

Course & Section Nos.	EDUC 350 (04)
Course Title	Foundations of Teaching as a Profession
Class Roster No.	41988
Course Day(s)	Monday-Friday
Time	On-going
Course Location	Online
Semester / Year	Fall 2016
Instructor	Gilbert Valadez, Ed.D.
Phone	760-750-8514
E-Mail	gvaladez@csusm.
Office	University Hall 360
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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COURSE DESCRIPTION

Foundations of Teaching as a Profession

Required for all credential candidates. An orientation to careers in K-12 education. Focuses on teaching and schooling from multiple perspectives, with an emphasis on current thinking and practices in public education in the U.S. Subjects from the sociological, philosophical, and historical foundations of education are addressed. Readings from the lives of teachers and interactions with local educators will assist students to understand the richness and the complexities of teaching as a career. Emphasizes the importance of education for all children in a diverse society. Intended for individuals interested in becoming teachers to understand the nature of formal education in the United States and to assess teaching as a career. *Participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classroom settings.*

Instructor: This course serves as an orientation to careers in elementary, middle and high school education. Upon completion of this course, teacher candidates should understand the nature of formalized education in the United States and be able to assess his or her interest in teaching as a career. Major topics include:

- Understanding the roles of schools in society.
- Exploring philosophies and contemporary issues in education.
- Assessing the roles of teachers in schools.
- Understanding the qualifications and credentialing process for California teachers.
- Understanding and appreciating the student as an individual.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Understanding infusion of special education in general education practices.
- Understanding the laws that influence teaching responsibilities.

This course is required for all credential candidates. All students must complete forty-five (45) hours of supervised fieldwork in K-12 classrooms.

<http://www.csusm.edu/catalog/documents/2016-2018/CSUSM-2016-2018-Catalog.pdf>

Course Objectives

Upon successful completion of this course students will:

- articulate their philosophy of teaching and learning,
- engage in field work observations and analysis of these observations
- explore learning theories and methods for teaching and learning
- learn the basics of obtaining a California teaching credential
- reflect and analysis learning theories and approaches for teaching creativity
- present a current issue in education at the local, state, or national level.
- learn the basics of inclusive and multicultural education.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Nieto, Sonia. (2006). *Why We Teach*. Teachers College Press. ISBN 0807745936,.

Sadker, David and Zittleman, Karen. (2012). *Teachers, Schools, and Society: A Brief Introduction to Education*. (3rd ed), McGraw Hill. ISBN 13-9780077378387

Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: ISBN 0-87120-251-4

COURSE LEARNING OUTCOMES

Upon successful completion of this course students will:

- articulate their philosophy of teaching and learning,
- engage in field work observations and analysis of these observations
- explore learning theories and methods for teaching and learning
- learn the basics of obtaining a California teaching credential
- reflect and analysis learning theories and approaches for teaching creativity
- present a current issue in education at the local, state, or national level.
- learn the basics of inclusive and multicultural education.

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).

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)
Session 1 08/31/25	<p>Module one- Course introduction What are the expectations for this class and what are the central themes that will be covered this semester? What are the expectations for the fieldwork components of this class? What are the expectations of the final presentation of this class? What are the three levels of public schooling? How will I navigate through this course? What is the difference between education and schooling?</p> <p>Preparation for this module: Read and study the directions for module 1 and the overview of module elements. Read the two articles in the module. Review the directions for the fieldwork and class presentations. Study the three levels of public schooling grid. (This will help you understand the fieldwork for the course.) Read the quotes about setting goals..., just for funzies!</p>	<p>Be sure to upload your photo into the course shell. Introduce yourself to the class by answering the questions:</p> <p>What is your name? What do expect to learning from this course? Tell us the name of your favorite ice cream flavor. Write out a description of what it means to be an educated person and what it means to be a person that has only been schooled.</p>
Session 2 09/02/15	<p>What are the mechanics of obtaining a credential? Is teaching a <i>real</i> profession? What does <i>becoming</i> a teacher entail? What are my assumptions about the teaching profession?</p> <p>Preparation for this module: Read the directions and lecture notes: <i>Becoming a teacher</i> and <i>The First Year</i>. Read the article, <i>Perfect Day</i>. Read the assigned chapter for Reading log 1. Review the PBS web link that accompanies, <i>The First Year</i>. Watch the video, <i>The First Year</i>.</p>	<p>Submit reading log 1. Complete the Credential program quiz. Upload and complete the response grid for The <i>First Year</i> video.</p>

