

OTL579: Research-Based Professional Project

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Course Description and Outcomes



Course Description:

This research-based course is an opportunity for students to integrate and synthesize their learning across the program curriculum and demonstrate the skills needed to be an effective educator in today's global community. The culminating professional project will be framed around nationally recognized educator effectiveness knowledge, skills, and standards that can be of strategic benefit to a professional or educational organization. Prerequisite: All core and specialization courses

Course Overview:

OTL579 is designed to give students finishing their work in the MSTL program real and practical experience around a project of their choosing that relates to a real and data-driven issue, challenge, or need that they have experienced or will experience. Students can choose from six different project options ranging from developing a professional website to writing a grant proposal. The goal of the projects is to not only give students an opportunity to develop something of lasting import that they can use in their daily and future practices, but also to assess students on their knowledge of course content and outcomes across the entire MSTL program. Each module is designed to instruct students in each of the project options. Thus, students will have ample information and resources to help them develop the project they select. Students will also gain a working knowledge of the other project options, which will be helpful should they need to do a similar project such as grant writing, for example, in the future. OTL579 is an excellent way for students to demonstrate the collective knowledge and competencies they have gained through their work in the CSU-Global MSTL program.

Course Learning Outcomes:

1. Apply a working knowledge of course concepts from the program of study to a professional project.
2. Assemble a theoretical framework relevant to developing, administering, evaluating, and managing effective educational programs.
3. Analyze and present evidence of effective educational practices.
4. Evaluate research based practices in a collaborative environment.

Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials



Textbook Information is located in the CSU-Global Booklist on the Student Portal.

Course Schedule



Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Critical Thinking Activities: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	• Chapters 9-11 in <i>The Action Research Guidebook</i>	• Discussion (25 points) • Critical Thinking (75 points)
2	• All the Module 2 content and embedded links, videos, and materials	• Discussion (25 points) • Critical Thinking (75 points)
3	• All the Module 3 content and embedded links, videos, and materials	• Discussion (25 points) • Critical Thinking (75 points)
4	• All the Module 4 content and embedded links, videos, and materials	• Discussion (25 points) • Critical Thinking (75 points)
5	• All the Module 5 content and embedded links, videos, and resources	• Discussion (25 points) • Critical Thinking (75 points)
6	• All the Module 6 content and embedded links, videos, and materials	• Program Completer Survey (25 points) • Critical Thinking (75 points)
7	• All the Module 7 content and embedded links, videos, and materials	• Discussion (25 points)

8	All the Module 8 content and embedded links, videos, and materials	- Discussion (25 points) - Portfolio Project (350 points)
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Assignment Details



This course includes the following assignments/projects:

Module 1

CRITICAL THINKING:

Taking Action: A Data-Informed Professional Project Plan, Rough Draft (75 points)

Each Critical Thinking assignment in this course serves as a foundation for your final Portfolio Project, which may be one of the project options below. You will notice that although the project options are quite different, the grading criteria for each project (Content, Analysis, Presentation, Sources) are the same, and each of these criteria is mapped to the same program and course outcomes. Therefore, each project is equal in rigor, requirements, and expectations.

There is no “easy” project. However, we are excited to offer you a variety of ways to demonstrate your competencies in both program and course outcomes, knowing that every student has different professional needs. Click on each option to open up a document outlining that particular project’s requirements and grading expectations; also note, in parentheses, the module in which the project will be discussed in detail. (The following documents are linked in the assignment, found in the respective module’s folder.)

- Professional Leadership Website (Module 2)
- Online Environments (Module 3)
- Professional Presentation (Module 4)
- Grant Proposal (Module 5)
- White Paper (Module 6)
- Curriculum Leadership (Module 6)

The topic of your project may be on any educational issue relevant to your educational role, school district, specific professional goals, etc. Your first job, then, is to identify your organization and its vision and mission, determine a *data-driven need* aligned with the vision and mission of the organization, identify the audience, and then select the type of project that will address the identified need.

Then, you are going to begin drafting your professional project idea using the “Taking Action” template provided:

- Taking Action: A Data-Informed Professional Project Plan**
- You will submit your completed template to your instructor here in Week 1 for feedback. You will then use that feedback to revise the template for your CT in Module 2.

As you begin work on the "Taking Action: A Data-Informed Professional Project Plan" template, review your previous work from OTL 568 Action Research. You have permission to reuse any of the work you completed in the OTL 568 Action Research course if it supports your culminating professional project choice in this course.

Ensure you have completed the entire template before submitting; then upload your template to the Module 1 folder. Ensure it adheres to any applicable formatting, as outlined in the *CSU-Global Guide to Writing & APA*.

Module 2

CRITICAL THINKING:

Taking Action: A Data-Informed Professional Project Plan, Final Draft (75 points)

For this week's Critical Thinking assignment, you are going to finalize your professional project idea by making final changes or improvements to the **Taking Action: A Data-Informed Professional Project Plan** template that you completed in Module 1. Use your instructor's feedback on your rough draft template submission to guide your changes and improvements for this final draft. Remember, this plan will serve as your roadmap for the actual development of your Professional Project. You will update your progress on this plan in Weeks 3 through 6.

Submit the final draft of your project plan to the Module 2 folder. Ensure it adheres to any applicable formatting, as outlined in the *CSU-Global Guide to Writing & APA*.

Module 3

CRITICAL THINKING:

Taking Action: A Data-Informed Professional Project Plan, Progress Update (75 points)

For this week's Critical Thinking assignment, you will update the progress you are making on your professional project using the template provided and completed in Modules 1 and 2. On that template, there is a column in the last section that says "Problems and Questions." This is where, in summary form, **you explain the progress you are making on each action item** that is due per your projected timeline.

