CSUSM
Master of Arts in Sociological Practice (MASP)
Program Handbook

Updated Spring 2026[1]



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Master of Arts in Sociological Practice Overview

Faculty and students in the Master of Arts in Sociological Practice (MASP) program use a critical sociological lens to better understand our world. Our courses and scholarship emphasize public sociology that challenges institutionalized oppression, centers marginalized voices, and encourages collaboration with communities inside and outside of the university in the name of transformative change. The strengths of our program include a racially and ethnically diverse faculty and a strong tradition of mentoring that often continues after students graduate.

The MASP program is offered in both full-time (two-year) and part-time (three-year) formats. Classes are delivered after 5 p.m. and are usually in person on the CSUSM campus. However, during health pandemics and other emergency situations, classes are fully online.

After graduating from our program, students often find employment with social service agencies, non-profit or community groups, and research companies. Many of our graduates go on to teach at community colleges and/or continue their graduate education in Ph.D. programs in Sociology or related disciplines.

Please note: This program is distinct from the Master of Social Work (MSW) program that is offered at CSUSM through Extended Learning.

The MASP Program has been in existence since 1995 and has gone through many changes over the years. Our most recent change was in 2018, when the MASP Curriculum was revised and streamlined. You can see the current recommended course sequence as well as the course descriptions in the pages that follow, along with information related to our Culminating Experience (CE) options (i.e., a thesis or a project). Keeping an eye on the MASP webpages is also a great habit to cultivate as well.

This handbook, along with our website, has links to information about the program, as well as policies and forms MASP students should refer to during their time in the program. It also provides guidelines for the application and admissions process for potential applicants who read the handbook to learn about the program before applying. The handbook and its many weblinks are designed to be updated by the MASP Coordinator a minimum of once per academic year.

At any point in the program, students can check their Academic Advising Report (ARR) for an overview of their progress on mycsusm.edu. MASP students contact the Graduate Program Coordinator with questions about progress in the program, to ask for advice about classes and/or forming a CE Committee, and to discuss opportunities or challenges that arise. In addition, full-time first-year students and part-time second-year students may turn to the faculty member paired with them to give them general mentoring advice.

Applying to the MASP Program and Admissions

The MASP application period for the Master of Arts in Sociological Practice begins on Oct. 1st and ends on March 1st each year. We review applications after the closing date for the Fall semester of a given year. Please note that we require a minimum undergraduate GPA of 3.0 to be admitted to the program. In addition, although having a B.A. in Sociology is ideal, a related undergraduate degree in one of the social sciences or in an interdisciplinary field along with some sociology experience, may also prepare you well for the program.

We host several MASP Application Information Sessions in each fall where applicants can ask the MASP Coordinator specific questions about the process. Interested parties can sign-up to attend an information session and/or to receive updates on our website. Included below is our most up-to-date application instructions. (They are updated each summer before the next application cycle.)

Fall 2026 Basic Application Steps

Applicants apply to the CSU and to the M.A. in Sociological Practice at CSUSM through the CalState Apply system. Click on the tab for Graduate Programs and then click on, "Apply for Fall 2026".

As part of your application, you will choose the CSU graduate programs to which you want to apply. For our program, first click on Cal State San Marcos under the drop-down menu for campus. Then click on Master of Arts in Sociological Practice and you will see the MASP application and required attachments in Box 4 of the application (Program Materials).

The CSU Apply application requires that you answer questions about personal information (Box 1), academic history (Box 2), and supporting information--experiences (Box 3). Note that when you enter your former /current college names you need to spell them out fully in order to see them in the dropdown menu—e.g., California State University San Marcos, not CSUSM. There are help menus on CSU Apply to aid you with any questions you have, and you can email representatives as well with questions. Start these first three sections weeks before you need to in the event that you have any challenges filling them out.

Please note that in the Other Information section under the Personal Information box it asks if you have a Social Security number. Note that it is not necessary to have one or to be documented in order to attend graduate school in California. The CSU requests this information for some of their own requirements.

When you fill out the Supporting Information box, they ask you to provide a list of experiences. You can mark the box, "I am not adding any experiences." (But if you are applying to more than one program and one of them wants this, you will need to add some experiences to this box.)

Similarly, you do not need to submit GRE scores for our program, but if you are applying to multiple programs and one of them requires your scores, you should upload them in the standardized test section

of the academic history box. You should click "I am not adding any standardized tests" if you are not adding the GRE to your package. In terms of the transcript entry section, you will see the following directions: Graduate and Credential Applicants: Only enter courses that are in-progress or planned. Select "I am Not Adding Any College Transcripts" if you don't have in-progress or planned coursework.

Also note that the CSU charges $70 for each graduate program to which you apply.

For the supplemental MASP application (Box 4, Program Materials) you will be asked to provide the contact information for your letter of recommendation writers, answers to our questions about your interest in the program and program fit, a statement of purpose, a writing sample, and official transcripts from non-CSUSM undergraduate institutions and unofficial transcripts from all colleges you attended (including CSUSM).

Statement of Purpose: In three double-spaced pages, we ask you to provide us with a narrative that tells the admissions committee about your biography, your educational journey, and how your research interests and professional goals relate to the MASP program. In this narrative, you might consider including:

- Your background as it relates to your experiences
    - What about your social location and/or life experiences gives you a critical lens as it relates to the social world?
- Your academic path to getting to this point
    - What aspects of your educational journey did you find fulfilling?
    - Are there other aspects that you found lacking?
    - Are there any areas of your academic record that you would like to discuss? Explain.
    - If you have research experience (whether formal or informal), briefly describe the project and your role.
- What are you interested in and how do you envision connecting these interests to your professional goals as a result of completing the MASP?
    - Is there faculty in the department that align with your potential area of study/interest?
    - Are there approaches/orientations to social problems that align with your professional goals?

Be sure to include your full name on this document. You will add the Statement of Purpose under the tab that says Statement of Purpose on the Documents page.

Recommendations: We ask you to provide the names, professional contact information and email addresses for the three people (a minimum of two must be from former or current professors) who have agreed to write you a letter of recommendation for graduate school. It is recommended that you waive your right to see this recommendation by checking the box on this page. After you complete this page, your letter writers will receive a link in their email where they can submit their letters. Be sure to write a message to your potential letter writers on the letter of recommendation webpage telling them that the letter is due on March 1, 2026

Questions: In addition to the letters, we ask you to answer two questions related to your interest and fit for our graduate program:

1. The MASP program at CSUSM is very committed to issues of racial and social justice and takes a critical approach to studying social issues and problems. Please discuss your awareness of and experiences with these issues.
2. As a program with a public sociology orientation, MASP values praxis (experience) as a tool to not just study, but to also solve social programs. Describe any relevant current or previous experiences with community groups, agencies, organizations, grassroots efforts, activism, employment, internships, service learning, and/or volunteering.

The CSU has set the blank answer boxes to use a character count of 9999 characters. (You can see character counts under the word count function on your word processing program, e.g., under Tools in Word)

Writing Sample: Your writing sample should be scholarly (and include in-text citations and references) and demonstrate your promise as a graduate student in Sociological Practice. We are looking at how you engage with literature and demonstrate critical thinking skills. Your polished writing sample can be a revised class paper or your own original paper. Add your writing sample under the tab labeled Writing Sample in Documents

Transcripts

You will also need to upload the unofficial transcripts from all colleges that you have attended. Here are the official online instructions:

You will be required to submit (1) official transcript AND (1) unofficial transcript from each college or university attended in order to be considered for admission. No official transcript from CSUSM will be required.

To Submit Your Official Transcripts:

Electronic delivery is the preferred delivery method. Verify with your school if an electronic transcript is available. When ordering your electronic transcript, please choose California State University San Marcos as the intended recipient. If California State University San Marcos is not listed, please use transcripts@csusm.edu as the recipient email address.

If you select to mail your transcript, please ensure the transcript is in an envelope sealed by your school and addressed to:

Office of Admissions & Student Outreach
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

Financial Aid: We recommend that applicants fill out and submit a federal student aid application, either the FAFSA or the California Dream Act (CADA)application (specifically for AB540-eligible students) as early as possible in the application season (by the end of October is ideal). Students should include our school code (030113) on the application. The CSUSM General Scholarship has a similar application timeline and should be filled out early in the season if you are an undergraduate student applying to a graduate program. Complete and submit a scholarship application toward a variety of scholarships for the 2026/27 academic year. The

university notes that financial aid funds are limited, and early applicants receive priority (those who apply by the end of October).

