



College of Education

Master of Arts in Education

Handbook

2010-2011

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College of Education
Master of Arts in Education Faculty Handbook

California State University, Stanislaus

Mission and Purpose of the Program

The Master of Arts in Education programs offer educators opportunities to develop the capacity to serve as effective educational leaders in various school environments. This includes competency in the subject matter; being able to integrate that content with appropriate pedagogical methods; being culturally knowledgeable and appreciative of the diversity among learners; being committed to self-assessment and reflection; being partners, educational advocates, and learners at the school level and in the wider community; as well as being users of technology that enhances teaching and learning. Furthermore, it means understanding how to identify questions or problems in education, having the skills to research the question or problems, and being committed to sharing research-based knowledge to influence positive change.

Program Goals

Upon completion of one of the Master of Arts in Education programs, students will be able to demonstrate, in relation to the Graduate School Learning Goals, the following:

1. Advanced knowledge, skills, and values related to education.
2. Ability to be creative, analytical, and to think critically.
3. Ability to work as an individual as well as in collaboration with others in contributing to scholarship in education.
4. Relevant knowledge of the global perspectives related to education.
5. Knowledge of new and various methods and technologies related to education.
6. Advanced oral and written communication skills, complemented by the ability to access and analyze information from a myriad of primary, print, and technological sources.

Admission Policies and Procedures

The MA in Curriculum and Instruction in the College of Education encompasses specialization in one of the following fields: Educational Technology, School Administration, School Counseling, Special Education, Elementary Curriculum and Instruction, Secondary Curriculum and Instruction, Multilingual Curriculum and Instruction, Reading, and Kinesiology. There are some commonalities in the admission process across all the programs as well as some differences unique to each program. In general, to complete the admissions process, students must fulfill the following:

1. Complete the Graduate/Post baccalaureate Application for Admission and submit to the Graduate School (located in MSR 160). This application may be accessed

through the Graduate School website as a PDF file at www.csustan.edu/grad or as a hard copy in the Graduate School office. Students may alternatively submit online at www.csumentor.edu.

2. Meet the CSU, Stanislaus Graduate School Minimum Requirements:
 - a. Have completed a baccalaureate degree from an accredited institution;
 - b. Be in good academic standing at the last college or university attended
3. Meet specific program admission requirements. Table 1 displays specific admissions requirements established by each program. Refer to Appendix.

Graduate Assistantships

Each program offers a limited number of graduate assistantships each year. Typical assignments involve serving as a research assistant, serving as a teaching assistant, or undertaking a combination of projects for the graduate program faculty. The expected number of hours of work per week is dependent upon the amount of the assistantship award.

Program Requirements

Required Units

Each program has a specific sequence of coursework required for the degree. There are, however, Core Courses common to all nine master's programs in the College of Education. The following is a description of the four Core Courses. Note that each program requires different combinations of this coursework as displayed in Table 2. Refer to Appendix.

Core Course Descriptions

EDGS 5510: Introduction to Educational Research

This course provides an introduction to both qualitative and empirical educational research. Students locate, understand, evaluate, and interpret educational research, and identify possible Thesis or Project topics. Students identify a potential research topic and possible research questions; write a very condensed version of a review of literature; learn about the IRB, and the steps are in writing a thesis or project on our campus. **PREREQUISITE:** Classified Status.

EDUC 5340: Action Research: Mixed Methods Design for Practitioners

This course supports practitioners as they conduct research in their schools and classrooms. It is designed to enable participants to carry out an action inquiry, to understand the fundamental principles of action research, and to locate the significance of the approach in everyday practice and educational policy. The concept of "practitioner as researcher" is emphasized. **PREREQUISITES:** Classified Status and EDGS 5510.

