# *Secondary Education*

## Masters of Science Degree

## A Student Guidebook to Completing the MSE Degree

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# ACKNOWLEDGEMENTS

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# Chapter 1: Graduate Student Expectations

## 1.1    Overview of the MSE Graduate Program

The Department of Secondary Education at California State University, Fullerton offers three different emphases in our graduate program:

- **Master of Science in Education with a Concentration in Secondary Education**
  The MSE Concentration in Secondary Education is designed to help career secondary classroom teachers upgrade their skills, become informed about new ideas and research in secondary teaching, and prepare for curriculum leadership roles in public and private schools.
- **Master of Science in Education with an Emphasis in Teacher Induction**
  The MSE Emphasis in Teacher Induction is a collaborative effort with local school districts and is designed for 7-12 grade teachers enrolled in a district Induction Program and working toward a California Professional Credential. This degree will provide training that advances the skills and knowledge of professional educators and allows them to meet professional certification.
- **Master of Science in Education with an Emphasis in Teaching Foundational Mathematics**
  The MSE Emphasis in Teaching Foundational Mathematics is a collaborative effort with the Department of Mathematics and is designed to help career middle school (grades 5-9) mathematics classroom teachers upgrade their skills, become informed about new ideas in secondary teaching, and prepare for curriculum leadership roles in public and private schools. This emphasis provides mathematics teachers with a deeper knowledge base in mathematics education.

The focus of this degree program is teacher leadership.   But unlike other graduate programs that are designed to lead teachers out of the classroom and into positions as principals, superintendents, and other administrative roles, this degree is intended for educators whose primary goal is to perfect the art and science of teaching.

At a time when student achievement and teacher development are in the public eye, professional educators need an opportunity to continue their studies and earn the recognition that a graduate degree from Cal State Fullerton brings. When teachers complete the program, they can expect be recognized as highly talented and proficient teacher leaders.

Graduates from this program have assumed leadership roles in a variety of ways, including the following: developing curriculum at the district and state-

wide levels, mentoring colleagues, chairing committees leading school improvement reforms, serving as instructors of preservice teacher preparation classes, leading professional development programs, acting as teacher-consultants, and serving as resource specialists, professional grant writers, book authors, and authors of professional articles.

We are especially proud to be offering this program in two formats:  hybrid and totally online.   As such, all of our courses are supported by Blackboard; they all contain rich and interactive online resources.

Our program web site also provides a wealth of information regarding our program.  For example information regarding course descriptions, faculty expertise, admissions requirements, and other important information is all located through our program web site:
http://ed.fullerton.edu/SecEd/Gradprgm/Index.htm

As a program that is orientated around the five core propositions promoted by the National Board for Professional Teaching Standards (NBPTS) (http://www.nbpts.org/), we are proud that many of our candidates pursue National Board Certification for their culminating experience in the program.

Regardless of whether you choose to pursue National Board Certification, we hope that this program allows you to see yourself in a new professional light. With the continual self reflection, exposure to new ideas, and professional conversations that you will experience in this program, we hope that you will feel both prepared and excited to continue your lives as professional educators. For we believe, as does the NBPTS, that "great schools begin with great teachers."  Like the NBPTS, "we believe that quality teaching is the key to improved student achievement."  As such, quality teaching is at the heart of what we do.

As a graduate faculty, we hope that this graduate program will enable you to feel conversant and knowledgeable enough to join the many "professional conversations" that are shaping the future of our educational landscape.


## 1.2    Graduate Academic Standards

Please check with the Graduate Office for updated information on academic standards for graduate students.  http://www.fullerton.edu/graduate/

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*GRADUATE ACADEMIC STANDARDS*

*Grade-Point Average Requirements*
*A grade-point average (grade points divided by units attempted) of at least 3.0 is required for graduation with a master's degree. This grade-point average*

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*applies to (1) all 400- and 500-level units attempted subsequent to admission to a degree program and (2) all units required on the student's graduate study plan including transfer courses. Each course on the study plan must be completed with a grade of "C" (2.0) or better.*

*A degree student may request a change in study plan in order to raise the study plan grade-point average by:*

1. *Adding no more than six units of approved course work, or*

2. *Repeating no more than six units of course work in which a "C" (2.0) or lower was earned, or*

3. *A combination of 1. and 2. not to exceed six units.*

*Requests to add courses to the study plan, repeat courses, or add courses to raise the overall grade-point average, must be approved by the graduate program adviser and the associate vice president, Academic Programs (or designee) prior to registration. When a course is added or repeated, the original course remains on the study plan and on the student's transcript and both grades are used in calculating the student's grade-point average.*

*A grade-point average of at least 2.5 is required for continuing status as a postbaccalaureate student, i.e., credential or certificate objective.*

### Repeated Courses
*If a grade less than "C" (2.0) is received in a study plan course, the course must be repeated and passed with a grade of "C" (2.0) or better. A course may be repeated only once. If a course is repeated, both grades are included when computing the student's study plan and cumulative Cal State Fullerton grade-point average. Repetition of a course carries no additional unit credit toward the degree; however, the additional units are included in the cumulative units shown on the Cal State Fullerton transcript.*

*In extenuating circumstances, the student may petition the associate vice president, Academic Programs (or designee) to add another course to the approved program with the unit value equivalent to that of the course in which the unsatisfactory grade was received.*

*Successful repetition of a course originally passed carries no additional unit credit toward a degree.*

### Probation
*A graduate student enrolled in a graduate degree program will be placed on academic probation if either the cumulative or the study plan grade-point average falls below 3.0. A graduate student may also be placed on probation for reasons other than cumulative and/or study plan grade-point average. Reasons for this administrative-academic probation include repeated withdrawal, failure to progress toward an educational objective, non-compliance*

*with an academic requirement, failure to demonstrate a level of professional competence or fitness commensurate with the standards of the student's discipline, or inappropriate behavior as defined in the Student Bill of Rights and Responsibilities, and in the Academic Dishonesty sections of this catalog (see "University Regulations").*

*Graduate degree students will be allowed two semesters on academic probation before being subject to disqualification. Students will remain on administrative-academic probation contingent upon conditions required for their continuing in the program. The Graduate Studies Office maintains a list of students on probation and subject to disqualification.*

*A postbaccalaureate student (credential, unclassified, or undeclared status) will be subject to academic probation if after completing 12 or more units, the cumulative grade-point average falls below a 2.5 average.*

### *Disqualification*

*The associate vice president, Academic Programs (or designee), in consultation with the student's graduate program adviser, will disqualify a graduate student who is on probation if the student does not, or cannot, raise the study plan and cumulative grade-point average to 3.0 by the completion of the second regular semester following the semester in which the grade-point average fell below the minimum 3.0 standard.*

*If a student's grade-point average becomes so low that it cannot be raised to 3.0 within the prescribed limits of course work, the student will be disqualified from the master's degree program.*

*Students placed on probation for reasons other than grade-point average will be disqualified if:*

1. *The conditions for removal of administrative-academic probation are not met within the period specified.*

2. *The student becomes subject to academic probation while on administrative- academic probation.*

3. *The student is removed from administrative-academic probation and subsequently becomes subject to administrative-academic probation for the same or similar reasons as originally placed on probation.*

*Disqualification removes a student from graduate standing and prevents further enrollment in university courses (except through University Extension). A student who has been disqualified from a master's degree program may not apply for readmission to that program. However, a student who has been disqualified from one degree program may apply for readmission to a different degree program. A readmitted student must file a new study plan that meets current requirements and policies. Any disqualified student who wishes to use previous course work must have it approved by the associate vice president,*

*Academic Programs (or designee).*

*A postbaccalaureate (i.e., credential or certificate objective) student on probation will be subject to disqualification if the cumulative grade-point average is not raised to 2.5 the semester after being placed on probation. Appeals related to graduate degree probation or disqualification should first be directed to the departmental graduate program adviser. Please contact the Graduate Studies Office for further information and procedures.*

*Appeals related to postbaccalaureate (credential or unclassified) probation or disqualification are submitted on a reinstatement form available in the Graduate Studies office.*

## 1.3    Transfer Credit Policy

Graduate students may be able to use a limited amount of transfer course work in meeting the requirements for a master's degree. However, due to the unique nature of this Hybrid MSE Program, course equivalency with other university's graduate courses is very difficult.  As such, transfer courses are **very rarely** approved in this program.

*TRANSFER CREDIT POLICY*
*Graduate students may request to apply a limited amount of transfer course work towards unit requirements for a master's degree. The use of transfer course work on a student's study plan is subject to the following provisions:*

1. *Each course being transferred must:*
   *a. have been taken at an accredited college or university.*
   *b. be acceptable for credit toward a graduate degree at the institution where the course work was taken.*
   *c. have been completed with a grade of "B" (3.0) or better.*
   *d. not have been used in meeting the requirements for another earned degree (either graduate or under- graduate)*
   *e. have been completed within the student's five-year time period which is required for completion of the requirements for the master's degree at CSUF.*

2. *An absolute minimum of 21 semester units toward any master's degree at CSUF must be in residence units. For master's degrees requiring more than 42 semester units, a minimum of half of the units used on the student's study plan must be in residence units. Residence units are granted for courses taken at the university during regular sessions of fall and spring and any special session.*

3. *Use of transfer work on a student's study plan is subject to all other policies concerning study plan course work; e.g., fifty percent must be*

*graduate-level work, no correspondence course work, no credit by examination, no courses with nontraditional grades.*

4. *In all cases, the use of transfer course work on a student's study plan is subject to the acceptance and approval of the academic unit's graduate program adviser and the associate vice president, Academic Programs (or designee). Course work taken at another institution after admission to CSUF as a graduate student is rarely accepted for credit toward a master's degree and can only be accepted if the student has received prior approval of both the graduate program adviser and the associate vice president, Academic Programs (or designee).*

5. *All approved transfer units and grade points will be entered on the CSUF transcript at graduation.*

6. *A unit of course work taken at a college or university on the quarter system will be considered as equivalent to two-thirds of a unit when such course work is considered acceptable as transfer work.*

## 1.4 Administrative Probation

The 2007 University Catalog provides the following information on administrative probation.

*A graduate student enrolled in a graduate degree program will be placed on academic probation if either the cumulative or the study plan grade-point average falls below 3.0. A graduate student may also be placed on probation for reasons other than cumulative and/or study plan grade-point average. Reasons for this administrative-academic probation include repeated withdrawal, failure to progress toward an educational objective, non-compliance with an academic requirement, failure to demonstrate a level of professional competence or fitness commensurate with the standards of the student's discipline, or inappropriate behavior as defined in the Student Bill of Rights and Responsibilities, and in the Academic Dishonesty sections of this catalog (see "University Regulations").*

*Graduate degree students will be allowed two semesters on academic probation before being subject to disqualification. Students will remain on administrative-academic probation contingent upon conditions required for their continuing in the program. The Graduate Studies Office maintains a list of students on probation and subject to disqualification.*

*A postbaccalaureate student (credential, unclassified, or undeclared status) will be subject to academic probation if after completing 12 or more units, the*

*cumulative grade-point average falls below a 2.5 average.*

# Chapter 2:  Options for the Culminating Experience

## 2.1    Overview of the Culminating Experience Program

The MSE Concentration in Secondary Education culminating experience is both a process and a product.  As a process, the experience allows candidates to synthesize their University coursework and professional experiences.  As a product, the experience allows candidates to demonstrate how the program has enabled them to upgrade their skills, become informed about new ideas in secondary teaching, and prepare for curriculum leadership roles.  There are five possible culminating experiences:  journal article submission, curriculum project, research project/thesis, submission for National Board certification, and comprehensive examination.

