



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

(ELSIT)

GRADUATE COLLEGE OF EDUCATION

STUDENT HANDBOOK

2016-2017

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<http://gcoe.sfsu.edu/content/about-equity-leadership-studies-and-instructional-technologies-elsit>

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• VISION AND MISSION •
OF THE
DEPARTMENT OF EQUITY, LEADERSHIP STUDIES, AND
INSTRUCTIONAL TECHNOLOGIES (ELSIT)

The Department of Equity, Leadership Studies, and Instructional Technologies (ELSIT) is a dynamic leader in integrating:

- educational leadership and administration
- teaching, learning, and research
- lifelong learning and scholarship
- digital age innovative tools
- collaboration and networking.

Social Justice Leadership

The department prepares professionals to critically examine inequities and work to eradicate them via practices that reduce gaps in achievement and opportunities to learn, and to enable all individuals to reach their full educational potential.

Culture of Community

The department builds a community of practice across faculty and students to prepare education professionals to be innovative thinkers and problem solvers. Students acquire interpersonal fluency and digital expertise required to engage in leadership as socially responsible practitioners and global citizens.

• PROGRAM INFORMATION •

The ELSIT Department has five (5) M.A. program concentrations:

- (1) Adult Education
- (2) Educational Administration
- (3) Equity & Social Justice in Education
- (4) Instructional Technologies
- (5) Special Interest

All Master's Degree candidates must meet the following requirements:

- Have a minimum of 3.0 GPA in order for the application for admission to be considered, and have a 3.0 or higher GPA in order to earn the M.A. degree.
- All courses taken and applied towards the MA Degree cannot be more than seven years old.

Application Requirements:

- Submit an online university application for Graduate Studies – go to:
http://www.csumentor.edu/AdmissionApp/grad_apply.asp
- Submit a departmental application – one can be emailed or mailed to you. You can also download it from:
<http://gcoe.sfsu.edu/sites/sites7.sfsu.edu.gcoe/files/elsit-department-application-form%281%29.pdf>
In addition, submit two (2) letters of recommendation and a two-page statement of purpose to the Department.
- Please go to <http://www.sfsu.edu/~gradstdy/> for the most updated Graduate regulations and forms.
- The ELSIT Department web address is:
<http://gcoe.sfsu.edu/content/about-equity-leadership-studies-and-instructional-technologies-elsit>
for additional program information.
- The College of Education web address is:
<http://gcoe.sfsu.edu/>
for scholarships and other resources.

M.A. IN EDUCATION: CONCENTRATION IN ADULT EDUCATION
• STUDENT LEARNING OUTCOMES •

The Adult Education M.A. program is designed for graduate students who wish to pursue advanced studies on adult learning and educational processes.

Program graduates work as leaders in a wide variety of contexts addressing the increasing need for adult education activities in literacy programs, community colleges, the workplace, community-based organizations, and many other formal and non-formal settings.

Upon completion of the Adult Education M.A. Degree program, 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.
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.

M.A. IN EDUCATION: CONCENTRATION IN ADULT EDUCATION

• PROGRAM DESCRIPTION •

This program is designed for graduate students who wish to pursue advanced studies on adult learning and educational processes. Program graduates work as leaders in a wide variety of contexts addressing the increasing need for adult education activities in literacy programs, community colleges, the workplace, community-based organizations, and many other settings.

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

Dept.	Course No.	Course Title	Units
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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
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ELECTIVES

Courses are selected that reflect students' individual goals. May be chosen from courses below or from other departments or colleges.

