



**EDUC 794: Culminating Experience**  
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**Spring Graduate (April 10-June 17) 2017**

<b>Class Location:</b> Online	<b>Office Hours:</b> By appointment
<b>Preferred contact:</b> <a href="mailto:katrina.roseler@chaminade.edu">katrina.roseler@chaminade.edu</a>	
<b>Recommended Resources:</b> While <b>no texts are required for this course</b> , it will be beneficial for each of you to have access to an educational research methods text similar to the Creswell text listed below. <ul style="list-style-type: none"> <li>• Creswell, J. W. (2015). <i>Educational research: planning, conducting, and evaluating quantitative and qualitative research</i>. Boston, MA: Pearson Education (or a similar educational research text that you used in EDUC 701)</li> <li>• American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i>. (6 th ed.). Washington, DC: Author.</li> </ul>	

#### Course resources

Resource	Service(s) Provided
<a href="#">Sullivan Family Library</a> (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Val Coleman, Librarian <a href="mailto:vcoleman@chaminade.edu">vcoleman@chaminade.edu</a> 808-739-4661	Available to assist with literature searches as well as answer questions regarding research
<a href="#">The OWL - Purdue Online Writing Lab</a>	Online resource for writing and citing research using APA formatting.
Smarthinking (Available in Canvas)	Tools to assist with writing including: Main Idea/Thesis, Content Development, Organization, Introduction/Conclusion, Use of Resources, Transitions, Grammar & Mechanics, Sentence Structure, Word Choice. Also can answer "live questions"
<a href="#">Google Drive</a> Instructional Resources	A resource with SHORT video clips to assist you with navigating Google Drive. Competency in Google Drive begins with the ability to open and access a Google account. Students must be able to create a document, employ the comments and history buttons, and navigate the various document types (Document, Sheet, Slide). In addition, students need to be able to store and share files, understanding the nature of the automatic save.
<a href="#">ProQuest RefWorks Modules</a>	A resource with SHORT video clips to assist you with creating an account and using ProQuest Refworks. RefWorks is an educational tool that allows users to store, annotate, and research material. To better facilitate the research process, RefWorks modules will guide students through the process. Inherent in the search process is the use of digital text and competency in Google Drive is a precursor to the RefWorks process.

### Catalog Description:

Capstone course that draws upon principles, methods, and content acquired throughout the Master's experience. The 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.

### **Course communication:**

CUH has adopted Canvas as the Learning Management System (LMS). Communication for this course including announcements, assignments and grades will be posted on Canvas. Please be patient with yourselves if you are engaging with Canvas as a new LMS. When communicating with me electronically, please identify the course you are referring to in the the subject line (EDUC 794) of your e-mail. I am teaching multiple courses this semester, therefore I need to know which course material/activities to which I am responding. My goal is to respond to any email within 24 hours.

**Course time commitment:** This is a 3 unit course, which will necessitate a time commitment of approximately 9 hours a week. There is a large volume of reflective thinking/writing associated and peer feedback associated with this course, therefore you need to be able to schedule the time necessary to make the most of the materials and experiences. Please do not procrastinate. If you fall behind, then others lose out on your contribution to the dialogue and experiences.

### **Program Learning Outcomes (PLO's)**

<b>PLO 1</b>	Demonstrate and analyze his/her own professional and intellectual development and its relationship to best practices in education (Reflective Practice).
<b>PLO 2</b>	Differentiate between and critique major learning theories currently driving the field as important empirical, historical, philosophical, and conceptual studies (Theory).
<b>PLO 3</b>	Apply research-based practice characterized by caring and mutual respect for diverse populations (Diversity).
<b>PLO 4</b>	Design and assess learning activities that allow for the construction of meaning and promotion of self-responsibility for learning (Design).
<b>PLO 5</b>	Critique and analyze academic literature and research methodologies (Scholarship).
<b>PLO 6</b>	Demonstrate the ability to compose academic prose for a variety of audiences including peers, professors, and the larger professional community (Communication).
<b>PLO 7</b>	Demonstrate the ability to engage in and facilitate academic and professional dialogue within a community of learners (Leadership).

## Learning outcomes (LOs)

**By the end of this course, our educational professionals should be able to:**

**LO 1:** Prepare and deliver a presentation that demonstrates reflection upon professional growth in knowledge, skills and dispositions thereby synthesizing your Master's experiences.

**LO 2.** Broaden understanding of education research (issues and proposed solutions)) by

- A.** Applying appropriate research designs/ methodologies that align with research questions and relevant issues in education research
- B.** Prepare and submit research proposal that aligns with Chaminade's Institutional Review Board which may include completing prerequisite Human Subjects Training

### Alignment of learning outcomes

	Learning Outcome 1	Learning Outcome 2a	Learning outcome 2b
<b>Marianist Values</b>	Provide an integral quality education	Educate for adaptation & change	Educate for adaptation & change
<b>Native Hawaiian Values</b>	Lokomaika'i: <i>To share with each other;</i>	Imi 'Ike: <i>To seek knowledge</i>	'A'ohe pau ka 'ike i ka halau <i>ho'okahi: All wisdom is not contained in one school</i>
<b>WASC Core Competencies</b>	Oral Communication	Critical Thinking	Written Communication
<b>Program Outcomes</b>	1, 6	5	6
<b>Knowledge</b>	M	C	C
<b>Skills</b>	M	C	C
<b>Dispositions</b>	M	C	I

Level of performance (I= Introduced to the concept; D= Developing; C=Competent; M=Mastered).