Date	Topic	Assignment (if any)
Session 3 09/14/15	<p>Module three- The goals of education and the dimensions of curriculum- What are the goals of education in our republic? What are the varieties of curriculum in today's schools? What is the hidden curriculum and how does it impact day-to-day teaching and learning? What counts as knowledge and whose knowledge are the most valued in schools?</p> <p>Preparation for this module: Read and study the lecture notes for the <i>Goals of Education</i> article and the <i>hidden curriculum</i>. Read the <i>Goals of Education</i> and the <u>Los Angeles Times</u> article dated 8/25/10. Read and study the glossary/article of curriculum types. Watch the video, <i>Feathers in the Storm</i>. Download the video response sheet for <i>Feather in the Storm</i>.</p>	<p>Submit reading log 9. Complete the curriculum quiz. Submit the video response sheet for <i>Feather in the Storm</i>.</p>
Session 4 09/21/15	<p>Module four- Bloom's taxonomy, Gardner's multiple intelligences, and Maslow's hierarchy of needs- What is Bloom's taxonomy and what is its significance to education? What are Gardner's multiple intelligences and how are they significant to education? What is Maslow's hierarchy of needs and how to do they impact teaching and learning? What is the role of educational theory and pedagogy?</p> <p>Preparation for this module: Read the directions and lecture notes: <i>Bloom's Taxonomy, Gardner's Multiple Intelligences, and Maslow's Hierarchy of Needs</i>. Read and study each web link and study guide in the module.</p>	<p>Submit reading log 4. Complete the quizzes, Bloom's Taxonomy and Gardner and Maslow review Complete and upload <u>Miss Nelson is Missing</u> taxonomy grid assignment.</p>

Date	Topic	Assignment (if any)
Session 5 09/28/15	<p>Module five- Stories of practice and the teacher interview- How do teachers relate their stories of teaching practice? What is the significance of a story of teaching practice? What the essential elements of a teaching story of practice? How do the essential elements of story of teaching practice? How will I conduct a teacher interview?</p> <p>Preparation for this module: Read the directions and lecture notes: <i>Stories of Practice</i>. View the four media site videos: <i>Introduction to Stories of Practice, Percy Pie, The Drop of Water that Swallowed the Sea, and, Robert Sparrow</i>. Read the assignment guidelines for the teacher interview assignment to prepare you for work in the field.</p>	<p>Submit reading log 8. Complete and upload the reflection grid for <i>Stories of Practice</i>.</p>
Session 6 10/05/15	<p>Module six-Inclusive education and the special need student- What is education for inclusion? What are the elements of an inclusive classroom? What are the 13 handicapping conditions? What are the challenges facing individuals living with autism?</p> <p>Preparation for this module: Read log 7. View both <i>Fat City</i> and <i>In my language</i> videos. Read and study the <i>13 Handicapping conditions</i> web page. Review the Special education web links.</p>	<p>Submit reading log 7. Submit <i>Fat city</i> response sheet. Take the 13 Handicapping conditions quiz. Complete the Web links for special education scavenger hunt. Contribute to this week's discussion forum.</p>

