



**IRA Proposal, 2009-2010
(Funding Fall 09 for trip over Christmas Break)
Clarke & Quintero**

Activity Title:

**UNIV 392: Examining Models of Restoring Justice & Community in New Zealand
(Education, Culture & Conflict Management)**

Project Sponsor/Staff (Name/Phone):

Tracylee Clarke, 3305
Elizabeth Quintero, 3306

Activity/Event Date(s): *December 28, 2009 – January 17, 2010 (Fall 09 registration)*

Date Funding Needed By: Fall 09

Please check if any of the following apply to your IRA:

- Equipment Purchase
- Event
- IT Requirements
- International Travel
- Risk Management Consultation
- Late Submission (Passed Deadlines: **Fall 3/14, Spring 10/15**)
- Field Trip
- Participant data collection for public dissemination
i.e. interviews/surveys that result in publication
- Space/OPC Requirements
- Infrastructure/Remodel

X Other: University 392 Course

Previously Funded: YES NO Yes, Request # _____

Does your proposal require IRB (Institutional Review Board) approval: Yes No

Assessment submitted for previously Funded Activity: YES NO

Academic Program or Center Name and Budget Code: Communication 032

Date of Submission: March 13, 2009

Amount Requested: **\$47,200**

Estimated Number of Students Participating:

This activity is open to all students attending CSUCI, however, the course is limited to 25 participants. We have constructed the course fees in a reasonable manner so this opportunity will be open to all students. Students will be required to apply for admittance by writing two essays, having a GPA of 3.0 or higher and submitting a letter of reference.

*Rec'd 3/12/09
H/10/09*

***UNIV 392: Examining Models of Restoring Justice & Community in New Zealand
(Education, Culture & Conflict Management)***

1. Description:

This course examines models of restoring justice and community in New Zealand. Specifically we will look at models of education and models of conflict management policy as we critically analyze their role in building community. Emphasis will be placed on the influence of the Maori culture on educational and conflict management policies and practices, models of family involvement in education and community conflict, forms of communicating with families, working with families in crisis and identifying resources for families to engage in educational and conflict management practices. We will also address the role of visual imagery in building community. Students will have the opportunity to conduct guided qualitative research in preparation of a final project.

Please see the attached syllabus for further explanation.

2. Relation to course offerings.

This course is relevant to students enrolled in courses in a variety of disciplines, specifically, liberal studies, early childhood studies, communication, political science, art, anthropology, sociology and performing arts.

3. Assessment

Students will be assessed as they:

- participate in five 2-hour orientation sessions prior to departure to New Zealand, all activities, lectures and field trips while in New Zealand, and two 2-hour post trip sessions.
- keep a reflective journal of trip and respond to guided questions.
- read and outline course readings.
- gather qualitative data through interviews and participant observation.
- write a 15-page a qualitative research analysis related to course concepts.
- present findings of research to an audience of faculty, students and community members at CSUCI.

Course assessment will take place through both qualitative and quantitative measures. After the completion of the course, we will have students will out a survey and we will also have a colleague in the Communication program conduct a focus group with the students to assess the course.

4. Budget

| Activity | Line Item | Cost Per Person | Cost for Group (25 students, 2 faculty) |
|-----------------|--|-----------------------|---|
| Promotion | Printing & Photocopy | ---- | \$200 |
| Airfare to NZ | Fee & Taxes | \$1500 | \$40,500 |
| Lodging | Local Hostel \$50 per night x ¹⁸ 20 nights | 900 \$1000 | -\$27,000 24,300 |
| Travel in NZ | Airport shuttle (to/from) | \$50 | \$1350 |
| | Shuttle/Taxi to various educational and cultural sites (Auckland Museum, Auckland Art Gallery, Ministry of Education, Restorative Justice Center @ AUT, Community Schools, Unitec) | \$250 | \$6750 |
| Cultural Events | Day Tour | \$180 | \$4860 |
| | Group Cultural Event (3 events @ \$50 ea.) | \$150 | \$4050 |
| | Total Course Cost | | -\$84,710 82,010 |
| | Potential Request from IRA | | \$47,200 |
| | Estimated Course Fee (for students) | | \$1500 per student x 25 = \$37,500 |

