Course & Section	EDUC 602-02
Course Title	Schooling in a Multicultural Society
Class Roster No.	23400
Course Day(s)	Session: January 23 – May 12, 2017 (15 weeks)
Time	Hybrid Course – Online/Class Sessions Thursday, 5:30 – 8:20 p.m.
Course Location	University Hall 257
Semester / Year	Spring 2017
Instructor	Gina Zyburt, Ph.D.
Phone	Email is the best way to reach me
E-Mail	gzyburt@csusm.edu
Office	Online, University Hall 257
Office Hours	by Appointment before or after class

WELCOME

Hello Educators, I would like to welcome you to Education 602 – Schooling in a Multicultural Society. I am looking forward to working with you this semester. If you have any questions between now and the first day of class, please feel free to email me. See you soon.

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

TABLE OF CONTENTS

<p style="text-align:center">**COURSE DESCRIPTION**</p>

Schooling in a Multicultural Society

An introduction to issues of schooling in a multicultural society. Includes an overview of multicultural education and address areas of study such as: culture and cognition, diversity and exceptionality, intercultural communication, cross-cultural competence, the psychology of personal prejudice, and curriculum and teaching in multicultural contexts.

Course Prerequisites

For all 600-level School of Education courses, admission to the MA program or a specific certificate program is a prerequisite.

Course Objectives

- Expand and nuance students' knowledge about the diversity represented in today's schools and the communities in which we live;
- Provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- Prepare educators to provide equitable educational opportunities to all students;
- Provide support to all students who represent national, state, and regional diversity.

Unique Course Requirements

Online environment requires a working computer/mobile device with internet access.

Course Online Learning Goals

This course will be mainly taught through online learning, students will:
1. Participate in online learning experiences that provide an opportunity to reflect and experience perspectives from various communities.
2. Experience active learning, interaction, participation and collaboration among students in the online environment.
3. Collaborate with colleagues to build an online community using respectful communication skills that reflect an awareness of self and others, along with an ability to convey ideas in a variety of contexts.
4. Utilize a variety of media and content to achieve content objectives in the online environment.
5. Understand how to utilize a safe, legal and ethical application of digital information and technology including respect for copyright, intellectual property and the appropriate documentation of resources.
6. Participate in projects and assignments that meet content objectives and measure student achievement of learning goals.

<p style="text-align:center">**REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS**</p>

Required Texts

Blankenstein, A. M. & Noguera, P. (2015). Excellence through equity: Five principles of courageous leadership to guide achievement for every student. Alexandria, VA: ASCD. ISBN 978-1-4166-2250-5

Wink, J. (2011). Critical pedagogy: Notes from the real world. Fourth Edition. Boston, MA: Pearson / Allyn & Bacon. ISBN 13-978-0-13-702873-3

American Psychological Association (2009). Publication Manual of the American Psychological Association. ISBN: 978-1-4338-0561-5.

A few additional required readings will be made available electronically on the course website (Cougar Courses).

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will (be able to):
- Identify issues of social justice related to students' social, cultural, and linguistic diversity that impact students' opportunities to develop and learn in school, classroom, home and community contexts through Social Justice Action Plan and Annotated Bibliography.
- Analyze need to collaborate with key stakeholders to advocate for and advance differentiated learning, home-school partnerships, and initiatives that build on all students' and parents' funds of knowledge, equity, and leadership skills through readings, discussions, and Social Justice Action Plan.

MA IN EDUCATION PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

The Master of Arts in Education Program assesses four (4) Program Student Learning Outcomes (PSLOs):
- PSLO 1: Professional Dispositions (EDUC 622 & prior to enrollment in EDUC 698)
- PSLO 2: Leadership Skills (EDUC 602)
- PSLO 3: Analyze Research (EDUC 622)
- PSLO 4: Integrate Research (EDUC 698)

EDUC 602 addresses Program Student Learning Outcome 2:

PSLO 2: Leadership Skills

Apply leadership skills to advance the profession. In the General Option MA Program, PSLO 2 is assessed in EDUC 602's Social Justice & Equity Action Plan Assignment using a rubric provided in the course syllabus.

