FSA 652/653-601: Master's Project
SUNY Cortland - Foundations & Social Advocacy
Spring 2025

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Office: 1226 Cornish Hall
Office Phone Number: 607-753-4767
Days: Wednesdays
Time: 4:20-6:50pm
Location: Webex
Office Hours: Tuesdays: 2:30-4:30 pm & Wednesdays: 1-4 pm or by appointment

Email Policy:

Please allow up to 24 hours for an email response Monday through Friday. For emails sent Friday through Sunday night, I will respond by the end of the day Monday. Students are expected to respond to requests for information/action items within 48 hours.

Course Catalog Description

The master's project is one of two culminating experiences in the master of education programs, building on work begun in FSA 651 and resulting in extensive research and writing on a topic appropriate to a student's program, under direction of a project advisor. Candidates' projects demonstrate comprehensive understandings of the knowledge and practices of their selected field of study and evidence that they have met all College criteria for the master's degree and New York State Education Department criteria for the initial or professional certification sought. Prerequisites: FSA 515, 600, 610, 630, 651, 683, 690, 691; and LIT 682 and 683. S, U grades are assigned. (3 cr. hr.)

Student Learning Outcomes

Graduate students in FSA 652 will:

- Create a project that reflects mastery of a topic relevant to the education of students with disabilities in grades 1-6.
- Provide evidence showing how the project will enhance one's teaching practice.

Graduate students in FSA 653 will:

- Create a project that reflects mastery of a topic relevant to the education of students with disabilities in grades 7-12.
- Provide evidence showing how the project will enhance one's teaching practice.

Your Topic
You have two options when selecting the topic for your project.

1. Refine and continue to explore the topic you investigated in FSA 651. You already have a small-scale review of the literature (which you will need to expand and revise), and if you're still passionate about researching this topic more fully, then this is a good choice

2. A new topic: Choose something new or revisit a topic that emerged in a previous course or through your work with students. Your project must reflect that values of the program and enhance your preparation to support individuals with disabilities.

Core values of the Foundations and Social Advocacy Department:

1. Educational and Social Equity
    - Identifying and confronting inequity.
    - Teaching effectively in high-need environments.
2. Inclusivity
    - Recognizing disability as a civil rights issue.
    - Welcoming and respecting all students, their families, and the wider community.
    - Challenging all teachers and students to realize high expectations.
3. Advocacy for Systems Change
    - Critically analyzing social systems and structures through an interdisciplinary approach.
    - Creating a culture of activism among ourselves, our students, and the broader community.
    - Promoting collaborative working relationships among teachers, schools, universities, and communities.

Course Calendar and Details for FSA 652/653

1. The Master's project is a highly independent and individualized course. This can be exhilarating AND challenging because you must be working steadily without the structure of weekly classes to complete the class successfully.
2. No incompletes will be given, except under truly extenuating circumstances, see Graduate Handbook. *If you do receive an Incomplete you will need to register for FSA 697 for each semester that you continue to work on your project and pay tuition to remain enrolled.* If you or I think you are in danger of failing the Master's Project, we should communicate our concerns immediately.
3. Your attendance at any required scheduled meetings and participation online are critical to the quality of your project, and therefore to your passing grade.

Date	Topic	What to do:
Weeks 1-3	Choosing a direction. • What do you care passionately about? • What do you want to be an expert in? • What would you like to create that represents your graduate school journey? Identify resources available for research (e.g., library databases)	**Meet as a whole group Week 1** **Sign up: one-on-one meetings Weeks 2-3** Review your FSA 651 paper and make a brief outline or mind map/sketch of possible project idea(s). • Include a brief list/description of resources you are going to access (be specific) **Submit outline a day before our one-on-one meeting @ 11:59 PM**
Weeks 4-5	Preliminary Literature Review • What journals focus or include articles around your topic? • What are the "orientations" of these journals? • What are some scholars/authors who seem	**Meet as a whole group Week 4** **One-on-one meetings Week 5** Develop annotated bibliography of 10 scholarly journal articles. • Example posted on Brightspace • Include APA 7 citation for a reference page

	to be cited or publishing a lot of work around your topic?	**Submit annotated bibliography by February 25 @ 11:59 PM**
Weeks 6-10	Draft the Introduction, Literature Review, and begin your Synthesis/Analysis	**Meet as a whole group Week 7** **One-on-one meetings Weeks 9-10** **Submit Literature Review Draft by March 21 @ 11:59 PM**
Week 11-13	Present your project virtually • Instructor and peer feedback and timeline for polishing your product.	**Meet as a whole group Week 11** **One-on-one meetings Weeks 12-13** **Submit Synthesis/Analysis Section Draft by April 11 @ 11:59 PM**
Week 14-15		**Meet as a whole group Week 14** **Additional one-on-one meetings Week 15** **Post your project draft to Brightspace by May 2 @ 11:59 PM** **Submit final paper by May 12 @ 11:59 PM**

If you would like a research "refresher," you might consider scheduling an individual or small group virtual appointment for assistance. Go into any Education-related Research Guide from the Library Tab, and look for the "Subject Guide" box with Lisa Czirr's contact information. Click on "Schedule an appointment" to go to a simple form where you can fill out your research need and some potential times to meet with Lisa.

What is included in your ~20-25-page FSA 652/653 Final Paper?

