

**Department of Teaching and Learning (T&L) Master of Education (M.Ed.) Culminating Activity Overview  
for all M.Ed. Students, regardless of Master's Concentration Area  
CIG 697 (formerly CIG 715) Culminating Experience (1 credit)**

*Dates for CIG 697*

The Culminating Experience is offered every Spring, Summer, and Fall semester.

*Eligibility for CIG 697*

Eligibility for the culminating experience requires the completion of 27 graduate semester hours in the M.Ed. degree program. Students should not enroll in CIG 697 alone, but with at least one other course, ideally a 2-3 credit course. The university requires students to enroll in at least 3 credits during their last semester in the program; students who do not enroll in another course concurrent with CIG 697 will be required to take CIG 697 for 3 credits instead of 1.

*Purpose of CIG 697*

The culminating experience activity provides students with the opportunity to synthesize knowledge and experience gained throughout their master's program of study. Students will demonstrate depth and breadth of knowledge in their major emphasis concentration of study. The culminating experience project (paper or e-portfolio) will focus the application of theory, research, content, pedagogy, and standards for effective educational practices. It is recommended that students keep copies of coursework from all master's program of study classes in preparation for the culminating experience. Within the project students are required to use the [American Psychological Association \(APA\)](#) writing style format.

*Content of CIG 697*

Students should refer to the CIG 697 link listed under each subject area M.Ed. emphasis concentration on the T&L website.

*Due dates for CIG 697*

- Spring: submit on or before April 1st
- Summer: submit on or before July 1st
- Fall: submit on or before November 1st

NOTE: If due date is on a weekend or holiday, the due date will be next business day.

## M.Ed. Multicultural Program Area Concentration CIG 697 Culminating Experience

(Students in the M.S. Multicultural Program Area Concentration Complete a Thesis

in lieu of this Culminating Experience, accordingly, M.S. students should meet with their advisor to plan for the Thesis)

Students ready for the Multicultural Program Area Culminating Experience need to enroll in CIG 697 in accordance with the guidelines set forth above.

Each enrolled student will write a *single comprehensive essay* in which they discuss:

- I) how they came to the concentration personally;
- II) what they have learned in the concentration academically; and,
- III) how they will apply this academic knowledge professionally.

In responding to I-III, students will:

A) describe the "evolution" of their multicultural teaching philosophy (from where they started to where they see themselves heading in the near future) paying special attention to their "disposition" to teach *all* students *equitably* and to the fullest extent and highest level of excellence possible in accordance with the National Council for Accreditation of Teacher Education (NCATE) Diversity Standard (#4, overview and a-d, see <http://www.ncate.org/Standards/NCATEUnitStandards/UnitStandardsinEffect2008/tabid/476/Default.aspx#stnd4>);



B) choose three critical multicultural issues (in Nevada (see, Nevada's Promise [www.nevadaracetothetop.org/](http://www.nevadaracetothetop.org/)), and/or elsewhere/nationally (see, National Association for Multicultural Education (NAME) positions statements <http://nameorg.org/position-statements/>)) facing PK-12 schools today (or communities if the student is not an educator) and provide a data-driven explanation of the current status of these issues and then discuss how they would, working collaboratively with other education stakeholders, seek to address/resolve these issues in their own teaching, school, community, state, and/or nationally; and,

C) review the attention to "diversity" and concerns about "equity" in the entire Common Core Standards ([www.corestandards.org/](http://www.corestandards.org/)) and then evaluate this attention from the lens of multicultural education--what's in the Common Core Standards, is it good, why/why not? what's missing and why? After undertaking this broad evaluation, students will then identify three particular "standards" from the Common Core that: 1) are for their teaching grade level/subject area (if they are going to teach in PK-12 in a common core area, or, if not, simply some aspect of the Common Core as a whole that dovetails with some area of interest that they have in education); and, 2) that best and least align with their multicultural teaching philosophy (as delineated in A above). They will then rewrite these standards to do, from a multicultural perspective, what their broad evaluation identified as not being well done and/or missing in the Common Core.

