Graduate Program

Handbook

College of Education

Department of Elementary and Bilingual Education

CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Elementary and Bilingual Education

GRADUATE PROGRAM HANDBOOK
Department of Elementary and Bilingual Education
California State University, Fullerton

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CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Elementary and Bilingual Education

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Department of Elementary and Bilingual Education

Graduate Program

Our Master of Science in Education degree is designed to help educators upgrade their skills, become informed about new ideas in preschool through grade 8 teaching, and advance just, equitable and inclusive education as leaders in schools, school districts, and other organizations.

CONCEPTUAL FRAMEWORK AND PROGRAM OUTCOMES

The graduate program is designed to meet the program outcomes as stated in the College of Education's Conceptual Framework. In pursuit of the ideals of our mission, vision and core values, the College of Education (COE) develops a strategic plan every five years (http://ed.fullerton.edu/about-the-college/strategic-plan.php). Through a comprehensive planning process that involved faculty, staff, alumni, students and community representatives, the College of Education began implementation of major initiatives related to the plan's three major goals:

- Just, Equitable and Inclusive Education (JEIE)
- Technology
- Community Engagement

COLLEGE COMMITMENT TO JUST, EQUITABLE, AND INCLUSIVE EDUCATION

A just, equitable, and inclusive education requires an <u>awareness</u> of and <u>willingness</u> to interrupt and change policies and practices that have historically institutionalized the privileging of one group of students over others. The College of Education strives to prepare educators with the knowledge and competencies to reflect this disposition in their professional work through their ability to provide:

Just Education

A commitment to meet the educational needs of all students in a fair, caring, respectful, non-discriminatory manner (NCATE, 2008). This includes recognizing and understanding the impact of one's own privileges, biases, perspectives and beliefs on the interactions one has with students.

Equitable Education

A process that goes beyond providing equal opportunities, seeking to guarantee access to resources and to the challenges and supports necessary for all students to attain high-quality outcomes, not predicted by race, ethnicity, SES, gender, family structure, first language, religion, sexual orientation, (im)migration status, or disability.

Inclusive Education

A perspective that acknowledges, recognizes, and respects the knowledge and strengths all students bring from their communities (e.g., cultural, ethnic, disability, and linguistic) and makes community-based knowledge an integral component of curricular and pedagogical development. In this way, we as educators learn to value and draw upon students' backgrounds not only as a means to support them in developing tools to participate with success in the broader society but also as a mechanism to transform how we do our work.

JEIE Resources: http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php

COVID Statement: For updates and resources related to COVID-19 please visit http://coronavirus.fullerton.edu/

COLLEGE DISPOSITION STATEMENT

PROFESSIONAL DISPOSITIONS EXPECTED OF STUDENT

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate *a commitment to fairness and a belief that all children can learn* through an increasing ability to:

Promote Diversity

Candidates demonstrate a commitment to just, equitable, and inclusive education that meets the needs of all students in a caring, respectful, and non-discriminatory manner. In their work as future teachers and educational leaders, candidates identify and provide the academic support necessary for all students to attain high-quality outcomes. Candidates respect and value the inclusion of multiple perspectives, voices, styles of learning, and abilities, and are responsive to students' diverse backgrounds and experiences.

Engage in Collaborative Endeavors

Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

Think Critically

Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performance, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.

Maintain Professional and Ethical Standards

Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

Value life-long learning

Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well- being.

Table 1: Education Unit Conceptual Framework

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EDUCATION UNIT CONCEPTUAL FRAMEWORK

Mission
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who
    a) demonstrate a strong foundation of knowledge
    b) implement effective practice
    c) use current technologies for teaching and learning
2. Reflective and Responsive Practitioners who
    a) advance just, equitable, and inclusive education
    b) make informed decisions
    c) participate in collaborative endeavors
    d) think critically and creatively
3. Committed and Caring Professionals who
    a) demonstrate leadership potential
    b) maintain professional and ethical standards
    c) engage in continuous improvement

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Professional Dispositions Expected of Candidates

