



## Course Syllabus - EDUC 794 Culminating Experience [Chaminade University Honolulu](#)

3140 Waialae Avenue - Honolulu, HI 96816

**Course Number and Title:** EDUC 794 Culminating Experience

**Term:** Spring Graduate 2024

**Course Credits:** 3

**Course Website:** <https://chaminade.instructure.com/courses/35349>

**Class Location:** N/A

**Instructor Name:** Katrina Roseler

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

**Phone:** 808.440.4215

**Office Location:** Brogan 126

**Office Hours:** By appointment

**University Course 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.

### Learning Outcomes

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 Prerequisites

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 courses completed. Ideally this is the final course that you will be completing in your Master's series.

**Required Learning Materials:** **No textbook is required**

### Program Outcomes - Instructional Leadership

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.

### **Program Outcomes - Montessori emphasis**

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.

### **Program Outcomes – Child Development**

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.

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

### **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 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 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 no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

### 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

### Assessment

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).

### Key Assignments

Assignment	Due date
Program Reflection Final (Week #9)	Sunday June 9, 2024
Professional Development Final (Week #10)	Sunday June 17, 2024

### Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student’s daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A - Outstanding scholarship and an unusual degree of intellectual initiative
- B - Superior work done in a consistent and intellectual manner
- C - Average grade indicating a competent grasp of subject matter
- F - Failed to grasp the minimum subject matter; no credit given

### Course Website:

This course can be accessed through your Canvas dashboard at <https://chaminade.instructure.com/>

### Regular and Substantive Interaction

#### Assignment Feedback

Once assignments are submitted, you will typically receive feedback in Canvas using rubrics and comments or Google Doc through the use of comments. Feedback and associated grades will be provided within one week of submission. Once received, you are expected to read and integrate the provided feedback into subsequent assignments.

#### Discussions

Program reflection: I will regularly participate in the canvas discussion boards related to program reflection. My participation in these discussions will align with the due dates set for those discussions.

Professional development: I will contribute to PD discussions after partners have been provided adequate time to provide feedback to one another. This feedback will be provided after the final due date, but still within one week of submission..

### **Announcements**

I will use announcements each week to communicate synthesized ideas about course assignments and discussions as well as to share any updates.

## **Course Requirements**

### **Due Dates for Discussions**

Course activities will run from Tuesday to Monday. In order to allow sufficient time for students to engage in online discussions 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**

### **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. Assignments that are not discussions will be due on Sunday.

### **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 time commitment:** This is a 3 unit course, which will necessitate a time commitment of approximately 12-15 hours a week. There is a large volume of reflective thinking/writing 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.

### **Group Work/Cooperative Learning Policy**

Learning requires the interaction and support of others. In other words, knowledge is socially constructed. In order to support the 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.

## **Course Policies**

### **Late Work Policy:**

The success of the course rests on the quality of the 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.

### **Writing Policy**

Professional Development assignments require APA formatting.

### **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 the rubric in Canvas).

### **Technical Assistance for Canvas Users:**

- Search for help on specific topics or get tips in [Canvas Guides](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### **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.

### **Grades 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.

### **Instructor and Student 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). When communicating with me electronically, please identify EDUC 794 in the subject line of your email. We will be using the Canvas Learning Management System (LMS). Communication for this course including announcements, assignments and grades will be posted on Canvas.

**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 an introductory video	Select a professional development track (i.e., grant proposal or growth development plan)  Syllabus Quiz
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	Program Reflection Presentation Final	
10		Professional Development Final (i.e., grant proposal or growth development plan)

# 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. Student should notify their instructors when illness or other extenuating circumstances 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.

## Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the

actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 under Student Life.

For further information, [please refer to the Chaminade Catalogue](#).

**Schedule**

Include a schedule for all class meetings which includes dates and topics to be covered. You may also want to include readings, assignments, and holidays or non-instructional days.

**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 is verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. 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. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

*Specific Credit Situations*

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.

Activity group	Hours of engagement
M.Ed Program Reflection (Mindmapping, Discussions, Presentations)	35
Professional Development assignments (Reading, Writing, Discussion)	90
Other	10
Total hours of engagement	135