

Course & Section Nos.	EDUC 698 Section 2
Course Title	Master's Culminating Experience Seminar
Class Roster No.	40337
Course Day(s)	TBD
Time	TBD
Course Location	UH 468A
Semester / Year	Fall 2018
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Office Hours	By Appointment

WELCOME

This semester you will be completing your Master's Thesis or Project. I am excited to support you as you research an topic of interest and complete your degree.

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

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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. **Note:** Students must continually enroll in this course until successful completion of the culminating experience. Graded Credit/No Credit.

Course Prerequisites

Admission to program, successful completion of the master's coursework and advancement to candidacy.

Course Objectives

Candidates will know and be able to:

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

Required Texts

American Psychological Association. (2009). Publication Manual of the American Psychological Association, 6th Ed. Washington, DC: APA.

EDUC 698 Culminating Activity Supports

<http://community.csusm.edu/course/view.php?id=33>

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

COURSE & PROGRAM STUDENT LEARNING OUTCOMES

Course Learning Outcomes (CLO)

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

- Analyze research literature in the field of education and a topic of interest
- Synthesis information and data into a literature review
- Research a topic by collecting data OR develop a project based on evidenced-based practices
- Eloquently report findings OR results of a final project
- Accurately apply APA style in their writing
- Understand and ensure their final product is ADA compliant

MA in Education Program Student Learning Outcomes (PSLO)

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

- **PSLO 1: Professional Dispositions** (EDUC 622)

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** (EDUC 602 or EDAD 618B)

Apply leadership skills in social justice and equity to advance the profession.

- **PSLO 3: Analyze Research** (EDUC 622)

Analyze educational and/or professional research.

- **PSLO 4: Integrate Research** (EDUC 698)

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

EDUC 698 addresses Program Student Learning Outcome 4: **PSLO 4: Integrate Research**

Integrate research and evidence-based practices into educational and professional settings. The candidates are assessed on their ability to integrate research and evidence-based practices into educational and professional settings through their culminating experience/activity in EDUC 698: MA Thesis/Project Seminar. The Culminating Experience is an empirical research thesis, curriculum project, exam, or application for National Board Certification (considered a project). In EDUC 698 the candidate meets with, receives guidance and feedback from their faculty committee (chairperson and second reader). Candidates are able to choose their committee from SOE faculty members. The School of Education faculty scores the culminating activity - thesis or project using a rubric provided at the end of the syllabus and on EDUC 698 Culminating Activity Support Website: <http://community.csusm.edu/course/view.php?id=33> Candidates must meet the requirement for PSLO 4 before submitting Electronic-Thesis, Project, or Dissertation (ETD) to the library.

EDUCATION MA PSLO 4: INTEGRATE RESEARCH - THESIS OR PROJECT RUBRIC

<p>Meets Expectations If candidate met the thesis or project objectives and passed EDUC 698 – no scored rubric is needed.</p>	<p>Approaching Expectation If a candidate does not meet the Thesis or Project objectives and needs to repeat EDUC 698, circle expectations not met and submit to MA & Assessment Coordinator.</p>
<p>Abstract</p>	
<p>Abstract Objective Abstracts serve as summary of research to help readers determine the value of reading the entire text and to index article for cross-referencing.</p>	<ol style="list-style-type: none"> 1. Abstract is less than 250 words 2. Main Idea & purpose of research or project 3. Scope of literature for research or project 4. Methodology 5. Research findings or results of project 6. Conclusions & Recommendations 7. 8 Key words provided in alphabetical order
<p>Chapter 1: Statement of Problem</p>	
<p>Statement of Problem Objective Chapter One richly describe the problem, background &/or research that explains the dilemma.</p>	<ol style="list-style-type: none"> 1. Statement of problem is clear and concise 2. Research question is narrow, focused and identifies the complexities and nuances of the topic 3. Organization is cohesive and connects the different research through themes 4. Chapter 1 is written in present tense

