



Chaminade
University
OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](#)

3140 Waialae Avenue - Honolulu, HI 96816



Course Overview

Course Number: Cap 400-90-9: Capstone

Course Title: General Education Capstone

Department Name: Religious Studies

Term: August 17-December 11, 2026

Course Credits: 3 credits

Class Meeting Days: Asynchronous, at your own pace

Class Meeting Hours: Asynchronous, at your own pace

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Instructor Name: Dr. Malia D. Wong, O.P.

Email: mwong2@chaminade.edu

Phone: 808.735.4867

Office Location: Online

Regular & Substantive Interaction (RSI):

Office hours: Monday, Wednesday, 8-11AMHST; by appointment

Grading and providing content-specific feedback (via Canvas SpeedGrader): Grades and feedback are provided within 3-5 business days following an assignment submission]

Discussions: Canvas discussion board

University Course Catalog Description

The General Education Capstone is an integrative interdisciplinary experience. Students will present mastery of foundational skills, Marianist and Native Hawaiian values and a global awareness through a project-based learning approach. Offered through the working lens of becoming transformational leaders, the course is designed to equip Chaminade graduates with the purpose-centered skills, principles, attitudes and practiced experience needed in their primary area of study to become effective servant leaders whether it be among their peers, in their families, church communities, workplace, graduate school, or in public service.

Course Overview

This class is designed as a reflective survey and application of student learning as one engages in community service and/or field experience through interactive, creative processing and visioning, and cooperative learning. The format integrates lectures, film, communities of participation, periods of self-reflection, journaling, student research and presentations.

Students will have the opportunity to demonstrate their General Education Foundation Skills outcomes through writing (various reflective and responsive writings associated with the presented material; final integrated paper), oral communication (midpoint self-assessment video), quantitative thinking (making informed

decisions), critical thinking (application of skills learned in their social environment), and information literacy (evaluating resources used and research completed). Documentation will be kept in an Eportfolio developed over the course to be presented at its conclusion.

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

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

Statement on Educator Ethics

As an educator, I am committed to fostering a respectful and inclusive learning environment, upholding academic integrity, and promoting the intellectual and personal growth of all students.

General Education Learning Outcomes (GELO's)

This course fulfills the General Education Capstone Course Learning Outcome:

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

Specific learning outcomes include competency in:

1. Foundational Skills
2. Values
3. Integrative Interdisciplinary Experience

Course Learning Outcomes (CLO's)

By the end of the Capstone, students will be able to:

1. Present mastery of foundational skills, Marianist and Native Hawaiian values and a global awareness through a project-based learning approach

2. Employ qualities of one's own personal philosophy of leadership in relation to Christ-centered stewardship and the responsibilities entailed therein
3. Strategically apply universal values and ethics in promoting environments of socially responsible leadership

Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	1,2,3,4,5	1,2,4	4,5
General Education Learning Outcomes	1,2	2	3

Course Prerequisites

The General Education Capstone may be taken near the completion of one's primary course of study.

Required Learning Materials

- Sipe, James. And Don Frick. Seven Pillars of Servant Leadership. Mahwah, NJ: Paulist Press, 2009. ISBN: 978-0-8091-49261 Hiltibidal, Scarlet.

Assessment

Student's work will be evaluated for:

- ❖ knowledge of the subject matter from textbooks, class presentations, videos, research, and other activities
- ❖ ability to apply the knowledge to understand current issues in society
- ❖ understanding of the subject matter from different viewpoints
- ❖ demonstration of the following 5 Core Competencies:
 1. Written communication
 2. Oral communication
 3. Quantitative reasoning
 4. Critical thinking
 5. Information Literacy

Grade Calculation

Core Competency	Item	Points Available	% of Grade
1,2,3,4,5	Leadership Skills in Practice	70	25
1,4,5	Presentation and Integrated Reflection; Papers	90	25
1,2,5	Check-in / Self-Assessments	20	15
1,3,4,5	Study Notes	80	15
1,2,3,4,5	Final Integrated Project	10	20
	Total	270	100%

Grading Scale

Completion of assignments in a timely manner and course feedback are important components of gaining the most from this study. Assignments submitted in bulk may take longer to grade depending on the volume of assignments that are being graded at the time of your submission.

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

Final Grades are calculated using the following scale:

A: 93-100%; B: 83-92%; C: 73-82%; D: 63-72%; F: 0-62%

- 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

Course Policies

AI Use Policy in this Course

Generative AI (GenAI) tools may be used in this course to support learning and productivity. Any use of AI must be clearly disclosed in your submissions, and all final work must reflect your own analysis, understanding, and critical review of course materials.