To Submit Your Unofficial Transcripts, scan and save PDF copies of the unofficial transcripts from all institutions that you have attended (including CSUSM).

Add your Unofficial Transcripts under Unofficial Transcripts . To upload select Add Document.

After you have completed all four boxes of information on the CSU Apply application and you have paid your fee, you will be ready to submit your application.

Application Review Process

The MASP Committee will review applications mid-Spring semester and notify applicants of their acceptance status by the end of April via email (barring emergencies that necessitate notification of applicants in early May).

Any queries about the admissions process should first go the MASP Graduate Coordinator within two weeks of being notified of the MASP Committee's admission decision. The Graduate Coordinator cannot reveal details about confidential admission discussions but can give general feedback on how to create the strongest application possible for future admission cycles.

If applicants want to appeal the MASP admission decision after that discussion, they should notify the MASP Coordinator. The MASP Coordinator will refer the applicant to the University Appeals Process to initiate an appeal. In the appeal process, the application materials will be re-evaluated within one month by a committee of three Sociology faculty members who are not currently seated on the MASP Committee. The appeal committee will use the criterion and/or rubric used by the MASP Committee in their review process and will look only at the originally submitted application materials (i.e., no additional materials can be added to the file nor reviewed). The final appeal decision will be shared with University Admissions and shared with the applicant via e-mail.

After Accepting an Offer of Admission

Those applicants who choose to join the MASP program after being granted an offer of admission must verify that official transcripts have been received from all colleges and universities you have attended (other than CSUSM) have been received by the CSUSM Office of Admissions. (Graduate admissions are separate from undergraduate admissions at CSUSM. Graduate applicants are required to turn in all transcripts from other colleges, even if they sent them as part of their undergraduate CSUSM application.)

In the summer prior to the start of the program, there will be a departmental MASP Orientation (typically in mid-to-late June) and the Office of Graduate Studies and Research's Orientation and Mixer (typically Wed. of the week before the semester begins).

The university will send admitted students messages through their student accounts during the summer, which can be accessed at MyCSUSM. MASP correspondence will be delivered to students' CSUSM email during the summer as well.

Students will receive an email from the Graduate Coordinator and the Summer MASP Orientation will include reminders and tips about enrolling for classes. The Office of the Registrar has enrollment information and tutorials on using MyCSUSM on their webpage.

Parking permits can be purchased for each semester or academic year, or hourly and daily permits can be purchased on the day that students come to class.

Some recommended activities for the summer prior to starting the MASP program include:

- Reading sociology theory and methods books.
- Creating an "alert" on Google Scholar on research and teaching topics that interest you.
- Reading the scholarship of MASP faculty.
- Skimming MASP theses/projects on ScholarWorks.
- Taking a statistics or quantitative research class or online tutorial.
- Enrolling in your Fall seminars and applying for a graduate student grading position to start building your academic resume, known as a CV (note the timing of hiring varies and you may be notified in late Spring semester about this opportunity).

MASP Funding Opportunities

We recommend that applicants and students fill out and submit a federal student aid application, either the FAFSA or the California Dream Act (CADA)application (specifically for AB540-eligible students) as soon as possible in the financial aid application season (by the end of October is ideal). Students should include our school code (030113) on the application.

Once each year, the CSUSM Scholarship Office asks students to submit an application and essay to be considered for a variety of scholarship and fellowship opportunities. Many of these opportunities are solely for graduate students, such as the Hein Family Fellowship, the CSU Graduate Equity Fellowship, and the Eichen Graduate Equity Scholarship. The CSUSM General Scholarship Application period is October 1st to February 1st.

Essay Writing Tip

When writing scholarship or fellowship application essays, be sure to write a compelling essay that acknowledges your educational journey, hardships, challenges, and any other aspects of your social location or family context that would give the reviewers a rich description of who you are, what you have gone through, and where you want to go.

Graduate Assistantships

Prior to each semester, the Sociology Department hires a number of MASP graduate students to work as graders for some of our undergraduate classes. The total hours for this work usually run from 35-50 per semester. If you are not a full-time employee of CSUSM already, you may be eligible for this part-time student position. The ad for this position is posted on Handshake when we are hiring.

Additional information about funding opportunities may be found at these links:

CSUSM FAFSA Funding

Alumni Association Scholarship

CSUSM Scholarship Opportunities, including links to Off-Campus Scholarship Opportunities

The U.S. Department of Labor's Free Scholarship Search website provides the ability to narrow your search to graduate level scholarships.

ASI Leadership and Conference Funds

Additionally, funds may be available for conference travel, and travel to support graduate research. For more information contact the Office of Graduate Studies and Research.

Master of Arts in Sociological Practice Recommended Course Sequence

(Fall 2018+)

A full-time MASP student takes the following classes over the course of two years:

	Fall	Spring
Year 1	Proseminar in Sociological Practice (Soc 500) (2)	Quantitative Methods (Soc 560) (4)
	Research Process (Soc 515) (4)	Critical Perspectives in Sociological Practice (Soc 550) (4)
	Sociological Theory and Public Policy (Soc 530) (4)	Seminar (2)
Year 2	Qualitative Methods (Soc 611) (4)	Sociological Advocacy (Soc 640) (2)
	Culminating Experience Proposal (Soc 690) (4)	Culminating Experience (Soc 695) (4)
	Seminar (2)	Seminar (2)

A part-time student takes the following classes over the course of three years:

	Fall	Spring
Year 1	Proseminar (Soc 500) (2) Research Process (Soc 515) (4)	Quantitative Methods (Soc 560) (4) Seminar (2)
Year 2	Theory (Soc 530) (4) Seminar (2)	Critical Perspectives (Soc 550) (4) Sociological Advocacy (Soc 640) (2)
Year 3	Qualitative Methods (Soc 611) (4) Culm Exp Proposal (Soc 690) (4)	Culminating Experience (Soc 695) (4) Seminar (2)

Seminars

* Seminars are 500- or 600-level MASP courses.
* If permission is given by the graduate committee and class instructor, students may take one 400-level undergraduate sociology course in lieu of a graduate-level seminar. The class chosen needs to be four units and must not be a course taken as an undergraduate.
* OR, if permission is given, students can take one 600-level independent study course in lieu of a graduate-level seminar.

Master of Arts in Sociological Practice Curriculum (Fall 2018+)

The curriculum of the MASP is based on 38 semester units (12 courses) of study, comprised of seven core courses: three seminars and two culminating experience courses.

THE CORE COURSES:
SOC 500: Proseminar in Sociological Practice
SOC 515: Social Research Process
SOC 530: Social Theory and Public Policy
SOC 550: Critical Perspectives in Sociological Practice
SOC 560: Quantitative Research Methods
SOC 611: Qualitative Research Methods
SOC 640: Sociological Advocacy

THE SEMINARS:
SOC 516: Seminar in Critical Sociology
SOC 518: Seminar in Social Institutions and Justice
SOC 616: Seminar in Communities and Inequalities
SOC 618: Seminar in Critical Criminology
SOC 660: Teaching Sociology
SOC 680: Writing for Sociology Graduate Students
One seminar is offered per semester.

THE CULMINATING EXPERIENCE COURSES:
SOC 690: Culminating Experience Proposal Preparation
SOC 695: Culminating Experience
SOC 699: Culminating Experience Extension

COURSE LISTINGS FROM CATALOG

SOC 500 (2) Pro-Seminar in Sociological Practice

Focuses upon the academic and social aspects of the program such as research and writing, faculty advising, building community, culminating project development, and professional goals. Examines the relevance of public sociology to theory, methods, and social change. Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.

SOC 515 (4) Social Research Process

Introduces graduate level social science research methods. Focuses upon the strengths and weaknesses of qualitative and quantitative research approaches. Addresses challenges of conducting social research in diverse communities and the importance of gender, race, ethnicity, nationality, class, age, religion, ability, and sexuality in the construction of research. Students will practice writing elements of a culminating experience proposal. Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.

