



*Engaging diverse communities through leading and learning for social justice.*

[www.csusm.edu/soe](http://www.csusm.edu/soe)

<b>Course &amp; Section Nos.</b>	EDUC 350-03
<b>Course Title</b>	Foundations of Teaching as a Profession
<b>Class Roster No.</b>	<b>20459</b>
<b>Course Day(s)</b>	Tu/Th
<b>Time</b>	2:30-3:45 PM
<b>Course Location</b>	University Hall 273
<b>Semester / Year</b>	<b>Spring 2017</b>
<b>Instructor</b>	<b>Leslie Mauerman, MS.Ed</b>
<b>Phone</b>	760-750-8528
<b>E-Mail</b>	lmauerma@csusm.edu
<b>Office</b>	University Hall 455
<b>Office Hours</b>	Tuesdays 12-1 PM and by appointment

## WELCOME

Welcome to EDUC 350, Foundations of Teaching as a Profession. We will spend our time together this semester learning the “behind the scenes” part of schooling—that is, the historical, philosophical, and societal foundations of public education in the US. This is not a class in how to teach; rather, it is a class about why we teach, and how the schools we have today have evolved from the schools of the past.

### **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 DETAILS

### **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. Requires participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classroom settings.

### **Course Objectives**

This course serves as an orientation to careers in elementary, middle and high school education. Upon completion of this course, teacher candidates will 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.

### **Unique Course Requirements**

In addition to in-class and online work, assigned readings and projects, students will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school settings. Details on the fieldwork are found on the Cougar Courses site. 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. A letter of recommendation (usually from the classroom teacher where most of the fieldwork is done) is a requirement for admission to the Cal State San Marcos Teacher Credentialing programs.

### **Course Format**

This section of EDUC 350 is categorized as "Hybrid" (HY), meaning that some of the required sessions will be face-to-face on our usual TuTh schedule, and some will be online. The general calendar will be to have face-to-face meetings on Tuesdays and Thursdays through the end of September, followed by Tuesdays f2f and Thursdays online through October and November. We will return to all f2f sessions in December. Refer to Cougar Courses for the exact schedule, as there might be exceptions to this general calendar. One purpose of this schedule is to assist students to find time during the K-12 school day in which to do their observations. We will meet for our last class session during Final Exams week; there will be no exam and we will be finishing group presentations that day. The schedule for finals week is: Tuesday, December 13, 11:30 AM – 1 PM.

### **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.*)

In this section of EDUC 350, the following attendance policy will apply: Two class sessions may be missed without penalty to your grade. Each additional missed session will drop your final grade by 1/3 grade point (A to A-, A- to B+, etc.). If you miss four or more class sessions without authorization from the instructor, you will receive an F. Please note that online sessions are included in this policy. If you do not complete all required parts of an online session in the allotted time, you will be marked absent for that session. Students having extenuating circumstances must contact the instructor as soon as possible.

### **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. Do not request a letter of recommendation from the instructor, as the process for this recommendation is already in place in the School of Education.

### **REQUIRED MATERIALS**

**Sadker, David Miller and Zittleman, Karen.** (2016). *Teachers, Schools, and Society: A Brief Introduction to Education.* (4th ed), McGraw Hill. Available in CSUSM Bookstore in paperback or ebook: Paperback (ISBN 9780078110436).

Prices range from \$80-200 depending on used/new and rent/buy. For the Connect Card to the ebook (ISBN 9781259413681), see bookstore for prices. Note: In this section of EDUC 350, you will not be required to use the textbook publisher's website. This textbook (paperback or ebook) is also available for purchase and rent in various online marketplaces.

**Video vignettes are also required, but available in the CC webclass.**

**Students will choose to read one of the following two books (wait to purchase until we discuss in class):**

Jennings, Kevin. (2015). One Teacher in Ten in the New Millennium: LGBT Educators Speak Out About What's Gotten Better...and What Hasn't. ISBN 9780807055861 (paperback); 9780807055878 (ebook). Available in CSUSM Bookstore to buy new for \$17. Also available for purchase in online marketplaces and via check-out in libraries.

Nieto, Sonia. (2015). *Why We Teach Now.* Teachers College Press. ISBN 9780807755877 (paperback); 9780807773611 (ebook). Available in CSUSM Bookstore: Prices range from \$13-33 depending on used/new and rent/buy.. Also available for purchase in online marketplaces and via check-out in libraries.

These three books are also available for 2-hour check-out from the Library Reserves desk on 3<sup>rd</sup> floor Kellogg Library. Several short videos are also required. These are linked on the Cougar Courses website and are available on a DVD for 2-hour check-out from the Media Library on 2<sup>nd</sup> floor Kellogg Library. Other required readings (e.g., selected articles) are linked on the Cougar Courses website.

### **TEACHER CANDIDATE LEARNING OUTCOMES**

#### **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.

## GENERAL CONSIDERATIONS

### **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.

### **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.

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

- This course is face-to-face instruction (including activity and laboratory modes of 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. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class. 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.)

