



EDUC 698-02
Master's Culminating Experience Seminar
Spring/2018
CRN# 21017

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

Committee Chair:	Office:	Office Hours:	Phone:	E-Mail:
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Committee Member(s)				
As arranged by student				

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

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

GENERAL CONSIDERATIONS

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

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, 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.

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 ADA 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.

Activities and timeline:

Week of.....	Jan 22	Jan 29	Feb 5	Feb 12	Feb 19	Feb 26	Mar 5	Mar 12	Mar 19	Mar 26	Apr 2	Apr 9	Apr 16	Apr 23	Apr 30	May 7	May 14
Submit advancement to candidacy																	
Apply to graduate by March 13								Grad									
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 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 in APA																	
Write table of contents and assign pages																	
Create title page from library																	

template																	
Ensure paper is ADA compliant																	
Make appointment w/Assoc Dean for signing																	
Defend and get signatures from committee																M 2 nd or 3 rd	
Make final edits from defense suggestions																	
Submit to Scholar Works																	May 10 th noon