EDUC695

Course Summary

Course : EDUC695 **Title :** Capstone Seminar K-12 Learning Organization
Length of Course : 8
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: Since the early days of K-12 education in the United States, public schools have been the primary option for the education of K-12 students. With trends toward non-traditional K-12 learning organizations becoming more popular, students are gaining access to a variety of non-traditional learning models. This course will focus on the unique structures of non-traditional K-12 learning organizations, including the various types of charter schools, private schools, and a look at online learning for the K-12 student. (Prerequisites: EDUC509 and 30 of 36 program hours completed)

Course Scope:

The number of different learning environments continues to increase beyond those found in the traditional public school setting. This Capstone Seminar focuses on the development of appropriate responses to relevant issues and trends facing Educational Leadership in a contemporary setting. Via the creation of a Capstone Research Prospectus, students will develop a research plan that allows an educational leader to examine their current learning environment in such a way as to find practical and useful answers to important contextual questions. The skills needed for developing a research prospectus incorporate typical educational research techniques. This Capstone Prospectus course requires that students research an issue and develop a plan, but stop short of actual human subject data collection. Special attention will be given to consideration of the local educational setting to formulate research questions, to apply research techniques, and to propose evaluation results. Thus, the workload is similar to the production of a thesis. Additional consideration will also be given to the application of potential results in a local educational setting.

Objectives

After successfully completing this course the candidate will:

Course Objectives:

1. Analyze historical and current events in education and their impact on K-12 education. (B4)

2. Evaluate current legislation regarding public education in the US. (B5)

3. Evaluate knowledge of the structure of public schools. (B4)

4. Defend the selection of different types of school options for K-12 students. (B5)

5. Inspect the organizational structure, laws and regulations, and effectiveness of various K-12 educational options in the United States. (B5)

6. Design a research prospectus project on a problem of practice:

- Generating and clarifying a research question to a problem of practice. 9WVPTS4C)
- Determining data needed for collection and the methods with which to collect it. (WVPTS4D)
- Create an organize literature review analyzing the professional literature relevant to the topic.
- Creating a possible means for analyzing the data collected. (WVPTS4D)
- Generating strategies for taking action regarding data analysis. (WVPTS4D)
- Creating the delivery method for sharing information with peers. (WVPTS4D; 5H)

7. Evaluate the value of research in the field of education. (WVPTS4D; ISTE5c,d)

Outline

Week 1:

Topics

• History of K-12 Education in the United States;

• Current Events Impacting Education in the United States.

• Share personal and professional experiences.

Learning Outcomes

Analyze historical and current events in education and their impact on K-12 education. (B4)

Explain educational experiences in order to discover personal attitudes and expectations of various educational school options. (WVPTS4C; ISTE5c).

Required Readings

Reading: This is a research capstone course, so the following resources will provide you with resources. Search through one or two relevant to the impact on k-12 education.

• Academic Journal – History of Education Quarterly: Original articles, essay reviews and book reviews on the history of education, and historical perspective in the making of educational policy for members of the History of Education Society.
• Academic Journal- History of Education: Original papers, correspondence and reviews of books on the history of education in formal institutions or in informal situations.
• Academic Journal- American Educational History Journal: Education History
• Academic Journal- American Journal of Education: Original articles and book reviews about the theory, methodology, and philosophy of education.
• Academic Journal-Journal of Negro Education: Significant research conducted on the progress of black education; professional education as well as social sciences, physical and natural sciences, the arts and technology concerned with the successes, virtues and problems of black education.
A Brief History of Education: Psychology Today
The History of Education Society

Capstone Research Prospectus

Assignments

Assignment 1: Capstone Topic

Forum, Week 1: Introductions

Week 2:

Topics

•Current Public School Legislation

•Structure of Public Schools.

