

CHAMINADE UNIVERSITY OF HONOLULU
ED684 CULMINATING EXPERIENCE
Fall 2009

INSTRUCTOR: Erika Cravalho, M.A.
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OFFICE HOURS: By appointment

TIME and LOCATION: October 5, 2009- December 10, 2009
Internet via eCollege

ACCESS: If you do not see your course listed or have difficulty logging in, please contact helpdesk@chaminade.edu.

For the course go to : <http://chaminade.ecollege.com>
Posting of the signature assignment: www.livetext.com

CATALOG DESCRIPTION: The culminating experience course is a capstone course that draws upon principles, methods, and content acquired throughout the M.Ed. experience. The purpose of the culminating experience is to produce original work that demonstrates one's ability to analyze and synthesize major ideas and principles gained in the courses, thereby providing the necessary framework to help candidates succeed in producing a graduate level culminating product.

PROGRAM OUTCOME: The M.Ed. program will prepare graduate candidates who are able to apply practices, theory, leadership, research, and scholarship. In this class the successful candidate:

1. (PRACTICE) demonstrates on-going commitment to the progress and well being of the learner, to the school and professional community, and to his/her own professional and intellectual development;
2. (THEORY) is able to differentiate between and critique major theories currently driving the field as important empirical, historical, philosophical, and conceptual studies;
3. (LEADERSHIP) applies reform-based practice characterized by caring, mutual respect, for diverse populations, collaboration and actively involving students in experiences that allow the construction of meaning and promotion of self-responsibility for learning;
4. (SCHOLARSHIP) demonstrates the ability to critique and analyze academic literature and research methodology; and
5. (COMMUNICATION) is able to compose academic prose for a variety of audiences including peers, professors, and the larger professional community.

STUDENT LEARNING OUTCOMES:

Student Learning Outcomes (SLO)	How will each outcome be achieved? (e.g. assignments, reading, lecture, fieldwork, etc.)
Reflect on professional growth in knowledge, skills, and dispositions.	Reflection paper, Zoom analysis
Broaden understanding of educational issues and proposed solution	Book review

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Produce an original work that demonstrates one's ability to analyze and synthesize major ideas and principles gained in the M.Ed.	Signature assignments: applied problem solving project, literature review, or action research.
Plan for life-long learning.	Reflection paper, timeline

REQUIRED TEXT:

Publication manual of the American Psychological Association 6th ed. (2010).
 Washington D.C: American Psychological Association. ISBN: 1-4338-0561-8

Note: This is a new edition. If you have the 5th edition from previous classes, you should be fine. Changes will be shared in class.

Additional reading information also listed on eCollege.

ACADEMIC REQUIREMENTS:

Commitment: Student commitment is very important in this course. A 10% deduction, **per day**, will be made for the late submittal of any assignment. Students should notify the instructor in advance if assignments cannot be completed by the given deadlines. A zero will be given for any assignments not turned-in by the last class session.

Attendance (5 x 10= 50 points) Students are expected to log in several times a week to a Chaminade course and to participate in class activities. Assignments will be posted to eCollege by 11:59 P.M. on Wednesday each week.

Assignments Reflection Paper (15 points): Write a 2-3 page paper, using APA format reflecting on how you have grown and changed in your knowledge, understanding, and beliefs about education during the course of your graduate program? What are the experiences that have fed this change (classes, reading, other)?

Zoom Analysis (15 points): Read the book Zoom by Istvan Banyai. You should be able to borrow it from your local library. If you cannot, please let me know and we will address it. When you are finished looking at the illustrations of Zoom, please identify at least three points the author is trying to get across. Relate the three points to this culminating experience course in a 2-page analysis paper. What are the similarities and differences? How does your whole experience in the Master of Education and your emphasis of study compare and contrast with the main points of this illustration book?

Book Bibliographical Information/Book Report (10/20 = 30 points): Choose a book from the list or propose a book for the instructor to approve (book must be selected by week 2). Write a summary and reflection, focusing on the following:

- What, in the author's view, is the essential problem with our educational system?
- What remedies/solutions does this author propose?
- How does this intersect with your experiences/views/philosophy?
- How will this book influence you to be an educational leader and change agent?

