Course & Section Nos.	**EDSS 571 (01)**
Course Title	**Clinical Practice in Secondary Schools I**
Class Roster No.	**41084**
Course Day(s)	**Arranged Days**
Time	**Arranged Time**
Course Location	**Assigned School Site**
Semester / Year	**Fall 2017**
Instructor	Staff (Julie Rich lead, Program Coordinator)
Phone	760.750.8550
E-Mail	jrich@csusm.edu
Office	UH 431-1
Office Hours	By Appointment

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

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Clinical Practice in Secondary Schools I

Observation and teaching in selected secondary schools under the supervision of a classroom teacher and university supervisor. *Graded Credit/No Credit.*

Clinical Practice is a field work class that represents 6 units in the fall and 7 units in the spring. Your course instructor is your University Supervisor, who has been chosen for the experience, coaching and knowledge they will bring to this field placement class. As your instructor they will make and collect assignments, observe you, give you feedback, review your Teacher Performance Expectations (TPE) digital portfolio requirement (see description on page 3) and assign your grade. Successful completion of both CP I and CP II are required for you to be recommended for your credential.

Clinical Practice I (part one of the Clinical Practice requirement) is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and dispositions at the novice level necessary to assist schools and districts in implementing an effective program for all students. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's; that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum competence on any of the TPE's by the completion of the program will prevent the acquisition of the Single Subject Credential. Minimum competency will be considered a rating of 'approaching' for all TPE's considered for completion in CP I. A full-text version of the TPE descriptions can be downloaded from the School of Education website.

Course Prerequisites

Full admission to the Single Subject Program including but not limited to: EDUC 350, EDUC 364, & EDUC 422, CSET or waiver, CBEST, and participation in the admissions process.

Course Objectives

Clinical Practice provides the opportunity to practice the theories and instructional strategies learned in program coursework in an actual school setting under the direction of a Cooperating Teacher. Candidates will participate in planning, delivery of instruction, assessment and reflection in a controlled setting with daily feedback from a veteran teacher and observations completed by a highly qualified University Supervisor, including written feedback. Candidates are expected to demonstrate competency in all Teacher Performance Expectations, based on the California Standards for the Teaching Profession (CSTP).

TPE 1: Engaging and Supporting All Students in Learning
TPE 2: Creating and Maintaining Effective Environments for Student Learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 5: Assessing Student Learning
TPE 6: Developing as a Professional Educator

Unique Course Requirements

Teacher education is a professional preparation program. Teacher Candidates in the SS program will be present on the assigned school site every Monday through Thursday following the teacher contract for that site, and prepared with lesson plans and other assignments from the first pre-service day until the last teaching day before winter break.

Teacher Candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality, rules of conduct and professionalism as referenced at: http://www.ctc.ca.gov/credentials/rules-of-conduct.html and the 2013 Laws and Rules Manual, http://www.ctc.ca.gov/educator-discipline/files/CTC-Laws-Rules-2013.pdf

Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, all written communication is expected to be clear, appropriate and error-free.

Lesson plans will be written for all teaching days and will be turned in on time, according to the schedule required by the University Supervisor and Cooperating Teacher.   Digital TPE portfolios on TaskStream will be maintained and available (published) to the University Supervisor upon request. Please discuss individual issues with the Cooperating Teacher, On-site Liaison and/or University Supervisor. Points will be deducted if assignments /lesson plans/TPE portfolios are submitted late.

OVERVIEW:
Semester one—Clinical Practice I
Candidates will attend core coursework each Friday from 7:00 a.m. until 5 p.m. (subject to change). The core coursework (EDSS 511, 521 and 555) includes co-teaching by faculty, combined sessions and online work. Candidates will also have 10 methods sessions (2 units, 30 hours) spread over the semester on Tuesday or Thursday evening/s and with some Saturday sessions.