SOC 516 (2) Seminar in Critical Sociology

Explores critical perspectives or cutting-edge topics in the field of Sociology. Analyzes a specific theme through existing and/or original research. May be taken up to two times for a total of four units (different class themes required). Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.

SOC 518 (2) Seminar in Social Institutions and Justice

Focuses on social institutions, their role in national and international contexts, and their connection to structural oppression and/or liberation. Analyzes a specific theme within the topic of social institutions and justice. May be taken up to two times for a total of four units (different class themes required). Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice program.

SOC 530 (4) Social Theory and Public Policy

Provides an intensive study of both classical and contemporary social theory. Primarily emphasizes sociological theories, but also includes critical, postmodern, feminist and race theories. Theoretical perspectives are used to understand public policy as both governmental and non-governmental interventions to solve social problems. Particular emphasis is placed on theoretically guided analyses of the creation, maintenance, and change of social policy. Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.

SOC 550 (4) Critical Perspectives in Sociological Practice

Designed to assist students in understanding social services from the diverse perspectives (of race, gender, class, age, sexuality, and disability) of those who receive services. Focuses on: 1) the historical development of social services in varying economic, political, social, and philosophical climates; 2) critical assessments of the theories and practices guiding social service delivery; and 3) the effectiveness of social services in meeting the needs of diverse groups. Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.

SOC 560 (4) Quantitative Research Methods

Focuses on strategies for data analysis, data preparation (coding, data entry), quantitative analysis (univariate, bivariate, multivariate), the presentation of quantitative findings (preparation of tables, graphs) and the writing of conclusions and recommendations from statistical analyses. Considers the social impact and ethics of social research, pitfalls encountered in applying social research techniques in the real world and ways to assess social research. Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.

SOC 611 (4) Qualitative Research Methods

Focuses upon the theory and practice of qualitative research. Includes an emphasis upon ethnography, interviewing, coding, analytical writing, social dynamics in the field, and research ethics. Emphasizes impact of gender, race, ethnicity, nationality, sexuality, and socio-economic class in research. Connects qualitative sociology to public sociology and social justice. Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.

SOC 616 (2) Seminar in Communities and Inequalities

Investigates the symbolic and material inequality within and between communities. Analyzes a specific theme within the topic of communities and inequalities. May be taken up to two times for a total of four units (different class themes required). Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program

SOC 618 (2) Seminar in Critical Criminology

Examines the intersection of law, crime, and justice. Includes an emphasis on criminological and justice studies perspectives addressing power and resistance. Analyzes a specific theme within the topic of criminology. May be taken up to two times for a total of four units (different class themes required). Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.

SOC 640 (2) Sociological Advocacy

Focuses upon the use sociological theory and research as tools for advocacy. Includes the use of writing as a method of inquiry and a form of reflexivity for sociological advocates. Explores a variety of methods for communication with publics both inside and outside academia. Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.

SOC 660 (2) Teaching Sociology

Focuses on pedagogical methods for teaching sociology and social justice at the college or university level. Designed as a workshop to enable students to actively participate in creating and cultivating a teaching self. Considers the creation of knowledge through research and the dissemination of that knowledge through teaching. Introduces the major educational and professional issues related to instruction. Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.

SOC 680 (2) Writing for Sociology Graduate Students

Designed to assist graduate students with various aspects of scholarly and professional sociological writing at the graduate level. Students will work to refine drafts of a major project or paper with attention to topics such as: defining a problem, reviewing the literature to find a focus, drawing upon sociological theory, and writing introductions and conclusions. Attention will be given to developing analytic strategies and organizational skills as well as to the mechanics of good writing. May be repeated for credit for a total of four units. Only two units may count toward the M.A. in Sociological Practice. Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.

SOC 690 (4) Culminating Experience Proposal Preparation[2]

Preparation for independent research related to one of four culminating experiences: thesis, journal-length article, or advocacy project. Work closely with committee chair to plan research activities and complete a proposal related to a future culminating experience. May be taken three semesters for a total of 12 units of proposal preparation. Graded Credit/No Credit. Prerequisites: SOC 500, 515, 530, 550, and 560.

SOC 695 (4) Culminating Experience

Continuation of the efforts in SOC 690. Work conducted in consultation with committee chair and completion of the culminating experience. Graded Credit/No Credit. Enrollment Requirement: Advancement to candidacy. Prerequisites: SOC 500, 515, 530, 550, 560, and 690.

SOC 698A (1) 698B (2) 698C (3) 698D (4) Independent Research

Selected research experiences for the basis of in-depth consideration. Research projects supportive of student's primary concentration interests may be pursued. May be repeated, but no more than four (4) units may be counted toward the major. Enrollment restricted to students who have obtained consent of faculty advisor. Prerequisites: SOC 500, 515, 530, 550, and 560.

SOC 699 (4) Culminating Experience Extension

Required for students who have already taken SOC 695 but need to continue working on their culminating projects. May be taken up to three times for a total of twelve units. Graded Credit/No Credit. Prerequisite: SOC 695.

[2] Please note this catalog description is in the process of being updated. There are only two CE options: thesis and applied project.

Master of Arts in Sociological Practice Curriculum Worksheet

Use this worksheet to track your course progress in the MASP program. The curriculum consists of 38 semester units (12 courses), including seven core courses, three seminars, and two culminating experience courses. Be sure to consult the MASP Handbook for course descriptions and recommended course sequence. Feel free to reach out to your Co-Coordinators if you have any questions.

Core Courses

- All seven courses are required

	Course	Units	Semester Completed	Grade
	SOC 500: Proseminar in Sociological Practice	2		
	SOC 515: Social Research Process	4		
	SOC 530: Social Theory and Public Policy	4		
	SOC 550: Critical Perspectives in Sociological Practice	4		
	SOC 560: Quantitative Research Methods	4		
	SOC 611: Qualitative Research Methods	4		
	SOC 640: Sociological Advocacy	2		

Seminars

- Three seminars are required
- Seminars are 500- or 600-level MASP courses.
- One seminar is offered each semester
- Certain seminars (SOC 516, SOC 518, SOC 616, SOC 618) may be taken up to two times for a total of four units if both offerings offer a different class theme.
- If permission is given by the graduate committee and class instructor, students may:
    - take one 400-level undergraduate sociology course in lieu of a graduate-level seminar.
        - The class chosen needs to be four units and must not be a course taken as an undergraduate.
        - Students must complete additional work outside of the undergraduate course requirements. This could include a short guest lecture, class presentation, and/or any additional work not required of the undergraduates in the class.
        - This will be on your schedule as Soc 698: Independent Study for two units, if more than two units adjust the table below accordingly.
    - or students can take one 600-level independent study course in lieu of a graduate-level seminar. This will typically be on your schedule as Soc 698: Independent Study for two units, if more than two units adjust the table below accordingly.

List of seminars

- SOC 516: Seminar in Critical Sociology
- SOC 518: Seminar in Social Institutions and Justice
- SOC 616: Seminar in Communities and Inequalities
- SOC 618: Seminar in Critical Criminology
- SOC 660: Teaching Sociology
- SOC 680: Writing for Sociology Graduate Students

Course	Units	Semester Completed	Grade
	2		
	2		
	2		

Culminating Experience Courses

- Enroll in CE courses by contacting the instructor of record and respectfully requesting a permission code. Though the faculty member will be listed as 'instructor' you will work closely with your chair on your CE
- Both SOC 690 and SOC 695 are graded as Credit/No Credit
- For SOC 690: Culminating Experience Proposal Preparation
    - Prerequisites: SOC 500, SOC 515, SOC 530, SOC 550, and SOC 560
    - May be taken for three semesters for a total of 12 units of proposal preparation.
- For SOC 695: Culminating Experience
    - Enrollment Requirement: Advancement to Candidacy (complete CE Proposal Defense with all revisions accepted by your committee).
    - Prerequisites: SOC 500, SOC 515, SOC 530, SOC 550, and SOC 560
    - You may take SOC 695 only once. If you need to continue working on your CE, you can enroll in SOC 699: Culminating Experience Extension, which can be taken up to three times (totaling 12 additional units). Feel free to update the table below as needed.