•Narrowing down a Research Topic

Learning Outcomes

Evaluate current legislation regarding public education in the U.S. (B5)

Assess perspectives pertaining to the structure of public schools. (B4)

Required Readings

Reading:
Choosing a School: Types of Schools
http://www.education.com/reference/article/Ref_Choosing_School_2/

The History of Education Society

Structure of U.S. Education
http://iipdigital.usembassy.gov/st/english/publication/2008/09/20080911223538eaifas0.320335.html#axzz2cj

Assignments

Week 2 Forum: Topic Discussion

Assignment 2: Prospectus Chapter 1: Introduction

Week 3:

Topics

•Types of School Options

•Organizational Structure of School Options

•Problem of Practice

Learning Outcomes

Explain the selection of different types of school options for K-12 students. (B5)

Inspect the organizational structures, laws and regulations, and effectiveness of various K-12 educational options in the United States. (B5)

Eloborate on the discrepancies in the educational setting in order to formulate research questions. (WVPTS4D; ISTE5d)

Evaluate techniques to clarify research questions. (WVPTS3C)

Required Readings

Reading:
Choosing a School: Types of Schools
http://www.education.com/reference/article/Ref_Choosing_School_2/

The History of Education Society

Structure of U.S. Education
http://iipdigital.usembassy.gov/st/english/publication/2008/09/20080911223538eaifas0.320335.html#axzz2cj

Research Methods Information Guide http://apus.campusguides.com/content.php?pid=525202
• The literature review section is under the "Writing About Research" Tab
Writing http://apus.campusguides.com/writing
A ProQuest database, providing indexing and abstracts of the international psychological literature from the 1800s to the present. Use the "change" databases link at the top of the page to include the full-text from PsycARTICLES, PsycBooks and PsycCRITQUES databases in your search. Video tutorials. Mobile.

Capstone Research Prospectus

Assignments

Week 3 Forum: Different Learning Opportunities

Assignment 3: Reflection-Other School Options

Week 4:

Topics

- Research Design
- Research Strategies
- Literature Review

Learning Outcomes

Select an appropriate strategy for data collection. (WVPTS3E).

Propose a strategy for data analysis. (WVPTS3E).

Analyze different approaches to research. (WVPTS4A).

Distinguish the uses of Annotated Bibliographies and Literature Reviews

Required Readings

Reading:

• Research Methods Information Guide http://apus.campusguides.com/content.php?pid=525202
1. The literature review section is under the Writing/Citing Tab
Library Research http://apus.campusguides.com/content.php?pid=402143
Writing http://apus.campusguides.com/writing
• Alexander Street Press Multidisciplinary, streaming media collection for scholarly research, teaching, and learning.
• EdITLib Digital Library
Peer-reviewed and published international journal articles and proceedings papers on the latest research, developments, and applications related to all aspects of Educational Technology and E-Learning.

Education Research Complete
An EBSCOhost database covering all levels of education from early childhood to higher education, and all educational specialties, such as multilingual education, health education, and testingeducation. Includes full text. Video tutorials. Mobile.
1. LexisNexis Academic
Access to over 10,000 news, business, and legal sources, including deep backfiles and up-to-the-minute stories in national and regional newspapers, wire services, broadcast transcripts, international news, and non-English language sources. Video tutorial.
2. PsychiatryOnline
Features full-text access to the DSM Library, five key journals, textbooks, APA practice guidelines and more.
3. PsycINFO
A ProQuest database, providing indexing and abstracts of the international psychological literature from the 1800s to the present. Use the "change" databases link at the top of the page to include the full-text from PsycARTICLES, PsycBooks and PsycCRITQUES databases in your search. Video tutorials. Mobile.

Capstone Research Prospectus

Assignments

Week 4 Forum: Key Sources

Assignment 5: Annotated Bibliography

Week 5:

Topics

•Research Strategies

•Literature Review

Learning Outcomes

Evaluate the effectiveness of the data collection strategy. (WVPTS3E)

Elaborate the process of data analysis. (WVPTS3E).

Esxplain the concept of audience and how it affects a research presentation. (WVPTS1D).

Summarize educational community workings as they apply to common research needs. (WVPTS5A,B,G).

Required Readings

Reading:
Research Methods Information Guide http://apus.campusguides.com/content.php?pid=525202

- <>The literature review section is under the "Writing About Research" Tab

Writing http://apus.campusguides.com/writing

Assignments

Week 5 Forum: Research Design and Research Strategies

Assignment 6: Prospectus Chapter 2: Literature Review

Week 6:

Topics

• Methodology

• Audience

• Data Sharing

Learning Outcomes

Identify a strategy for data sharing. (WVPTS4B).