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 four levels of performance at the Master's level - *unacceptable, approaches target, meets target,* and *advanced target.* The description and rubric for the four 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 self-assessments by the candidate. The dispositions and rubric are presented, explained and assessed in at least two designated courses (EDUC 602 and 622) in the General Option Master of Arts in Education Program and again prior to advancement to candidacy and enrollment in EDUC 698. Based upon assessment feedback candidates will compose a reflection and an action plan for improvement. Candidates are expected to meet the level of *advanced target*. Candidates who have fulfilled or will fulfill the Professional Disposition requirement as part of Education Specialist or Administrative Services credential coursework are exempt from the assessment of professional dispositions EDUC 602 and EDUC 622. For these candidates, verification of this requirement will still be required prior to advancement to candidacy.

Tentative Course Schedule

The following page includes a tentative course schedule. Professor may adjust readings or assignments as dictated by the needs of the course.

TENTATIVE COURSE SCHEDULE

EDUC 602 - Schooling in a Multicultural Society			
Spring 2017			
			Updated 1/25/2017
Week Start Day	Class Session	Topics	Readings & Assignments
Week 1 **Class Session** Jan 26	1	**Getting Started** • Introductions/Syllabus Overview • Preview Cougar Course **Achieving Excellence through Equity** • Conceptions / Misconceptions of Culture and Multicultural Education	In Class Reading: 15 Misconceptions about Multicultural Education (Aldridge, Calhoun & Aman, 2000)
Week 2 **Class Session** Feb 2	2	**Achieving Excellence through Equity** • Identity Exploration • Achieving Excellence through Equity for Every Student **Getting to the Core** • Exploring Our Own Biases & Privileges • White Privilege • Teaching for Tolerance - Prejudices, Stereotypes and Discrimination	Textbook: Introduction and Ch 2 – Path to Equity (Blankstein & Noguera, 2015) Ch 3 – Detracking (Blankstein & Noguera, 2015) Cougar Course: White Privilege: Unpacking the Invisible Knapsack (McIntosh, 1990)
Week 3 **Online Module** Feb 3 - 9	3	**Transformative Power of Equity in Action** **Organizational Meaning** • Examining Critical Pedagogy	Textbook: Ch 4 – Voices & Hearts of Youth: Transformative Power of Equity in Action (Blankstein & Noguera, 2015) Ch 1 – CP Get into This? (Wink, 2000) Ch 2 – CP What in the World? (Wink, 2000)
Week 4 **Online Module** Feb 10 - 16	4	**Organizational Meaning** • Critical Examination of English Learners • Addressing Culturally and Linguistically Diverse (CLD) Students	Textbook: Ch 5 – Empowering Students and Teachers (Blankstein & Noguera, 2015) Ch 6 – Human Capital (Blankstein & Noguera, 2015) Ch 7 – Personalized Learning (Blankstein & Noguera, 2015)
Week 5 **Independent Project** Feb 17 - 23	5	**Independent Project** • Multicultural/Social Justice Hot Topic	
Week 6 **Class Session** March 2	6	**Journey Towards Equity** • Theoretical frameworks for Critical Pedagogy • Emergent Bilinguals and Immigrants • Funds of Knowledge	Textbook: Ch 3 – CP Where Did it Come From? (Wink, 2000) Ch 9 – Bilinguals & Immigrant Youth (Blankstein & Noguera, 2015) Cougar Course: Family Stories Project (Dworin, 2006) Due: **Assignment 1** – Multicultural/Social Justice "Hot Topics" (11:59 p.m.)