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

Contact Information
- Admissions and Academic Advisor – Jennifer Gutierrez (general questions regarding the graduate program) jengutierrez@fullerton.edu
- Graduate Coordinator – Michelle Brye (faculty contact) mvanderveldt@fullerton.edu
- Department Coordinator – Hunter Moreno (registration issues) hmoreno@fullerton.edu

Admission Requirements and Procedures
All candidates must apply to the University for admission into the graduate program. Information regarding admission requirements can be found at:
https://catalog.fullerton.edu/content.php?catoid=61&navoid=7331

Programs
The department has two Master's of Science Programs:

Educational Technology
The Master of Science in Educational Technology is designed to prepare educational technology leaders who understand and apply change theory to promote effective technology integration in learning environments. Students develop the knowledge and skills to effectively integrate innovative technologies and practices in formal and informal educational contexts in order to improve learner performance and achievement. Assignments and projects are directly applicable to students' teaching, instructional coaching and professional contexts.

Education
The Master of Science in Education with a concentration in Bilingual/Bicultural Education is designed to develop qualified bilingual/bicultural educators who can work as classroom or resource teachers and provide professional learning to other educators. It helps individuals teach others how to provide experiences in the cultural heritage of the target population and develop specific teaching techniques and methods in teaching reading and English language development. The program also helps individuals interpret and implement research related to bilingual, bicultural children.

The Master of Science in Education with a concentration in Elementary Curriculum and Instruction is designed to help classroom teachers: advance their knowledge, skills and abilities; become informed about current research and practice in elementary teaching; and prepare for curriculum and instructional leadership roles in public and private schools, preschool-8th grade. Students may choose from a number of study plans, including general curriculum and instruction or an emphasis, such as**:**
1. Education for Social Justice
2. Early Childhood Education
3. Mathematics and Science

Descriptions are provided in the CSU Fullerton Catalog at:
http://catalog.fullerton.edu/preview_entity.php?catoid=17&ent_oid=1967&returnto=2106

Program Information on Key Steps towards the Degree

Filing a Study Plan
IMPORTANT NOTE:
All students are require submit a study plan. Study plans must be completed and submitted to the department by the end of the fourth week of the first semester in the program.

To schedule a study plan advisement session, students must make an appointment with the Academic Advisor

Studies will leave the meeting with a copy of the study plan as a resource for registering for courses. An official copy will be mailed from the university, along with information about when and how to apply for a Graduation Check.

If an approved study plan is not received within four months, students should contact the Graduate Program Admissions and Academic Adviser at EDELgradprograms@fullerton.edu

Attending the Program Orientation
Candidates must attend the Program Orientation online. Orientation date, time and location will be provided to all students via email. An All University New Graduate Student Orientation is typically held on the Saturday morning prior to courses beginning and is optional.

Changing an Emphasis
To change the emphasis listed on the original study plan, student must meet with their advisor to file a new study plan.

Requesting a Program Time-Limit Extension
All requirements for the graduate degree, including all course work on the student's study plan, should normally be completed within five years. This time limit commences with the semester of the earliest course used on the student's study plan and consists of a total of ten (10) consecutive semesters. When individual circumstances warrant, this time limit may be extended for up to two years (four additional consecutive semesters). Approvals for extension must be obtained prior to the expiration of the five-year limit.

Outdated course work (course work older than the student's approved time limit, i.e. normally five years but with approval may be a maximum of seven years) must be repeated. A maximum of nine (9) units of course work may be exempt from this policy if it can be validated. Validation must be accomplished by passing a written comprehensive test of the materials covered by the course being validated or by some equivalent method with prior approval of both the graduate program adviser and the Associate Vice President, Graduate Studies & Research. Courses completed more than ten years prior to the completion of requirements for the degree are not eligible for validation. Any outdated course work which cannot be validated either because of a denial of the "Petition for Validating Outdated Coursework" or because it is in excess of the nine units allowed for validation, must be repeated or updated through the use of additional study plan course work.