Estimated Trip Cost: \$84,700
 Potential Student Fee Generation: \$37,500
***Potential Request from IRA: \$47,200**

Estimated Student Course Fee: \$1500
 Estimated Student Travel Expenses: \$1000 (food, travel/ health insurance, personal expenses, additional personal travel and tours)

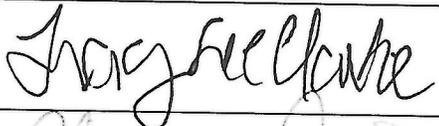
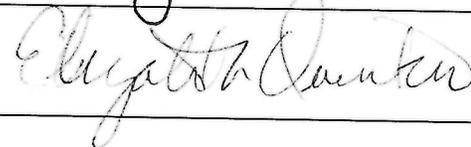
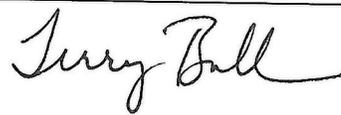
**See formal IRA budget sheet on page 5.*

5. Source of Support

Other than student course fees, there are no other identified sources of support for this activity.

**UNIV 392: Examining Models of Restoring Justice & Community in New Zealand
 (Education, Culture & Conflict Management)**

6. Acknowledgment & Signatures

| | | | |
|-------------------------|--|--|---------------|
| Project Sponsors | Tracylee Clarke, Communication Program |  | Date: 3-11-09 |
| | Elizabeth Quintero Education Program |  | Date: 3-11-09 |
| Program Chairs/ Dean | Terry Ballman, Languages & Communication |  | Date: 3/12/09 |
| | Joan Karp, School of Education |  | Date: 3/11/09 |
| Dean | Ashish Vaidya, Faculty Affairs |  | Date: 4/8/09 |

**UNIV 392: Examining Models of Restoring Justice & Community in New Zealand
(Education, Culture & Conflict Management)**

1. Operating Expense Budget

| | |
|--------------------------------------|----------------------|
| A. Supplies | _____ |
| B. Vendor Printing | _____ |
| C. In-State Travel | _____ |
| D. Out-of-State Travel | \$84,700_____ |
| E. Equipment Rental | _____ |
| F. Equipment Purchase | _____ |
| G. Contracts/Independent Contractors | _____ |
| H. Honorarium | _____ |
| I. OPC Chargeback | _____ |
| J. Copier Chargeback | _____ |
| K. Other (Please Specify) | _____ |
| TOTAL Expenses | \$84,700_____ |

2. Revenue

| | |
|--|---|
| A. Course Fees | \$1500 x 25 = \$37,500_____ |
| B. Ticket Sales | _____ |
| C. Out of Pocket Student Fees (exclusive of course fees) | \$1000 (food, insurance, personal expenses, not included in budget)_____ |
| D. Additional Sources of Funding. (Please specify And indicate source) | _____ |
| E. Requested Allocation from IRA | \$47,200_____ |
| Total Revenue | \$84,700_____ |



UNIV 392: Examining Models of Restoring Justice & Community in New Zealand (Education, Culture & Conflict Management)

December 28, 2009 – January 17, 2010 (Fall 09 registration)

CSUCI Mission Statement

Placing students at the center of the educational experience, California State University Channel

Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

"Opportunity-Collaboration-Integration-Community"

Course Instructors:

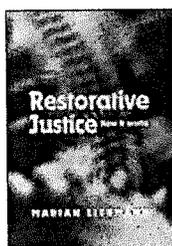
Tracylee Clarke, PhD
Communication Program
Bell Tower East 2834
437-3305
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Elizabeth Quintero, EdD
Education Program
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437-3306
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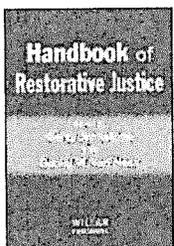
Course Description: This course examines models of restoring justice and community in New Zealand. Specifically we will look at models of education and models of conflict management policy as we critically analyze their role in building community. Emphasis will be placed on the influence of the Maori culture on educational and conflict management policies and practices, models of family involvement in education and community conflict, forms of communicating with families, working with families in crisis and identifying resources for families to engage in educational and conflict management practices. We will also address the role of visual imagery in building community. Students will have the opportunity to conduct guided qualitative research in preparation of a final project.

