### SCHOOL OF EDUCATION MISSION & VISION STATEMENT

*(Adopted by SOE Governance Community, January 2013)*

**Vision**

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

**Mission**

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

**BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes
COURSE DESCRIPTION

Designed to introduce educational practitioners to research and evaluation in the context of classroom settings. Emphasis on writing a well-structured, soundly-presented research question and a comprehensive literature review. Restricted to Ed Admin students. The combined EDAD 622 A, B, and C classes are equivalent to EDUC 622. First in a 3-course sequence of master’s thesis methodology.

Course Prerequisites
None.

Course Objectives
Students will write clearly defined research questions from a practical education setting, as well as a comprehensive review of literature which will lead to the development of the MA thesis Chapter 2.

Student Learning Outcomes (SLO)

By the end of the course, candidates will be able to:
- Identify a research topic and related question
- Research appropriate literature to find answers to the research question
- Produce a comprehensive review of the literature
- Utilize correct APA style writing and citations
- Understand and apply the Collaborative Institutional Training Initiative training in protecting human subjects in the research planning process.

Program Student Learning Outcomes (PSLO)

Students graduating with a Master of Arts in Educational Administration will master the following outcomes:
1. Explain how school plans, programs, and activities support the school’s vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student.
2. Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.
3. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students.
4. Engage family and community members in accomplishing the school’s vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school.
5. Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.
6. Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local state boards of education, and the legislature to staff and the school community.
7. Analyze current research literature and explain how findings can be applied in a practical educational setting.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts


Optional Text


PLEASE NOTE THAT THESE TEXTS WILL BE USED IN ALL THREE OF YOUR RESEARCH METHODS COURSES (622 A, B, AND C). YOU MAY ALSO USE THEM DURING THE WRITING OF YOUR THESIS (EDAD 698) FOR REFERENCE.

SCHEDULE/COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>1. What counts as educational research?</td>
<td>READ/VIEW: CR Chapter 1 LQ Chapter 1 Article posted in course shell</td>
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<td></td>
<td>2. Articulating problems/issues</td>
<td>DO: Participate in Week 1 Discussion Thread</td>
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<td>Module 2</td>
<td>3. Where does a Research Question Come From?</td>
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<td>4. Statement of Problem/Question</td>
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<td>Module 3</td>
<td>Identifying Resources</td>
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<tr>
<td></td>
<td>1. Intro to CSUSM library</td>
<td>READ/VIEW: Presentation on CSUSM library and librarian</td>
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<td>DO: Participate in Week 3 Discussion</td>
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<td>Locate 5 Empirical Studies: Reference Page DUE</td>
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<td></td>
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<td>Begin reading articles</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
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| Module 4 | Utilizing Resources – Review of Articles | **READ:** Individual Journal Articles  
**VIEW:** Instructor Presentation  
**DO:** Week 4 Discussion Forum  
*Scavenger Hunt for Sources (Major Assignment #2) DUE* |
| Module 5 | Am I the only one with that question?  
- Locating and evaluating sources | **READ:** CR Chapter 5 and 6  
**VIEW** Instructor Presentation  
**DO** Participate in Week 5 Discussion Forum  
*KWL Due*  
*Annotated Bibliography #2 DUE (Major Assignment #3)* |
| Module 6 | Characteristics of Various Research Methods | **READ:** LQ Ch. 3  
**VIEW** Instructor Presentation  
**DO** Participate in Week 6 Discussion Forum (select methodology)  
*Identify final 5 articles for the Review of Literature*  
*Complete Introduction to Lit Review*  
*Begin Body of Lit Review* |
| Module 7 | CONSTRUCTION OF THE REVIEW OF LITERATURE PART 1 | **READ:** Journal Articles for Lit. Review  
**VIEW** Instructor Presentation  
**DO** Participate in Week 7 Discussion Forums (Small Groups)  
*Post Draft of Literature Review (Intro and Body) for Small Group Collaboration*  
*COMPLETE CITI TRAINING BY END OF COURSE*  
(Approximately 4 hours) |
| Module 8 | CONSTRUCTION OF THE REVIEW OF LITERATURE PART 2 | **READ:** Journal Articles for Lit. Review  
**VIEW** Instructor Presentation  
**DO** Participate in Week 8 Discussion Forums (Small Groups)  
*Review of Literature DUE (MAJOR ASSIGNMENT # 4)*  
*COMPLETE CITI TRAINING BY END OF COURSE*  
(Approximately 4 hours) |

**COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS**

*Syllabus is subject to change.*

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Instructor Name, Course Number
Course Assignments

(Based on 100%)

All assignments are due on the dates indicated. Assignments must be word-processed, double-spaced, and with standard margins. It is expected that all assignments will reflect graduate-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. The following assignments will be considered in determining a final grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Value</th>
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<tbody>
<tr>
<td>1. Participation and Engagement: Students are expected to engage in class discussion and online assignments on knowledge of texts and assigned readings. This includes interaction in discussions, participation in assignment postings in Forum, and asking and responding to questions.</td>
<td>30 Points</td>
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<tr>
<td>2. Annotated Bibliography The annotated bibliography will contain 5 resources related to the topic of your literature review. The annotation for these studies will be a 100-150 word descriptive and evaluative paragraph that informs the reader of to the validity and purpose of the cited literature. Personal notes, such as quotes (with page numbers) that you predict you might use in future writing are also appropriate.</td>
<td>15 Points</td>
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<td>3. Reference Page Students will create an APA style reference page with the studies and resources gathered for their research question,</td>
<td>15 Points</td>
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<td>4. Development of Research Question(s)/Outline Sketch of Research Students will explain the purpose for, and significance of, their proposed research and will clearly articulate their research question(s). Further, using the template, they will provide an outline sketch of their future research,</td>
<td>10 Points</td>
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<td>5. Review of Literature Students will write a 7-10 page review of literature that explores what is currently known (or not known) about a selected topic. The paper will review articles and books relevant to their previously submitted research question(s). This review of literature may lead to the development of chapter 2 of their MA thesis.</td>
<td>30 Points</td>
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Total: 100 points

Grading:
A: 93% - 100%  A-: 90% - 92%  B+: 87% - 89%  B: 83% - 86%
B+: 90% - 92%  C+: 77% - 79%  C: 73% - 76%  C-: 70% - 72%
B: 80% - 82%   C: 73% - 76%  D: 60% - 69%  F: below 60

<table>
<thead>
<tr>
<th>Discussed</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
<th>Module 5</th>
<th>Module 6</th>
<th>Module 7</th>
<th>Module 8</th>
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<tr>
<td>Discussions</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Annotated bibliography</td>
<td>X</td>
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<td>Reference page</td>
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<td>Research question</td>
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<td>Literature review</td>
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Note: All assignments must be submitted electronically on Cougar Courses on or before due dates and times.

**Final Exam Statement**
There is no final exam for both the face-to-face and online course modalities. Instead, there will be a presentation of two learning products the last week of instruction.

**School of Education/Course Attendance Policy**
Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

**Student Collaboration Policy**
The following will serve as the foundational principles by which we relate to each other as we learn together. As a community, we may add specifics to these principles as needed.

- We speak from our own experience
- We are open to hearing others
- We share air time equitably
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where
- Each of us participates using a “value added” approach by expanding upon ideas, providing examples, and/or expressing a different perspective.
- We will participate in discussions, presentations, and reflections that will prepare you to lead schools and communities as places where human differences are respected and where cultural proficiency is part of the teaching and learning process.

**GENERAL CONSIDERATIONS**

**CSUSM Academic Honesty Policy**
Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.
Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at: http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

**Plagiarism**

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

**Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disability Supports Services (DSS). This office is in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

**Graduate Writing Requirements**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master’s students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score, or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the *Publication Manual of the American Psychological Association, 6th ed.* (2009). This is a required textbook for all CSUSM School of Education graduate courses.

**Credit Hour Policy Statement**

Per the University Credit Hour Policy:

It is expected that for every one hour of contact time, you will complete approximately two to three hours of work outside of class. Please plan accordingly.

**All University Writing Requirement**

In keeping with All-University Writing Requirement, this course will have a writing component of at least 800 words. This requirement will be met through the course assessments measures.

**Course Format**

This course syllabus includes learning expectations for both the traditional face-to-face instruction and online formats.

**Necessary Technical Competency Required of Students**

For online courses you are expected to have minimum technology competencies, including word processing, email familiarity, and Internet access skills.

**Contact Information for Technical Support Assistance**

Online course format includes specific technical support services, including CSUSM Help Desk, library support services, and others.
**Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.