EDUC 602 - Schooling in a Multicultural Society Spring 2017			
			Updated 1/25/2017
Week Start Day	Class Session	Topics	Readings & Assignments
Week 7 **Online Module** Mar 3 - 9	7	**Journey Towards Equity** • Ensuring Excellence and Opportunities to learn in Special Education – From Good to Great	Textbook: Ch 11 – Focusing on Equity (Blankstein & Noguera, 2015) Ch 4 – CP How do you do it? (Wink, 2000)
Week 8 **Online Module** Mar 10 - 16	8	**Building Sustainable Relationships** • Problem Posing in Critical Pedagogy • Redesigning Instruction to Increase Achievement - Closing the Gap	Textbook: Ch 12 - Achievement in Elementary (Blankstein & Noguera, 2015) Ch 13 – Excellence for All Students (Blankstein & Noguera, 2015)
Week 9 **Independent Project** Mar 27 - 30	9	**Independent Project** • Annotated Bibliography	
Week 10 **Class Session** April 6	10	**Building Sustainable Relationships** • Equity through Elementary Achievement and Expanded Learning Time **From Failure to New Vision** • Social Justice Action Plan Discussions • Effective Teacher Practices • Annotated Bibliography Presentations	Textbook: Ch 14 – Expanded Learning (Blankstein & Noguera, 2015) Due: **Assignment 2** – Annotated Bibliography & Presentations (11:59 p.m.)
Week 11 **Online Module** April 7 - 13	11	**From Failure to New Vision** • Restrictive Language Policies and Inequities for English Learners • Teaching as a Political Act	Textbook: Ch 15 – Iniquities of Inequities (Blankstein & Noguera, 2015) Cougar Course: Moving from Failure to a New Vision of Language Policy (Gándara & Orfield, 2010)
Week 12 **Online Module** April 14 - 20	12	**Why in The World Does it Matter?** • How to Teach for Social Justice **Social Justice and Equity** • Undocumented Latino Youth	Cougar Course: Teaching To and Through Cultural Diversity (Gay, 2013) Literacy Instruction: Process of Praxis (Cardiero- Kaplan, 2008) Rethinking the American Dream (Clark- Ibanez, 2015)
Week 13 **Online Module** April 21 - 27	13	**Independent Project** • Annotated Bibliography	
Week 14 **Class Session** May 4	14	**Why in The World Does it Matter?** • 5 Principles for Courageous Leadership **Who Are We As Teachers & Leaders…Now**	Textbook: Read pp. 25-27 to reexamine the 5 Core Principles of Courageous Leadership outlined in our textbook (Blankstein & Noguera, 2015) Ch 5 – CP Does it matter? (Wink, 2000)
Week 15 **Online Module** May 5 – 12	15	• Course Evaluations • Presenting Action Plans	Due: **Assignment 3** – Critical Pedagogy/Social Justice Action Plans
All assignments, requirements and due dates are available in our Cougar Course. Participants should check regularly for updates under Announcements and Modules. Professor has the right to alternate or make changes to the schedule.			

Assignments	Possible Points	Points Earned
Attendance, Participation & Personal Disposition	10 points	Professor's discretion
Reading Discussions / Discussion Leader	15 points	
Online / Classroom Activities	20 points	
Assignment 1 – Multicultural / Social Justice "Hot Topics"	10 points	
Assignment 2 – Multicultural Resources / Annotated Bibliographies	20 points	
Assignment 3 – Critical Pedagogy/Social Justice Action Plan	25 points	
Total	100 points	

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Professor reserves the right to change, add to, or delete any material or assignment from the course.

Submission of Assignments

Assignments should be typed in 12-pt font and double-spaced with appropriate headings/subheadings, name, course, date and title, APA format. All work will be submitted on Cougar Courses at 11:59 p.m. on due date.

Class Structure

This course is structured as a graduate-level course. My role will be to "facilitate" and to intervene or redirect class/online discussions as necessary, rather than to lecture on a weekly basis, or be the main focus of the class. You will work to develop your knowledge base through the readings, discussions, presentations and assignments. Multiple approaches, methods, and teaching experiences are necessary strategies to accommodate various learning styles. This course is a hybrid course with online learning and class meeting sessions. See tentative course schedule for weekly class structure.

Course Assignments

- Attendance, Participation, & Professional Disposition at instructor's discretion   10 points
- Reading Discussions / Discussion Leader   15 points
- Online / Classroom Activities   20 points
- Multicultural / Social Justice "Hot Topics"   10 points
- Multicultural Resources / Annotated Bibliographies   20 points
- Critical Pedagogy/Social Justice Action Plan   25 points
-   **Total**   **100 points**

Grading Standards

All students are expected to participate in online/class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class/online forums and meetings. Assignments should be typed and double-spaced.

1.   Attendance/ Active Participation/Professional Dispositions   10 points
You are expected to attend all class and online sessions and participate actively during all discussions and activities. Your discussions should be analytical, not just descriptive, and address or include issues, experiences, ideas, discussions, readings, and current events, related to the weekly readings and topics. In order to do so, you are expected to complete all required readings and assignments by the assigned date. Please see attendance policy in this syllabus. Your professional disposition is related to how you conduct yourself in class.

2.   Reading Discussions / Discussion Leader   15 points
Individually or in pairs, students will lead a class discussion on the required weekly readings during our online forums and class meetings. Students should identify 2-3 critical questions from the readings to lead the discussion and monitor participation throughout the week. All students should reference the readings in their questions (discussion leaders) and in their responses (participation in discussions). Participants will post a response and respond to 2 other students' responses during the week through value added comments.
Discussion Leader: 5 points / Participation in Discussions: 10 points
DUE: Readings/Discussions throughout the course

3.   Assignment 1 - Multicultural / Social Justice "Hot Topics"   10 points
Individually or in pairs, students will have the opportunity to present a "hot topic" in the area of multicultural education / social justice and equity of your choosing to the class. You might consider a hot topic that is going on at your school site (for example, the achievement gap) and look at what is being said about this topic from multiple perspectives. Information provided in your presentation may help class members clarify the direction of your annotated bibliography or impact your social justice action plan. Please submit a 1-2 page write-up of your topic through Cougar Courses.

