



1. Course and Contact Information

- Term: Summer (Graduate) 2015;
- Delivery: Hybrid (Face-to-Face Meeting on Thursdays (7/9/15, 7/30/15, 8/20/15, 9/10/15) in Brogan Hall Room 102
- Course: ED 600 Introduction to the Master of Education (1 Credit)
- Instructor: Elizabeth Park, Ph.D. (epark@chaminade.edu)
- Required Texts
 - Szuchman, L. T. (2010). *Writing with style: APA style made easy* (5th ed.). Belmont, CA: Wadsworth Cengage Learning. ISBN 9780840031679
 - or
 - Szuchman, L. T. (2013). *Writing with style: APA style made easy* (6th ed.). Belmont, CA: Wadsworth Cengage Learning. ISBN 9781285077062.
 - American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.
 - LiveText (Available at <https://www.livetext.com/>)
- Web Resources (Initial List)
 - eCollege: <http://chaminade.ecollege.com/>
 - Windows Online Tutorial for Microsoft Office:
<http://office.microsoft.com/en-us/support/training-FX101782702.aspx> &
<http://www.softwaretrainingtutorials.com/ms-office-2008.php>
 - APA Resource: <http://owl.english.purdue.edu/owl/resource/560/01/>

2. Catalog Course Description

- Prepares candidates for success in the Master of Education program and the Master of Arts in Teaching with licensure. Includes overview of the MAT and M.Ed. core courses, emphasis courses, and culminating experience. Students will be exposed to reading and writing at the graduate level and to a number of information-based and technological tools to facilitate the graduate learning process. By the end of this course, candidates should have a thorough grasp of the criteria necessary to formulate a blueprint for their graduate experience.

3. O&P and/or Service Learning Requirements

- There is not an O&P or service learning requirement for this course.

4. Prerequisites

- There are not any prerequisites for this course.

5. Guiding Philosophy

- The Education Division's guiding philosophy is based upon a set of beliefs that flow from Chaminade University's vision and mission statements, the Education Division's mission statement, the Marianist Core Academic Beliefs, and the Hawai'iian 'Ōlelo of Mana (intrapersonal; spirit; embodiment of love, faith, and ethical practice), Aloha (interpersonal; love; sacredness; divine breath), 'Ohana (classroom; family; interconnectedness), Pono (community; being in alignment

and balance in life and the community), and Ho'oma'ama'a (world; become adapted to; teach one to work). These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor instructional and educational leaders to their fullest potential; a commitment to teaching excellence, engagement in scholarship in the pursuit of truth; and a commitment to scholarly service for the university and the larger community. This alignment is designed to prepare education professionals for effective classroom and school leadership by demonstrating professional dispositions, content knowledge, pedagogical skills, and leadership to work effectively with a diverse community of learners.

6. Education Division Mission Statement

- The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

7. Marianist Values

- Education for Formation in Faith (Mana): Within the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All Education Division members join the larger community of faith, hope, love and ethical practice.
- Integral, Quality Education (Aloha): The community is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. All Education Division members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.
- Education and the Family Spirit (Ohana): The community of learners is a second family which encourages the personal development of each of its members. Mutual respect for all members of the Education Division family allows the community to share responsibility for decision making at all levels.
- Education for Service, Peace and Justice (Pono): All members of the community strive to serve the university community and the larger community. Education Division community members are committed to scholarly service and to dispense and receive justice to and from each other and to the larger community.
- Education for Adaptation and Change (Ho'oma'ama'a): True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. The Education Division scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.

8. Master of Education (MEd.) Program Learning Outcomes

- Program Learning Outcome 1: Demonstrate on-going commitment to reflection and analysis of his/her own professional and intellectual development and its relationship to best practices in education (Reflective Practice).

- Program Learning Outcome 2: Differentiate between and critique major learning theories currently driving the field as important empirical, historical, philosophical and conceptual studies (Theory).
- Program Learning Outcome 3: Apply research-based practice characterized by caring, mutual respect for diverse populations (Diversity).
- Program Learning Outcome 4: Design and assess learning activities that allow for the construction of meaning, and promotion of self-responsibility for learning (Design).
- Program Learning Outcome 5: Critique and analyze academic literature and research methodologies (Scholarship).
- Program Learning Outcome 6: Compose academic prose for a variety of audiences including peers, professors, and the larger professional community (Communication).
- Program Learning Outcome 7: Engage in and facilitate academic and professional dialogue in a community of learners (Leadership).

