

California State University San Marcos
COLLEGE OF EDUCATION
Education/Multiple Subject (EDMS) 575B ICP
Integrated Program Capstone
Spring 2010 CRN 22513 University 360 Tuesday 1700-1850

Professor: Ginny Sharp
Email: gsharp@sharpsnet.com

Office Hours: 1 hour before and after class or by appointment

College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

Description

This course provides the culminating experience for teacher candidates who are completing the Integrated Credential Program (ICP). Students will prepare and present a program assessment portfolio which documents the competencies required in the Liberal Studies program with the requirements for the teaching credential. They will receive information and seminars on completion of TPA Tasks 3 and 4. They will prepare and completed their TPE artifact notebook for Clinical Practice II.

Prerequisite:

The prerequisite for this course is completion of all coursework for both the teaching credential and the Liberal Studies major. Concurrent enrollment in coursework for the bilingual certification and completion of the CLAD certificate is acceptable. A co-requisite for this course is enrollment in student teaching.

Course Objectives

Teacher performance expectations (TPE) competencies requirements:

- Engaging in reflective discussions linking content mastery experiences with classroom teaching experiences.
- Written evidence and artifacts for all TPE's. The full text for the TPE's can be obtained from the College of Education Web site.
- Prepare a notebook with artifacts for all TPE's to be submitted to Clinical Practice II university supervisor.
- Completion of TPA Tasks 3 and 4 and submitted through Taskstream for scoring by the CSUSM assessors.

Required Text

Current account on TaskStream.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

STUDENT LEARNING OUTCOMES

This course will take place in a virtual environment with some face to face sessions in which attendance is required. The local TPE's will be completed in the time requirement for assessment. There will be face to face sessions for assistance in completing TPA Tasks 3 and 4. Student Services will conduct the finishing seminar for completion of the credential requirements.

FURLOUGH 09-10

Due to the devastating effects of current budget crisis in California, I have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor; my Fall Semester furlough dates are [here or in the course syllabus schedule].

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM.

Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral/>] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. **You will be required to attend 5 class mandatory meetings.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Course Requirements

California Standards for the Teaching Profession (CSTP)

Teaching Performance Expectations (TPEs)

The purpose of the TPE notebook is to assess how well you meet the TPEs. Although all the artifacts you place in your notebook have been assessed/graded by your professors, it is not clear if you have a thorough understanding of the TPEs and can make the connection between the assignments completed in class with the teaching you have experienced and the TPEs. Your task to write a cogent reflective statement for each TPE on how the artifacts you have chosen provide evidence that shows you have demonstrated meeting each TPE.

Grading Standards

- Successful completion of the notebook demonstrating competence in the Teaching Performance Expectations. Notebook to be given to your university supervisor for CPII
- Participation in discussion directly related to TPA Task 3 and 4.
- Work in small groups during all sessions to share ideas and prepare for the completion of the Local TPE's and TPA task 3 and 4.

All-University Writing Requirement:

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words. This will be met through written reactions and reflections related to assigned readings/assignments.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no 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."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?

- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

DATES REQUIRED TO ATTEND AND SUBMIT

DATES	CLASS DESCRIPTION	TYPE OF CLASS
1/19	Furlough	No class
1/26	Syllabus explanation WebCT	On line
2/2	Task 3A seminar	Face to Face
2/9	TPE notebook lecture	On line
2/16	Task 3B seminar	Face to Face
2/23	Writing Task 3	On line
3/2	TPE artifacts 1-3 completed	On line
3/9	Task 4A seminar	Face to Face
3/16	Task 4B seminar	Face to Face
3/23	TPE artifacts 4-7 completed	On line
3/30	Spring Break	On line
4/6	Writing Task 4	On line
4/13	Credential information Student Services	Face to Face
4/20	TPE artifacts 8-11 completed	On line
4/27	TPE artifacts 12-15 completed and 16 for Bilingual	On line
5/4	TPE notebook turned into university CPII supervisor	On line

*All Face to Face courses are in bold and you have to attend class.

MAKE SURE YOU CHECK THE TAP CALENDAR ON THE COE WEB SITE SO YOU DO NOT MISS SUBMITTING TASK 3 AND 4