Products are evaluated with the use of rubrics, which are distinct for each type of culminating experience. Although the criteria for each culminating experience may differ, there are several commonalties.  These commonalties allow us to aggregate data for program evaluation and insure that all graduate students are assessed fairly and comprehensively.
- Rubrics are based on a 4-point scale and total 100 points.
- Rubrics are analytic and criteria are weighted.
- 76% of the points are allocated for the content; 24% of points are allocated for the structure of the writing.
- A passing score on all rubrics (exam, projects, thesis) is 75/100.
- All exit options (exam, projects, thesis) are assessed and scored independently by two faculty members with specific expertise in the areas under consideration.  The two scores of the faculty readers will be added together.  A combined score of 150/200 possible points is needed for a pass.  In the case of a marked discrepancy in scores, a third assessor will evaluate the final exam, project, or thesis.
- Additional requirements and approvals for each type of experience are outlined in this handbook and in other program documents.

## 2.2    Differences Among Examination, Thesis, and Project Options

Which exit option you choose depends on your goals and time commitments.

- *Why opt to complete the comprehensive examination?*  Students who wish to demonstrate proficiency within a constrained time frame may wish to complete the comprehensive exam. The exam provides an opportunity for students to extend their understanding of concepts, theories, principles, and applications through focused review and analysis of the major concepts covered in MSE course work.
- *Why opt to complete a professional project?*  Students have greater flexibility in the type of research required for completing a project. Completion of a project allows for a greater emphasis on pragmatic

inquiry. Our professional project options emphasize action research, curriculum projects, writing for publication, and National Board certification. The goal is to advance one's own immediate practice and the target audience is one's own professional community.

- *Why opt to complete a thesis?* The thesis option allows students to engage in scholarly research. Particularly for students who plan to pursue an eventual doctoral degree, the thesis provides an opportunity to conduct an in-depth, disciplined inquiry of a particular topic/problem. If your intended audience is an academic/scholarly audience, the thesis option may be your best choice. Development of a thesis requires using established research paradigms and may utilize qualitative or quantitative research methods. The goal of a thesis is to advance an academic/scholarly body of knowledge, and the target audience is the academic/scholarly community. Research is conducted based on a research question inspired by a disciplined examination of related scholarship.

## 2.3    The Comprehensive Examination Option

To exit the program by taking a comprehensive examination, you must enroll in EDSC 595 Advanced Studies in Secondary Education. This course should be taken during the semester in which you plan to graduate. It will be the capstone course for your program and will help you prepare for the comprehensive examination. You should allow a minimum of 50 hours to prepare for this exam.

**2.3.1   Exam Format:** There will be a total of three questions on the exam. Although exam questions may emphasize specific areas, candidates are expected to synthesize knowledge and skills gained throughout the program in answering the questions. Of the three questions, two are take-home and one is completed in-class. General information is provided below, and a detailed rubric is provided in the appendix.

- **Length:** 2000 words (10 double-spaced pages)
- **Total Points:** 100 (76 points for content; 24 points for writing structure). **75% is a passing score**.
- **Special Requirements:** Enrollment in EDSC 595 Advanced Studies Capstone course.
- **Rubric Criteria:** Completeness (24), Accuracy (28), Sources and Examples (24), Development and Transitions (4), Organization (8), Focus (4), Voice (4), Originality (4)
- **Take-Home Questions:** Take home responses should total approximately 4,000 words (2,000 words each). Responses should be double-spaced, use 1 inch margins, and be written in Times New Roman font, size 12.

- o The first question covers educational research. Candidates draw heavily upon their EDSC 535 course when formulating their response for this question.
- o The second question covers curriculum. Candidates draw heavily upon EDSC 536 when formulating their response for this question.
- o Candidates have approximately one month to work on each take-home question.
  - **In-class question:** For the third question, candidates sit for a three hour in-class examination. The examination occurs in a computer lab and students are required to complete their response in Microsoft Word. This question may be drawn from any of the courses on a candidates' study plan. Responses should total approximately 2,000 words and should be double-spaced, use 1 inch margins, and be written in Times New Roman font, size 12.

**2.3.2 Administration of the Exam:** The comprehensive examination is administered once annually, approximately one month before the end of the spring semester. The exam will consist of three constructed responses. Two of the test questions will be taken at home. The format of the third exam question will vary, depending on the program and area of emphasis.

In EDSC 595, you may construct sample test questions, write responses to those questions, and work collaboratively with peers to develop those questions and responses. In this course you will review former students' responses and look critically at those responses, using the rubric to guide your assessment of these exams. The instructor will guide your development of responses to the major areas tested on the comprehensive examination.

**2.3.3 Grading of the Exam:** Two faculty members will grade each response. A rubric will be used to evaluate all responses. In the case of a marked discrepancy in scores, a third assessor will evaluate the response. **75% is a passing score.** Once your exam has been graded, you will receive notification as to whether you passed or failed each question on the exam. Since this is a summative assessment, you will only receive notification of your pass or fail. Students failing a portion of the exam will have the opportunity to meet with MSE faculty member(s) in order to plan for an exam retake. Students passing their exams should not expect to meet with faculty to discuss their scores or exams.

Students failing to pass all three sections of the comprehensive examination will need to enroll in GS 700 the following fall or spring

semester to retake the exam--or a portion of the exam. (See the Graduation Procedures section of this handbook for a brief explanation of this option.)  If candidates fail a portion of the exam twice, they may **not** repeat this option and must instead elect one of the other exit options (project or thesis).

## 2.4    The Professional Project Option

To exit the program by completing a professional project, you must enroll in EDSC 594 Research Seminar.  This course should be taken during the semester in which you plan to graduate.  It will be the capstone course for your program and will help you complete your project.  **However, you should have completed the majority of the work for your project prior to enrolling in EDSC 594.**  You should plan to use EDSC 594 to finish your project—not begin it.  You should allow a minimum of 50 hours to complete your project.

There are four possible professional projects:  submission for National Board certification, journal article, curriculum project, and research project.   Each include specific requirements, which are outlined on the appropriate rubric.  In addition, advance approval is required.  Below is general information on each option, but see the appendix for detail on project requirements and the Project/Thesis Proposal form, which must be completed and signed by the EDSC 594 instructor before any work on a professional project can be started.

### 2.4.2  Submission of Portfolio for National Board Certification
- **Length:**  The length of the portfolio will be specified in the guidelines from the National Board for Professional Teaching Standards Portfolios
- **Total Points:** 100 (76 points on content, 24 points on structure)  **75% is a passing score.**
- **Special Requirements:**   Written approval required by instructor of the EDSC 594 Project Seminar course and EDSC 591 Professional Seminar course PRIOR TO your development of the portfolio.
- **Rubric Criteria:**  Content (40), Completeness (8), Process (8), Quality of Technical Evidence (8), Reflection and Analysis (12), Quality of Writing (16), Focus of Writing (8)
- **Additional Information:**  See the Program Website for additional information

### 2.4.3  Completion of Journal Article for Publication
- **Length:**  Approximately  20 double-spaced pages plus cover letter to the journal editor
- **Total Points:** 100 (76 points on content, 24 points on structure)  **75% is a passing score.**

- **Special Requirements:** Include a copy of the journal and a sample article from the journal where you plan to submit your work. Include a copy of the author's guidelines for your intended publication. Written approval required by instructor of the EDSC 594 Project Seminar course PRIOR TO beginning the article.
- **Rubric Criteria:** Letter to the Editor (8), Alignment with Author's Guidelines (44), Significance/ Theoretical Approach/ Framework (16), Potential Contribution to the Field (8), Excitement/Creativity (8), Process (8), Quality of Writing/Organization (8)

### 2.4.4 Completion of Curriculum Project
- **Length:** Approximately 50-100 double-spaced pages, depending on the nature of the project.
- **Total Points:** 100 (76 points on content, 24 points on structure) **75% is a passing score.**
- **Special Requirements:** Written approval required by instructor of the EDSC 594 Project Seminar course PRIOR TO your development of the project.
- **Rubric Criteria:** Rationale for Project (4), Scope and Sequence (8) , Goals and Objectives (8) , Content Standards (8), Instructional Methods (20), Assessment Methods (8), Resources (12), Process (8), Quality of Writing (16), Focus of Writing (8)

### 2.4.5 Completion of Research Project
- **Length:** Approximately 50-120 double-spaced pages, depending on the nature of the project.
- **Total Points:** 100 (76 points on content, 24 points on structure) **75% is a passing score.**
- **Special Requirements:** Written approval required by instructor of the EDSC 594 Project Seminar course PRIOR TO your development of the project.
- **Rubric Criteria:** Rationale for Project (4), Scope and Sequence (8) , Goals and Objectives (8) , Content Standards (8), Instructional Methods (20), Assessment Methods (8), Resources (12), Process (8), Quality of Writing (16), Focus of Writing (8)

General requirements for the research project are provided above. More detailed guidelines are provided in the following document: Guidelines for Research Projects and Theses.

Guidelines for Research Projects an
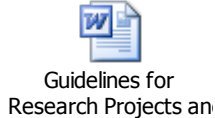
**2.4.6** **General Information on Projects:** Because projects fulfill a wide variety of practical and applied purposes, the nature of both the process for completing a given project and its end result (product) will also vary greatly. Therefore, the student should work closely with the project advisor to design a substantive, purposeful, and systematic approach to completing the project. The first step in planning is to clearly define the goals of the project. In most cases, some form of literature review will be necessary to ensure an informed perspective. The research process might also include the use of additional resources such as textbooks and publisher materials, curriculum standards, policy statements, technology tools, or human resources.

The student's project advisor will be the instructor of EDSC 594. The project advisor directly supervises the project, is responsible for evaluating the project (along with a second faculty member), and has the authority to assign a grade for the EDSC 594 course. The project advisor and a second faculty reader will independently assess and grade the final project according to the appropriate project rubric. Their combined score will determine the final grade for the project, though it is the project advisor who will ultimately assign a course grade. It is expected that the project advisor and the student will meet on a regular basis to discuss the student's work.

The student must write a formal proposal for the project. (See the *Project Proposal Form,* located in the Appendices of this handbook.) The project proposal should describe the project to be undertaken in sufficient detail to serve as a basis for the project's evaluation. The detailed content and format requirements for the proposal are defined by the project advisor and the candidate. The project advisor may advise students to work closely with additional faculty who have expertise in the specific topic being explored by the candidate.

**2.4.7** **EDSC Project Guidelines:** The project will have two components, one being a creative or pragmatic work and the second being a theoretical defense of the work. The product might focus on writing for publication, classroom-based research, curriculum projects, etc. Many people utilize the work they have done in other classes and expand it into a complete project. Others have turned a school-based assignment into a project for their degree.

The following steps are recommended for completing your project.