Master of Arts in Teaching (MAT) Program Learning Outcomes

- Program Learning Outcome 1: Content Knowledge (Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts).
- Program Learning Outcome 2: Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning).
- Program Learning Outcome 3: Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner).
- Program Learning Outcome 4: Educational Technology (Knowledge of and application of appropriate technology for student learning).
- Program Learning Outcome 5: Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning).
- Program Learning Outcome 6: Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments).
- Program Learning Outcome 7: Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology).
- Program Learning Outcome 8: Professional & Ethical Dispositions and Communication: (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

Educational Leadership (Ed.L) Program Learning Outcomes

- Program Learning Outcome 1: Demonstrate knowledge of impact of socio-economic, legal, and cultural factors on schools, teachers, and students.
- Program Learning Outcome 2: Demonstrate knowledge of organizational life in schools, organizational change processes and their connections to the development of positive school cultures that promote learning and social development of students.
- Program Learning Outcome 3: Conduct systematic inquiries into programs and policies that are relevant, integral, and essential to the success of children, schools, and school leaders.
- Program Learning Outcome 4: Develop skills in facilitating collaboration and communication among schools, school communities, families, other educational and service agencies, and professional organizations.
- Program Learning Outcome 5: Develop knowledge and skills in managing personnel.
- Program Learning Outcome 6: Demonstrate understanding of the ethical, moral, and caring dimensions of educational leadership.
- Program Learning Outcome 7: Use informed scholarship to analyze and offer solutions for school policies and problems.
- Program Learning Outcome 8: Articulate a vision for the school, district, or organizational context in which the participant works that reflects PLO #1-7 dimensions.

9. Course Learning Outcomes (CLOs)

- Course Learning Outcome 1: Identify the requirements of your program.
- Course Learning Outcome 2: Critique your professional teaching dispositions.
- Course Learning Outcome 3: Analyze personal writing strengths/weaknesses.
- Course Learning Outcome 4: Synthesize published literature in support of a claim or assertion.
- Course Learning Outcome 5: Use appropriate American Psychological Association (APA) style in written communications including the discussions and research paper.

10. PLO/CLO Alignment

	CLO 1 Requirements	CLO 2 Disposition s	CLO 3 Writing	CLO 4 Synthesis	CLO 5 APA	Course Activity	Activity Assessment
MEd. Program Learning Outcome 1: Reflective Practice	M	D				Dispositions Survey	Complete Survey
MEd. Program Learning Outcome 5: Scholarship			I	I	I	Discussions APA Test Educational Philosophy	See rubric Test See rubric
MEd. Program Learning Outcome 6: Communication			I	I	I	LiveText	Establish/Use Account
MAT Program			I	I	I	Discussions	See rubric

Learning Outcome 1: Content Knowledge						LiveText APA Test	Establish/Use Account Test
MAT Program Learning Outcome 7: Student Learning			I	I	I	Educational Philosophy	See rubric
MAT Program Learning Outcome 8: Dispositions	M	D				Dispositions Survey	Complete Survey
Ed.L Program Learning Outcome 4: Collaboration & Communication		D	I	I	I	Discussions LiveText	See rubric Establish/Use Account
Ed.L Program Learning Outcome 6: Ethical, Moral, & Caring Dimensions	M					Dispositions Survey	Complete Survey
Ed.L Program Learning Outcome 7: Use informed scholarship			I	I	I	APA Test Educational Philosophy	Test See rubric

* I=Introduced, D=Developing, and M=Mastered

11. Big Ideas and Essential Questions

- Big Ideas (see: http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=99)
 - o Chaminade University has three main degree programs including the Master of Education (MEd.), Master of Arts in Teaching (MAT), and Master of Education in Educational Leadership.
 - o American Psychological Association (APA) style is a common format used in reporting educational research.
 - o Research is the systematic inquiry used to produce and analyze data to inform decisions.
 - o Published research, not personal opinion, is used when making educational claims or assertions.
 - o Personal dispositions and your educational philosophy guide your participation and effectiveness in the educational field.
- Essential Questions (See: http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=53)
 - o What are my program requirements at Chaminade?
 - o What are the key elements of APA style?
 - o How do researchers use education research literature to inform them, make decisions, and design their own studies?
 - o How is educational research designed?
 - o What are your personal dispositions as they relate to the educational field?

