



GRADUATE COLLEGE *of* EDUCATION

**Department of Equity, Leadership Studies,
and Instructional Technologies**

(ELSIT)

GRADUATE COLLEGE OF EDUCATION

STUDENT HANDBOOK

Dr. Doris Flowers

Department Chair

Anarose Schelstrate

Administrative Office Coordinator

Burk Hall 239

(415) 338-1653

elsit.sfsu.edu

• TABLE OF CONTENTS •

I.	Vision, Mission, and Values of the Department	.	.	.	.	.	3
II.	Adult Education M.A. Program						
	Program Description	.	.	.	.	.	6
	Program Learning Outcomes	.	.	.	.	.	7
	Pathways to Graduation	.	.	.	.	.	8
III.	Educational Administration M.A. & Administrative Services Credential						
	Program Description	.	.	.	.	.	9
	Program Learning Outcomes	.	.	.	.	.	11
	Pathways to Graduation	.	.	.	.	.	12
IV.	Equity and Social Justice M.A. Program						
	Program Description	.	.	.	.	.	13
	Program Learning Outcomes	.	.	.	.	.	14
	Pathways to Graduation	.	.	.	.	.	15
V.	Instructional Technologies M.A. Program						
	Program Description	.	.	.	.	.	17
	Program Learning Outcomes	.	.	.	.	.	19
	Pathways to Graduation	.	.	.	.	.	20
VI.	Special Interest M.A. Program						
	Program Description	.	.	.	.	.	21
	Program Learning Outcomes	.	.	.	.	.	22
	Pathways to Graduation	.	.	.	.	.	23
VII.	Culminating Experience Rubrics	.	.	.	.	.	24
	Empirical Study Rubric	.	.	.	.	.	25
	Curriculum Development & Evaluation Rubric	.	.	.	.	.	27
	Literature Review Rubric	.	.	.	.	.	29
	Creative Work Rubric	.	.	.	.	.	31
	Portfolio Rubric	.	.	.	.	.	33
VIII.	Frequently Asked Questions / Frequently Used Forms and Links	.					35
IX.	Expectations of Academic Progress and Acceptable Conduct	.					38

• VISION, MISSION, and VALUES •

DEPARTMENT OF EQUITY, LEADERSHIP STUDIES, AND INSTRUCTIONAL TECHNOLOGIES (ELSIT)

The Department of Equity, Leadership Studies, and Instructional Technologies (ELSIT) is a unique multidisciplinary unit that is composed of five MA degree programs (Adult Education, Educational Administration, Equity and Social Justice Education, Instructional Technologies, Special Interest in Education, and Instructional Technologies), one credential program (Educational Services), and one high school outreach program (Step to College). The department also serves undergraduate programs with General Education (GE) requirement courses in quantitative reasoning, instructional technologies, and social justice education.

ELSIT Vision, Mission, and Values

Our fundamental belief is that all humans are valued and appreciated for their individuality. Accordingly, we offer learning opportunities that seek to enable all to reach their full potential. At the core of what we do is an ethic of care. This ethic infuses all of our work to build a community of learners, educators, and leaders, and to create equitable learning spaces, curricula, pedagogies, technologies, and scholarship.

ELSIT's programs seamlessly weave research and practice together so that students experience inclusive and applied learning that integrates equity and social justice with social, cultural, political, spiritual, economic, and environmental issues. This praxis imbues our teaching, learning, research, lifelong learning, scholarship, and technologies with equity and social justice to establish a foundation of knowledge grounded in democratic values.

In ELSIT we engage our students in meaningful dialogue that promotes introspection and critical reflection. We acknowledge that students and faculty bring with them lived experiences that inform all of our teaching and learning. Knowledge in our programs is thus not owned by any single entity but instead is a collective construction of all.

ELSIT prepares professionals to critically examine inequities and work to challenge and eradicate them. Our students become teachers, administrators, facilitators, curriculum developers, trainers, advocates, activists, and ultimately, change agents. We are a part of the many communities that surround us. We thus work to build meaningful relationships sustained by program values so that our students become invested future leaders and active community members.

ELSIT Program Learning Outcomes

1. Provide students with a strong foundation in educational leadership, equity and social justice, instructional technologies, and lifelong learning.
2. Foster student development as competent professionals who integrate research and scholarship into their practice.
3. Prepare students as innovative thinkers, problem solvers, social justice advocates who foster community and engage in leadership as socially responsible practitioners and global citizens.

• IMPORTANT WEBSITE INFORMATION •

- To complete an online university application for a Master of Arts degree program, go to: <https://www2.calstate.edu/apply>
- For additional department information, visit the ELSIT Department website at <http://elsit.sfsu.edu>
- For Graduate College of Education scholarship information and other GCOE college resources, visit <http://gcoe.sfsu.edu>
- For the most updated graduation regulations and forms, visit the SFSU Graduate Division website at <https://grad.sfsu.edu>.

M.A. IN EDUCATION: CONCENTRATION IN ADULT EDUCATION

• PROGRAM DESCRIPTION •

The Master of Arts Degree in Adult Education is designed to prepare critically reflective and transformative adult education practitioners to work with adult learners from diverse backgrounds and lived experiences. The MA program prepares graduate students for work in various learning contexts, including adult schools, non-profit organizations, government agencies, community colleges, four-year colleges and universities, and private businesses and corporations. The adult education MA program is grounded in a social justice framework which provides graduate students with strong theoretical and practical foundations to support their work in a variety of adult learning contexts and communities. Students graduate from our MA program with expertise in adult learning theories, leadership development, instructional design, program development, grant writing, and research and evaluation methods.

All graduate students are required to complete a 6-course, 18-unit education core. In addition to this education core, each graduate student also takes 12 units of elective coursework to develop a more individualized area of expertise.

ADVISOR	Office	Phone	email	Last Name		
Dr. Doris Flowers		(BH 239)		415-338-2614	dflowers@sfsu.edu	A - M
Dr. Ming-yeh Lee		(BH 391)		415-338-1081	mylee@sfsu.edu	N - Z

CORE COURSES:

ISED	706	Seminar in Principles and Methods of Adult and Workplace Education	3
ISED	707	Planning and Funding Education and Community Program	3
ISED	735	Seminar on the Adult Learner	3
ISED	736	Leadership and Policy for Community and Non-formal Education	3

RESEARCH METHODS:

ISED	797	Seminar in Educational Research	3
------	-----	---------------------------------	---

ELECTIVES

Courses are selected that reflect the student's individual goals. May be chosen from courses below or from other departments with advisor's approval.

ISED	715	Race, Class, and Gender in Education Policy	3
ISED	716	Literacy and Cross-Cultural Issues in Education	3
ISED	717	Social Foundations for Culture and Equity in Education	3
ISED	738	Critical and Postmodern Pedagogies	3
ISED	739	Education and Community Development: Equity and Diversity	3
ISED	740	Education and Globalization: Issues in Comparative & International Education	3
ISED	747	Culture, Language, and Society in Education	3
ISED	748	Culture, Cognition, and Power Issues in Education	3
ISED	780	Adult Literacy and Basic Education	3
ISED	781	Educational Praxis: Curriculum & Pedagogy	3
ISED	782	Practicum in Adult Learning	3
ISED	891	Educational Practices in Transnational Spaces	3

CULMINATING EXPERIENCE (Prerequisite: ISED 797) One of the following options:

ISED	895	Field Study	3
ISED	898	Master's Thesis	3

TOTAL UNITS **30**

M.A. IN EDUCATION: CONCENTRATION IN ADULT EDUCATION

• PROGRAM LEARNING OUTCOMES •

Upon completion of the Master of Arts degree in Adult Education, graduates will be able to:

1. Describe the scope, function, role, socio-political, and budgetary context of adult education in today's society; identify, analyze, and explain the impact of these factors on teaching and program planning for adult learners.
2. Describe and examine the role of an adult educator as a reflective professional practitioner, including the need for professional ethics and conduct, participation in professional organizations, and planning for professional development and lifelong learning.
3. Demonstrate knowledge, skills, and dispositions to effectively develop, organize, coordinate, and evaluate instruction, curriculum, and program planning to serve diverse adult learners in formal and non-formal settings.
4. Demonstrate skills and knowledge in addressing the differences in challenges, constraints, resources, and expectations of working in formal and non-formal settings for adult learners.
5. Analyze, critique and apply in their practice significant theoretical constructs in the field of adult education.

Assessment, Evaluation, and Research

- 6A. Demonstrate knowledge of basic quantitative and qualitative methods used to conduct research and evaluation in the graduate's area of specialization.
- 6B. Read and critique empirical educational research in the graduate's area of specialization.
- 6C. Demonstrate the ability to use assessment, evaluation, and research data to inform practice in the graduate's area of specialization.
- 6D. Design and conduct a research study, assessment study, or program evaluation, and be able to effectively communicate the results of the study using a variety of media (e.g., written, oral, electronic) in the graduate's area of specialization.