EDGS 5600: Introduction to Qualitative Research in Education

This course outlines the theoretical underpinnings and current trends in qualitative research practices for various fields related to educational inquiry. Students learn to identify the qualitative research practices appropriate for addressing research questions that are based on nonlinear, verbal, and graphic datasets, and professionally accepted methods for analyzing, discussing, theorizing, and utilizing such data. In addition to learning about qualitative designs and data analysis, students write a proposal for a research problem that could be studied qualitatively. Students are encouraged to work directly with their committee chair and members on the actual content. **PREREQUISITES:** Classified status and EDGS 5510.

EDGS 5610: Introduction to Quantitative Research in Education

This course prepares students for conducting quantitative research with educational topics. Students learn about appropriate research design methods, perform statistical analyses, and determine appropriate analyses given the research design. In addition to learning about quantitative designs and data analyses (Chi Square Goodness of Fit, Chi Square Test of Independence, Pearson Product Moment, Spearman Rank, Independent t-test, Paired t-test, ANOVA, ANCOVA, Factorial ANOVA, linear regression, and instrument reliability/validity), students are required to write a proposal for a research problem that could be studied quantitatively. Students are encouraged to work directly with their committee chair and members on the actual content. **PREREQUISITES:** Classified Status and EDGS 5510.

Residency

The Graduate School requires that at least 22 units of the graduate program coursework be taken at CSU, Stanislaus. No more than 9 units toward the degree may be earned prior to program admission.

Grade Point Average

The Graduate School requires that a GPA of 3.0 or better be maintained in all courses taken to satisfy the requirements of the degree. No grade lower than a C or C- may be applied toward program completion, depending on the program.

Seven Year Limit

No more than 7 consecutive years may be used to complete the requirements for the degree. An extension of no more than 3 years beyond the limit may be granted by appropriate campus authority (program coordinator, chair, graduate school director) if warranted by individual circumstances and if the outdated work is validated by examination or such other demonstration of competence as prescribed by the program coordinator.

Continuous Enrollment

Once all coursework is completed, it is expected that students maintain continuous enrollment in Continuing Thesis or Project (7005) until all degree requirements have been met. Students taking the Comprehensive Examination Option in School Administration or School

Counseling must enroll in 7006 until examinations have been completed. Students must maintain their Classified Graduate status and be enrolled in graduate coursework in order to apply for graduation. If the program is interrupted for two consecutive semesters or more, reapplication to the Graduate School will be necessary.

In certain circumstances, a Request for Waiver of Continuous Enrollment form may be submitted in anticipation of a leave of absence. The circumstances are detailed at <http://web.custan.edu/Grad/documents/waivercontinuousenrollement.pdf>. During a leave from the program, University services (such as library services and thesis advising) are not available to students. Further, data collection for a thesis must cease, as IRB approval no longer applies if the investigator is not an enrolled student of the University. A leave of absence in conjunction with the waiver does not extend the 7 year limit.

Thesis, Project, and Comprehensive Examination Options

As the culminating scholarly experience, the thesis or project serves as evidence of the graduate student's capacity to conduct research on an important question or problem and to present and interpret the findings in a clear, logical, and appropriate form. There is no distinction between a thesis and a project with regard to program requirements. However, they represent different scholarly endeavors.

The comprehensive examination option serves as validation of the graduate student's knowledge and competence in a specific field and/or discipline. Graduate students who select this option are required to complete a minimum of one research course (check with departments/programs for specifics), but have the flexibility to complete additional elective coursework to strengthen secondary competencies in several closely-aligned programs in the College of Education. The comprehensive examination is a rigorous undertaking that assesses a broad range of national and state professional standards. The comprehensive examination option is currently offered by only three COE programs—School Counseling, School Administration, and Kinesiology.

All theses and projects must be written using the format requirements listed in the University guidelines. These guidelines are available on the Graduate School website at www.csustan.edu/graduate_school and are on reserve in the University Library. These University format guidelines must be followed in conjunction with the most recent edition of the Publication Manual of the American Psychological Association.