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	Teaching Improvement Process in Adult and Workforce Education	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
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M.A. 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	<i>Required Core Courses</i> ISED 706: Seminar in Principles and Methods of Adult and Workplace Education ISED 735: Seminar on the Adult Learner Students may choose 2 courses from the Elective courses listed, with approval from advisor.
II Spring Semester	4 courses X 3 units = 12 semester units	<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 Students may select one course from the Elective courses listed, with approval from advisor.
III Fall Semester	2 courses X 3 units = 6 semester units Total 30 units	Culminating Experience ISED 895 or 898 One Approved Elective

Four-Semester Plan

Semester	Numbers of Units	Courses
I Fall	3 courses X 3 units = 9 semester units	<i>Required Core Courses</i> ISED 706: Seminar in Principles and Methods of Adult and Workplace Education ISED 735 Seminar on the Adult Learner
II Spring	3 courses X 3 units = 9 semester units	<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
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	Culminating Experience: ISED 895 or ISED 898 One Approved Elective

Approved Elective Courses for Adult Education

ISED 715: Equal Justice in Education

ISED 716: Literacy and Cross-Cultural Issues in Adult Education

ISED 717: Social Foundations for Culture and Equity in Education

ISED 738: Critical and Postmodern Pedagogies

ISED 739: Education and Community Development: Equity and Diversity

ISED 740: Education and Globalization: Issues in Comparative and International Spaces

ISED 747: Culture, Language and Society in Education

ISED 748: Culture, Cognition and Power Issues in Education

ISED 780: Adult Literacy and Basic Education

ISED 781: Teaching Improvement Process in Adult and Workforce Education

ISED 782: Practicum in Adult Education

ISED 891: Education Practices in Transnational Spaces

M.A. IN EDUCATION: CONCENTRATION IN *EDUCATIONAL ADMINISTRATION*
• STUDENT LEARNING OUTCOMES •

Educational administration graduates...

- § *will 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.*

- § *will have the leadership and managerial skills critical for stimulating school improvement in inclusive ways that reduce educational achievement gaps.*

1. Students 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.
2. Students 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.
3. Students learn and apply key legal, fiscal, and personnel principles in decision-making processes that are critical for effective school and socially responsible administration.
4. Students learn 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.
5. Students integrate a culturally, racially, and socioeconomically diverse staff, student body, and community to develop, and work collaboratively around, a shared mission.
6. Students 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
and
PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM**

(May be earned concurrently)

• **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. Davide Celoria ((BH 246) (415) 405-3659 Email: dceloria@sfsu.edu

Master of Arts in Education: Concentration in Educational Administration

An excellent faculty, all of whom have held leadership positions in school systems, higher education, and /or private and governmental organizations, staffs the program in educational administration. Each has developed areas of specialization, designed to implement the program and support other activities of the department.

The program in educational administration has been revised to reflect knowledge base and skills requirements of emerging leadership roles. The curriculum generally includes the following activities: theory and practice under simulated conditions in the classroom; application and analysis of theory in a real-life situations, mostly the candidate's school and/or district; and application and participate in field practica supervised by a school or district administrator.

The Master of Arts is regarded as the professional degree for educational administrators. It is possible for candidates who meet the California Commission on Teacher Credentialing prerequisites required for the five-year preliminary administrative services credential to concurrently earn both the preliminary five-year administrative services credential and master's degree. Students who do not meet the prerequisites required for the preliminary administrative services credential are eligible to earn a master's degree only.

Admission to Program

Entry into the master's program is open to people with a bachelor's degree from an accredited institution and a 3.0 grade point average in the last 60 units of college course work. Prospective students must submit a CSU graduate application and a department application. In addition to the department application, applicants must also submit to the Department two letters of recommendation, a statement of purpose and transcripts. A faculty committee reviews applications for admission regularly. Students are admitted in both fall and spring semesters.

Written English Proficiency Requirement

Level One: During the first semester in a program, each student must demonstrate graduate-level English writing ability. If remedial work is necessary, the student shall be expected to complete prescribed courses in English, or other corrective work at a level acceptable to the department. **Level Two:** The second assessment occurs within EDAD 892.

Prerequisites required for the five-year Preliminary Administrative Services Credential, including the Preliminary Services Credential Internship Program are the following:

- Baccalaureate degree, except in professional education, from a regionally accredited college or university.