Signature Assignment Outline & Timeline/Journals/Draft/Finals (20/15 (3 x 5 pts)/10/25 =75 points): Produce an original work that demonstrates your ability to analyze and synthesize major ideas and principles gained in the Chaminade program. Propose criteria (a rubric) for assessing the project. **Note: You may not submit a paper or project that has been submitted for a previous course.**

Some examples:

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- Develop a specific plan to resolve a problem in your school or learning community, and an assessment tool to evaluate the success of the plan. (Example: Develop an action plan to increase parent involvement in a school.)
- Conduct a literature review on a topic of your choice that will inform the work you intend to do in the future.
- Design an action research project, including an introduction, a brief literature review (may include works reviewed for previous courses), and a carefully designed methodology. (Appropriate for students who plan to go on to a doctoral program. Research does not need to be completed as part of the requirements for this course.)
- Write a 6-8 page paper, using APA format, with a minimum of five works cited. Work cited must include a variety sources (book, online, journal, etc.)

Lifelong Learner Reflection Paper (15 points): Write a 2-3 paper, using the APA format on how will you continue to grow professionally. Describe as specific plan that may include being an active member in a professional organization, continued reading, coursework, professional development, conducting action research, etc.

Grading Scale The point value of assignments and participation is 200. Letter grades are based on the following system:

180-200	=	A
160-179	=	B

A grade of C or below will not be credited toward a graduate degree and the student will have to repeat the course.

**UNIVERSITY
POLICIES:**

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 published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

In the cases of alleged academic dishonesty (such as plagiarism, cheating,

Incomplete - An incomplete (I) may be given to a student who did not complete a portion of the work or final examination due to circumstances beyond the student's control. The student and the instructor must discuss and sign the incomplete contract. The work must be completed in 90 days or the incomplete will revert to the grade that the student would have earned. This grade and the date the work is due will be specified on the incomplete contract.

Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detail information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.

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Recommended Book List

Christensen, C. M., Horn, M. B., & Johnson, C. W. (2008). *Disrupting class: How disruptive innovation will change the way the world learns*. New York: McGraw-Hill.

(From Publishers Weekly on Amazon.com): It's no secret that people learn in different ways, so why, the authors of this book ask, "can't schools customize their teaching?" The current system, "designed for standardization," must by its nature ignore the individual needs of each student. The answer to this problem, the authors argue, is "disruptive innovation," a principle introduced (and initially applied to business) by Harvard Business School professor Christensen in *The Innovator's Dilemma*. The idea is that an audience in need will benefit from even a faulty opportunity to fulfill that need; in education, the demand for individual instruction could be met through infinitely customizable online computer-based instruction. The authors, all professionals in education, present a solution to the ills of standardized education that's visionary but far-fetched; even they admit that their recommendations would be extremely difficult to implement in current school systems. Still, the authors' unusual case, though occasionally bogged down in tangents, is worthy reading for school administrators, teachers, parents and, perhaps most of all, software developers.

Friedman, T. L. (2007). *The world is flat: A brief history of the twenty-first century*. Vancouver: Douglas & McIntyre Ltd.

Available in Sullivan Library: **HM846 .F74 2006**

(From Google Books): When scholars write the history of the world twenty years from now and come to the chapter Y2K to March 2004, what will they say was the most crucial development? The attacks on the World Trade Center and the Pentagon on 9/11 and the Iraq War? Or the convergence of technology and events that allowed India, China and so many other countries to become part of the global supply chain for services and manufacturing, creating an explosion of wealth in the middle classes of the world's two biggest nations and giving them a huge new stake in the success of globalization? In this brilliant best-seller, the award-winning New York Times columnist Thomas L. Friedman demystifies this brave new "flattened" world for readers, explaining how it happened; what it means to countries, companies, communities and individuals; and how governments and societies can, and must, adapt.

Cuban, L. (2003). *Why is it so hard to get good schools?* New York: Teachers College Press.

(From Amazon.com) After almost five decades of working in and around public schools, Larry Cuban invites us to think along with him about why it is so hard to get good schools. He offers these reflections because his contact with tens of thousands of public school participants - teachers, policymakers, researchers, parents, and students - has convinced him that "I am not alone in coping with these thorny dilemmas...as each of us muddles toward the kinds of 'good' schooling that we seek for children."

Wagner, T. (2008). *The global achievement gap: Why even our best schools don't teach the new survival skills our children need - and what we can do about it*. New York: Basic Books.

