

Course & Section Nos.	EDAD 624B
Course Title	Beginning Field Studies
Class Roster No.	20907
Course Day(s)	Arranged
Time	Arranged
Course Location	On-going Projects To Be Arranged with Candidate and Supervisor(s)
Semester / Year	Spring 2018
Instructor	Dr. Candace Singh
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Office	Off Campus
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

COURSE DESCRIPTION

Professional Field Studies Advanced

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.

Course Objectives

Students will design and complete leadership projects aligned with Leadership Standards and Course Objectives in current semester. Students will engage in leadership roles that demonstrate their knowledge and skills in working with adults to achieve outcomes and make progress toward standards.

Student 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:

Program Standard 12: Nature of Field Experiences

In the administrator 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 (Appendix B).

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.

Other standards may also apply as aligned with Courses EDAD 616B and EDAD 620.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

None

Cougar Courses

Fieldwork project updates and submissions will be submitted through Cougar Courses =.

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.

SCHEDULE/COURSE OUTLINE

EDAD 624B Spring 2018 Schedule		
Dates	Assignment Due	Topic
1/23		Introduction to the Fieldwork Project
2/13	<u>Description of Fieldwork Project</u>	Submit Descriptions through Cougar Courses by 4pm.
4/3	<u>Update on Fieldwork Projects</u>	Submit 1-2 paragraph update on the progress of your Fieldwork Project to Cougar Courses by 4pm.
5/8	<u>Final Fieldwork Projects</u> <u>Signatures Required</u>	Submit Final Fieldwork Projects (signatures required) to Cougar Courses.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Unique Course Requirements

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

Grading Standards

This is a Credit/No Credit course.

COURSE REQUIREMENTS

Students must submit a written Proposal (Form 1) for each course for the semester (EDAD 614 and EDAD 616A) or a combined Form 1 if the leadership project aligns and qualifies as a single project that meets requirements of both courses. Written Reports (FORM 2) must include artifacts and evidence that outcomes have been reached. Form 1s and Form 2s must have signatures of site supervisor and university supervisor.

Completed Field Experience Form 2s are required for student to receive Credit/No-Credit grade. Field Experience requirements must be met for student to complete Program.

- Talk to principal about a topic proposal
- Post proposal form in Cougar Courses
- Conduct field study
- Collect evidence and artifacts of work
- Write final reflection and report
- Obtain signatures
- Post all documents on Cougar Courses

Final Exam Statement

There is no final exam for this course.

Policy on Late/Missed Work

Fieldwork projects will not be accepted late.

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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at [\(760\) 750-4905](tel:7607504905), or TTY [\(760\) 750-4909](tel:7607504909). Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

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.

All University Writing Requirement

This course meets the university requirements of 2500 words. Students are expected to write at the graduate studies level. Specific required writing assignments are explained in the course assignments section.

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.