

**EDUC 794: Culminating Experience**

**Instructor: Katrina Roseler, Ph.D.**

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**Office: Brogan 126/ Phone: 808-440-4215**

**Winter Graduate (Jan 11 - Mar 27) 2021**

<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 will:**

**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

	<b>CLO 1</b>	<b>CLO 2</b>
<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 professional development assignments who will be your learning partner. 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.

Assignments	% of grade	Assignment Description
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).

**Grade of Incomplete:**

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of “incomplete”. This will provide the student with 90 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of “incomplete” must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

**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.

**Tutoring and Writing Services:**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305

### Key Assignments

Assignment	Due day/time
Program Reflection Final (Week #9)	Sunday March 14
Professional Development Final (Week #10)	Saturday March 21

**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

### **Disability Access:**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **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.

### **Attendance Policy:**

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances that prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. 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.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate

first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

**Academic Conduct Policy:**

From the 2019-2020 Undergraduate Academic Catalog (p. 39): 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:

<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

**Credit Hour Policy:**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.