INSTRUCTOR:	Amanda N Aldridge, MEd aaldridge.chaminade@gmail.com You may email my Gmail account, or use the chat function (with appointment) in eCollege to communicate with me regarding questions or concerns.
OFFICE HOURS:	As needed – online For technical assistance, please contact helpdesk@chaminade.edu
TEXTS:	Kessler, Rachael. The Soul of Education. ASCD, 2000. Evans, Robert. The Human Side of School Change: Reform, Resistance, and the Real-Life Problems of Innovation. San Francisco: Jossey-Bass, Inc., Publishers, 1996. Mechmann, Edward. God, Society and the Human Person. Society of Saint Paul, 2000. Noddings, Nel. The Challenge to Care in Schools. NY: Teacher's College Press, 2005. Palmer, Parker. The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life, 10th Anniversary Edition San Francisco: Jossey-Bass, Inc. Publishers, 2007.
eCOLLEGE:	Go to: http://chaminade.ecollege.com If you do not see your course listed or have difficulty logging in, please contact Jon Nakasone at jnakason@chaminade.edu For technical questions, contact the Chaminade eCollege helpdesk at: helpdesk@chaminade.ecollege.com or call toll free at (866) 647-0654 This is a 24/7 helpdesk.
LIVETEXT:	Submission of Signature Assignment and other assignments as identified by instructor require a *LiveText* account. Login to *LiveText* at www.livetext.com For technical assistance with LiveText, contact support@livetext.com Expect a response within 24 hours.
CATALOG DESCRIPTION	This course explores influences on educational change at the classroom, school, community, state and national levels. Focus is on critical examination of peace and justice theories, principles, and research as related to educational reform.
MAJOR COURSE TOPICS	It is important for educators to explore and to understand the paradigm shifts occurring today that are redefining teaching and learning for the 21st century. The paradigm shifts in question refer to transformative change rather than

	simply reforming existing societal and educational structures. The underlying assumption is that long-term transformation toward a more just and compassionate society is accomplished through cultural change, and institutionalized in social, political and educational structures. The exploration of educational structures is intended to identify and to address issues of structural violence in society, in general, and in schools in particular. This exploration leads naturally to the discovery of educational strategies that embody the ideals of a just society. Therefore, pertaining to schools, this course will focus on analyzing issues of peace, social justice and educational transformation.
MED PROGRAM OUTCOMES	The M.Ed. program prepares graduate candidates who are able to apply practice, theory, leadership, scholarship and communication. Therefore, 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) differentiates 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) composes academic prose for a variety of audiences including peers, professors, and the larger professional community.**

STUDENT LEARNING OUTCOMES	Outcomes	How will outcome be achieved? (e.g., Assignments, reading, lecture, fieldwork, etc.)
	Students will demonstrate how to solve complex problems and make decisions using principles of scientific inquiry.	Reflection paper, research paper, and project assignments.
	Students will demonstrate application, analysis, and evaluation of the core concepts and emphasis area as outlined in student learning outcomes and signature assignments.	Project assignments, multi-media.
	Students will create a research paper grounded in principles of analysis, critical thinking and self reflection.	Research paper, project assignment
UNIVERSITY POLICIES	**Attendance:** Students are expected to attend regularly all courses for which they are registered. **Attendance in online weeks means logging in and responding as directed by the specified deadline, at least twice a week.** Students should notify their instructors 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 by sending an email to the instructor. 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**.** **Writing Standards:** All work submitted by Chaminade University students must meet the following writing standards. Written assignments should: 1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English. 2. Develop ideas, themes, and main points coherently and concisely. 3. Adopt modes and styles appropriate to their purpose and audience. 4. Be clear, complete, and effective. 5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism. 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.
	Incompletes: Incompletes may be given if the student is unable to complete a portion of the work due to circumstances beyond the control of the student. The incomplete contract must be signed by the student and instructor. It will specify when the work must be completed. Usually the work must be completed in 90 days, if it is not; the incomplete will revert to the grade the student would have earned that is specified on the incomplete form. **Freedom of Expression:** Students are free to express different views than those presented in this course but these diverse views must be grounded in research. Students are required to complete all assignments and study the materials presented in class whether or not there is agreement with the specific bodies of knowledge set forth in this course. Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others. **Other University Policies:** Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.
SIGNATURE ASSIGNMENT	**Peace, Social Justice and Educational Transformation paper: Please see details below.**
OTHER ASSIGNMENTS	**Please plan to spend 8-12 hours a week on course assignments.** **Weekly assignments** Each week students will post assignments on the appropriate thread. Use critical thinking to formulate your ideas, reactions, and analyses of the concepts and issues. Your assignments will be posted for the other students and professor to read. Your discussions are due by Sunday – midnight – Hawaii time of each week. Each student will read the 5 textbooks assigned in the course and reactions will be submitted in eCollege. Reactions should come out to about 2 ½ pages in each paper. Because some of the books are lengthy, pick reaction areas that are interesting to you. Please do not use attachments in eCollege for the discussion board. If you choose to write your assignment in Word first (recommended), please copy and paste it directly into the discussion board under the appropriate thread. Title it with your last name and first name. (i.e. Aldridge, Amanda)

