Chaminade University

School of Education and Behavioral Sciences
Education

EDUC 794 Culminating Experience

Online Asynchronous
Credits: # 3   Section: # 90-3   Term: Fall 2024

Instructor Information

Instructor: Katrina Roseler
Email: katrina.roseler@chaminade.edu
Phone: 808-440-4215
Office Location: Brogan Hall 126
Virtual Office Hours: by appointment

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. 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.

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

School & Department Information

School of Education and Behavioral Sciences

Office Location: Brogan Hall 110; Phone: 808.739.4652

If you have questions regarding the Education department, reach out to your Instructor or the School of Education and Behavioral Sciences.

Catalog Course 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 Prerequisites

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.

Time Allocation

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

Required Materials

There are no materials required for this course. All reading materials will be supplied in Canvas

Canvas (https://chaminade.instructure.com).

Course Communication

Assignment Feedback

Once assignments are submitted, you will typically receive feedback in Canvas using rubrics and comments or Google Docs 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.

Learning Outcomes

Program Learning Outcomes (PLOs)

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.

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.

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.

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

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, and integrity of creation.
5. Educate for adaptation and change.

While all five characteristics are present in this course, we will pay particular attention to "adaptation and change." In this course, you are being asked to articulate how the Chaminade M.Ed., program has informed decisions for adaptation and change. Further, you are asked to demonstrate how you advocate for students, thereby addressing the Marianist Value of "Peace & Social Justice".

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

Alignment of Course Learning Outcomes

	CLO 1	CLO 2
Marianist Values	4	4
Program Learning Outcomes	1, 3, 4, 5	3, 4, 5

Course Activities

Discussions

Over the course of the term, 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, and 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 is 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). Course activities will run from Tuesday to Monday.

Individual Projects

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).

Program Reflection

Learning outcome #1 for this course states that students must, Synthesize their Master's experiences through reflection on professional growth in knowledge, skills, and dispositions. In

order to prepare for that presentation, students will reflect upon learning experiences and organize their thinking about that learning.

Using concept maps, artifacts, evidence, storyboards, and feedback, students will develop a presentation demonstrating the knowledge, skills and values associated with their selected M.Ed. program. This presentation will address the following Program Learning Outcomes and Marianist Values, highlighted in the syllabus for this course:

- Analysis of professional practice and intellectual development
- Compose academic prose
- Use strategies aligned with education research to make informed decisions for adaptation and change
- Peace & Social Justice

Professional Development Project

 Students will select one of the following

Track One: Grant Proposal

Everyone knows that teachers are underpaid and classrooms are underfunded. As a solution to these issues, teachers often search for external funding sources that will elevate their professional practice or supplement classroom materials. If you select the Grant Proposal track, you will develop a proposal for extramural funding. While you are not required to actually apply for a grant, you will receive extra credit if you provide evidence of using your work from the grant proposal assignments to apply for a grant. While there is no singular funding source that you are targeting, you might consider requesting funds from Donors ChooseLinks to an external site., the Hawaii Community FoundationLinks to an external site., or the Parent Teacher Organization (PTO) at your school. Depending on your need/interest, you may propose grant funds for personal professional development, classroom supplies, extramural activities (i.e., field trips), or other materials/experiences that would require excessive out-of-pocket expenses. The purpose of the grant proposal assignments is to help elevate what you can do in the classroom through the development of (1) additional skills, (2) addition of resources, or (3) extramural student learning experiences. If you are an early career educator I highly encourage this professional development track. Veteran teachers may also benefit from these activities.

For more information about the steps involved in the grant writing process, please closely consider the article provided about grant writing (above). Focus your attention on pages 12-13 of this article :

Walsh, M. M., & Bowen, D. M. (2012). An introduction to grant writing: de-mystifying the process. *Journal of Dental Hygiene : JDH, 86*(1), 11–13.

<u>Track Two: Growth Development Plan</u>

Effective educators, engage in continuous reflection about their practice. During this reflection, educators consider various topics including whether they are achieving external performance criteria (e.g., the Teacher Performance StandardsLinks to an external site.) or other measures of effectiveness. If you choose the Growth Development Plan professional development track, you will participate in guided reflection activities that ask you to consider your effectiveness and provide evidence to support your claims. In part, you will need to integrate M.Ed. course artifacts as some of the evidence that you include. (The final product of these reflective exercises may be helpful for you in any discussions that you have with your principal/administrator regarding your performance evaluation). Early career educators (years 1-2) may not gain as much from this experience, but it would still be a helpful process to learn. Veteran teachers may not have ever participated in this approach to reflective practice.

For more information about the work involved in this type of reflection, please review the article on Reflective Teaching (above).

Smith, T. (2019). Reflective Teaching. *Salem Press Encyclopedia.*

Key Assignments

Assignment	Due date
Program Reflection Final (Week #9)	Sunday Dec, 1 2024
Professional Development Final (Week #10)	Sunday Dec 8, 2024

Course Policies

Attendance

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.

Late Work

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.

Use of Generative Artificial Intelligence (Gen AI)

Students are encouraged to use Gen AI tools such as ChatGPT and others to support their learning and creativity. However, the use of these tools must adhere to the following guidelines:
- **Attribution**: Any content generated by AI must be clearly attributed.
- **Academic Integrity**: AI tools should not be used to produce entire assignments or projects without significant input and modification by the student.
- **Originality**: Students must ensure that their submissions are original and reflective of their understanding. Plagiarism, including the uncredited use of AI-generated content, is strictly prohibited.
- **Disclosure**: Students must disclose the use of AI tools in their work. This includes specifying which tools were used and how they were applied.

Examples of appropriate uses for Generative AI for course activities include
- Idea generation,
- Creating outlines, and

● Sentence-level edits (i.e., punctuation and grammar)

OpenAI. (2024). ChatGPT (July 24 version) [Large language model]. https://chat.openai.com/chat

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, I reserve the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor. Notification of any changes to activities and/or assignments will be posted on Canvas. Here is a tentative schedule of course assignments and activities.

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)

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.

Final Grades

Final grades are submitted to Self-Service:

> A = 90% and above
>
> B = 80-89%
>
> C = 70-79%
>
> F = 60 and below

Important Information

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, in addition to more obvious dishonesty.

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 Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua ʻIke: Tutoring & Learning 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 ʻIke: 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 ʻIke's website 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 on Account > TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.