Date	Topic	Assignment (if any)
Session 7 10/12/15	<p>Module seven- Ethics in education and <i>Miss Nelson is Missing</i>- a case study- In what ways is teaching a profession? What are the basic ethical standards of the teaching profession? How can I evaluate a teacher's ethical behavior? What are my own ethical standards and how will I address ethical standards of the teaching profession?</p> <p>Preparation for this module: Read the directions and all lecture notes for this module. Study the NEA Code of Ethics. Take the Ethic quiz. Review and upload the brainstorming and final report formats related to this module.</p>	<p>Submit reading log 6. Complete the Ethics quiz. Upload and complete final report for Miss Nelson is Missing.</p> <p>Contribute to discussion forum.</p>
Session 8 10/19/15	<p>Module eight- Writing workshop- The <i>Philosophy of education</i> and <i>The outsider</i> papers- What is a philosophy of education? What is my philosophy of education? What are the expectations for my <i>Philosophy of Education</i> paper? What are the issues faced by students with specials needs and challenges in today's schools? What are the expectations for the inclusion paper, <i>The Outsider</i>?</p> <p>Preparation for this module: Read the assigned chapter for Reading log 9. Review the directions and lecture notes: <i>Philosophy of education</i> and <i>the Outsider</i>. Review the directions for the brainstorm activity. Download the grid for the brainstorm activity.</p>	<p>Submit the teacher interview paper. Complete and submit the brainstorm activity.</p>

Date	Topic	Assignment (if any)
Session 9 10/26/15	<p>Module nine- Best practices in today's classrooms- What is the notion of best practice? How are theory, educational research, and practice related to best teaching practices in today's classrooms? What examples of best practice should I look for while during my field observations?</p> <p>Preparation for this module: Read the assigned chapter for Reading logs 2 and the NEA best practice brief. Review and Study the NEA best practices web link. Review the directions and lecture notes: <i>Best Practices, Directions for Best practices grid</i> and <i>Current events guidelines</i>. Review the directions for the brainstorm activity. Download the format for <i>Best practices grid</i>.</p>	<p>Submit reading log 2. Submit the Best practices assignment and complete the best practices we scavenger hunt report. Take the NEA Best practice brief quiz.</p>
Session 10 11/02/15	<p>Module ten- The immigrant student and bilingual education- What are some of the basics concerning bilingual education? What does the term SDAIE mean and why is it important? What are some of the issues facing immigrant children? What is culture shock? How does culture shock affect immigrant students?</p> <p>Preparation for this module: Read the assigned chapter for Reading logs 5. Read and Study the lecture notes and articles provided in the module: Immigrant children and education fact sheet, both Culture Shock articles, English Only article from the L.A. Times, <i>The Gardeners' Story</i>, and the Specially Designed Academic Instruction in English (SDAIE) definition. View the module videos: <i>Why bilingual education is important</i>, <i>The importance of bilingual education</i> and <i>Spanish immersion classroom</i>.</p>	<p>Submit reading log 5. Submit the Inclusion paper (The outsider) Take the Module 10 quiz.</p>

Date	Topic	Assignment (if any)
Session 11 11/09/15	<p>Module eleven- Synectics- On being a creative teacher- What are the essential aspects of creative teaching? What is Synectics? What are some of the obstacles to teaching creatively? How can a teacher increase creativity in his/her classroom?</p> <p>Preparation for this module: Read the assigned chapter for Reading log 10. Read and Study the lecture notes for Creativity and teaching and Synectics grid analogy notes and directions, and the <i>Creative Space</i> on-line magazine. Upload the Synectics analogies grid format. View and Study the Synectics- On being a creative teacher Power Point presentation. View the module videos Creativity in the classroom (dance), Why teach creativity?, and Mistakes.</p>	<p>Submit reading log 10. Submit Synectics analogy grid assignment. Take the Synectics quiz. Contribute to discussion forum.</p>
Session 12 11/16/15	<p>Module twelve-Gay student, gay teacher- What are the challenges faced by the LGBT student? Why do we need to consider the LGBT student? What are some of the obstacles faced by the LGBT student? How can one become a more effective teacher for the LGBT student?</p> <p>Preparation for this module: Read the assigned chapter for Reading log 3. Read and Study the lecture notes for Module 12, <i>Gay student, Gay teacher</i>, the reading entitled, <i>Pizza</i>, and the <i>Queer Coyotes</i> article. View and Study the CTA bullying webpage. View the module video Bullying video, YouTube link</p>	<p>Submit reading log 3. Submit Philosophy of teaching and learning assignment. Submit review of web CTA bullying webpage resource.</p>