Course	Units	Semester(s)
SOC 690: Culminating Experience Proposal Preparation	4	
SOC 695: Culminating Experience	4	

MASP Culminating Experience (CE) Options

The following culminating experience options are available to students who started during or after the 2018-2019 CSUSM catalog year[3].

The first option below, the thesis, is the standard option for MASP students. It prepares students for both further graduate study and work in the community. The second option, the applied project option, is recommended for students embedded in a community organization (or those that will be shortly after starting the program) who plan to work in a non-profit, social service, or advocacy organization after graduation. The project option has a flexibility intentionally built into it to allow students to pursue creative collaborations.

The standard enrollment schedule is referred to both options below, which includes one semester of the proposal course (SOC 690) followed by one semester of the Culminating Experience course (SOC 695). Yet, students have the flexibility to take the proposal class up to three semesters if needed and can take the CE Extension class (SOC 699) up to three times after taking SOC 695. These CE classes are one-on-one classes with students' committee chairs. Note that if the thesis proposal is not finished after taking it three times, students will be required to leave the program (barring emergency situations).

A/ Thesis

This option allows students to research a topic in consultation with their chair and committee and analyze the results in a thesis. Students will write a proposal in SOC 690 (Culminating Experience Proposal). This proposal will outline the context of the research, the social problem it addresses, the existing scholarly literature on the topic, the theories and methods they plan to use, the significance of their project, and their timeline for completion. They will work with a culminating experience committee consisting of three tenure-track/tenured Sociology faculty members during this process. After successfully defending this proposal, students advance to candidacy for the master's degree and enroll in SOC 695 (Culminating Experience) the following semester.

Students will conduct their research and analyze their findings in a paper that is up to 25,000 words (a maximum of 100 pages excluding references and appendices). The format of the thesis will follow the basic guidelines provided by the Sociology Department and the CSUSM University Library. Students will be required to present their thesis in a culminating experience defense.

B/ Applied Project Option

This option allows students to participate in applied sociological work and/or advocacy reflecting the values of community engaged scholarship (reciprocity, theoretical grounding, community impact, and knowledge dissemination). As in the other culminating experience options, students will write and defend a proposal in SOC 690 (Culminating Experience Proposal) outlining the social relevance of their proposed project, the existing scholarly literature on the topic, the theories and methods they plan to use, the significance of their

[3] Some CSUSM graduate programs offer a comprehensive examination as a CE option; the MASP program does not.

project, and their timeline for completion. They will work with a culminating experience committee consisting of three tenure-track/tenured Sociology faculty members during this process. After successfully defending this proposal, students advance to candidacy for the master's degree and enroll in SOC 695 (Culminating Experience) the following semester.

The final applied project will have multiple required elements: documentation of a tangible contribution to the community through an event, intervention, resource, program, grant proposal, program evaluation, curriculum, or internship; and a written scholarly reflection of approximately 5,000 words (20 pages) that addresses the project's significance, objectives, methodology, community impact, and possibilities for replication. Students will share their projects and reflections in a culminating experience defense. They will also share their reflections with the community with whom they worked in an accessible format.

Forming a Culminating Experience (CE) Committee and Writing a CE Proposal (in SOC 690)

The semester before students enroll in their CE Proposal class (SOC 690), they should form a CE Committee of three tenure-track (TT) professors[4]. First, students ask a tenure-track Sociology faculty member to be their CE chair. Students will discuss how to approach this process in SOC 500, Proseminar in Sociological Practice, their first semester and can speak to the Graduate Coordinator to brainstorm about possibilities.

Tips for finding a chair:

- Students should ask a faculty member with topical, methodological, theoretical and/or applied expertise to be their chair. CE Chairs work closely with the students they advise throughout the CE process over a minimum of two semesters.
- It is best to make the request during a faculty member's office hours or by appointment. This request can be asked in person or in a synchronous, on-camera, online meeting.
- Students should come prepared to describe their interests in the meeting.
- Note that the outcome of a chairing request is heavily dependent upon the faculty member's workload, which changes each semester. If a faculty member says no, they will often refer students to talk to others in the department.
- Because faculty are off contract during Summer and Winter Breaks, MASP students should form their CE committees in the last month of the semester prior to enrollment in Soc 690.
- To enroll in Soc 690, you will contact the instructor of record and respectfully request a permission number. Though this faculty member is listed as 'instructor', you will work closely with your chair on your CE.

After students find their chairs, they should discuss the chair's recommendations for their 2nd and 3rd committee members and then proceed to ask faculty members to serve in those positions. Students' 2nd committee members will meet with them a few times each semester to get feedback on ideas, and recommendations for relevant, literature, theory and/or methods. The 2nd committee members will also provide writing feedback and editing help. The 3rd committee members, known informally as "readers," will read the proposal and final drafts of work and give students feedback at their defense. They are not required to give editing feedback but may do so if they wish.

- After students form their committees they should fill out the Declaration of Culminating Experience Committee link on our website (Sociology→Master's Degree→ Continuing Student Forms & Important Links-→ Declaration of CE Committee Form)

Students' communication with their CE chairs should be frequent during the proposal stage—either weekly or every two weeks. See the next page for an example of a SOC 690 proposal class schedule that students and their advisors can modify to meet their needs (keeping University due dates in mind).

[4] A CSUSM Sociology Lecturer may serve on a CE committee if: 1) they hold a PhD in sociology *and* 2) they have regularly taught in the MASP program.

CE Proposal Class Schedule Example (Students and their chairs may arrange their SOC 690 schedule to meet their needs. Note that IRB applications are due mid-April or mid-November for full reviews, and late April and late November for exempt and limited/expedited reviews.)		
Week 1 (starting_____)		Work on Intro and Statement of the Problem
Week 2 (starting_____)	Meeting w/ chair (TBD)	Intro and Statement of the Problem due Friday; start working on Lit Review
Week 3 (starting _____)	Meeting w/ chair (TBD)	Work on Lit Review
Week 4 (starting _____)		Work on revisions to SOP and continue Lit Review
Week 5 (starting _____)	Meeting w/chair (TBD)	Literature Review due on Friday; start working on Theory
Week 6 (starting _____)		Work on revisions to lit review and finish theory
Week 7 (starting _____)	Meeting w/chair (TBD)	Theory due on Friday, start Methods
Week 8 (starting _____)		Work on revisions to theory, continue Methods
Week 9 (starting _____)	Meeting w/chair (TBD)	Methods due on Friday, start working on Significance, Timeline, and IRB application
Week 10(starting _____)		Continue IRB application; Significance and Timeline due on Friday;
Week 11(starting _____)	Meeting w/ chair (TBD)	Full proposal due Friday to chair; Schedule your defense with the online form

Week 12(starting _____)		IRB application draft and supporting materials due Friday; Revise proposal based on feedback;
Week 13 (starting _____)	Meeting w/ chair (TBD)	Turn in complete draft of CE to chair on Friday; make last round of edits
Week 14(starting _____)	Meeting w/chair—Practice (TBD)	Send committee proposal 7 days before defense, practice slide show and edit it
Week 15(starting _____) Finals Week is a possibility for a CE proposal defense as well.	Meeting—Defense (TBD)	Defense!

CE Proposal Sections

- Title Page
- Table of Contents
- Introduction
- Statement of the Problem
- Literature Review
- Theory
- Methods
- Significance
- Timeline for Completion

A CE proposal guide is shared in the Soc 500 Proseminar in Sociological Practice each year with recommendations for the proposal and additional details about what should be included in each section. In addition, the SOC 515 Research Process class walks students through the creation of a CE proposal to help them become familiar with the process.

Steps to Defending your Culminating Experience Proposal and Advancing to Candidacy

(at the end of Soc 690)

As noted on the previous page, students taking SOC 690 in a given semester work from a schedule created with their chair. This schedule should allow for sharing and revisions throughout the semester and weekly meetings or meetings every two weeks. The schedule should allow sufficient time for the student's chair to provide feedback on their drafts, for the student to integrate that feedback and for the student to send the final, edited version of the proposal to committee members at least a week that they schedule your proposal defense.

