

<b>ORIGINAL</b> Course Implementation Date:	January 2019
<b>REVISED</b> Course Implementation Date:	May 2021
<b>Course to be REVIEWED</b> Date: (six years after GSC approval)	March 2023

## 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 See <a href="#">Course credit policy (105)</a> and the <a href="#">Principles for Course Credit Assignment: Graduate Studies</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</b> (or program if no department): Teacher Education	
<b>Calendar Description:</b> (55 words maximum)  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.			
<b>Prerequisites</b> (or NONE):		Admission to the Master of Education, EDUC 700, EDUC 701, EDUC 702, EDUC 703, and EDUC 704.	
<b>Corequisites</b> (if applicable, or NONE):		None	
<b>Pre/corequisites</b> (if applicable, or NONE):		None	
<b>Antirequisite UFV Courses</b> (cannot be taken for additional credit) Former course code/number: Cross-listed with: Dual-listed with: Equivalent UFV course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>			
<b>Total Contact Hours:</b> 45  <b>Sample structure of instructional hours:</b>  1. Face to face instruction (in class, lecture, etc.) 25 2. Lab hours 3. Online class learning 4. Community learning 10 5. Group work 10  <b>See:</b> <a href="#">Course credit policy (105)</a> and the <a href="#">Principles for Course Credit Assignment: Graduate Studies</a>  <b>Note:</b> For each contact hour students should expect to spend at least three hours further on coursework outside of class.		<b>Special Topics</b> (Double-click on box to select) Will this course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the topic will be recorded when offered.  <b>Grading system:</b> Letter Grades: <input type="checkbox"/> Credit/No Credit: <input checked="" type="checkbox"/>  <b>Prior Learning Assessment and Recognition (PLAR)</b> <input type="checkbox"/> Yes, upon approval and on a case by case basis. <input checked="" type="checkbox"/> No, PLAR cannot be awarded for this course because  <b>Expected Frequency of Course Offerings</b> (every semester, annually, every other year, etc.): Cohort model, every other year	
<b>Senate Graduate Studies Committee</b>		<b>Date Approved:</b> February 18, 2021	

**Course Objective**

The overall purpose/rationale for this course is to 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:

- Demonstrate a comprehensive understanding of theory and practice.
- Analyze, interpret and summarize the qualitative/quantitative data collected during fieldwork.
- 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.
- 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.
- 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.
- Demonstrate the ability to provide professional and supportive feedback to cohort colleagues regarding their research findings.
- Model effective written and oral communication skills.
- Model evidence-based decision making.
- 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.
- Integrate and apply First Peoples' Principles of Learning (FNESC, 2008).

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

**Sample Instructional Methods**

(e.g., face to face instruction, online collaborative, online self-directed, experiential, student led learning, group collaboration, etc.).

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

**Sample Text(s) and Resource Materials:**

Insert a sample of up to 6 references for journal articles, books, and other resources. Be sure to include full bibliographic details, e.g. author's name, title (book, article/journal, chapter/volume, etc.) year of publication, publisher, etc.

Coe, R., Waring, M., Hedges, L.V., Arthur, J. (Eds.). Research Methods and Methodologies in Education (2nd ed.) London, UK: Sage Publishing 2017

Creswell, J.W. Educational Research: Planning, conducting, and evaluating quantitative and qualitative research (5th ed.) Pearson Education: Enhanced Pearson e-text. 2015

American Psychological Association. Concise Rules of APA Style (6th ed.) Washington, DC: American Psychological Association 2010

American Psychological Association. Publication Manual of the American Psychological Association (6th ed.) Washington, DC: American Psychological Association 2010

**Sample Required Additional Supplies and Materials**

(software, hardware, tools, specialized clothing, etc.)

**Sample Evaluation Methods and Weighting**

(e.g., term paper, essay, assignment, research paper, final exam, midterm exam, major paper, thesis, practicum, research proposal, lab work, etc.)

Group Work	20%	Presentations	30%	Independent Study	50%		%
	%		%		%		%

**Sample Course Content and Topics**

Departments typically list course content by week, unit, or module. Please provide one or more examples for a typical course term.

**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