Chaminade University

School of Education and Behavioral Sciences

ED 482 - Making the World Better

Brogan 102 Tuesday and Thursday 10:00-11:20 am
Credits: # 3   Section: # 01-1   Term: Fall 2025

Instructor Information

Instructor: Katrina Roseler
Email: katrina.roseler@chaminade.edu
Phone: 808.440.4215
Office Location: Brogan 126
Office Hours: Monday 9:00 am- 12:00 pm

Communication

When communicating with me electronically, please identify the course you are referring to in the subject line (ED 482) of your email. My goal is to respond to emails within 24 hours of receipt however weekends and holidays may take longer.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Brogan Hall 110; Phone: 808.739.4652

If you have questions regarding the Education department, reach out to your Instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Course 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.

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. 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 an 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

Required Materials

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.

Canvas (https://chaminade.instructure.com)

Communication for this course including announcements, assignments, and grades will be posted on Canvas; Chaminade's Learning Management System.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the General Education Program, the student will be able to:

1. Articulate writing strategies, produce written texts, and engage diverse audiences, so as to participate creatively, collaboratively, and critically in their local communities.
2. Effectively develop and deliver informative and persuasive oral communications, engaging in dialogue and discussions to support the conveyance of meaning and connection with the audience.
3. Analyze, interpret, and communicate quantitative data using number sense to drive decision making.
4. Examine and evaluate diverse evidence, concepts, assumptions, and viewpoints.
5. Define, identify, locate, evaluate, synthesize, and present or demonstrate relevant information.
6. Apply Marianist values and integrate a global awareness through a project-based learning approach.

Course Learning Outcomes (CLOs)

Upon completion of ED 482, the student will be able to:

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.

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.

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 ʻOlelo Noʻeau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God.
2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 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 noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values			Educate for service, justice, and peace
Program Learning Outcomes	Capstone (PLO 6)	Capstone (PLO 6)	Capstone (PLO 6)
CUH Core Competencies	Written Communication Oral Communication Critical thinking		Written Communication Oral Communication Critical thinking Information Literacy

Course Activities and Key Assignments

Course Activities

Students in this course will be evaluated in two areas. Learning is an iterative process that 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

Program Reflection

Proposed Oral Presentation with Visual Supports Rubric (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 cliche	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.
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.

Global Impact Project - Performance Task: Think Globally, Act Locally

You have been invited to share your ideas with a community coalition of leaders, educators, and advocates who are launching the "Making the World a Better Place" initiative. This initiative seeks to address pressing global challenges by starting with solutions rooted in local communities. The goal is to identify problems that have a global impact but can be addressed, in part, through action within the Pacific region.

- As a graduate of Chaminade University and someone familiar with the Marianist Values of service, justice, and peace, you have been asked to choose an issue that is:
- A local concern with global implications – or – a global challenge with specific significance for the Pacific region
- Connected to principles of social justice, equity, and sustainability

Your task is to convince the coalition that your chosen issue should be the focus of the initiative. To do this, you will:

- Clearly define the problem – Describe the issue, including its scope and the ways it impacts both the Pacific region and the wider world.
- Propose thoughtful, actionable solutions – Offer specific actions that can be taken locally, which contribute to addressing the problem globally.
- Demonstrate global and local connections – Explain how the local strategies you recommend can create ripple effects that support global change.

- Highlight the social justice dimension – Address matters of injustice and consider collective strategies for change that challenge inequities and, when possible, address root causes (Westheimer & Kahne, 2004).

Deliverables:
- A written proposal outlining the issue, its global and local significance, and your proposed action plan
- An oral presentation to present your case and persuade the coalition to adopt your issue as a priority

Your proposal should make a compelling case for why this problem matters, why it should be addressed now, and how local action can make a meaningful global difference.

Proposed Impact Project Write-up Rubric (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 cliche	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

Attendance

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.

Late Work
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.

Use of Generative Artificial Intelligence (Gen AI)
Students are encouraged to use Gen AI tools such as ChatGPT and others to support their learning and creativity. However, the use of these tools must adhere to the following guidelines:
- **Attribution**: Any content generated by AI must be clearly attributed.
- **Academic Integrity**: AI tools should not be used to produce entire assignments or projects without significant input and modification by the student.
- **Originality**: Students must ensure that their submissions are original and reflective of their understanding. Plagiarism, including the uncredited use of AI-generated content, is strictly prohibited.
- **Disclosure**: Students must disclose the use of AI tools in their work. This includes specifying which tools were used and how they were applied.

Examples of appropriate uses for Generative AI for course activities include

- Idea generation,
- Creating outlines, and
- Sentence-level edits (i.e., punctuation and grammar)

OpenAI. (2024). ChatGPT (July 24 version) [Large language model]. https://chat.openai.com/chat

Grades of Incomplete

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.

Final Grades

Final grades are submitted to Self-Service:

A = 90% and above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor. An outline of the proposed weekly activities is provided in the table below

Week	Activities	
	Program Reflection	**Global Impact project**
1	- Course Introduction - Mindmap 1	- Introduction of global impact project - Syllabus Quiz
2	Mindmap 2	- What inspires you - Letter to person of impact
3	Mindmap 3	Personality Assessment
4	Storyboard	

	● Presentation Draft	
5	● Final Presentation Submission	● Read Sprint Chapters 1-3 + Quiz
6		● Project Description and Brainstorming
7		● Read Sprint Chapters 4-6 + Quiz ● Background Research ● Group Brainstorm
8		● Read Sprint Chapters 7-9 + Quiz ● Email an Expert ● Interview an Expert
9		● Read Sprint Chapters 10-11 + Quiz ● Mapping ● How might we? Gallery Walk
10		● Read Sprint Chapter 12 + Quiz ● Remix, Improve, and Sketch ● Interview and Expert #2
11		● Read Sprint Chapters 13-14 + Quiz ● Storyboard: Client, Customer, User or Participant Experience ● Storyboard Revisions
12		● Read Sprint Chapters 15-16 + Quiz ● Prototyping & Revisions
13		● Prototype Video & Feedback ● Prototype Revisions
14 & 15		● Final Product Outline ● Final Poster

Important Information

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, in addition to more obvious dishonesty.

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 Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog website.

TITLE IX AND NONDISCRIMINATION STATEMENT:

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Nondiscrimination Policy & Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on

the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation,or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found HERE. *On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES.*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

Hazing Prevention Resources and Athlete Helpline:
Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—*including hazing*.

Chaminade University's Hazing Policy:
- https://catalog.chaminade.edu/studenthandbook/codeofconduct
- https://hazingpreventionnetwork.org/athlete-helpline/
- https://hazingpreventionnetwork.org/how-to-report-hazing/

Basic Needs Resources: https://chaminade.edu/basic-needs/

Campus Safety/ SafeSwords
A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events. SafeSwords Webpage

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

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.

Kōkua ʻIke: Tutoring & Learning 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 ʻIke: 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 ʻIke's website 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 on Account > TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.