

EDUC 794 Culminating Experience for Catholic Cohort
Fall Masters 2016

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OFFICE HOURS: By phone 9:00 am – 5:00 pm any day. (use cell phone number)

Mutually agreed upon appointments will be made between the student and instructor to review, critique and revise written work as needed throughout the semester.

Critical: Check your canvas account at least 3 times per week. All communication for this class and your graduate program will occur through the Canvas platform.

TEXTBOOKS: Required:

A) Cook, T. (2001). Architects of Catholic culture: Designing and building Catholic culture in Catholic schools. Washington, DC: National Catholic Educational Association. ISBN: 1-55833-255-3

B) Jacobs, R. (2005). Building Spiritual Leadership Density in Catholic Schools. Washington, DC: National Catholic Educational Association. ISBN: 1-55833-348-7

In addition you will need to have the APA manual handy as a resource for writing your final paper. American Psychological Association. (2010). Publication manual of the American Psychological Association (6th Edition). Washington, DC:

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

1. Reflection of M.Ed. Experience
2. Review of Literature/Monographs
3. Capstone project

M.ED. PROGRAM LEARNING OUTCOMES:

All 6 M.Ed. program outcomes are not addressed in all courses. The program outcomes emphasized for this course are highlighted in BOLD. The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Upon completion the successful graduate will:

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 demonstrate ability to engage in and facilitate academic and professional dialogue within a community of learners (LEADERSHIP).

Outcomes: How will the outcomes be achieved? Each student will:

1. Reflect on professional growth - Class input and discussions in knowledge, skills and dispositions (PLO #1)
2. Broaden understanding of educational issues and proposed review solutions (PLO 2)
3. Produce a plan to increase the Catholic Identity of a school that demonstrates one's ability to analyze and synthesize major ideas, principles and research in an educational topic (PLO 3,5,6) - Final Paper
4. Provide a Culminating Experience and Summary Paper (PLO 3, 6)

GRADING

Class Discussion on Articles: (8x4)	32 points
Submission of Catholic Identity Paper:	20 points
Evidence of Project Completion and Summary	<u>50 points</u>

Total 102 points

Class Discussion on Articles and Other Items - students must review their Canvas Account at least three times a week and complete the discussion guidelines provided on the Assignments Page each week in a timely manner. There will be eight (8) discussion assignments for this class

Format of Catholic Identity Paper

Chapter I: (2-3 pages)

- Introduction
- History of your current school
- Demographics of your current school (include any changes that have occurred over the years, i.e., enrollment, ethnic background of students, Catholic population of students and teachers, etc.)
- Current Issues facing the School
- How strengthening the Catholic identity of your school positions your school for the future?

Chapter II: Review of the Literature (3 - 5 pages)

Chapter III: The Plan (2 - 5 pages)

Using the above literature, the history of your school, and the strengths and limitations of the Catholic identity of your school, please create a plan and explain the plan in full for increasing the Catholic identity of your school in one or more of the following areas:

- A) Leadership
- B) Curriculum/Academics
- C) Spiritual Life of the School (this would include Mass, Sacraments, retreats, prayer, charism of religious community, etc.)
- D) Athletics
- E) Clubs/Extra-curricular Activities
- F) Development (Institutional advancement: fundraising and friend-raising with parents, alumni, business partners)
- G) Community in the School
- H) Parents Communication
- I) Other (check with Dr. Rockers before adding this area)

Chapter IV: Summary and Conclusion (1-2 pages)

References (Provide at least 5 references)

Project Completion and Summary - Students will complete a project to improve their school in one of the following areas:

- Finances
- Marketing/Development/Fundraising
- Professional Improvement of Administration, Faculty or Staff

- School Communication
- School as Community
- Educational Program - This may include the course listing offered, the instruction within the classroom, ongoing assessment of student learning and co-curricular and extra-curricular activities that enhance the growth of all students.
- Technological Integration
- Health and Safety
- Other - Must be approved by Dr. Rockers

Evidence of Completion of Project - A summary of the completed project will be provided by the student which includes information on these topics:

1. Area the Project will Growth/Improvement
2. Goal of Project
3. Rational for the Project
4. Action Steps if any
5. Full explanation of Project or Example of Project
6. Timeline for Completion if not a Project that can be completed within class parameters.

GRADING SCALE: A = 90-100 points; B = 80-89 points; C = 70-79 points (must retake course) F= 0-69 points

UNIVERSITY POLICIES:

Attendance:

This online class 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 8-12 hours per week on this class.

Students are expected to attend regularly all courses for which they are registered. Attendance in online weeks means logging in and responding as directed by the specified deadline, at least three times a week. 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's campus extension, 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.

The Education Division has adopted the following attendance policy for on-site classes.

- 1) Absences totaling 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 drop the class. Graduate (10 classes): More than one absence lowers grade one letter.
- 2) Tardy: 10% of class time is equivalent to 1/2 class absence. Graduate (4 hour class): 30 minutes = 1/2 class absence

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 Day, Disabilities, and others.