This course is relevant to students enrolled in courses in a variety of disciplines, specifically, liberal studies, early childhood studies, communication, political science, art, anthropology, sociology and performing arts.

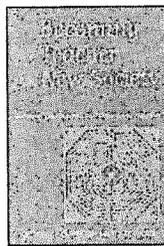
Required Texts:



Liebmann. (2007)
Restorative Justice: How it Works, Kinglsey Publishers



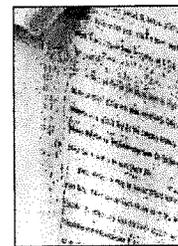
Johnstone & Van Ness (2006)
Handbook of Restorative Justice Willian Publishing.



Quintero & Rummel (2004)
Becoming a teacher in the new society: Bringing communities and classrooms together. Peter Lang Publishers.



Nuttal (2003)
Weaving Te Whāriki: Aotearoa New Zealand's early childhood curriculum document in theory and practice NZCER Publishing.



Additional assigned readings will be available on e-reserve accessible through Blackboard.

STUDENT LEARNING OUTCOMES

1. Investigate models of communication and collaboration among, families, schools, governments and communities in relation to education and conflict management,
2. Investigate policy models of restorative justice such as victim-offender mediation, conferencing, community circles, victim and offender assistance, and restitution,
3. Articulate theoretical concepts related to restorative justice conflict management and education,
4. Demonstrate an understanding of the Maori culture,
5. Identify and critically analyze the role and contributions of the Maori culture in the development of educational and conflict management policies,
6. Study culturally and linguistically appropriate ways to communicate with families,
7. Develop cultural communication competencies (both orally and in written form),
8. Develop qualitative research skills such as participant observation, interviews, textual analysis, and narrative analysis, and,
9. Analyze the role of art and performing art in the healing and building of community.

COURSE POLICIES & PROCEDURES

Attendance: We will have four 2-hour educational/orientation sessions/lectures prior to travel to New Zealand (These sessions will take place during and after fall semester 09). These sessions are mandatory. All lectures, fieldtrips and cultural events in New Zealand are mandatory unless indicated as optional on the class schedule. Failure to attend required events may result in the student returning to the US (incurring all associated costs). We will also have two 2-hour post trip sessions to reflect on our experience, analyze research data and present final projects to the CSUCI community.

Participation and Professionalism: You will a representative of CSUCI and are expected to be professional and culturally sensitive in all your conduct. Appropriate cultural practices will be discussed in orientation sessions prior to departure to New Zealand.

Late Work and Missed Assignments: Be prepared to turn in your assignments on the day assigned. No late work is accepted.

Assignment Formatting: Papers must be typed with 12-point font, double-spaced and 1-inch margins. You must conform to the most current guidelines of the American Psychological Association (APA) or the Modern Language Association (MLA); consult one of these manuals in the library if needed.

Academic Honesty: All students are expected to complete assignments in this course as their own work. If we suspect a student has violated the academic honesty guidelines, we will discuss the apparent violation with the student to provide them with an opportunity to explain the situation. If we feel that Academic Dishonesty has occurred, we file an incident report with the Dean of the Faculty, the Provost, and the Vice-President for Student Affairs. Depending on the severity of the offense, we may assign the responsible student a failing grade on the assignment or an overall course grade of an "F". Students should consult the Academic Dishonesty policy as listed in the 2006-2007 Catalog (page 63).

Disabilities or Special Needs: Students who have any disability, either permanent or temporary, which may affect their ability to perform in this class are encouraged to inform the professor at the start of the course. Adaptation of practicum may be made as required to provide for equitable participation in the course. For further information, contact Disability Accommodation Services, 805.437.8528.