You are encouraged to make connections between the readings, discussions, and current issues or "hot topics." Some ideas for identifying hot topics include the following websites:

CA Dept. of Education www.cde.ca.gov	North County Times www.nctimes.com	San Diego Union Tribune www.signonsandiego.com
Education Week www.edweek.com	Rethinking Schools www.rethinkingschools.com	Teaching Tolerance www.tolerance.org
CHISPA – Dual Language Education http://www.scoop.it/t/dual-language-education	TED (Technology, Entertainment and Design) www.ted.com	New York Times www.nytimes.com

4.   **Assignment 2 - Multicultural Resources / Annotated Bibliographies   20 points**
Each student will collect 4 peer-reviewed (minimum) multicultural resources related to your area of emphasis. The multicultural resources you collect can be used as a basis for your thesis or project, or can focus on a specified topic which you can use in your classrooms, schools, and communities. You can also use the bibliography as part of your Social Justice and Equity Action Plan (Assignment 3), as part of your research for your topic. Use reputable educational journal articles of research studies that you will need for the literature review of your MA thesis/project, preferably from peer-reviewed journals. State topic researched in multicultural education as part of heading for this paper. Students will write an annotated bibliography (approximately half a page each) for each resource using APA-style reference format which includes:

a)	List reference in APA format	b)	Write a brief description of the study
c)	Explain participants, setting and procedures of the study	d)	Describe methods used to collect data
e)	Provide results of the study	f)	Write your analysis of the study

Each student will share his/her annotations.
DUE: See course schedule for date.

5.   **Assignment 3 (PSLO 2) - Critical Pedagogy/Social Justice Action Plan   25 Points**
Your final project is to develop an individual professional action plan that specifically addresses your new understandings of critical pedagogy in relation to schooling in a multicultural society that provides insightful analysis and reflection. Hopefully our readings of critical pedagogy will bring to the table new questions and concerns about your classroom, your students, your school, your district, or your overall professional work. Based on these questions, develop a specific Social Justice and Equity Action Plan that you could enact in your professional role that appropriately address anti-bias and social justice. Our discussions throughout the semester should help you identify issues about your classroom, your students, your school, your district, the community and/or your overall professional work. Based on the issue you "name," you will develop a specific action plan that you can enact as a professional educator working towards social justice and equity. Your final paper will consist of a minimum 3-4 page paper discussing the issue you have identified (to name), your thoughts, research, discussion on the issue (to reflect critically) and a detailed description of your action plan (to act).
DUE: Final plans and presentations due on the last day of course.

Final Exam Statement

There will be no final in-class exam.

RUBRIC Discussion Leader / Reading Discussions – 15 pts.

Criteria	*Minimal or None* 0-9 points	Approaching 10-12 points	Meets 13-15 points
Comprehensiveness **(3 point)**	**Leader** unprepared or minimal effort. **Discussion participant** response lacked reference to the required readings.	**Leader** prepared and implemented adequate questions for class discussion on assigned readings. **Discussion participant** response referenced some of the required readings.	**Leader** prepared and implemented excellent questions for class discussion on assigned readings. **Discussion participant**, response referenced all required readings and engaged peers in discussion.
Analysis **(6 points)**	**Leader's** questions provided little or no opportunity for analysis of topic. **Discussion participant** response lacked an analysis of the readings.	**Leader** provided adequate questions for analytical dialogue. **Discussion participant** response included a partial analysis of the assigned readings.	**Leader** provided excellent questions for analytical dialogue. **Discussion participant** responses included a comprehensive analysis of the assigned readings.
Insightful Connections **(3 point)**	**Leader** did not monitor or provide minimal support to peers. **Discussion participant** provided no connections between the topic(s) and the candidate's experiences. Contributed to discussion once or twice.	**Leader** monitored discussion and engaged peers in insightful connections. **Discussion participant** provided some connections between the topic(s) and the student's experiences demonstrated some understanding of the application of the reading topic(s) to practice. Contributed to discussion twice.	**Leader** monitored discussion and engaged peers in insightful connections. **Discussion participant** provided excellent connections between the topic(s) and the student's experiences demonstrating application to practice. Contributed to discussion two times or more.
Conventions **(3 point)**	Response written with various errors. Writing distracted the reader's comprehension. **Leader and discussion participant** demonstrated none/limited engagement & participation in group discussions.	Response well written without minimal errors. **Leader and discussion participant** demonstrated some engagement & participation in group discussions.	Questions, directions and response well written without errors. **Leader and discussion participant** demonstrated full engagement & participation in group discussions.

