



Course Syllabus

Chaminade University Honolulu
3140 Waialae Avenue - Honolulu, HI 96816
www.chaminade.edu

Course Number:	EDUC 600-01-3
Course Title:	Introduction to the Master of Education
Credit:	1 Credit
Department Name:	Education Division
Instructor Name:	Elizabeth Park, Ph.D.
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Instructor Information:	Elizabeth Park, Ph.D.
Other Contact Information (Zoom):	https://zoom.us/my/epark
Term:	Winter 2016
Dates:	January 11, 2016 - March 26, 2016
Zoom Meetings (optional):	Week 3 and Week 7 (Time to be announced)
Class Location:	Canvas

Required Textbook(s):

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/> or at the [Chaminade Bookstore](#))

You can find these textbooks at [Chaminade Bookstore](#) or go to [Amazon](#).

Catalog 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.

Conceptual Framework:

The Education Division's Conceptual Framework is based upon a set of beliefs that flow

from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

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.

Course Learning Outcomes (CLOs)

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

PLO/CLO Alignment

	CLO 1 Requirements	CLO 2 Dispositions	CLO 3 Writing	CLO 4 Synthesis	CLO 5 APA	Course Activity	Activity Assessment
MEd. PLO 1: Reflective Practice	M	D				Dispositions Survey	Complete Survey
MEd. PLO 5: Scholarship			I	I	I	Discussions APA Test Educational Philosophy	See rubric Test See rubric
MEd. PLO 6: Communication			I	I	I	LiveText	Establish/Use Account
MAT PLO 1: Content Knowledge			I	I	I	Discussions LiveText APA Test	See rubric Establish/Use Account Test
MAT PLO 7: Student Learning			I	I	I	Educational Philosophy	See rubric
MAT PLO 8: Dispositions	M	D				Dispositions Survey	Complete Survey
Ed.L PLO 4: Collaboration & Communication		D	I	I	I	Discussions LiveText	See rubric Establish/Use Account
Ed.L PLO 6: Ethical, Moral, & Caring Dimensions	M					Dispositions Survey	Complete Survey
Ed.L PLO 7: Use informed scholarship			I	I	I	APA Test Educational Philosophy	Test See rubric

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

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?

Course Requirements

- Signature Assignment:
 - Create a blueprint to guide your graduate program 30 points
- Other Assignments:
 - LiveText Webpage 5 points
 - edTPA 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.

Major Topics

- 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.

Signature Assignment

- Assignment: Complete a paper on Blueprint to Your Program:

- o Title page [page 1- include the running head, your name, and the page number on this page]
- o Your paper with appropriate headings and citations [not a required minimum or maximum length, double spaced and appropriately cited]
- o References [follows APA Style]
- o Use template provided for you.

University Policies:

Attendance: 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 of the Division* as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

A summary of the Education Division's attendance policy is attached at the end of this syllabus.

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 acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
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** and the **Graduate Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: 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 Counseling Center at 735-4845 or 739-4603. 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.

Grade Dissemination (Clearly share how and when students will learn of their grades.):
Example: Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book function of our University Learning Management System. My goal will be to return graded assignments within one week of the due date.

Course Policies

Late Work Policy :

There are no make-ups for in-class writing, quizzes or exams. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed in this course. 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 by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Rewrite Policy:

Example: Rewrites are entirely optional; however, only the formal essay may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

Writing Policy:

Example: Commentary on written work will be delivered in written format, at the end of the assignment. However, upon request, an alternate delivery method can be used. If desired, instructor comments can be made verbally and delivered to the student as an mp4. This approach yields far fewer written comments, but much more commentary in general is delivered, due to the speed and specificity of speech. Those requesting mp4 feedback must state so when the essay is turned in. All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. Use of [APA/MLA](#) is required for all papers. If you need writing assistance, please seek help from Student Support Services and the [Academic Achievement Program](#). All papers are to be word-processed, proofread, and solely the work of the author.

Group Work Policy:

Example: Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay. The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

Appropriate Technology:

You are expected to work with appropriate technology including mobile devices for your course work.

Student Expectations**Disability Access**

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. 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 the Counseling Center by the end of week three of the class in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Title IX Compliance

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Chaminade Counseling Center at [808 735-4845](tel:8087354845) and/or any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Attendance Policy (Offer specifics about your expectations for attendance – physically and mentally – perhaps a word on engagement and what it means to be “present”. How many absences are acceptable/expected? Will students get points for attendance and/or participation? You may also describe expectation of courtesy here, i.e., when discussing, we will create an active, open environment, which encourages diverse thought and comments. We strive to create evidence-based arguments and attack the idea, never the person):

Professionalism Policy:

Please attend to all university policy and classroom etiquette procedures. Those not heeding the policies will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time, be attentive, and respectful for all class meetings. Students who habitually disturb the class by talking, arriving late or other unprofessional behavior may suffer a reduction in their final class grade.

Academic Conduct Policy

The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination;
- Using unauthorized sources for answers during an examination;
- Illegally obtained test questions before the test;
- Any and all forms of plagiarism – submit all or part of someone else’s work or ideas as your own;
- The destruction and/or confiscation of school and/or personal property.

A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students.

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment, and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else’s work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.

- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

One-on-One Tutoring

Student Support Services and the Academic Achievement Program offer free, one-on-one tutoring for all undergraduate students at Chaminade University. Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor. Subjects tutored include, but are not limited to: biology, chemistry, math, nursing, English, etc. The tutoring corps consists of trained Peer and Professional Tutors.

Tutoring is available by appointment only. Tutoring takes place in the Student Support Services building during the hours of 9:00 am to 5:00 pm, Monday through Friday. In order to receive tutoring, a student must first complete and submit an intake form. After submitting the intake form, a staff member will assist the students in creating an online account that allows him/her to book an appointment through the online system. All appointments must be made two (2) days prior to the desired appointment. Cancellations must be made 24 hours in advance. For further information, contact Student Support Services at [\(808\) 735-4724](tel:8087354724).