Date	Topic	Assignment (if any)
Session 13 11/23/15	<p>Module thirteen- Presentations- What are the more current issues facing education today? What information will my classmates provide that will enhance my understanding of schooling in the United States? What do I agree with and what do I disagree with in regard to the information provide by classmates?</p> <p>Preparation for this module: Read and Study the presentations provided by your classmates.</p>	<p>Submit your critique of the presentations provided in this module. If you are a presenter, upload your presentation in the Presenter's forum. Remember to submit both your presentation and a final report in the last module of this course.</p>
Session 14 11/30/15	<p>Module fourteen-Presentations- What are the more current issues facing education today? What information will my classmates provide that will enhance my understanding of schooling in the United States? What do I agree with and what do I disagree with in regard to the information provide by classmates?</p> <p>Preparation for this module: Read and Study the presentations provided by your classmates.</p>	<p>Submit your critique of the presentations provided in this module. If you are a presenter, submit your presentation in the Presenter's forum. Remember to upload both your presentation and a final report in the last module of this course. Submit classroom observations from the field.</p>
Session 15 12/07/15	<p>Module fifteen-Presentations- What are the more current issues facing education today? What information will my classmates provide that will enhance my understanding of schooling in the United States? What do I agree with and what do I disagree with in regard to the information provide by classmates?</p> <p>Preparation for this module: Read and Study the presentations provided by your classmates.</p>	<p>Submit your critique of the presentations provided in this module. If you are a presenter, submit your presentation in the Presenter's forum. Remember to upload both your presentation and a final report in the last module of this course. Submit classroom observations from the field.</p>

GRADED COURSE COMPONENTS

Course Assignments

1. Reading logs 10 points

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each week. In the reading log, do not summarize. Instead, respond to the readings: agree, disagree, note specific ideas, etc. Entries should be 1 paragraph in length. Log entries for the Monday/Wednesday class must be submitted via the course Cougar Course site by the prior Friday at noon each week.

Individual submissions are not graded; rather, their timely submission is noted and points are assigned on the basis of having completed the assignment for the semester. No credit will be given for late submissions. In extraordinary circumstances, if you do not have access to Cougar Course for a timely submission, you may email the log entry to me by Friday at noon at gvaladez@csusm.edu. Later, when you have Cougar Course access, you will resubmit. Also, keep the syllabus schedule, as the entries are not assigned in a chronological order.

2. Interview of a teacher 5 points

Details are below. The written report is due via the Cougar Course site on **Mar 1**

3. Inclusion paper (The outsider) 5 points

Many students with special needs come to view themselves as *outsiders* because they are labeled as different from the typical student. Following the procedures written below you will write a reflective essay about inclusion.

4. Classroom observation reports 5 points

Using the classroom observation instrument provided in class, complete 45 hours of classroom observations in your field sites.

5. Contemporary issues research 5 points

Choose one issue that interests you. Research the issue and prepare an online presentation to share in class. The report should describe and analyze the issue. Presentations to the class will be spaced out over the last three modules of the course: Modules 13-15. When you present you will also provide a one-page summary and a resource list for your classmates. Submit your one-page summary to the Cougar Course site to receive credit for this assignment. You will be provided directions for how to submit and present your projects online in the Cougar course shell.

6. Critiques of presentations 3 points

You will write out critiques of all the presentations presented in this course. As a reviewer you answer the questions provided you in the Cougar course shell. In all you will write three reports that critique all the presentations separately. The reports are worth one point each.