RUBRIC Multicultural / Social Justice "Hot Topics" 10 pts.

Criteria	Minimal or None 0-5 points	Approaching 6-7 points	Meets 8-10 points
Comprehensiveness **(2 point)**	Prepared and presented poor or unrelated hot topics for class discussion. Discussion lacked reference to the required readings.	Prepared and presented adequate hot topics for class discussion. Discussion referenced some of the required readings.	Prepared and presented excellent hot topics for class discussion. Discussion to hot topics referenced required readings and other class connections.
Analysis **(4 points)**	Hot topic inappropriate for analysis. Response lacked an analysis of the readings.	Hot topic adequate for analysis. Response included a partial analysis of the hot topics.	Hot topic excellent for analysis. Responses included a comprehensive analysis of the hot topic with connections to class readings and topics.
Insightful Connections **(2 point)**	No connections made between the hot topic(s) and the candidate's experiences. Contributed once during discussion.	Connections made between the hot topic(s) and the student's experiences demonstrated some understanding of the material presented. Contributed twice during discussion.	Connections were made between the hot topic(s) and the student's experiences demonstrating application to practice. Contributed at least twice during discussion.
Conventions **(2 point)**	Response written with various errors. Writing distracted the reader's comprehension. Candidate followed none/limited directions. Candidate demonstrated none/limited engagement & participation in class discussions.	Response well written without minimal errors. Candidate followed directions. Candidate demonstrated some engagement & participation in class discussions.	Response well written without errors. Candidate has followed all directions. Candidate demonstrated full engagement & participation in class discussions.

RUBRIC Multicultural Resources / Annotated Bibliographies 20 points

Criteria	Developing 0-14 points	Approaching 15-17 points	Meets 18-20 points
Content scope of the assignment with regard to producing an annotated bibliography (3 points)	Evidence of research of a multicultural education topic **lacks depth**. **Narrow** examination with **little or no evidence** of criteria being met through annotated bibliography.	**Some** evidence indicating **some** research of multicultural resources in education for topic selection. Criteria met at **superficial** level through annotated bibliography.	**In depth** evidence indicating **extensive** research of resources related to a multicultural topic in education. **Substantial** evidence criteria met through annotated bibliography.
descriptions of the study: brief description of the study; participants, setting and procedures; methods used to collect data; results; and analysis. (8 points)	**Little or no** evidence indicating **minimal or no** descriptions of the study: brief description of the study; participants, setting and procedures; methods used to collect data; results; and analysis. **Little or no evidence** of criteria being met.	**Some** evidence indicating **some explicit** descriptions of the study: brief description of the study; participants, setting and procedures; methods used to collect data; results; and analysis. Criteria met at **superficial** level.	**In depth** evidence indicating **extensive and explicit** descriptions of the study: brief description of the study; participants, setting and procedures; methods used to collect data; results; and analysis. **Substantial** evidence criteria have been met.
APA format for annotated bibliography (5 points)	**Little or no** provision of an APA aligned annotated bibliography of 2-4 peer-reviewed sources. **Little or no evidence** of criteria being met.	APA aligned annotated bibliography of no fewer than 3-4 peer-reviewed sources. Criteria met at **superficial** level.	APA annotated bibliography of no fewer than 4 **highly regarded** peer-reviewed sources. **Substantial** evidence criteria have been met.
Presentation of annotated bibliography (4 points)	Evidence of **presentation** of annotated bibliography to peers **lacks depth**. **Narrow** examination with **little or no evidence** of criteria being met.	**Some** evidence indicating **adequate presentation** of annotated bibliography to peers. Criteria met at **superficial** level.	**In depth** evidence indicating **excellent presentation** of annotated bibliography to peers. **Substantial** evidence criteria have been met.

