



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

www.csusm.edu/soe

Course Number Course Title CRN Semester / Year	EDUC 698				
	Master's Culminating Experience Seminar				
	Fall 2017				
Committee:		Office:	Office Hours:	Phone:	E-Mail:
Erika Daniels		UH 402	Appointment	760-750-8547	edaniels@csusm.edu
Christiane Wood		UH 425	Appointment	760-750-8235	cwood@csusm.edu

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

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

TABLE OF CONTENTS

COURSE DESCRIPTION.....	2
Course Objectives.....	2
GENERAL CONSIDERATIONS.....	2
Graduate Writing Requirements.....	3
MA IN EDUCATION PROGRAM STUDENT LEARNING OUTCOMES (PSLO).....	4
Culminating Experience Options.....	4
Thesis.....	4
Project.....	5
Culminating Experience Committee.....	5

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 Option 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, MATERIALS AND/OR ACCOUNTS

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). 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

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997.*)

This research-based class is moved outside the confines of a classroom and includes face-to-face or electronic meetings, research time in the library or online, and engaging with the community to collect and interpret data. Writing, getting feedback, and editing are a large part of the assigned work.

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled 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. Students 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.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score, or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the *Publication Manual of the American Psychological Association, 6th ed.* (2009). This is a required textbook for all CSUSM School of Education graduate courses.

Course Format

Online

Contact Information for Technical Support Assistance

The CSUSM Help Desk is available for technical support: <http://www.csusm.edu/iits/students/index.html>

Office location: Kellogg Library, #2013.

Use of Technology

Candidates (Course participants) 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 provided by instructor (Committee Chair/Advisor).

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.

MA IN EDUCATION PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

The Master of Arts in Education Program assesses four (4) Program Student Learning Outcomes (PSLOs):

PSLO 1: Professional Dispositions

Demonstrate interaction and communication skills that reflect professional dispositions and ethics, such as respect for diversity, educational equity, collaboration, and social justice.

PSLO 2: Leadership Skills

Apply leadership skills to advance the profession.

PSLO 3: Analyze Research

Analyze educational and/or professional research.

PSLO 4: Integrate Research

Integrate research and evidence-based practices into educational and professional settings.

In EDUC 698, the candidates are assessed on their ability to integrate research and evidence-based practices into educational and professional settings through their Culminating Experience, an empirical research thesis, curriculum project, exam, or application for National Board Certification.

COURSE REQUIREMENT

Culminating Experience Options

The Culminating Experience is a requirement for completion of the Master's Program. The Culminating Experience can be completed through one of the following ways. For candidates in the Educational Administration Option program, the culminating experience is a research thesis. Not all Masters program options utilize all of the following means of fulfilling the culminating activity requirement. Please check with your Masters option and your MA committee before proceeding.

Thesis

Conduct a research study of interest according to the appropriate research design approved by a committee and reported in a format using the APA Style Manual.

Project

Define a need relating to curriculum or professional development through a review of existing programs. Meet the need through the design, development, and implementation of curriculum or a professional development program that has not been previously addressed by others. The project must be approved by the committee and reported in a format using the APA style Manual.

Culminating Experience Committee

Dr. Christian Wood and Dr. Erika Daniels serve as your Culminating Experience committee. One professor will act as your chair and the other as the second reader. Specific details will be discussed with individual students.

Defense with Committee

A thesis or project must be completed, defended, and approved by the committee.

- Student and MA Committee Chair/Advisor schedule the thesis/project defense. The student provides copies of the thesis/project to all committee members prior to the defense.
- After successfully defending the thesis/project, the student makes revisions required/ suggested by the MA committee. The MA committee is responsible for ensuring that the thesis/project is written in an acceptable style for the discipline.
- After the changes have been made, each member of the MA Committee signs the signature page of the official copy of the thesis/project.

Electronic Thesis, Projects and Dissertation (EDT) Submission

- The complete thesis/project must be electronically submitted to the Kellogg Library through Scholarworks. EDT submission guidelines are available on the Kellogg Library Website: <https://biblio.csusm.edu/content/e-thesis-project-and-dissertation-submission-guide>
- Electronic submission requires that the electronic document meet the American Disability Act (ADA) Accessibility requirements.
- The candidate is responsible for adhering to the ETD submission deadlines.

