

<b>Course &amp; Section Nos.</b>	<b>EDUC 350 (01)</b>
<b>Course Title</b>	<b>Foundations of Teaching as a Profession</b>
<b>Class Roster No.</b>	<b>40641</b>
<b>Course Day(s)</b>	<b>Mondays &amp; Wednesdays</b>
<b>Time</b>	<b>4 pm – 5:15 pm</b>
<b>Course Location</b>	<b>UH 440</b>
<b>Semester / Year</b>	<b>Fall 2016</b>
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### **WELCOME**

*"I touch the future...I teach." (Christa McAuliffe)*

### **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

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.

### **Course Objectives**

Course Objectives:

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.

### **Unique Course Requirements**

**Field Experience:** Students are required to participate in 40 hours of supervised field experience assignments in a variety of public school settings. Details on the field experience are found on the cougar course. Documentation of these hours is required to receive a grade in EDUC 350. Cal State San Marcos students are expected to adhere to professional standards in their dress and behavior in the field. Required clearances (fingerprints, TB test) are the responsibility of the student. Please note that a recommendation is a requirement for admission to the Cal State San Marcos Teacher Credentialing programs. Usually this recommendation is requested from the classroom teacher where most of the field experience is done, also known as a Field Experience Recommendation.

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

### **Required Texts**

Sadker, D. and Zittleman, K. (2016). Teachers, Schools, and Society: A Brief Introduction to Education," (4th edition), McGraw Hill. ISBN 978-0-07-811043-6

### **Course Material Available and Accounts**

Scholarly articles, applied articles and online sources from academic researchers and field practitioners. These are posted in our Cougar Courses website at <https://cc.csusm.edu/> for EDUC 350 (01) 40641

## **COURSE LEARNING OUTCOMES**

### **Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the California Commission for Teacher Credentialing (CTC). A primary goal of EDUC 350 is to begin the process of developing teacher candidates to become professional educators. The following TPE of the California CTC is expected to be met during EDUC 350:

#### **TPE 12: Professional, Legal and Ethical Obligations**

Candidates are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

### **Teaching Performance Assessment for Developing as a Professional Educator**

The successful completion of the personal philosophy assignment is a requirement for completion of this course and is a component of partially meeting the TPE described above. This statement will be used for assessment both in the course and at completion of the School of Education program. Retain an electronic copy of your statement for submission for your portfolio at the completion of your teacher education program.

### **Special Education Inclusion**

Consistent with the intent to offer a seamless teaching credential in the School of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices. Students will demonstrate knowledge of laws and dispositions that relate to special education through a variety of activities such as the viewing and analysis of the video F.A.T. City, reading and analysis of special education law, and articles for creating an inclusive school.

### **Credential Program Recommendations**

As one of several evaluation methods, EDUC 350 course instructors are asked for feedback concerning credential candidates who are applying for programs at Cal State San Marcos. Keep in mind that your professionalism and hard work in this class not only affect your course grade, but also indicate your readiness for a credential program.

