## EDUC 794: Culminating Experience

## Summer Graduate Term

## July 5 - September 12, 2022

**Instructor:** Dale R. Fryxell, Ph.D.
**Office:** Brogan 110
**Office Hours:** by appointment
**Telephone:** 342-8549 (c)  739-4678 (o)
**Email:** dfryxell@chaminade.edu
Given that this is a capstone course, you should be within the final 2 semesters of your coursework. In other words, every student enrolled should have nearly ALL of your courses completed. Ideally this is the final course that you will be completing in your Master's series.

**Class Location:** Online                          **Office Hours:** By appointment

**Preferred contact: dfryxell@chaminade.edu**

**Recommended Resources:**

- Creswell, J. W. (2015). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Boston, MA: Pearson Education (*or a similar educational research text that you used in EDUC 701*)
- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6 th ed.). Washington, DC: Author.

**Course resources**

| Resource | Service(s) Provided |
|---|---|
| Sullivan Family Library (Links to an external site.) (Chaminade Library) | Tools to efficiently identify and access literature about an education research topic of your choosing |
| Val Coleman, Librarian vcoleman@chaminade.edu | Available to assist with literature searches as well as answer questions regarding research |

808-739-4661

| | |
|---|---|
| [The OWL - Purdue Online Writing Lab  (Links to an external site.)](#) | Online resource for writing and citing research using APA formatting. |
| Smarthinking<br><br>(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" |
| [Google Drive Instructional Resources (Links to an external site.)](#) | 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. |
| [ProQuest RefWorks Modules (Links to an external site.)](#) | 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** [(Links to an external site.)](#)**:**

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.

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

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

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

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

**Course Learning outcomes (CLOs)**

By the end of our course, students will be able to:
1. Synthesize their Master's experiences through reflection on professional growth in

knowledge, skills and dispositions.

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

## Course Policies

### Due Dates

I purposefully have not set due dates on the Canvas website.  Course activities will run from Monday to Sunday so please follow the calendar at the end of this syllabus for what you should be doing each week.

### Assignments

1. CUH "Presentation of Learning"          210 points

2. Grant Proposal                                     190 points

Total                                                       400 points

1.  CUH "Presentation of Learning,"   This is a multi-step assignment where you will prepare and deliver a presentation that demonstrates reflection upon your professional growth in knowledge, skills and dispositions synthesizing your Master's program experiences.  Points for this assignment will be awarded as follows: three drafts of the Concept Map @ 20 points each, one discussion submissions @ 5 points each, the storyboard @ 20 points, the draft of the "Presentation of Learning" @ 20 points, and the final submission @ 100 points.

2.  Research Grant Proposal.  This is also a multi-step assignment that will involve writing a research grant proposal for a project that you would actually like to get funding to do. Writing the grant proposal will be used as evidence to demonstrate CLO#2 for this course to develop a professional developmTent project.  A grant proposal also pulls in many aspects of what you have been learning about in your program including research methods. Points for this assignment will be awarded as follows: nine grant section submissions @ 10 points each, one discussion submissions @ 5 points each, and the final submission @ 100 points.

### 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 accommodates.  Please refer any questions to the Dean of Students.

## Grading

Grades will be assigned according to the quality of the work produced using a straight percentage format (total possible points = 400).

90% - 100% = A

80% - 89% = B

below 79% = C

## Course Calendar

All of the assignments for each week are due on Sunday at the end of that week at midnight.

### Week 1 - July 5: Introductions

1. Write and post in Discussion 1 a short paragraph introducing yourself to the class.
2. (CLA #2) Identify an idea for a research grant proposal that you would like to write (hopefully, something that you are really interested in and would like to actually submit for funding. Draft a short (one page) Project Description. Submit your proposal in Discussion 2.

### Week 2 - July 11: Literature Review/Quatitative and Qualitative Research Methods

1. (CLA #1) Develop and submit DRAFT 1 of your Concept Map for your "Presentation of Learning" in CUH Master's program (Focus on your Emphasis)
2. (CLA #2) Read and provide feedback to your peers about their Project Proposal in Discussion 2.
3. (CLA #2) Write the Introduction section for your grant proposal. Submit in the Canvas Dropbox.

### Week 3 - July 18: Research Questions

1. (CLA #2) Write the Needs Assessment section for your grant proposal. Submit in the Canvas Dropbox.

### Week 4 - July 25: Data Collection

1. (CLA #1) DRAFT 2 – Concept Map of your "Presentation of Learning"  (Add Coursework Artifacts/Evidence)
2. (CLA #2) Write the Rationale/Theoretical Framework section for your grant proposal. Submit in the Canvas Dropbox.

**Week 5 - August 1:  Instruments**

1. (CLA #1) DRAFT 3 - Concept Map of your "Presentation of Learning" (Add Personal Artifacts/Evidence)
2. (CLA #2) Write the Research Design section for your grant proposal. Submit in the Canvas Dropbox.

**Week 6 - August 8: Data Analysis**

1. Create a Storyboard for your final "Presentation of Learning" presentation.
2. (CLA #2) Write the Work Plan/Action Plan/Scope of Work section for your grant proposal. Submit in the Canvas Dropbox.

**Week 7 - August 15: Informed Consent/Assent**

1. (CLA #1) DRAFT 1 - your "Presentation of Learning" presentation (without audio)
2. (CLA #2) Write the Evaluation Plan section for your grant proposal. Submit in the Canvas Dropbox.

**Week 8- August 22:  IRB**

1. (CLA #2) Write the Management Plan section for your grant proposal. Submit in the Canvas Dropbox.

**Week 9 - August 29**

1. (CLA #1) Submit your final version of your "Presentation of Learning." In the Canvas dropbox and in Discussion 3.
2. (CLA #2) Write the Abstract for your grant proposal. Submit in the Canvas Dropbox.

**Week 10 - September 5**

1. (CLA #2) Submit the final version of your grant proposal in the Canvas dropbox.

  2. (CLA #2) Read and provide feedback to at least two of your peers about their "Presentation of Learning." Submission in Discussion 3.

**Marianist Educational Values** Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. **Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. **Provide an Excellent Education**

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. **Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. **Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. **Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and **change** their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics are integrated into this course.

**Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ʻOlelo Noʻeau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God
2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school.

**University Policies**

**Attendance**

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor 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 the Psychology program office (735-4751 or 739-8393).  It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

## Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

## Students with Disabilities

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 ʻIke: 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 ʻIke Coordinator at (808) 739-8305 for further information (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.

**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 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 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.