Required Forms

- There are two forms required for completion of the culminating experience:
 - *Department Thesis/Project Signature Page* is required for the thesis and a different form for the project. Make sure you download the correct form. Fill in the:
 - “Master of Arts in Education”
 - Title
 - Author name
 - Defense date
 - Names and signatures of the committee chair and committee member(s).
 - *Certificate Form* is required with signatures from your MA Committee Chair/Advisor and the School of Education Director.
- These forms are available at the EDT Submission Guidelines on the Kellogg Library Website: <https://biblio.csusm.edu/content/e-thesis-project-and-dissertation-submission-guide>

School of Education Director Signature

Following the completion of the work and defense with committee, the student will obtain the Director’s signature on the Master’s Certificate Form.

Culminating Experience Writing Requirements

*NOTE: The timeline below specifies specific deadlines that must be met in order to graduate at the end of the Fall 2017 semester. **Submit each deliverable no later than midnight on the date identified below.** Students who do not adhere to the deadlines identified below will receive an Incomplete and must register for EDUC 698 in the Spring 2018 semester.

**The learning activities in each Cougar Courses module provide the support and resources necessary to complete these tasks.

Date	Task	Deliverable
August 31 (Thursday)	Complete Status Update survey on Google Forms	Survey completion
September 5 (Tuesday)	Clarify and/or finalize purpose statement and research question (thesis) or product (project) Use the graphic organizer provided in Module 1	Graphic organizer submitted on CC. Found in Module 0, labeled “Culminating Experience overview”
September 16 (Saturday)	Review and revise chapter 1 based upon Chris and Erika’s feedback on the Culminating Experience overview. Use what you created in EDUC 619 and EDUC 622. * Each draft you submit should be as strong as you can make it without additional feedback	Chapter 1 submitted to CC in Module 1, labeled “Chapter 1 Drafts”
September 23 (Saturday)	Review and revise chapter 2 using what you created in EDUC 619 and EDUC 622. *Be sure to connect the literature to your purpose statement and research questions/project idea.	Chapter 2 submitted to CC in Module 2, labeled “Chapter 1 Drafts”
September 30 (Saturday)	Review and revise chapter 3 using what you created in EDUC 619 and EDUC 622. *This chapter—Methodology—is a step-by-step description of your plan 1) To collect and analyze data to answer your research question OR 2) To create the product described in your project’s purpose statement.	Chapter 3 submitted to CC in Module 3, labeled “Drafts”
October 21 (Saturday)	Thesis: Collect and analyze data Project: Develop content for the curriculum, workshop, etc	Thesis: Summary of findings Project: Summary of content Submitted to CC in Module 3 , labeled “Summaries”
October 28 (Saturday)	Write chapter 4 . *Thesis: A description of your findings—(e.g. what themes arose from your data analysis?) *Project: The actual product you create (e.g. curriculum, professional development workshop)	Chapter 4 submitted to CC in Module 4, labeled “Drafts”
November 11 (Saturday)	Write chapter 5 . *Chapter 5 ties the entire document together. For a thesis, explain what the findings mean as they relate back to your literature review. How do they answer your research question? For a project, how might your intended audience use what you created? Give suggestions for implementation and assessment.	Chapter 5 submitted to CC in Module 5, labeled “Drafts”
November 18 (Saturday)	1. Put the entire thesis or project together into one Word document. Include a title page, table of contents, and other front and back matter as indicated by the resources in Module 6. 2. Review submission guidelines: http://biblio.csusm.edu/guides/subject-guide/193-CSUSM-ETD-Submission-Guide/	Full document—correctly formatted—submitted to CC in Module 6.
November 13 (Monday)	Make appointment with the digital archives librarian—Carmen Mitchell (cmitchell@csusm.edu) --to review and finalize your document. *You must contact Carmen by November 13. The appointment itself will be after this date.	Email to Chris and Erika that Carmen has accepted your thesis/project.
	Submit thesis/project to the library	

*Ongoing—Revise each chapter after you receive feedback from Chris and Erika. This is not specified in the timeline above because each student will have varying amounts of revisions to complete. Be prepared for multiple drafts of each chapter before being approved.