Grading Policy: (See the CSUCI General Catalogue for University Grading Policies)

| <u>Points</u> | <u>Percentage</u> | <u>Grade</u> | <u>Points</u> | <u>Percentage</u> | <u>Grade</u> |
|---------------|-------------------|--------------|---------------|-------------------|--------------|
| 470-500 | 94-100 | A | 365-384 | 73-76 | C |
| 450-469 | 90-93 | A- | 350-364 | 70-72 | C- |
| 435-449 | 87-89 | B+ | 335-349 | 67-69 | D+ |
| 415-434 | 83-86 | B | 315-334 | 63-66 | D |
| 400-414 | 80-82 | B- | 0-314 | 0-62 | F |
| 385-399 | 77-79 | C+ | | | |

COURSE ASSIGNMENTS

| <u>Assignments</u> | <u>Points</u> |
|---|---------------|
| 1. Reflection Journal (while in New Zealand) | 100 |
| 2. Article Summary Outlines (10 @ 10 pts. each) | 100 |
| 3. Research Data Gathering | 50 |
| 2. Research Project/ Paper | 150 |
| 3. Project Presentation (formal) | 25 |
| 4. Class Participation / Professionalism | 75 |
| TOTAL POINTS POSSIBLE | 500 |

Reflection Journal (100 points): At the beginning of the trip you will be given a journal and throughout your experience in New Zealand you will be asked to write your reflection and response to certain questions. The purpose of the reflection journal is to help you make the link between your experience and highlighted concepts.

Article/ Chapter Summary Outline (100 points): Prior to departing to New Zealand, you will be assigned various readings. You are responsible to read all assigned readings but you are only required to outline ten (10) of these articles/chapters in detailed format. These readings will help facilitate your literature review for your final project. These outlines are worth 10 points each and are due during the identified orientation session (see course schedule). Late outlines will not be accepted. On some days more than one article is assigned therefore you will write an outline for *each* article.

Research Data Gathering (50 points): While in New Zealand you will be conducting qualitative research such as interviews, participant observation, textual analysis and/or narrative analysis. You will be required to hand in interview transcriptions and field notes. Further details will be given during orientation sessions.

Research Project & Presentation (150 points): You are to choose a research question guided by assigned readings and class discussions and conduct qualitative research methods (interviews, participant observation, textual analysis) while in New Zealand. An example of a question may be, *“What cultural characteristics support and sustain restorative justice philosophies of victim-offender mediation models in New Zealand?”* You will be required to write a 15-page research paper that answers your research question. Further details will be given during orientation sessions.

Research Project Presentation (25 points): You will be required to present the findings of your research project as well as an overview of your experience in New Zealand to an audience of faculty, students and community members at CSUCI later during spring semester.

SAMPLE CLASS SCHEDULE:

| Time Frame | Date | Topic/ Experiential Activity | Related Learning Outcomes |
|--------------------|-------------|--|----------------------------------|
| Fall Semester 09 | TBD | Orientation Session #1: Intro to course; New Zealand Political, Cultural, Historical Contexts; Trip Logistics | 4 |
| Fall Semester 09 | TBD | Orientation Session #2: Intro to Theoretical Models of Family, Education and Community and Models of Restorative Justice Conflict Management | 1, 2, 3, 5, 6 |
| Fall Semester 09 | TBD | Orientation Session #3: Qualitative Research Methodology | 6, 8 |
| Fall Semester 09 | TBD | Orientation Session #4: Movie: Whale Rider; Trip Logistics; Cultural Competencies; Exchange Rates; Detailed Itinerary | 4 |
| Spring Semester 10 | Dec 28 | Travel to New Zealand | |
| Spring Semester 10 | Dec 29 | Arrive in New Zealand | |
| Spring Semester 10 | Dec 30 | Day-long Tour of New Zealand (Boat & Train) | 4 |
| Spring Semester 10 | Dec 31 | Lecture- Maori Politics and Culture; Auckland Museum | 4, 5, 9 |
| Spring Semester 10 | Jan 1 | Lecture-NZ Educational System; Group Cultural Event | 1, 3, 4, 5, 6, 9 |
| Spring Semester 10 | Jan 2 | Free Time / Optional CanyonZ Outdoor: Adventure | |
| Spring Semester 10 | Jan 3 | Free Time | |
| Spring Semester 10 | Jan 4 | Lecture-Families & Education; Qualitative Data Gathering | 4, 5, 6, 7, 8 |
| Spring Semester 10 | Jan 5 | Lecture-Healing Community thru Art; Auckland Art Gallery | 1, 2, 3, 4, 5, 9 |
| Spring Semester 10 | Jan 6 | Lecture/Site Visit: Ministry of Education | 1, 3, 5, |
| Spring Semester 10 | Jan 7 | Lecture-Restorative Justice; Qualitative Data Gathering; Group Cultural Event | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| Spring Semester 10 | Jan 8 | Free Time/Optional Trip to Rotorua | |
| Spring Semester 10 | Jan 9 | Free Time/Optional Trip to Rotorua | |
| Spring Semester 10 | Jan 10 | Free Time/Optional Trip to Rotorua | |
| Spring Semester 10 | Jan 11 | Lecture/Site Visit: Restorative Justice Centre at Auckland University of Technology | 1, 2, 3, 4, 5, 6, |
| Spring Semester 10 | Jan 12 | School Site Visits; Project Work | 1, 3, 4, 5, 6, 7, 8 |
| Spring Semester 10 | Jan 13 | Lecture / Site Visit: Unitec Institute of Technology (Comm Program); Group Cultural Event | 1, 3, 4, 5, 6, 9 |
| Spring Semester 10 | Jan 14 | Lecture-Restoring Community thru Education and Conflict Mgt.; Project Work | 1, 2, 3, 4, 5, 6, 7, 8 |
| Spring Semester 10 | Jan 15 | Group Dinner / Student Presentations | 1, 2, 3, 4, 5, 6, 7, 8 |
| Spring Semester 10 | Jan 16 | Travel home to the United States | |
| Spring Semester 10 | Jan 17 | Arrive back in the United States | |