MASTER OF ARTS IN EDUCATION: CONCENTRATION IN ADULT EDUCATION

• PATHWAYS TO GRADUATION •

Three-Semester Plan

Semester	Numbers of Units	Courses
I Fall Semester	4 courses X 3 units = 12 semester units	<p><i>Required Core Courses</i> ISED 706: Seminar in Principles and Methods of Adult and Workplace Education ISED 735: Seminar on the Adult Learner</p> <p>Students may choose 2 courses from the Elective courses listed, with approval from advisor.</p>
II Spring Semester	4 courses X 3 units = 12 semester units	<p><i>Required Core Courses</i> ISED 707: Planning and Funding Education and Community Programs ISED 736: Leadership and Policy for Community and Non-formal Education ISED 797 Seminar in Education Research</p> <p>Students may select one course from the Elective courses listed, with approval from advisor.</p>
III Fall Semester	2 courses X 3 units = 6 semester units Total 30 units	<p>Culminating Experience ISED 895 or 898 One Approved Elective</p>

Four-Semester Plan

Semester	Numbers of Units	Courses
I Fall	3 courses X 3 units = 9 semester units	<p><i>Required Core Courses</i> ISED 706: Seminar in Principles and Methods of Adult and Workplace Education ISED 735 Seminar on the Adult Learner</p>
II Spring	3 courses X 3 units = 9 semester units	<p><i>Required Core Courses</i> ISED 707: Planning and Funding Education and Community Programs ISED 736 Leadership and Policy for Community and Non-formal Education ISED 797 Seminar in Education Research</p>
III Fall	3 courses X 2 units = 6 semester units	Students may select 2 courses from the list of elective courses below.
IV Spring	2 courses x 3 units = 6 semester units Total 30 units	<p>Culminating Experience: ISED 895 or ISED 898 One Approved Elective</p>

M.A. IN EDUCATION: CONCENTRATION IN EDUCATIONAL ADMINISTRATION and PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM

• PROGRAM DESCRIPTION •

The Educational Administration (EDAD) program is designed to help candidates acquire knowledge and skills, which are essential for effective performance in leadership, supervisory or administrative positions. The curriculum generally includes the following activities: theory and practice under simulated conditions in the classroom; application and analysis of theory in a real situation, usually the candidate's school or district; and application and performance supervised by a school or district supervisor or administrator. The Master of Arts is regarded as the professional degree for educational administrators. It is possible for the candidate to enroll in a program of studies leading to either a credential or a master's degree only or both.

EDAD ADVISOR:

Dr. Irina Okhremtchouk

(BH 269)

(415) 338-3462

Email: irinao@sfsu.edu

The graduate program in Educational Administration and Tier I Administrative Services Credential is a 12-month, 33 semester-unit program designed with the working professional in mind. All classes adhere to a hybrid/blended instructional model, with face-to-face meetings scheduled every-other Saturday while PK-12 schools are in session (not to exceed ten face-to-face meetings per semester; a typical full-time semester consists of nine to ten all-day meetings).

Duration

The program commences at the start of each Spring semester (January) and concludes at the end of the Fall semester (December/January). Spring and Fall semesters adhere to a full-time enrollment schedule, and a part-time schedule during Summer session – a typical summer session runs anywhere between five to six weeks in duration.

Options

- *Option A:* Prospective candidates who wish to earn their Tier I Certification/MA in Educational Administration at a slower pace that extends beyond 12 months (2.5 academic semesters) are welcome to enroll on a part-time basis by obtaining prior authorization from the program's coordinator.
- *Option B:* Prospective candidates who do not want to earn the Preliminary Administrative Services Credential (Tier I/Certificate of Eligibility) are eligible to apply and pursue a master's degree only option.

CalAPA Tier 1 Certification Requirement

As of May 31, 2019, all candidates who aspire to earn an Administrative Services Credential are subject to CalAPA (similar to EdTPA for teachers). SFSU's Educational Administration Program embeds CalAPA competencies in its coursework – each CalAPA cycle is supported by two classes (taken progressively as candidates move through the program) to aid candidates toward a successful completion of the CCTC's CalAPA requirements.

Curriculum

The curriculum includes theory and practice under simulated conditions in the classroom; application and analysis of theory in real-life situations, mostly the candidate's school and/or district; and application as well as participation in field practicums (EDAD 714 & 892) supervised by a school or district administrator.

- *Coursework (33 units total):*
- **Semester 1/Spring (12 units):** EDAD 713: Administrative Processes (3 units); ISED 797: Seminar in Educational Research (3 units); EDAD 714: Practicum: Site Administration I (3 units); EDAD 763: Law and Education (3 units)
- **Semester 2/Summer (6 units):** EDAD 743: Educational Planning, Technology & Evaluation (3 units) & EDAD 774: Change Processes and Education (3 units)
- **Semester 3/Fall (15 units):** EDAD 723: School Administration (3 units); EDAD 753: Human Resource Administration (3 units); EDAD 784: Special Education Administration (3 units); EDAD 733: Curricular Leadership for Multicultural Education (3 units); & EDAD 892: Internship/Educational Administration II (3 units)

Admission to Program

Admission to the program is open to candidates with a bachelor's degree from an accredited institution and a 3.0-grade point average in the last 60 units of college coursework. Prospective candidates must submit a CSU graduate application: <https://www2.calstate.edu/apply/graduate> (link is external), which includes, two letters of recommendation, a statement of purpose, and transcripts. A faculty committee regularly reviews applications for admission. Educational Administration Program candidates are admitted in the spring semester only. Spring admission to the program allows candidates to finish the program in the fall and enter the university-job pipeline in time for PK-12 early Winter-Spring job announcements.

Requirements for the five-year preliminary administrative services credential application

- Baccalaureate degree from a regionally-accredited college or university (*required for admission*)
- A valid Clear California teaching credential or pupil personnel services credential, health services credential, or library services credential or designated subjects credential with a baccalaureate degree, or clinical or rehabilitative services credential (*required for admission*)
- Basic Skills Requirement. Successful passage of one of the following (*required for admission*)
 - California Basic Educational Skills Test (CBEST)
 - CSET Multiple Subjects Test plus Writing Skills Test
 - A Commission-approved out-of-state basic skills exam
 - CSU Early Assessment Program (EAP) or the CSU Placement Examinations
- A minimum of five years of successful full-time teaching or pupil personnel or health services, or library services experience (or a combination) in public schools or private schools of equal status upon completion of the program. *School substitute service and/or community college experience is not acceptable.*
- A successful completion of SFSU's Tier I Administrative Services Credential Program & CalAPA Cycles 1 through 3.

Upon completion of the program, the candidate will receive a Preliminary Administrative Services Credential (Tier I) or a Certificate of Eligibility if an administrator position is not yet secured. The certificate of eligibility authorizes one to seek initial employment as an administrator but does not authorize actual administrative service until an administrative position is secured.

Internship Program

The internship program is available to candidates who are offered administrative positions and need the administrative internship credential. Entry into this program requires a request from the district office to the Educational Administration Program Coordinator and Chair of the Department of Equity, Leadership Studies, and Instructional Technologies (ELSIT). Intern candidates must meet the criteria for the preliminary administrative services program, as stated above, before assuming internship administrative responsibilities. Internship program candidates enroll in the same courses as preliminary administrative services program candidates.

Note: Although Internship Preliminary Administrative Services Credential Program Students requirements are the same as the Preliminary Administrative Services Credential with the following option – with prior approval by the internship faculty advisor EDAD 822 may be substituted for EDAD 733; EDAD 823 may be substituted for EDAD 743; and EDAD 824 may be substituted for EDAD 753 for internship students only (all three of these replacement course are 3 unit courses).

M.A. IN EDUCATION: CONCENTRATION IN EDUCATIONAL ADMINISTRATION

• PROGRAM LEARNING OUTCOMES •

Upon completion of the educational administration program, graduates will be able to:

1. understand how national and international social and technological changes impact education and what their implications for leadership are—particularly for schools with historically marginalized students.
2. have the leadership and managerial skills critical for stimulating school improvement in inclusive ways that reduce educational achievement gaps.
3. apply knowledge of the CA Common Core State Standards—and learn how to lead a diverse school staff in analyzing strengths and weaknesses in school performance and use these data collaboratively to develop an action plan that takes unique student needs into account— historically marginalized students.
4. analyze their beliefs and communication style and reflect about how they can impact their decision-making in ways that enhance or impede the development of a learning community to increase student achievement and equity by means of critically written reflections and key assignments.
5. apply key legal, fiscal, and personnel principles in decision-making processes that are critical for effective school and socially responsible administration.
6. apply a variety of approaches, supports, and interventions for increasing student achievement, equity and how to critically evaluate empirical research as a basis for developing an action plan.
7. integrate a culturally, racially, and socioeconomically diverse staff, student body, and community to develop, and work collaboratively around a shared mission.
8. apply and demonstrate their leadership, and decision-making skills in an educational setting, as documented in their professional portfolio.

M.A. IN EDUCATION: CONCENTRATION IN EDUCATIONAL ADMINISTRATION

• PATHWAYS TO GRADUATION •

The typical Educational Administration MA student is a part-time student with a full-time teaching or administration job. The program can be completed in 12-months (Spring, Summer, and Fall sessions), starting in January, and ending in December.

- **Session 1/Spring (12 units):** EDAD 713: Administrative Processes (3 units); ISED 797: Seminar in Educational Research (3 units); EDAD 714: Practicum: Site Administration I (3 units); EDAD 763: Law and Education (3 units)
- **Session 2/Summer (6 units):** EDAD 743: Educational Planning, Technology & Evaluation (3 units) & EDAD 774: Change Processes and Education (3 units)
- **Session 3/Fall (15 units):** EDAD 723: School Administration (3 units); EDAD 753: Human Resource Administration (3 units); EDAD 784: Special Education Administration (3 units); EDAD 733: Curricular Leadership for Multicultural Education (3 units); & EDAD 892: Internship/Educational Administration II (3 units)

M.A. IN EDUCATION: CONCENTRATION IN EQUITY AND SOCIAL JUSTICE

• PROGRAM DESCRIPTION •

ADVISORS

Dr. Doris Flowers (BH 239)	415-338-2614	Email: dflowers@sfsu.edu	A - M Last Names
Dr. Ming-yeh Lee (BH 391)	415-338-1081	Email: mylee@sfsu.edu	N - Z Last Names

Program Description

The MA degree in Equity and Social Justice Education is designed to address issues in culture, language, ethnic, and gender diversity in education. A major component of this program is social activism. The program focuses on theoretical, historical, and political perspectives of race, class, gender, language, and sexual orientation as they apply to the theory and practice of education. The pedagogies and teaching philosophies modeled in the classes are facilitative, interactive, and participatory, utilizing critical reflection, demonstrations, simulations, dialogue, and other methods of instruction to gain insight into issues related to equity and social justice.

Career Opportunities

Students pursuing this degree are interested in social change that will affect not only the educational direction of our schools but will also impact policy changes necessary to the pursuit of equity and justice in all sectors of society. Career opportunities include advanced study (Ph.D. or Ed.D.) in higher education, research work, non-profit work, specialists within public school systems, and community-based work.