Requesting a Leave of Absence

If for any reason a student is not able to be continuously enrolled, a leave of absence must be requested to stay in good standing. One semester of the program must be completed before requesting a leave. Contact Graduate Studies if a leave of absence must be filed. For additional information and forms, visit Graduate Studies http://www.fullerton.edu/graduate/

Choosing a Final Project Course

Three courses are offered for the completion of the final project:

EDEL 594 Research Seminar

Description: Prerequisite: consent of instructor. The preparation, evaluation, development, and presentation of curriculum research proposals culminating in a graduate project. Individuals and groups will participate in critiquing proposals, curriculum projects, and research results. Units: (3)

EDEL 597 Project

Description: Prerequisite: consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a project. Units: (1-3)

EDEL 598 Thesis

Description: Prerequisite: consent of instructor. Individual research with conferences with the instructor, culminating in a thesis. Units: (1-3)

EDEL 594 is completed by cohorts and is chosen by a majority of candidates as their culmination project course. This course provides a faculty instructor to assist in the completion of the project. EDEL 597 or 598 may only be taken with special permission. Interested candidates must consult with their advisor prior to taking these courses.

Preparing for the Final Project

The expertise and interests that you will develop throughout your program will shape the final project. You are encouraged to discuss your ideas with your instructors, as well as continually deepen your knowledge of related theories, research, and practical application of the literature. The activities below will support your preparation. Attendance at each is required, and it is your responsibility to confirm when the orientations will be held.

Project Orientation: All candidates must complete Project Orientation prior to taking EDEL 594. The purpose is to provide an overview of the project, discuss the range of possible topics and formats, and present the Project Proposal guidelines.

Project Proposal Due: All candidates are required to submit a project proposal prior to taking EDEL 594. The proposal will be reviewed by Master's program faculty.

Requesting a Graduation Check

A Graduation Check must be requested no later than fourth week prior to a candidate's final semester. Failure to do so could delay the graduation date. Please note that all dates are subject to change based on changes in the university calendar visit Graduate Studies page for deadline http://www.fullerton.edu/graduate/

Specific information regarding graduation checks and necessary forms can be found at: http://records.fullerton.edu/academics/graduation.php

Graduate Studies

For a list of the policies and procedures from Graduate Studies, candidates should view the following: http://www.fullerton.edu/graduate/academics/policies.php

Attending Commencement

For information, please see: http://www.fullerton.edu/commencement/

Commencement Awards

Each year the faculty of the Department of Elementary and Bilingual Education and the Dean of the College of Education are pleased to honor several of the department's graduating students for their outstanding performance in our M.S. degree programs. Below is a description of each award.

Outstanding Graduate Students

These graduates are those candidates who earned exceptionally high grade point averages in the program, demonstrated positive attitudes and exceptional motivation, and made outstanding contributions to their classes.

Emma H. Holmes Mathematics Award

Named after Professor Emeritus Emma H. Holmes who continues to publish in the area of mathematics education, this award is presented to a candidate who has developed an exemplary Master's project in the area of mathematics. The award was established in 1992 upon Dr. Holmes's retirement. Recommendation is made by the project advisor; final selection is determined by the faculty.

Bernard Kravitz Multicultural Project Award

This award, named for Professor Emeritus Bernard Kravitz, who made significant contributions in the area of multicultural education, is presented to a candidate who develops an outstanding Master's project in the area of multicultural education or social studies. The award was established in 1991 upon Dr. Kravitz's retirement. Recommendation is made by the project advisor; final selection is determined by the faculty.

Mildred Ransdorf Donoghue Early Childhood Education Award

Named after Professor Mildred Ransdorf Donoghue who has made significant contributions in the area of early childhood education and literacy education, this award is presented to a candidate who has developed an outstanding Master's project in the area of early childhood education. Recommendation is made by the project advisor; final selection is determined by the faculty.

Outstanding Curriculum Project
This award is presented to a candidate who has written an outstanding Master's project in any curricular area. Recommendation is made by the project advisor; final selection is determined by the faculty.

