

**EDUCATION 6006**

**INCLUSIVE EDUCATION AND NEUROSCIENCE**

*Spring: January 8 – April 12, 2014*

**Time: April 11-12 Final Presentations: 8:30 a.m. – 4:00 p.m. Room: TBA**  
*[PC, laptop connections, data projector, sound system and DVD/VCR Combo available]*

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**COURSE OUTLINE**

**PURPOSE**

Education 6006 is intended to provide structured timelines, instructor feedback, and collegial support for the completion of the Capstone. The Capstone is a culminating activity for the Master of Education degree intended to assist students in integrating the discrete knowledge and skills they have acquired into a whole greater than the sum of its parts. The Capstone is a measure not only of the knowledge and skills the student has acquired through the program, but also the degree to which the student has been able to integrate these into a new professional identify.

The Capstone is a pass/fail course that needs to conform with ALL Graduate Studies expectations for culminating activities, similar to those articulated for projects and theses. In other words, following approval from the instructor, a clean, error-free, APA 6th edition formatted document (in print and electronic formats), with correctly formatted title page, must be submitted to the Office of Graduate Studies and Research. ALL of these requirements are necessary for a PASS. Successful completion of the Capstone is a requirement for the M.Ed. degree.

Your pass will be determined by a combination of your paper and your presentation as follows:  
(You must achieve a satisfactory grade in both.)

▲ Paper: 80%                      ▲ Presentation: 20%

**REQUIREMENTS**

**In order to register in the Ed 6006 Capstone course, students must attend the Orientation Session in Lethbridge (Location: ) from 10:30 am – 3:00 pm on Saturday, Dec. 7, 2013.**

**In order to receive a passing grade in Ed 6006, students must attend all Capstone Presentations in Lethbridge on April 11 and 12, 2014 and present their own project.**

Students registered in this course shall:

- ✧ Provide a final, polished product by Saturday, April 12, 2014.
- ✧ Submit Capstone questions, Capstone paper outlines, draft and polished Capstone papers by dates indicated in the schedule.

## **THE CAPSTONE QUESTION(s) (Topic):**

The Capstone synthesis will comprise a single paper that integrates the substantive, methodological, and reflective issues raised through the process of completing a graduate degree at the University of Lethbridge. Students are to demonstrate and assess their knowledge and experience by developing a question or topic related to their professional lives as leaders, and by

- analyzing changes in the student's understanding of some topic or theme (e.g., leadership, mentoring, curriculum, instruction, computers in the classroom, etc.) as a result of course and internship experiences within the Master's Program.
- analyzing changes in the student's understanding and conduct of his or her professional practice as school leaders.
- providing leadership in the further education and development of colleagues within one's professional community.

The precise nature and composition of the question or topic is open to negotiation with the instructor (within the limits of required academic and professional standards) to maximize the personal relevance and learning of each student (samples will be made available).

## **THE CAPSTONE ANSWERS (Paper):**

Answers should be approximately 45 pages (11,500 words, excluding references) in length. Quality is more important than length; papers may be shorter if particularly concisely written, or slightly longer if successful development of the argument absolutely requires it. Compliance standards for the Capstone paper may be found on the Faculty of Education Graduate Studies website.

**Note:** When emailing drafts to the instructors, include your name and version # as part of the file name, e.g., "Lupart #3."

A passing grade for the final paper is contingent upon meeting the following criteria:

- Cogent theme
- Internship learning
- Reflective analysis
- Understanding concepts
- Relevant cites
- Perspective
- Creativity
- APA standards (6th edition)

You are strongly advised to purchase (or borrow) a copy of APA Publication Manual (6th edition, **Second** printing, October 2009) to assist you with meeting the APA standards.