(Required for admission)

- The candidate possess one of the following valid credentials:
 - a. A clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or
 - b. A clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or
 - c. A clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.
- The candidate must provide verification of satisfy the Basic Skills Requirement. Successful passage of one of the following:
 - 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
 - English Placement Test (EPT) & Entry Level Math (ELM)
- The candidate verifies of one of the following prior to being recommended for the preliminary credential
 - a. Five years of successful, full-time or part-time teaching experience with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A);
 - b. Five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology, or clinical or rehabilitative services with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or
 - c. A combination of (a) or (b).
- The candidate must provide verification of minimum of five years of successful full-time teaching or pupil personnel or health services, or library services experience (or combination) in public schools or private schools of equal status. Community college experience is not acceptable.
<http://bulletin.sfsu.edu/programs/gce/credpro>

Note: Additional information available on the SFSU Credential Analyst website:

<http://goe.sfsu.edu/current-students/award-credential-authorization-or-certificate>

Upon completion of the program, the candidate will receive a Preliminary Administrative Services credential, or a Certificate of Eligibility credential 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.

Enrollment Requirement

Students who were admitted to the MA program before fall 2008 are required to be enrolled in the university during the semester of anticipated graduation. To meet this requirement, many students choose to enroll in a zero-unit designated College of Extended Learning course established for this purpose.

Students admitted fall 2008 and beyond have the semester they enroll in the Culminating Experience and the following semester to complete their degree requirements. Those who need additional time beyond the two semesters to complete their Culminating Experience must enroll in a zero-unit designated College of Extended Learning course every subsequent semester until the Culminating Experience is completed.

Students admitted fall 2013 and beyond have the semester they enroll in the Culminating Experience to complete their degree requirements. Those who need additional time beyond that semester must enroll in EDAD 897 (Directed Research Advising and Support), a 3-unit course, for each additional semester, until the Culminating Experience is completed.

For more information, please contact the department or the Credential and Graduate Services Center (BH 244).

Internship Program

Students who have been offered administrative positions, meet the requirements for the five-year Preliminary Administrative Services Credential, and who need the Administrative Internship Credential are eligible to apply for the internship program. Entry into this program requires a request from the district office to the chair of the Department of Equity, Leadership Studies, and Instructional Technologies.

The Preliminary Administrative Services Credential Program

Courses are 3 units unless otherwise indicated. [On-line course descriptions](#) are available.

Course	Title	Units
EDAD 713	Administrative Processes	3
EDAD 714	Practicum--Site Administration	3
EDAD 723	School Administration	3
EDAD 733	Curricular Leadership for Multicultural Education	3
EDAD 743	Educational Planning, Technology, and Evaluation	3
EDAD 753	Human Resource Administration in Education	3
EDAD 763	Law and Education	3
EDAD 774	Change Processes and Education	3
EDAD 784	Special Education Administration	3
ISED 797	Seminar: Educational Research	3
EDAD 892	Internship--Site Administration	3

Minimum total for Concentration in Educational Administration: 33

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).

MA in Education: Concentration in Educational Administration Only Students and MA in Education: Concentration in Educational Administration/Preliminary Administrative Services Credential Students: Plan for Assessing Learning Outcomes

In addition to meeting M.A. in Education: Concentration in Educational Administration Student Outcomes; M.A./Preliminary Administrative Services Credential Students are also responsible for meeting the California Commission on Teacher Credentialing (CTC) California Administrator Performance Expectations-CAPE.

All students graduating with an M.A. in Education: Concentration in Educational Administration:

- § *will 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.*
- § *will have the leadership and managerial skills critical for stimulating school improvement in inclusive ways that reduce educational achievement gaps.*

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. Courses are offered in the evenings (4-7 p.m. and 7-10 p.m. Mondays through Thursdays) to accommodate working students. Because most students work, they typically take 6 to 9 units per semester, and 2 to 2.5 years to graduate. The SFSU ELSIT Marin Leadership Institute typically takes four semesters (including summer semester) in 1.5 years. Typical paths to graduation would be as follows:

SFSU EDAD Main Campus Four-Semester Path to Graduation and Preliminary Administrative Services Credential (2 years) Option/Pathway 1