Thesis

A thesis is the written product of the systematic study of a significant problem. The researcher identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes data, and offers conclusions and/or recommendations. The finished product must evidence originality, critical and independent thinking, appropriate organization and format, clarity of purpose, and accurate and thorough documentation. An oral defense of the thesis is required.

The product to be defended includes the document that has been prepared as a final copy. In addition to an Abstract and Chapters 1-5, the document should include the completed Table of Contents, List of Tables and/or Figures and Certification of Approval page for appropriate signatures. All elements of the written document should conform to the standards as specified by the Thesis Guidelines and the current edition of the Publication Manual of the American Psychological Association. Students should download and use template E from <http://web.csustan.edu/Grad/Documents/Templates-Guide.pdf>; this template adheres to all CSU Stanislaus format requirements.

Project

While the thesis and project may be presented in similar ways, there are differences between the eventual outcomes. The project usually results in a product that has been developed such as a handbook, curriculum, grant proposal, workshop materials or other educational products. Generally, Chapter 1 and Chapter 2 parallel the thesis with an introduction, statement of the problem, significance and a review of relevant research. The remaining chapters may vary by program and are developed in conjunction with the committee chair. In some cases, the project is included in the document as one of the chapters, or it may be more appropriately placed in an appendix and developed as an eventual stand-alone document.

Proposal

During the student's coursework (research methods courses), he or she will develop thesis/project research proposals. It is recommended that by the time students register for EDGS 5510: Introduction to Educational Research, they identify a faculty member who will chair their committee. Some programs require a formal thesis/project proposal and defense (check with departments/programs for specifics).

University Institutional Review Board (UIRB)

The University Institutional Review Board (UIRB) must approve all thesis/project proposals before data can be collected. The application form, standard consent form and UIRB Review Procedures can be found online at <http://web.csustan.edu/UIRB>, and the application packet is available at <http://web.csustan.edu/Grad/documents/UIRB-AppPacket.pdf>. These forms must be completed and signed by the Thesis/Project Chair and submitted to the Campus Compliance Officer in MSR 322. The Compliance Officer will distribute the documents to members of the UIRB for approval and determination of Exempt, Expedited, or Full Board Review. Proposals can be submitted for review at any time; only some will require full board review. It is recommended that the UIRB forms be completed early in the process.

Oral Defense

Once the Committee Chair determines that the thesis/project is ready for the committee to review, the student provides a hard copy to each committee member (and in some cases the Department office). These hard copies should be made available at least one or more weeks prior to the meeting date, depending on the program.

Possible outcomes of the defense:

- Pass: The student has satisfied expectations for completion of a master's degree; changes required to the thesis/project are not substantive.
- Conditional Pass: The student has minimally satisfied expectations for completion of the master's degree; however, some shortcomings need to be addressed before a full pass is granted.
- Fail: The student has not satisfied expectations for completion of a master's degree. Ideally, the chair should not allow the oral defense to be scheduled if there is a chance the student will fail, instead improving areas of deficiency so that a pass or conditional pass is more likely.

Upon a successful defense, a number of forms will need student and committee members' signatures.

Final Copies

Once the Committee Chair has approved the thesis/project, one copy along with a signed Certification of Approval page is to be submitted to the University Library for reader review by the deadline date (see the Graduate School website for current deadlines). Once the reader reviews the thesis/project, it is returned to the student for any necessary editing changes to be made, though the Thesis/Project Chair has the final decision on changes. Once the appropriate changes have been made, a Bindery Clearance Form (available on the Graduate School website) must be completed and signed by the Thesis/Project Chair, then submitted to the Cashiers Office (MSR 100) along with the bindery fees. The library requires two bound copies, and individual departments may require additional copies. Additional bindery ready copies for the student's personal use may be paid for and submitted to the library along with the required copies. All bindery ready copies on appropriate cotton paper along with the Bindery Clearance Form are to be submitted to the University Library no later than the deadline for final submission (see Graduate School website). The library requires that the reader-marked copy be returned to the Library along with the copies ready for binding.

