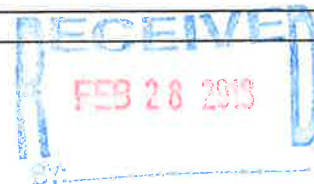


| ORIGINATOR'S SECTION: | | | | | | | | | | | | | | |
|--|---|---|------------------------|---|---------|---|-----|----------|--|--|-----|--|--|--|
| 1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM | Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2018 | | | | | | | | | | | | | |
| 2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | | | | | | | | | | | | | |
| 3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics) | | | | | | | | | | | | | | |
| 4. Course abbreviation and Number:* EDAD 698A | | | | | | | | | | | | | | |
| 5. Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i> Master's Culminating Experience Seminar A | | | | | | | | | | | | | | |
| 6. Abbreviated Title for PeopleSoft: <i>(no more than 25 characters, including spaces)</i> Mstr's Culminating Exp Sem A | | | | | | | | | | | | | | |
| 7. Number of Units: 1 | | | | | | | | | | | | | | |
| 8. Catalog Description: <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</i> Complete the initial phase of the culminating five-chapter thesis, understand and write the literature review, and submit all required documents to conduct research to the Institutional Review Board (IRB). <i>The combined EDAD 698 A, B, and C classes are equivalent to EDUC 698. Restricted to Ed Admin students. May be repeated for credit up to 2 times.</i> | | | | | | | | | | | | | | |
| 9. Why is this course being proposed? To meet the demands of the one-year online pace of the Masters in Educational Administration | | | | | | | | | | | | | | |
| 10. Mode of Instruction* <i>For definitions of the Course Classification Numbers:</i> http://www.csusm.edu/academic_programs/curriculumschedule/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf | | | | | | | | | | | | | | |
| | <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%;">Type of Instruction</th> <th style="width:33%;">Number of Credit Units</th> <th style="width:33%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">1</td> <td style="text-align: center;">C-2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table> | Type of Instruction | Number of Credit Units | Instructional Mode (Course Classification Number) | Lecture | 1 | C-2 | Activity | | | Lab | | | |
| Type of Instruction | Number of Credit Units | Instructional Mode (Course Classification Number) | | | | | | | | | | | | |
| Lecture | 1 | C-2 | | | | | | | | | | | | |
| Activity | | | | | | | | | | | | | | |
| Lab | | | | | | | | | | | | | | |
| 11. Grading Method:* <input type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> <input checked="" type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP) | | | | | | | | | | | | | | |
| 12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option. | | | | | | | | | | | | | | |
| 13. Course Requires Consent for Enrollment? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input checked="" type="checkbox"/> Program/Department - Director/Chair | | | | | | | | | | | | | | |
| 14. Course Can be Taken for Credit More than Once? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times? 2 (including first offering) | | | | | | | | | | | | | | |
| 15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course _____ and check "yes" in item #22 below. | | | | | | | | | | | | | | |
| 16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | | | | | | | | | | | | | |
| 17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | | | | | | | | | | | | | |

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.



18. Documentation attached: Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* EDUC 694-5

20. How often will this course be offered once established?* Every semester

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 Master of Arts in Educational Administration

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

| | | | | |
|------------------|-----------------|------------|---------------|--------------|
| Discipline _____ | Signature _____ | Date _____ | Support _____ | Oppose _____ |
| Discipline _____ | Signature _____ | Date _____ | Support _____ | Oppose _____ |

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

Carol Van Vooren _____ 9/12/17
 1. Originator (please print or type name) Date

Pat Stahl _____
 2. Program Director/Chair Date

Ryan _____ 2/28/17
 3. College Curriculum Committee Date

[Signature] _____
 4. College Dean (or Designee) Date

 5. UCC Committee Chair Date

 6. Vice President for Academic Affairs (or Designee) Date

 7. President (or Designee) Date

Review - Tracker

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.