SAMPLE TRIP CALENDAR

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|--|---|---|---|--|
| | <u>Dec 28</u> Travel to NZ | <u>Dec 29</u> Travel / Arrive in NZ | <u>Dec 30</u> D: Tour of Auckland | <u>Dec 31</u> M: Lecture-Maori Politics and Culture A: Auckland Museum E: Free Time | <u>Jan 1</u> M: Lecture-NZ Educational System A: Free Time E: Group Cultural Event | <u>Jan 2</u> Free Time / Optional CanyonZ Trip |
| <u>Jan 3</u> Free Time | <u>Jan 4</u> M: Lecture-Families & Education A: Data Gathering E: Free Time | <u>Jan 5</u> M: Lecture-Healing Community thru Art A: Auckland Art Gallery E: Free Time | <u>Jan 6</u> D: Site Visit: Ministry of Education | <u>Jan 7</u> M: Lecture-Restorative Justice A: Data Gathering E: Group Cultural Event | <u>Jan 8</u> Free-Time / Optional Trip to Rotorua | <u>Jan 9</u> Free-Time / Optional Trip to Rotorua |
| <u>Jan 10</u> Free-Time / Optional Trip to Rotorua | <u>Jan 11</u> D: Lecture / Site visit: Restorative Justice Centre at Auckland University of Technology E: Free Time | <u>Jan 12</u> M: School Site Visits A: Project Work E: Free Time | <u>Jan 13</u> D: Lecture & Visit to Unitec Institute of Technology (Comm Program), Auckland E: Group Cultural Event | <u>Jan 14</u> M: Lecture-Restoring Community thru Education and Conflict Mgt. A: Project Work E: Free Time | <u>Jan 15</u> M: Free Time A: Free Time E: Group Dinner & Student Presentations | <u>Jan 16</u> Travel to US |
| <u>Jan 17</u> Travel / Arrive in US | | | | | | |

Key:

- D = All Day Event/Trip
- M = Morning Time Segment
- A = Afternoon Time Segment
- E = Evening Time Segment

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Shenandoah Valley Regional Airport Commission

Receipt



Ship To
No Shipping Address

Seller Information
Shenandoah Valley Regional Airport Commission
shdshuttle@flyshd.com

Receipt ID: 5568-9366-5764-3498

Placed on Apr 9, 2010

| Payment For | Quantity | Price |
|-------------|----------|-------------|
| Shuttle | 1 | \$50.00 USD |

Item Total: \$50.00 USD

Sales Tax: \$0.00 USD

Total Amount: \$50.00 USD

This Payment will appear on your credit card statement as "SHENANDOAHV"

Print

Done

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