This program does not include a teaching credential; therefore if students are interested in teaching in public schools, they must first obtain a teaching credential in either multiple or single subject areas.

Program Requirements

Students are expected to complete at least 24 units in the ELSIT Department (in courses designated by the prefix ISED). These courses include all core and required classes. In addition, pursuant to Graduate Division requirements, a minimum of one-half the total number of units taken from the degree must be at the 700-899 level.

1. Required Core: Students must select 18 units from the following courses:

ISED 715: Race, Class, and Gender in Education Policy	3
ISED 716: Literacy and Cross-Cultural Issues in Education	3
ISED 717: Social Foundations for Culture and Equity in Education	3
ISED 736: Leadership Policy for Community and Non-formal Education	3
ISED 738: Critical and Postmodern Pedagogies	3
ISED 739: Education and Community Education: Equity and Diversity	3
ISED 740: Education & Globalization: Issues in Comparative & International Education	3
ISED 747: Culture, Language and Society in Education	3
ISED 748: Culture, Cognition and Power Issues in Education	3
ISED 891: Educational Practices in Transnational Spaces	3

TOTAL CORE **18**

Students must also take the following research methods course:

ISED 797: Seminar in Educational Research	3
---	---

2. Electives on Advisement (6 units)

Electives may be selected from the courses above or from Ethnic Studies, Women Studies, or other related disciplines upon approval by their program advisor.

6

3. Culminating Experience (3 units—Prerequisite ISED 797)

ISED 895: Field Study or ISED 898: Master's Thesis

3

TOTAL for PROGRAM

30 Units

M.A. IN EDUCATION: CONCENTRATION IN EQUITY AND SOCIAL JUSTICE

• PROGRAM LEARNING OUTCOMES •

The MA in Education with a concentration in Equity and Social Justice is designed to prepare educational leaders who can promote social diversity and social justice in educational settings through well-designed social justice education practices.

Upon completion of the MA Equity and Social Justice program, graduates will be able to:

Foundations of Theory in Social Justice Education

1. Demonstrate knowledge of the theory and other bodies of study that support the conceptualization of Equity and Social Justice. The bodies of knowledge, research and practice that inform social justice education are interdisciplinary, drawn from critical race theory; gender studies; anthropology; Black and ethnic studies; cognitive, developmental and social psychology; education; gay, lesbian bisexual, and transgender studies; history; literature; Judaic and Middle Eastern studies; women's studies; and sociology.

Civil Rights and Educational Policy

2. Identify landmark decisions and critical policies directly related to the formation of schooling and education in the United States. This should include policies from the period between court-ordered desegregation of the 1950s to policy affecting current educational practices.

Philosophical Framing of Social Justice in Education

3. Develop a philosophical framework of Social Justice in Education. Using key concepts, students should articulate their own narrative of critical race theory as related to their area of specialization. Students should be able to verbally articulate a philosophy and produce a written narrative of their philosophy by the end of the program.

Curriculum and Instruction

4. Develop curriculum that is culturally responsive, based on the emphasis of the student's program, for example, gender equity curriculum, racism and discrimination curriculum, etc. This includes demonstrating knowledge of effective curriculum and program development, implementation, and evaluation in the area of specialization.

Teaching and Learning

5. Demonstrate effective teaching practices in the area of specialization.

Key Concepts in Equity and Social Justice

6. Demonstrate knowledge of key concepts used in the study of social justice education. Critical concepts include, but are not limited to: identity; race/racism; internalized racism; privilege; entitlement; sexism; discrimination; oppression; liberatory education, etc.

Writing

7. Demonstrate proficiency in grammar, spelling and mechanics; organize content for effective writing; and write with accuracy, clarity and style for different audiences.

Assessment, Evaluation, and Research

8A. Demonstrate knowledge of basic quantitative and qualitative methods used to conduct research and evaluation in graduate's area of specialization.

8B. Read and critique empirical educational research in the area of specialization.

8C. Demonstrate the ability to use assessment, evaluation, and research data to inform practice in the graduate's area of specialization.

8D. Design and conduct a research study, assessment study, or program evaluation, and be able to effectively communicate the results of the study using a variety of media (e.g., written, oral, electronic) in the graduate's area of specialization.

M.A. IN EDUCATION: CONCENTRATION IN EQUITY & SOCIAL JUSTICE

• PATHWAYS TO GRADUATION •

Three-Semester Plan

Semester	Numbers of Units	Courses
I Fall Semester	4 courses X 3 units = 12 semester units	<i>Choose 4 courses from the following options:</i> ISED 715: Race, Class, and Gender in Education Policy ISED 717: Social Foundations for Culture and Equity in Education ISED 738: Critical and Postmodern Pedagogies ISED 740: Education and Globalization: Issues in International & Comparative Education ISED 747: Culture, Language, and Society in Education ISED 748: Culture, Cognition and Power Issues in Education
II Spring Semester	4 courses X 3 units = 12 semester units	<i>Choose 4 courses from the following options:</i> ISED 716: Literacy and Cross-Cultural Issues in Education ISED 736: Leadership Policy for Community and Non-formal Education ISED 738: Critical and Postmodern Pedagogies ISED 739: Education and Community Education: Equity and Diversity ISED 740: Education and Globalization: Issues in International & Comparative Education ISED 747: Culture, Language, and Society in Education ISED 748: Culture, Cognition and Power Issues in Education ISED 797: Seminar in Educational Research One Approved Elective
III Fall Semester	2 courses X 3 units = 6 semester units Total 30 units	Culminating Experience ISED 895 or 898 One Approved Elective

Possible elective courses from the ISED category (courses from other departments are also allowed with advisor approval):

Fall	ISED 706: Seminar in Principles and Methods of Adult and Workplace Education ISED 735: The Seminar on the Adult Learner
Spring	ISED 707: Planning and Funding Education and Community Program ISED 781: Teaching Improvement Process in Adult and Workplace Education
Every Semester	ISED 745: Practicum in Multicultural Educational Setting

Four-Semester Plan

Semester	Numbers of Units	Courses
I Fall	2 courses X 3 units = 6 semester units	<i>Choose 2 courses from the following options:</i> ISED 715: Race, Class, and Gender in Education Policy ISED 717: Social Foundations for Culture and Equity in Education ISED 738: Critical and Postmodern Pedagogies ISED 740: Education and Globalization: Issues in International & Comparative Education ISED 747: Culture, Language, and Society in Education ISED 748: Culture, Cognition and Power Issues in Education
II Spring	3 courses X 3 units = 9 semester units	<i>Choose 3 courses from the following options:</i> ISED 716: Literacy and Cross-Cultural Issues in Education ISED 736: Leadership Policy for Community and Non-formal Education ISED 738: Critical and Postmodern Pedagogies ISED 739: Education and Community Education: Equity and Diversity ISED 740: Education and Globalization: Issues in International & Comparative Education ISED 747: Culture, Language, and Society in Education ISED 748: Culture, Cognition and Power Issues in Education ISED 797: Seminar in Educational Research
III Fall	3 courses X 3 units = 9 semester units	<i>Choose 3 courses from the following options:</i> ISED 715: Race, Class, and Gender in Education Policy ISED 717: Social Foundations for Culture and Equity in Education ISED 738: Critical and Postmodern Pedagogies ISED 740: Education and Globalization: Issues in International & Comparative Education ISED 747: Culture, Language, and Society in Education ISED 748: Culture, Cognition and Power Issues in Education ISED 797: Seminar in Educational Research One Approved Elective
IV Spring	2 courses x 3 units = 6 semester units Total 30 units	Culminating Experience: ISED 895 or ISED 898 One Approved Elective

Possible elective courses from the ISED category (courses from other departments are also allowed with advisor approval):

Fall	ISED 706: Seminar in Principles and Methods of Adult and Workplace Education ISED 735: The Seminar on the Adult Learner
Spring	ISED 707: Planning and Funding Education and Community Program ISED 781: Teaching Improvement Process in Adult and Workplace Education
Every Semester	ISED 745: Practicum in Multicultural Educational Setting

M.A. IN EDUCATION: CONCENTRATION IN INSTRUCTIONAL TECHNOLOGIES

• PROGRAM DESCRIPTION •

ADVISORS

Dr. Brian Beatty	(BH 220)	(415) 338-6833	bjbeatty@sfsu.edu
Dr. Zahira Merchant	(BH 220)	(415) 338-6384	zahiram@sfsu.edu

Program Scope and Career Outlook

The Instructional Technologies Program offers a Master of Arts degree and a certificate in Training Systems Development. The program provides three areas for graduate study: e-learning design and development, including multimedia development; training design and development; and technology integration for teachers. In addition, the program offers a supplementary authorization in instructional computing for K-12 teachers who complete twelve units of course work in that area.

The program offers most of its courses in a hybrid format, called HyFlex, which allows students to choose between attending class in person in the classroom, or attending class online using a combination of online technologies. Other classes may use fully online or traditional hybrid formats combining classroom and online delivery methods.

The program prepares students for careers as instructional designers, trainers in corporation and public service agencies, instructional multimedia designers and producers, specialists in instructional computing and instructional software design, and computer-resource teachers. Graduates of the program include corporate trainers, training consultants, instructional materials designers, computer instructors, multimedia developers, instructional software developers, video producers, and classroom and laboratory computing teachers. The program emphasizes the instructional systems approach, instructional message design, practical design experience, technical skills development, and project-based instruction. During their studies, students develop portfolios that may include computer-based instruction, print-based, video and e-learning, or mobile technology-based instructional programs.

<u>Dept.</u>	<u>Course No.</u>	<u>Course Title</u>	<u>Units</u>
--------------	-------------------	---------------------	--------------

Core Requirements

During the first year of study, students must take the following courses and receive a grade of B or higher in order to advance to candidacy.