### ***Rubric for Capstone Paper***

	<b>2</b>	<b>1</b>	<b>0</b>
<b>Cogent theme</b>	Posits a central cohesive theme supported by research, thoughtful analysis, logical arguments, and carefully selected supportive detail.	Alludes to a central theme supported somewhat by research, analysis, arguments, and supportive detail.	Theme is vague and/or supported by irrelevant material; and/or lacks supportive detail.
<b>Internship learning</b>	Demonstrates an understanding arising out of research, reflection, practice, and current thinking on the chosen topic.	Demonstrates a loose connection to research, reflection, practice, and current thinking on the chosen topic.	Fails to connect with current thinking on the chosen topic.
<b>Reflective analysis</b>	Analyzes student's learning, including a demonstration of growth over the course of the program. Demonstrates an ability to think critically.	Refers to student's learning, including a demonstration of growth over the course of the program. Shows signs of thinking critically.	Fails to acknowledge growth. Very few signs of thinking.
<b>Understanding concepts</b>	Demonstrates a comprehensive grasp of M.Ed. course material including an indepth understanding of the relevant concepts, theories, and issues related to the topic addressed by applying it where relevant.	Acknowledges M.Ed. course material including references to relevant concepts, theories, and issues related to the topic.	References to course material are vague and/or irrelevant.
<b>Relevant cites</b>	Synthesizes recent relevant research to support the themes that emerge in the paper.	Refers to research that relate to the themes that emerge in the paper.	Research cites fail to support themes.
<b>Perspective</b>	Demonstrates an awareness of differing viewpoints and assesses these where relevant. Builds an argument to a credible conclusion or new understanding.	Demonstrates an awareness of some different viewpoints. Selects arguments that relate to the conclusion.	Unaware of other perspectives.
<b>Creativity</b>	Demonstrates originality, insight, and personal perspective related to the question or topic addressed in the Capstone.	Addresses the requirements of the paper without an injection of personal perspective, emotion, or excitement.	Lacks originality, insight, creativity, and personal perspective.
<b>APA standards</b>	Presents a clear, fluent, organized, and well-written paper; shows mastery of grammar, structure, style, and the APA style 6 <sup>th</sup> ed. of referencing; demonstrates the ability to communicate in writing at the level expected.	Writes somewhat clearly, and/or makes only a few referencing errors.	Writing does not approach APA standards.

## PRESENTATION

The Presentation portion of the Capstone will take the following form:

### *Oral Presentation to Ed 6006 Seminar Group*

- The members of the Ed 6006 group will meet all day April 11 and 12 to participate in a symposium consisting of the presentation of their final papers, their practicum experiences, and their growth as a leader.
- Presenters will conduct a 20 minute oral or PowerPoint presentation, followed by an open discussion period.

The Instructor will be assessing the effectiveness of your presentations on the following criteria:

- Clarity and Interest; Depth of Understanding; Depth of Experience; Implementing Standards; Discussion.

### ***Rubric for Capstone Presentation***

	<b>2</b>	<b>1</b>	<b>0</b>
<b>Clarity and interest</b>	Topic is centered on the student's development and the details support the theme.	The presentation alludes to the student's development and/or the details somewhat relate to the theme.	Presentation fails to connect with a theme and is punctuated with unrelated material.
<b>Depth of understanding</b>	Question is treated in detail with examples and illustrations to demonstrate understanding.	Question is loosely referred to; and/or examples and illustrations demonstrate limited understanding.	No cogent theme/or focus on the question.
<b>Depth of Experience</b>	The internship experience reflects a strong presence of issues related to the internship.	The internship experience reflects limited connections with the question.	The internship experience fails to reflect the question.
<b>Implementing standards</b>	The reality and challenges of implementing best practice is explored.	The presenter makes limited reference to the challenges of implementing best practice.	What best practice?
<b>Discussion</b>	Questions and responses from the peer audience are respectfully and intelligently answered and discussed.	Questions and responses from the peer audience prompt a limited response.	The presenter fails to respond to questions appropriately.

## Capstone Presentation Schedule

April 11-12, 2014

<b>TIME</b>	<b>April 11 Presenter</b>	<b>April 12 Presenter</b>
<b>8:30 - 9:00 a.m.</b>	<b>#1</b>	<b>#12</b>
<b>9:00 - 9:30 a.m.</b>	<b>#2</b>	<b>#13</b>
<b>9:30 - 10:00 a.m.</b>	<b>#3</b>	<b>#14</b>
<b>10:00 - 10:30 a.m.</b>	<b>Break</b>	<b>Break</b>
<b>10:30 - 11:00 a.m.</b>	<b>#4</b>	<b>#15</b>
<b>11:00 - 11:30 p.m.</b>	<b>#5</b>	<b>#16</b>
<b>11:30 - 12:00 p.m.</b>	<b>#6</b>	<b>#17</b>
<b>12:00 - 1:00 p.m.</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>1:00 - 1:30 p.m.</b>	<b>#7</b>	<b>#18</b>
<b>1:30 - 2:00 p.m.</b>	<b>#8</b>	<b>#19</b>
<b>2:00 - 2:30 p.m.</b>	<b>#9</b>	<b>#20</b>
<b>2:30 - 3:00 p.m.</b>	<b>Break</b>	<b>Break</b>
<b>3:00 - 3:30 p.m.</b>	<b>#10</b>	<b>#21</b>
<b>3:30 - 4:00 p.m.</b>	<b>#11</b>	<b>#22</b>