Program Completion

Applying for Graduation

An Application for Graduation must be filed, including verification of payment of the graduation fee, with the Enrollment Services Office (located in MSR 150) within the first two weeks of the semester in which the degree requirements are to be completed. Graduation applications must be filed by March 1 in order for students to be listed in the commencement brochure. The application is available in the Enrollment Services office or the Graduate School office (located in MSR 160).

Qualifying for Honor Recognition at Graduation

To be eligible to receive the master's degree with distinction, students must have earned at least a 3.9 GPA in the program and be recommended by their department.

Faculty and Program Personnel

Program Coordinator and Advisor

The Graduate Program Coordinators manage the master's programs in the College of Education and serve as the contacts for advising. The Program Coordinator advises students related to areas such as admission, course sequence, and scheduling. It is also the Coordinator's role to provide support and advocacy as the student's program proceeds.

Program Faculty

In addition to the Coordinator for each program, there are faculty members in the department who share responsibility for the program. The faculty have the responsibility to:

- Teach master's courses;
- Chair and serve on master's thesis/project committees; and
- Participate in policy making, governance, and program evaluation activities for the graduate program.

Faculty participating on thesis/project committees are expected to maintain active scholarly agendas.

Thesis/Project Chair

The student selects a thesis/project chair from among tenured and tenure track members of his or her program faculty. The chair receives .5 WTU of assigned time per semester per student who is enrolled in 5960 (project) or 5990 (thesis) units. The thesis/project chair signs the special registration form required to enroll the student in the course.

<http://www.csustan.edu/EnrollmentServices/Forms-Publications/SpecialRegistration.pdf>

Students who do not complete their project/thesis during enrollment in 5960/5990 must enroll in the non-unit, fee-based continuing enrollment option. The chair receives no assigned time for students who are enrolled in these 7005 enrollments. The registration form for continuing enrollment does not require the chair's signature.

<http://web.csustan.edu/Grad/documents/7005SpecialRegform.pdf>

Faculty members who agree to be a student's thesis chair are expected to be familiar with qualitative and quantitative research methods and analyses so they can effectively provide the level of support students need and expect. Faculty who have questions regarding a student's design or analysis can seek the assistance of several faculty members who have offered their support to colleagues:

Qualitative
Dr. Whitney Donnelly, 667-3510
wdonnelly@csustan.edu

Quantitative
Dr. Oddmund Myhre, 664-6677
omyhre@csustan.edu

Dr. Dennis Sayers, 664-6721
dsayers@csustan.edu

Dr. Dawn Poole, 667-3495
dpoole@csustan.edu

The thesis/project chair serves in the following capacity:

1. Supports the student in defining a research interest and in developing a thesis/project proposal.
2. Assists the student in submitting the proposal and appropriate paperwork to the University Institutional Review Board (UIRB) for review.
3. Advises the student in selection of thesis/project committee members. Some programs utilize documents that each committee member signs as they consent to be on the committee; the chair should help secure appropriate signatures when this is the case.
4. Ensures students enroll in 5960, 5990 or 7005 as appropriate.
5. Guides the research throughout the writing process, as well as with regard to data collection and analysis. This guidance entails providing constructive feedback as the student shares drafts of completed work. The guidance may involve suggesting the use of external editors to students who are in need of more than minor editing assistance. The chair should help students meet Graduate School deadlines for submitting the thesis/project.
(http://web.csustan.edu/Grad/dates_deadlines.html)
6. Directs students to share sections of their work with other committee members for feedback after chair approval.
7. Ensures that students format the thesis/project based on University requirements.
8. Establishes a date, time, and meeting place for the thesis/project oral defense when it is determined that the student has completed an acceptable document. The process varies by program in terms of the degree to which a student coordinates schedules versus how much the chair coordinates. In addition, the length of time for the defense varies by program; either 60 or 90 minute lengths are typically scheduled. Once a date and time have been established, the chair ensures that the student distributes hard copies of the thesis/project to all committee members a week (or more depending on program) in advance of the defense date. The chair also advises the student regarding what will transpire during the oral defense.
9. Prepares department paperwork to bring to the oral defense. This paperwork typically involves Change of Grade cards for the student's 5960/5990 enrollments and a department document signifying that the student has met all program requirements. Each department has a unique process.