Analyze different approaches to research.

Evaluate educational community workings as they apply to common research needs. (WVPTS5A,B,G)

Assess the concept of audience and how it affects research presentation. (WVPTS1D).

Required Readings

Reading:
Research Methods Information Guide http://apus.campusguides.com/content.php?pid=525202

- <>The literature review section is under the "Writing About Research" Tab

Writing http://apus.campusguides.com/writing

Assignments

Forum Week 6: Knowing Your Audience

Assignment 6: Prospectus Chapter 3: Methodology

Week 7:

Topics

• Research Findings and Discussion

•Problem of Practice

Learning Outcomes

Design a research prospectus related to a problem of practice in educational leadership.

Justify proposed findings based on established scholarship and experience in the field.

Required Readings

Reading:

Research Methods Information Guide http://apus.campusguides.com/content.php?pid=525202

- <>The literature review section is under the "Writing About Research" Tab

Writing http://apus.campusguides.com/writing

Education Databases:
• Academic Search Premier

An EBSCO multi-disciplinary database, contains indexing and abstracts for more than 8,500 journals, with full-text for more than 4,600 of those titles. Video tutorials. Mobile.

• Alexander Street Press

Multidisciplinary, streaming media collection for scholarly research, teaching, and learning.

• EdITLib Digital Library

Peer-reviewed and published international journal articles and proceedings papers on the latest research, developments, and applications related to all aspects of Educational Technology and E-Learning.

• Education Research Complete

An EBSCOhost database covering all levels of education from early childhood to higher education, and all educational specialties, such as multilingual education, health education, and testingeducation. Includes full text. Video tutorials. Mobile.

• LexisNexis Academic

Access to over 10,000 news, business, and legal sources, including deep backfiles and up-to-the-minute stories in national and regional newspapers, wire services, broadcast transcripts, international news, and non-English language sources. Video tutorial.

• PsychiatryOnline

Features full-text access to the DSM Library, five key journals, textbooks, APA practice guidelines and more.

• PsycINFO

A ProQuest database, providing indexing and abstracts of the international psychological literature from the 1800s to the present. Use the "change" databases link at the top of the page to include the full-text from PsycARTICLES, PsycBooks and PsycCRITQUES databases in your search. Video tutorials. Mobile.

Assignments

Forum Week 7: Research Effectiveness/Evaluation

Assignment 7: Prospectus Chapter 4: Findings and Discussion

Week 8:

Topics

• Finalizing the Research Prospectus

Learning Outcomes

Design an action research project on a problem in educational leadership practice

Generate an appropriate research question regarding a problem of practice. 9WVPTS4C)

Determine data needed for collection and the methods with which to collect it. (WVPTS4D)

Create an organized literature review analyzing the professional literature relevant to the topic..

Create a possible means for analyzing the data collected. (WVPTS4D)

Generate strategies for taking action regarding data analysis. (WVPTS4D)

Create the delivery method for sharing information with peers. (WVPTS4D; 5H)

Evaluate the value of Research in the field of education.

Required Readings

Reading:

Research Methods Information Guide http://apus.campusguides.com/content.php?pid=525202

- <>The literature review section is under the "Writing About Research" Tab

Writing http://apus.campusguides.com/writing

Assignments

Forum Week 8: Final Thoughts and Reflections

Assignment 8: Completed Capstone Prospectus

Evaluation

The success of this course depends on our ability to have read the assigned readings closely, to have thought carefully about the points raised or ignored by authors, and to bring to the group your questions and concerns about their concepts and positions into the discussions groups. Prior to each class I will post Professor Notes and outline the focus of the subsequent session and direct your reading.

This course is participation heavy. Students are expected to be actively engaged in all discussion board topics on a disciplined weekly schedule. Homework assignments and your Reflection Paper requirements are outlined below and should be completed in such a way that you demonstrate that you understand the topics and the ELCC standards and have grappled with their implications.

Forums:

Please join the forums each week. Students must post a reply to weekly forums and reply to at least 2 other students for each Forum. This means that each week you should have 1 initial posts and at least 2 responsive posts. A minimum of three posts are required on weekly forums. You must support your responses with outside research or literature. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Guidelines:

1. Post the initial response to each forum by 11:55pm, ET, Wednesday.
2. Initial responses should be no less than 300 words.
3. Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
4. Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
5. Replies to classmates should be no less than 150 words.
6. Responses to classmates are significant to advance the forum.
7. All forums can be accessed in the Forums section of the course.