1. <u>Obtain the EDSC 594 code number and register through the normal process</u>. It is recommended that you officially enroll in the course the semester that you will complete the project. You should, however, contact your advisor and work on the project **before** you officially enroll. The semester before you take your project course you will need to have your project approved by your advisor. This semester before you complete your project class can serve as a preparatory time for your project, enabling you to complete human subjects paperwork (if required), finalize your project proposal, refine your review of literature, etc. If you do not complete the project the semester you enroll you may receive a reasonable progress (RP) grade. Remember that you must be officially enrolled in the University the semester your project is completed in order to complete a graduation check. Non-enrollment during the final semester disqualifies you from using the university facilities, including the library.
2. <u>Choose your advisor</u>. The instructor assigned the project course responsibility will normally coordinate the project and serve as your advisor. You will work closely with this person throughout the project process. You may choose one or two other persons to serve as committee members. These can be other faculty members or community/public school personnel who have expertise in your area of interest. The responsibility of the advisor/committee is to give you direction, guidance, and support.
3. <u>Consult with your advisor</u>. While you are encouraged to work with all committee members, your major contact will be your project advisor. Use this person to answer questions, direct your efforts, or act as a sounding board for your ideas.
4. <u>Write the proposal for your project</u>. The formal proposal is a means of introducing your advisor/committee to the particulars of your project. It should be relatively brief, but specific enough to give your advisor/committee the information they will need to help you form the components of the project. The proposal that you submit may get altered in the process of discussing your ideas, but after discussing it with your advisor, you should have a fairly concrete idea of what the project will involve. (You should have an approved project proposal the semester before you sign up for EDSC 594.)
5. <u>Submit one hardcopy of your proposal to your advisor</u>.
6. <u>Begin independent work on your project</u>. Once the proposal has been approved, you will want to begin working.
7. <u>Consult with your advisor</u>. The advisor's responsibility will be to answer your questions and guide your independent work. Seek your advisor's help whenever needed.

### 2.4.8  Grading of the Projects:

Two faculty members will grade each project.  The appropriate rubric will be used to evaluate all projects.  In the case of a marked discrepancy in scores, a third assessor will evaluate the project.  **75% is a passing score.**  Once the project has been graded, students will receive notification as to whether they passed or failed their project course.  Students failing the project course will have the opportunity to meet with MSE faculty member(s) in order to plan for an opportunity to revise their project, enroll in GS 700 in order to have more time to complete their work, and/or modify their culminating experience option.

## 2.5   The Thesis Option

To exit the program by writing a thesis, you must enroll in EDSC 598 Thesis.  This option is recommended for those students with plans to pursue work at the doctoral level. This option will require the candidate to establish a thesis committee well in advance of taking the thesis course.   This course should be taken during the semester in which you plan to graduate.  It will be the capstone course for your program.   You should allow a minimum of 100 hours to complete your thesis.  Additional time should be allotted for completing human subjects paperwork, establishing your thesis committee, collecting and analyzing data, and writing up the results of your study.   See the appendix for the Project Proposal form, which must be completed and signed by the EDSC 598 instructor **before** any work on the project can be started.

The thesis committee will consist of three members, including at least two from the Department of Secondary Education.  The student will invite a faculty member to chair the committee.  The invited chair will then assist the student in the selection of additional committee members.  (Students will need to use the *Committee Assignment Form* located at the end of this handbook to arrange a thesis committee.)  All students need to adhere to the thesis deadlines, established by the university and readily available in the schedule of classes.  **Should you choose this exit option you will be working very closely with your advisor.**

General requirements for the research thesis are provided below.  A more detailed rubric is provided in the appendix.

- **Length:**  Approximately 80-120 double-spaced pages, depending on the nature of the study and the methods used.
- **Total Points:** 100 (76 points on content, 24 points on writing) **75% is a passing score.**
- **Special Requirements:**  Written approval required by instructor of the EDSC 598 Thesis course PRIOR TO beginning the study.

- **Rubric Criteria:** Completeness (12), Content (40), Significance/ Theoretical Approach/ Framework (16), Process (8), Organization (8), Focus (4), Quality of Writing (8), Originality (4)

General requirements for the thesis are provided above. More detailed guidelines are provided in the following document: Guidelines for Research Projects and Theses.

Guidelines for Research Projects an
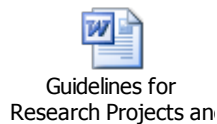
*This is an embedded document. It only needs to be accessed by candidates planning to pursue a research project.

### 2.5.1 Grading of the Thesis:

Two faculty members will grade each thesis. The appropriate rubric will be used to evaluate the thesis. In the case of a marked discrepancy in scores, a third assessor will evaluate the thesis. **75% is a passing score.** Once the thesis has been graded, students will receive notification as to whether they passed or failed their thesis course. Students failing the thesis course will have the opportunity to meet with MSE faculty member(s) in order to plan for an opportunity to revise their thesis, enroll in GS 700 in order to have more time to complete their work, and/or modify their culminating experience option.

### 2.6    Planning Ahead

It is important that you spread the work on your culminating experience over the entire time you are in the graduate program. Putting off this work will only result in being overwhelmed later in the program. The quality of your project, thesis, or exam will suffer, and you will experience more stress. Managing the work for your culminating experience is no different than managing the many projects that teachers have on their desks at any given time. Your culminating experience is a "long-term homework assignment" that is not attached to a specific course. Although you will receive assistance in various courses, you should use initiative and self-management to complete the culminating experience in a timely manner.

In preparation for the comprehensive exam, it is particularly important that you get into a habit of taking good notes on class lectures, activities, and readings. Take time periodically to organize and revise your notes so that they will be fully developed and readily accessible when you begin your final exam preparation in the weeks prior to the comprehensive exam. You should also keep your textbooks, PPT's, articles, and other resources that you have collected in your graduate courses. These resources will be needed to complete your culminating experience.

Please keep in mind that you need to turn in a full/complete draft of your thesis or project for faculty review well before the end of the semester when you are graduating.

## 2.7    Getting Ready

All MSE Secondary Education students are required to take EDSC 501, Introduction to Graduate Studies in Secondary Education, as a prerequisite or in the first semester in the program.  In this course you will prepare your Study Plan, develop skills in APA writing style, explore possible research topics, learn to work with Blackboard and other technology tools, and become familiar with library resources.

**2.7.1   Exploring Topics:**  One important requirement of EDSC 501 is the completion of a series of steps designed to help you explore project topics and then narrow your choices.  The process of selecting a specific focus can be illustrated by thinking of a funnel. They are wide at the top and narrow at the bottom.  You first circle over the top of the funnel with a list of ideas, then focus on one idea or a closely related group of similar ideas, problems, or issues.  Keep in mind that it is possible to switch topics further into the process; but unless the topic is closely related to the one you selected earlier, you will have to start over at the beginning of the process.

**2.7.2   Narrowing Your Topic:** By the end of your first semester, you should select a topic that will be the focus for your culminating experience.  At this point the topic will still be broader than your final culminating experience, but must be sufficiently narrow so that you can move on to the next step.  For example, "elementary schools" is far too broad.  "Elementary curriculum" is narrower, but still too broad.  "Elementary mathematics curriculum" is more precise, but "current reforms in California elementary upper grade mathematics curriculum" is much more precise and focused.

## 2.8    Finding and Utilizing Resources

**2.8.1      Library Resources:** To determine whether there is sufficient information and research on your topic, you will need to do a search of the OPAC on-line card catalog for the Pollak Library that can be found at this Web address www.library.fullerton.edu.  You should also check to see how much information is available from the ERIC database that is also available from the Pollak Library.  Another source that can be useful is the EdWeek web site (www.edweek.org).  You will need a Titan Card (PLS-140, 278-3555) so that you can checkout materials.

The Library also offers orientation sessions that will be very helpful in learning how to use many of the electronic resources.  Information on sessions for beginners can be found at: http://guides.library.fullerton.edu/introduction.  In all likelihood you will need to participate in both levels.  You will also attend a library orientation in your EDSC 501 course.

In-depth Research consultations are available to CSUF students and faculty for individual research assistance on a specific research assignment, topic, or thesis: http://library.fullerton.edu/ASP/LibTemplate.asp?version=1&showoption=askalibrarian&showoptionpush=160&contentpage=../content/iandisunit/reference/askalibrarian/default.htm

**2.8.2  Internet Resources:**  Due to the nature of this hybrid program, all MSE graduate students are required to have high speed Internet access and an email address. Students should pay close attention to the technology requirements of each course.  These will be posted on each course syllabus.

## 2.9  Helpful Advice

**2.9.1  Collaboration with Colleagues:**  You must complete your own culminating experience (exam, thesis, project).  However, if there is a topic that interests more than one student, it is possible to share library resources.  For example, one student might be developing a staff development program on how to improve upper-grade mathematics scores on state exams.  A second student might be doing survey research on teacher attitudes about staff development programs.  Both students would need library sources on staff development.

**2.9.2  Editing Buddies:** Every student should identify 2-3 editing buddies, at least one of whom is a fellow student.  We recommend groups of three, but no more than four.  Working with colleagues who share some commonality in their topics will help everyone in the group to produce a better culminating project.  Your editing buddies should read and edit your drafts before you turn them into a faculty member.

**2.9.3  Keeping Track of Information:**  Most students find that making copies of the articles, reports, or chapters they plan to use is most helpful because they can make notes directly on the material and they can sort it into categories.  Be sure that you copy the title page and note all of the information necessary to provide a complete citation and reference entry.  You could also write the complete citation on your copy of the article.

**2.9.4  APA Format Required:**  The department requires that you use the citation system of the American Psychological Association, generally referred to

as "APA." We use APA because it is used in most educational writing. The citation system sets the rules for how to format both citations to works in the body of your writing and in the reference list at the end. The purpose of a citation system is to give the critical information necessary so that anyone can find the sources you have used. All require information such as the name of the author, year published, publisher, city where published, etc. The advantage of APA is that it is very easy to incorporate citations in the body of your writing. You just have to put the author's last name and year published (if you are quoting—add the page number too). For example, (Anderson, 2002, p. 19)

When no direction is given in this workbook on a topic, follow the APA Manual. The *Publication Manual of the American Psychological Association (6$^{th}$ Edition)* is available from the Titan Bookstore or from any of the online booksellers (ISBN 1557988102). Also published by APA is *Mastering APA Style: Instructor's Resource Guide* by Gelfand and Walker. It is designed as a self-paced, self-teaching workbook that can be used to learn APA style (ISBN 1557980845). The cost is approximately $30. You may also want to explore how to format your text and references in APA using the Format Ease program (www.formatease.com, ISBN 1572304634, phone 212-431-9800). The cost is around $50. For help with electronic reference formats recommended by APA go to http://www.apastyle.org/elecref.html.

**2.9.5 Annotated Bibliography:** An annotated bibliography gives the full citation as it would be listed at the end of a project/thesis and adds a paragraph about the content and usefulness of the source. The following is a sample annotation from an annotated bibliography about research methods. (You will be completing an Annotated Bibliography in EDSC 501).

**Sample Annotation:** Yin, R. (1993). *Applications of case study research.* Newbury Park, CA: Sage Publications.

This 130-page paperback will be very useful for students who wish to use qualitative methods or who are interested in using case studies to test a single theory or rival theories. There are good examples of case studies that have been done in the education field and a separate chapter on using case studies as an evaluation tool. Excellent examples abound on how to use visual models in the analysis and presentation of case study data.