## Evaluation of the M.Ed. Multicultural Program Area Concentration CIG 697 Culminating Experience

- The comprehensive essay must be in 12-point font, double-spaced, with appropriate in-text citations and reference citations, and otherwise presented in accordance with formal American Psychological Association (APA) format (sixth edition).
- The comprehensive essay will be read and scored by Department of Teaching and Learning, Multicultural Education concentration area faculty reviewers in accordance with department’s Culminating Experience Scoring Rubric (see below).
- Initially, one faculty member will review each student’s comprehensive essay. Work that is deemed marginal or otherwise problematic by that one faculty member will be further reviewed by at least two additional faculty members. In this latter case, the scores of all faculty reviewers will be averaged to determine the student’s total score.

### Culminating Experience Scoring Rubric

STANDARDS  LEVELS 	Theory into Practice	Professional Philosophy	Conduct and/or Evaluate Research	Content and Pedagogical Knowledge	Professional Standards Knowledge	Presentation and Format
Distinguished (3)						
Proficient (2)						
Marginal (1)						
Unacceptable (0)						

Faculty reviewers of students’ comprehensive essays will fill in the cells of this rubric with feedback appropriate to the unique nature of each student’s essay, and that takes into account the following evaluation parameters. These parameters have been designed to assist faculty reviewers consistently distinguish between student performance levels in a manner that seeks to ensure there is comparable rigor in the evaluation of all students department-wide.

#### Distinguished (3)

- exceeds expectations
- delineates multiple layers of interconnected and compelling evidence
- demonstrates exceptional performance
- communicates distinctively and with confidence
- proposes original and creative solutions to problems engaged

#### Proficient (2)

- meets expectations
- clearly delineates multiple sources of evidence
- demonstrates satisfactory performance
- communicates with accuracy
- presents a clear and compelling perspective(s)

#### Marginal (1)

- meets minimum expectations
- provides some evidence to support ideas engaged
- demonstrates limited performance
- reveals limited ability to communicate ideas in writing
- presents partial or faulty logic

#### Unacceptable (0)

- does not meet expectations
- provides little or no evidence to support perspectives
- demonstrates insufficient or incomplete performance
- contains numerous errors in writing that confound writer meaning / reader understanding
- presents unsupported ideas or incoherent logic

#### Total Score

- SATISFACTORY: Total score is  $\geq 12$  with no score = 0 for PASS.
- NO PASS TO PASS: Total score is  $\geq 8$  and  $< 12$  for NO PASS.
  - Revise and resubmit on or before the Friday of the last week in instruction.
    - Revision Total score  $\geq 12$  with no score = 0 for PASS  
OR
    - Revision Total score  $< 12$  for FAIL.
- FAIL: Total score  $< 8$  for FAIL.

Students must receive a SATISFACTORY on the culminating experience to pass it. Those who do pass will receive, via U.S. Mail, a copy of their Culminating Experience Form for Advanced Degree from the Department of Curriculum and Instruction's Graduate Studies Office.

Students who receive a NO PASS TO PASS must revise and resubmit their work on or before the Friday of the last week in instruction. Total score must be score  $\geq 12$  with no score = 0 for PASS after oral defense or revision of his or her paper.

Students who receive a NO PASS or FAIL must retake the entire culminating experience the following semester.

If requested by either the student and/or her/his advisor, the departmental Graduate Coordinator and/or Chairperson will meet with the student and her/his advisor to discuss the outcome of the experience and support or mediate the revision process. Other faculty with content area expertise related to the culminating experience concentration area may also be asked to meet with the student and/or her or his advisor to, again, discuss the outcome of the experience and support or mediate the revision process. The UNLV Graduate College does not permit a third revision and resubmission iteration, thus, students who do not pass on their second attempt are not permitted a third. There may be exceptions to this rule under specific circumstances. Students who find themselves in this situation are encouraged to contact the Graduate College and other offices on campuses to assist them in exploring possible exceptions.