Chapter 2: Literature Review	
Literature Review Objective Chapter Two reviews what is known and not known about the topic of study. Chapter provides a rich presentation of key literature that informs the research or curriculum project with clear connections among the research and how the literature addresses the topic/questions.	<ol style="list-style-type: none"> 1. Key literature on topic is addressed 2. Literature is presented in an organized manner 3. Literature analysis is conceptual and integrative, not mechanical and enumerative. 4. Organization is cohesive and connects the different research through themes 5. Literature is connected to the topic or questions 6. Expansion upon previous research 7. APA Style Citations Provided
Chapter 3: Methodology	
Methodology Objective Chapter Three describes the methodology and justifies how it is a good match for the research or project. Methodology includes details about the setting, participants, procedures and limitations of the methodology.	<ol style="list-style-type: none"> 1. Research or Curriculum Design 2. Setting 3. Participants 4. Instruments 5. Procedures 6. Limitations
Chapter 4: Research Data or Project Presentation	
Presentation Objective To describe and analyze research findings or to present a complete curriculum project in a professional manner.	<ol style="list-style-type: none"> 1. Introduction - Preview of the data or project 2. Data or Project Presentation 3. Data interpretation for research 4. Data analysis for research
Chapter 5: Recommendations	
Recommendations Objective To summarize findings and make recommendations based on interpretations or lessons learned	<ol style="list-style-type: none"> 1. Summarize Findings 2. Finding Interpretation in Context of the field and the literature review 3. Implications, Recommendations or Lessons Learned 4. Limitations 5. Future Directions for Research or Curriculum

SCHEDULE/COURSE OUTLINE

**ALL REQUIRED FORMS AND INFORMATION CAN BE FOUND AT
<https://biblio.csusm.edu/thesis-submission>**

<u>Task</u>	<u>Details</u>	<u>Due Date</u>	<u>Completed</u> ✓
Preparation for Culminating Experience Form <u>REQUIRED SIGNATURE:</u> Your Chair	Complete and submit this agreement form to Nam Nguyen UH 221 by	Oct. 1 st Spring EDUC 698 March 1 st Summer/Fall EDUC 698	
Advancement to Candidacy Form <u>REQUIRED SIGNATURES:</u> Dr. Robledo Your Chair Your Committee Member(s)	Submit to Nam Nguyen Graduate Student Services Coordinator (760) 750-8544 pnguyen@csusm.edu University Hall, Suite 221		
Apply to Graduate	MyCSUSM Student Center by deadline		
Make Chapters 1-3 ADA Compliant and submit to Chair	Review the ADA Compliance tutorials. For assistance: Amy Dyess adyess@csusm.edu or Barbara Taylor btaylor@csusm.edu Also refer to the ADA Instruction Handout		
THESIS ONLY Get approval of data collection from site/district			
THESIS ONLY Draft of IRB application to chair	http://www.csusm.edu/gsr/irb/		
THESIS ONLY Submit IRB application online	Approval takes time, plan ahead!		
Make Chapters 4 ADA Compliant and submit to Chair	Review the ADA Compliance tutorials. For assistance: Barbara Taylor btaylor@csusm.edu		
Make Chapters 5 ADA Compliant and submit to Chair	Review the ADA Compliance tutorials. For assistance: Barbara Taylor btaylor@csusm.edu		
Check and edit References	Review you APA		
Write Table of Contents and assign pages	Use the Table of Contents tool in Word to assist you in formatting.		
Create Title Page	Follow the Template		
Ensure your Thesis/Project is ADA Compliant	Review the ADA Compliance tutorials. For assistance: Barbara Taylor btaylor@csusm.edu or Amy Dyess adyess@csusm.edu		
Create Your Poster	Review Poster "Session Guidelines & Templates" Powerpoint. Allow time for professional printing.		

