



EDUC 698
Thesis Seminar
CRN #21970
Spring 2015

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
 - Promote and foster social justice and educational equity
 - Advance innovative, student-centered practices
 - Inspire reflective teaching and learning
 - Conduct purposeful research
 - Serve the School, College, University, and Community
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Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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COURSE DESCRIPTION

Students engage in the planning, preparation, and completion of their culminating experience, which may take the form of a research thesis, a curricular project within a schooling context — including the National Board Certification Teacher (NBCT) process, or a comprehensive examination. For candidates in the Educational Administration program, the culminating experience is a research thesis. *Note: Students must continually enroll in this course until successful completion of the culminating experience. Graded Credit/No Credit. Enrollment Requirement: Successful completion of the master's option coursework and advancement to candidacy.*

Course Objectives

Candidates will:

1. plan and prepare a scholarly culminating experience under advisement of a Committee Chair and at least one additional Committee Member.
2. complete a scholarly culminating experience in accordance with professional expectations, including approval of the Committee members.
3. apply the explicit style requirements of the APA Publication Manual (current edition).
4. successfully present and/or defend their scholarly culminating experience in accordance with option protocol.

Required Texts

American Psychological Association (2009). *Publication Manual of the American Psychological Association*. Washington, DC: Author.

For additional information regarding Graduate Studies Policies and Procedures, please refer to the following Graduate Studies link: www.csusm.edu/gsr/graduatestudies/index.html

STUDENT LEARNING OUTCOMES

Completion of a written thesis and a successful defense.

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

This course contains a five chapter thesis writing requirement that far exceeds the 2,500 word university requirement.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS

Below is a Gant chart of the tasks you will complete and dates to benchmark for each week of the semester. You will move through the timeline at your own pace.

The task leads to milestones which are:

- submitting draft chapters 1-3,
- approval of the IRB permission,
- collecting and analyzing the research data,
- submitting chapters 4-5,
- assembling the entire edited paper meeting the APA format and library requirements,
- submitting a Power Point of the defense, and
- defending the thesis.

As the course is credit/no credit, your final grade will be based on successful completion of a thesis and the defense of that thesis to your committee members and peers.

Week of.....	Jan 26	Feb 2	Feb 9	Feb 16	Feb 23	Mar 2	Mar 9	Mar 16	Mar 23	Mar 30	Apr 6	Apr 13	Apr 20	Apr 27
Submit advancement to candidacy														
Apply to graduate														
Submit chapters 1-3 to chair														
Get approval of data collection from site/dist														
Draft of IRB app to chair														
Submit IRB application online														
Collect and chart research data														

Analyze the data and create charts														
Write and edit chapter 4 for chair review														
Develop conclusions of study														
Write and edit chapter 5 for chair review														
Check and edit references														
Write table of contents and assign pages														
Create title page from library template														
Ensure paper is ADA compliant														
Make appointment w/ Dr. Vargas for signing														
Defend														
Make final edits from defense suggestions														
Get signature from committee and Vargas														
Submit to Scholar Works														Before May 7 12pm
Week of.....	Jan 26	Feb 2	Feb 9	Feb 16	Feb 23	Mar 2	Mar 9	Mar 16	Mar 23	Mar 30	Apr 6	Apr 13	Apr 20	Apr 27

Grading Standards

This is a credit/no credit course. Successful completion and approval by the thesis committee of the thesis and the defense earns the candidate a grade of Credit.

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)
Session 1 1/22/15	Introduction to the course and the expectations	Complete the Advancement to Candidacy form
Session 2	Independent research and writing	IRB draft Completion of Chapter 2
Session 3	Independent research and writing	IRB submission Draft of Chapters 1 and 3
Session 4	Independent research and writing	IRB approval Completion of Chapters 1 and 3
Session 5	Independent research and writing	Collect research data
Session 6	Independent research and writing	Collect research data
Session 7	Independent research and writing	Collect research data
Session 8	Independent research and writing	Analyze research data
Session 9	Independent research and writing	Write Chapter 4
Session 10	Independent research and writing	Write Chapter 4
Session 11	Independent research and writing	Write Chapter 5
Session 12	Independent research and writing	Complete all thesis sections
Session 13	Independent research and writing	Edit thesis Prepare draft power point defense
Session 14	Defense preparation	Defense
Session 15		Refine thesis using committee recommendations
Final Exam May 7		Submit thesis to Scholar Works