Candidates will be at the assigned school site, following the teacher contract hours, with an interdisciplinary cohort group (3-4 candidates) each Monday - Thursday beginning with pre-service days and continuing until the day before winter break. A co-teaching approach to Clinical Practice will be used in all settings. Candidates will participate in all class activities and move gradually from assisting in the supportive co-teaching approach to leading all aspects from planning to presentation by the end of the experience. **University Supervisors (US), the instructors for Clinical Practice, will formally observe each candidate 4 times which will include observing one planning session.   They will also evaluate the TPE portfolio and rate Professional dispositions in collaboration with your school site team.**

Candidates will be placed with one Cooperating Teacher (CT) for 2 periods of the same assignment (e.g. two English 9 classes) and one setting for assisting such as AVID (advancement via individual determination), SEI (structured English Immersion), ELD (English Language Development) or special education – whatever best suits the needs of the site. (This represents 50% of the day based on a 6 period day).   During the remaining unassigned periods (3) candidates will be expected to plan with the CT and work with their cohort partners on site to complete university projects and assignments.   Candidates will also have a standing weekly lunch with the OSL.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

"TPE –full text" from CTC:
https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf

California State Standards: (also known as common core)
http://www.cde.ca.gov/re/cc/

California Content Standards:
http://www.cde.ca.gov/re/cc/

California English Language Development Standards:
http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

TaskStream Account (1 year $50)

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COURSE LEARNING OUTCOMES

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Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the 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. You will be required to formally address the following TPEs in this course:

TPE 1: Engaging and Supporting All Students in Learning
TPE 2: Creating and Maintaining Effective Environments for Student Learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 5: Assessing Student Learning
TPE 6: Developing as a Professional Educator

Teacher Candidates develop a TPE Portfolio on TaskStream with artifacts and/or evidence for each TPE. This Portfolio, along with observations, coursework assignments, conferences and other communication form the basis for evaluation which is done by the University Supervisor.

- **Educator Preparation Program Standard 14 from the CTC states:**

  Supervised Fieldwork in the Program
- **Standard 14: Learning to Teach through Supervised Fieldwork (CTC)**
- The teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in schools selected by the program sponsor. All candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework.

- Qualified members of the teacher preparation program (University Supervisors) determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (a) being given instructional responsibilities with K-12 students, and (b) being given daily whole-class instructional responsibilities in a K-12 school. In addition, each candidate must demonstrate a fundamental ability to teach in the major domains of the *Teaching Performance Expectations*.
- During the supervised field experience, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, including in a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. As part of this experience, or in a different setting if necessary, each candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2017-18 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

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Syllabus is subject to change.

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edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:
http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three 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 a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

Syllabus is subject to change.

EDSS 571 CLINICAL PRACTICE COURSE CALENDAR, ASSIGNMENTS AND RUBRICS F17

Although this schedule is carefully planned, the **instructors** (University Supervisors – US) reserve the right to make changes based on unforeseen circumstances and teachable moments.

*** CP Handbook and forms link for all pertinent forms:
http://www.csusm.edu/soe/credential/singlesubject/clinicalpractice.html

Key:
Lesson Plan Record (LPR) documents lessons observed/assisted
Lesson Plan Projection (LPP) documents planning of lessons to be co-taught
TC Reflection Log –reflection on the CP experience

Note: TC must attend one training session (either August 17, 21, 23, 30) **WITH the CT.**

Week #	Dates	CP Assignment	Due to your US	Notes
1	Aug 28 – Sep 1	All Candidates complete lesson plan records (LPR) Template #1 for week/s in session and TC Reflection Log (Template #2)	Tuesday Sept. 5 LPR Log	
2	Sept 4 – Sept 8	All Candidates complete lesson plan record (LPR) for this week All Candidates – CT & TC Collegial Conversation (aka Pre-nuptial Conversation) completed (Template #3)	Tuesday, Sept. 12 LPR **Collegial Conversation**	
3	Sept 11 – Sept 15 Core Courses Joint Session Friday, Sept. 15	All Candidates complete lesson plan record (LPR) for this week Copy of the Scope and Sequence for your content area (Fall semester only)	Tuesday, Sept. 19 LPR **Scope and Sequence**	CP workshop after joint session Sept. 15
4	Sept 18 – Sept 22	All Candidates complete lesson plan record (LPR) for this week Class Profile: Context for Learning (Template #4)	*Tuesday, Sept. 26 LPR **Class Profile: Context for Learning**	
	*Note: changing from Lesson Plan Record to Lesson Plan Projection			

Syllabus is subject to change.

