



**EDUC 794: Culminating Experience**  
**Instructor: Katrina Roseler, Ph.D.**  
[katrina.roseler@chaminade.edu](mailto:katrina.roseler@chaminade.edu)  
**Office: Brogan 126/ Phone: 808-440-4215**  
**Summer Graduate (July 6- Sept13) 2020**

<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>Texts:</b> There are <b>no texts required for this course.</b>	

**Course resources**

<b>Resource</b>	<b>Service(s) Provided</b>
<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:**

We will be using the Canvas Learning Management System (LMS). Communication for this course including announcements, assignments and grades will be posted on Canvas. **When communicating with me electronically, please identify EDUC 794 in the subject line of your e-mail.** 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 - Instructional Leadership (PLO’s)**

<b>PLO 1</b>	Analyze his/her own professional and intellectual development and its relationship to best practices in education.
<b>PLO 2</b>	Critique major learning theories, education literature and research methodologies.
<b>PLO 3</b>	Compose academic prose for a variety of audiences.
<b>PLO 4</b>	Promote academic and professional dialogue within a community of learners
<b>PLO 5</b>	Use strategies aligned with education research to make informed decisions for adaptation and change.
<b>PLO 6</b>	Employ professionalism and ethical standards of conduct.

**Program Learning Outcomes - Montessori emphasis (PLO's)**

<b>PLO 1</b>	Analyze his/her own professional and intellectual development and its relationship to best practices in Montessori education.
<b>PLO 2</b>	Critique major learning theories, education literature and research methodologies in Montessori education.
<b>PLO 3</b>	Compose academic prose for a variety of audiences.
<b>PLO 4</b>	Promote academic and professional dialogue within a community of learners.
<b>PLO 5</b>	Use strategies aligned with education research to make informed decisions for adaptation and change.
<b>PLO 6</b>	Employ professionalism and ethical standards of conduct.

**Program Learning Outcomes - Child Development (PLO's)**

<b>PLO 1</b>	Analyze his/her own professional and intellectual development and its relationship to best practices in Child Development.
<b>PLO 2</b>	Critique major learning theories, education literature and research methodologies in Child Development.
<b>PLO 3</b>	Compose academic prose for a variety of audiences.
<b>PLO 4</b>	Promote academic and professional dialogue within a community of learners.
<b>PLO 5</b>	Use strategies aligned with education research to make informed decisions for adaptation and change.
<b>PLO 6</b>	Employ professionalism and ethical standards of conduct.

## Course Learning outcomes (CLOs)

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

**CLO 1:** Synthesize their Master's experiences through reflection on professional growth in knowledge, skills and dispositions.

**CLO 2.** Use their personal, professional and M.Ed. experiences to complete an individualized professional development project.

### Alignment of learning outcomes

	CLO 1	CLO 2
<b>Marianist Values</b>	4	4
<b>Program Learning Outcomes</b>	1, 3, 4, 5	3, 4, 5

### Course Requirements

#### Due Dates

Course activities will run from Tuesday to Monday (except for the final week). 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**

#### Readings

Readings will be assigned each week to frame our discussion in class. It is vital that the deadlines are followed so that there is genuine class discussion and an opportunity for peer review and learning. The readings will come primarily from the assigned course texts; however, there will be occasions in which additional readings will be required.

#### Assignments

Students will participate in online discussions each week based on the assigned prompts and readings, as well as complete the signature assignments at the end of the course.

#### Collegiality & Professionalism

We will create an open environment where diverse opinions, viewpoints, and perspectives are appreciated and respected. As we perfect the art of teaching, we should be conscious of the fact that our craft can (and should) be approached from multiple perspectives.

#### Course Communication

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours).

[katrina.roseler@chaminade.edu](mailto:katrina.roseler@chaminade.edu)

### **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. In addition to group collaboration, you will also be assigned a critical friend for the IRB assignments who will be your learning partner as you develop your IRB Proposal. These types of cooperative activities are essential features of the course and timely feedback and engagement is required in order for your learning and for you to support the learning of your peers. If you do not provide timely feedback to your peers you will not earn full credit on your assignments.

### **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.

<b>Assignments</b>	<b>% of grade</b>	<b>Assignment Description</b>
Program Reflection	50	Demonstrate a synthesis of learning that demonstrates your mastery of “Knowledge”, “Skills” and “Dispositions” relative to your Master’s emphasis
Professional Development	50	Complete one of the professional development tracks (i.e., grant proposal or growth development plan).