# Chapter 3:  Graduation Procedures

## 3.1     Steps for Progressing Through the Graduate Program

Graduation procedures are outlined in the 2007 University Catalog on page 580 (http://www.fullerton.edu/catalog/graduate_regulations/gradstudentcklist.asp).

*There may be additional steps for individual students in particular programs; for these, consult the program description and the academic unit (college, department or program) offering the degree program.*
   *= Action initiated by student (as indicated below)*
*† = Action initiated by the university*

*1. ADMISSION TO GRADUATE STANDING: CONDITIONALLY CLASSIFIED*
   *Apply for admission and declare objective(s), using precise codes on the application form*
*†  Receive application acknowledgement from the Admissions Office*
   *Request two sets of official transcripts of all previous college-level course work attempted be sent to Admissions Office*
   *Take tests, if required by program, and order test scores sent to Cal State Fullerton, designating appropriate academic unit on the test registration form*
   *Provide the departmental graduate program adviser with any other supporting statements or materials, as required*
*†  Recommendation for admission made by departmental graduate program adviser to Admissions Office*
*†  Receive notification of admission from Admissions Office*
   *Make an appointment with the graduate program adviser to discuss your academic program. Advisers for each department are listed on the Graduate Studies website.*

*2. GRADUATE STANDING: CLASSIFIED*
   *Complete any course prerequisites and/or remove deficiencies*
   *Apply for classified standing in the academic department offering the particular program prior to completion of nine units of study plan course work*
   *Consult departmental graduate program adviser for advisement, including development of official study plan*
   *Provide appropriate academic unit with any other supporting statements or materials, as shown in program descriptions in this catalog*
   *Take tests if required by program, and order test scores sent to Cal State Fullerton, designating appropriate academic unit on the test registration form*
*†  Recommendation for classified standing made by graduate program adviser by sending the signed study plan to the Graduate Studies Office*
*†  Notification of classified standing granted is sent from Graduate Studies along with a copy of the approved study plan*
   *If not received within a reasonable length of time, contact the departmental*

*graduate program adviser or Graduate Studies Office.*

### 3. COMPLETION OF REQUIREMENTS

*Apply for graduation prior to the beginning of the final semester. Specific deadlines are listed on the current Class Schedule and posted on them Graduate Studies website. The grad check form is available at the Admissions and Records Service Center and the Graduate Studies Office. A graduation processing and diploma fee of $115 will be paid to the university cashier with the application for graduation.*

*Consult the departmental graduate program adviser to confirm final requirements for the degree*

*Complete written and/or oral examination, if required. Complete thesis or project, if applicable*

*Obtain committee approval for thesis, project or results of comprehensive exam(s)*

*If applicable, submit thesis to university thesis reader by deadlines listed in the Class Schedule and     on the Graduate Studies website*

*† Thesis reader signs "Thesis Approval Form"*

*Take approved copy of thesis with "Thesis Approval Form" to the bookstore (Titan Shops Copy Center) and make arrangements for binding, microfilming and publication of the abstract. The cost is currently $155 plus $65 if copyright is desired.*

*† Final, approved study plan, with recommendation, sent by the department graduate program adviser to the Graduate Studies Office*

*† A copy of the Grad Check Review Form is sent to the student showing the adviser's     recommendation.*

*† Preliminary audit completed by Graduate Studies Office staff. The student's study plan is checked for pending grades, and completion of any other requirements.*

*Deposit approved copy of thesis or project in academic department (if required)*

*Complete all general and specific requirements, other than final course examinations, by the last day of classes, in order to assure granting of the degree by the end of the semester*

*† Final verification of completion of requirements sent by the Graduate Studies Office staff to the registrar*

*† Notification of award of degree received from registrar approximately ten weeks after the end of the semester*

### 4. COMMENCEMENT

*Make appropriate arrangements for cap, gown and hood rental in the campus bookstore*

*† Commencement information sent by the College Dean's Office*

## 3.2   Deadlines

Deadlines are identified in the Catalog on page 579.
Adequate time should be allowed for typing, reading and approval by the adviser, the committee members, and the university thesis reader (if appropriate).

**Thesis Deadlines** are published in the class schedule (usually due in Graduate Studies three weeks before the last day of final exams).  It is recommended that the academic area sponsoring the degree program require that the final version of the thesis be submitted for approval at least six weeks prior to the last day of classes of the appropriate semester. The deadline for submission to the university thesis reader is two weeks prior to the last day of classes. For summer completion, the student should check with the academic unit and the Office of Graduate Studies for appropriate deadlines. The Office of Graduate Studies must receive notification from the campus bookstore by the last day of final examinations for the appropriate semester or session that the thesis has been deposited there and the fees paid. Ample time should be allowed for any special arrangements, such as duplication of the thesis by the campus bookstore or elsewhere, prior to the deadline.
(see
http://www.fullerton.edu/catalog/graduate_regulations/thesesproj.asp#format).

| Semester | Date | Deadline for Applying (see class schedule for specific dates) |
|----------|------|---------------------------------------------------------------|
| Fall | January | End of August |
| Spring | May or June | End of January |
| Summer | August | End of January |

**Professional Project/Comprehensive Examination Deadlines** must be completed by last day of final exams.

## 3.3   Completion of Requirements and Award of Degree

All coursework for the degree, except final course examinations, should be submitted by the last day of classes, in order to assure granting of the degree by the end of the semester or session. The degree is awarded upon the satisfactory completion of all state and university requirements as well as the specific requirements approved on the student's graduate study plan Award of the degree also requires the recommendation of the appropriate graduate adviser and committee (advancement to candidacy), the approval of the faculty, and approval of the Associate Vice President, Academic Programs (or designee).

If a thesis is required, it must be deposited in the campus bookstore according to instructions shown under "Theses and Projects," no later than the last day of

final examinations for the semester or session in which the degree is to be awarded.

## 3.4    Applying for Graduation

Students must file an application for a graduation check and pay the graduation and diploma fee prior to the beginning of the final semester.

The last date to file the application is listed in the front inside cover of the class schedule for each regular semester and is posted on the Graduate Studies website. Candidates for summer (August) graduation must file their requests prior to registration for the spring semester. Student completing requirements during the summer must also obtain written approval prior to summer term on a form available in the Graduate Studies Office. The approved form must be returned to Graduate Studies during the spring semester.
Students who fail to complete requirements as planned must update the application for a graduation check and do so by the appropriate deadline. A fee of $10.00 is required to change the graduation date.

Forms for applying for graduation and changing the graduation date are available at the Admissions and Records Service Center and the Graduate Studies Office.

## 3.5    Graduation and Commencement

The effective date of graduation will be the last day of the specific term in which requirements are completed.  Commencement ceremonies are held only at the end of the spring semester. Students completing requirements at the end of the fall and spring semesters and during the following summer may participate in those ceremonies.
Information concerning commencement activities is sent to students by college dean's offices usually in April of each year. Arrangements for cap, gown and hood rental are made in the campus bookstore, Titan Shops.

## 3.6    GS700 Enrollment

Students who have completed all coursework on the study plan and are continuing to work on thesis, project or comprehensive exam preparations have two options for registration:

1. **GS700 through regular restriction**:  Students pay full fees and receive full student benefits (health center, student activities, etc.)
2. **GS700 through University Extension**: Students enroll paying a reduced fee and receive no university benefits other than library privileges.  Permission to enroll through extended education is monitored through the Graduate Studies office using a request form signed off by

the graduate program advisor and, for international students, an advisor in International Education and Exchange.  No student will be permitted to enroll in GS700 through Extended Education without this form.

3. Registration materials will be released through the Graduate Studies office.  Graduate program advisers will be sent a list of students enrolled in this special GS700.

# Chapter 4:  Special Requirements

Two special assignments within the graduate program address writing competency and the student diversity of the teaching assignment of the candidate.

## 4.1    Writing Competency

In addition to the writing competency requirements for entering students (see appendix), all graduate students are required to meet a writing competency as part of University requirements.  Writing is instrumental to your success as a Master's candidate.  This assignment is also assessed for accreditation purposes.  This assignment is completed as part of EDSC 536 requirements.

 A rubric (see appendix) for the writing competency was approved by the College of Education Graduate Program Advisors and is based on four criteria:
- quality and clarity of thought
- organization and sequence of ideas and focus of writing
- accuracy of content and vocabulary
- use of resources, supporting information, and examples

Students are evaluated as exceeding expectations (score of 5-6), at expectation (score of 4) or below expectations (score of 1-3).   The writing assessment is conducted by the EDSC 536 instructor.

Students who do not meet the expected level of competency will be requested to meet with the Graduate Program Advisor to determine the most appropriate way to remedy any writing limitations.  In addition, a letter (see appendix) will be placed in the student's file.  Possible remediation and interventions, selection of which will be based on the degree of competency in specific areas, include the following:
1. mentoring in writing by a more proficient colleague in the program;
2.  completion of a tutorial program in the areas needed;
3. successful completion of a writing course (English 301, Advanced College Writing or an equivalent course) or independent study (EDSC 599) prior to completion of further graduate coursework.

## 4.2    Student Diversity in Teaching Assignment

At the beginning of the graduate program, candidates are asked to provide information on the student diversity of their teaching assignment. This assignment is completed as part of EDSC 501 requirements.  A list of the information requested for this assignment is provided on the following pages.

# Education Graduate Student Diversity Survey

The College of Education and related education programs are compiling data about our master's students' experiences in working with students of diverse backgrounds. Below are the steps to completing this survey, which is part of the requirements for successful completion of EDSC 501.  Estimated time to complete the survey is 15 minutes.
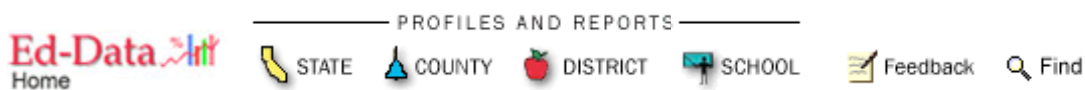
1. Prior to completing the online survey, you should prepare your responses to the nine questions below.
   a. Information is found at Ed-Data (http://www/ed-data.k-12.ca.us).
   b. Navigation assistance is provided below.  You'll find the site very user friendly.
2. Once you have completed the worksheet, go to the following Zoomerang survey:
   http://www.zoomerang.com/survey.zgi?p=WEB225FQ4TPZ4M
3. When finished, print out the "thank you" page at the end of the survey and submit to your EDSC 501 instructor.

## Master's Program Diversity Survey Questions

1. Your CWID
2. The department in which your graduate program is offered (select from menu)
3. The name of your employing school (if you work at a district office or at multiple sites go to #4
4. The name of your employing district
5. The percent of English Learners at your school site (if you work at district site or multiple sites, use district data)
6. The percent of students receiving free/reduced price meals at your school site (if you work at district site or multiple sites, use district data):
7. Your ethnicity (using California Ed-Data categories) (optional)
8. The percent of student population that is different from your ethnicity (this will require some addition on your part)
9. Whether you work at a single school site, a district office, or multiple sites

## How to Navigate the Ed-Data Site

When you go to the Ed-Data site, look under **Reports** select **School**, then select country, district and school name. From this point, you will easily be able to make links to the data you will need for the survey. You are also asked to calculate what percent of the school population is of a different ethnicity than yours. For this, you can go to the **Students by Ethnicity** link (see below).