- o What is your philosophy of education?
- o How can educational literature support your personal philosophy of education?

12. Course Requirements

- Signature Assignment:
 - Create a blueprint to guide your graduate program 30 points
- Other Assignments:
 - LiveText Webpage 5 points
 - ED TPA Post Test 5 points
 - Email to Instructor 5 points
 - Dispositions 5 points
 - Quizzes 15 points
 - Exercises from *Writing with Style* 15 points
 - Weekly Discussions and Assignments 30 points
- Grading Scale: This is a credit/no credit class.
You must earn a minimum of 75 points to receive credit.
Late work will be penalized 10% per day.

13. Topic List

- Scholarly writing (i.e. supporting written viewpoints with existing research, using APA style)
- Educational philosophies
- Educational research (understanding, analyzing, and using research)
- American Psychological Association (APA) style.
- MEd., MAT, and Ed.L Programs.

14. Final Assignment (Signature assignment for this course)

- Assignment: Complete an educational philosophy:
 - o Title page [page 1- include the running head, your name, and the page number on this page]
 - o Your educational philosophy with appropriate headings and citations
Pages 2-? [not a required minimum or maximum length, double spaced and appropriately cited]
 - o References [follows the philosophy, also double spaced and corresponds to citations in the philosophy]

15. Rubrics for Assignments

Please [click here](#) for Signature Assignment Rubric.

Please [click here](#) for the Online Discussion Rubric.

16. Policy for Late Assignments

- All assignments are due on the dates indicated on the syllabus. Late assignments will be reduced 5% or a letter grade each day they are late unless the student can produce a doctor's note or other documentation to justify the lateness of the work. If work is handed in at the education office have someone

there time stamp it to eliminate possible confusion over when you turned in the work. Those assignments which are used as a basis for classroom discussion (e.g. final assignment drafts) cannot be handed in late for credit.

17. Education Division Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

1.1. Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences. Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules.

2.1. On-ground courses. When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.

a. Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two class sessions results in failure or withdrawal.

b. Undergraduate Day Courses T/Th (30 classes): More than 3 absences lowers grade one letter. Missing more than six class sessions results in failure or withdrawal.

c. Undergraduate Day Courses M/W/F (45 classes): More than 4 absences lowers grade one letter. Missing more than nine class sessions results in failure or withdrawal.

2.2 Hybrid courses (online combined with 3 or more on-ground meetings). One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

2.3 Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

For this 100% online course, missing one set of assignments for any week (i.e. discussion questions, quiz, and other assignments) will result in one letter grade drop.

3. Additional Notes

3.1 If a student does not login to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.

3.2 Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

18. Education Division Incomplete Grade Policy

- At the discretion of the faculty member, a grade of "I" may be assigned to a student who has successfully completed a majority of the coursework, but who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. The issuance of an "I" grade is not automatic. Prior to reporting final grades, a contract must be made between the student and the instructor for the completion of the required coursework. This contract must reflect a final default grade if the student does not submit the required assignments. (For example, the grade notation would be: IB, IC, ID, or IF. The default for an "I" that is submitted without an alternative grade is "F.") The contract must include a detail of the remaining coursework and the final deadline date by which the grade is to be submitted. (Note: the deadline date is 90 days past the end of term date and includes the time required by the instructor to review, grade, and submit the paperwork reflecting the final grade.) This deadline date may not be extended.