(From Booklist - Amazon.com) Wagner, a Harvard education professor, begins by offering his astute assessment of secondary education in the U.S. today and how it fails to produce graduates who are "jury ready" (i.e., able to analyze an argument, weigh evidence, and detect bias). He then presents a concise manifesto for the steps needed to "reinvent the education profession." His thesis revolves around "Seven Survival skills"—the core competencies he deems necessary for success both in college and in the twenty-first-century workforce. These encompass problem solving and critical thinking, collaboration across networks, adaptability, initiative, effective oral and written communication, analyzing information, and developing curiosity and imagination. Wagner visits a wide spectrum of schools, both public and private, meets with teachers and administrators, and demonstrates how these survival skills have

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been forgotten in the preparation for mandatory tests. He stresses the importance of being able to analyze new information and apply it to new situations in the "global knowledge economy," then details the programs, including team teaching, at a few innovative schools that are effectively meeting this challenge

Kozol, J. (2005). *The shame of a nation: The restoration of apartheid schooling in America*. New York: Three Rivers Press.

Available in Sullivan Library ebrary

(From Publishers Weekly – Amazon.com) Public school resegregation is a "national horror hidden in plain view," writes former educator turned public education activist Kozol (*Savage Inequalities*, *Amazing Grace*). Kozol visited 60 schools in 11 states over a five-year period and finds, despite the promise of *Brown v. Board of Education*, many schools serving black and Hispanic children are spiraling backward to the pre-*Brown* era. These schools lack the basics: clean classrooms, hallways and restrooms; up-to-date books in good condition; and appropriate laboratory supplies. Teachers and administrators eschew creative coursework for rote learning to meet testing and accountability mandates, thereby "embracing a pedagogy of direct command and absolute control" usually found in "penal institutions and drug rehabilitation programs." As always, Kozol presents sharp and poignant portraits of the indignities vulnerable individuals endure. "You have all the things and we do not have all the things," one eight-year-old Bronx boy wrote the author. In another revealing exchange, a cynical high school student tells his classmate, a young woman with college ambitions who was forced into hair braiding and sewing classes, "You're ghetto-so you sew." Kozol discovers widespread acceptance for the notion that "schools in ghettoized communities must settle for a different set of academic and career goals" than schools serving middle-and upper-class children. Kozol tempers this gloom with hopeful interactions between energetic teachers and receptive children in schools where all is not lost. But these "treasured places" don't hide the fact, Kozol argues, that school segregation is still the rule for poor minorities, or that Kozol, and the like-minded politicians, educators and advocates he seeks out, believe a new civil rights movement will be necessary to eradicate it.

Ouchi, W.G., & Segal, L. G. (2003). *Making schools work: A revolutionary plan to get your children the education they need*. New York: Simon & Schuster.

(From Publishers Weekly - Amazon.com) Since the 1983 publication of *A Nation at Risk*, readers have been deluged with proposals for school reform. This work by UCLA management school "corporate renewal" professor Ouchi takes its place among them. Ouchi bases his theory on sound principles derived from his research into a variety of successful schools. Educational management systems should be entrepreneurial rather than bureaucratic, he says. Give principals real control over their budgets, empower parents as genuine participants in school decisions, and student achievement will soar, even in communities beset by poverty and high immigration rates, two usual indicators of school failure. Any useful management book must reduce complex issues to bullets, and this one is no exception: Ouchi's arguments, encapsulated in his "Seven Keys to Success," claim to "revolutionize" schools and lead to vastly improved student academic achievement. "Revolutionary" may be too strong a word here, and in fact, some of the pedagogical practices Ouchi highlights are dubiously retrograde (e.g., third graders "reciting the days of the week, the months of the year, and the number of days in a week, month, and year"). However, Ouchi doesn't prescribe any of these rituals; he merely advocates for the empowerment of school communities to choose what's best for their particular students. Of interest to school leaders and policy makers, the book also has a section devoted to what parents and community members can do to improve not just their school but their school district, where fundamental change is essential.

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WEEKLY CLASS SCHEDULE: READING AND ASSIGNMENTS

Assignments are to be posted to eCollege by 11:59 P.M. on Thursday of each week that the class meets. Syllabus may be adjusted to meet the needs of the class.