Week #	Dates	CP Assignment	Due to your US	Notes
5	Sept 25 – Sept 29 Core courses Joint Session September 29	All Candidates complete lesson plan projection (LPP) for this week	*Tuesday, Sept. 26 LPP	**CP workshop** after joint session Sept. 29 Complete PD self assessment
6	Oct 2 – Oct 6	All Candidates complete lesson plan projection (LPP) for this week plus TC Reflection Log	Tuesday, Oct 3 LPP Log	
7	Oct 9 – Oct13	All Candidates complete LPP	Tuesday, Oct 10 LPP	
8	Oct 16 – Oct 20	All Candidates complete LPP	Tuesday, Oct 17 LPP	
9	Oct 23 – Oct 27	All Candidates complete LPP	Tuesday, Oct 24 LPP	
10	Oct 30 – Nov 3	All Candidates complete lesson plan projection (LPP) for this week plus TC Reflection Log	Tuesday, Oct 31 LPP Log	**CP workshop** after joint session Nov. 3
11	Nov 6 – Nov 10	All Candidates complete LPP	Tuesday, Nov 7 LPP	
12	Nov 13 – Nov 17	All Candidates complete LPP	Tuesday, Nov 14 LPP	
13	Nov 20 – Nov 24	Thanksgiving Break ☺		
14	Nov 27 – Dec 1	All Candidates complete lesson plan projection (LPP) for this week plus TC Reflection Log	Tuesday, Nov 28 LPP Log	
15	Dec 4– Dec 10	All Candidates complete LPP	Tuesday, Dec 5 LPP	
16	Dec 11 – Dec 15	Finish CP I ☺		
	Dec 18 – Dec 22	Finish CP I ☺		Have a restful winter break!

Syllabus is subject to change.

FORMS AND SAMPLES:

<mark>**TEMPLATE #1**</mark>

<mark>**Lesson Plan Record or Lesson Plan Projection for Week Of:**</mark>_____

M (Plans for your CT)	Standard(s) Objective(s) (Remember-SWBAT **observable** BY **Measurable**.) Assessment(s) Instruction: Anticipatory set Instruction Guided Practice Independent Practice Closure Special Considerations: (EL and SN) Co-Teaching Plan:
T	Standard(s) Objective(s) (Remember-SWBAT **observable** BY **Measurable**.) Assessment(s) Instruction: Anticipatory set Instruction Guided Practice Independent Practice Closure Special Considerations: (EL and SN) Co-Teaching Plan:
W	Standard(s) Objective(s) (Remember-SWBAT **observable** BY **Measurable**.) Assessment(s) Instruction: Anticipatory set Instruction Guided Practice Independent Practice Closure Special Considerations: (EL and SN)

Syllabus is subject to change.

	Co-Teaching Plan:
Th	Standard(s)
	Objective(s) (Remember-SWBAT **observable** BY **Measurable**.)
	Assessment(s)
	Instruction: Anticipatory set Instruction Guided Practice Independent Practice Closure
	Special Considerations: (EL and SN)
	Co-Teaching Plan:
F	Standard(s)
	Objective(s) (Remember-SWBAT **observable** BY **Measurable**.)
	Assessment(s)
	Instruction: Anticipatory set Instruction Guided Practice Independent Practice Closure
	Special Considerations: (EL and SN)
	Co-Teaching Plan:

Syllabus is subject to change.

Teacher Candidate CP Reflection Log

Name: _____ Weeks: _____ Date: _____

Directions: complete Lesson Plan Records for two weeks using the Lesson Plan Record Form (page 2-3) and email the LPRs and this reflection to your US.

What was a positive highlight in your teaching during these two weeks?

What was your biggest challenge?

What aspect of teaching do you hope to work on or refine for the next two weeks?

Check the co-teaching models you have used during this reporting time.

Co-teaching Model Used	Frequently	Occasionally	Not yet
Supportive			
Complementary			
Parallel			
Team			

Do you need to speak with the University Supervisor   YES_____   NO_____

Collegial Conversation with your CT

AKA "Prenuptial Conversation" Issues for Discussion and Planning

Time for Planning
- How much time do we need?
- Where will we find the time that we need?
- How will we use our time together?
- What records can we keep to facilitate our planning?