19. Academic Honesty Statement

- In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member

observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern shall be directed to the Provost; if the Provost is the instructor in question, the concern shall be directed to the President.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

- In either case, the Divisional Dean or Graduate Program Director may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost. The findings, in either case are final.
- If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the Divisional Dean or Graduate Program Director; to determine whether the evidence warrants an investigation, and how the investigation will be handled. It may also be decided that the faculty member will either confront the student or, assuming enough evidence is present to warrant action, turn the matter over to the Divisional Dean or Program Director to either resolve or organize a hearing.
- If the student is found guilty of the charges of academic dishonesty, the student may be subject to academic penalties such as failure of the course, exam, or assignment. Other penalties from the list of possible disciplinary sanctions may also be deemed appropriate.

20. Disability and Full Inclusion Statement

- Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Director of Personal Counseling at (808) 739-4603 or by email at the jyasuhar@chaminade.edu address. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

21. Technical Support

- For technical questions contact the Chaminade eCollege helpdesk helpdesk@chaminade.ecollege.com, or call toll free (866) 647-0654.

22. eCollege Account Support

- Call 808-739-8327 or email jnakason@chaminade.edu
- Web Link: <http://chaminade.ecollege.com/>
- User ID: 7-digit CUH student number
- Password: Last 4 digits of your SSN
- For technical questions: Contact the Chaminade eCollege helpdesk at helpdesk@chaminade.ecollege.com or call 866-647-0654

23. LiveText Support

- <https://www.livetext.com/overview/student-overview.html>; Phone: 1-866-LiveText (1-866-548-3839); Technical Support Hours Mon - Thurs: 7am to 9pm (CT), Friday: 7am to 6pm (CT), & Sunday: 12pm to 9pm (CT).

24. KSD Referrals

- Background: Implementation of the Knowledge/Skill/Disposition (KSD) referral system was approved by the Division at the Fall 2011 Chaminade Faculty retreat. The KSD referral system is in place to help undergraduate and graduate students in reaching their goals to become highly-qualified and highly-effective educators and administrators. As our Education Division mission states, we strive "To foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards." Part of this is to ensure that each teacher candidate or educational leader taking our coursework is knowledgeable in the content area, possesses the needed skills to teach that content, and has dispositions that are reflective of an education professional with accompanying Marianist values.
- Referral Process: Any member of the Education Team, defined as an employee of the Education Division and including adjunct instructors, can initiate a KSD referral to the Dean at any time and for any student taking an education course (see attached form). Referrals can also be made to the Dean for our students taking non-education courses.

25. Syllabus Change Policy

- This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

26. Netiquette for Online Activities

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.

- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Add value in your comments. Avoid short, repetitive “I agree” responses.
- Consider carefully what you write. Make sure that you re-read all of your e-mail and discussion questions before you send or post to the class site. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.

27. Professional Teaching Dispositions.

- The professional teaching dispositions survey is a guide for the students and program facilitators to assess individual and group dispositions. The survey will be completed by the student during week five and then repeated later in the program. In cases where faculty or staff members identify disposition issues, a KSD referral is implemented.

Chaminade University of Honolulu Professional Dispositions

Student Name: _____ Student ID#: _____

CUH Course: _____ Instructor: _____

Date/Semester: _____

Dispositions	Scale: 1=LOW; 3= Neutral/Medium; 5=HIGH				
Collaboration - Assumes fair share of responsibility - Works well with others in a respectful and productive manner - Is sensitive to others' feelings & opinions	1	2	3	4	5
Communication - Communicates clearly, openly, and respectfully - Asks questions and seeks information in a suitable manner - Listens/Reads effectively and respond appropriately	1	2	3	4	5
Effective Work Habits - Is consistently punctual - Follows through with completion of responsibilities without prompting - Adequately prepares for teaching & learning situations - Dresses appropriately for the situation	1	2	3	4	5
Respect - Shows respect for the cultures/talents of learners - Respects confidentiality of information - Shows respect for professionals across the field	1	2	3	4	5
Reflection - Engages in self-assessment through reflection - Responds to feedback in a solution-oriented manner	1	2	3	4	5
Interaction with K-12 students, peers, teachers, principals, parents, and others - Relates well to students, peers, faculty, staff, and others - Shows interest in getting involved with education-related opportunities - Participates in the Education Club and its professional development and service opportunities.	1	2	3	4	5
Area(s) Needing Development					
Plan for Improvement					