ITEC	700	Strategic Approaches for Instructional Technologies	3
ITEC	800	Theoretical Foundations of Instructional Technologies	3
ITEC	801	Introduction to Learning Design, Design Thinking, and Innovation	3

Based on students' interests, students must also take one of the following courses before completion of the program for their 3rd core requirement.

ITEC	830	Design of Learning Environments with Emerging Technologies	3
ITEC	850	Design and Management of Training Projects	3
ITEC	816	Designing Digital Learning Spaces of the Future	3

Research Requirement

ISED	797	Seminar in Educational Research	3
------	-----	---------------------------------	---

Electives

Students choose 15 units of electives within the department or in related disciplines. Electives are divided into three groups: (1) E-Learning and Multimedia Design and Development, (2) Training Design and Development, and (3) Technology Integration for Teachers. Students should select electives in consultation with an adviser.

Culminating Experience Requirement

Before undertaking a culminating experience, students must submit, for departmental review and approval, a portfolio of three instructional projects that demonstrate their technical skill and instructional design competencies.

ITEC	894	Creative Work	3
------	-----	---------------	---

Requirements: In order to complete the creative work, students must design, develop, and produce an instructional product or work. The instructional unit may be in any medium – print, video, multimedia, or web-based. The instructional design process must be documented in writing and include a review of the instructional significance of the product, description of the design and production process, and product usability review. Students must provide a CD-ROM which contains the instructional product and the design documents.

OR

ITEC 895 Field Study 3

Requirements: In order to complete the field study, students must design, develop, and produce an instructional design project, using the instructional systems process, from needs analysis to formative evaluation. The instructional unit may be in any medium – print, video, multimedia, or web-based. The instructional design process must be described in writing and include a review of the instructional need and significance of the project, research review, description of the design process, formative evaluation, and conclusions. Students must provide a CD-ROM which contains the instructional unit and the design documents.

PROGRAM TOTAL 30 Units

ELECTIVE COURSES

Group One: E-Learning and Multimedia Design and Development

ITEC	715	Foundations of Instructional Multimedia	3
ITEC	740	Computer Design of Instructional Graphics I	3
ITEC	745	Instructional Web Authoring I	3
ITEC	770	Instructional Videography I (May be repeated twice for credit)	3
ITEC	823	Instructional Multimedia Tools: Flash I	3
ITEC	830	Design of Learning Environments with Emerging Technologies	3
ITEC	835	Instructional Multimedia Tools: Flash II	3
ITEC	840	Graphics and Web Development	3
ITEC	845	Instructional Web Authoring II	3
ITEC	860	Distance Education	3
ITEC	865	Fundamentals of Designing Interactive E-Learning Courses	3

Group Two: Training Design and Development

ITEC	700	Strategic Approaches for Instructional Technologies (may be required for some students)	3
ITEC	720	Fieldwork in Educational Technology	3-5
ITEC	805	Needs Assessment and Program Evaluation	3
ITEC	825	Digital Product Usability Testing	3
ITEC	850	Design and Management of Training Projects	3
ITEC	852	Instructional Technologies in Organizations	3

Group Three: Technology Integration for Teachers

ITEC	815	Integration of Instructional Computing	3
ITEC	816	Designing Digital Learning Spaces of the Future	3
ITEC	842	Cognition, Mind, and Learning for Educators	3

M.A. IN EDUCATION: CONCENTRATION IN INSTRUCTIONAL TECHNOLOGIES

• STUDENT LEARNING OUTCOMES •

Instructional Technologies (ITEC) graduates are professionals who:

- *Holistically apply learning theory, and design, develop, and evaluate instruction with appropriate technologies.*
 - *Create authentic, effective, and meaningful instruction to meet the complex learning needs of diverse learners in any learning environment or medium.*
1. Students develop educational/instructional solutions to performance or knowledge problems, following a systematic instructional design process. This process includes analysis (audience, context, goals), design (strategies and activities), development, implementation, and evaluation components.
 2. Students use “industry-standard” authoring tools to develop a variety of instructional materials using appropriate audio and/or visual communication media that apply appropriate media design principles for a given instructional situation.
 3. Students plan and conduct effective formative and summative evaluations for a variety of instructional settings. Develop and use data gathering and assessment instruments effectively throughout the design process.
 4. Students write effectively about instructional design processes and clearly explain the rationale for design of a specific instructional unit.
 5. Students effectively integrate technology into instruction to meet standards and to meet the complex learning needs of diverse learners.
 6. Students demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project and resource management.

M.A. IN EDUCATION, CONCENTRATION IN INSTRUCTIONAL TECHNOLOGIES

• PATHWAYS TO GRADUATION •

A typical pathway through the program consists of a student enrolling for an average of six credit units per semester and thereby completing the MA program in 2 to 2.5 years. The typical student in the MA instructional technology program is a part-time student with a full-time job. To accommodate the needs of working adults, courses are offered in two time slots, 4:00 – 7: 00 PM and 7:00 – 10:00 PM. Courses offer a blend of instructional modalities that allow students to attend face-to-face, online synchronously, or online asynchronously.

The following is a typical pathway to graduation:

Semester	Course 1	Course 2
Semester 1	ITEC 800: Theoretical Foundations of Instructional Technologies (3 units)	ITEC Elective #1 (3 Units)
Semester 2	ITEC 801: Introduction to Learning Design, Design Thinking, and Innovation (3 Units)	ITEC Elective #2 (3 Units)
Semester 3	ISED 797: Seminar in Educational Research (3 Units)	ITEC Elective # 3 (3 Units)
Semester 4	ITEC Elective #4 (3 Units)	ITEC Elective #5 (3 Units)
Semester 5	ITEC Elective #6 (3 Units)	ITEC 894/895 Culminating Project (Creative work or Field Study) (3 Units)

M.A. IN EDUCATION: CONCENTRATION IN SPECIAL INTEREST

• PROGRAM DESCRIPTION •

The program is designed to allow graduate students to design and complete, under advisement, a program of specialized study that emphasizes a particular issue or problem in education. It is expected that students' programs will be interdisciplinary in nature, and that students will display considerable independence in identifying appropriate courses that will comprise their area of specialization. Applicants to the program must specify their area of interest and confer with a program adviser about objectives, study plans, and procedures prior to admission.

ADVISORS

Dr. Deborah Curtis 1076	(A- M)	Burk Hall 305	curtis@sfsu.edu	415-338-
Dr. Helen Hyun 6449	(N- Z)	Burk Hall 518	hhy@sfsu.edu	415-338-

1. Core

ISED 747: Culture, Language, and Society in Education
ISED 797: Seminar in Educational Research

6 Units

3
3

2. Area of Specialization

Courses selected in the area of specialization can be taken in any department in the university. Undergraduate courses (300 to 600 level) require consent from the student's advisor. Up to 12 units of SFSU teacher credential courses (multiple subject or single subject) can be included in the area of specialization.

12-15

3. ELSIT Professional Education Courses

Students must complete 6-9 units of graduate-level coursework in the ELSIT department.

6-9

4. Culminating Experience

Prerequisites: Students must complete 24 units of MA coursework and ISED 797 prior to enrollment in a Culminating Experience course. Enrollment in ISED 895 and ISED 898 also require consent from the student's advisor.

3

All students must select of the following options: ISED 895: Field Study or ISED 898: Master's Thesis

Minimum total

30

RECOMMENDED ELSIT PROFESSIONAL EDUCATION COURSES

ISED 706	Principles and Methods of Adult Education	3
ISED 707	Planning and Funding Education and Community Programs	3
ISED 715	Race, Class, and Gender in Education Policy	3
ISED 716	Literacy and Cross-Cultural Issues in Education	3
ISED 717	Social Foundations for Multicultural Education	3
ISED 735	Seminar on the Adult Learner	3
ISED 736	Leadership and Policy for Community and Nonformal Education	3
ISED 738	Critical and Postmodern Pedagogies	3
ISED 739	Education and Community Development: Equity and Diversity	3
ISED 740	Education & Globalization: Issues in Comparative and International Education	3
ISED 745	Practicum in Multicultural Education Setting	3
ISED 748	Culture, Cognition, and Power Issues in Education	3
ISED 780	Adult Literacy and Basic Education	3
ISED 781	Teaching Improvement Process in Adult and Workforce Education	3
ISED 782	Practicum in Adult Learning	3
ISED 891	Educational Practices in Transnational Spaces	3

M.A. IN EDUCATION: CONCENTRATION IN SPECIAL INTEREST

• PROGRAM LEARNING OUTCOMES •

The **M.A. in Education with a Special Interest Concentration** is developed to allow graduate students to design and complete, under advisement, a program of specialized graduate study that emphasizes a particular issue or problem in education of interest to them. Students must also develop an understanding of the impacts of race/class/gender/sexual orientation/disability status upon their area of study.

The following is a list of program learning outcomes for the MA Special Interest program:

Historical Foundations of Education

1. Identify significant milestones in the history of education related to the graduate's area of specialization; describe important historical events and individuals in the history of education in the United States as they pertain to the graduate's area of specialization.

Educational Policy

2. Identify key local, state, and federal education policies related to the graduate's area of specialization; describe how these policies impact educational practice in the graduate's area of specialization.

Learner Development and Learning Theories

3. Identify major learning theories related to the graduate's area of specialization; demonstrate the ability to apply these learning theories as a conceptual framework for interpreting student learning in the graduate's area of specialization.

Curriculum and Instruction

4. Demonstrate knowledge of effective curriculum and program development, implementation, and evaluation in the graduate's area of specialization.

Teaching and Learning

5. Demonstrate knowledge of effective teaching practices in the graduate's area of specialization.

Writing

6. Demonstrate proficiency in grammar, spelling and mechanics; organize content for effective writing; and write with accuracy, clarity and style for different audiences.

Assessment, Evaluation, and Research

7A. Demonstrate knowledge of basic quantitative and qualitative methods used to conduct research and evaluation in graduate's area of specialization.

7B. Read and critique empirical educational research in the graduate's area of specialization.

7C. Demonstrate the ability to use assessment, evaluation, and research data to inform practice in the graduate's area of specialization.