Proposal Defense Scheduling:

- Proposal defense times and days are agreed upon consultation with your entire committee after you have consulted your chair about their availability.
- They can occur in person or on Zoom and should be scheduled for 1-1.5 hours anytime between Week 12 and Finals Week.
- After the time and day has been decided upon, student fill out the Defense Scheduling Form. (Sociology→Master's Degree→ Continuing Student Forms & Important Links-→ Defense Scheduling Form)
- The MASP General Administrative Coordinator will request rooms for defenses taking place on campus and the MASP Program Coordinator will set up the Zoom proposal defenses unless students indicate on the form that their chair will schedule it.

After defending their proposals, students and their committee will fill out two forms that will be routed to them from Adobe Sign by the MASP Administrative Coordinator and/or the MASP Coordinator.

1/ The CE Proposal Approval form, which is electronically signed by the student's thesis committee at the defense, their chair (a second time) after revisions are completed (if required), and the Graduate Coordinator.

2/The Advancement to Candidacy form, which is signed by the student's committee, their chair, and the Graduate Coordinator after any required revisions.

When students successfully complete their CE proposal defense, do their required revisions, and complete their core courses, they are considered "advanced to candidacy" for the degree of M.A. in Sociological Practice and can enroll in Soc 695 (CE Experience) the following semester.

IRB Training and Research Preparation

To be ready to collect data during Winter or Summer Breaks for human "subjects" (participants) researchers, students' proposed studies must be approved by the CSUSM Institutional Review Board. Students must be sure to turn in their IRB application, consent forms, and other supporting materials before mid-November (if

in Fall semester) or mid-April (if in Spring semester) for full reviews and before the end of those same months for exempt and limited/expedited application packages.

Students are required to submit their CITI training certificates for both the Social and Behavioral Basic course and the Responsible Conduct of Research course. They also must submit their CE chair's current certificate for the Social and Behavioral basic course or refresher (they are good for three years from the date they were originally earned).

Note that the IRBNet Picture Guide found on the IRB Submission page is an especially helpful guide that walks applicants through the submission process. In the MASP program, we also hold IRB workshops once per semester to help you prepare your application.

The Culminating Experience Class (SOC 695), the Culminating Experience Extension (SOC 699), Defending and Submitting the Thesis/Project

MASP students spend the semester they are enrolled in SOC 695 completing their culminating experience (thesis or project) under the guidance of their committee chairs. They have outlined their timeline for the semester in their CE proposal the prior semester and that guides them through the semester. If students need more than one semester to complete their CE, they can sign up with an independent study form for SOC 699, the following semester with the chair of their committee (it can be taken a total of three times in the event of emergencies or unexpected events). To enroll in Soc 695, you will contact the instructor of record and respectfully request a permission number. Though this faculty member is listed as 'instructor', you will work closely with your chair on your CE. To enroll in Soc 699, fill out an independent study contract with your chair.

MASP students should schedule and defend their final CE defense by Thursday, April 23rd 2026 at the very latest. The finalized thesis or project is due to the library on Thursday of Week 15 at noon on May 7, 2026.

Final Thesis or Project Submission to Library

Library faculty member Carmen Mitchell oversees all CE work. Students should refer to the Submitting your Thesis or Project to the Library webpage to see the Electronic Thesis, Project and Dissertation (ETD)checklist for the main steps to M.A. completion (downloading it and referring to it often is recommended). Note that there is a $25 filing fee for your Electronic Thesis or Project.

Each semester there is a due date where students need to have their CE draft to the library to get help with ADA compliance formatting. It is important to meet this due date and benefit from the help that is offered. While the librarians help with ADA formatting, MASP students continue their writing on a separate draft; later in the process students must cut and paste the text of their working draft into the ADA-formatted draft returned to them.

1/ First form: Starting in Spring 2023, there will no longer be a signed CE (thesis/project) signature form in the work that is published on ScholarWorks. An unsigned thesis/project form will be the first page of the final document.

If students turn in their work on time to the library for the ADA formatting, they will create the unsigned title page for them (highly, highly recommended).

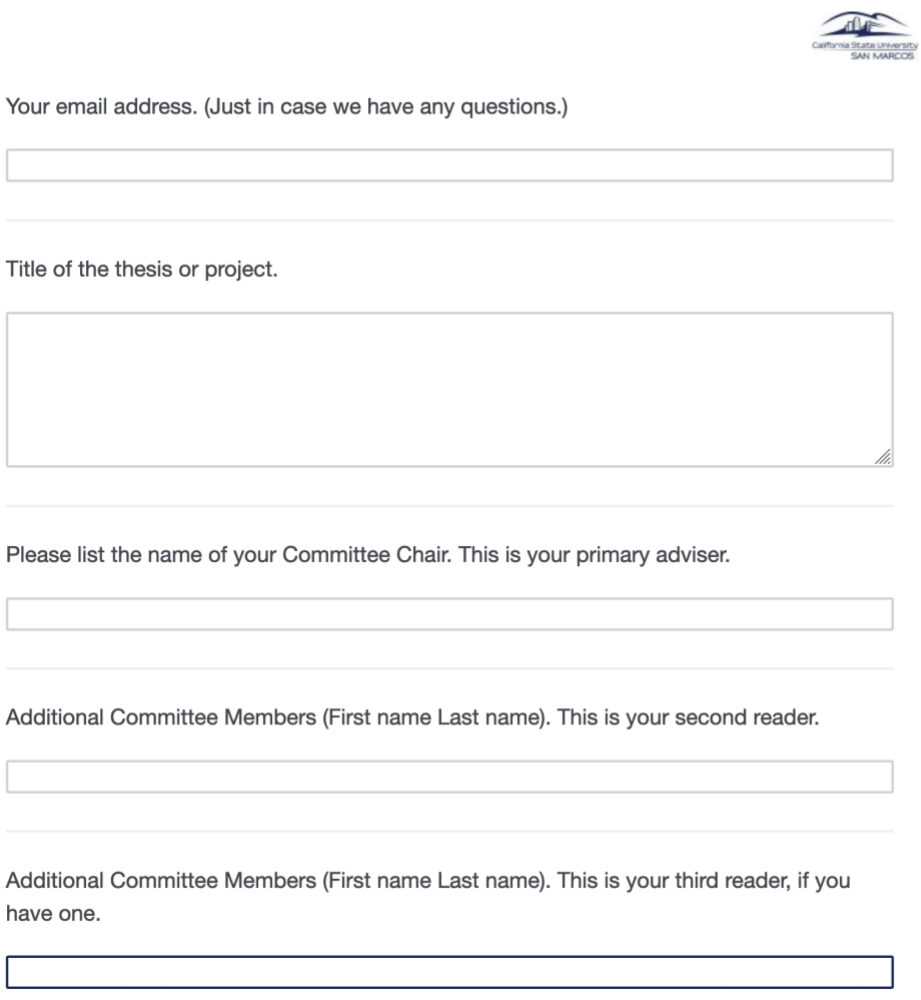
If they miss the formatting due date, they will need to create the unsigned first page themselves by using the signature page template found under the ETD library link listed above.

If students are doing this for themselves, they should download the Sociological Practice template. It is set up for a thesis. If you are doing a project, the form should be changed to say Project Signature Page, Project Title, and Project Committee. The committee member name lines can be changed to state CE Committee Member.

2/ Second and third forms: The two forms that are signed after students defend their CE are handled primarily by committee chair, the MASP Administrative Coordinator, and the Graduate Coordinator. Students have little to do with the signing and routing process; it is initiated at the end of their scheduled defense times by the MASP AC or Grad Coordinator.

Committee members will be asked via email to electronically sign both forms on Adobe Sign prior to the submission of your completed thesis or project. Students' chairs will sign the forms only upon the submission the revisions decided upon by their committees. This should occur at least two days before the due date.

Both electronically signed forms must be received before students are allowed to submit their thesis or project to the library. Students will receive an email or text from their chair letting them know when they are permitted to fill out the Library CE web submission form (shown in screenshots below) and upload their completed work.



Additional Committee Members (First name Last name). This is your fourth reader, if you have one.

What College are you in?

- (●) College of Humanities, Arts, Behavioral and Social Science (CHABSS)
- ( ) College of Business Administration (CoBA)
- ( ) College of Education, Health and Human Services (CEHHS)
- ( ) College of Science, Technology, Engineering, and Mathematics (CSTEM)



Select your degree/program.