### **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

Date	Topics	Activities & Assignments & Due Dates
<b>MODULE 1</b> Session 1: Aug 29 Session 2: Aug 31 Labor Day: Sept 5 Session 4: Sept 7	Teaching: A Profession TPE 12 SOE Tchr Prep Programs S&Z ch. 1	Complete Module Activities <ul style="list-style-type: none"> <li>• Post: Current Events</li> <li>• Post: TPE 12 self-assessment</li> <li>• Forum: respons2 <i>Introductions</i></li> </ul>
<b>MODULE 2</b> Session 5: Sept 12 <b>Session 6:</b> Sept 14 Session 7: Sept 19 <b>Session 8:</b> Sept 21	Philosophies of Ed S&Z ch. 6 Inclusion & F.A.T. City Nature of Learner S&Z ch. 2, 3 & 5	Complete Module Activities <ul style="list-style-type: none"> <li>• <i>Why Inclusion?</i> Villa &amp; Thousand</li> <li>• Forum: respons2 Multiple Intelligences</li> </ul> DUE: Field Experience Waiver Request (if applicable)
<b>MODULE 3</b> Session 9: Sept 26 <b>Session 10:</b> Sept 28 Session 11: Oct 3 <b>Session 12:</b> Oct 5	Goals of Education Purpose & Curriculum Common Core Nature of Knowledge S&Z ch. 9 & 10	Complete Module Activities <ul style="list-style-type: none"> <li>• Post: Goals of Ed Survey</li> <li>• Forum: respons2 <i>F.A.T. City</i></li> </ul> DUE: Paper ~ Interview of a Teacher
<b>MODULE 4</b> Session 13: Oct 10 <b>Session 14:</b> Oct 12 Session 15: Oct 17 <b>Session 16:</b> Oct 19	Tchr Knowledge & Skills Dispositions & Attitudes Effective Teachers Nature of Tchng & Lrng S&Z ch. 3 & 11	Complete Module Activities <ul style="list-style-type: none"> <li>• <i>"Believe in Me"</i> video</li> <li>• Blooms Taxonomy Tutorial</li> <li>• <i>Tomorrow's Teacher</i></li> </ul>
<b>MODULE 5</b> Session 17: Oct 24 <b>Session 18:</b> Oct 26 Session 19: Oct 31 <b>Session 20:</b> Nov 2	Components of Instruction Pedagogy Instruction & Testing S&Z ch. 10	Complete Module Activities <ul style="list-style-type: none"> <li>• Forum: respons2 <i>"Tomorrow's Teacher"</i></li> </ul> DUE: Paper ~ Personal Philosophy of Ed
<b>MODULE 6</b> Session 21: Nov <b>Thanksgiving</b> Session 23: Nov 28 <b>Session 24:</b> Nov 30	Ethics in Education (rights/responsibilities) S&Z ch. 8 Organizxn, Gov & Finance S&Z ch. 7	Complete Module Activities <ul style="list-style-type: none"> <li>• NEA Code of Ethics</li> <li>• Forum: respons2 Ed Gov &amp; Finance</li> </ul> DUE: Presentation ~ Contemporary Issue in Education
<b>MODULE 7</b> Session 25: Dec 5 Session 26: Dec 7	Revisiting TPE 12 Creativity in T&L RSAnimaxn Performance	Complete Module Activities DUE: Report ~ Classroom Observation Reports Culminating Activity
<b>MODULE 8</b> Final Exm Wk Dec 12 & Dec 14	No final	DUE: Field Experience Verification of Observation Hours

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### Course Assignments

Participation ~ All work for module activities must be completed by the last day of the module, unless otherwise specified. It is expected that students attend all modules and participate actively. For each module, complete all the online activities and participate in the class session on the CSUSM campus.

#### Paper ~ Interview of a Teacher

Write a paper that follows the required format based on an interview you conduct with a teacher. The purpose is the Interview of a Teacher assignment is to gain insights about the profession of teaching by analyzing the information gathered during an interview with a teacher. More details, including the paper format guidelines, are posted on cougar course (cc).

#### Paper ~ Personal Philosophy of Schooling, Learning and Teaching

Write a paper that follows and explicitly addresses every item in the philosophy of education template This is your opportunity to explore and explain your personal philosophy of education. More details, including the template, are posted on cc.

#### Report ~ Classroom Observation Reports

Write a report that follows the required format based on observations you conduct: a total of 4 reports on distinct educational settings. More details, including the report format guidelines, are posted on cc.

#### Presentation ~ Contemporary Issue in Education

You will research a specific issue in education with your team and develop a presentation of the material to share with your class colleagues. More details, including the reflection format guidelines, are posted on cc.

#### Culminating Activity

Instead of taking a final exam, you will write answers to a few specific questions that require you to apply what you have learned and which prompt you to explain how your thinking about the profession has developed both related to a specific issue in education and also related to a career in teaching.

### Grading Standards

#### Grading Scale

A = 95-100, A- = 90-94, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-71, C- = 70-72, D = 60-69, F = 0-59

A minimum grade of C+ is required in EDUC 350 to qualify as prerequisite for admission to the Cal State San Marcos teacher credential program

Each written assignment will be graded approximately 80% on content (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation).

Pass/Fail: Field Experience –verification of 40 hours of field experience (in public schools)

Module Activities	20
Paper ~ Interview of a Teacher	20
Paper ~ Philosophy of Schooling, Learning & Teaching	20
Report ~ 4 Reports of Observations in Public School Settings	20
Presentation ~ Contemporary Issue in Education	10
Culminating Activity	10
Total Points Possible = 100 points	

## **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**

All assignments should be submitted on time. All assignments must be uploaded to the cougar course to be considered for credit. Late assignments will not be accepted. Prior to the due date, students may request extensions for work to be submitted. Any extensions for assignments are by instructor permission only and permission must be secured via email from the instructor prior to the due date.

## **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](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: Courses with face-to-face instruction, 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**

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 coursework assignments.

### **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.