CALIFORNIA STATE UNIVERSITY, FULLERTON

Elementary and Bilingual Education EC-324

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

Education Unit Conceptual Framework

a transformational journey toward educational advancement and achievement

Core Values

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Student Outcomes and Indicators

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

Outcome 1: Knowledgeable and Competent Specialists
   a.   demonstrate strong foundation in subject matter or field of study
   b.   demonstrate strong understanding and implementation of pedagogical skills or skills in their field
   c.   demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
   a.   promote diversity
   b.   make informed decisions
   c.   engage in collaborative endeavors
   d.   think critically

Outcome 3: Committed and Caring Professionals
   a.   become change agents
   b.   maintain professional and ethical standards
   c.   become life-long learners

Department Theme and Propositions

The Department of Elementary & Bilingual Education is committed to:

Equity and Excellence – We are committed to uphold the ideals of respect for the dignity and inherent worthiness of each person. We value all aspects of human development and emphasize the diverse gifts, needs, and interests of each learner. We embrace and are committed to the inclusion of multiple perspectives, voices, cultures, languages, values and knowledge. We develop and model varied learning and teaching methodologies in our classes.

Community and Social Change – We are committed to developing reflective and ethical leaders with a global perspective. Through reflective practices and a focus on lifelong learning, we prepare students to act as change agents as they influence decision making in schools and communities.

Knowledge and Wisdom – We are committed to a philosophy of preparing educational leaders Through a course of study that bases practice upon knowledge of current research in curriculum and instruction. We further embrace the notion of knowledge being acquired through a variety of past and current experiences, methods and processes such as curiosity, critical thinking, and self-reflection.

Education Unit 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 their increasing ability to:

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Promote Diversity
Candidates value all aspects of human development including the diverse ideas, views, strengths, styles of learning, talents, and abilities of each learner. They are committed to the inclusion of multiple perspectives, voices, cultures, languages, experiences, and values. They recognize that each individual brings a depth and richness to the whole that helps develop understanding of individual complexity and appreciation for one another.

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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.

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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 performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.

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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.

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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.

Five Core Propositions
Our Master's program is aligned with the Five Core Propositions, established by the National Board for Professional Teaching Standards:

1. Teachers are Committed to Students and Learning
2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
3. Teachers are Responsible for Managing and Monitoring Student Learning
4. Teachers Think Systematically about Their Practice and Learn from Experience
5. Teachers are Members of Learning Communities

For more information: http://www.nbpts.org/the_standards/the_five_core_propositio

Contact Information
- Admissions and Academic Adviser - Ms. Heather Terry, M.S. (general questions regarding the graduate program) hterry@fullerton.edu.

- Department Coordinator - EC 324 (registration issues)

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:
http://www.fullerton.edu/catalog/

Program Concentrations and Emphases
Candidates may choose one of three concentrations for a Master's of Science in Education:
- **Bilingual/Bicultural**
- **Education Educational Technology**
- **Elementary Curriculum and Instruction**
  An emphasis can be added to the concentration in Elementary Curriculum and Instruction. The following six emphases are offered:
  - **Emphases:**
    1. Technology in Education
    2. Diversity
    3. Early Childhood Education
    4. Staff Development
    5. Professional Inquiry/Practice
    6. Mathematics and Science

Descriptions are provided in the CSU, Fullerton Catalog at:
http://www.fullerton.edu/catalog/pdf/Depts_ElectricalEngineering-EuroStudies.pdf#ELEMENTARY_AND_BILINGUAL_EDUCATION

Program Information on Key Steps towards the Degree

Filing a Study Plan
IMPORTANT NOTE:
Study plans must complete and submitted to the department by the <u>end of the fourth week of the first semester </u>in the program. If a candidate has not filed a study plan by this time, a registration hold will be placed.

To schedule a study plan advisement session, candidates must make an appointment with an advisor (as described in the welcome letter). Candidates will need their CWID and Welcome Letter for advisement.

Prior to the meeting, candidates not in a cohort program, are encouraged to visit the following website to learn more about the emphases available and the courses that may be of interest:
http://www.fullerton.edu/catalog/pdf/Depts_ElectricalEngineering-EuroStudies.pdf#ELEMENTARY_AND_BILINGUAL_EDUCATION

Candidates 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 within four months, along with information about when and how to apply for a Graduation Check.

If an approved study plan is not received within four months, candidates should contact Heather Terry, Graduate Program Admissions and Academic Adviser at hterry@fullerton.edu

Attending the Program Orientation
Candidates must attend the Program Orientation either online or face to face. Orientation date, time and location will be provided to all students via email. An All University New Graduate Student Orientation is typically held in the morning and is optional. The Program Orientation will follow the University Orientation.