- ( ) Master of Arts in History
- ( ) Master of Arts in Literature and Writing Studies
- ( ) Master of Arts in Psychological Science
- (●) Master of Arts in Sociological Practice
- ( ) Master of Arts in Spanish

Copy and paste your abstract or executive summary.

Keywords are informative words that describe the content of your thesis/project. Please identify three keywords/short phrases to identify your thesis/project.

Type in your first keyword.

Type in your second keyword.

Type in your third keyword.

Please select the type of file that you are submitting to the library:

- ○ Thesis
- ○ Project

Are you and/or your adviser requesting to restrict the access to your file with an embargo?

An embargo will require a CSUSM login to access the file. If you need to restrict the file further, please contact Carmen Mitchell at cmitchell@csusm.edu.

- ○ Yes



Does your file have a companion website?

- ○ Yes
- ● No

Previous Next

Does your file include PowerPoint Slides

- ○ Yes
- ● No

Previous Next



Does your file contain multimedia files? If so, please select the type of multimedia.

- ☐ Video files
- ☐ Audio files (like podcasts)
- ☐ GIS files
- ☐ No multimedia files

Previous Next

Please upload your ADA-compliant Word file. Make sure the file is named correctly and follows this format.

Last nameFirst name_TermYear

For example: DoeJohn_Spring2020.doc or MitchellCarmen_Spring2020.doc

Drop files or click here to upload

Do you have any other questions or comments regarding your file?

Previous Next

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After students have submitted their final thesis/project, it is time to celebrate!

MASP Recommendations for Online Engagement

One of the overarching purposes of the Master of Arts in Sociological Practice (MASP) program is to support students' professional and scholarly development. MASP faculty created the following guidelines to outline our general expectations for engagement in our online classes in times of health pandemics and emergencies. We expect that for each MASP classes, professors and students will co-create their own specific class guidelines as well if desired.

Guideline 1: Use of camera. We encourage faculty and students to show ourselves on camera during part, if not all, of our synchronous graduate classes.

- The MASP faculty want our online class interactions to be as similar as possible to those in a face-to-face classroom during a typical semester. We believe that students, faculty, and guest speakers benefit from seeing one another online. By seeing one another we can share not only verbal and written communication, but also non-verbal cues signaling whether we understand one another.
- We are collectively creating each of our classes. Learning is enhanced when everyone is present and engaged. At minimum, faculty and students should commit to being on camera for part of the class. In addition to community building and learning, it is another way for us to deepen connections with one another.
- Other Considerations: If privacy is a concern, we recommend turning on a virtual background on Zoom if possible. If access to reliable technology is a concern, we can request help from IITS (they provide faculty and students with hot-spots, laptops, iPads, and other technology).

Guideline 2: Professional appearance. When we are on camera, we should present ourselves fully dressed, sitting or standing in place in front of our electronic devices, and muting our microphones when not speaking.

- Our professional reputations are being formed, in part, through our participation in shared online interactions. MASP faculty aim to teach students professional social norms, so they can thrive during (and after) their time in the program.
- Faculty recognize the physical discomforts of synchronous classes, and will provide for breaks to stretch out, walk around, and take care of our personal needs. (If students have any special needs they can discuss them with their instructors before class or in office hours.)
- Class members can indicate in the chat function if they need to step away from the class for a few minutes outside of break time.
- Students who have accommodations through DSS that impact their online participation need be sure that they have been shared with the instructor. DSS typically does so prior to the beginning of the semester, or as soon as the accommodations have been approved.

Guideline 3: Appropriate titles/names/pronouns. Faculty and students may share and be referred to by our professional titles ([if relevant], our preferred names, and/or our personal pronouns on our Zoom profiles.

- To create a truly inclusive classroom, it is important for us to refer to one another according to our preferences.

- Professional titles, preferred names, and personal pronouns may be shared when logging onto online platforms such as Zoom.

Guideline 4: Social media – confidentiality and collegiality. Faculty and students should keep information shared in class discussions private and off of social media.

- We should have a general approach of "throwing glitter, not shade" (Soc 500 students, Fall 2020) during our interactions with one another. (Note that throwing shade is not to be confused with disagreeing or challenging one another's ideas, a process central to most graduate seminars.) Interpersonal disagreements will happen and should be handled in the seminar, or through direct communication outside of the virtual classroom. We highly discourage social media as the site to post negative content about fellow graduate students or faculty (e.g., posts and/or anonymous or identifiable comments).
    - Notably, employers share that finding disparaging comments about colleagues on social media is one of the top reasons they do not consider applicants for interviews. We encourage students to proactively create and manage their digital footprints for this reason and many others.
- Building a strong sense of community that supports learning and growth in the program requires us all to bring our best selves to the classroom. We need to be reassured that the conversations that are in class are kept there. We are living in difficult times. Being generous with one another, open to hard conversations, and willing to move forward in the face of disagreement are central to the well-being of our graduate program.

Graduate Studies Policies, Time to Completion & Leave of Absence

Graduate Student Policies: APC 163-99: Time Limit for Completion of a Master's Degree, Requirement of Continuous Enrollment by Students in Master's programs, Graduate Student Leaves of Absence

This CSUSM policy points out that you have five years to complete the M.A. and that you must be continuously enrolled unless you are granted an authorized leave of absence. Students should contact the Graduate Coordinator if experiencing any hardships that might warrant an application for a leave of absence. Students can take up to two LOAs during their time in the program but cannot take one when they have completed classes and are solely working on their Culminating Experience unless an exception to the policy is granted by the OGSR Dean and the university.

POLICY

Definition:

This policy defines a time limit for completion of a master's degree, requirement of continuous enrollment by students in master's programs, and establishes a policy governing graduate student leaves of absence.

Authority:

Academic Senate recommendation.

Scope:

This policy applies to all CSUSM students enrolled in the graduate program.

I. GRADUATE STUDIES: CONTINUOUS ENROLLMENT REQUIREMENT AND TIME-LIMIT TO DEGREE

a) Conditionally Classified or Classified graduate students must be continuously enrolled unless an authorized Request for Graduate Student Leave of Absence has been granted by the program and filed with the Office of Registration and Records. No more than two (2) semesters[1] can be excused through authorized leaves of absence. Students who do not maintain continuous enrollment are dropped from the graduate program and must reapply to the university and the graduate program to be considered for reinstatement.
b) Requirements for the master's degree are to be finished within five (5) years following admission as a Conditionally Classified or Classified graduate student at CSUSM. Authorized leaves of absence do not extend the time limit for completion of the master's degree.

II. GRADUATE STUDENT LEAVE OF ABSENCE

a. Graduate degree students may take an authorized leave of absence for up to two (2) semesters[1] Leaves of absence can be authorized for conditionally classified or classified graduate students providing the student is: (1) in good academic standing (as defined by the program's requirements), (2) has completed at least six credit hours of CSUSM coursework

toward the graduate degree in the program, and (3) has filed a completed Request for Graduate Student Leave of Absence form, The completed form, including signatures of the student's faculty advisor (where applicable) and the graduate program coordinator, must be filed with the Office of Registration and Records before the end of the add/drop period of the term for which the leave has been requested. A leave of absence will not be authorized if the student has completed all requirements except the culminating experience. Unauthorized leaves and failures to return from an authorized leave of absence will result in the student being dropped from the graduate program. In such cases, the student must reapply to the university and the graduate program to be considered for reinstatement.

b. An authorized leave of absence preserves curriculum rights regarding catalog requirements. A student on a leave of absence may not have access to or use of university resources. Students submitting the completed thesis or final project must be regularly enrolled or enrolled for thesis or project extension credit through the Office of Extended Studies; the completed thesis or final project will not be accepted during the term of an authorized leave of absence.
c. Authorized leaves of absence do not extend the time limit for completion of the master's degree.
d. Students with exceptional circumstances that fall outside this policy may petition the Dean of Graduate Studies for special consideration. A petition must include the recommendation of the graduate program coordinator.

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[1] Summer terms are excluded unless the program requires students to enroll in a summer term.