## **All University Writing Requirement**

The All-University Writing Requirement will be satisfied under these terms:

850 words for a 1-unit course

1700 words for a 2-unit course

2500 words for courses of 3 or more units

## **Necessary Technical Competency Required of Students**

To successfully complete course activities, students need to use Cougar Courses (download course documents, watch presentations and videos, upload your assignments, post discussion responses and reply to peers' posts, join online chats, etc.). You need to use email effectively and know how to attach files. It is best that you know how to make minor configuration changes in a Web browser (change font sizes, open and close tabs, allow or disable pop-ups and plug-ins, enable Cookies and JavaScript, etc.). In addition, you are expected to use office applications (such as a word processor, a presentation tool, a spreadsheet tool, an image viewer, a PDF reader, etc.), engage in collaboration and file sharing (such as Dropbox and/or Google Drive & Apps), and apply Web literacy skills (conduct an effective search with a search engine, evaluate trustworthiness of web content, understand copyrights). Lastly, you may need to troubleshoot basic hardware and software problems.

Keep a digital copy of all assignments. All assignments will be submitted online, and some may be submitted in hard copy as well. Details will be given in class.

## **Contact Information for Technical Support Assistance**

If you need any technical support, contact IITS Student Help Desk: <http://www.csusm.edu/sth/>.

## **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, email is often the easiest way to do so. The instructor will respond to all received emails in a timely manner during customary working hours. Please be reminded that email and online 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 email 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:

- Do not send the electronic message just to avoid a face-to-face conversation.
- You should be willing and able to say in person what the electronic message says.
- Take care that the message cannot be misconstrued.
- Take care that the message represents your highest self.

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.

## **COURSE REQUIREMENTS**

### **Assignments and grading:**

1. Reading log	10 points
2. Current events in education	5 points
3. Interview of a Teacher	15 points
4. The Outsider	10 points
5. Classroom observation reports	20 points
6. Personal philosophy of schooling, learning and teaching	15 points
7. Participation	10 points
8. Contemporary issues research	15 points

Each assignment is described in detail below.

### **1. Reading log**

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each session. In the reading log, do not summarize. Your reading log must demonstrate the "value-added" model. That is, your response must do one of the following: give an example of what the reading described; provide a different perspective of a topic in the reading; or expand upon the idea in the reading by including more detail and depth. You need to specify which of these aspects you are using. Before you submit, read the sample logs. Entries should be one paragraph in length per week. Log entries for each week's class must be submitted via the Cougar Courses site by the *prior* Sunday at 11:55 PM. See the schedule for readings. The log will be graded holistically; you will receive either full credit or none.

No credit will be given for late submissions of reading logs. In extraordinary circumstances, if you do not have access to Cougar Courses for a timely submission, you may email the log entry by Sunday at 11:55 PM at mcdaniel@csusm.edu. Later, as soon as you re-establish Cougar Courses access, you will resubmit on Cougar Courses.

### **2. Current events in education**

You will be assigned a small group for Current Events. In your group, sign up for a date when you will present an item from the week's news in K-12 education. The item must be from a reputable news source and may pertain to local, national, or international issues. Do not submit "news" from personal blogs, newsletters, or other opinion sources. You will summarize and present the importance of the news for your classmates. Be sure that you make a connection to future teachers in California.

Current events groups will be re-formed in the middle of the semester, and the above assignment will repeat.

This assignment will be graded as either 0 or 5 points; there is no partial credit. To earn 5 points, you must: (1) present a different current event on the two dates you are assigned; and (2) engage in the group discussion on a regular basis. The instructor will monitor the groups each session and will assign grades at the end of the semester.

### **3. Interview of a teacher**

In this assignment, you will interview a teacher and write a summary (1,000-1,200 words) 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 three 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 issues in education such as the California High School Exit Exam, Common Core, Race To The Top, and evaluation systems for teachers? 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 (e.g., Mr. Sunshine or Ms. Biology or Dr. Standards) and masking identifying details (e.g., "taught fifth grade in a suburban school district in southern California" or "moved from Suburban Middle School to Central City Elementary School").

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 multiple references to the readings/discussions we have in class.

*Criteria for evaluation:*

Exemplary papers are characterized by:

- Clarity of description of the teacher's experiences and views
- Multiple, explicit connections of coursework (Sadker/Zittleman, assigned articles/videos, class activities) into the analysis
- Explanation of how the teacher interview relates to your own thinking about teaching as a career
- Correct grammar, syntax, spelling

The written report is due via the Cougar Courses site on February 16.

#### 4. 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 doing the assigned readings, write a reflective essay (1,000 words) in which you comment on your own (or a friend's) school experience in which you may have felt like an outsider. Reasons could include differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc. Make at least one specific connection to the assigned readings.

Consider the following questions:

- What personal characteristics fostered your (or your friend's) feelings of being an outsider?
- How did you react to and cope with the situation?
- Did you share your experience with any teachers or other school personnel? Did any of them assist you?
- What could school staff, parents or friends have done to help?
- In what ways did this experience change you? Did you "learn" from this experience?
- How might this experience make you a more sensitive and effective teacher?