10. Leads the oral defense. The chair calls the meeting and begins the session. The chair moves the discussion and encourages input from other committee members. After questions have been addressed by the student, the chair asks the student to leave the room so that committee members can determine the appropriate outcome. The chair ensures the following steps are taken based on defense outcomes:

Pass: Non-chair committee members should sign the department documents signifying the defense has been passed. Committee members can also sign the Certificate of Approval page.

Conditional Pass: Determine and document the conditions that must be satisfied for the student to pass. Paperwork should not be signed until conditions are met.

Fail: Submit documentation of failed defense to the Graduate School.

11. Ensures that all changes to the thesis/project requested by committee members during the oral defense are made. Once completed, the chair signs off on the department form, as well as on the form that the student submits to the library with his or her thesis/project.
12. Verifies that all changes requested by the Library's Thesis/Project reader are made or that they have been discussed and determined to be unwarranted. The Bindery Approval form should then be signed.
13. Assists the candidate in disseminating research results as appropriate. One opportunity to keep in mind is the annual CSU Stanislaus Student Research Competition, which feeds into the CSU System-wide Student Research Competition. Information is available at <http://web.csustan.edu/ORSP/SRC/index.html>.

Thesis/Project Committee Members

In addition to the thesis/project chair, each student has at least one additional faculty member on his or her committee. Some programs require two additional faculty members. The second committee member is typically a member of the program's department. All members of a thesis/project committee must be tenured or tenure-track faculty members. There may be additional criteria for membership that are determined by the program. The committee members do not receive any assigned time for their participation on a students' thesis/project committee. Their role is, therefore, expected to be more limited than the role of the chair. Their role includes the following:

- Review the thesis/project proposal after the chair has approved the document offering feedback regarding the proposal;
- Participate in the oral defense of the proposal in those programs requiring such a defense;
- Read and critique the thesis/project during development, after the thesis/project chair has approved chapters/materials;

- Participate in the oral defense by asking questions and providing the student with a written copy on additional feedback of the thesis/project.
- Make a collective judgment about the quality of the thesis/project for final approval.

Academic Integrity

Students are expected to adhere to the University Academic Policies and Procedures as well as the Graduate School Research Ethics and Protocol. These policies are outlined in the University catalog.

Students are expected to adhere to the Student Code of Conduct, available at http://web.csustan.edu/JudicialAffairs/documents/Student_Code_of_Conduct.pdf. This code of conduct includes academic integrity and information related to more general behavior. Violations include such actions as dishonesty, disruption of a university-related activity, inappropriate use of university computers, and others as noted in the document.

Procedure for Filing a Report for Student Misconduct

The Office of Judicial Affairs has a form to use to file a report for incidents in which students violate the code of conduct. The form is available at http://web.csustan.edu/JudicialAffairs/documents/SCC_Violation_Report_Form.pdf.

Plagiarism

Plagiarism is an infraction of academic integrity, and is one of the specific groups of misconduct cited by the Student Code of Conduct. Students are expected to complete their own work, which includes appropriate citations for contributions made by others. In situations in which the instructor suspects that students may have violated this principle, several resources can be drawn upon.

Google Searches

In Google's Advanced Search feature, instructors can type chunks of text into the Exact Phrase field to check against matches in Google's database.

