



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

www.csusm.edu/soe

Course Number	EDAD 622C
Course Title	Research Methods in Education C
CRN Number	
Days	
Time	Asynchronous
Course Location	Online
Semester / Year	
Instructor	TBD
Phone	TBD
E-Mail	
Office	Virtual Office Hours
Hours	By appointment

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

Understands and critically examines the total thesis components through the rubric, samples, and personal drafts. Is prepared to write a draft of the IRB application and supporting documents. *Restricted to Ed Admin students. The combined EDAD 622 A, B, and C classes are equivalent to EDUC 622. Third in a 3-course sequence of master's thesis methodology.*

Course Prerequisites

EDAD 622B.

Course Objectives

Understand and apply the thesis concepts to write a Chapter 1.

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

- Understand the big picture of the thesis process through the thesis rubrics, published thesis samples, and draft chapter faculty feedback.
- Write a complete Chapter 1 with the rubric components, a research question, and a short summary of each chapter.
- Define key literature review vocabulary pertinent to the study.
- Understand the components of the participant informed consent letter.
- Apply APA style writing and citations.

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

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research* (3rd ed.). Chicago, IL:

The University of Chicago Press.
 Shagoury, R., & Power, B. M. (2012). *Living the questions: A guide for teacher researchers* (2nd ed.).
 Portland, ME: Stenhouse Publishers.

Optional Text

American Psychological Association. (2009). *Publication manual of the American Psychological Association*, (6th ed.). Washington, DC: Author.

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

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8
Discussions	X	X	X	X	X	X	X	X
Thesis sections, rubrics, and formatting	X	X	X					
Chapter 1: Urgency for the topic introduction				X	X			
Chapter 1 Preview of Chapters 1-3						X	X	
APA format and references								X

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:

Assignment	Grade Value
1. Participation and Engagement Via Discussion Threads 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.	20 points
2. Data Analysis Outline Paper Students will complete an outline of data analysis methods and describe why the methods were selected and how they might answer the research question.	20 Points
3. Making Claims Worksheet Students will create an extended outline of what may later become Chapter 4 of their Thesis. They will examine data previously collected and analyzed and explain how that data and its interpretation might impact education.	20Points

<p>4. Chapter 1 Outline/Draft : Introduction Students will create a first draft of what may become Chapter 1 of their Thesis. They will create a narrative “hook” for the Thesis, and then provide readers with an introduction to the study, its purpose, the literature, and methodology.</p>	<p>20Points</p>
<p>5. Chapter 1 Outline/Draft : Introduction Students will evaluate a research article or CSUSM Thesis and identify key elements. Students will provide a summary of the findings and the interpretations in context, and will connect the findings to the original research questions. Students who already have IRB approval and data may work on outline sketch for Chapter 5 of their MA Thesis.</p>	<p>20 Points</p>

Note: All assignments must be submitted electronically on Cougar Courses on or before due dates and times.
Total: 100 points

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		

Final Exam Statement

There is no final exam for both the face-to-face and 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!

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 Disabled Student 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 622C, 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.