*Criteria for evaluation:* Exemplary papers are characterized by:

- Addressing the questions above in a thoughtful/analytical manner
- Integration of the assigned readings in the paper

- Correct grammar, syntax, spelling

The written report is due in Cougar Courses

## **5. Classroom observation reports**

Using the classroom observation instrument provided online, write up five observations in your field sites. The template is on the Cougar Courses site under Fieldwork Instructions and is also on the School of Education website at the top of the syllabus webpage. You must submit one written observation from each of these four types of school settings: Elementary, Middle, High, and Special Setting; the fifth written observation is from any setting (your choice). Each written observation should be approximately 300-400 words. Submit these via the Cougar Courses site as instructed in two different "batches". See the CC modules Turn in your Classroom Observation Record (timesheet) and Report Summary (distribution report) to Cougar Courses by May 2. If you do not complete the classroom observations, you will receive a grade of INC for the course.

## **6. Personal philosophy of schooling, learning and teaching**

Write a paper (1,000-1,200 words) that explains your personal philosophy of schooling, learning and teaching. Follow the template below, and self-assess before you turn in the paper.

### Introduction

- Describe the level of schooling and subject field(s) you hope to teach.
- Name your philosophy (or combination of philosophies) as described by Sadker and Zittleman Ch 6.
- 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.?

### 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 at least one concrete example of how you will interact with your students in light of your beliefs.

### 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?
- What are your thoughts about the students you will teach? What do they need from a teacher?
- How will you as a teacher use subject matter and other experiences to guide students toward meaningful learning activities?
- Give at least one concrete example of how you will interact with your students in light of your beliefs.

### Teacher dispositions and actions

- Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position.
- Give at least one concrete example of how you will conduct yourself in light of your beliefs.

### Conclusion

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

### Criteria for Assessment of Philosophy Paper

Append a self-assessment of at least one "beefy" paragraph to your paper. These are the criteria that will be used to evaluate your philosophy paper.

Exemplary papers have the following characteristics:

- Ideas: The paper is clear and focused. It holds the reader's attention. Relevant information and details enrich the central theme. Ideas are supported by research, practical knowledge and experience. Conclusions show insight.
- Organization: The organizational structure enhances and showcases the central idea or theme of the paper. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. Sequencing is logical and effective. Thoughtful transitions tie parts together. The paper flows so smoothly, the reader hardly thinks about it.
- Connections: The paper includes multiple references to EDUC 350 class experiences (specific text selections, class discussions, fieldwork observations, assignments, current events, etc.).
- Voice: The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and has personality.
- Sentence Fluency: The writing has an easy flow. Sentences enhance the meaning. Sentences vary in length and structure. The piece has purposeful and varied sentence beginnings.
- Conventions: The writer demonstrates a good grasp of standard writing conventions. Spelling is generally correct. Punctuation is accurate. Grammar and usage are correct. Paragraphing tends to be sound. The piece needs very little additional editing.

The written report is due via Cougar Courses site on April 20.

## 7. Participation

This course is designed for active learning during class sessions, both f2f and online. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities. You will submit a self-assessment on Cougar Courses by May 2. The instructor will consider your self-assessment when assigning points for this assignment.

Answer each of the following questions:

- 1) How do you participate in class discussions productively, sharing your knowledge and understandings?
- 2) How do you participate in online class activities productively? What has been your approach to online sessions, and how effectively have you engaged in these sessions?
- 3) How do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- 4) How do you contribute appropriately to group work—do you “do your share”?
- 5) How do you demonstrate that you are able to accept others' opinions and that you are supportive of others' ideas?
- 6) How do you support your peers during their presentations?
- 7) How do you manage potential diversions (electronics, personal business, appointments, etc.) that might impede your ability to give your full attention to class sessions?
- 8) How do you monitor and adjust your participation to allow for others' ideas as well as your own to be heard?
- 9) What grade (10 points maximum) do you feel you have earned for your participation in EDUC 350 this semester?

## 8. Contemporary issues research

Choose (1) an issue that interests you (from the topics given to you by the instructor) and (2) one or two partners with whom to work. Research the issue and prepare a PowerPoint or Prezi plus an oral report to share in class. The report should describe and analyze the issue in approximately 10 minutes. You will present in class in December. When you present your research orally, provide a copy of your visual presentation for each of your classmates (these can be miniature slides on one page of paper). You will be graded according to the rubric presented in class and on CC. This is due to Cougar Courses on May 11, with strong encouragement to submit earlier.

## **Grading Standards**

Grades will be determined by the total number of points earned (100 points possible). 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.

A = 93-100	A- = 90-92
B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72
D = 60-69	F = 0-59

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).

## **SCHEDULE/COURSE OUTLINE**

See the Cougar Courses site for the week-by-week course outline, required preparation for class sessions, online class instructions, assignments, and due dates.