7D. Design and conduct a research study or program evaluation and be able to effectively communicate the results of the study using a variety of media (e.g., written, oral, electronic) in the graduate's area of specialization.

M.A. IN EDUCATION: CONCENTRATION IN SPECIAL INTEREST

• PATHWAYS TO GRADUATION •

The typical MA Special Interest student is a part-time student with a full-time job. Courses are offered in the evenings (4-7 p.m. and 7-10 p.m.) to accommodate working students. Because most students work, they typically take 6 units per semester, and 2 to 2.5 years to graduate.

A typical pathway to graduation would be as follows:

Semester 1 a. ISED 747: Culture, Language, and Society (3 units) b. ELSIT Elective course #1 (3 units)
Semester 2 b. ELSIT Elective course #2 (3 units) c. Special Interest area course #1 (3 units)
Semester 3 d. Special Interest area course #2 (3 units) e. Special Interest area course #3 (3 units)
Semester 4 f. ISED 797: Seminar in Educational Research g. Special Interest area course #4 (3 units)
Semester 5 h. Culminating Experience (ISED 895 Field Study or ISED 898 Master's Thesis) i. Special Interest area course #5 (3 units)

M.A. IN EDUCATION FOR ALL PROGRAMS IN ELSIT DEPARTMENT

• CULMINATING EXPERIENCE RUBRICS •

All five Master of Arts programs in the ELSIT department require a culminating experience project at the conclusion of the program. The purpose of the culminating experience is for students to demonstrate to a committee of faculty members (usually two, sometimes three) that they can synthesize and apply advanced, graduate-level knowledge.

There are five types of culminating experience project that may be performed by students in the ELSIT Department. Different types of projects are generally associated with specific M.A. programs, as follows:

Types of Culminating Experience Project	M.A. Programs Primarily Associated with the Culminating Experience Project Type
• <i>Empirical Study</i>	• Adult Education, Equity & Social Justice, Special Interest
• <i>Curriculum Development & Evaluation</i>	• Adult Education, Equity & Social Justice, Special Interest
• <i>Literature Review</i>	• Adult Education, Equity & Social Justice, Special Interest
• <i>Creative Work</i>	• Instructional Technologies
• <i>Portfolio</i>	• Educational Administration

ELSIT Department faculty members have developed a standard set of rubrics for each of the five culminating experience types. The goal of developing these rubrics is to provide students and faculty with a clear set of expectations for what is required in each type of culminating experience project.

The rubrics have been standardized to include a 3-point scale: (0) Not proficient; (1) Proficient; (2) Exemplary. (The exception is the Portfolio rubric, which has a 4-point scale due to state credentialing requirements.)

In order for a student to pass the Culminating Experience (CE) project, the student must receive at least a score of (1) in each category. (Note: the passing score differs for the Portfolio rubric.)

The faculty advisor will review the completed project and provide a draft copy of the CE Scoring Form to the student no later than two weeks prior to the end of the semester (last day of classes). If the student does not pass the CE project, the student will have one week to revise and resubmit a final draft with some support from the advisor. The revised draft should be sent to the advisor and the student's second reader at least one week before the end of the semester along with a copy of the advisor's CE Scoring Form. The second reader should review the entire project, but focus mostly on areas in the rubric that received a score of (0). The advisor and second reader must agree that the student has earned at least a score of (1) in each category in order for the student to pass the CE.

The following pages contain the culminating experience rubrics for each of the five types of Culminating Experience project.

Department of Educational Equity, Leadership Studies, and Instructional Technologies

• Empirical Study Rubric •

Student Name _____

MA Program _____

Semester/Year _____

Reviewer #1 Name _____

Reviewer #2 Name: _____

Category	Criteria	Not Proficient (0)	Proficient (1)	Exemplary (2)
Abstract	a. Concise statement of the problem, methods, and procedures b. Summary of findings and implications.	Does not provide an adequate description of the study.	Provides a cogent description of research study.	Conveys a clear and focused description of the research study in an exceptional manner.
Introduction/Background of the Study (Typically Chapter 1)	a. General background of the topic b. Statement of the problem c. Purpose of the study d. Research questions e. Theoretical or conceptual framework for the study f. Overview of the methodology g. Significance of the study/importance to the field.	Demonstrates minimal knowledge and application in covering the essential components as an introduction to the study.	Covers all essential components; provides contextual background; provides significance to study. Problem statement is concise; purpose of the study is clearly focused.	Covers all essential components in an exemplary manner; demonstrates an exemplary level in providing a clear introduction to the research study.
Review of the Literature (Typically Chapter 2)	a. Review of the theoretical and empirical literature, organized according to a specific and logical pattern b. Summary of what previous research has shown and how it relates to the study c. Explanation of the theoretical underpinnings of the study d. Definition of relevant terms not defined elsewhere	Failed to provide an adequate review of the relevant literature. No synthesis, critique, or rationale. Insufficient description of prior research and related theory.	Moderately well organized; includes an adequate description of related research samples and methodologies. Theoretical perspectives are presented.	Comprehensive review of literature relevant to the study; well organized; clearly describes the breadth of related research. Theoretical perspectives are clearly articulated and explained.
Methodology of the Study (Typically Chapter 3)	a. Description of the research design and methodology b. Research questions/hypotheses/propositions c. Research context or site and participants d. Instruments and materials used e. Procedures followed for data collection f. Procedures followed for data analysis g. Delimitations of the study	Inadequate description of subjects, design, methods, procedures, and data analysis.	The research design and methodology are appropriate and described in detail and in alignment with the research question(s) and theory. An adequate description is provided for each component.	Excellent presentation of research design and methodology which are appropriate, described in detail, and in alignment with the research question(s) and theory. Thorough descriptions are provided for each component.
Results of the Study (Typically Chapter 4)	a. Presentation of the results, organized in terms of the research questions/hypotheses/propositions b. Summary of the results obtained c. Discussion of the findings of the study	Absence of pertinent results. Narrative is incomplete or incoherent. Table/figures (if needed) are absent or inappropriate.	Discussion and presentation of results align with research questions/hypotheses/propositions and the methodology; cogently describes results, and includes relevant tables/figures (if needed)	Results align with research questions/hypotheses/propositions and are presented in a clear, concise and persuasive manner. Theoretical connections are convincingly made; relationships among related studies are detailed.
Summary, Conclusions, and Recommendations (Typically Chapter 5)	a. A summary of the results, organized by research questions b. Limitations of the study c. General recommendations for practitioners and policymakers d. Recommendations for future research	Considerable relevant discussion missing. Conclusions/summary not clearly linked to findings.	Summarizes the study's findings; provides adequate discussion of theoretical perspectives; summarizes implications, applications, and future directions for research.	Findings are presented clearly, concisely, and thoroughly. Summary, conclusions, and recommendations are clearly situated within the study's theoretical or conceptual framework. Recommendations follow from the study's findings and are prescribed thoughtfully.

Category	Criteria	Not Proficient (0)	Proficient (1)	Exemplary (2)
Summary, Conclusions, and Recommendations (Typically Chapter 5)	a. A summary of the results, organized by research questions b. Limitations of the study c. General recommendations for practitioners and policymakers d. Recommendations for future research	Considerable relevant discussion missing. Conclusions/summary not clearly linked to findings.	Summarizes the study's findings; provides adequate discussion of theoretical perspectives; summarizes implications, applications, and future directions for research.	Findings are presented clearly, concisely, and thoroughly. Summary, conclusions, and recommendations are clearly situated within the study's theoretical or conceptual framework. Recommendations follow from the study's findings and are prescribed thoughtfully.
References	a. All cited in text b. APA format and style c. Use of source materials	References missing; did not follow APA guidelines; poor use of source materials.	Followed APA guidelines correctly for use of references with minor revisions required; good use of source materials.	Followed APA guidelines correctly for use of references; exceptional use of source material.
Appendices	a. Sample consent form, IRB approval, sample instruments b. Other documentation as appropriate	Does not provide documentation of materials.	Provides adequate documentation.	Provides complete documentation with appropriate appendices.
Writing Quality	a. Professional scholarly appearance b. Includes appropriate citations c. Written in a scholarly language that is clear and precise d. Logically organized, including introductory overviews and summaries for each chapter e. Use of APA Format and Style	Lacks clarity; sentences are poorly constructed and confusing; frequent errors in word choice, grammar, punctuation, and spelling.	Written with clarity; writing is logical and coherent. Correct use of APA.	Written with great clarity and precision. Writing is logical, coherent, and engaging. Correct use of APA.

Department of Educational Equity, Leadership Studies, and Instructional Technologies

• Curriculum Development and Evaluation Rubric •

Student Name _____

MA Program _____

Semester/Year _____

Reviewer #1 Name _____

Reviewer #2 Name: _____

Category	Criteria	Not Proficient (0)	Proficient (1)	Exemplary (2)
Abstract	It provides a concise statement of the problem, methods, procedures, summarizes findings and implications.	It does not provide an adequate description of the study.	It provides a cogent description of the research study.	It clearly conveys a focused description of the research study in an exceptional manner.
Introduction/ Background of the Curriculum Development & Evaluation Study	It provides a clear, concise development of the rationale for the study by clearly describing general background of the topic, statement of the problem, research questions and purpose of the study. Justification or Significance of the study is identified. Background of the topic is elaborated by updated demographic data and statistics.	Basic development of the rationale for the study is inadequate or not included. The need for the study is minimally addressed.	It covers all essential components.	It covers all essential components in a clear and exemplary way.
Literature Review	The literature review is extensive and thoroughly covers the constructs included in the study. Literature is reviewed, summarized and critiqued to capture the scholarly discourse of the field.	Limited studies are summarized. Failure to adequately ground study in theory.	The review is extensive; literature covers the constructs but does not critique the literature.	The literature review covers all essential components in an exemplary manner.
Methodology	Methodology is appropriate for the purposes of the study. Rationale for selecting evaluators is justified. Data collection and analysis are clearly described. Issues of validity and reliability are addressed.	Research Method is not appropriate for study. Rationale for methods, reliability, and validity are not adequately discussed. Data collection and analysis are not delineated.	Method is applied appropriately. Selection of evaluators is justified. Data collection and analysis are delineated with clear discussion of reliability and validity.	All components within methodology are clearly and adequately described. Diverse evaluators are included. Limitations, reliability, and validity of the study are thoroughly discussed.
Findings	Results of the study are thoroughly discussed and supported by quoted data, relevant tables and charts are used to represent view-points of evaluators. Findings sufficiently address research questions.	Findings are not clearly articulated or interpreted. Data is not related to the research questions or supported by cited data.	Findings are sufficiently discussed and directly answer the research questions, supported by data.	Findings are thoroughly discussed and well supported by quoted data, relevant statistics, tables and charts to completely address the research questions.
Conclusions, and Recommendations	Conclusion summarizes and discusses major findings. Provides general recommendations for curriculum planners, practitioners, and policymakers.	Considerable relevant discussion missing. Conclusions/summary not clearly linked to major findings. Failure to offer suggested implications of study.	Summarizes major findings, provides perspective. Summarizes implications, applications, and future directions for research.	Major findings are articulated in superior, engaging, and thought-provoking fashion. Summary, conclusions, and recommendations are clearly and completely situated within a theoretical framework and outcomes.

