
Course: ED252 O Field Experience I
Credit: 1 credit hour
Semester: Spring 2025 (Sessions 1 & 2) January 13 – May 9
Date & Time: 9:30 – 10:50 a.m. on Fridays
Additional time will be required for all-day observations at area schools
Location: East Education Building, Room 125
Instructor: Dr. Karen Hange
Contact Info: Office phone: 816-425-6186
Email: karen.hange@calvary.edu

I. DESCRIPTION

This course consists of observation and participation in the ongoing teaching/learning situations in classrooms. Field experiences will be arranged based on the current requirements of the Missouri Department of Elementary and Secondary Education. (Prerequisites: ED-190 or permission of the Education Department Chair; a completed application submitted to the Educator Preparation Program).

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

A. General Competencies to be Achieved: The student will:

1. Investigate the **role of the classroom teacher** in the total school context.
 - a. PLO-1, 2, 4, 5; MTS-2, 5, 6, 8
 - b. Assignments: A1, A2
2. Observe and successfully participate in specific **classroom experiences**.
 - a. PLO-4, 6; MTS-5, 8, 9
 - b. Assignments: A2

B. Specific Competencies to be Achieved: The student will:

1. Identify specific **characteristics of a master teacher** as he/she fulfills his/her daily tasks and routines.
 - a. PLO-3, 6; MTS-5, 6, 7
 - b. Assignments: A1, A2
2. Gain insight into the **daily operations** of a classroom.
 - a. PLO-3, 6; MTS-2, 4, 5
 - b. Assignments: A2
3. Begin to formulate a **classroom management** policy for the future.
 - a. PLO-1, 3, 4; MTS-5, 6, 9
 - b. Assignments: A1, A2
4. Recognize **diversity in students** and teaching strategies used to meet their needs.
 - a. PLO-1, 3, 4; MTS-2, 6
 - b. Assignments: A2
5. Understand the role and significance of education and instruction relative to different **types of school environments**.
 - a. PLO-1, 2, 4, 6; MTS-1, 2, 3, 5
 - b. Assignments: A1, A2

IV. **MATERIALS:**

- A. Bible (Please refer to Course Policies.)
- B. There will be no textbook for this course.

V. **REQUIREMENTS**

A. **Activity Assignments:**

1. ***Participation in Discussion Sessions:*** All students must attend the arranged university class sessions. During these sessions, students will receive information regarding the arrangements of field experiences. In addition to receiving information, students are expected to participate in class activities which may include sharing their Reflective Journal observations, leading a group discussion, or sharing a case study related to their observations.

2. **Observations:** Students will complete 30 clock hours of observation. The course instructor will arrange for some group visits. Students will be responsible to independently complete the remainder of the observations. All classroom observations must comply with the current requirements of the Missouri Department of Elementary and Secondary Education. Many of the classroom observations will be scheduled for Fridays and will require a full-day observation at each location. Observations will be scheduled at a variety of school settings including public, private, urban and rural districts.

Before beginning classroom observations, students must complete: 1) a background and fingerprint check, and 2) the Application for ED-252 Field Experience I Form.

C. Written Assignments:

Journal of Observed Experiences for ED252 Field Experience I: Reflective practice is an important concept and an expectation by DESE for all Missouri certified teachers. As you spend time in the classroom, use the concepts introduced in this course to record systematic observations of the various educational settings that you visit.

Reflection Summary of Field Experience I: After completing the 30 hours of observational experience, students will have visited several different schools and seen many different teaching styles and classroom dynamics. As a culminating activity, students will write a reflection paper of 3-4 pages that discusses their thoughts on the different school environments that they have observed.

VI. METHODS

A. Teaching and Learning

1. Reading
2. Observations
3. Journal
4. Practicing skills
5. Discussions

B. Grading

1. Weight given to assignments:

Assignments:	Points:
30 Hours of Observation & Summary Reports	50
Reflection Summary of Overall Experience	30
Participation in Discussion Sessions	20 (2 x 10 sessions)
Total:	100 points

2. Late Assignments

Late assignments may be penalized at the discretion of the instructor.

1. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

VII. COURSE POLICIES

A. Grade Requirements

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

- a. Plagiarism is defined as copying any content without identifying the source. This also includes taking another person’s or AI entity’s ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other

sources. AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification. (Note: Turn-It-In.com will be used to verify assignment integrity.)

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D. Attendance

Students must engage in the weekly in-class session(s).

Students who are enrolled as in-person students are expected to be punctual and present in-person for each class session.

Students who are enrolled as online students will demonstrate their engagement by submitting a thorough video reflection form and any additional participation activities **BEFORE THE NEXT CLASS SESSION.**

E. Class Participation

Students are expected to attend class and participate in discussing the daily material. Learning takes place best when the student is personally involved in the process. Cell phones should be set to silent and placed on the table or in a backpack/purse.

Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.

F. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

G. Style Guide

All class papers must follow the APA style according to the *Publication Manual of the American Psychological Association, 7th edition.*

H. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets

of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

***About Changes to this Syllabus:** The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*