Week 1 Part 1 Due Thursday 10/8/09

Email your name, phone number, and email address to the instructor via eCollege. Title your email Your Last Name- Contact Information (e.g. Cravalho- Contact Information).

Week 1 Part 2 Due Thursday 10/8/09

Post your introduction in the eCollege discussion tab labeled Introduction. Within your introduction, include the following:

- Name
- Where you live
- Your teaching experience, include where and what you are currently teaching if applicable
- Your emphasis in the education program (Elementary, Secondary, SpEd, English, Science, etc.)
- What you enjoy doing in your free time

I would also like you to attach a picture of yourself, your family, or students.

Note: Responses are not required this week.

Week 2 Part 1 Due Thursday 10/15/09

Complete reflection paper and post it as an attachment in the eCollege dropbox. Be sure to label your attachment Your Last Name- Zoom Analysis (e.g. Cravalho- Reflection Paper).

Week 2 Part 2 Due Thursday 10/15/09

Complete Zoom Analysis Paper and post it as an attachment to the labeled eCollege basket in the dropbox. Be sure to label your attachment Your Last Name- Zoom Analysis (e.g. Cravalho- Zoom Analysis).

Week 3 Due Thursday 10/22/09

Select a book that you will use for the development of your signature assignment using either the books listed above or propose another book. Respond in the body of the eCollege discussion tab the following: 1) bibliographical information 2) ~~signature assignment outline~~ 2a) ~~statement of the problem or question~~ (What do you want to know?) 2b) ~~rational~~ (Why do you want to do this? 2c) brief summary of plan (How will you find out?) 1 paragraph.

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Week 4 Part 1 Due Monday 10/26/09 (note this is due on Monday, not Thursday)

Select a book that you will use for the development of your signature assignment using either the books listed above or propose another book. Respond in the body of the eCollege discussion tab the following: 1) bibliographical information 2) Which book did you choose to read for this semester? 3) How did you make your choice?

Week 4 Part 2 Due Thursday 10/29/09

Post your signature assignment outline with a timeline in the body of the eCollege discussion tab with the following in your outline: 1) statement of the problem or question (What do you want to know?) 2) rational (Why do you want to do this? 3) brief summary of plan (How will you find out?) 1 paragraph. Also include a timeline of when you will be getting your work done between week 6-10. Be sure to label your attachment Your Last Name- Outline/Timeline (e.g. Cravalho- Outline/Timeline).

Week 5 Part 1 Due Thursday 11/5/09

Post your book report as an attachment to the labeled eCollege basket in the dropbox. Be sure to label your attachment Your Last Name- Book Report (e.g. Cravalho- Book Report).

Week 6 Due Thursday 11/12/09

Post a progress report for your signature assignment in the eCollege journal tab. Be sure to reference your outline and timeline when reporting. Be sure to label your entry Journal 1.

Week 7 Due Thursday 11/19/09

Post a progress report for your signature assignment in the eCollege journal tab. Be sure to reference your outline and timeline when reporting. Be sure to label your entry Journal 2.

Week 8 Due Thursday 11/26/09

Post a progress report for your signature assignment in the eCollege journal tab. Be sure to reference your outline and timeline when reporting. Be sure to label your entry Journal 3.

Week 9 Part 1 Due Monday 11/30/09 (note, this is due on Monday, not Thursday)

Post your signature assignment draft in eCollege as an attachment in your group's discussion tab. Be sure to label your attachment Your Last Name- Signature Assignment (e.g. Cravalho- Signature Assignment).

Week 9 Part 2 Due Monday 12/3/09

Post your response to the group in eCollege

Week 10 Part 2 Due Thursday 12/10/09

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Post your signature assignment final draft in LiveText as an attachment. Be sure to label your attachment Your Last Name- Signature Assignment (e.g. Cravalho- Signature Assignment).

Week 10 Part 2 Due Thursday 12/10/09

Post a brief PowerPoint about your signature assignment for all in the eCollege discussion tab.

Week 10 Part 3 Due Thursday 12/10/09

Post your lifelong reflection paper as an attachment in the labeled basket in the eCollege dropbox. Be sure to label your attachment Your Last Name- Lifelong Reflection (e.g. Cravalho- Lifelong Reflection).

All work must be turned in by Thursday Decemeber 10, 2009 at 11:59 p.m. Hawaii Time.