Category	Criteria	Not Proficient (0)	Proficient (1)	Exemplary (2)
References	All references in text are cited using APA format and style.	References missing. APA guidelines not followed. Poor use of source materials.	APA guidelines followed for use of references with minor revisions required. Good use of source materials.	APA guidelines followed for style and use of references. Exceptional use of source material.
Writing Quality	Formatted for professional scholarly appearance. Written in scholarly language that is clear and precise. Logically organized, including introductory overviews and summaries for each major section of the literature review. Use of APA Format and style.	Lacks clarity. Sentences poorly constructed and confusing. Frequent errors in word choice, grammar, punctuation, and spelling.	Written with clarity. Writing is logical and coherent. Correct use of APA.	Written with great clarity and precision. Writing is logical, coherent, persuasive, and scholarly. Correct use of APA in terms of style and references.
Curriculum Overview	Description of target student population, hosting program, frequency and time of the classes, general goal of the class, as well as teacher philosophy are included.	Only some components of overview are included.	All the components are included and described in detail.	All curricular components are described in detail. Curriculum philosophy is well developed to address learner population and learning context.
Curriculum Learning Objectives	Learning objectives are stated at the beginning of each lesson plan to demonstrate student capacity to perform tasks. Learning objectives are concise, specific, observable, and cover lesson content.	Some learning objectives match the lesson content. Learning objectives are in general not developed properly.	Concise, observable learning objectives match lesson content and describe required student capacity to perform tasks.	Student-centered objectives are specific, concise, and observable. They address cognitive, affective, and psychomotor areas of the lesson plan.
Pedagogical Practices				
1. Teaching Strategies	Multiple learning strategies/ activities are appropriately selected and utilized to achieve students' learning objectives. Time for each activity is allocated. Descriptions of each activity/strategy are adequate for repetition. Resources of all kinds are included.	Inadequate numbers of learning strategies and activities for student learning success are provided. The time and resources are not fully described or included.	Multiple activities are selected and described in detail with appropriate amounts of time allocated. Resources are included and clearly labeled.	Multiple student-centered activities and strategies are selected and arranged to address diverse learning styles. Detailed descriptions of activities and instructor scripts are included. Technologies and all resources are incorporated.
2. Instructional Sequence	The teaching process proceeds logically from opening or review activities to multiple main strategies, to closing or assessment activities.	Teaching activities include some beginning and ending activities but are generally thin and incomplete.	Teaching activities are arranged logically and proceed smoothly with some beginning, main activities and closing/ or assessment activities	Teaching activities are arranged logically, proceed orderly and smoothly to heighten students level of engagement from low-to high level, or alternate between medium and high level.
Student Assessment	Homework, exercises, or activities are designed to assess student learning objectives.	Not every assessment activity is selected or designed based on learning objectives	Multiple assessment activities are designed based upon learning objectives.	Based on learning objectives, multiple assessments utilized throughout the lesson carefully monitor and assess student performance.

Department of Educational Equity, Leadership Studies, and Instructional Technologies

• Literature Review Rubric •

Student Name _____

MA Program _____

Semester/Year _____

Reviewer #1 Name _____

Reviewer #2 Name: _____

Category	Criteria	Not Proficient (0)	Proficient (1)	Exemplary (2)
Abstract	Provided a concise statement of the problem, methods, and procedures. Summarized findings and implications	Does not provide an adequate description of the study	Provides a cogent description of research study	Clearly conveys a focused description of the research study
Introduction/ Background of the Literature Review	Provided general background of the topic including the historical context, statement of the problem, purpose of the literature review. Stated research questions Explained significance of the literature review/importance to the field	Demonstrates minimal knowledge and application in covering the essential components as an introduction to the literature review	Covers all essential components. Provides some contextual background for why the literature review has been conducted and its importance to the field. Problem statement and stated purpose of the literature review is described in somewhat general terms	Covers all essential components; provides contextual background that clearly supports the significance of the literature review. Problem statement is concise; purpose of the literature review is clearly focused
Coverage	Justified criteria for inclusion and exclusion of studies from literature review	Did not discuss the criteria for inclusion or exclusion	Discussed the literature included and excluded with some justification	Discussed and appropriately justified literature included and excluded.
	Comprehensiveness of sources with at least half being the key empirical studies with a mix (where available) of quantitative and qualitative	No empirical studies, and little discussion of theory	Some of the most important empirical studies, and some discussion of theory and philosophy	Includes the most important empirical studies of all methodologies and the key theories and philosophy pieces
Definition	Provides clear definitions of key vocabulary and resolves ambiguities in definition in the literature	Key vocabulary not defined	Key vocabulary defined in general terms and/or by quotes	Key vocabulary defined concisely. Ambiguities in definitions discussed and resolved
	Lists and defines key variables and constructs and/or frameworks that form the backbone of the literature review	Key variables/constructs and/or frameworks not defined	Some key variables/constructs and/or frameworks are defined in general terms	Key variables/ constructs and/or frameworks are defined precisely and alternative definitions are discussed and resolved
Organization of the review	There is a clear description of how studies and sources will be grouped and a rationale for the grouping provided	Studies presented sequentially with no organization	Some organization with little rationale	A clear strategy is presented for organizing the studies and a rationale is presented that is logical
Synthesis	Studies that are related are discussed in a concise synthesized fashion that relates the similarities and differences of key ideas in each subsection.	Studies are discussed individually and are not related to each other.	There is some attempt to relate some of the studies to each other but it is done inconsistently.	Studies that are related are consistently discussed in a concise synthesized fashion that relates the similarities and differences of key ideas in each subsections.
	Contains reflective <u>separate</u> synthesized discussions of the philosophical/theoretical articles and the empirical studies	Discusses only theoretical or only empirical studies	Some separate reflection about both theoretical and empirical	There is a reflective synthesized discussion of the philosophy and/or theoretical articles, followed by the same for the empirical studies
Critique and analysis	Recognizes inconsistencies in the literature and tries to explain and/or resolve the differences by examining whether they result from differences in methodology, sample, outcome measure, etc.	Either does not relate different findings and/or does not attempt to offer a possible explanation for the differences	Does some analysis of some of the inconsistencies and the explanations	Develops a logical and supported rationale for why the differences occur and provides a way to reconcile these differences
	Critiques the empirical research in terms of whether the results are valid, significant or substantial, and generalizable	Accepts the research results at face value	Some critique of the research evidence	Thoughtful critique of the research evidence with clear rationales for the critiques

	Relates the preponderance of empirical evidence to the theories presented in the review and discusses whether they are supported by the data	Does not relate the empirical evidence to any of the theories	Relates some of the empirical evidence to some of the theories, and/or does not try to reach any critical decisions about the theories	Carefully relates the empirical data to the theories wherever possible, and gives a clear and reasonable judgment as whether the data support the theories
Summary and Conclusions	Summarizes major findings and identifies key gaps in the existing literature	Considerable relevant discussion missing	Summarizes the literature review's major findings, but provides no perspective on how they relate to each other and/or to future research needs	Summarizes the literature review's major findings, and provides perspective on how they relate to each other and/or to future research needs
	Presents conclusions that are linked to the research questions	Presents conclusions in a vacuum in terms of the research questions	Presents conclusions and research questions, but no real discussion of whether/how/why conclusions answer or do not answer the research questions	Discusses how the conclusions do and/or do not answer the research questions
Recommendations	Provides general recommendations for practitioners and/or policymakers clearly linked to the review's major conclusions	Recommendations not clearly linked to the review's major conclusions	Recommendations are made but not clearly linked to the review's major conclusions	Recommendations clearly linked to the review's major conclusions
References	Cited all references in text. Used APA format and style	References missing; did not follow APA guidelines	Includes all references; followed APA guidelines for use of references with minor revisions required	Followed APA guidelines for use of references
Writing Quality	Formatted for professional scholarly appearance. Written in a scholarly language that is clear and precise. Logically organized, including introductory overviews and summaries for each major section of the literature review. Use of APA Format and style	Lacks clarity; sentences are poorly constructed and confusing; frequent errors in word choice, grammar, punctuation, and spelling	Mostly written with clarity and precision; most of the writing is logical and coherent. Consistent use of APA style	Written with great clarity and precision. Writing is logical and coherent. Consistent use of APA style

Department of Educational Equity, Leadership Studies, and Instructional Technologies

• Creative Work Rubric • (ITEC 894)