1. Introduction
    a. Broad > narrow overview of topic (problem statement, thesis statement, etc.)
    b. Positionality Statement
    c. Roadmap of research paper
    d. End with succinct statement of contribution to the field
2. Literature Review
    a. What does extant literature say about the topic > PS/TS
    b. What are the gaps in the literature?
3. Synthesis/Analysis
    a. Applications for school or classroom
    In this subsection *expand on extant suggestions, strategies, or frameworks*, focusing on how this expansion will serve you in the classroom/school. How does your expansion address the gaps in the existing literature? What does this approach or perspective add to what already exists?
    b. Discussion and Recommendations
    What are your own conclusions and recommendations? In other words, what additional research is needed (or that you plan to undertake), what kind of research is needed, or what

kind of educational policy reform/implementation guidelines are needed to make effective change?

4. Conclusion
5. References
    a. At least 10 peer-reviewed, scholarly articles
    b. Contains only articles/texts cited within your manuscript

New: Product

Following your paper, you will plan and, to the extent possible, carry out an activity, product, or practical/field research initiative. In other words, you could take a deeper dive into the theoretical, didactic, or research component of your paper. For example, you might:

- Choose to conduct actual research (data collection, analysis, etc.) in the field
- Create an instructional YouTube video or Podcast miniseries
- Develop a resource tool or repository for parents, other teachers, or students
- Develop an open-access professional development module series on a digital platform for your peers
- Write a conference presentation proposal for submission to a professional or academic conference of your choice

SUNY CORTLAND POLICIES AND RESOURCES FOR STUDENTS

SUNY Cortland Code of Conduct
Students must adhere to the guidelines of the SUNY Cortland Code of Student Conduct that supports the College's values, goals and priorities. Please see the following for the Code of Conduct and Related College Policies: https://www2.cortland.edu/offices/judaffairs/index.dot.

Notice Regarding Disciplinary Violations
In order to maintain the high standards of professionalism required by SUNY Cortland, the NYS Education Department (NYSED), and our teacher education accreditation agency (CAEP), all Teacher Education Candidates must report any off-campus tickets, violations of the student code of conduct, violations of state/federal law, or academic integrity decisions to the associate dean within 5 business days. Likewise, students must report within 5 business days charges of any of the following: driving while intoxicated (DWI), drug possession, a crime against a child, or physical assault. You can contact your associate dean by calling 607-753-5431. Our Teacher Education Candidate Review Committee (TECRC) will review these violations and contact you. If you have any questions about this process, please contact the associate dean.

Teacher Candidate Dispositions
Candidates are expected to exhibit professional behaviors and dispositions at all times. Periodically throughout teacher candidates' programs, they will be assessed on the development of their professional dispositions. Character dispositions include: integrity, emotional maturity, work ethic and empathy. Pedagogy dispositions include the belief that all children can learn, appropriate and effective use of technology and other teaching materials and fairness. Professional dispositions include an understanding of the respect for policies and procedures. See: https://www2.cortland.edu/dotAsset/6098a013-7ea6-4289-9b2e-9bdc82cb52e2.pdf

Academic Integrity
All students are expected to uphold academic integrity standards. Plagiarism is defined as taking the ideas of others and using them as one's own without due credit. Students who do not complete their own examinations, course assignments, or plagiarize in this course may be disciplined in accordance with university rules and regulations. (College Handbook, Chapter 340)

Disability Statement
As part of SUNY Cortland's commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in this course, please place a request with the Disability Resources Office at disability.resources@cortland.edu or call 607-753-2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways. (College Handbook, Chapter 745)

Diversity Statement
SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. (College Handbook, Chapter 130)

Inclusive Learning Environment Statement
SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the Institutional Equity and Inclusion Office at 607-753-2263. (IEIO http://www2.cortland.edu/about/diversity/)

Title IX Statement
Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit cortland.edu/titleix to learn about all reporting options and resources. (Updated by SUNY Legal Feb. 1, 2018).
(Title IX http://www2.cortland.edu/titleix)

Cortland Cupboard
A substantial proportion of students on campus are worried about affording meals and basic care. If you are one of those students, you are not alone, and there are supports available. The SUNY Cortland Cupboard is stocked with food and personal care items, available at no cost to all students with valid SUNY Cortland ID card. They are located in Old Main, Room B-05 Mondays – Thursday from 8:00 AM – 8:00 PM and on Friday from 8:00 – 5:00 PM Visit their website for additional information: at https://www2.cortland.edu/cupboard

Academic Help
If you are struggling with learning course content, even after completing the assigned readings and coming to class regularly, consider scheduling an appointment with **The Learning Center**: https://www2.cortland.edu/offices/asap/the-learning-center/
If you would like assistance with your written assignments, consider contacting **The Writing Center**. They will be able to help you best if you contact them early (e.g., two weeks before your assignment due date). You may schedule appointments at https://www2.cortland.edu/offices/writing-center/index.dot

Clothing Closet
If you need professional clothing for a field placement, internship, interview or a job, you are encouraged to look in the Clothing Closet for free clothing. At this time, the inventory racks are quite full with dress shirts, blouses, jackets and dress pants. It's located in Old Main, Room B-05, Mondays - Thursdays from 8:00 AM – 8:00 PM and on Friday from 8:00 AM - 5:00 PM). No appointment needed! Just stop in.
For more information, please see:
https://www2.cortland.edu/offices/career-services/events/dress-for-success