Forum Rubric

Assignments:

All assignments in this course contribute to the overall development of the Research Prospectus associated with this Capstone course.

Course Capstone Assignment:

The Capstone Research Prospectus gives students an opportunity to discuss a plan for investigation into a particular issue or trend affecting an educational setting. It is essentially a research project completed in weekly increments throughout the course, minus the actual data collection from human subjects that otherwise would require IRB (Institutional Review Board) approval. The assignments that contribute to the development of the Capstone Research Prospectus contain much of the structure of a typical full-blown social science research approach: Title Page, Abstract, Introduction/Problem, Literature Review, Methodology, Discussion of Findings, Summary/conclusion, References Page. However, since the human subjects' part of the research is not actually carried out, the prospectus can easily be completed in an eight-week class and is

more like the workload of a Thesis. A separate document provides the details of the construction of the individual components of the research prospectus.

Grading:

Name	Grade %

Materials

Book Title: There are no required books for this course.

Author: No Author Specified

Publication Info:

ISBN: N/A

Required Course Materials:

<u>None.</u> Information will provided to you from our library and outside professional websites. As a professional administrator, it is imperative that you develop essential skills as an academic consumer. See the Additional Resources section below.

<u>Library:</u> Please take a moment to explore the online library. Here you will find helpful information for forums and assignments. If you have any questions on using the library you can find tutorials on the library website or you can contact a university librarian.

<u>Websites:</u> Feel free to explore other websites that may be helpful to getting your point across in the forums. However, please remember to properly cite each source. Remember that Wikipedia (or any other Wiki site) is not an appropriate resource.

Additional Course Materials:

Additional suggested course material is provided throughout the course. Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

A copy of the West Virginia Content Standards and Objectives Available online: http://wvde.state.wv.us/policies/csos.html

A copy of the ISTE National Educational Technology Standards. Available online: www.iste.org/standards

A copy of the National Standards for Content Areas

NCSS Ten Thematic Strands in Social Studies. Available online: http://www.ncss.org/standards/

ACEI Elementary Education standards. Available online: http://www.ncate.org/ProgramStandards/ACEI/ACEIscoringGuide_07.doc

NCTM Principles and Standards for Mathematics. Available online: http://www.nctm.org/standards/

NSES National Science Education Standards. Available online: http://www.nap.edu/html/nses/html/

American Association of School Administrators (AASA)

http://www.aasa.org/

APA Format

http://www.apa.org

Education Week

http://www.edweek.org/ew/index.html

International Society for Technology in Education (ISTE)

http://www.iste.org/

Interstate School Leaders Licensure Consortium (ISLLC) Standards

http://www.ccsso.org/content/pdfs/isllcstd.pdf

National Association of Elementary School Principals (NAESP)

http://www.naesp.org/

National Association of Secondary School Principals (NASSP)

http://www.nassp.org/s_nassp/index.asp?TRACKID=

National Board for Professional Teaching Standards (NBPTS)

http://www.nbpts.org/

National Community Education Association

http://ncea.com/

National Council for Accreditation of Teacher Education (NCATE)

http://www.ncate.org/

NCTE and IRA Standards for the English Language Arts. Available online: **http://www.ncte.org/about/over/standards?source=ql**

ACTFL National Standards for Foreign Language Education. Available online: **http://www.actfl.org/i4a/pages/index.cfm?pageid=3392**

Teacher Research: www.**ucerc.edu**/teacherresearch/teacherresearch.html

Action Research: A-Z Resources: www.**icvet.tafensw.edu.au/resources/action_research**.htm

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Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual. See http://www.apastyle.org/ and http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic

source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

· Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

· Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.

· Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

· **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

· **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), J

Disclaimer Statement

· Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

· *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.

· *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

· *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

· *Tutor*.com: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (http://apus.libguides.com/index.php)

· The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

· Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.

· Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

· If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu

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University Policies

Student Handbook

- Drop/Withdrawal policy
- Extension Requests
- Academic Probation
- Appeals
- Disability Accommodations

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.