RUBRIC PSLO 2: Leadership – Critical Pedagogy / Social Justice Action Plan - 25 points

	Advanced 25 points	Early Advanced 20 points	Intermediate 15 points	Early Intermediate 10 points	Beginning 5 points
Content/Structure and appropriately address Anti-Bias and Social Justice	The scope and focus of the topic is very clear. The content directly attends to issues related to social justice. The organization or structure demonstrates a clear objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.	The scope and focus of the topic is clear. The content attends to issues related to social justice. The organization or structure demonstrates an objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.	The scope and focus of the topic is somewhat clear. The content attends to issues related to social justice. The organization or structure somewhat demonstrate a clear objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.	The scope and focus of the topic is somewhat unclear. The content attends somewhat to issues related to social justice. The organization or structure somewhat demonstrate a clear objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.	The scope and focus of the topic is not very clear. The content does not or very minimally attends to issues related to social justice. The organization or structure does not demonstrate a clear objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.
Analysis and effectiveness of plan	The sequence of the action plan is very feasible or appropriate to achieve the stated objectives and outcomes. Citations are thoroughly quoted from the course texts and/or are responded to clearly and cogently. Evidence from instruction, personal experience and discussions are provided in a coherent manner. The plan consistently demonstrates remarkable insightfulness, analysis and reflectiveness.	The sequence of the action plan is feasible or appropriate to achieve the stated objectives and outcomes. Citations are quoted from the course texts and/or are responded to clearly and cogently. Evidence from instruction, personal experience and discussions are provided. The plan demonstrates insightfulness and reflectiveness.	The sequence of the action plan is somewhat feasible or appropriate to achieve the stated objectives and outcomes. Citations are quoted from the course texts and/or are responded to clearly and cogently. Evidence from instruction, personal experience and discussions are provided. The plan somewhat demonstrates insightfulness and reflectiveness.	The sequence of the action plan is unfeasible or inappropriate to achieve the stated objectives and outcomes. Citations may or may not be quoted from the course texts and/or are not responded to clearly and cogently. Evidence from instruction, personal experience and discussions may or may not be provided. The plan weakly demonstrates insightfulness and reflectiveness.	The sequence of the action plan is unfeasible or inappropriate to achieve the stated objectives and outcomes. Citations are not quoted from the course texts and/or are not responded to clearly and cogently. Evidence from instruction, personal experience and discussions are not provided. The plan does not demonstrate insightfulness and reflectiveness.
Mechanics	Grammar, spelling, punctuation, and use of citations are strong.	Grammar, spelling, punctuation, and use of citations are good.	Grammar, spelling, punctuation, and use of citations are acceptable.	Grammar, spelling, punctuation, and use of citations are weak.	Grammar, spelling, punctuation, and use of reference texts or citations are frequently weak.

RUBRIC for Professional Disposition

Name _____   Date _____   Assessment # _____

MA PROFERSSIONAL DISPOSITION SELF-ASSESSMENT INSTRUCTIONS

A. Carefully consider the descriptions provided for each level of the "General Option MA in Education Professional Disposition Advanced Rubric."

B. Score yourself for each of the 6 professional disposition areas from 1-4.

C. For each area provide two examples of behaviors that exemplify each disposition.

D. Identify at least one area that needs improvement and describe an action plan for improvement with two examples of behaviors that exemplify each dispositional area(s) in the action plan.

E. You will review the feedback you receive on the 6 professional dispositions from your EDUC 602 and EDUC 622 instructors.

F. Prior to enrollment in EDUC 698, you will review the EDUC 602 course instructor and EDUC 622 course instructor ratings and revise your professional disposition self-assessment entries (i.e., self-ratings and two examples).

General Option MA in Education Professional Dispositional Advanced Rubric

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
1. Social Justice and Equity Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.	Behaves in a manner that is discriminatory, intolerant, or close-minded. Resists working with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as gender, exceptionalities, race, culture, religion, or socioeconomic background. Selects materials, designs activities, or interacts in ways that promotes stereotypes or demeans others. Does not take appropriate initiative to understand and identify student needs and/or provide learning experiences that meet the needs of all students. Fails to provide extra assistance or alternative learning experiences when needed. Repeatedly excludes some students from learning experiences. Gives preferential treatment to some students.	Usually models respect and concern for equitable effort for all learners and responds to feedback on how to improve. Usually demonstrates understanding of diversity (race, gender, culture, exceptionalities) in written work and other expressions and revises according to feedback. Usually selects materials, designs activities and interacts with students in ways that demonstrate appreciation of diversity and demonstrates improvements based on constructive feedback.	Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities) . Consistently selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds in learning experiences and provides opportunities for students to hear, consider, and discuss different viewpoints). Consistently advocates for inclusion and consideration of diverse perspectives. Consistently interacts in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students.	Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Consistently selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds in learning experiences and provides opportunities for students to hear, consider, and discuss different viewpoints). Consistently advocates for inclusion and consideration of diverse perspectives. Consistently interacts in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students. *Works to influence others' provision of services for those beyond those in his/her immediate setting. Seeks forums or leads efforts to advocate for inclusion and consideration of diverse perspectives.*

