California State University SAN MARCOS

School of Education

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EDUC 650 (Section 1)
Proposal Development
CRN #45801
Wednesdays
5:30 pm – 8:15 pm
CSUSM University Hall 440
Fall 2013

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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Hours:	After Class and By Appointment

School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education. We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

Guides students through the planning, preparation, and completion of the research or project proposal. With the guidance of the instructor, students will work collaboratively to plan and prepare each component of their proposals; an introduction to the study, well-developed research questions, a review of the literature, and proposal methodology.

Course Prerequisites
Admission to the MA Program & EDUC 622

Course Objectives
1. Identify Key Components of a Research Thesis, Curriculum Project or Exam.
2. Master APA Manual Format.
3. Write Thesis, Project or Exam.
4. Practice for Poster Presentation.

Unique Course Requirements
EDUC 650 Cougar Course http://cc.csusm.edu/course/view.php?id=633#section-0
Culminating Experience Supports http://community.csusm.edu/course/view.php?id=33

Required Texts
American Psychological Association. (2009). *Publication Manual of the American Psychological Association (6th ed.)* Washington D.C.: American Psychological Association.
   ISBN 9781433805615 (paperback), 9781433805622 (spiral), or 9781433805592 (hardcover).

STUDENT LEARNING OUTCOMES

California Teacher Performance Assessment (CalTPA)
Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

Assessment of Professional Dispositions
Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

This course: Students are required to attend 10 of the 15 sessions. Any absence beyond will result in a loss of 2 points. A minimum grade of C is required in EDUC 650 to qualify as part of the MA requirement. Absences and late arrivals/early departures will affect the final grade. If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

Students with Disabilities Requiring Reasonable Accommodations

Candidates 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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the Publication Manual of the American Psychological Association, 6th Ed. (2009). This is a required textbook for all CSUSM COE graduate courses.

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 candidate 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:

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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 School 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.

Course Requirements

MA in Education is a professional preparation program. It is expected that graduate students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Graduate students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for educators to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

Grading Standards

Course Assignment Descriptions & Rubrics

Attendance 20% = 20 Points
Students are required to attend 10 or 15 sessions. Students may choose which sessions will support their writing needs. Students can earn 2 extra points for attending any extra session. Students will lose 2 points for each absence or portion of a session absence under the minimal 10 sessions.

Writing 55% = 55 Points
Students will be required to write 1 or more chapters of the thesis or project. Students will turn in their writing 6 times throughout the semester. Each of these six drafts will be reviewed by a peer. Two of these drafts will be reviewed and graded by the instructor. The chapters will be evaluated using the chapter rubrics for the School of Education. The peer and the instructor will evaluate the writing quality. Chapter Rubrics are provided on cougar course and the School of Education Website.

Writing Feedback 25% = 25 Points
Each student will provide feedback to a peer's writing 5 times throughout the semester. Each feedback assignment will be worth 5 points. Each student will use the Chapter Rubrics and the Praise, Question and Polish Format to provide the feedback. The peer and the instructor will evaluate the feedback quality.

EDUC 650 Calendar

Session #	Date	Topic
1	Aug 28	Course Introduction – Face-to-Face Class (F2F)
2	Sept 4	Chapter 2: Literature Review – (F2F) Identify Goals, Peer Readers
3	Sept 11	Individual Conferences – No class, indiv appts w/ instructor Turn in Chapters
4	Sept 18	Chapter 3: Methods – (F2F) Turn in Chapters Talk Like a Pirate Day
5	Sept 25	Chapter 4: Project & Research Data Presentation – (F2F) Turn in Chapters
6	Oct 2	Chapter 5: Recommendations – (F2F) Turn in Chapters
7	*Oct 9*	*Online Session*
8	Oct 16	Chapter 1-5 Draft Final Review – (F2F) Have chapters complete to turn in to Committee
9	Oct 23	APA Format – (F2F) Book appointments with library support
10	*Oct 30 & Nov 2 - CUE*	*Attend CSUSM Saturday, Nov. 2nd CUE Conference (Computer Using Educators) instead of Oct 30th*
11	*Nov 6*	*CUE Application – Online Session*
12	Nov 13	Prep for Poster Session – (F2F)
13	*Nov 20*	*Instead of 13th session attend MA Poster Session date to be announced*
14	*Nov 27 Thanksgiving*	*No F2F Class – Online Session Online Supports for Finalizing Paper*
15	Dec 4	Last Class: Celebration & Goal Setting – (F2F) Post Self-Evaluation & Goals Online before Dec 2
16	*Dec 11*	*Meet with Director for signature or Chair to set goals*

- 4 Online Sessions
- 2 Alternative Sessions (CUE Conference & MA Poster Presentation)
- 9 Face-to-Face (F2F) Class Sessions – Must attend 5 out 9 F2F sessions

(Note: Italic font sessions are alternate or online.)

In addition to the regular Wednesday sessions, students will be required to attend the
- o Saturday, Nov 2nd CUE Conference
  &
- o MA Poster Session (Date & Location TBA).