Title IX Policy and Resources

CSUSM does not discriminate on the basis of sex, gender, or sexual orientation in its education programs or activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex in all education programs and activities operated by the university (both on and off campus) that receive Federal financial assistance. Title IX protects all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and sexual misconduct.

The CSU prohibits:

- Discrimination based on any Protected Status: i.e., Age, Disability (physical and mental), Gender (or sex, including sex stereotyping), Gender Identity (including transgender), Gender Expression, Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color, caste, or ancestry), Religion (or religious creed), Sexual Orientation, and Veteran or Military Status.
- Harassment based on any Protected Status.
- Sexual Harassment, including hostile environment and quid pro quo ("this for that")
- Dating Violence, Domestic Violence, Sexual Exploitation and Stalking
- Sexual Misconduct
- Prohibited Consensual Relationships
- Retaliation for exercising rights under this policy, opposing conduct that a person believes in good faith is Discrimination or Harassment because of a Protected Status, or for participating, in any manner, in any relater investigation or proceeding

Protecting members of the campus community against discrimination, harassment, retaliation, sexual misconduct, dating and domestic violence and stalking.

Visit the Title IX webpage to learn about getting help now, finding support on and off campus, and filing a report about Title IX violations.

Title IX Coordinator - Dr. Bridget Blanshan

(760) 750-6020 bblanshan@csusm.edu

Office of University Ombuds

The Office of University Ombuds is here to help current CSUSM faculty, staff and enrolled students resolve University-related conflicts, disputes or complaints on an informal basis.

Our services supplement, but do not replace, other administrative processes at the University.

Why come to us?

The Office of University Ombuds helps CSUSM faculty, staff and students develop options, explore solutions and understand policy where appropriate. We also provide referrals.

The office is confidential, neutral, informal and independent. If you are unsure if we can help, please contact Ombuds.

How The Office of University Ombuds Can Help

We provide confidential, neutral, and informal dispute resolution services for all faculty, staff members and students.

What we do

Our responses are tailored to the visitor's particular situation and needs. We may:

- Listen and discuss your questions and concerns
- Offer information about University policies and procedures
- Help identify and evaluate options for solving problems
- Serve as a neutral "third party" in conflict resolution
- Gather information and offer referrals to other resources
- Offer coaching to help you prepare for a difficult conversation
- Facilitate communication
- Advocate for a fair resolution process
- Track perceived issues and trends
- Make recommendations for institutional improvements

What we do not do

- Provide legal advice
- Address issues that are covered by an applicable collective bargaining agreement
- Inquire into the application or interpretation of a collective bargaining agreement
- Make judgments, decisions or findings of fact
- Establish, change or override policies
- Conduct formal investigations
- Provide psychological counseling
- Participate in grievances or other formal processes
- Accept notice on behalf of the University
- Serve as an advocate for any person
- Make decisions for administrators or others
- Assign sanctions or discipline to individuals

Discrimination, Harassment and Retaliation

CSUSM is committed to maintaining an inclusive community that values diversity and fosters tolerance and mutual respect. We embrace and encourage our community differences in Age, Disability (physical and mental), Gender (or sex), Gender Identity (including transgender), Gender Expression, Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion (or Religious Creed), Sexual Orientation, sex stereotype, and Veteran or Military Status, and other characteristics that make our community unique.

CSU Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking and Retaliation

All individuals have the right to participate fully in CSUSM programs and activities free from Discrimination, Harassment, and Retaliation. The CSU prohibits Harassment of any kind, including Sexual Harassment, as well as Sexual Misconduct, Dating and Domestic Violence, and Stalking. Such misconduct violates University policy and may also violate state or federal law.

If you feel you have experienced Discrimination, Harassment, or Retaliation, you have the right to file a complaint. To learn more about CSUSM's policies and procedures please explore these links.

Standards for Student Conduct

Link to full text

BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS
TITLE 5. EDUCATION
DIVISION 5. BOARD OF TRUSTEES OF THE CALIFORNIA STATE UNIVERSITIES
CHAPTER 1. CALIFORNIA STATE UNIVERSITY
SUBCHAPTER 4. STUDENT AFFAIRS
ARTICLE 2. STUDENT CONDUCT
This database is current through 7/18/08, Register 2008, No. 29

§ 41301. Standards for Student Conduct.

(a) Campus Community Values

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

(b) Grounds for Student Discipline

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

The following are the grounds upon which student discipline can be based:

1. Dishonesty, including:
    A. Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
    B. Furnishing false information to a University official, faculty member, or campus office.
    C. Forgery, alteration, or misuse of a University document, key, or identification instrument.

D. Misrepresenting one's self to be an authorized agent of the University or one of its auxiliaries.

2. Unauthorized entry into, presence in, use of, or misuse of University property.
3. Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
4. Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
5. Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.
6. Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.
7. Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
8. Hazing, or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term "hazing" does not include customary athletic events or school sanctioned events.

   Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.
9. Use, possession, manufacture, or distribution of illegal drugs or drug- related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
10. Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.
11. Theft of property or services from the University community, or misappropriation of University resources.
12. Unauthorized destruction, or damage to University property or other property in the University community.
13. Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
14. Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
15. Misuse of computer facilities or resources, including:
    A. Unauthorized entry into a file, for any purpose.
    B. Unauthorized transfer of a file.
    C. Use of another's identification or password.
    D. Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.
    E. Use of computing facilities and resources to send obscene or intimidating and abusive messages.
    F. Use of computing facilities and resources to interfere with normal University operations.

G. Use of computing facilities and resources in violation of copyright laws.
H. Violation of a campus computer use policy.

16. Violation of any published University policy, rule, regulation or presidential order.
17. Failure to comply with directions or, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.
18. Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.
19. Violation of the Student Conduct Procedures, including:
    A. Falsification, distortion, or misrepresentation of information related to a student discipline matter.
    B. Disruption or interference with the orderly progress of a student discipline proceeding.
    C. Initiation of a student discipline proceeding in bad faith.
    D. Attempting to discourage another from participating in the student discipline matter.
    E. Attempting to influence the impartiality of any participant in a student discipline matter.
    F. Verbal or physical harassment or intimidation of any participant in a student discipline matter.
    G. Failure to comply with the sanction(s) imposed under a student discipline proceeding.
20. Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

(c) Procedures for Enforcing This Code

The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.

(d) Application of This Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

Note: Authority cited: Sections 66017, 66452, 66600, 69810, 89030, 89030.1 and 89035, Education Code. Reference: Sections 66450, 69813 et seq. and 89030, Education Code; and Section 245.6, Penal Code.

HISTORY

1. Amendment of section and NOTE filed 4-29-77; effective thirtieth day thereafter (Register 77, No. 18). For prior history, see Register 73, No. 15.
2. Renumbering of Article 1.1 (Sections 41301-41304) to Article 2 and amendment of NOTE filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 12).
3. Amendment of subsection (l), new subsections (n)-(n)(3), subsection relettering, amendment of newly designated subsections (o)(1) and (o)(2)(A) and amendment of Note filed 2-2-2004; operative 2-2-2004. Submitted to OAL for printing only pursuant to Education Code section 89030.1 (Register 2004, No. 8).
4. Amendment of subsection (d), new subsection (o)(6) and amendment of Note filed 7-19-2004; operative 7-19-2004. Submitted to OAL for printing only pursuant to Education Code section 89030.1 (Register 2004, No. 36).

5. Amendment of article 2 heading and repealer and new section filed 11-17-2005; operative 11-17-2005. Submitted to OAL for printing only pursuant to Education Code section 89030.1 (Register 2005, No. 52).
6. Amendment of subsection (b)(8) filed 3-19-2007; operative 3-19-2007 pursuant to Education Code section 89030.1. Submitted to OAL for printing only pursuant to Government Code section 11343.8 (Register 2007, No. 12).
7. Amendment of Note filed 4-6-2007; operative 4-6-2007 pursuant to Education Code section 89030.1. Submitted to OAL for printing only pursuant to Government Code section 11343.8 (Register 2007, No. 14).
8. Repealer of first paragraph, repealer and new subsection (a) and amendment of subsection (b) and Note filed 2-25-2008; operative 2-25-2008 pursuant to Education Code section 89030.1. Submitted to OAL for printing only pursuant to Government Code section 11343.8 (Register 2008, No. 9).