**EDUC 698A
Master's Culminating Experience Seminar A
TBA**

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

| Committee Chair: | Office: | Office Hours: | Phone: | E-Mail: |
|-------------------------------|---------|---------------|--------|------------|
| TBD | Online | TBA | TBD | <u>TBD</u> |
| Committee Member(s) | | | | |
| <i>As arranged by student</i> | | | | |

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

Complete the initial phase of the culminating five-chapter thesis, understand and write a draft of the first three chapters, and submit all required documents to conduct research to the Institutional Review Board (IRB). *The combined EDAD 698 A, B, and C classes are equivalent to EDUC 698. Restricted to Ed Admin students. May be repeated for credit up to 2 times.*

Course Objectives

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

1. Plan a scholarly culminating experience as evidenced by the Advancement to Candidacy form signed by a Committee Chair and at least one additional Committee Member.
2. Complete a draft of Chapters 1-3 in APA format of the thesis.
3. Complete an application with appropriate support documents to the Institutional Review Board (IRB).
4. Complete the Human Subjects Research training and earn the CITI certificate.
5. Understand the submission process of the thesis including compliance with the American Disability Act (ADA).

Required Texts

American Psychological Association (2009). *Publication Manual of the American Psychological Association*. Washington, DC: Author.

COURSE & PROGRAM STUDENT LEARNING OUTCOMES

MA in Educational Administration Program Student Learning Outcomes (PSLO)

Students graduating with a Master of Arts in Educational Administration will master the following outcomes:

1. Facilitate the development and implementation of a shared vision of learning and growth of all students
2. Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.
3. Manage the organization to cultivate a safe and productive learning and working environment.
4. Collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.
5. Make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.
6. Influence political, social, economic, legal and cultural contexts affecting education to improve educational policies and practices.

For additional information regarding Graduate Studies Policies and Procedures, please refer to the following Graduate Studies link: www.csusm.edu/gsr/graduatestudies/index.html

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to "attend" all classes and participate actively. *(Adopted by the COE Governance Community, December, 1997).* This research based class is moved outside the confines of a classroom and includes an online orientation; research time in the library or online, electronic, phone, and or Skype meetings with the chair and committee members; and engaging with the community to collect and interpret data. Writing, getting feedback, and editing is a large part of the assigned work.

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates

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. *In the Educational Administration program, the GWAR assignment is evaluated on the completed Chapter 2, Review of Literature, for the thesis.* 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.

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 written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no 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.

Plagiarism:

As an educator, it is expected that each candidate 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.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

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.

COURSE REQUIREMENTS

Below is a Gantt chart of the tasks you will complete and dates to benchmark for each week of the semester. The dates are suggested, and you may move through the timeline at your own pace.

The milestones to complete are:

- submission of thesis draft chapters 1-3
- submission of the IRB permission
- approval of the IRB permission

As the course is credit/no credit, your final grade will be based on successful completion of the three tasks above.

Activities and timeline: Gantt Chart

| | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 | Module 7 | Module 8 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|
| Submit advancement to candidacy | X | | | | | | | |
| Apply to graduate | X | | | | | | | |
| Submit chapter 2 and outlines of chapters 1 and 3 for first review to chair | X | | | | | | | |
| Seek letter of approval of data collection from site/district | | X | | | | | | |
| Submit completed draft of chapters 1-3 | X | X | X | | | | | |
| Draft of IRB application to chair | | | X | | | | | |
| Complete other IRB documents that fit your study such as letter of consent, survey questions, and/or interview protocol | | | | X | | | | |
| Submit IRB application with attached documents to IRBnet.org | | | | X | X | | | |
| Reply to IRB questions and requested changes | | | | | | | X | X |
| Continue refining chapters 1-3, references, formatting, figures and charts, etc. | | | | X | X | X | X | X |

Grading Policy

The research seminar class is graded Pass/No pass. Successful completion of the Gantt Chart activities results in a passing grade.