7. Personal philosophy of schooling, learning and teaching 10 points

You will write a 4-5-page paper describing your philosophy of schooling, learning and teaching. Details are below and in the Cougar Course shell (Moodle).

8. Quizzes 18 points

You are to complete 9 quizzes in this course. Each quiz is worth two points and will be graded electronically

9. Forums 8 points

You will be graded for your participation in the online forums. To complete your forum you will type in your response to the question or activity posted in the Discussion forum section of each module. Make sure you type in at least a paragraph. Thoughtfulness is important in your posting as your classmates and the instructor will read your comments.

10. Video response grids 12 points

You will complete four video response grids for this course. After viewing a video in one of the course shell modules, you will complete a response grid. The grids are provided in each module where you will view a video. To complete these grids you will first view the assigned video, download the response form, fill out the form by answering the questions on the form, and then upload the finished grid on the link provide in the module. You can type directly into the response grids. Directions for completing the response grids are located in the Cougar course shell. The following is a list of the response grids and the point value for each you will complete in this course:

- First year teacher response grid- 6 pts.
- Feather in the Storm video response grid-2 pts.
- Stories of practice grid-2 pts.
- Fat City (How Difficult Can this Be?) video response grid-2 pts.

11. Module activities 14 points

You will complete nine module activities in this course. The directions for completing each of these activities are located in the Cougar course shell. Follow the directions provided in the pertinent modules for each of these required activities. The following is a list of the module activities and the point value for each you will complete in this course:

- Miss Nelson taxonomy grid- 2 pts.
- Miss Nelson/Viola Swamp final report form- 2 pts.
- Best practices web scavenger hunt- 2 pts.
- Brainstorming activity-2 pts.
- Best practices grid- 2 pts.
- Synecotics analogies grid- 2 pts.
- CTA bullying resource review-2 pts.

12. Participation Grade 5 points

You will be given a grade for participation in this course. This grade is based upon your ability to keep on schedule, how well you participate in discussion forums, and the completeness of your reflections and writing.

The following is a detailed explanation of major assignments in this online course:

Assignment #3: Interview of a Teacher

In this assignment, you will interview a teacher and write a 3–4 page summary of what you learned from him or her. Your purpose is to render a sketch so that your reader may be able to envision the teacher as a person with a distinct philosophy and experience.

Gathering information:

Interview a current or retired teacher who has had at least 3 years of full-time experience in elementary, middle, or secondary school classrooms. Suggested questions are:

Why did the teacher choose to enter teaching? How attractive was the profession to prospective teachers at that time? What were the other career paths available; were any others seriously considered? Does the teacher have any regrets about becoming a teacher?

What professional education did the teacher have? How helpful was it in learning to teach? At what point did the teacher feel comfortable as a teacher?

What were/are the teacher's goals for the education of students? Have these goals changed over the years?

What career moves (school buildings, grade level, special students, subject matter, etc.) has the teacher made? To what extent were those moves voluntary? For current teachers, are further moves desired? If so, what are they, and why?

What have been the major joys and frustrations of teaching? What would help increase the joys and minimize the frustrations? On what issues does the teacher feel strongly about making changes in the way that schooling occurs now?

How did/does the teacher learn about his/her students' lives and needs? How similar are the backgrounds of the teacher and his/her students? What have been the teacher's experiences with "culture shock" in working with students from different backgrounds?

What are some favorite memories from the teacher's classroom? Does the teacher tend to remember individual students or activities, or are the memories more general?

What does the teacher think of current "hot issues" in education such as the California High School Exit Exam and the No Child Left Behind Act? How does the teacher take action to address new reforms that impact his/her classroom?

What is the teacher's metaphor for "teaching" or "teacher"? What are the main features of the teacher's approach toward teaching? What has the teacher learned from being a teacher?

Analysis:

After collecting your information, think about what you have learned about this teacher. Focus on a few themes that best characterize what you have heard. Do not try to be all-inclusive. Protect your teacher's confidentiality by using a pseudonym and masking identifying details.