5 CCR § 41301, 5 CA ADC § 41301
1CAC

5 CA ADC § 41301

Dean of Student Office

The Dean of Students Office serves as an advocate and a centralized resource for connecting students with appropriate services across campus and in the community.

Mission

California State University San Marcos focuses on the student as an active participant in the learning process. As a Carnegie classified "community engaged" university, CSUSM students work closely with a faculty whose commitment to sustained excellence in teaching, research, and community partnership enhances student learning. The university offers rigorous undergraduate and graduate programs distinguished by exemplary teaching, innovative curricula, and the application of new technologies. CSUSM provides a range of services that respond to the needs of a student body with diverse backgrounds, expanding student access to an excellent and affordable education. As a public university, CSUSM grounds its mission in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state.

Informal Resolution Process

Link to full document: Dean of Students Informal Resolution Process

The Dean of Students Office offers a multitude of information, resources and support for students. One of those areas is regarding how to address or resolve an issue or concern with an instructor or course. We recommend that students follow the Informal Resolution Process to resolve course or instructor (virtual or in-person) issues.

1. The student needs to share their concerns (with a solution, if possible) with the professor and attempt to reach a resolution.
2. If resolution is not reached with the instructor, the next step is for the student to share their concerns regarding the instructor/course with the department chair.

3. If the issue persists, the last step of the Informal Resolution Process is for student to email the associate dean of the college and/or schedule an appointment (virtual) with the associate dean to discuss the matter.

Most matters can be resolved through the informal process. The Dean of Students Office offers coaching to students on this process as well as can provide contact information for department chairs, program directors or associate deans, if the student is unable to locate on the CSUSM website.

Dean of Students Office (760)750-4935 or dos@csusm.edu; MS Teams: Virtual Front Desk

College of Humanities, Arts, Behavioral and Social Sciences (CHABSS) (760) 750-4200 or chabss@csusm.edu

Academic Honesty Policy, SAC 083-95

This excerpt of the academic honesty policy explains what both students and faculty are expected to do to promote academic honesty.

POLICY

Definition:

Academic honesty policy delineates student, faculty, and administrative responsibilities in regards to academic honesty. The policy defines incidents of Academic dishonesty and the sanctions that can be applied.

Authority:

The Cal State San Marcos Interim Student Rights and Responsibilities Policy as expressed in Executive Order 320.

Scope:

The purpose of the Academic Honesty Policy shall be to define incidences of academic dishonesty and to delineate student, faculty, and administrative responsibilities.

PROCEDURE

1. Introduction

   Each student shall maintain academic honesty in the conduct of his or her studies and other learning activities at CSUSM. The integrity of this academic institution, and the quality of the education provided in its degree programs, are based on the principle of academic honesty.

   The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating and plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction.
2. Student Responsibilities

1. Students are responsible for knowing and understanding the rules of Academic Honesty as outlined in the university catalog, to include fabricating information and data, cheating, facilitating academic dishonesty, and plagiarizing.
2. Students are responsible for communicating with the professor if they do not understand how the policy applies to a particular class or assignment. Students are responsible for utilizing the library resources (e.g. the plagiarism tutorial, consulting a librarian, or referring to a style guide) on academic honesty and plagiarism to fully understand the differences between a citation, giving credit, original writing, and plagiarism.

3. Faculty Responsibilities
    1. Faculty must report all incidents of Student Dishonesty and the actions taken to the Office of the Dean of Students.

        The reporting must include:
        1. Student name
        2. Student ID number as it appears on the class roster
        3. Class Code, CRN, and Semester taken
        4. The issues of dishonesty that occurred
        5. The actions or consequences taken by the professor
    2. Each faculty should include a statement on Academic Honesty in their syllabi such as:

        Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

        Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.
    3. Faculty should keep accurate records and documents regarding the case and their own resolution and consequences for one year from the end of the term.
    4. Faculty should have a discussion of academic honesty, expectations, and consequences within the first two or three class meetings in order to maintain consistency and uniformity with all classes and students.
    5. Faculty are encouraged to include creative assignments that require original thought in order to reduce the incidents of student dishonesty.
    6. Faculty have the ultimate responsibility and discretion when grading students who have been dishonest in class; however, faculty also have the responsibility to be fair and equitable to all students within the same class. Therefore, consequences for like offenses must be similar.
    7. Grading Policy: It is suggested that each faculty member have a consistent grading policy which will be applied in all cases of academic dishonesty. For example, if an assignment where a student is caught cheating is worth more than 15% of the grade, the student may receive a "FAIL" in the class. If the assignment is worth less than 15%, then the assignment can be given a grade of "0."
4. Administrative Responsibilities:

1. Administrators are responsible for knowing and understanding the rules of Academic Honesty to include fabrication, cheating, facilitating academic dishonesty, plagiarism and to take administrative action where necessary.
2. Administrators should facilitate a discussion of Academic Honesty at student orientation to ensure that all students are aware of the Academic Honesty issues on campus and how they will be dealt with.
3. The Dean of Students shall provide a report each semester to the Executive Committee of the Academic Senate to include aggregated data for that semester which includes the number and type of cases reported and the disciplinary actions taken.

5. Student Sanctions

Student sanctions, imposed by the Dean of Students, for violations to the academic honesty policy can include any of the following:

1. Warning
2. Probation of Student
3. Suspension
4. Expulsion

Office of Graduate Studies and Research Policies and Forms

Academic Year 2026-2027 Instructions

1. Locate correct form and download. Fill out and sign. Please ensure that you have gathered all the required information before submitting the form or your form may be canceled.
2. Route to authorized signers (usually the Graduate Program Coordinator/Director).
3. IMPORTANT STEP - Student is responsible to submit form electronically to appropriate department (Registrar's Office / Admissions / Graduate Studies and Research, etc.) by the department's deadline.

NOTE: Some forms are on Adobe Sign and will only need you to fill out and electronically sign them. You can then download these forms when all signatures are collected.

Please email gradstudies@csusm.edu if you have any questions.

Policies, Actions, and Forms

Policies	Action	Related Forms or Information
Concurrent Master's Degree Credit	Obtain approval to take Master Degree courses while finishing a Baccalaureate degree	Concurrent Postbaccalaureate Credit Request Form
Continuous Enrollment Policies - Five-Year Time Limit	Obtain approval for additional time beyond the five-year time limit to finish master's degree	Extension Request Form (through Adobe Sign)
Course Repeat Policy-Graduate	Obtain approval to retake a course to improve GPA	Contact Graduate Coordinator of Master's Program
Graduate Writing Assessment Requirement - Graduate Level (GWARGL)	Procedures and criteria for meeting the Graduation Writing Assessment Requirement	Contact Graduate Coordinator of Master's Program
Continuous Enrollment Policy - Leave of Absence	Obtain approval for Leave of Absence (LOA) from program.	Leave of Absence Request Form - Graduate Students (through Adobe Sign)
Master's Thesis and Project Committee Composition	Guidelines for a thesis or project committee	Contact Graduate Coordinator of Master's Program
Graduate Probation and Disqualification Reinstatement	Probation and disqualification standards. Consideration for reinstatement from academic or administrative probation.	Reinstatement Petition (this form requires additional materials)

Use of Undergraduate Courses in Master's Degree Program	Guidelines for receiving graduate credit for upper division undergraduate courses	Contact Graduate Coordinator of Master's Program
Second Master's Degree	Guidelines for a second master's degree in the same discipline	Email Graduate Studies for more information
N/A	Provides continuation of graduate standing for students finalizing culminating activities (approved thesis, project, and exam)	Grad E699 Form (through Adobe Sign)
N/A	How to apply and file for graduation	Applying to Graduate
N/A	Required form to admit students into a graduate degree program- for Graduate Program Coordinator Use Only	Department Decision Form
N/A	Application to receive funding for student travel	Graduate Research Dissemination Fund Application
Withdraw from Courses	Please follow the guidelines for course withdrawals posted on the Registrar's website.	Withdrawal Form

CSUSM Catalog - Graduate Studies

Graduate Student Handbook—AY25-26

MASP Staff

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The following tenure-track (TT) Sociology faculty are responsible for advising and teaching our graduate students.

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