California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDAD 622C
Course Title	Research Methods in Education
CRN Number	(901) 33496
Days	Online | Asynchronous
Time	Online | Asynchronous
Course Location	Online | Asynchronous
Semester / Year	Fall 1, 2019
Instructor	Brooke Soles, Ed.D.
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Office	UNIV 468B
Hours	By appointment via Zoom

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

This course builds candidate skills and knowledge in selecting and using data in identifying what is working, diagnosing needs, and researching opportunities for school improvement leadership using appropriate and effective theories and strategies. The course provides multiple opportunities for each candidate to learn, practice, and reflect on school improvement leadership.

Course Prerequisites

Admissions to the university and to the Administrative Services Credential Program and MA in Education program.

Course Objectives (Course Learning Outcomes/CLOS) This course enables students to become effective, confident creators and consumers of research by providing a foundation of knowledge in the area of research methods that will enable them to read research and program evaluation reports with enough understanding to determine a study's merits. In Part C, students will explore various research methods, analyze collected data, and craft an analysis of results and research. This analysis will lead to the development of the chapter 4 of their MA thesis.

Students will: develop a working understanding of research methods and designs for educational settings; enhance their practical understanding of both quantitative and qualitative research methods; develop skills to collect and analyze data; develop a working understanding of descriptive statistical techniques including use of appropriate graphs to display data; and, utilize APA style writing and citations.

REQUIRED TEXTS

N/A

PROGRAM LEARNING OUTCOMES

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.

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. The Masters degree in Educational Administration has two additional dispositions: visionary and ready to lead. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable

behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in three designated courses (EDAD 610, EDAD 618A, and EDAD 620) in the Ed Admin Master of Arts in Education Program and again prior to advancement to candidacy and enrollment in EDUC 698. Based upon assessment feedback candidates will compose a reflection and an action plan for improvement. Candidates are expected to meet the level of *initial target* during the program.

COURSE OUTLINE AND GRADED COURSE COMPONENTS

Session	Topic	Assignment	Due Date
Week 1	Draft Chapters 1 & 3 and transition from EDAD 622B to EDAD 622C	**Upload previous/final EDAD 622B assignment with instructor embedded comments; add questions for instructors; add areas of needs improvement/assistance (50 points)**	Assignments are due Sundays by 11:55 PM
Week 2	Chapter 4: Introduction	How do I write my introduction?	Assignments are due Sundays by 11:55 PM
Week 3	Chapter 4: Data Presentation	Qualitative: What is opening coding?	Assignments are due Sundays by 11:55 PM
Week 4	Chapter 4: Data Analysis	Quantitative: What is the best test for me?	Assignments are due Sundays by 11:55 PM
Week 5	Chapter 4: Data Analysis	How do I identify themes?	Assignments are due Sundays by 11:55 PM
Week 6	Chapter 4: Interpretation	How do I interpret the data?	Assignments are due Sundays by 11:55 PM
Week 7	Chapter 4: Conclusion	How do I write my conclusion?	Assignments are due Sundays by 11:59 PM
Week 8	Chapter 4: Complete Draft	**Upload Chapter 4 Completed Draft (50 points)**	Assignments are due Sundays by 11:55 PM

Grading Standards

Final course grades will be based on the following grading scale:

A = 93% - 100%
A- = 90% - 92%
B+ = 87% - 89%
B = 83% - 86%
B- = 80% - 82%
C+ = 77% - 79%
C = 73% - 76%
C- = 70% - 72%

Final Exam Statement

There is no final exam.

School of Education 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).*

Policy on Late/Missed Work

Assignments are given based on expectations of "mastery" of the content and academic format for the assignments. Based on the instructor's early grading feedback, students may make improvements on assignments and may resubmit an assignment for additional grade consideration before the deadline date. Late assignments will lose one point for each day they are late.

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 located 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

All University Writing Requirement

This course meets the university's writing requirement of at least 1700 words (2 units). Students are expected to use academic writing style consistent with graduate level courses. Written assignments will include out of class assignments as well as in class assignments.

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.