

CHAMINADE UNIVERSITY OF HONOLULU
M.ED. COURSE SYLLABUS
EDUC 794 Culminating Experience
Winter Online 2014

INSTRUCTOR:	Philip Bossert, Ph.D. phil@orientech.us (808) 203-9097
OFFICE HOURS:	Via email, eCollege Chat, and/or by phone (with appointment)
TIME and LOCATION:	Online via eCollege - See below.
TEXTBOOKS:	<p>Required: Sagor, R. D. (2012). <i>The Action Research Guidebook: A Four-Stage Process for Educators and School Teams</i> Corwin Press; Second Edition</p> <p>Additional Resources (suggested but optional):</p> <ul style="list-style-type: none"> • Galvan, J. (2010). <i>Writing literature reviews: A guide for students of the social and behavioral sciences</i> (4th ed.). Glendale, CA: Pycszak Publishing. • American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i>. (6th ed.). Washington, DC.
eCOLLEGE:	<p>The “online learning platform” for this course is eCollege. However, this course will not show up in your eCollege course list until the term in which it is officially offered, which currently is Fall 2013. You are welcome to work on your project and discuss matters with me all during 2013 via email or phone, but we will not have access to the eCollege platform until October of 2013.</p> <ul style="list-style-type: none"> • To log into eCollege go to: http://chaminade.ecollege.com • User ID: 7-digit CUH student number • Password: Last 4 digits of your SSN • Click on the “Go to Class” button. • If you do not see this course listed or have difficulty logging in, please contact Jon Nakasone at jnakason@chaminade.edu <p>For technical questions: Contact the Chaminade eCollege helpdesk at helpdesk@chaminade.ecollege.com, or call (866) 647-0654.</p>
CATALOG DESCRIPTION:	Capstone course that draws upon principles, methods, and content acquired throughout the M.Ed. experience. Purpose behind the course is to produce an original work that demonstrates one’s ability to analyze and synthesize major ideas and principles gained in the core and emphasis courses, thereby providing the necessary framework to help candidates succeed in producing a graduate level culminating product.
MAJOR COURSE TOPICS	<ol style="list-style-type: none"> 1. Reflection on the Hawaiian-Focused Charter Schools M.Ed. program 2. Completion of your capstone project 3. Reflection upon 21st Century teaching & learning

<p>PROGRAM LEARNING OUTCOMES (PLO):</p>	<p><i>The Education Division’s mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders.</i></p> <p>Upon completion of this MED program, the successful graduate will:</p> <ol style="list-style-type: none"> 1. Demonstrate and analyze his/her own professional and intellectual development and its relationship to best practices in education (REFLECTIVE PRACTICE); 2. Differentiate between and critique major learning theories currently driving the field as important empirical, historical, philosophical and conceptual studies (THEORY); 3. Apply research-based practice characterized by caring, mutual respect for diverse populations (DIVERSITY); 4. Design and assess learning activities that allow for the construction of meaning, and promotion of self-responsibility for learning (DESIGN); 5. Critique and analyze academic literature and research methodologies (SCHOLARSHIP); 6. Demonstrate the ability to compose academic prose for a variety of audiences including peers, professors, and the larger professional community (COMMUNICATION); and 7. Demonstrate ability to engage in and facilitate academic and professional dialogue within a community of learners (LEADERSHIP). 	
<p>COURSE LEARNING OUTCOMES:</p>	<p style="text-align: center;">Outcomes</p> <ol style="list-style-type: none"> 1. Reflect on your professional growth in knowledge, skills and dispositions (PLO 1) 2. Broaden understanding of educational issues and proposed solutions (PLO 2) 3. Design, develop and execute a research project that clearly demonstrates one’s ability to analyze and synthesize major ideas, principles and research with respect to a topic of your own educational practice (PLO 5,6) 4. Plan for your own continued life-long learning (PLO 3,7) 	<p style="text-align: center;">How will outcome be achieved?</p> <ol style="list-style-type: none"> 1. Discussions 2. Discussions; Action Research; Peer Reviews 3. Capstone Project 4. Reflection Paper
<p>GRADING SCALE:</p>	<p style="text-align: center;">A = 90 or above B = 80-89 C = 70-79 F = 69 or lower</p>	
<p>IRB REVIEW OF RESEARCH:</p>	<p>Research that involves behavioral or biomedical analysis of human beings may require approval of an Institutional Review Board (IRB) to determine if your research will compromise the privacy of any individual person. If your research involves a survey of faculty, staff, students or parents of your own school, then you most likely will not need to have an IRB review of your research plan. If you plan to conduct formal research activities with groups outside of your own school, then you will need follow guidelines that have been set up for charter schools by the Hawaii Dept. of Education – see http://apps.hidoe.k12.hi.us/research/Pages/ResearchatCharterSchools.aspx - for more information on this. There are separate guidelines if your research will also include HDOE public schools. And if your research will touch the general community outside of charter or public schools, then a formal IRB review may be necessary and you should discuss this with me as soon as possible.</p>	