Instruction
- What content will we include?
- Who plans for what content?
- How will we share teaching responsibility?
- Who adapts the curriculum and instructional and assessment procedures for select students?
- What are our strengths in the area of instruction and assessment?
- How will the content be presented -- will one person teach and the other(s) arrange and facilitate follow-up activities, or will all members share in the teaching of the lesson?
- How will we arrange to share our expertise? How can we arrange to observe one another and practice peer coaching?
- Do we rotate responsibilities?
- How will we assess the effectiveness of our instruction?

Student Behavior
- If we could each have only three class rules, what would those be?
- Who decides on the disciplinary procedures?
- Who carries out the disciplinary procedures and delivers the consequences?
- How will we be consistent in dealing with behavior?
- How will we proactively addressing behavior?

Communication
- What types and frequency of communication do we each like to have with parents?
- How will we explain this collaborative teaching arrangement to the parents?
- Who will communicate with parents? Will there be shared responsibility for communication with parents of students with identified special education and other specialized needs, or will particular members of co-teaching team have this responsibility?
- What types and frequency of communication do we each like to have with students?
- Who will communicate with students?
- How will we ensure regular communication with each other?
- Who communicates with administrators?

Evaluation
- How will we monitor students' progress?
- How will we assess and grade student performance?
- Who evaluates which group of students -- do team members collaborate in evaluating all students' performances, or is each team member primarily responsible for evaluating a subset of students?

Logistics
- How will we explain our co-teaching arrangement to the students and convey that we are equals in the classroom?
- How will we refer to each other in front of the students?
- How will teacher space be shared?
- How will the room be arranged?
- Who completes the paperwork for students identified as eligible for special education?
- How is the decision made to expand or contract team membership?
- How will a balance of decision-making power be maintained among co-teachers?

Syllabus is subject to change.

Name _____   School _____   Semester _____

CLASS PROFILE: CONTEXT FOR LEARNING INFORMATION (edTPA and BTSA)

Respond to the prompts below (**no more than 4 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt.

Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

About the School Where You Are Teaching

1. In what type of school do you teach? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

    Middle school: _____
    High school: _____
    Other (please describe): _____

    Urban: _____
    Suburban: _____
    Rural: _____

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, remedial course, honors course) that will affect your teaching in this learning segment.

3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

About the Class

1. What is the name of this course?

2. What is the length of the course? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

    One semester: _____
    One year: _____
    Other (please describe): _____

3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?

4. Is there any ability grouping or tracking in subject area? If so, please describe how it affects your class.

5. Identify any textbook or instructional program you primarily use for subject area instruction. If a textbook, please provide the title, publisher, and date of publication.

6. List other resources (e.g., electronic white board, graphing calculators, online resources) you use for subject area instruction in this class.

About the Students in the Class

1. Grade-level composition (e.g., all seventh grade; 2 sophomores and 30 juniors):

2. Number of

    ■ students in the class: _____

    ■ males: _____ females: _____

Syllabus is subject to change.

3. Complete your Class Profile & the Summary of your Students with Special Learning Needs Chart

a. Create a Class Profile with information on each of your students. Use Chart below.

Student Name	Student Label & Level: EL, IEP or 504	EL/IEP/504 Plans: Classification,Need – Readiness	Learning Profile	Interests	Supports, Accommodations, Modifications, Pertinent IEP Goals
Jose	*Example: EL CELDT Level 3*	*Example: Struggling Reader*	*Example: Visual processing*	*Example: Surfing*	*Close monitoring, translating information in word problems into sketches*

b. Complete the chart below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., English language learners, gifted students needing greater support or challenge, students with Individualized Education Programs [IEPs] or 504 plans, struggling readers, underperforming students or those with gaps in academic knowledge).

Students with Specific Learning Needs		
IEP/504 Plans: Classifications/Needs	**Number of Students**	**Supports, Accommodations, Modifications, Pertinent IEP Goals**
Example: Visual processing	*2*	*Close monitoring, translating information in word problems into sketches*

Other Learning Needs	**Number of Students**	**Supports, Accommodations, Modifications**
Example: Struggling readers	*5*	*Provide oral explanations for directions and simplified text for word problems*

Syllabus is subject to change.