Semester 1 a. EDAD 713: Administrative Processes (3 units) b. EDAD 714 Practicum—Site Administration (3 units) c. EDAD 723: School Administration (3 units)
Semester 2 d. EDAD 733: Curricular Leadership for Multicultural Education (3 units) e. EDAD 743: Education Planning, Technology & Evaluation (3 units) f. EDAD 753: Human Resource Administration in Education (3 units)
Semester 3 g. ISED 797: Seminar in Educational Research (3 units) h. EDAD 763: Law and Education (3 units) i. EDAD 774: Change Processes and Education (3 units)
Semester 4 j. EDAD 784: Special Education Administration (3 units) k. Culminating course – EDAD 892: Internship in Educational Administration (3 units)

SFSU EDAD Main Campus Five-Semester Path to Graduation and Preliminary Administrative Services Credential (2.5 years) Option/Pathway 2

Semester 1 a. EDAD 713: Administrative Processes (3 units) b. EDAD 714 Practicum—Site Administration (3 units)
Semester 2 c. EDAD 723: School Administration (3 units) d. EDAD 733: Curricular Leadership for Multicultural Education (3 units)
Semester 3 e. EDAD 743: Education Planning, Technology & Evaluation (3 units) f. EDAD 753: Human Resource Administration in Education (3 units)
Semester 4 g. ISED 797: Seminar in Educational Research (3 units) h. EDAD 763: Law and Education (3 units) i. EDAD 774: Change Processes and Education (3 units)
Semester 5 j. EDAD 784: Special Education Administration (3 units) k. Culminating course – EDAD 892: Internship in Educational Administration (3 units)

**SFSU EDAD Marin Leadership Institute 2016-17 Cohort Four-Semester Path to
Graduation and Preliminary Administrative Services Credential (1.5 years)
Option/Pathway 3**

Semester 1 – Fall 2016 a. EDAD 713: Administrative Processes (3 units) b. EDAD 723: School Administration (3 units) c. EDAD 763: Law and Education (3 units)
Semester 2 – Spring 2017 d. EDAD 714: Practicum—Site Administration (3 units) e. EDAD 784: Special Education Administration (3 units) f. ISED 797: Seminar in Educational Research (3 units)
Semester 3 – Summer 2017 g. EDAD 743: Education Planning, Technology & Evaluation (3 units) h. EDAD 774: Change Processes and Education (3 units) h. EDAD 763: Law and Education (3 units)
Semester 4 – Fall 2017 i. EDAD 753: Human Resource Administration in Education (3 units) j. EDAD 733: Curricular Leadership for Multicultural Education (3 units) k. Culminating course – EDAD 892: Internship in Educational Administration (3 units)

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

• STUDENT 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. The following is a list of student learning outcomes for the MA Equity and Social Justice program.

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 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
Dr. David Hemphill (BH 267)	415-338-2689	Email: hemphill@sfsu.edu	

Program Description

The MA degree in Equity and Social Justice Education was established in Fall 2000. This degree 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 thinking, 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 (both, public and private) but will also impact policy changes necessary to the pursuit of equity and justice in all sectors of society. Career opportunities may include but are not limited to 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 offer 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 (21 units)

Units

Students must select 18 units (3 courses) from the following courses:

ISED 715: Equal Justice in Education	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 course:

ISED 797: Seminar in Educational Research	3
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2. Electives on Advisement (6 units)

6

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

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

3

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

TOTAL for PROGRAM 30 Units

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: Equal Opportunity in Education 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: Equal Opportunity in Education 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: Equal Opportunity in Education 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*
• 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*

• PROGRAM DESCRIPTION •

ADVISORS

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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.

Dept.	Course No.	Course Title	Units
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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	Instructional Systems Design	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	Computer Resource Specialist	3

Research Requirement

ISED	797	Seminar in Educational Research	3
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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
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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	Computer Design of Instructional Graphics II	3
ITEC	845	Instructional Web Authoring II	3
ITEC	860	Distance Education	3
ITEC	865	E-Learning Design and Development	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 in Training Design	3
ITEC	825	Formative Evaluation and 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	Computer Resource Specialist	3
ITEC	842	Cognition, Mind, and Learning for Educators	3

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: Instructional Systems Design (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*

• STUDENT 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 student 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*

• 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.