Misuse of AI: including submitting AI-generated work as your own, using AI in place of required readings or assignments, or failing to provide disclosure, will result in academic penalties. These may include point deductions, a failing grade on the assignment, or referral to the appropriate academic authority for repeated or serious violations.

Grades of "Incomplete"

A student may submit a written petition to the instructor for an incomplete. The option to grant or deny an incomplete needs the approval of the Dean. If approved, the student will receive an extension of 30 days during which all outstanding requirements must be completed. Students seeking an incomplete must hold at least a passing grade, have completed a majority of the work of the course, and have an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at mwong2@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to three (3) days.

Email Guidelines:

- Use your Chaminade email account.
- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless it is necessary to complete an assignment or other communication.

Late Work Policy

Deadlines encourage students to stay on task. Milestone 1 is due by 11:59 pm on the 7th day following the start of the course. If this assignment is late, you may be dropped from the class. All other assignments—with the exception of the Milestone 2, Midpoint Check-In, and any assignments that your instructor notes as having a firm deadline—can be turned in at your convenience until the end of the course term.

Writing Policy

Either MLA or APA are accepted.

Additional Services

Disability Access

If you need individual accommodation 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).

Canvas Technical Assistance:

- 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: cstechsupport@chaminade.edu or call (808) 735-4855

Tutoring, Writing and Study Hall 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](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. You can also email them at kokuaike@chaminade.edu or call (808) 739-8305.

Kōkua 'Ike provides a variety of tutoring services such as:

- Google Meet tutoring and academic coaching sessions: contact tutoring@chaminade.edu or (808) 735-4770
- Online Writing Assistance: [Essay Drop-Off with Virtual Review](#)
- Tutoring & Academic Coaching: [Reservio](#)

eCafé Virtual Study Hall Sessions

Flex Peer Mentors hold regular eCafé hours, an informal, online study session that will allow students the opportunity to chat with a Flex Peer Mentor. No RSVP is required. Simply view this month's [eCafé Sessions](#) and join a session at your convenience.

Chaminade University Policies

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.

Attendance Policy

Students are expected to asynchronously attend and submit course work in classes they are registered in. 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.

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

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.

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.

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/>

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX 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 at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). 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](#).

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life. For further information, [please refer to the Chaminade Catalog](#).

Title IX Compliance

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.

Assignments

Module	Topic	Assignments
Module 1 *Milestone 1 Assignment- Getting to	Who Me? Companions on the Journey	 <i>Welcome to RE 346!</i> Textbook Readings: *Read Syllabus *Read: Preface, p. xiii-xxi; Introduction, p. 1-14 Assignments

Module	Topic	Assignments
Know You: due by August 31st		*Getting to Know You *Familiarize yourself with the course website and complete assignments on Canvas board
Module 2	Pillar I: Getting Outfitted for the Journey	Textbook Readings: *Textbook: Pillar I, p. 15-33 Assignments: *See Canvas board for supplementary resources and assignments
Module 3	Pillar II: Puts People First	Textbook Readings: *Textbook: Pillar II, p. 34-44 Assignments: *See Canvas board for supplementary resources and assignments
Module 4	Pillar III: Skilled Communicator	Textbook Readings: *Textbook: Pillar III, p. 45-76 Assignments: *See Canvas board for supplementary resources and assignments
Module 5 *Milestone 2 Check-In: due by September 28th	Pillar IV: Compassionate Collaborator	Textbook Readings: *Textbook: Pillar IV, p. 77-103 Assignments: *Milestone 2 Check-In *See Canvas board for supplementary resources and assignments
Module 6	Pillar V: Foresight	Textbook Readings: *Textbook: Pillar V, p. 104-130 Assignments: *See Canvas board for supplementary resources and assignments
Module 7	Pillar VI: Systems Thinker	Textbook Readings: *Textbook: Pillar VI, p. 131-156 Assignments: *See Canvas board for supplementary resources and assignments
Module 8	Pillar VII: Moral Authority	Textbook Readings: *Textbook: Pillar VII, p. 157-180 Assignments: *See Canvas board for supplementary resources and assignments
Module 9	Being the Change We Desire	Textbook Readings: *Textbook: The Seven Pillars in Action, p. 200-219 Assignments: *Checking-In; Self-Assessment *See Canvas board for supplementary resources and assignments
Module 10 *Course Ends: December 11th	Final Integrated Project	Assignments: *Final Integrated Project due *Course Evaluation Survey