PROFILES AND REPORTS

Ed-Data Home    STATE    COUNTY    DISTRICT    SCHOOL    Feedback    Find

**General Information**    **Students**

| School Profile  ●  FISCAL YEAR:  2004-05 | |
|---|---|
| **Barton Elementary School**<br>1926 Clearbrook Ln.<br>Anaheim, CA 92804-3519<br>Phone (714) 774-9082<br>CDS: 30 - 66423 - 6027288<br><br>District Web Site | **This page includes:**<br>• School Description   • Enrollment by Grade<br>• API Base Scores   • Average Class Size<br>  • School Technology<br><br>**Related links:** |

Clicking on the **STUDENTS** tab will take you to data about English learners and ethnic composition.

**General Information**   **Students**   **Staffing**

| School Profile  ● **FISCAL YEAR: 2004-05** |
|---|

**Barton Elementary School**
1926 Clearbrook Ln.
Anaheim, CA 92804-3519
Phone (714) 774-9082
CDS: 30 - 66423 - 6027288

District Web Site

Questions about the data?

**This page includes:**
- Students by Ethnicity
- Special Programs
- Languages of English Learner Students

**Related links:**
- AYP/API Reports  - Compare Schools  - Definitions

This site reports data for California's K-12 public school system only.

This is a sample chart of **Students by Ethnicity** that allows you to calculate the percent of students whose ethnicity is different from yours.

Students by Ethnicity
Anaheim Elementary School District, 2004-05

|  | District | | County |
|---|---|---|---|
|  | Enrollment | Percent of Total | Percent of Total |
| **American Indian** | 60 | 0.3% | 0.5% |
| **Asian** | 864 | 4.0% | 12.7% |
| **Pacific Islander** | 188 | 0.9% | 0.6% |
| **Filipino** | 339 | 1.6% | 1.6% |
| **Hispanic** | 18,051 | 84.4% | 44.3% |
| **African American** | 369 | 1.7% | 1.9% |
| **White** | 1,445 | 6.8% | 36.5% |
| **Multiple/No Response** | 67 | 0.3% | 1.9% |
| **Total** | **21,383** | **100%** | **100%** |

ALSO SEE ▶  Students by Ethnicity definitions

**Note:** Anaheim Elementary's Ethnic Diversity Index is 18.

**Source:** California Department of Education, Educational Demographics Office (CBEDS

sifade04 7/26/05)

# Appendices

| | |
|---|---|
| **C A L  S T A T E**<br>**FULLERTON** | **Department of Secondary Education**<br>**Graduate Program**<br>## Writing Competency |

Because clear and effective written communication is a necessary skill for success in the Masters of Science in Education Program at California State University, Fullerton, this policy statement sets forth minimum expectations for entering students as to competency in written language.

As outlined in the university catalog, "Students working toward a master's degree are required to demonstrate writing ability commensurate with the baccalaureate degree" (p. 571).   Students should be able to:
   a)   write with clarity and precision;
   b)   use Microsoft Word on a computer to create, format, store, track changes, retrieve, print, and electronically edit documents;
   c)   accept that revision is at the heart of writing well.  With this expectation in mind, students may be required to rewrite work (sometimes more than once) that their instructors deem as not at the graduate level.

Students who feel they do not meet the expected level of competency should contact their Graduate Advisor, who will determine the most appropriate way to remedy any writing limitations.  Possible remediations and interventions, selection of which will be based on the degree of competency in specific areas, include the following:
   1.   mentoring in writing by a more proficient colleague in the program;
   2.   completion of a tutorial program in the areas needed; or
   3.   the successful completion of a writing course (English 301, Advanced College Writing or an equivalent course) prior to being admitted into the program/or before being approved to take courses with high writing demands.

| | **Department of Secondary Education** |
|---|---|
| CAL STATE **FULLERTON** | **Graduate Program** |
| | **Technology Competency** |

Because clear and effective written communication is a necessary skill for success in the Masters of Science in Education Program at California State University, Fullerton, this policy statement sets forth minimum expectations for entering students as to competency in written language.

All entering students are expected to be knowledgeable in the use of a PC computer prior to being admitted to the university. (Mac users need to be able to transition onto the PC platform since on-ground instruction will be done on PC computers.) Students should be able to do the following:

a) Use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks;

b) Use Microsoft Word on a PC/Mac computer, to create, edit, format, store, track changes, retrieve, and print documents, including electronic editing;

c) Use an electronic mail system to receive, create, edit, print, save, and send email messages with and without attached files;

e) Use an Internet browser to search and retrieve information from the World Wide Web; and

f) Be Familiar with and be able to access to Microsoft Office software, including PowerPoint, Microsoft Word, Excel, and FrontPage.

Students who feel they do not meet the expected level of competency should contact their Graduate Advisor, who will determine the most appropriate way to remedy any limitations in computer literacy. Possible remediations and interventions, selection of which will be based on the degree of competency in specific areas, include the following:

1. mentoring in a specific area by a more advanced colleague in the program;

2. completion of a tutorial program in the areas needed; or

3. the successful completion of EDSC 404 Microcomputers for Secondary School Classrooms, or its equivalent, prior to be admitted into the program/or before being approved to take courses with high technological demands.

| C A L  S T A T E **FULLERTON** | **Department of Secondary Education** **Graduate Program** **EDSC 501 Checklist** |
|---|---|
| **Student Name** | **CWID** |

**Initial each item to confirm your understanding**.

_____ Students should always keep a current copy of their study plans.

_____ EDSC 501 must be completed prior to or during the first semester of the program.

_____ Entering students must meet the writing and technology expectations for entering graduate students. Students may, at any time and by any member of the graduate faculty, be required to overcome any deficiencies before being allowed to continue with the graduate program.

_____ Students should read and be familiar with all of the expectations for graduate students, as outlined in the Student Handbook to Completing the MSE Degree.

_____ Any transfer course must be 500 level and no more than 6 units may be used as transfer units. *Due to the unique nature of this program, course equivalency with other university's graduate courses is very difficult. As such, transfer courses are very rarely approved in this program.

_____ This program has a firm commitment to practitioner research; as such, all students will be expected to read, evaluate, and utilize current educational research in all of their classes, and especially for the completion of the masters project/thesis/examination.

_____ Students should request a leave of absence if they are not going to maintain continuous enrollment while completing program.

_____ Coursework on study plan normally must be completed in five years. A two-year extension may be granted.

_____ Students will need to complete university required online human subjects tutorial and complete formal documentation several months prior to beginning their data collection for their study (This requirement is only for students considering the Masters Project or the Masters Thesis.)

_____ Students completing project/thesis options must complete a project proposal and abstract **Obtaining the appropriate signatures and documentation by the appropriate deadlines is the responsibility of the student.**

_____ Students will need to request a grad check the semester before their last semester in the program.

_____ Teachers with outside commitments (such as coaching) will need to schedule their outside responsibilities around their graduate program, not vice versa.

| | |
|---|---|
| **EDSC 501 Instructor Signature** | **Student Signature** |

# EDUCATION WRITING ASSESSMENT:
## Rubric for Graduate Program Literature Review Assignment

| | | Student Name | | Student CWID |
|---|---|---|---|---|

| Content, Structure, and Style | Exceeds Expectation (5-6) | At Expectation (4) | Below Expectation (1-3) |
|---|---|---|---|
| **Completeness of Response and Quality, Clarity of Thought** | Addresses the topic clearly and responds effectively to all aspects of the task; ideas are well-developed; explores the issues thoughtfully and in depth. | Addresses the topic clearly, but may respond to some aspects of the task more effectively than others; shows some depth and clarity of thought. | May treat the topic casually, simplistically or repetitively; lacks focus, or demonstrates confused or simplistic thinking; often fails to communicate ideas; distorts or neglects aspects of the task; presenting generalizations without adequate and appropriate support |
| **Organization, Sequence of Ideas, Focus** | Organization is excellent in terms of bridges and transitions; paper remains focused with no wandering to unrelated topics; minor points are related to the thesis; ideas flow in sensible sequence; discussion of area is complete before transitioning to another. | Generally good presentation with either bridges or headings but not all the time; paper is generally focused with text following the order presented in the introduction; relationship of ideas made evident | Few clues are used so that text organization is a challenge to reader; relationship of ideas to thesis is vague; text jumps from topic to topic in shotgun approach; reader must work to keep up with flow of ideas. |
| **Accuracy of Content and Vocabulary** | Information is accurate and attributed to correct resources; pragmatic suggestions are appropriate to question; appropriate reading terms are employed and well defined. | Information is accurate in description but some resources or definitions are weak. | Errors are present in either content and/or resources and examples; response contains poorly defined terms; definitions are faulty; information attributed to incorrect sources |
| **Resources, Support, Examples** | Authorities are thoughtfully selected from a wide array of sources and applied appropriately to content; examples are given and well developed for the topic | Ideas generally supported by professionally sound resources however, only general resources repeatedly cited; too few or too many examples are provided | Few resources presented or resources cited limited to class texts; examples are given but no definitions or explanations are provided |

**Sample Memo Sent to Students
Who Perform Below Expectations on Writing Assignment**

DATE

Dear STUDENT NAME (CWID),

Your score on the Writing Assignment (completed in EDSC 536) was below the expectation level.  This score indicates that you are having difficulty in the following elements of writing:

> completeness of response and quality/clarity of thought
>
> organization, sequence of ideas and focus
>
> accuracy of content and vocabulary
>
> resources, support, and examples

Writing ability is instrumental to your success as a graduate student, and faculty support your commitment to obtain the assistance needed to meet the standard of writing expected in graduate courses.  In order to insure your success in the program, it is advised that you seek out additional writing assistance on future assignments in all courses.  Below is a list of writing resources provided on campus, along with the website from which you can obtain information regarding the services provided:

- Writing Center (http://hss.fullerton.edu/english/wc/
- Learning Center (http://www.fullerton.edu/ulc)
- American language Program (http://alp.fullerton.edu)

Please feel free to contact your Graduate Program Advisor if you have additional questions.