CAREER OPPORTUNITIES

People who have completed the MA degree in Education with a Special Interest Concentration have found work in a variety of settings, including: (1) public school district settings, where graduates work as curriculum developers, specialized mentor teachers, resource teachers, and school reform leaders; (2) non-profit organizations, where graduates work as community service coordinators; (3) public non-formal school settings, where graduates work as environmental center leaders, museum educators, public parks and recreation educators, and education specialists for philanthropic foundations; (4) government agencies, where graduates work in county, state and federal education-oriented agencies in fields such as migrant education and Title I education; and (5) the private sector, where graduates work as staff developers, human resource specialists, media specialists, and conflict mediators.

ADMISSION TO THE PROGRAM

Applicants must specify their area of interest and confer with a program adviser about objectives, study plans, and procedures prior to admission. Applicants to the MA Special Interest Program must have attained a grade point average of at least 3.0 (A = 4.0) in the last 60 semester (90 quarter) units attempted. The GRE is not required for admission to this MA program.

Written English Proficiency Requirement. Level One: During the first semester in the MA program and before filing a Advancement to Candidacy (ATC), each student must demonstrate graduate-level English writing ability. If remedial work is necessary, the student must complete prescribed courses in English, or other corrective work, at a level acceptable to the department. Level Two: The second assessment occurs within ISED 797 and by the time the ATC is approved and filed.

ADVISORS

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Dr. David Hemphill		Burk Hall 267	hemphill@sfsu.edu	415-338-2689
Dr. Jacob Perea		Burk Hall 391	jep@sfsu.edu	415-338-1870

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

3

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.

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	Equal Opportunity Education	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 744	Curriculum for Bilingual Cross-cultural, and Second Language Development	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
ISED 899	Special Study (1-3)	3

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:

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

M.A. IN EDUCATION FOR ALL PROGRAMS
• CULMINATING EXPERIENCE RUBRICS •

All five M.A. 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 Recommendati ons	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				
<i>1. Teaching Strategies</i>	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.
<i>2. Instructional Sequence</i>	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 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)
<p>Quality of the Instructional Materials: Conceptual integrity of the idea; integrated design of technology to support learning goal.</p>	<p>Creative work concept lacks depth and may not match well to learning goals or design of instruction.</p>	<p>Creative work design matches the product concept to learning goals and is supported by the design process.</p>	<p>Product shows exceptional integration of all elements of concept, design, development and evaluation.</p>
<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 _____
 Semester/Year _____
 Reviewer #1 Name _____
 Reviewer #2 Name: _____

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

Advanced (4)	Meets Standard (3)	Improvement Needed (2)	Unacceptable (0-1)
<p>○ Artifacts selected demonstrate an exemplary understanding of relevant learning outcomes from coursework, practicum and/or professional experiences</p>	<p>○ Artifacts clearly demonstrate a understanding of learning outcomes from coursework, practicum and/or professional experiences</p>	<p>○ Artifacts are sufficient to demonstrate a basic/limited understanding of key coursework, and practicum learning outcomes</p>	<p>○ The portfolio does not demonstrate an understanding of key coursework, and practicum learning outcomes</p>
<p>○ Demonstrates a praxis that involves a consistently high level of reflection on her/his school/district leadership responsibilities or takes adequate actions as appropriate</p>	<p>○ Demonstrates a praxis that involves consistent and perceptible reflection on her/his school/district leadership responsibilities or takes adequate actions as appropriate</p>	<p>○ Demonstrates a praxis that does not involve a consistent perceptible reflection on her/his school/district leadership responsibilities or takes adequate actions as appropriate</p>	<p>○ Does not demonstrate whether or not she/he reflects on her/his school/district leadership responsibilities or takes actions as appropriate</p>
<p>○ 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</p>	<p>○ 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</p>	<p>○ 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</p>	<p>○ 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</p>
<p>○ 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</p>	<p>○ Her/his reflections are consistent and 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 supervisor</p>	<p>○ 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</p>	<p>○ 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</p>

