



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

Course Number	EDAD 698A
Course Title	Master's Culminating Experience Thesis A
CRN Number	TBD
Days	Online
Time	Asynchronous
Course Location	Online
Semester / Year	
Instructor	
Phone	
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

Explores the five-chapter thesis, submitting the first three chapters for committee review. Further prepares 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

After approval to formally start the thesis, submit the first three chapters to the chair and complete the IRB application and approval process.

Student Learning Outcomes (SLO)

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

1. Investigate a scholarly culminating experience with a committee chair and at least one additional committee member.
2. Understand and apply the written and scholarly components of Chapters 1-3 of the thesis.
3. Understand that study participants have risks and need protections participating in the study
4. Understand the submission process of the thesis including compliance with the American Disability Act (ADA).

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.

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

Required Texts

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

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 Disability Support 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.