In your analysis, incorporate what you have been learning about becoming and being a teacher. How does your teacher fit within the material addressed in your readings and in class? What issues are raised through your interview? What are the implications of your interview as you think about becoming a teacher? Be sure you include at least one reference to the readings/discussions we have in class.

Criteria for evaluation:

Exemplary papers are characterized by:

- Completeness of description of the teacher's experiences and views
- Explanation of how the teacher interview relates to your thinking about teaching
- Integration of coursework (readings + discussions) into the analysis
- Correct grammar, syntax, and spelling

Assignment #4: Inclusion (The outsider)

Many students with special needs come to view themselves as outsiders because they are labeled as different from the typical student. But most of us experienced some sense of being an outsider during our K-12 years. After reading chapters 1-3 in creating an Inclusive School and at least two of the Voices of Inclusion, write a reflective essay (2 to 3 pages, double spaced) wherein you comment on your own (or a friend's) school experience that caused you to feel like an outsider. Reasons could include differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc. Make at least 1 specific connection to the VT text. Consider the following questions:

What personal characteristics fostered your or your friend's feeling of being different?
How did you react and cope with the situation?
Were you bullied or harassed in any way? Did the adults help you in this regard?
Did you share your experience with any teachers? Did any teachers assist you?
What could school staff, parents or friends have done to help?
In what ways did this experience change you? What did you "learn" from this experience?
How might this experience make you a more sensitive teacher?

Assignment # 7: Philosophy of education paper

Write a 4-5-page paper (double-spaced) that explains your personal philosophy of schooling, learning and teaching. Follow the template below, and self-assess before you turn in the paper.

Paper Introduction

Name your philosophy (or combination of philosophies) as described by Grant & Gillette Ch. 8. Explain why you are attracted to this philosophical stance. Is it due to your own schooling and/or background, what you've seen in schools since your own school days, the influence of particular persons, texts, other experiences with children/youth, etc.?
Describe the level of schooling and subject field(s) you hope to teach.

Nature of schooling

Describe what you believe is the purpose of schooling in a democracy.
How will you as a teacher help achieve these purposes?
Give 1-2 examples of how this will look in your classroom/career.

Nature of the learner

Describe what you believe is the nature of the learner.
What are your thoughts about the students you will teach? What do they need from a teacher?
Give 1-2 examples of how this will look in your classroom.

Nature of the teaching/learning process

Describe what you believe is the nature of the teaching/learning process?
What do you believe counts as knowledge and how should it be presented?
How will you as a teacher use subject matter and other experiences to guide students toward meaningful learning activities?
Give 1-2 examples of how this will look in your classroom.

Teacher dispositions and actions

Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position.
Give 1-2 examples of how this will look in your career.

Conclusion

Recap your philosophy.
What are your outstanding questions/concerns/thoughts about becoming a teacher?

Grading Standards

Grades will be determined by the total number of points earned out of 100 points possible):

A = 93-100 ,**A-** = 90-92, **B+** = 87-89, **B** = 83–86, **B-** = 80-82, **C+** = 77-79, **C** = 73-71, **C-** = 70-72, **D** = 60-69 ,
F = 0-59

Final Exam Statement

There is no final exam in this course.

School of Education/Course 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).*

Policy on Late/Missed Work

You have one week after the specified due dates in the course shell to turn in your work for full credit. After a week your work will be scored lower for tardiness.

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:

All assignments will be conducted on line. Refer to the syllabus for the assignments required for this course.

All University Writing Requirement

In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words (approximately). This will be met through written assignments.

Course Format

This is an online course.

Necessary Technical Competency Required of Students

Students are expected to demonstrate competency in the use of various forms of technology (i.e ,word processing, electronic mail, Cougar Course6, 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. For this course all assignments will be submitted online.

Contact Information for Technical Support Assistance

Student Support for Technology: <http://www.csusm.edu/sth/support/index.html>

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.