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
2. Collaboration Candidates practice the skills of collaboration in their professional interactions with instructors, advisors, students, colleagues, parents/ guardians/caregivers and those in the wider community.	Interacts with others (students, parents, colleagues) in ways that do not communicate respect. Uses destructive criticism, derogatory remarks, threats, physical coercion, or inappropriate language or behavior. Does not reasonably allow others to express ideas. Discourages or undermines the work of others.	Usually interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating impartiality and responds positively to feedback for improving. Usually encourages and supports participation and success for all and is responsive to constructive feedback.	Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Clearly values and builds relationships. Consistently encourages and supports participation and success for all.	Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating consistency and impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Clearly values and builds relationships. Consistently encourages and supports participation and success for all. *Advocates for the expression of diverse perspectives. Seeks forums and leads efforts to assist others in developing understanding and skills in being supportive of others (e.g., students, parents, colleagues).*
3. Critical Thinking Candidates analyze various professional contexts, resulting in more informed decision- making about professional practice.	Does not gather, analyze or use data to make informed decisions. Behaves in ways that reflect a belief that others should provide what is needed. Does not ask appropriate questions or take initiative to work toward achieving goals or solving dilemmas.	Usually analyzes professional contexts by appropriately seeking information to make decisions about practice and responds to constructive feedback. Usually seeks a variety of perspectives in exploring issues. Usually asks questions and takes action to achieve goals or solve dilemmas. Usually anticipates needs and assists others in obtaining resources.	Consistently analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Consistently seeks a variety of perspectives in exploring issues. Consistently asks questions and takes action to achieve goals or solve dilemmas. Consistently anticipates needs and assists others in obtaining resources.	Consistently analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Consistently seeks a variety of perspectives in exploring issues. Consistently asks questions and takes action to achieve goals or solve dilemmas. Consistently anticipates needs and assists others in obtaining resources. *Provides leadership in solving dilemmas involving the procurement or distribution of resources. Actively seeks or leads opportunities to select or create appropriate new forums to advocate for students or the profession.*

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Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
4. Professional Ethics Candidates make and act on well- reasoned, principled judgments.	Fails to consistently honor the needs and best interests of students, the work setting (school, district, university) or profession. Demonstrates a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal, religious, or political views upon others.	Usually honors the needs and best interests of students, the work setting and the profession and responds positively to feedback on how to improve. Usually makes well - reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.	Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Consistently makes well- reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.	Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Consistently makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains. *Actively seeks or leads forums to advocate for professional conditions and resources that will improve learning outcomes for students or the profession.*
5. Reflective Teaching and Learning Candidates critically review their professional practice and the impact it has on student success.	Does not critically evaluate own professional practice or performance (e.g., interactions, written work, assessments) and the impact on student success. Fails to see the need for positive change. Does not provide substantive suggestions for positive self-improvement. Rejects suggestions from others directly or by failing to act. Offers excuses and/or assigns blame for negative results to students, parents, colleagues, or supervisors.	Usually demonstrates understanding of the relevant teaching/learning standards while being responsive to feedback. Usually evaluates own professional performance and the impact on student success. Usually generates ideas for potential improvements. Is usually open- minded and positive when receiving feedback, acting upon suggestions and feedback.	Consistently demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Consistently generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Is consistently open-minded and positive when receiving feedback from others. Consistently acts upon suggestions.	Consistently demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Consistently generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Is consistently open- minded and positive when receiving feedback from others. Consistently acts upon suggestions. *Actively seeks further information and perspectives from others to evaluate own performance and demonstrates in depth analysis and synthesis of viewpoints. Applies relevant teaching/learning standards in their work.*