_____
Graduate Program Advisor

My signature indicates that I have read and understand the content of this letter:

| | |
|---|---|
| _____ | _____ |
| Student Signature | Date |

I have placed a copy of this letter in the student's graduate program file.

| | |
|---|---|
| _____ | _____ |
| Graduate Program Advisor Signature | Date |

# DEPARTMENT OF SECONDARY EDUCATION
## PROJECT PROPOSAL FORM

Please note:  If copies of your approved project proposal and attached abstract are not on file with the Department of Secondary Education, you will be required to complete the comprehensive examination as your culminating experience. **Obtaining the appropriate signatures and documentation by the appropriate deadlines is the responsibility of the student.**

- ❑ A = Submission of Article for Publication
- ❑ N = Submission for National Board Certification
- ❑ C = Curriculum Development Project
- ❑ R = Research Project
- ❑ T = Thesis
- ❑ 0 = Other

| Name | Project Title |
|---|---|
| | |

| Check | Due Dates | Requirements — Submit to your advisor.  This would be the instructor of your project course. | A | | N | C | R | O |
|---|---|---|---|---|---|---|---|---|
| ☐ | 2nd wk. of 594 course | Complete Project Proposal, plus 500 word abstract, describing your project in detail. | X | | X | X | X | X |
| ☐ | 2nd wk. of 594 course | Review of Appropriate Rubric (attach) | X | | X | X | X | X |
| ☐ | 8th wk. of 535 or 591 course | Approval of Faculty Advisor (signature below) | X | | X | X | X | X |
| ☐ | 8th wk. of 535 or 591 course | Advisor Approval of Journal (attach Author's Guidelines) Annotated Bibliography (10 or more sources) on your topic. | X | | | | | |
| ☐ | 8th wk. of 535 or 591 course | Approved Grant Request for Proposal/Application (attach RFP/RFA) | | | | | | |
| ☐ | 1 and 2 are due by 8th wk. of 591 course 3 and 4 are due by end of 591 course | Approval of EDSC 591 Instructor<br><br>In order for instructor approval, the following list of requirements must first be met:<br><br>1. Evidence of payment of $500 nonrefundable fee to NBPTS<br>2. Selection and videotaping of representative lessons<br>3. Must have reviewed videotapes and drafts of reflective writing with instructor<br>4. Drafts of at least 3 out of 4 entries complete | | | X | | | |
| ☐ | due by end of 535 course | Evidence of completed  IRB Tutorial,  IRB application, and IRB Approval (attach all 3) | | | | | X | |
| **Thesis Option ONLY** | | | | | | | | |
| ☐ | due by 8th wk. of 535 course | Acknowledgement of Review of University Thesis Regulations (attach) | Candidates completing a thesis option will complete all Research Project requirements, **PLUS** these requirements. | | | | | |
| ☐ | due by 8th wk. of 535 course | Completion of Committee Assignment Form | | | | | | |

| | |
|---|---|
| | |
| **Name of Faculty Advisor** | **Signature** |

**C A L  S T A T E FULLERTON** | **Department of Secondary Education**
**Graduate Program**
## Committee Assignment

| Name | CWID |
|---|---|

| Daytime Phone<br>(   ) | Email Address |
|---|---|

| Evening Phone<br>(   ) | FAX # |
|---|---|

**Thesis Title:**

**Abstract:**

**Thesis Committee:**

- Chair: _____

- Member: _____

- Member: _____

| C A L   S T A T E  **FULLERTON** | **Department of Secondary Education<br>Graduate Program<br>EDSC 599<br>Independent Study Proposal** |
|---|---|

The Department of Secondary Education supports independent graduate study on topics related to the candidate's graduate program plan and professional development as a teacher.  Depending on the candidate's needs and the scope of the project, the candidate may enroll in 1, 2, or 3 units of study. This form must be completed and signed by both the candidate and the EDSC 599 instructor by the third week of instruction.  Submission of this form and enrollment in EDSC 599 documents that the candidate agrees to work independently on his/her project and will submit a completed product by the end of the 15th week of instruction.

| Project Title: | Units of enrollment:<br>3   2   1 |
|---|---|
| Name: | Student ID: |
| Email: | Units Completed toward MSE<br>**(must be >15):** |
| Content Area: | School: |

| Supporting Faculty Member with whom you are working (applies only if you have made previous arrangements): |
|---|

| Resources required of the University: |
|---|

**In this section, please respond to the following questions:**
- How will this project support or extend your graduate study plan?
- How will this project contribute to your professional development as a teacher?
- What is the tangible product that will result from this project?

Proposal should be limited to 500 words and be professionally prepared in APA format.  References should be provided, as appropriate.  Scope of project should reflect the number of units you have enrolled for (i.e., a 1-unit 599 is equivalent to 15 hours of instruction; 2-units is equivalent to 30 hours; and 3-units is equivalent to 45 hours.).

| Signature of Candidate: | Signature of EDSC 599 Instructor: |
|---|---|

| Signature of Graduate Program Advisor (when complete): |
|---|

| Due Date: |
|---|

# EVALUATION CRITERIA FOR CULMINATING EXPERIENCE: COMPREHENSIVE EXAMINATION

**Passing Score: 75/100**
**Length:** 2000 words (10 double-spaced pages)
**Total Points:** 100 (76 points for content; 24 points for writing structure)
**Special Requirements:** Enrollment in EDSC 595 Advanced Studies Capstone course.

## CONTENT OF THE WRITING

| Writing Trait | Exemplary 4 | Satisfactory 3 | Minimal 2 | Unsatisfactory 1/0 |
|---|---|---|---|---|
| **Completeness (24)**<br><br>X 6<br><br>____/24 | - The response addresses all parts of the question.<br>- All parts are addressed and balanced in terms of the amount of content devoted to each section. | - The response addresses all parts of the question.<br>- One part of the question is not covered as fully as the others. | - The response may fail to address one or two parts of the question.<br>- The coverage of the different parts is uneven (i.e., one part is fully addressed yet another part is sketchy or incomplete). Or, all parts of the question are covered too briefly. | - The response fails to address the question.<br>- The coverage of the parts addressed is too brief. |
| **Accuracy (28)**<br><br>X 7<br><br>____/28 | - The information is accurate and correctly attributed to credible sources.<br>- Professional terms are used appropriately throughout.<br>- Use of APA is excellent | - The information is generally accurate. Some of the sources referenced may be weak.<br>- Most professional terms are used appropriately.<br>- Use of APA is good | - The information contains some significant inaccuracies. Some of the sources referenced are incorrect.<br>- There is some use of professional terms; some may be used appropriately.<br>- Use of APA is adequate | - A significant amount of the information presented is inaccurate or attributed to incorrect sources.<br>- There is limited use of professional terms and few terms are used appropriately.<br>- Use of APA is poor |
| **Sources and Examples (24)**<br><br>X 6<br><br>____/24 | - Sources are thoughtfully selected and appropriate to the content.<br>- Examples are professionally sound, relevant and well developed. | - Mostly general sources are cited or the same sources are repeatedly cited.<br>- Most examples are relevant and well developed. | - Few sources are cited and/or sources cited are limited to class texts.<br>- Some examples are provided that are neither well explained nor described. | - Sources are not cited.<br>- Examples are not provided or a poor/weak example is repeated throughout. |

## STRUCTURE OF THE WRITING

| Writing Trait | Exemplary 4 | Satisfactory 3 | Minimal 2 | Unsatisfactory 1/0 |
|---|---|---|---|---|
| **Development and Transitions (4)**<br><br>X 1<br><br>____/4 | - The discussions of all major points are completed before transitioning to the next topic.<br>- Thoughtful transitions clearly show how ideas connect. | - The discussions of some major points are not completed before transitioning to the next topic.<br>- Transitions between ideas often work well. At times, connections between ideas are unclear. | - The discussions of many major points are limited, not completed, and/or unclear.<br>- Transitions between ideas often appear confusing, do not work well, or are not even present. | - The discussions of many major points are sketchy or missing details. The text may be repetitious.<br>- Transitions between ideas are missing. The text jumps from idea to idea.<br>p.1 |

| | | | | |
|---|---|---|---|---|
| **Organization (8)**<br><br>X 2<br><br>____/8 | - The introduction is succinct, yet complete (i.e., states the question, provides relevant background information, and clearly indicates the thesis or direction of the paper).<br>- The sequencing of the body is logical and effective.<br>- The conclusion summarizes the paper and provides a sense of closure to the paper. | - The introduction primarily restates the question. It generally provides a thesis or direction for the paper.<br>- The sequencing of the body is somewhat logical. It is not under enough control to consistently support the thesis or direction of the paper.<br>- The conclusion is a summary of the paper and does not provide a sense of closure. It may be brief and/or lack effectiveness. | - The introduction contains too much or too little information. The thesis or sense of the direction for the paper is unclear.<br>- The body is generally sequenced, but the reader needs to work to keep up with the flow of ideas.<br>- The conclusion is no more than a restating of the question. | - The introduction is brief. The thesis or sense of the direction for the paper is not stated.<br>- The body is disorganized. There is little structure to help the reader follow the ideas.<br>- No conclusion or summary is present. |
| **Focus (4)**<br><br>X 1<br><br>____/4 | - The paper remains focused with no wandering to unrelated ideas.<br>- The text keeps the reader focused by indicating how all points are related to the thesis. | - The paper is generally focused but may include a few unrelated ideas.<br>- The text keeps the reader generally focused by indicating how most points are related to the thesis. | - The paper generally lacks a focus. Many unrelated ideas are presented.<br>- The text includes ideas that are peripherally or vaguely related to the thesis. | - The paper lacks a focus.<br>- The text includes ideas that relate very poorly (or not at all) to the thesis. |
| **Voice (4)**<br><br>X 1<br><br>____/4 | - The specific audience of the response is clearly addressed.<br>- The vocabulary selected shows an awareness and respect for the audience and purpose for the writing.<br>- An academic tone is consistently used throughout the response. | - The audience of the response is generally addressed.<br>- The vocabulary selected generally shows that the writer is aware of the audience, although some parts are not appropriate to the audience.<br>- An academic tone is generally used throughout the response. | - The response does not generally address an audience.<br>- The vocabulary selected shows that the writer is not fully concerned with the audience.<br>- An academic tone may be used inconsistently or inappropriately at times. | - The response does not address any level of audience.<br>- The vocabulary selected shows that the writer is indifferent to, or not concerned with, the audience (e.g., too much jargon, too casual, too vague).<br>- An academic tone is missing from the response. |
| **Originality (4)**<br><br>X 1<br><br>____/4 | - Very interesting approach to the thesis or position of the paper.<br>- The reader's interest is maintained throughout the entire paper. | - Generally sound paper with many interesting ideas presented.<br>- The reader's interest is maintained throughout most of the paper. | - The paper includes few interesting ideas.<br>- The writing is not compelling, although there are a few places that get the reader's attention. | - The paper lacks interesting ideas.<br>- The writing is dull with little or no reader appeal.<br><br>p.2 |

# EVALUATION CRITERIA FOR CULMINATING EXPERIENCE: RESEARCH PROJECT

**Passing Score: 75/100**
**Length:** Approximately 80-120 double-spaced pages, depending on the nature of the study and the methods used.
**Total Points:** 100 (76 points on content, 24 points on writing)
**Special Requirements:** Written approval required by instructor of the EDSC 598 Thesis course PRIOR TO beginning the study.