Student Name _____

MA Program _____

Semester/Year _____

Reviewer #1 Name _____

Reviewer #2 Name: _____

Components	Not Proficient (0)	Proficient (1)	Exemplary (2)
I. Instructional Project			
Instructional needs and goals: Creative Work delivers instruction on clearly justified (supported by empirical or scholarly arguments) instructional needs. The instructional goals are delineated from the instructional needs. The creative work paper shows robust alignment between instructional needs and goals	Most of the instructional needs in the paper are unsupported by empirical evidence. Most of the instructional goals are unaligned with the identified needs.	Most of the instructional needs in the paper are supported by empirical evidence. Most of the instructional goals are aligned with the identified needs.	All the instructional needs discussed in the paper are supported by empirical or scholarly arguments. All the instructional goals are aligned with the identified needs
Theoretical Foundation: Implementation of appropriate and effective approaches to learning.	Does not apply learning theory/(s) or instructional strategies to support learning.	Applies learning theory(s) adequately to support learning.	Exceptional use of learning theory(s) and instructional strategies to foster learning.
Scope: The expanse of the instruction designed to meet the instructional needs	The instructional product is equivalent to less than an hour of learning interaction.	The instructional product is equivalent to one hour of learning interaction.	The instructional product is equivalent to at least one hour or more of learning interaction.
II. Instructional Product			
Instructional Design of content in terms of flow and structural integrity.	The flow of the instructional activities is not adequately integrated with instructional strategies and principles in order to meet learning needs.	The flow of the instructional activities demonstrates an adequate integration of instructional strategies and principles with content to meet learning needs.	The flow of the instructional activities demonstrates exceptional integration of instructional strategies and principles with content to meet learning needs.
Technology Selection delivery methods: Technology and delivery method is identified and selected to facilitate learning.	The technology(s) and/or delivery method(s) selected is not discussed and no rationale provided for the impact on learning.	Technology(s) and/or delivery method(s) selected are sufficiently supported by rationale to facilitate learning.	Technology(s) and/or delivery method(s) selected are well supported by rationale to facilitate learning.
Interface Design: Interface design in terms of navigation and aesthetics are effective for the target learner.	Navigation is insufficiently smooth and intuitive. The visual appeal may/may not be aesthetically pleasing.	Navigation is adequately smooth and intuitive. The visual appeal is aesthetically pleasing.	Navigation is extremely smooth and intuitive. The visual appeal is aesthetically pleasing.
III. Design Document			
Design & Development: Describes a comprehensive and systematic design process of a well-conceived product.	Description of the analysis, design and development process for the instructional product is incomplete.	Describes the analysis, design and development process of the instructional product.	Demonstrates a thorough and exemplary process of analysis, design and development of the instructional product.
Findings & Evaluation: Submits product to a formative evaluation process; analyzes the findings and draws conclusions.	Does not have formative evaluation plan with expert reviewers or only partial evaluations; does not have findings for analysis.	Describes formative evaluation plan with experts; discusses results of design reviews and draws conclusions for product modification.	Clearly describes a formative evaluation plan with appropriate experts; thoroughly analyzes the data and draws conclusions for product modification.

III. Design Document	Not Proficient (0)	Proficient (1)	Exemplary (2)
Quality of the Instructional Materials: Conceptual integrity of the idea; integrated design of technology to support learning goal.	Creative work concept lacks depth and may not match well to learning goals or design of instruction.	Creative work design matches the product concept to learning goals and is supported by the design process.	Product shows exceptional integration of all elements of concept, design, development and evaluation.

<p>Quality of Writing: Adherence to APA style of writings, scholarly/academic language, grammatical errors.</p>	<p>Document does not adequately adhere to the APA style, standards of scholarly/academic writings, and several grammatical errors.</p>	<p>Design document adequately adheres to the APA style, standards of scholarly/academic writings, and no grammatical errors.</p>	<p>Design document completely adheres to the APA style, the high standard of scholarly/academic writings, and no grammatical errors.</p>
--	--	--	--

Department of Educational Equity, Leadership Studies, and Instructional Technologies

• **Portfolio Rubric** • (EDAD 892)

Student Name _____
 MA Program _____
analysis of
 Semester/Year _____
 Reviewer #1 Name _____
strengths and
 Reviewer #2 Name: _____

- **Artifact selection**
- **Personal interpretation and leadership**
- **Self-assessment of leadership potential areas of growth**
- **Professional growth plan**

Advanced (4)	Meets Standard (3)	Improvement Needed (2)	Unacceptable (0-1)
○ Artifacts selected demonstrate an exemplary understanding of relevant learning outcomes from coursework, practicum and/or professional experiences	○ Artifacts clearly demonstrate a understanding of learning outcomes from coursework, practicum and/or professional experiences	○ Artifacts are sufficient to demonstrate a basic/limited understanding of key coursework, and practicum learning outcomes	○ The portfolio does not demonstrate an understanding of key coursework, and practicum learning outcomes
○ Demonstrates a praxis that involves a consistently high level of reflection on her/his school/district leadership responsibilities or takes adequate actions as appropriate	○ Demonstrates a praxis that involves consistent and perceptible reflection on her/his school/district leadership responsibilities or takes adequate actions as appropriate	○ Demonstrates a praxis that does not involve a consistent perceptible reflection on her/his school/district leadership responsibilities or takes adequate actions as appropriate	○ Does not demonstrate whether or not she/he reflects on her/his school/district leadership responsibilities or takes actions as appropriate
○ Artifacts and reflection demonstrate a high level of exploration of her/his strengths & limitations as a potential school/district leader in relation to CCTC CE, CAPEs, and inclusive social justice leadership framework	○ Artifacts and reflection demonstrate adequate exploration of her/his strengths & limitations as a potential school/district leader in relation to CCTC CE, CAPEs, and inclusive social justice leadership framework	○ Artifacts and reflection demonstrate limited exploration of her/his strengths & limitations as a potential school/district leader in relation to CCTC CE, CAPEs, and inclusive social justice leadership framework	○ Artifacts and reflection demonstrate an inadequate or unrealistic exploration of her/his strengths & limitations as a potential school/district leader in relation to CCTC CE, CAPEs, and inclusive social justice leadership framework
○ Her/his reflections are consistent, deliberate and thoughtful – demonstrating a clear, well thought out and realistic description of the steps she/he will take to enhance her/his school/district leadership performance based on the self-assessment and feedback from site and university field supervisors	○ Her/his reflections are consistent and demonstrates a clear and realistic description of the steps she/he will take to enhance her/his school/district leadership performance based on the self-assessment and feedback from site and university field supervisor	○ Her/his reflections are inconsistent and/or do not demonstrate a clear and realistic description of the steps she/he will take to enhance her/his school/district leadership performance based on the self-assessment and feedback from site and university field supervisors	○ Her/his reflections do not demonstrate an adequate and/or realistic description of the steps she/he will take to enhance her/his school/district leadership performance based on the self-assessment and feedback from site and university field supervisors

<ul style="list-style-type: none"> ○ The portfolio is organized in a powerful way around the six CCTC Domains/Categories and demonstrates mastery of essential competencies at a high level 	<ul style="list-style-type: none"> ○ The portfolio is logically organized around the six CCTC Domains/Categories and demonstrates consistent mastery of essential competencies 	<ul style="list-style-type: none"> ○ The portfolio is logically organized around the six CCTC Domains/Categories to a limited extent and/or demonstrates inconsistent or limited mastery of essential competencies 	<ul style="list-style-type: none"> ○ The portfolio is not organized logically around the six CCTC Domains/Categories and demonstrates inadequate mastery of essential competencies
<ul style="list-style-type: none"> ○ The portfolio is exceptionally aesthetically appealing, with professional font and style, and reflections are written in a highly professional manner throughout 	<ul style="list-style-type: none"> ○ The portfolio is aesthetically appealing, with professional font and style, and reflections are written in a professional manner throughout 	<ul style="list-style-type: none"> ○ The portfolio has limited aesthetic appeal, with professional font and style, and reflections are written in a less than professional manner throughout 	<ul style="list-style-type: none"> ○ The portfolio is not aesthetically appealing, with professional font and style, and reflections are written in a less than professional manner throughout

FREQUENTLY ASKED QUESTIONS AND FREQUENTLY USED FORMS

(1) Is graduate advising mandatory? If so, how often should students meet with their faculty advisor?

Yes. Graduate students must meet with an assigned advisor at least once a semester. Meeting with your advisor is one of the most important steps to planning and organizing your program of study. Obtain the name of your advisor through your department and make an appointment to set up your course of study *from your first semester*.

(2) Can I transfer units from another institution to count toward the requirements for the M.A. programs?

Yes. A maximum of six units can be transferred if approved by the student's faculty advisor and the Division of Graduate Studies. Transfer units cannot have been used for a previous degree. Transfer units must not exceed the 7-year limit at the time of graduation. Go to this link for the form needed to petition for graduate unit transfer: <http://www.sfsu.edu/~gradstdy/current-form.htm>.

(3) In addition to the core and elective courses, can I take one or more faculty-directed "Independent Study" courses to fulfill graduation requirements? How many units does an "Independent Study" course carry?

Yes. An "Independent Study" can be planned with the formal approval of a faculty member who agrees to direct a student for a semester-long study.

An "Independent Study" (ITEC/EDAD/ISED 899) carries up to three units. Based on the assessment of the student's work, the faculty member directing the study decides the number of units the study can carry.

For record-keeping purposes, the faculty member and student must complete the Petition for Course by Independent Study, which contains synopsis of the student's work, and submit it to the department office prior to the start of the independent study. Go to this link for the form needed to petition for the independent study course: <http://www.sfsu.edu/~gradstdy/current-form.htm>.

(4) What is the Advancement to Candidacy (ATC) form?

The ATC is a required form. It is a list of all courses that comprise the student's MA degree program. It must be filled out and submitted to Graduate Division after completing at least 18 units of MA-level courses. The student's faculty advisor, Chair, and the College Dean must sign this form before it goes to the Graduate Division for final action.

Students should submit their ATC form at least one semester before they plan to graduate. The official ATC deadline is posted on the [Deadlines For Completing A Graduate Degree](#) page of the Graduate Division website. Check with the ELSIT Department office for departmental or College deadlines, which may be earlier than the university's stated deadline.

Only students with 3.0 or better GPA and with "Classified" status can submit ATC forms.