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Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
6. Life-Long Learning Candidates recognize the need for and are committed to actively seeking new knowledge, skills and experiences.	Does not regularly demonstrate intellectual engagement with material or others (e.g., peers, instructors, students). Verbal and written contributions do not demonstrate familiarity with required material. Fails to ask questions or make thoughtful references to concepts of study. Fails to meet professional standards in written work and participation. Argues point of view in terms of personal experience or hearsay rather than understanding of theory, research, or data-based evidence.	Verbal and written contributions usually demonstrate familiarity with required material and intellectual engagement with material and others (e.g., peers, instructors, students). Has taken advantage of some learning opportunities to stay professionally current and acquire new knowledge. Usually meets professional standards in written work and participation. Usually makes connections between concepts, experiences, and content. Positions represent theory, research, and/or data-based evidence rather than personal experience or perspectives.	Consistently demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Consistently seeks and takes advantage of learning opportunities to stay professionally current and acquire new knowledge, skills, and experiences. Is clearly familiar with relevant professional organizations, current research, and interdisciplinary practices. Consistently makes connections between concepts, experiences, and content. Consistently seeks and uses contemporary theory, research, and data-based evidence to inform instruction.	Consistently demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Consistently seeks and takes advantage of learning opportunities to stay professionally current and acquire new knowledge, skills, and experiences. Is clearly familiar with relevant professional organizations, current research, and interdisciplinary practices. Consistently makes connections between concepts, experiences, and content. Consistently seeks and uses contemporary theory, research, and data- based evidence to inform instruction. Seeks further information and engages others in intellectual discussions. Creates learning opportunities for self and others. Is actively involved in professional groups and associations, or other professional decision-making bodies. Analyzes, synthesizes and evaluates material in order to provide professional development for others.

School of Education/Course Attendance Policy

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

FOR THIS CLASS: Students are expected to attend all class sessions and online weekly activities. If one class is missed a student can still earn an A grade for the course. If two classes are missed the highest grade earned for the course will be a B. If more than two classes are missed a non-passing grade for the course is earned. No assignments/activities/discussions will be able to be made-up when a class is missed and when a weekly module has closed.

For this course: In this hybrid online course, active weekly participation is required in order to create an environment that nurtures and builds online community. Please schedule regular periods of time (3-4 times weekly) to check on course postings, announcements and assignments. **Modules begin on Friday each week and end on Thursday of the following week (see online schedule of modules), except for the last week of the semester – when course will end Friday, May 12th.** This means that forums will only be open for one week at a time. If you miss a forum discussion, no credit will be given for that activity / assignment. The modules are planned to require approximately 3 hours per week, in addition to 6 hours of homework. This course will require 100% online participation when it is an online week. Students will need to use an up-to-date computer and operating system that has the ability and speed to listen to audio and video clips.

To be considered "present" for class each week, students must respond to the discussion forums posted by instructor, provide feedback to at least two peers' responses, submit work to be completed that week online, and either present or respond to a presentation.

- Each weekly module is equivalent to a week of instruction. Students missing two weeks of class cannot receive a passing grade for the course. ***Not participating on an online session will be considered an absence from class.*** Emergencies are considered on a case-by-case basis. However, notifying the instructor does NOT constitute an excuse. All assignments must be turned in on due dates even in case of an absence. Unless extraordinary circumstances are made known, this is NOT negotiable.

These measures are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal learning environment.

Policy on Late/Missed Work

Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late). A minimum of a B- is required to pass this course, because it is a Master of Arts level course (600's).

93 – 100	A	90 – 92	A-
87 – 89	B+	83 – 86	B
80 – 82	**B- (minimal passing grade)**	77 – 79	C+
73 – 76	C	70 – 72	C-

Student Collaboration Policy

This course requires student collaboration, depending on the assignment. In general, discussions, peer feedback, and presentations will be collaborative.

GENERAL CONSIDERATIONS

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 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.

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.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

All work in this course must be the original work of the credential candidate. Scanning of student work via TurnitIn™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others. The instructor may require that some assignments in the course be submitted using the built in TurnitIn™ software feature.

Students making unauthorized copies of copyrighted materials or microcomputer software will receive a failing grade.

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 Disabled 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. 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- All students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning or **a total of at least six hours outside of the classroom each week**. During an online week three hours is expected time devoted to online activities plus six hours of outside preparation is anticipated.

Graduate Writing Assessment Requirement

The California State University maintains a Graduation Writing Assessment Requirement(GWAR) for Master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A Master's candidate will satisfy the graduate writing requirement in EDUC 622 by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the Publication Manual of the American Psychological Association (aka, APA Manual). This manual is a required across all graduate-level (600-level) courses.

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.