 points)

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

Class Readings and Preparation: Assigned readings are intended to enhance and stimulate in-class discussions and learning. All reading materials, articles, and videos will be made available to the student at no cost. These readings are noted on the Course Calendar. 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.

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ASSIGNMENTS

Discussion Requirements (11 x 10 = 110 points)

(SLO 1, 2, 3, 4, 5, 6, 7)

Discussion Responses - Based on the video, your readings, and your thoughts on the topic, please respond to the discussion question in no less than **200 words** in length. Post your discussion response directly to Canvas. **Do not post as an attachment.** This will make it easier for everyone to see your response.

REFLECTIONS (4 x 50 = 200 points)

(SLO 1, 2, 3, 4, 5, 6, 7)

Reflections: Reflection plays an important role in our personal and professional development. You will be asked to respond to prompts related to the applicable student learning outcomes.

- Module 1 Educate in Family Spirit Reflection of Learning
- Module 2 Educate for Formation in Faith & Education for Service, Justice and Peace Reflection of Learning
- Module 3 Provide an Integral, Quality Education Reflection of Learning
- Module 4 Educate for Adaptation and Change Reflection of Learning

FINAL PROJECT- CUH-100 Portfolio: Assignment Description and Deliverables (100 points)

(SLO 1, 2, 3, 4, 5, 6, 7)

This Portfolio is the culminating assignment designed to enhance your learning through reflection and a means of providing evidence of proficiency or distinguished meeting 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 in Google Forms.
- Link: <https://forms.gle/krQTNK7an8HogzNu8>

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. In order to receive credit for this assignment, you must receive a minimum average proficient score of 70% for the entire Portfolio.

Your Portfolio must be submitted in Google Drive.

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.

CUH 100 Portfolio Scoring Rubric

Criteria	Needs Improvement (no points)	Approaching (half points)	Meets Expectations (full points)	Score
Introduction	Does not apply principles of effective communication in the overall design of the Portfolio, including an introduction that speaks about the student's background, interests, and experiences, in a coherent framework along with appropriate labeling, navigation, creativity, and personalization.	Presents a Portfolio in where the introduction includes only limited information about the student's background, interests, and experiences, in a coherent framework and/or does not include appropriate labeling, navigation, creativity, and personalization. An introduction is present but not audio/visual one.	Applies principles of effective communication in the overall design of the Portfolio, presenting an Portfolio that includes an exemplary audio/video introduction that speaks about the student's background, interests, and experiences in a coherent framework along with an efficient manner in which labeling, navigation, creativity, and personalization allows the reader to easily view the Portfolio.	_____ / 20
Selection of Artifacts	Most artifacts do not provide evidence that the CUH 100 Student Learning Outcomes were proficiently demonstrated.	Few artifacts were presented, and/or the artifacts and respective descriptions did not provide evidence that the CUH 100 Student Learning	All artifacts provide evidence that the CUH 100 Student Learning Outcomes were proficiently demonstrated.	_____ / 30

Outcomes were proficiently demonstrated.

Demonstrates in the narrative, a superficial reflection of personal growth and development without statements of personal insights showing evidence of the personal growth and development.

Demonstrates in the narrative, a deep analysis and reflection of their personal growth and development through tangible experiential recollections.

Does not submit a narrative or the narrative lacks reflection of personal growth and development. Not all of the prompts were responded to.

Learner provides a vague (lacking breadth and/or depth) evaluation of their level of academic and social & emotional readiness for their CUH experience.

Learner provides a thorough evaluation of their level of academic and social & emotional readiness for their CUH experience.

_____ / 30

Reflection & Assessment Narrative

Learner claims to have completed the Portfolio Assessment in Google Forms but evidence of this claim is not clearly evident.

Learner does not complete the Portfolio Assessment in Google Forms.

Learner completes the Portfolio Assessment in Google Forms.

_____ / 20







Portfolio Assessment

Total Points _____ / 100

*The Portfolio demonstrates how well you have achieved mastery of the CUH 100 Student Learning Outcomes. In order to receive credit for this assignment you must receive a minimum average proficient score of 70% for the entire Portfolio.

