



ORIGINAL COURSE IMPLEMENTATION DATE: January 2019  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after GSC approval) March 2023  
 Course outline form version: 09/15/14

## OFFICIAL GRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> EDUC 705		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>																	
<b>Course Full Title:</b> Capstone Project																			
<b>Course Short Title (if title exceeds 30 characters):</b>																			
<b>Faculty:</b> Faculty of Professional Studies		<b>Department/School (or program if no department):</b> Teacher Education																	
<b>Calendar Description: (40 words maximum)</b> <p>Focuses on in-depth critical analysis and presentation of the design, methodology, data collection/analysis, and conclusions of research undertaken in EDUC 704 related to leadership and mentorship, K-12. Students develop a MEd project consisting of a formal paper and presentation.</p>																			
<b>Prerequisites (or NONE):</b>		Admission to the Master of Education, EDUC 700, EDUC 701, EDUC 702, EDUC 703, and EDUC 704.																	
<b>Corequisites (if applicable, or NONE):</b>		None																	
<b>Pre/corequisites (if applicable, or NONE):</b>		None																	
<b>Equivalent Courses (cannot be taken for additional credit)</b> Former course code/number: Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>																			
<b>Total Hours: 45</b> <b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td></td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>35</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours: MEd supervisor consultation</td> <td>10</td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table>		Lecture hours		Seminars/tutorials/workshops	35	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours: MEd supervisor consultation	10	<b>Total</b>	<b>45</b>	<b>Special Topics</b> Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
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<b>Total</b>	<b>45</b>																		
		<b>Maximum enrolment (for information only):</b> 24 <b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Cohort model, every other year																	
<b>Graduate Program Committee:</b> Dr. Rosetta Khalideen, Janet Carroll, Awneet Sivia, Dr. Vandy Britton																			
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b>																	
<b>Faculty Council approval</b>		<b>Date approved:</b>																	
<b>Dean(s):</b>		<b>Date approved:</b>																	
<b>Associate VP Graduate Studies:</b>		<b>Date approved:</b>																	
<b>Senate Graduate Studies Committee</b>		<b>Date of meeting:</b> March 16, 2017																	

**Course Objective**

The overall purpose / rationale for this course is:

This course will enable students to gain a deep understanding of the theory and practice related to educational leadership, teacher leadership, and mentorship within the K-12 school setting through the collection, distillation, synthesis and interpretation of research conducted during fieldwork. Students will prepare and present findings related to their specific area of inquiry to faculty and cohort colleagues in the form of a major paper and formal presentation that summarize their fieldwork and highlight the implications for further research and field application. The course will allow participants to demonstrate their competence as educational leaders and indicate their readiness to assume formal and informal leadership/mentorship roles in the context of classrooms, schools and districts.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- a) demonstrate a comprehensive understanding of theory and practice
- b) analyze, interpret and summarize the qualitative/quantitative data collected during fieldwork
- c) develop a major paper for submission to the supervisory committee that summarizes, synthesizes and interprets research related to the fieldwork, the data collected, and recommendations for further research or application in the field
- d) prepare and present a formal presentation to the supervisory committee and cohort colleagues that summarizes the inquiry question, the research undertaken during fieldwork, the findings from the fieldwork, and any recommendations for further inquiry
- e) evaluate how research outcomes distilled from the fieldwork can inform future practices in the area of leadership, distributed leadership, teacher leadership and mentorship, K-12
- f) demonstrate the ability to provide professional and supportive feedback to cohort colleagues regarding their research findings
- g) model effective written and oral communication skills
- h) model evidence-based decision making
- i) demonstrate pedagogies that reflect the professional identity of educational leaders as described by the Teacher Regulation Branch (TRB), British Columbia Principals' and Vice Principals' Association (BCPVPA), Ministry of Education
- j) integrate and apply First Peoples' Principles of Learning (FNESC, 2008)

**Prior Learning Assessment and Recognition (PLAR)**

☐ Yes ☒ No, PLAR cannot be awarded for this course because this course is part of a closed Master of Education program.

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Meetings with supervisor, lectures, seminars, workshops, tutorials, on line learning. Hybrid and blended methods of delivery may be utilized.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Coe, R., Waring, M., Hedges, L.V., Arthur, J. (Eds.).	Research Methods and Methodologies in Education (2nd ed.)	<input checked="" type="checkbox"/>	London, UK: Sage Publishing	2017
2. Creswell, J.W	Educational Research: Planning, conducting, and evaluating quantitative and qualitative research (5th ed.)	<input checked="" type="checkbox"/>	Pearson Education: Enhanced Pearson e-text	2015
3. American Psychological Association	Concise Rules of APA Style (6 <sup>th</sup> ed.)	<input checked="" type="checkbox"/>	Washington, DC: American Psychological Association	2010
4. American Psychological Association	Publication Manual of the American Psychological Association (6 <sup>th</sup> ed.)	<input checked="" type="checkbox"/>	Washington, DC: American Psychological Association	2010
5.				

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Group Work:	20%	Presentations:	30%	Independent study:	50%	Total:	100%

**Details (if necessary):** peer review and edit; paper; presentation.

**Typical Course Content and Topics****Module 1 – Research Analysis**

- research data related to fieldwork: collation, analysis, synthesis
- research findings: connecting theory and practice

**Module 2 – Research Paper**

- APA standards
- outline (inquiry question, literature review, research study design and implementation framework, context of fieldwork, description of research methods, research findings, areas for future study and conclusions, including implications)
- peer review and feedback
- draft paper
- revisions
- final paper submission

**Module 3 – Formal Presentation**

- format options
- outline (key elements)
- peer review and feedback
- draft presentation
- revisions
- formal presentation