## Resources

- Banks, J. (2009). *Teaching strategies for ethnic studies (8th edition)*. New York, NY: Allyn & Bacon.
- Banks, J. (1993). Multicultural education: Historical development, dimensions, and practice. *Review of Research in Education*, 19, 3-49.
- Banks, J. (1991). The dimensions of multicultural education. *Multicultural Leader*, 4, 5-6.
- Banks, J. & Banks, C. (Eds.) (2004). *Handbook of research on multicultural education (second edition)*. San Francisco: Jossey-Bass.
- Banks, J. (Ed.) (2009). *The Routledge international companion to multicultural education*. New York: Routledge.
- Delgado, R. (Ed.). (1995). *Critical race theory: The cutting edge*. Philadelphia, PA: Temple University Press.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Seabury Press.
- Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom (second edition)* New York, NY: New York Press.
- Gibson, M. (1976). Approaches to multicultural education in the United States: Some concepts and assumptions. *Council on Anthropology and Education Quarterly*, 7(4), 7-18.
- Giroux, H. A. (1996). *Living dangerously: Multiculturalism and the politics of difference*. NY: Peter Lang.
- Grant, C.A. & Sleeter, C. (2009). *Turning on learning: Five approaches for multicultural teaching plans for race, class, gender, and disability (5th edition)*. Hoboken, NJ: Wiley.
- Howard, G. (2006). *We can't teach what we don't know: White teachers, multiracial schools (second edition)*. New York, NY: Teachers College Press.
- King, J. (1991). Disconscious racism: Ideology, identity, and the miseducation of teachers. *Journal of Negro Education*, 60(2), 133.
- Kozol, J. (1991). *Savage Inequalities: Children in America's schools*. New York, NY: HarperCollins.
- Ladson-Billings, G., and Tate, W. (1995). Toward a critical race theory of education. *Teachers College Record*, 97(1), 47-68.
- Lee, E., Menkert, D., & Rey, M. (2006). *Beyond heroes and holidays: A practical guide to K-12 anti-racist multicultural education and staff development*. Washington, DC: Teaching for Change.
- McLaren, P. (1997). *Revolutionary multiculturalism: Pedagogies of dissent for the new millennium*. Boulder, CO: Westview.
- Nieto, S. & Bode, P. (2011). *Affirming diversity: The sociopolitical context of multicultural education (6th edition)*. Boston, MA: Allyn & Bacon.
- Nieto, S. (1999). *The light in their eyes: Creating multicultural learning communities*. New York, NY: Teachers College Press.
- Nieto, S. (2003). *What keeps teachers going?* New York, NY: Teachers College Press.
- Olson, C., Evans, R., & Shoenberg, R. (2007). *At home in the world: Bridging the gap between internationalization and multicultural education*. Washington, DC: American Council on Education (ACE).
- Omi, M., and Winant, H. (1994). *Racial formation in the United States: From the 1960s to the 1990s*. New York, NY: Routledge.
- Sleeter, C. (2005). *Un-standardizing curriculum: Multicultural teaching in standards-based classrooms*. New York, NY: Teachers College Press.
- Sleeter, C. (1996). *Multicultural education as social activism*. Albany, NY: State University of New York Press.
- Sleeter, C. (1992). *Keepers of the American dream: A study of staff development and multicultural education*. Washington, DC: Falmer Press.
- Takaki, R. (2008). *A different mirror: A history of multicultural America*. San Francisco, CA: Back Bay Books.
- Zinn, H. (2003). *A people's history of the United States: 1492-present*. New York, NY: HarperCollins.

### Web-Based Resources on Multicultural Education

[www.beyondprejudice.com/](http://www.beyondprejudice.com/)

[www.rethinkingschools.org/](http://www.rethinkingschools.org/)

[www.teachingforchange.org/](http://www.teachingforchange.org/)

[www.tolerance.org/](http://www.tolerance.org/)

*Students in the Multicultural Concentration Area Culminating Experience are encourage to access and cite additional resources related to Multicultural Education as are appropriate to their comprehensive essay.*

## Resources on APA Format

[owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

<http://www.nova.edu/library/dils/lessons/apa/index.htm>

<http://writingcenter.unlv.edu/wkshops/schedule.html>