Course Summary:

Date	Details	Due
Tue Aug 22, 2023	 Complete Canvas Profile Including a photo of yourself. (https://chaminade.instructure.com/courses/29814/assignments/304853)	due by 9pm
Sun Aug 27, 2023	 Introduction Discussion Thread (https://chaminade.instructure.com/courses/29814/assignments/304852)	due by 11:59pm
Mon Sep 4, 2023	 Meeting Others (Participation in the Introduction Discussion Thread) (https://chaminade.instructure.com/courses/29814/assignments/304858)	due by 11:59pm
Sun Sep 10, 2023	 Exploring Student Life Discussion Thread (https://chaminade.instructure.com/courses/29814/assignments/304851)	due by 11:59pm
Sun Sep 17, 2023	 Diversity at Chaminade University Discussion Thread (https://chaminade.instructure.com/courses/29814/assignments/304850)	due by 11:59pm
	 Module 1 Educate in Family Spirit Reflection of Learning (https://chaminade.instructure.com/courses/29814/assignments/304859)	due by 11:59pm
Sun Sep 24, 2023	 Module 2 Educate for Formation in Faith & Educate for Service, Justice and Peace Reflection of Learning (https://chaminade.instructure.com/courses/29814/assignments/304860)	due by 11:59pm
Sun Oct 1, 2023	 Personal Time Management Program Discussion Thread (https://chaminade.instructure.com/courses/29814/assignments/304849)	due by 11:59pm
Sun Oct 8, 2023	 Study Tips Discussion Thread (https://chaminade.instructure.com/courses/29814/assignments/304848)	due by 11:59pm

Date	Details	Due
Tue Oct 17, 2023	 Connecting with a Mentor Discussion Thread (https://chaminade.instructure.com/courses/29814/assignments/304847)	due by 11:59pm
Sun Oct 29, 2023	 Developing an Action Plan Discussion Thread (https://chaminade.instructure.com/courses/29814/assignments/304846)	due by 11:59pm
Sun Oct 29, 2023	 Module 3 Provide an Integral, Quality Education Reflection of Learning (https://chaminade.instructure.com/courses/29814/assignments/304861)	due by 11:59pm
Sun Nov 5, 2023	 Personal Stress Management Plan Discussion Thread (https://chaminade.instructure.com/courses/29814/assignments/304845)	due by 11:59pm
Sun Nov 12, 2023	 POD Discussion Thread (https://chaminade.instructure.com/courses/29814/assignments/304844)	due by 11:59pm
Sun Nov 19, 2023	 Organization for College Discussion Thread (https://chaminade.instructure.com/courses/29814/assignments/304843)	due by 11:59pm
Sun Nov 26, 2023	 Module 4 Educate for Adaptation and Change Reflection of Learning (https://chaminade.instructure.com/courses/29814/assignments/304862)	due by 11:59pm
Fri Dec 8, 2023	 FINAL PROJECT- CUH-100 Portfolio (https://chaminade.instructure.com/courses/29814/assignments/304856)	due by 11:59pm
	 Create Your Own SMART Goal (https://chaminade.instructure.com/courses/29814/assignments/304854)	
	 Credit Card Activity (https://chaminade.instructure.com/courses/29814/assignments/304855)	
	 Financial Goals Assignment (https://chaminade.instructure.com/courses/29814/assignments/304857)	

Date

Details

Due

 **Module 1-Quiz**
(<https://chaminade.instructure.com/courses/29814/assignments/304839>)

 **Module 2-Quiz**
(<https://chaminade.instructure.com/courses/29814/assignments/304840>)

 **Module 3-Quiz**
(<https://chaminade.instructure.com/courses/29814/assignments/304838>)

 **Roll Call Attendance**
(<https://chaminade.instructure.com/courses/29814/assignments/305010>)

 **The Bean Game Activity**
(<https://chaminade.instructure.com/courses/29814/assignments/304863>)

 **Thinking Activity- Graded**
(<https://chaminade.instructure.com/courses/29814/assignments/304841>)

 **Thinking Activity- Graded**
(<https://chaminade.instructure.com/courses/29814/assignments/304842>)