Response assignments

Each week students will respond to the posting of other students derived from the weekly assignments; these are based on readings from the text, and all other assignments. Your responses will be interactive with other students in the class. Read your classmates' assignments and respond to a minimum of one student. Be sure to identify the name of person you are responding to each time you post.

You will receive 0 – 3 points weekly toward your final grade for the quality of your interactive responses to other students in the class, and 0-10 points per summary/discussion posting. Your discussions and responses to classmates are both due by Thursday - midnight – Hawaii time of each week.

SIGNATURE ASSIGNMENT
Peace, Social Justice and Educational Transformation paper:

Each student will select a **current issue education topic** that will demonstrate your knowledge, understanding and ability to use the information from this course for educational change toward peace and justice. Use the following procedures:

1. The paper will be written in narrative form with about 7 pages.

2. The appendices and bibliography are not included in the 7 pages.

3. The following questions will be researched and answered. The questions, followed by your answers will be formatted within your paper.

   a. What is the change?

   b. What are the causes of the needed change?

   c. What processes would you need to make the change; and what personnel would be
involved?

   d. What benefits and outcomes will be made if the change is
implemented?

4. Use specific examples in the school or system (anonymously).

5. Citations by experts (**4 outside of our course textbooks**) will be utilized in the paper to strengthen your important points,
feelings and opinions. Therefore, feelings and opinions placed in the paper are
based on facts.

6. Use citations from at least 3 of the course textbooks.

7. The APA Manual will be used for this paper.

Grading

Discussions	8@10pts.	80 pts.
Responses	9@3pts.	27
Lesson plan		15
Research paper-Signature Assignment		60
Movie analysis		15
Open Forum		3
	Total	200

180-200 = A
160-179= B

Late work policy: For each day work is handed in late, the overall grade for that assignment will be deducted by 10%. For example, an assignment posted (or turned in late) 2 days past the deadline will only be eligible to receive an 80% or lower. No late work will be accepted later than 5 days from the due date.

Assignments -
Discuss the assigned textbook/chapters posted each week (Discussion thread).
Post at least one response to your fellow learners in the course (Response thread). Keep the dialogue active.

Week 1 Introductions and course requirements
        God, Society and the Human Person (short text)
Discussion and one response to peer due Thurs. 12:00 midnight.

Week 2 The Human Side of School Change
Discussion and one response to peer due Thurs. 12:00 midnight

Week 3 The Courage to Teach (Chapt. 1 - 4)
Discussion and one response to peer due Thurs. 12:00 midnight

Week 4 The Courage to Teach (Chapt. 5 - 7)
Discussion and one response to peer due Thurs. 12:00 midnight

Week 5 The Challenge to Care in Schools (Chapt. 1 - 6)
Discussion and one response to peer due Thurs. 12:00 midnight

Develop a (1) lesson plan that incorporates the principle(s) of ED 670 into the lesson. The lesson can be from any content area and/or courses you have taken at Chaminade. Clearly identify where or what in your lesson applies to ED 670. Use the official CUH template. (15 pts.)

Week 6   The Challenge to Care in Schools (Chapt. 7 - 12)
Discussion and one response to peer due Thurs. 12:00 midnight.

Movie Analysis Watch *Freedom Writers*, a movie that depicts a teacher effectively using the concepts of Peace and Social Justice. Write a 1 ½ to 2 page description of the impact of the movie on you personally and identify the concepts you observed in the movie. This is in addition to a brief synopsis of the movie.

Week 7   The Soul of Education (Chapt. 1 - 5)
Peace, Discussion and one response to peer due Thurs. 12:00 midnight

Week 8 The Soul of Education (Chapt. 6 - conclusion)
Discussion and one response to peer due Thurs. 12:00 midnight

Week 9 – Signature Assignment Due in LiveText
Social Justice and Educational Transformation paper DUE THURS. 12:00 midnight - **** POST in LiveText ONLY please.

Week 10 Open forum – Please post a response to the question presented.