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

Explores quantitative, qualitative, and mixed methods of designing and conducting research in the context of classroom settings. Emphasis on collection, analyzing, and presenting data. Restricted to Ed Admin students. The combined EDAD 622 A, B, and C classes are equivalent to EDUC 622.

Course Prerequisites

EDAD 622A.

Course Objectives

Explore various research methods, collect and analyze sample data, and craft a research plan. The plan will lead to the development of an outline of the thesis methodology chapter.

Student Learning Objectives (SLO)

By the end of the course, candidates will be able to:

- Understand research methods and designs for educational settings
- Understand quantitative and qualitative research methods
- Gain an understanding of the Institutional Review Board (IRB) application objectives and process
- Explain appropriate surveys and interview questions for research purposes
- Demonstrate knowledge of reading and interpreting data charts

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 identify, 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 and MATERIALS

Required Text


Syllabus is subject to change.
Optional Text


Please note that these texts will be used in all three of your research methods courses (EDUC 694). You may also use them during the writing of your thesis (EDAD 698) for reference.

### SCHEDULE/COURSE OUTLINE

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>Research methods exploration (1)</td>
<td><strong>READ:</strong> <em>Living the Questions</em>, ch. 3 Articles posted in course shell <strong>VIEW:</strong> Presentation <strong>DO:</strong> Participate in Week 1 discussion forums Start working on Chapter 3 Methodology, sections 1-3</td>
<td>Assignments are due Sundays by 11:55 PM Blogs and Forums: Original posts are due Wednesdays by 11:55 PM and peer responses are due Sundays by 11:55 PM</td>
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<tr>
<td>Module 2</td>
<td>Research methods exploration (2)</td>
<td><strong>READ:</strong> <em>Living the Questions</em>, ch. 4 Articles posted in course shell <strong>VIEW:</strong> Presentation <strong>DO:</strong> Methodology chapter 3: Introduction, Design, and Participants</td>
<td>Assignments are due Sundays by 11:55 PM Blogs and Forums: Original posts are due Wednesdays by 11:55 PM and peer responses are due Sundays by 11:55 PM</td>
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<td>Module 3</td>
<td>Research methods exploration (3)</td>
<td><strong>READ:</strong> Articles posted in course shell <strong>VIEW:</strong> Presentation <strong>DO:</strong> Participate in Week 3 discussion forums Start working on Chapter 3 Methodology, sections 4-6</td>
<td>Assignments are due Sundays by 11:55 PM Blogs and Forums: Original posts are due Wednesdays by 11:55 PM and peer responses are due Sundays by 11:55 PM</td>
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<td>Module 4</td>
<td>Research methods exploration (4)</td>
<td><strong>READ:</strong> Articles posted in course shell <strong>VIEW:</strong> Instructor presentation <strong>DO:</strong> Methodology chapter 3: Setting, Instrument(s), and Procedures</td>
<td>Assignments are due Sundays by 11:55 PM Blogs and Forums: Original posts are due Wednesdays by 11:55 PM and peer responses are due Sundays by 11:55 PM</td>
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*Syllabus is subject to change.*
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<tr>
<th>Module 5</th>
<th>Research methods exploration (5)</th>
<th>READ: <em>Craft of Research</em>, ch 15 Articles posted in course shell VIEW: Instructor presentation DO: Participate in Week 5 discussion forums Start working on Chapter 3 Methodology, sections 7-8</th>
<th>Assignments are due Sundays by 11:55 PM Blogs and Forums: Original posts are due Wednesdays by 11:55 PM and peer responses are due Sundays by 11:55 PM</th>
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<tr>
<td>Module 6</td>
<td>Research methods exploration (6)</td>
<td>READ: Articles posted in course shell VIEW: Instructor presentation DO: Methodology chapter 3: Analysis and Conclusion</td>
<td>Assignments are due Sundays by 11:55 PM Blogs and Forums: Original posts are due Wednesdays by 11:55 PM and peer responses are due Sundays by 11:55 PM</td>
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<td>Module 7</td>
<td>Quantitative data analysis</td>
<td>READ: Articles posted in course shell VIEW: Instructor presentation DO: Participate in Week 7 discussion forums Start revisiting your thesis chapter 1 draft</td>
<td>Assignments are due Sundays by 11:55 PM Blogs and Forums: Original posts are due Wednesdays by 11:55 PM and peer responses are due Sundays by 11:55 PM</td>
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<td>Module 8</td>
<td>Quantitative data analysis</td>
<td>READ: Articles posted in course shell VIEW: Instructor presentation DO: Peer review of chapter 1: Rewrites based on chapter 3</td>
<td>Assignments are due Sundays by 11:55 PM Blogs and Forums: Original posts are due Wednesdays by 11:55 PM and peer responses are due Sundays by 11:55 PM</td>
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**COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS**

**Course Assignments**

All assignments are due on the dates indicated. It is expected that all assignments will reflect graduate-level composition and exposition. The following factors will be considered in determining a final grade:

<table>
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<th>Assignment</th>
<th>Grade Value</th>
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<td>1. Discussion forums (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. The discussion posts are critical as they will each lead to writing sections of your methodology chapter and revising your introductory chapter.</td>
<td>20 pts total 5 pts per forum</td>
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<td>2. Assignments (Research Design)</td>
<td>60 pts total</td>
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There will be three major assignments this term.

1) Writing Thesis Chapter 3, Introduction, Design, and Participants
2) Writing Thesis Chapter 3, Settings, Instruments, and Procedures
3) Writing Thesis Chapter 3, Analysis and Conclusion

20 pts per assignment

3. Peer Review
   Students will review classmates’ second drafts of Thesis Chapter 1 – this rewrite of chapter 1 should be informed with the work you have completed for Thesis Chapter 3.

20 Points

Note: All assignments must be submitted electronically on Cougar Courses on or before due dates and times.

Final grades are calculated on the standard of:

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

SCHEDULE/COURSE OUTLINE

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<tr>
<th>Discussions</th>
<th>Module 1</th>
<th>Module 2</th>
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Chapter 3: Intro, design, and participants

Chapter 3: Setting, instruments, and procedures

Chapter 3: Analysis and conclusion

APA format

Final Exam Statement

There is no final exam for either the face-to-face or the online course modalities.

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).

In an online environment there is flexibility in time and space, and therefore all course sessions must be completed. Notify the instructor to negotiate modified deadlines for extenuating circumstances BEFORE missing activities/assignments. Your voice and perspective are critically important to the learning of your classmates!
**Syllabus is subject to change.**

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**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](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](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 Support 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. For EDAD 622B, a 1-credit online class in 8 weeks, expect 3-4 hours of course work each week. 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

The class will be conducted online in its entirety with no face-to-face meetings. All contact with the instructor will be electronic or by phone. It therefore requires development of skills using course management tools in Cougar Courses (Moodle). All or part of assignments will be shared in the online environment with some or all of the course participants.

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.

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