| CONTENT | | | | |
|---|---|---|---|---|
| **Writing Trait** | **Exemplary 4** | **Satisfactory 3** | **Minimal 2** | **Unsatisfactory 1** |
| **Completeness (12)**<br><br>X 3<br><br>_____ /12 | - Includes all 5 required chapters of the project, as outlined in the Student Handbook to Completing the MSE Degree.<br>- The checklist from the Student Handbook has been carefully followed for each of the five chapters.<br>- Each chapter is balanced in terms of the attention devoted to each chapter. | - Includes all 5 required chapters of the project, as outlined in the Student Handbook to Completing the MSE Degree.<br>- The checklist from the Student Handbook has been followed for each of the five chapters.<br>- Each chapter is fairly well balanced in terms of the attention devoted to each chapter. | - The project may fail to address one or two major areas of the project, as outlined in the Student Handbook to Completing the MSE Degree.<br>- The checklist from the Student Handbook has not been carefully followed for each of the five chapters.<br>- The coverage of the different chapters is uneven (i.e., one chapter is fully addressed, yet another chapter is sketchy or incomplete. Or, all chapters are covered too briefly.) | - The project fails to follow the guidelines established in the Student Handbook to Completing the MSE Degree. |
| **Content (40)**<br><br>X 10<br><br>_____ /40 | - Content is comprehensive/accurate/persuasive<br>- Displays an understanding of relevant theory<br>- Information is accurate and correctly attributed to credible sources.<br>- Writer has gone beyond course readings for resources<br>- Professional terms are used appropriately throughout. | - Content is comprehensive/accurate/persuasive<br>- Displays an understanding of relevant theory<br>- The information is generally accurate. Some of the sources referenced may be weak.<br>- Writer may be overly reliant on course readings for resources<br>- Most professional terms are used appropriately. | - Content is not particularly convincing.<br>- Understanding of relevant theory is suspect.<br>- The information contains some significant inaccuracies. Some of the sources referenced are incorrect.<br>- Writer is wholly reliant on course readings for resources<br>- There is some use of professional terms; some may be used appropriately. | - The content is not convincing and fails to meet the expectations outlined in the Student Handbook to Completing the MSE Degree. |
| **Significance/ Theoretical Approach/ Framework (16)**<br><br>X4<br><br>_____ /16 | - The study has a clear connection with current research.<br>- Background research is well developed, explained, and focused.<br>- Writer analyzes and synthesizes theory/practice to develop new ideas and ways of conceptualizing the topic under study. | - The study has a connection with current research.<br>- Background research is developed, explained, and focused.<br>- Writer analyzes and synthesizes theory/practice. | - The study has a poor connection with current research.<br>- Background research is poorly developed and explained and may lack a specific focus.<br>- Writer fails to analyze and synthesize theory/practice. | - The study lacks a solid connection with research. |

p.1

| | - There is clear, consistent, and convincing evidence of steady progress toward completion.<br>- The candidate met regularly with the project advisor and completed multiple revisions. | - There is clear evidence of steady progress toward completion.<br>- The candidate met with the project advisor regarding revisions. | - There is limited evidence of steady progress toward completion.<br>- The candidate met sporadically with the project advisor and some of the meetings were procedural, not substantive. | - There is little to no evidence of steady progress toward completion.<br>- The candidate met with the project advisor only once or twice regarding the project. |
|---|---|---|---|---|
| **Process (8)**<br><br>X 2<br><br>_____ /8 | | | | |

**STRUCTURE OF THE WRITING**

| Writing Trait | Exemplary 4 | Satisfactory 3 | Minimal 2 | Unsatisfactory 1 |
|---|---|---|---|---|
| **Organization (8)**<br><br>X 2<br><br>_____ /8 | - Structure is clear, logical, and easy to follow<br>- Conclusions/recommendations follow logically from the data. | - Structure is clear, logical, and can be followed<br>- Conclusions/recommendations follow from the data. | - Structure is unclear, illogical, and cannot be easily followed<br>- Conclusions/recommendations do not follow logically from the data. | - The research report is disorganized. There is little structure to help the reader follow the ideas.<br>- The Student Handbook to Completing the MSE Degree has not been followed.<br>-<br>- |
| **Focus (4)**<br><br>X 1<br><br>_____ /4 | - The project remains focused on the research question(s).<br>- The text keeps the reader focused by indicating how all chapters are related to the research question(s). | - The research report is generally focused but may include a few unrelated ideas.<br>- The text keeps the reader generally focused by indicating how the chapters are related to the research question(s). | - The research report generally lacks a focus. Many unrelated ideas are presented.<br>- The text includes ideas that are peripherally or vaguely related to the research question(s). | - The research report lacks a focus.<br>- The text includes ideas that relate very poorly (or not at all) to the research question(s). |
| **Quality of Writing (8)**<br><br>X 2<br><br>_____ /8 | - It is clear that the research study has been proofread and there are no grammatical and/or editing errors in the text.<br>- Sentences are complete, clear, and concise<br>- Sentences are well-constructed with consistently strong, varied structure<br>- Transitions between sentences/paragraphs/sections help maintain the flow of thought<br>- Words are precise and unambiguous<br>- Tone is appropriate to audience, content, and assignment.<br>- APA use is excellent | - The research study has been proofread but there are a few grammatical and/or editing errors throughout the text.<br>- Word choice and other decisions suggest that the writer has been fairly careful in the construction of the research report.<br>- APA use is good | - It is not clear that the research study has been proofread due to the grammatical and/or editing errors throughout the text.<br>- Word choice and other decisions suggest that the writer has not been careful in the construction of the research report.<br>- APA use is adequate | - The research study has clearly not been proofread and contains numerous grammatical and editing errors throughout the text.<br>- APA use is poor |
| **Originality (4)**<br><br>X 1<br><br>_____ /4 | - Research is adequate/timely<br>- Very interesting approach to the research topic.<br>- The reader's interest is maintained throughout the entire paper. | - Generally sound research report with many interesting ideas presented.<br>- The reader's interest is maintained throughout most of the paper. | - The research report includes few interesting ideas.<br>- The writing is not compelling, although there are a few places that hold the reader's attention. | - The research report lacks interesting ideas.<br>- The writing is dull with little or no reader appeal.<br><br>p.2 |

# EVALUATION CRITERIA FOR CULMINATING EXPERIENCE: CURRICULUM PROJECT

**Passing Score: 75/100**
**Length:** Approximately 50-100 double-spaced pages, depending on the nature of the project.
**Total Points:** 100 (76 points on content, 24 points on structure)
**Special Requirements:** Written approval required by instructor of the EDSC 594 Project Seminar course PRIOR TO your development of the project.

## CONTENT OF THE WRITING

| Writing Trait | Exemplary 4 | Satisfactory 3 | Minimal 2 | Unsatisfactory 1 |
|---|---|---|---|---|
| **Rationale for Project (4)**<br><br>X 1<br><br>_____ /4 | - The rationale provides clear, cogent, and compelling support for the project.<br>- Writer analyzes and synthesizes theory/practice to develop new ideas and ways of developing the curriculum project | - The rationale provides a generally acceptable basis of support for the project<br>- Writer references theory/practice to develop new ideas and ways of developing the curriculum project | - The rationale for the project is present, but the content is vague and/or the logic is unclear<br>- Writer fails to adequately reference theory/practice | - The rationale for the curriculum project is absent, or the rationale provides no substantive support for the project<br>- Writer fails to reference theory/practice |
| **Scope and Sequence (8)**<br><br>X2<br><br>_____ /8 | - The scope and sequence are defined in precise and detailed format that describes the depth and breadth of the content domain | - Both scope and sequence are included, and the level of specificity is generally acceptable | - Either the scope or sequence is included, but not both | - Scope and sequence section is absent, or does not follow a prescribed format |
| **Goals and Objectives (8)**<br><br>X2<br><br>_____ /8 | - The goals and objectives are specified according to format, and the content is particularly clear and descriptive | - The goals and objectives are specified, and the format follows the prescribed format | - The goals and objectives are specified, but contain minor errors in format | - The goals and objectives are not specified, or do not follow a prescribed format |
| **Content Standards (8)**<br><br>X2<br><br>_____ /8 | - Content standards are included and are clearly aligned with the scope and sequence | - Content standards are included and are generally congruent with the scope and sequence | - Content standards are included, but cover a narrow scope of the content domain or are not congruent with the scope and sequence | - Content standards are not included |
| **Instructional Methods (20)**<br>X5<br><br>_____ /20 | - The project contains widely varied instructional methods that are congruent with goals and objectives and appropriate for divergent learners | - The project contains a variety of instructional methods that are generally aligned with the specified goals and objectives | - The project contains a narrow scope of instructional methods, or the methods are incongruent with the specifed goals and objectives | - The project does not address the instructional methods to be used in achieving the goals and objectives |
| **Assessment Methods (8)**<br><br>X2<br><br>_____ /8 | - The assessment methods are varied, and the assessments are clearly aligned with intended learning outcomes | - The assessment methods are included and adequately defined, but there is need to explicate the alignment with intended learning outcomes | - The assessment methods are included, but are lacking clarity or congruence with intended learning outcomes | - The assessment methods are not included, or the methods are not defined<br><br>p.1 |

| | | | | |
|---|---|---|---|---|
| **Resources (12)**<br><br>X3<br><br>_____/12 | - An extensive variety of materials and resources are identified, and the resources are clearly aligned with the intended learning outcomes | - An acceptable variety of instructional materials and resources are identified | - A limited variety of instructional materials and resources are identified | - Instructional materials and resources are not included |
| **Process (8)**<br><br>X 2<br><br>_____/8 | - There is clear, consistent, and convincing evidence of steady progress toward completion.<br>- The candidate met regularly with the project advisor and completed multiple revisions. | - There is clear evidence of steady progress toward completion.<br>- The candidate met with the project advisor regarding revisions. | - There is limited evidence of steady progress toward completion.<br>- The candidate met sporadically with the project advisor and some of the meetings were procedural, not substantive. | - There is little to no evidence of steady progress toward completion.<br>- The candidate met with the project advisor only once or twice regarding the project. |

| STRUCTURE OF THE WRITING | | | | |
|---|---|---|---|---|
| **Writing Trait** | **Exemplary 4** | **Satisfactory 3** | **Minimal 2** | **Unsatisfactory 1** |
| **Quality of Writing (16)**<br><br>X4<br><br>_____/16 | - Format is neat and attractive, and content is free of errors/ work is fully edited<br>- APA use is excellent | - Format is neat and attractive, and contents contain one or two errors<br>- APA use is good | - Format is generally appropriate, but contains several typographical, spelling, or grammatical errors<br>- APA use is adequate | - Format is sloppy, or contains many typographical, spelling, and grammatical errors<br>- APA use is poor |
| **Focus of Writing (8)**<br><br>X2<br><br>_____/8 | - Each section of the project remains focused with no wandering to unrelated ideas. | - Most sections of the project are generally focused and may include a few unrelated ideas. | - Most sections of the project generally lack focus. Many unrelated ideas are present. | - Each section of the project lacks focus.<br><br><br>p.2 |

# EVALUATION CRITERIA FOR CULMINATING EXPERIENCE: ARTICLE FOR PUBLICATION

**Passing Score: 75/100**
**Length:** Approximately 20 double-spaced pages + cover letter to the journal editor
**Total Points:** 100 (76 points on content, 24 points on structure)
**Special Requirements:** Include a copy of the journal and a sample article from the journal where you plan to submit your work. Include a copy of the author's guidelines for your intended publication. Written approval required by instructor of the EDSC 594 Project Seminar course PRIOR TO beginning the article.