<p>○ The portfolio is organized in a powerful way around the six CCTC Domains/Categories and demonstrates mastery of essential competencies at a high level</p>	<p>○ The portfolio is logically organized around the six CCTC Domains/Categories and demonstrates consistent mastery of essential competencies</p>	<p>○ 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</p>	<p>○ The portfolio is not organized logically around the six CCTC Domains/Categories and demonstrates inadequate mastery of essential competencies</p>
<p>○ The portfolio is exceptionally aesthetically appealing, with professional font and style, and reflections are written in a highly professional manner throughout</p>	<p>○ The portfolio is aesthetically appealing, with professional font and style, and reflections are written in a professional manner throughout</p>	<p>○ The portfolio has limited aesthetic appeal, with professional font and style, and reflections are written in a less than professional manner throughout</p>	<p>○ The portfolio is not aesthetically appealing, with professional font and style, and reflections are written in a less than professional manner throughout</p>

FREQUENTLY ASKED QUESTIONS AND FREQUENTLY USED FORMS

1. Is **graduate advising** mandatory? If so, how often should students meet with their advisor?
2. Can I **transfer units** from another institution to count toward the requirements for the M.A. programs?
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?
4. What is the **Advancement to Candidacy (ACT)** form?
5. What options do I have for the **Culminating Experience Requirement**?
6. I am entering my last semester, what now? **Applying for Graduation.**
7. What do I do if I am notified that I have been put on **probationary status**?
8. What is the **Seven-Year Rule**?
9. What are the requirements for the **Preliminary Administrative Services Credential (Tier 1)**?
10. What are some **useful links**?

(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 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.

CONTINUOUS ENROLLMENT POLICY FOR MA CULMINATING EXPERIENCE

(Note: This policy is in effect beginning with students entering Fall 2013.)

DESCRIPTION OF STUDENT ENROLLMENT AND ADVISING PROCEDURES

BASIC REQUIREMENT

1. Students will enroll in the culminating experience course for one semester (892 Internship, 894 Creative Work, 895 Field Study, or 898 Thesis). If they complete the culminating experience, working under the guidance of a faculty advisor in one semester, they will be assigned the grade of "CR" in the culminating experience course and will graduate on schedule.
2. If students do not finish their culminating experience in one semester, then they will be assigned the grade of "RP" in the culminating experience course (892, 894, 895, or 898). For their second semester they will be required to enroll in the 3-unit ITEC/EDAD/ISED 897 course as a regular "stateside" (as opposed to CEL) student. For this course they will pay part-time tuition (just as they would for 6 or fewer units) for each additional semester that is needed until they graduate. ITEC/EDAD/ISED 897 is established as a CR/NC course. This course may not be used for credit on the MA program.
3. At the end of the second semester, if the culminating experience has been satisfactorily completed, then the original grade on the culminating experience course (892, 894, 895, or 898) will be changed from "RP" to "CR." The student will also be assigned the grade of "CR" for the 897 course.
4. If the student requires a third semester, s/he will again enroll in the 897 course as described above, until completion of the culminating experience.

ADVISING PROCEDURES

For students in their first semester of conducting the culminating experience...

1. In the semester prior to enrollment in the culminating experience course, the advisor and student will jointly develop a clear plan for completing the culminating experience project. The plan is to include the following elements:
 - a. purpose of the culminating experience
 - b. whether human subjects review and approval is required
 - c. a clear timeline for the project's completion
 - d. a description of the theoretical framework and literature base for the project.This will be done in tandem with the filing of the following documents: "Proposal for Culminating Experience" and "Advancement to Candidacy", as well as Human Subjects Protocol documents, as required.
2. If the student is conducting an empirical study requiring Human Subjects Protocol approval, the student will be counseled to submit the Human Subjects Protocol documents **at least 6 months in advance** of the start of the targeted semester in which the research is to be conducted, to allow sufficient time for interactions with the Committee for Protection of Human Subjects.
3. Prior to initial enrollment in the culminating experience course, the student's advisor will carefully counsel the student regarding the nature of the continuous enrollment requirement, clarifying the fact that the student will be required to enroll continuously in an 897 course if more than one semester is required to complete the culminating experience. In some instances, this may result in student's putting off the culminating experience for one semester until s/he is ready to devote the requisite time and attention to complete the culminating experience course in one semester.
4. During the semester in which the student is enrolled in the culminating experience course, the student and advisor will meet regularly (on a face-to-face basis, via phone, or electronically) to assess progress on the culminating experience, identify problems, resolve issues, and clarify next steps. At each regular advising session, specific tasks will be delivered, and next steps will be identified, leading to a regular set of organized steps to support study completion. The advisor will maintain a case file on each student to document the meetings and nature and stages of student progress.