<h1 style="text-align:center">COURSE REQUIREMENTS</h1>

Observation protocol:

Each Teacher Candidate (TC) will be formally observed four (4) times during the semester by the US. The observations may be scheduled or unannounced. You are expected be prepared for an observation visit at any time. Discuss and plan with your US where they will be seated during a formal observation and always **have a written lesson plan available** for them at least 24 hours in advance as well as access to preceding and subsequent lesson plans/units. One of the early observations will be of a planning session between the Teacher Candidate (TC) and Cooperating Teacher/s. (CT) **If you do not have a formal, written lesson plan for the US the performance observation will be rescheduled.**

The University Supervisor will confer with you during a post-observation conference which may occur immediately (if the schedule permits), later on the same day, the next day or a scheduled time that is mutually convenient. In some rare cases, a telephone conference may be held instead of a face to face meeting. You will receive written feedback from your US on the Single Subject Observation Form for each formal observation, which requires your signature. Note: An **"email" signature is an authorized option for signing each formal observation** (see forms page).

Co-Teaching In Clinical Practice

The Clinical Practice Program is founded on the goal of supporting each Teacher Candidate to demonstrate competent independent teaching performance that meets the professional and state standards described in the Teacher Performance Expectations (TPEs). The Co-teaching model is used in both Clinical Practice experiences. **Co-teaching is two or more people (i.e., Cooperating Teacher and credential candidate) sharing responsibility in planning for, teaching, and assessing the students assigned to them for instruction. In a co-teaching clinical practice approach, a Cooperating Teacher and credential candidate have an ongoing partnership in planning for and practicing four co-teaching approaches to collaboratively teach all students throughout the clinical experience.**

Co-Teaching in Clinical Practice provides meaningful opportunities for Teacher Candidates to demonstrate increasing competence and independence in their teaching performance. This timeline illustrates the typical evolution of Teacher Candidate performance from the beginning to the end of their Co-Teaching in Clinical Practice experience.

The timeline describes a typical sequence of increasing responsibility on the part of the Teacher Candidate. The timeline provides descriptions of actions by both the Cooperating Teacher and the Teacher Candidate that characterize what this sequence looks like within the context of Co-Teaching. The unique features of Co-Teaching in Clinical Practice include collaborative planning, teaching and reflection. In addition, the timeline suggests a typical pattern of progress in the designation of roles within the four Co-Teaching Approaches. Within the Co-Teaching in Clinical Practice model, it is the shift of responsibility from Cooperating Teacher to Teacher Candidate *to lead their collaborative work* that best describes the trajectory toward competent independent Teacher Candidate performance.

It is characteristic of the *beginning* of Clinical Practice that the Cooperating Teacher takes the lead of all collaborative planning, teaching and reflection processes. It is characteristic of the *end* of Clinical Practice that the Teacher Candidate takes the lead in each of these areas. **The description of each level of the co-teaching progression is followed by the weekly expectations and assignments which are required and due to the instructor as indicated.**

Final Exam Statement

There is no final exam for this course.

School of Education Attendance Policy

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

Clinical Practice Attendance requirements:

Be punctual and regular in attendance. **In the case of unavoidable absence, inform your instructors (in the case of coursework) and your Cooperating Teacher, On-site Liaison, and University Supervisor (in Clinical Practice) in advance. Also, prepare substitute plans for your Cooperating Teacher to utilize as appropriate.**

Extensive absences, for whatever reasons, jeopardize the learning of your students and your growth as a professional educator and could result in removal from Clinical Practice. The attendance policy for Clinical Practice mirrors what is expected of teachers, generally 1 absence per month (10 per year). Since candidates are on campus 4 days per week (80%) candidates are allowed 4 absences in Clinical Practice I and 4 Clinical Practice II.

Policy on Late/Missed Work

Late work will not be accepted. The instructor (University Supervisor) should be contacted by the candidate to discuss unusual or special circumstances.

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.

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: For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class.) Candidates spend a minimum of 7 hours on the school site, Monday through Thursday and are required to submit assignments weekly which entail anywhere from 2 – 4 hours outside of class.

All University Writing Requirement

The writing requirement for this class will be met as described in the assignments. Every course at the university, including this one must have a writing requirement of at least 2500 words.

Course Format

This course is held entirely off site at an assigned school site campus. Workshops for candidates are also held in conjunction with the core courses required each Friday.

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.

Syllabus is subject to change.