In addition to updating your progress on the template, you will also submit the working draft or link to the professional project currently under construction for instructor feedback. Note that this working draft is in no way expected to be complete, but should demonstrate active and forward progress toward the end goal per your template. You and your instructor should see marked progress each week, and be sure you are making adjustments and improvements each week based on your instructor's feedback.

Submit your progress report per your plan template (with appropriate hard copy materials or URL live link to your digital materials) to the Module 3 folder. Ensure your project adheres to the guidelines set forth in the *CSU-Global Guide to Writing & APA*.

Module 4

CRITICAL THINKING:

Taking Action: A Data-Informed Professional Project Plan, Progress Update (75 points)

For this week's Critical Thinking assignment, you will update the progress you are making on your professional project using the template provided and completed in Modules 1 and 2, just as you did last week. As before, in the section that says "Problems and Questions," explain the progress you are making on each action item that is due per your projected timeline. You should be further along on your project *this* week than you were last week.

In addition to updating your progress on the template, you will also submit the working draft or link to the professional project currently under construction for instructor feedback. Note that this working draft is in no way expected to be complete, but should demonstrate active and forward progress toward the end goal per your template. You and your instructor should see marked progress each week, and be sure you are making adjustments and improvements each week based on your instructor's feedback.

Submit your progress report per your plan template (with appropriate hard copy materials or URL live link to your digital materials) to the Module 4 folder. Ensure your project adheres to the guidelines set forth in the *CSU-Global Guide to Writing & APA*.

Module 5

CRITICAL THINKING:

Taking Action: A Data-Informed Professional Project Plan, Progress Update (75 points)

Just as you have been doing, for this week's Critical Thinking assignment you will update the progress you are making on your professional project using the template provided and completed in Modules 1 and 2. As before, in the section that says "Problems and Questions," explain the progress you are making on each action item that is due per your projected timeline. You should be further along on your project *this* week than you were last week.

In addition to updating your progress on the template, you will also submit the working draft or link to the professional project currently under construction for instructor feedback. Note that this working draft is in no way expected to be complete, but should demonstrate active and forward progress toward the end goal per your template. You and your instructor should see marked progress each week, and be sure you are making adjustments and improvements each week based on your instructor's feedback.

Submit your progress report per your plan template (with appropriate hard copy materials or URL live link to your digital materials) to the Module 5 folder. Ensure your project adheres to the guidelines set forth in the *CSU-Global Guide to Writing & APA*.

Module 6

CRITICAL THINKING:

Taking Action: A Data-Informed Professional Project Plan, Progress Update (75 points)

For this week's Critical Thinking assignment, you will complete your *last* updates on your professional project using the template provided and completed in Modules 1 and 2. It is hoped that you are seeing your final project really coming together! As before, in the section that says "Problems and Questions," explain the progress you are making on each action item that is due per your projected timeline. You should be finalizing your project this week so you are ready to present to your authentic audience during Week 7!

In addition to updating your progress on the template, you will also submit the working draft or link to the professional project currently under construction for instructor feedback.

Submit your progress report per your plan template (with appropriate hard copy materials or URL live link to your digital materials) to the Week 6 Assignments page. Ensure your project adheres to the guidelines set forth in the *CSU-Global Guide to Writing & APA*.

Module 8

PORTFOLIO PROJECT:

Final Professional Project and Five-Year Professional Learning Plan (350 points)

Professional Project:

Throughout this course, you have systematically worked on a culminating professional project of your choosing. Each week, you submitted progress reports and artifacts of development for instructor feedback. Now it is time to add the finishing touches, based on that groundwork and the feedback you received from your instructor and peers.

For your final Portfolio Project, submit your completed professional project. It should be one of the following: (The following documents are linked in the assignment, found in the respective module's folder.)

- Professional Leadership Website (Module 2)
- Online Environments (Module 3)
- Professional Presentation (Module 4)
- Grant Proposal (Module 5)
- White Paper (Module 6)
- Curriculum Leadership (Module 6)

Compile the feedback provided by the authentic audience in Week 7 on the implementation of your professional

project. Use that feedback to make further revisions and adjustments to your project before submission.

Remember to review the associated project's *Scoring Guide* in conjunction with the Portfolio Project rubric. Your instructor will use both when conducting his or her final evaluation of your project, so make sure your project aligns with all project expectations outlined in those documents. Additionally, ensure everything is professionally presented, well written, well organized and that it adheres to the *CSU-Global Guide to Writing & APA*.

Five-Year Professional Learning Plan:

Develop your five-year, evidence-based professional learning plan, determined through an analysis of current and ongoing evidence (e.g., could be a teacher evaluation, student surveys, etc.). It must include the following:

- **Analysis of data used to guide the recommended learning targets that span 5 years**
- **SMART goals for each professional learning target area** (i.e., so you will know when you have met your new learning target(s))
- **Professional learning opportunities** (i.e., professional learning you plan to engage in to meet each of the professional learning targets you set)
- **Progress monitoring method for each target/goal- How you will monitor your progress toward the goal to see if you are working toward achievement?**

You can view two examples in the Module 8 folder.

When both your project and plan are completed, paste the link to your professional project into the document containing your five-year professional learning plan and submit just one document for this assignment. If your project is *not* a website or housed online, and you are submitting a Word document for your final project, please add your five-year plan graphic/table as an appendix to your project.

Remember to review the grading guide and Portfolio Project rubric before submission to ensure your project meets all the required criteria. Also ensure your project and five-year plan are well-written, thoroughly detailed, and crafted in accordance with the *CSU-Global Guide to Writing & APA*.

Course Policies



Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Paper

Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions on your course’s Assignments page.

Disability Services Statement

CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.