5. A minimum of two weeks prior to the end of the semester, the student must present to the advisor and second reader a final draft of the culminating experience project (thesis, field study, creative work project, or internship portfolio) for final review. This final review will be conducted in a manner agreed upon by the committee, final comments will be delivered, and a decision will be made as to whether the culminating experience project meets the department's standards of quality.

6. If the student's culminating experience meets the department's standards of quality, the advisor as first reader and the second reader will sign off on the project. The student will receive the grade of "CR" for the culminating experience course and will be permitted to graduate with the degree recorded for that semester.

If the student does not complete the culminating experience in one semester...

1. The student must enroll in the ITEC/EDAD/ISED 897 course. Within the first week of the semester, the advisor and student must also meet to develop a learning contract (using the attached form "ELSIT Culminating Experience Continuous Enrollment Learning Contract") that includes the following elements:

- a. project title
- b. description of work completed so far
- c. description of work to be completed during the second semester (including specific tasks and benchmarks)
- d. statement of dates by which each task will be completed, or each benchmark will be met
- e. signatures of the student, advisor, and department chair

The Continuous Enrollment Learning Contract will be placed in the student's department file.

2. The student and advisor will meet bi-weekly or as needed to assess progress on the culminating experience, identify problems, resolve issues, and clarify next steps. At each regular advising session, specific tasks will be delivered, and next steps will be identified, leading to a regular set of organized steps to complete the culminating project. The advisor will continue to maintain a case file on each student to document the meetings and nature and stages of student progress.

3. A minimum of two weeks prior to the end of the semester, the student must present to the advisor and second reader a final draft of the culminating experience project (thesis, field study, creative work project, or internship portfolio) for final review. This final review will be conducted in a manner agreed upon by the committee, final comments will be delivered, and a decision will be made as to whether the culminating experience project meets the department's standards of quality.

4. If the student's culminating experience meets the department's standards of quality, the advisor as first reader and the second reader will sign off on the project. The student will receive the grade of "CR" for the culminating experience course and will be permitted to graduate with the degree recorded for that semester.

5. If the student does not complete the culminating experience by the end of her/his enrollment in 897, s/he will be required to meet together with the advisor and chair to discuss reasons for lack of progress on the culminating experience. If satisfactory reasons are forthcoming, then the student will be permitted to enroll again the following semester for the 897 course.

6. Students enrolling for a second semester in the 897 course will follow the same procedures for those enrolling for the first semester as noted above. Students who enroll in a second semester of 897, in all but the rarest cases, will be expected to complete the culminating experience. Those students who do not complete the culminating experience by the end of their second semester of enrollment in 897 will be required to meet together with the advisor and chair to discuss reasons for their lack of progress. Declassification from the program will be considered at this time, and further enrollment in 897 will only be allowed under extenuating circumstances supported by compelling documentation.

7. All students will be permitted to take leaves from the program at any point under normal university graduate program policies.

Culminating Experience Continuous Enrollment Learning Contract

INSTRUCTIONS: The purpose of this document is to provide a clear statement of the expectations for graduate students who are enrolled in the required ISED/ITEC/EDAD 897 course in order to complete the graduate culminating experience. Students must lay out a plan for completion of the culminating experience during the period of one semester. The plan will be reviewed by the advisor and department chair. NOTE: Additional sheets may be attached as needed.

Name:	Date:
Student ID No:	Program:
Email:	Phone:

Project Title:	
Description of Work Completed So Far	
Description of Work to be Completed this Semester (describe specific tasks and benchmarks)	Dates to be Completed By

Student Name (printed)

Student Signature

Advisor Name (printed)

Advisor Signature

Department Chair Name (printed)

Department Chair Signature