### **Class Discussions (12 or 13 points each depending on APA requirement)**

Over the course of the semester, you will participate in online discussion threads about the assigned topics. These discussions are the central component of the course and participation is required. These discussions are our link as a community of scholars. They are a space to explore the texts, to ask questions, to challenge ideas – ultimately, they are a place to grow as learners and as teachers. Please give these discussions the respect they deserve and check in frequently for updates. The success of the course rests on the quality of these discussions. Your initial response to these discussions are due by 11:59pm on Saturday. The initial responses have minimum length requirements noted in each of the prompts, and must be free of spelling and grammatical errors. Further, you are also required to respond to your classmates by 11:59pm every Monday. Responses must advance the conversation (e.g. ask a question, challenge a viewpoint, build on an argument). (Please see rubric in Canvas).

### **IMPORTANT NOTE ON LATE DISCUSSION POSTS:**

The success of the course rests on the quality of these discussions. Without time to read and respond to your peers, our shared classroom community (and the possibilities for learning therein) will suffer. As a result, late discussion posts will receive at most 50% credit. Posts that are more than one week late will receive no credit.

## Key Assignments

Assignment	Due day/time
Program Reflection Final (Week #9)	Sunday Sept 6
Professional Development Final (Week #10)	Saturday Sept 12

**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	Program Reflection Assignments (CLO 1)	Professional Development Assignments (CLO 2)
1	Create a <a href="#">screencast</a> to introduce yourself to the group	Select a professional development track (i.e., grant proposal or growth development plan)
2	DRAFT 1 - Concept map for presentation of learning in CUH Master's program (Focus on Emphasis)	Grant: Introduction and Outcomes GDP: Context & Reflective Focus
3		Grant: Review of Literature GDP: Methods & Instruments
4	DRAFT 2 - Concept map (Coursework Artifacts/Evidence)	Grant: Methods GDP: Data Collection
5	DRAFT 3 - (Personal Artifacts/Evidence)	Grant: Activities and Timeline GDP: Analysis/Reflection pt. 1
6	Create a storyboard for your final presentation	Grant: Proposed Budget & Justification Your Qualifications GDP: Analysis/Reflection pt. 2
7	Draft 1 - Presentation (without audio)	Grant: Project Summary/Abstract GDP: Executive Summary
8		Draft 1: (i.e., grant proposal or growth development plan)
9	<b>Program Reflection Presentation Final</b>	
10		<b>Professional Development Final (i.e., grant proposal or growth development plan)</b>

## 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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Notice of Nondiscrimination**

Chaminade University's compliance with Title IX is implemented in the context of the University's broader Nondiscrimination/Anti-harassment Policy and Grievance Procedures, which advises the University community of prohibited discriminatory and harassing conduct by Community Members, as well as the resources and processes for addressing and resolving complaints of discrimination, harassment and/or violation of University policy.

Chaminade University does not discriminate because of race, color, national origin, religion, sex, age, disability (mental or physical), genetic information, pregnancy, gender identity/expression, sexual orientation, ancestry, marital status, arrest or court record status, National Guard participation, victim of domestic or sexual violence status, breastfeeding, or any other protected status. Full details of the University's anti-discrimination policy can be viewed in Volume III, Section 3.1 of the Policy Manual

### **Academic Conduct:**

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, [please refer to the Student Handbook](#)

**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 written published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax—with acknowledgment to the author—is not sufficient to avoid plagiarism charges.

2. Paraphrasing the work of another without proper author acknowledgment. Chaminade University Policy Manual: Volume IV – Page 76
3. Submitting as one's own original work (however freely given or purchased), the original exam, research paper, manuscript, report, computer file, Internet information, or other assignments that have been prepared by another individual. The usual penalty for academic dishonesty is failure in the course for the first offense, and disciplinary action, including possible suspension from the University for the second offense.

### **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.

### **Attendance Policy**

As stated in your catalog, students are expected to attend all classes for courses in which they are registered. Since our courses are offered on accelerated semesters, a student who misses more than one class has missed a substantial portion of the material presented. ***Missing more than one class session in a term is a basis for failure of the course.*** In the case of an emergency, inform your instructor of your absence. Students must follow the attendance policy as stipulated in the syllabus of their Graduate Program Division courses. Penalties for not meeting the attendance requirements may result in the lowering of a final grade, withdrawal from the course, or failing the course. ***Students with disabilities who have obtained accommodations from the Chaminade University ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.*** The policy on tardiness is left to the discretion of the instructor but be advised that extreme tardiness may be viewed as an absence by many instructors.