### Course Policies

#### Due Dates

Course activities will run from Tuesday to Monday. In order to allow sufficient time for students to engage in online conversations about the ideas expressed in the reading assignments, initial posts/reflections about the assigned reading chapters will be due **by Saturday at 11:59pm. This will provide 48 hours for comment and discussion. All peer comments need to be completed by 11:59pm on Monday**

Assignment	Due day/time
Human Subjects Certification	Monday April 17
Presentation of learning	Monday June 12
Institutional Review Board Proposal	Saturday June 17

### Late Work Policy

**I do not accept late work.** There are only 10 weeks in this course and keeping up with assignments is needed for your personal learning as well as supporting the learning of your colleagues. Canvas will be configured to identify assignments that are submitted after the due date/time. I will share complete information on assignments to allow ample time for completion if you do not procrastinate. Please respect my time and your colleagues, plan ahead and submit your work on time, so that we can all progress through this learning experience together.

### Group Work/Cooperative Learning Policy

Learning requires the interaction and support of others. In other words, knowledge is [socially constructed](#). In order to support learning of all students you will be expected to work cooperatively with others in this course. Your contribution to the online discussion and the feedback that you provide will support your learning as well as the learning of others in this course.

### 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.

### Grading

**Basis for Final Grade** Students in this course will be evaluated in 3 areas. Learning is an iterative process which includes making mistakes, therefore, students will be provided feedback on their progress towards completion of the listed assessment items with opportunities to edit work that has been submitted.

Assignments	% of grade	Assignment Description
Institutional Review Board Proposal	45	Submit a thorough research proposal for review with Chaminade's Institutional Review Board
Presentation of learning	45	Demonstrate a synthesis of learning that demonstrates your mastery of "Knowledge", "Skills" and "Dispositions" relative to your Master's emphasis
Human Subjects Certification	10	Complete the Protecting Human Participants training online by completing the necessary training with <ol style="list-style-type: none"><li>1. <a href="#">National Institute of Health</a> or</li><li>2. <a href="#">Collaborative Institutional Training Initiative</a></li></ol>



**Tentative Schedule of course assignments and activities:** Given that the needs of students and student groups vary, the activities and assignments listed below may be modified. Notification of any changes to activities and/or assignments will be posted on Canvas.

Week	Date	Topic	Assignment
1	April 10	Introductions Literature Reviews	<ol style="list-style-type: none"> <li>1. Create a <a href="#">screencast</a> to introduce yourself to the group</li> <li>2. Identify a literature review created in a previous course to be used as a foundation for a research proposal</li> <li>3. Draft a Project description on Canvas for your colleagues to read</li> <li>4. <b>Human Subjects Certification with <a href="#">NIH</a> or <a href="#">CITI</a></b> (This should have previously been completed in EDUC 701)</li> </ol>
2	April 17	Quantitative & Qualitative Research Methods	<ol style="list-style-type: none"> <li>1. Identify resources that demonstrate the characteristics of qualitative and quantitative research methods</li> <li>2. Read and provide feedback to a peer about their identified literature review through Shared Google Folders. (Does the review literature suggest qual/quant direction?)</li> </ol>
3	April 24	Research Questions	<ol style="list-style-type: none"> <li>1. Draft research questions</li> <li>2. DRAFT 1 - Concept map for presentation of learning in CUH Master's program (Focus on Emphasis)</li> </ol>
4	May 1	Data collection	<ol style="list-style-type: none"> <li>1. Draft a 1-page description of the research context &amp; participants.</li> <li>2. DRAFT 2 - Concept map (Coursework Artifacts/Evidence)</li> </ol>
5	May 8	Instruments	<ol style="list-style-type: none"> <li>1. Draft a 1 page description of the instruments you will use to collect data from your participants and how/when that data will be collected</li> <li>2. DRAFT 3 - (Personal Artifacts/Evidence)</li> </ol>
6	May 15	Data Analysis	<ol style="list-style-type: none"> <li>1. Draft 1-paragraph about how the data that is collected will be analyzed</li> <li>2. Create a storyboard for your final presentation</li> </ol>
7	May 22	Informed consent/assent	<ol style="list-style-type: none"> <li>1. Draft a consent/assent form that you will provide to the participants (and parents if under 18) informing them of your study, requesting voluntary participation.</li> <li>2. DRAFT 1 - Presentation (without audio)</li> </ol>
8	May 29	IRB	<ol style="list-style-type: none"> <li>1. Draft copy of IRB - Use template/reference fillable PDF IRB Forms</li> </ol>
9 -10	June 5	IRB	<ol style="list-style-type: none"> <li>1. <b>Submit IRB Research Proposal</b></li> <li>2. <b>Presentations of learning</b></li> </ol>

## University Policies

### Title IX Compliance

Chaminade University of Honolulu 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 following:

- Chaminade Counseling Center [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

**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 (see 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](#) 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.

### 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 within 90 days of the end of the semester or the "I" will automatically be recorded as an "F" on your transcript.

### **Education Division Attendance Policy**

**(Revised 3/8/10)**

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 student 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:

2.1a. 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.