(5) What options do I have for the Culminating Experience Requirement?

After the Graduate Division approves an ATC, a student is advanced to candidacy. In order to complete the M.A. degree, every candidate must complete a culminating experience and the corresponding course.

There are five types of culminating experience project that may be performed by students in the ELSIT Department. Different types of projects are generally associated with specific M.A. programs, as follows:

Types of Culminating Experience Project	M.A. Programs Primarily Associated with the Culminating Experience Project Type
• <i>Empirical Study</i>	• Adult Education, Equity & Social Justice, Special Interest
• <i>Curriculum Development & Evaluation</i>	• Adult Education, Equity & Social Justice, Special Interest
• <i>Literature Review</i>	• Adult Education, Equity & Social Justice, Special Interest
• <i>Creative Work</i>	• Instructional Technologies
• <i>Portfolio</i>	• Educational Administration

--	--

For further information, please see Section VII of this document on Culminating Experience (CE) rubrics. The Culminating Experience rubrics detail what is expected in completing each type of CE project. Please consult your advisor as well for further information on the CE.

(6) I am entering my last semester, what now? Applying for Graduation.

Be aware that the deadline for applying for graduation comes within the first two weeks of the semester in which the candidate plans to graduate. As with all University policies, deadlines are specified each term in the University Calendar.

The application form requires payment of a graduation fee at the Cashier's Office. The Department Chair or Faculty Advisor must sign this form. A copy of the ATC form and an unofficial transcript must accompany the application.

The Graduate Division will not approve applications for graduation for a specific semester until all graduation requirements have been met including completion of all coursework and filing of the *Report of Completion of Specified Graduate Requirements* form that documents the completion of the culminating experience. If a candidate does not graduate in the semester as planned, she or he must reapply and be reconsidered in a subsequent semester.

In order to be eligible for graduation, several forms must be filled out and submitted throughout your course of study. Most of the University forms can be found on line at: <http://www.sfsu.edu/~gradstdy/current-form.htm>.

ELSIT Department Forms

- Culminating project 892/894/895 or 898
- Exit Survey For Graduating M.A. Students

University Forms for Graduate Study

- Advancement to Candidacy (ATC) form
- Proposal for Culminating Experience
- Protocol Approval Form –Human Subjects (PAF) (If applicable)
- Report of Completion of Specified Graduate Program Requirements
- Application for Graduation

(7) What do I do if I am notified that I have been put on probationary status?

You will be placed on probation if your GPA slips below 3.0 overall. If you are notified that you have been placed on probation, you must meet with your advisor and have him/her sign the Mandatory Graduate Probation Advising Form. You will not be able to register for courses until this form has been submitted to Graduate Division.

If after the next semester your GPA is still below 3.0, you will be academically disqualified. In this case, you must meet with your advisor and have him/her sign a petition for Reinstatement Following Disqualification.

If during the semester after reinstatement your GPA remains below 3.0, you will be administratively disqualified from the program, and can only be reinstated with an appeal by the department to the Graduate Studies Appeals Committee. This is the last possible appeal, and can be made only in cases showing the strongest potential and progress. The above forms can be obtained at the Probation and Mandatory Advising page of the Graduate Division website.

(8) What is the Seven-Year Limit Rule?

No more than seven years may elapse between the semester you are first admitted to your degree program and the completion of your degree requirements. After seven years have elapsed your enrollment in the University will be terminated automatically by the registrar. If you need to file an extension to the Seven-

Year Rule you must do so by contacting your advisor and submitting the Petition for Extension of Seven-Year Limit available at: <http://www.sfsu.edu/~gradstdy/current-form.htm>.

(9) What are the requirements for the Preliminary Administrative Services Credential (Tier 1)?

The requirements for the *Preliminary Administrative Services Credential* are the completion of the Educational Administration course of study (totaling 33 units).

Additional requirements are:

- Possession of a valid California teaching or specified service credential.
- Five years of successful, full time, teaching experience
- Basic Skills Requirement- successful passage of the California Basic Education Skills Test (CBEST) or successful passage of an out-of-state skills exam.

(10) Useful Links:

- Graduate Studies Information and Forms: <http://www.sfsu.edu/~gradstdy/>
- Graduate Student Advising: <http://www.sfsu.edu/~gradstdy/grad-advising.htm>
- Financial Aid: <http://www.sfsu.edu/~finaid/>
- SF State: <http://www.sfsu.edu>
- Graduate College of Education Scholarships: <http://gcoe.sfsu.edu/current-students/scholarships>

EXPECTATIONS OF ACADEMIC PROGRESS AND ACCEPTABLE CONDUCT

Progress Toward the Degree

Graduate students must make continuous satisfactory progress toward their degree by completing a minimum of 6 units each semester, not including summer session. Graduate students who are enrolled, but not taking courses leading to the degree may be declassified by the department (this 6-unit requirement does not apply during the culminating experience). Students who do not meet these standards and wish to stay enrolled must provide documented evidence of extenuating circumstances to their faculty advisor.

Title 5 of the California Code of Regulations requires that a master's degree be completed within a seven-year period. No more than seven years may elapse between the start of the semester of the earliest dated course on the Advancement to Candidacy (ATC) and the date the last course is actually completed and the application for graduation is filed.

Declassification from the Degree Program

A student may be declassified (dropped) from a graduate degree program for a range of reasons including, but not restricted to: unprofessional conduct; behavioral issues that interfere with the learning of others; failure to make progress toward the degree as set forth by the University and program policies; failure to meet grade requirements to maintain good standing in the program and/or University; and/or the department/program faculty determine that the student is incapable of completing degree requirements at the level expected of a graduate student in the discipline. Graduate students are expected to develop their full potential as scholars and to maintain a 3.0 GPA. Specific SF State graduate program policies may be reviewed at: <http://www.sfsu.edu/~bulletin/current/gradpol.htm#ppg50>. Students are also expected to adhere to the university's student conduct guidelines, which may be reviewed at: <http://www.sfsu.edu/~bulletin/current/supp-reg.htm#ppg339>.

The declassification request must be initiated by the department with support from the Department Chair and college dean or designee. Requests are submitted to the dean of Graduate Studies for final action and official notification to the student and the Registrar's Office. The following is the ELSIT Department's declassification procedure:

1. A faculty member determines that a student has exhibited problematic behaviors that call for declassification.
2. The faculty member brings these matters to the student's and Department Chair's attention and attempts to resolve them with the student. If they are resolved, the declassification process is ended.
3. If the problems are not resolved, the Chair appoints a Declassification Review Panel consisting of three tenure/tenure-track faculty members from the department (not including the faculty member who has originally raised the issue of declassification). The Panel reviews all materials pertinent to the student's case, and interviews the student and faculty member separately. The student may ask another student or faculty member to be present to support her/his case. Ultimately the Panel renders an independent decision on whether or not to recommend declassification.
4. If declassification is not recommended, the matter is ended. If declassification is recommended, the Chair forwards this recommendation to the Dean of the Graduate College of Education. The Dean reviews this recommendation. If s/he concurs, it is forwarded to the Dean of Graduate Studies for a final decision and appropriate action as described in the graduate program policies section of the SF State Bulletin (<http://www.sfsu.edu/~bulletin/current/gradpol.htm#ppg50>).

Student Conduct

Title 5, California Code of Regulations § 41301. Standards for Student Conduct

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Student behavior that is not consistent with the Student Conduct Code is addressed through an

educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

- a. **Student Responsibilities:** Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life
- b. **Unacceptable Student Behaviors:** The following behavior is subject to disciplinary sanctions:
 1. Dishonesty, including:
 - A. Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
 - B. Furnishing false information to a university official, faculty member, or campus office.
 - C. Forgery, alteration, or misuse of a university document, key, or identification instrument.
 - D. Misrepresenting oneself to be an authorized agent of the university or one of its auxiliaries.
 2. Unauthorized entry into, presence in, use of, or misuse of university property.
 3. Willful, material and substantial disruption or obstruction of a university-related activity, or any on-campus activity.
 4. Participating in an activity that substantially and materially disrupts the normal operations of the university, or infringes on the rights of members of the university community.
 5. Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus university related activity.
 6. Disorderly, lewd, indecent, or obscene behavior at a university related activity, or directed toward a member of the University community.
 7. Conduct that threatens or endangers the health or safety of any person within or related to the university community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
 8. Hazing, or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term "hazing" does not include customary athletic events or school sanctioned events. Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.
 9. Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and university regulations) or the misuse of legal pharmaceutical drugs.
 10. Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and university regulations), or public intoxication while on campus or at a university related activity.
 11. Theft of property or services from the university community, or misappropriation of university resources.

12. Unauthorized destruction, or damage to University property or other property in the university community.
13. Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a university related activity.
14. Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
15. Misuse of computer facilities or resources, including:
 - A. Unauthorized entry into a file, for any purpose.
 - B. Unauthorized transfer of a file.
 - C. Use of another's identification or password.
 - D. Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University Community.
 - E. Use of computing facilities and resources to send obscene or intimidating and abusive messages.
 - F. Use of computing facilities and resources to interfere with normal University operations.
 - G. Use of computing facilities and resources in violation of copyright laws.
 - H. Violation of a campus computer use policy.
16. Violation of any published university policy, rule, regulation or presidential order.
17. Failure to comply with directions of, or interference with, any university official or any public safety officer while acting in the performance of his/her duties.
18. Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the university community, to property within the university community or poses a significant threat of disruption or interference with university operations.
19. Violation of the Student Conduct Procedures, including:
 - A. Falsification, distortion, or misrepresentation of information related to a student discipline matter.
 - B. Disruption or interference with the orderly progress of a student discipline proceeding.
 - C. Initiation of a student discipline proceeding in bad faith.
 - D. Attempting to discourage another from participating in the student discipline matter.
 - E. Attempting to influence the impartiality of any participant in a student discipline matter.
 - F. Verbal or physical harassment or intimidation of any participant in a student discipline matter.
 - G. Failure to comply with the sanction(s) imposed under a student discipline proceeding.
20. Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.