Edwin Carr Fellowship
Named after Professor Emeritus Edwin Carr, this award is given to one or two candidates who the faculty believe are most likely to make a significant impact on education in the state of California. It acknowledges the candidates' commitment to their profession, their dedication, and their professional achievements to date. The Dean of the College of Education has the final voice in selection after the faculty have submitted their recommendations.

Completing Program Surveys
Throughout the program, candidates are asked to take four surveys. Three are surveys that all programs in the College of Education (COE) ask candidates to take:
1. **Diversity survey**: Identifies the diversity of the student population that candidates work with
2. **Midpoint survey**: Provides feedback to the COE on the course of study mid-way through program
3. **Exit survey**: Provides feedback to the COE program as candidates exit

The fourth survey is specific for candidates of the Elementary & Bilingual Department only:
4. **End of Program survey**: Provides program feedback to the department as candidates complete the program

Information collected from these surveys will be used to improve the program. All surveys are anonymous.

Timeline for survey completion:
- The entrance survey – taken at the beginning of the program
- The exit survey-taken at end of program in EDEL 594
- The end of the program survey-taken at end of program in EDEL 594

Candidates are prompted to complete surveys by e-mail notification from the College of Education Assessment Office (coeassess@fullerton.edu). The Department End of Program survey is distributed through EDEL 594.

Department Policies
Attendance
The university permits one hour of absence for each credit, and this totals one session absence for the term. Please check the course syllabus for more information.

Transition Point Requirements for Program Completion
Each candidate progresses through four transition points as they move through the program. Successful completion of several requirements and assessments must be met to successfully move through these transition points.

One consistent requirement at each transition point is a candidate's grade point average (GPA). An average GPA of 3.0 must be maintained to graduate. If a candidate falls below a 3.0 GPA, they are placed on academic probation. More information regarding GPA requirements and academic probation can be found on the Graduate Studies Office Website at: http://www.fullerton.edu/graduate/

All requirements and assessments required at the four transition points are noted on the following chart:

Advanced Programs Key Transition Points and Performance Measures

	Admissions to Program	Program Continuation	Qualifying for Culminating Experience	Exit from Program
Elementary & Bilingual Education (EDEL)-ADV-T	• Baccalaureate degree from accredited institution • GPA of 3.0 on last 60 units • Current basic teaching credential or equivalent experience (coordinator approval)	• Approved study plan on file by the end of week four in the first semester of program • Passing score on Literature Review (EDEL 511) [Passing=4 or better; <4 = red flag letter on file] • GPA 3.0 (<3.0 = academic probation) • Passing score on Diversity Assignment (EDEL 529) [Minimum 75%] (faculty review)	• Overall GPA 3.0 or higher • Approval of project proposal (EDEL 594 instructor), OR • Approval of thesis proposal (EDEL 597) [committee review] • IRB approval (if applicable) [IRB board review]	• Completion of 30 units with a minimum 3.0 GPA • Grade of C or better on final master's project with 3.0 overall GPA (EDEL 594 instructor) OR • Approved thesis (EDEL 597) [committee review]

Grade Options

The university statement which defines letter grades and their corresponding grade points is found in the University Catalog at: http://records.fullerton.edu/academics/gradingsystem.php

Faculty have the option of using plus/minus grading to make finer distinctions in assigning grades. Course outlines must include the grading standards and criteria used as well as a statement indicating whether or not plus/minus grading will be used.

Standards for Written Work

University Graduate Writing Requirement
Candidates working toward a master's degree are required to demonstrate writing ability on a graduate level.

Process:
- EDEL 511 Survey of Educational Research has been identified as the course in which candidate writing is assessed. This is done via the use of a Writing Rubric on the Literature Review.
- The final draft of the writing assignment is assessed.
- The same assignment will be assessed for all course sections.
- The analytic rubric used to assess writing quality is common across the College of Education.
- The rubric includes a 6-point scale (5-6 = Exceeds Expectations, 4 = Meets Expectations, 1-3 = Below Expectations), with a total score of 24.
- Four categories of traits are assessed:
  o Completeness of Response & Quality/Clarity of Thought
  o Organization, Sequence of Ideas/Focus
  o Accuracy of Content/Vocabulary
  o Resources/Support/Examples
- An additional assessment of content is also conducted.