Turnitin.com

CSU Stanislaus holds a license to Turnitin.com, a plagiarism detection service. The service requires that you or your students submit documents electronically to screen against text in the service's database. The database contains text from various websites, as well as from all previous submissions to Turnitin.com. This means the work of students who submit documents that match text from previously submitted work will be flagged for instructor review. An originality report is generated for all documents submitted to the service. This report uses color codes to identify areas of text that match various web- and previously-submitted documents. Turnitin.com also has a procedure in which submissions are conducted

via Blackboard. To create a Turnitin.com account, learn how to use the service, or learn how to submit to TII via Blackboard, contact Bob Koehler in the Office of Information Technology (bkoehler@csustan.edu, 667-3898).

Procedure for Filing a Report for an Academic Integrity Violation

The form is available at the Office of Judicial Affairs' website, [http://web.csustan.edu/JudicialAffairs/documents/Academic Integrity Violation Report Form.pdf](http://web.csustan.edu/JudicialAffairs/documents/Academic_Integrity_Violation_Report_Form.pdf). The form requires that the incident is detailed, that the faculty member discusses the incident with the student, and that the action taken by the faculty member is noted. The form allows the instructor to specify whether he or she would like the university to take administrative disciplinary action. If this is not requested, the report will be placed in the student's file; if a second incident is reported, administrative action will be taken.

Table 1: Specific Admissions Requirements by Program

Degree Programs Offered & Coordinator/Advisor	Minimum GPA	General Test Required	Writing Proficiency Test Required	Letters of Recommendation	Personal Statement	Additional Program Application	Deadline for Department Application	Terms Accepted	Credential Evidence	Other Recommendations
C & I Elementary Mary Borba	2.75	MA T Or GRE	CBEST , GRE, or CSET	2	Yes	Yes	Varies, see coordinator	F/Sp	Yes	1 Faculty Recommendation
C & I Secondary Mary Salisbury	2.75	MA T Or GRE	CBEST , GRE, or CSET	2	Yes	Yes	Varies, see coordinator	F/Sp	Yes	1 Faculty Recommendation
C & I Multilingual Juan Flores	2.75	MA T Or GRE	CBEST , GRE, or CSET	2	Yes	Yes	Varies, see coordinator	F/Sp	Yes	1 Faculty Recommendation
C & I Reading Susan Neufeld	2.75	MA T Or GRE	CBEST , GRE, or CSET	2	Yes	Yes	Varies, see coordinator	F/Sp	Yes	1 Faculty Recommendation
Educational Technology Dawn Poole	2.75	MA T Or GRE	CBEST , GRE, or CSET	2	No	Yes	None	F/Sp	Yes	None
School Administration John Borba	2.75	MA T Or GRE	None	3	No	Yes	Varies, see coordinator	F/W/Sp/Su/ W	Yes	2 Years Certificated Experience
School Counseling Mira Mayer	2.75	MA T Or GRE	CBEST Or GRE	3	Yes	Yes	April 1	F	No	None
Special Education Cathy Watkins	2.75	MA T Or GRE	none	3	Yes	Yes	Varies, see coordinator	F/Sp	Yes (special education)	None
Kinesiology	2.75	MA T Or GRE	CBEST Or GRE	3	No	Yes	Varies, see coordinator	F/Sp	No	1 Faculty Recommendation

Table 2. Core Course Requirements by Program

	EDGS 5510	EDGS 5600 OR EDGS 5610	EDGS 5610 ONLY	EDGS 5600 OR EDGS 5610 OR EDUC 5340	Elective Coursework (6 units)	Thesis	Project	Comprehensive Examination
Advanced Studies in Education								
Educational Technology	X	X				X	X	
School Administration	X	X				X	X	
School Administration (Comps)	X				X			X
School Counseling	X	X				X	X	X
Special Education	X		X			X		
Teacher Education								
C & I Elementary	X			X		X	X	
C & I Secondary	X			X		X	X	
C & I Multilingual	X			X		X	X	
C & I Reading	X			X		X	X	
Kinesiology	X			X	X	X	X	X