<p>DEFENSE: Attend Graduate's Program Open House</p> <p>-Electronic Thesis and Project Certification/Copyright Form</p> <p><u>REQUIRED SIGNATURES:</u> Dr. Robledo, Program Coordinator Your Chair</p>	<p><i>They are held every December and May. Summer graduates do not attend.</i></p>		
<p>Thesis OR Project Signature Page</p> <p><u>REQUIRED SIGNATURES:</u> YOUR CHAIR YOUR COMMITTEE MEMBER(S)</p>	<p><i>This becomes the front page of your Thesis/Project</i></p>		
<p>\$25.00 Payment</p>	<p>Pay the \$25 Thesis/Project Fee at the Cashier's Office or online. You must pay by the deadline if paying by check or credit card. Cash payment may be made at any time.</p>		
<p>Register for ScholarWorks</p>	<p>Email your registration information to Carmen Mitchell cmitchell@csusm.edu</p>		
<p>Submit your thesis or project to ScholarWorks</p>	<p>Congratulations, you did it!! ☺</p>		
<p>Electronic Thesis and Project Submission Checklist</p>	<p>When the Electronic Thesis and Project Submission Checklist at https://biblio.csusm.edu/thesis-submission is completed, staple it together with your E-Thesis and Project Certification/Copyright Form and one receipt from fee payment. Drop these items off at the ETD Drop Box next to the Research Help Desk inside the Kellogg Library.</p>		

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

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.

- **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. National Board Application Process: Investigate the options provided by the National Board for Professional Teaching Standards (NBPTS), complete application and portfolio for the National Board Certification. The portfolio must be submitted to the committee prior to submission for the National Board Certification process.
- **Exam:** Written exam where candidate identifies area of focus for in-depth investigation. The candidate works closely with the MA Committee Members (chair and reader) to develop a customized list of readings. The candidate obtains a set of customized questions from a mutually defined set of study areas. Questions will be posed requiring analysis, synthesis, and application of the area of study with a defined time limit to electronically submit responses. The MA Committee Chair and Reader assess responses.

Master's Committee

You will need a MA Committee composed of:

1. A Chair/Advisor from your MA option unless there is a special need for expertise that is not available. The coordinator of your option and the Associate Dean must approve selecting someone outside your area. The Chair/Advisor must have a doctorate in the area of study.
2. A Second Reader who usually provides input at the initial stage in developing the culminating experience and provides feedback/approval at its completion. The second reader must have a Master's Degree in the area of study or be approved by the MA Program Coordinator and Committee Chairperson.

School of Education Director Signature

Following the completion of the work, the student will schedule an appointment with the Director of the School of Education to defend and share their completed thesis or project and receive required signatures.

Defense with Committee

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

- The student will create a poster reflective of their thesis or project to defend and share it at the School of Education Poster Session with their committee and peers.
- 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 EDT submission deadlines.

Grading Standards

You will move through the tasks below on a timeline agreed between you and your Chair/Advisor.

- Submitting chapters 1-3
- Approval through IRB if applicable
- Submitting chapters 4-5
- Assembling the entire edited paper meeting the APA format and library requirements
- Submitting a Poster of your final product
- Defending your final product

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

Final Exam Statement

There is not final exam.

School of Education/Course 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*).

GENERAL CONSIDERATIONS

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 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. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or make an appointment.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Students will meet with the professor by appointment face-to-face, spend time out-of-class associated with the face-to-face sessions working on activities associated with their thesis or project, and complete on-line work that will total at least 45 hours per unit of credit.

All University Writing Requirement

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

Per the CSUSM Online Instruction Policy, EDUC 698 is considered a hybrid course as it is a combination of a traditional (FT) instruction with an online class component.

Necessary Technical Competency Required of Students

Candidates are required to have the technical expertise to use online browsers (e.g., Firefox) to access information and use various forms of technology (e.g., word processing, Google docs, and CSUSM electronic mail) to produce and submit course assignments. Please save a digital copy of all portions of your project/thesis.

Contact Information for Technical Support Assistance

For technical support assistance, please contact the CSUSM Help Desk. See information on the various ways in which students may get technical support at <http://www.csusm.edu/sth/support/index.html>

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.