



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDAD 626A
Course Title	Professional Studies, Advanced
CRN Number	41007
Days	TBA
Time	TBA
Course Location	TBA
Semester / Year	Fall 2015
Instructor	Van Vooren, C.
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Office	UH 401
Hours	TBA

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

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

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

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

COURSE DESCRIPTION

Course Description

Provides the student with basic on-site experiences appropriate to an entry-level administrator. Students will work closely with an on-site administrator and University instructional supervisor in the development and implementation of a plan for field experiences including application of basic preliminary administrative services functions. Students will develop a paper, project, or other product, collaboratively agreed upon with the supervisory team, which integrates learning from the fieldwork and which will be used by the cooperating site. *May be repeated for credit, but only two units may be applied to the program of study. Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDAD 640B. Enrollment restricted to students who have obtained consent of Program Coordinator.*

Course Prerequisites

This course provides students with basic on-site experiences appropriate to an entry-level administrator. Students will work closely with an on-site administrator and University instructional supervisor in the development and implementation of a plan for field experiences including basic preliminary administrative functions. Students will develop a paper, project, or other product, collaboratively agreed upon with the supervisory team, which integrates learning from the fieldwork and which will be used by the cooperating site.

Graded Credit/ No Credit

Course Objectives

1. Demonstrate experience in the California Administrative Content and Performance Expectations (CACE and CAPE) through evidence-based documents.
2. Write a reflection that summarizes personal growth and progress towards the CAPE and CACE standards through this experience.

Unique Course Requirements

Students will engage in a minimum of 15 hours (equivalent of 1 unit) in planning and implementing a unique leadership project.

Credit Hour Policy Statement

- Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

No text required.

Course Material Available

Cougar Courses

COURSE LEARNING OUTCOMES

The course objectives, assignments, and assessments have been aligned with the CCTC standards for a California Preliminary Administrative Services Credential. This course is designed to help teachers seek skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Candidates will be required to formally match alignment with the following Leadership Standards in this course:

Category III: Field Experiences in the Program

Program Standard 12: Nature of Field Experiences

In the administrative services preparation program, candidates participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Each candidate is introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the *Performance Expectations*. Field experiences include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.

Program Standard 13: Guidance, Assistance and Feedback

The administrative services preparation program sponsor has an effective system by which the candidate's performance is guided, assisted, and evaluated in each field experience. In this system, at least one field/clinical supervisor and at least one program supervisor provide complete, accurate, and timely feedback to the candidate, including constructive suggestions for improvement.

MA IN EDUCATION PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

The Master of Arts in Education Program assesses four (4) Program Student Learning Outcomes (PSLO).

PSLO 1: Professional Dispositions (EDAD 610, EDAD 618A, & EDAD 620)

PSLO 2: Leadership Skills (Professional Portfolio)

PSLO 3: Analyze Research (EDUC 622)

PSLO 4: Integrate Research (EDUC 698)

GENERAL CONSIDERATIONS

School of Education 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*).

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.

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.

All University Writing Requirement

The All-University Writing Requirement of 850 words for a 1-unit course, is satisfied through the field experience reflection.

Course Format

Face to face

Necessary Technical Competency Required of Students

Cougar Courses

Contact Information for Technical Support Assistance

The CSUSM Help Desk.

Use of Technology

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Final Exam Statement

That there will be no final exam.

Grading Standards

The Form2 reflection and supporting field experience documents will be graded pass/fail. The work will show an alignment with the two face-to-face courses and their standards. The reflection will indicate the learnings from the process and the areas of growth and challenges for the candidate.

Policy on Late/Missed Work

There will be no late or missed work accepted..

Student Collaboration Policy

This is an individual project unless collaboration is pre-arranged with the faculty. .

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)
Session 1 Date 8/31	Introduction to the field study assignment.	Read the appropriate pages in the Portfolio and Field Study Handbook.
Session 2 Date 9/7	Site principal involvement in the process.	Review the assignment with the site principal. Solicit advice.
Session 3 Date 9/14	Complete the Field Study Form 1	Fill out the Form 1, have the principal sign it, and submit it through Cougar Courses
Session 4 Date 9/21	Log hours in the Field Study Project	
Session 5 Date 9/28	Log hours in the Field Study Project	
Session 6 Date 10/5	Log hours in the Field Study Project	
Session 7 Date 10/12	Log hours in the Field Study Project	Give a mid-term report on your field study progress. Monitor and adjust .
Session 8 Date 10/19	Log hours in the Field Study Project	
Session 9 Date 10/26	Log hours in the Field Study Project	
Session 10 Date 11/2	Log hours in the Field Study Project	
Session 11 Date 11/9	Log hours in the Field Study Project	
Session 12 Date 11/16	Log hours in the Field Study Project	
Session 13 Date 11/23	Log hours in the Field Study Project	
Session 14 Date 11/30	Complete the Field Study Form 2	Fill out Form 2, have the principal sign it, and submit it through Cougar Courses
Session 15 Date 12/7	Receive feedback on the submitted field study.	Faculty return the graded and signed field study for inclusion in the portfolio.
Final Exam Date	N/A	