ACADEMIC REQUIREMENTS:

Assignment	Points	Description	Submission
Discussion Forums - 1/13 to 2/8 - 2/9 to 3/8 - 3/9 to 3/22	15	Participate in the three threaded discussion forums on the future of education (5 points each). Each discussion will run for 3 to 4 weeks and be based on an article related to the current and projected changes in learning environments.	eCollege Discussions
Peer Review(s) - Due by Feb 28, 2014	5 to 10	You will receive up to 10 points for reviewing a draft of another student's capstone project and providing meaningful comments and suggestions. Maximum two reviews. Comments should be sent to both the student and the instructor.	eCollege and/or Email
Reflective Paper: The Future of Education - Due by Jan. 31, 2014	5	How do you see the future of learning unfolding in the next ten to twenty years, and what do you think your role in helping to create that future will be. This paper should be 750 to 1,000 words and does not need to include references.	eCollege Doc Sharing Folder: "Reflective Papers"
Progress Report(s)	10	Submission of Capstone Project progress reports according to the following schedule: <ul style="list-style-type: none"> • By Jan. 24, 2014 – Formal outline or "table of contents" for your project • By Feb. 9, 2014 – Draft of the literature review of your project 	eCollege Doc Sharing Folder with Your Name on It
Research Project Rough Draft - Due by Feb. 28, 2014	15	Produce a rough draft of your research project that demonstrates your ability to analyze and synthesize major ideas, principles and research on an issue related to your education practice. This draft should include your literature review, survey results (if any), research scope and findings, analyses, and conclusions.	eCollege Doc Sharing Folder with Your Name on It
Research Project Final Draft – Due by March 23, 2014	50	Submit the final draft of your capstone research project with all components included and formatted according to APA publication standards.	eCollege Doc Sharing Folder with Your Name on It

POLICIES:

Attendance:

This is a three-semester hour, graduate-level class, which – if it were a face-to-face class – would usually meet one night a week for approximately 4 hours (10-week accelerated semester). In addition, outside assignments may be expected to require as much as two hours for every hour of class time. Online classes will have time for online discussion as well as other assignments equivalent to the time required for an on campus class. However, it must be recognized that online classes may take more time than traditional classes, depending on the speed of the technology used, the expertise of the user, and other factors. You can therefore expect to spend 8-12 hours per week on this class.

Students are expected to attend regularly all courses for which they are registered. **Attendance in online means logging in and responding as directed by the specified deadlines.** Students should notify their instructors when illness prevents them from attending class, and make arrangements to complete missed assignments. Notification may be done by calling the instructor or by sending an email to the instructor. 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.

Late Policy:

- Assignments are due on the date indicated in eCollege, unless changes to the due dates are announced on the eCollege email and/or Virtual Office forum.
- The signature assignment must be submitted by the final day of the term.
- Late points may be waived if there are documented extenuating circumstances (e.g. medical emergencies). It would be helpful if you contacted me before the assignment's due date if such circumstances arise.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Plagiarism - "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook**, **General Catalog**, and the **Education Division Policy Manual** for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.