College of Education Writing Rubric

Content, Structure, & Style	Exceeds Expectation (5-6)	At Expectation (4)	Below Expectation (1-3)
Quality/Clarity of Thought	Addresses the topic clearly and responds effectively to all aspects of the task; ideas are well-developed; explores the issues thoughtfully and in depth.	Addresses the topic clearly, but may respond to some aspects of the task more effectively than others; shows some depth and clarity of thought.	May treat the topic casually, simplistically or repetitively; lacks focus, or demonstrates confused or simplistic thinking; often fails to communicate ideas; distorts or neglects aspects of the task; presenting generalizations without adequate and appropriate support
Organization, Sequence of Ideas/Focus	Organization is excellent in terms of bridges and transitions; paper remains focused with no wandering to unrelated topics; minor points are related to the thesis; ideas flow in sensible sequence; discussion of area is complete before transitioning to another.	Generally good presentation with either bridges or headings but not all the time; paper is generally focused with text following the order presented in the introduction; relationship of ideas made evident	Few clues are used so that text organization is a challenge to reader; relationship of ideas to thesis is vague; text jumps from topic to topic in shotgun approach; reader must work to keep up with flow of ideas.
Accuracy of Content/Vocabulary	Information is accurate and attributed to correct resources; pragmatic suggestions are appropriate to question; appropriate terms are employed and well defined.	Information is accurate in description but some resources or definitions are weak.	Errors are present in either content and/or resources and examples; response contains poorly defined terms; definitions are faulty; information attributed to incorrect sources

<u>Determination of Proficiency:</u>
- Candidates scoring an average score of 4 or greater will be identified as proficient.
- Candidates scoring less than an average score of 3 will be identified as less than proficient.
- Note: Passing scores for final grades on overall assignment may vary according to program if additional rubric items are used.

<u>Responsibilities of Candidates Determined to be Non-Proficient Writers:</u>
- Candidates who demonstrate less than satisfactory writing skills (i.e., a total average score below 4 on the writing rubric)
    o Will be notified in writing and a letter will be included in the candidate's file.
    o Will be advised of resources available to assist in improving writing skills.
    o Will be provided directions for meeting remediation requirements.
- Candidates' are expected to :
    o Use resources available to them to improve their writing skills.
    o Meet course requirements as they continue in the program.
    o Meet remediation requirements, as approved by a Writing Requirement Coordinator prior to enrolling in a culminating project course.

<u>Types of Graduate Writing</u>
In the graduate program, candidates will be required to demonstrate graduate level writing through a number forms. Below are some of the possible types of writing that candidates are asked to demonstrate.

<u>Literature Review</u>

<u>Common Elements of a Literature Review</u>
- Well defined research question or statement of the problem
- Empirical research
- Synthesis of the research article
- Integration of articles –a connections between articles and a connection between the articles and the research statement or problem (analysis)
- Structured organization (headings)
- APA

<u>Things that Vary</u>
- Purpose
- Type of source
- Number of sources
- Length of review
- Depth of review of each source

<div align="center">Annotated Bibliography</div>

<u>Common Elements of an Annotated Bibliography</u>
- A bibliography that includes a short description of each article and books
- Could be organized thematically
- Could be used in preparation for the literature review
- APA format

<div align="center">Research Critique or Synthesis</div>

<u>Common Elements of a Critique or synthesis</u>
- The purpose is to demonstrate comprehension of research article and to determine credibility
- The focus is on QMA (Questions, Methods, and Answers)
- Evaluation consideration:
    - Well chosen articles
    - Presentation allows judgment of the quality of findings
    - Connection, weight
    - Implications for practice
    - Methodologies
- APA

<u>Things that Vary</u>
- Structure

<div align="center">Scholarships</div>

There are over 20 scholarships available to education students through the College of Education: https://www.fullerton.edu/financialaid/general/scholarships.php