Changing a Study Plan
A change of study plan is required if a candidate decides to change any of the courses listed on the original study plan. The candidate must contact their advisor to file a change of study plan. NOTE: Changing the semester or time a course is taken does not require a change of study plan, as long as the course remains the same.

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

Changing a Concentration
To change the concentration listed on the original study plan a candidate must fill out a Change of Objective form provided at the Admission and Records office. There is a small fee charged to file a change of objective or emphasis For example, if the candidate is enrolled in the Educational Technology concentration and he/she decides that the Curriculum and Instruction

concentration with an emphasis in Technology in Education would be a better match, a Change of Objective form must be filed through the office of Admissions and Records. NOTE: This kind of change also requires a change of study plan if one has already been completed.

Requesting a Program Time-Limit Extension
All requirements for the master's degree, including all course work on the candidate's study plan, should be completed within five years. This time limit begins with the semester of the earliest course used on the 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).

A candidate may request an extension of the five-year time limit by filing a petition with the Graduate Studies Office. The petition must contain a full explanation of the circumstances that prevented completion of the degree requirements within the normal five-year limit and must be approved (signed) by the program's Academic Adviser, the program chair and the Director of Graduate Studies. Approvals for extension must be obtained prior to the expiration of the five-year limit.

Requesting a Leave of Absence
If for any reason a candidate will not be continuously enrolled, a leave of absence must be requested to stay in good standing. Contact Admissions and Records if a leave of absence must be filed. For additional information and forms, visit Graduate Studies http://www.fullerton.edu/graduate/currentstudents*.*
University Policy: http://www.fullerton.edu/graduate/_forms/adminforms/Form_LOA_with-Policy-6-12-12.pdf

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 chosen by a majority of candidate's 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. One year before you plan to take EDEL 594 begins the formal preparation for the project. The three 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 attend the Project Orientation <u>two semesters prior</u> 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. One orientation is held in the fall and spring semesters, typically during the second half of the term. Orientation dates and times will be announced by course instructors.*

Project Proposal Due: *All candidates are required to submit a project proposal the <u>semester prior</u> to taking EDEL 594. The proposal is due within the first month of the semester and will be reviewed by Master's program faculty. Feedback will be provided at the Project Workshop.*

Project Workshop: *All candidates must attend the workshop one semester prior to taking EDEL 594. Feedback on your Project Proposal from Master's program faculty will be provided during the workshop. Additional information about the project will be provided to support preparation for the first EDEL 594 class session. Dates and times will be announced each semester.*
Sample Timeline Based on Taking EDEL 594 in Fall 2014
- *Project Orientation – Fall 2013 (November)*
- *Project Proposal Due – Spring 2014 (February)*
- *Project Workshop – Spring 2014 (March or April)*
- *EDEL 594 – Fall 2014 (class begins)*

Requesting a Graduation Check
IMPORTANT:
A Graduation Check must be requested no later than one week prior to a candidate's final semester. Failure to do so could delay the graduation date.

Specific information regarding graduation checks and necessary forms can be found at:
http://www.fullerton.edu/admissions/CurrentStudent/Graduation.asp or by calling the Admissions and Records office at 657-278-2300.

Attending Commencement
For information, please see: http://ed.fullerton.edu/Current/commencement.html

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. Typically three or four candidates are selected.

Emma H. Holmes Mathematics Award
Named after Professor Emeritus Emma H. Homes 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. 9 1/11

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. Once each survey is completed, candidates must print out the thank you page and give it to an instructor as verification.

Timeline for survey completion:
- *The diversity survey-taken toward the beginning of program in EDEL 511*
- *The midpoint survey-taken during the sixth course*
- *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). For additional information, visit http://ed.fullerton.edu/Current/mastersStudents.html. The Department End of Program survey is distributed through EDEL 594 course website.

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 successful 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://www.fullerton.edu/admissions/CurrentStudent/gradingsystem.asp

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:*
  - *Completeness of Response & Quality/Clarity of Thought*
  - *Organization, Sequence of Ideas/Focus*
  - *Accuracy of Content/Vocabulary*
  - *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

Determination of Proficiency:
- *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.*

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

Types of Graduate Writing
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.

Literature Review

Common Elements of a Literature Review
- *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*

Things that Vary
- *Purpose*
- *Type of source*
- *Number of sources*
- *Length of review*
- *Depth of review of each source*

<center>*Annotated Bibliography*</center>

Common Elements of an Annotated Bibliography
- *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*

<center>*Research Critique or Synthesis*</center>

Common Elements of a Critique or synthesis
- *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*

Things that Vary
- *Structure*