| CONTENT | | | | |
|---|---|---|---|---|
| **Writing Trait** | **Exemplary 4** | **Satisfactory 3** | **Minimal 2** | **Unsatisfactory 1/0** |
| **Letter to the Editor  (8)** X 2 <br><br> _____ /8 | – Letter is clearly written. <br> – Letter clearly describes the significance of the article for the readership of the journal. <br> – The letter clearly indicates that the journal is an appropriate choice for the article. | – Letter is clear but not polished. <br> – Letter describes the significance of the article for the readership of the journal. <br> – The letter suggests that the journal is an appropriate choice for the article. | – Letter does not reflect well on the author, nor does it describe the significance of the article for the readership of the journal. <br> – The letter fails to indicate that the journal has been chosen deliberately. | – Letter is missing. |
| **Alignment with Author's Guidelines (44)** <br><br> X 11 <br><br> _____ /44 | – Meets all submission requirements specified in the author's guidelines. <br> – All sections of the article are addressed and balanced. | – Meets most submission requirements specified in the author's guidelines. <br> – Most sections of the article are addressed and balanced. | – Fails to completely meet the submission requirements specified in the author's guidelines. <br> – Many sections of the article are not fully addressed and/or the treatment of those sections remains unbalanced. | – Fails to meet the submission requirements specified in the author's guidelines. <br> – The article is not balanced and does not reflect the requirements as outlined in the author's guidelines. |
| **Significance/ Theoretical Approach/ Framework (16)** <br><br> X4 <br><br> _____ /16 | – The article has a clear connection with current research. <br> – Background research is well developed, explained, and focused. | – The article has a connection with current research. <br> – Background research is developed, explained, and focused. | – The article has a poor connection with current research. <br> – Background research is poorly developed and explained and may lack a specific focus. | – The article lacks a connection with research. <br><br><br><br><br><br> p.1 |

| Potential Contribution to the Field (8)<br><br>X2<br><br>_____ /8 | – The article will undergo a rigorous review process and is being submitted to a well respected journal<br>– Contribution to field is considerable.<br>– The likelihood of publication is excellent. | – The article will undergo a review process and is being submitted to a respected journal.<br>– Potential contribution to field is considerable.<br>– The likelihood of publication is good. | – The journal may not adequately review submitted articles; as such, it is not a particularly well respected publication.<br>– Potential contribution to field is modest.<br>– The likelihood of publication is poor. | – The journal does not adequately review submitted articles; as such, it is not a well respected publication.<br>– Potential contribution to field is poor.<br>– The likelihood of publication is unlikely. |
|---|---|---|---|---|
| **STRUCTURE OF THE WRITING** | | | | |
| **Writing Trait** | **Exemplary 4** | **Satisfactory 3** | **Minimal 2** | **Unsatisfactory 1/0** |
| **Excitement/ Creativity (8)**<br><br>X 2<br><br>_____ /8 | – Very interesting approach to the issues; piques and maintains interest throughout the article. | – Sound article with strong content and interesting ideas.<br>– | – Sterile presentation with only a few interesting ideas presented.<br>– | – Dull article with little reader appeal. |
| **Process (8)**<br><br>X 2<br><br>_____ /8 | – There is clear, consistent, and convincing evidence of steady progress toward completion.<br>– The candidate met regularly with the project advisor and completed multiple revisions. | – There is clear evidence of steady progress toward completion.<br>– The candidate met with the project advisor regarding revisions. | – There is limited evidence of steady progress toward completion.<br>– The candidate met sporadically with the project advisor and some of the meetings were procedural, not substantive. | – There is little to no evidence of steady progress toward completion.<br>– The candidate met with the project advisor only once or twice regarding the project. |
| **Quality of Writing/ Organization (8)**<br><br>X 2<br><br>_____ /8 | – Organization excellent in terms of introduction, summary, bridges, and transitions<br>– Article remains focused with no wandering to unrelated topics<br>– Text keeps reader focused by indicating how minor points are related to the thesis<br>– Ideas flow in a sensible sequence<br>– Discussion of one area is complete before transitioning to another.<br>– Use of APA is excellent | – Generally good presentation<br>– Article is generally focused with text following a logical order<br>– Relationship of ideas is made evident.<br>– Transitions are evident.<br>– Use of APA is good | – Few clues are used, so that text organization is a challenge to the reader<br>– Some ideas are peripherally related to major thesis<br>– Relationship of ideas to thesis is vague<br>– Ideas generally sequenced but reader must work to keep up with flow of ideas<br>– Ideas are presented in shotgun approach, lacking links to thesis.<br>– Use of APA is adequate | – Disorganized with little structure offered to help reader follow the text<br>– Text wanders with no explanation of the relationship of the parts<br>– Text jumps from topic to topic.<br>– Use of APA is poor<br><br><br>P.2 |

# EVALUATION CRITERIA FOR CULMINATING EXPERIENCE: NBPTS PORTFOLIO

**Passing Score: 75/100**
**Length:** The length of the portfolio will be specified in the guidelines from the National Board for Professional Teaching Standards Portfolios
**Total Points:** 100 (76 points on content, 24 points on structure)
**Special Requirements:** Written approval required by instructor of the EDSC 594 Project Seminar course and EDSC 591 Professional Seminar PRIOR TO your development of the portfolio.

## QUALITY OF SUBSTANTIVE EVIDENCE

| Portfolio Trait | Exemplary 4 | Satisfactory 3 | Minimal 2 | Unsatisfactory 1 |
|---|---|---|---|---|
| **Content (40)**<br>X 10<br><br>_____ /40 | - There is clear, consistent, and convincing evidence that the candidate recognizes students' individual learning differences and past experiences to set high worthwhile and appropriate goals for student learning and connects instruction to those goals.<br>- There is clear, convincing, and consistent evidence that the teacher engages students in meaningful exploration of important ideas in his/her content area.<br>- There is clear, convincing, and consistent evidence that the teacher uses rich and varied assignments.<br>- There is clear, convincing, and consistent evidence that the teacher is able to accurately describe, analyze, and evaluate student work, and provide feedback to students about their learning and development. | - There is clear evidence that the candidate recognizes students' individual learning differences and past experiences to set high worthwhile and appropriate goals for student learning and connects instruction to those goals.<br>- There is clear evidence that the teacher engages students in meaningful exploration of important ideas in his/her content area.<br>- There is clear evidence that the teacher uses rich and varied assignments.<br>- There is clear evidence that the teacher is able to accurately describe, analyze, and evaluate student work, and provide feedback to students about their learning and development. | - There is limited evidence that the candidate recognizes students' individual learning differences and past experiences to set high worthwhile and appropriate goals for student learning and connects instruction to those goals.<br>- There is limited evidence that the teacher engages students in meaningful exploration of important ideas in his/her content area.<br>- There is limited evidence that the teacher uses rich and varied assignments.<br>- There is limited evidence that the teacher is able to accurately describe, analyze, and evaluate student work, and provide feedback to students about their learning and development. | - There is little or no evidence that the candidate recognizes students' individual learning differences and past experiences to set high worthwhile and appropriate goals for student learning and connects instruction to those goals.<br>- There is little or no evidence that the teacher engages students in meaningful exploration of important ideas in his/her content area.<br>- There is little or no evidence that the teacher uses rich and varied assignments.<br>- There is little or no evidence that the teacher is able to accurately describe, analyze, and evaluate student work, and provide feedback to students about their learning and development. |
| **Completeness (8)**<br>X 2<br><br>_____ /8 | - The entire portfolio was completed and submitted to the NBPTS and the Master's Department by the deadline. | - ¾ of the portfolio was completed; serious circumstances beyond the candidate's immediate control resulted in the portfolio not being finished or submitted.<br>* 3/4 of the portfolio means that 3 of the 4 entries are complete with all evidence | - Less than ¾ of the portfolio was complete; therefore, the student can not successfully complete the culminating project.<br><br>* 3/4 of the portfolio means that 3 of the 4 entries are complete with all evidence | - Less than ¾ of the portfolio was complete; therefore, the student can not successfully complete the culminating project.<br><br>* 3/4 of the portfolio means that 3 of the 4 entries are complete with all evidence |
| **Process (8)**<br>X 2<br><br>_____ /8 | - There is clear, consistent, and convincing evidence of steady progress toward completion.<br>- The candidate met regularly with the project advisor and completed multiple revisions. | - There is clear evidence of steady progress toward completion.<br>- The candidate met with the project advisor regarding revisions. | - There is limited evidence of steady progress toward completion.<br>- The candidate met sporadically with the project advisor and some of the meetings were procedural, not substantive. | - There is little to no evidence of steady progress toward completion.<br>- The candidate met with the project advisor only once or twice regarding the project. |

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| **Quality of Technical Evidence (8)**<br><br>X 2<br><br>_____ /8 | - Each videotape is within the required time limits.<br>- In each videotape the classroom is well lit and the quality of the image is good (i.e. all visuals important to the lesson are clear and captured in the video).<br>- In each videotape it is possible to clearly hear everything the teacher and the students are saying.<br>- All accompanying student work is legible. | - Three of the four conditions under level 4 have been met. | - Two of the four conditions under level 4 have been met. | - One or none of the conditions under level 4 have been met. |
| **Reflection and Analysis (12)**<br><br>X3<br><br>_____ /12 | - The teacher provides substantive details about his/her interpretation of the lesson.<br>- The teacher clearly reflects on his/her understanding of what should come next as a result of his/her analysis of the lesson. The connection between the reflection and analysis is very clear.<br>- All reflections and analyses are backed up with specific evidence and/or examples that make the points clear to the assessor. | - The teacher provides some details about his/her interpretation of the lesson.<br>- The teacher reflects on his/her understanding of what should come next but the reflection is not always clearly connected to the analysis of the lesson.<br>- Most reflections and analyses are backed up with evidence and/or examples but some of the evidence is not specific or the point is not as clearly made as it should be. | - The teacher makes interpretations about the results of the lesson but does not provide details regarding those interpretations.<br>- The teacher writes about what he/she feels should come next but this writing is not connected to the interpretation of the success of the lesson in any discernable way.<br>- Some of the reflections and analyses are backed up with evidence and/or examples but most are not specific and the points would require substantive speculation on the part of the assessor. | - The teacher does not reflect on or analyze why lessons went the way they did.<br>- The teacher does not reflect on what should come next.<br>- There is no specific evidence or examples provided for any claims made by the teacher regarding the success of the lesson. For example, a teacher states, "My goals were met" without providing evidence for that assertion. |

**STRUCTURE OF THE WRITING**

| Writing Trait | Exemplary 4 | Satisfactory 3 | Minimal 2 | Unsatisfactory 1 |
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| **Quality of Writing (16)**<br><br>X4<br><br>_____ /16 | - It is clear that each portfolio entry has been proofread and there are no grammatical and/or editing errors in the text. | - The portfolio entries have been proofread but there are a few grammatical and/or editing errors throughout the text. | - It is not clear that the portfolio has been proofread due to the grammatical and/or editing errors throughout the text. | - The portfolio has clearly not been proofread and contains numerous grammatical and editing errors throughout the text. |
| **Focus of Writing (8)**<br><br>X2<br><br>_____ /8 | - Each section of the portfolio remains focused with no wandering to unrelated ideas.<br>- All text is essential and focused on answering the guiding question. | - Most sections of the portfolio are generally focused and may include a few unrelated ideas.<br>- Most of the text is essential and focused on answering the guiding question. | - Most sections of the portfolio generally lack focus. Many unrelated ideas are present.<br>- While some of the text answers the guiding question, much of the section seems unrelated. | - Each section of the portfolio lacks focus.<br>- The text does not answer the guiding question.<br><br>p.2 |