2. Please complete the course credit course proposal form.

Important: Please complete all sections.

<table>
<thead>
<tr>
<th>Discipline</th>
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<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Support</td>
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<td></td>
</tr>
<tr>
<td>Oppose</td>
<td></td>
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If yes, explain reasons (Any option should be checked in writing and attached to this form.

10. Does this course fulfillornivide discipline(s)? (If there is any necessity as to whether a particular discipline is affected.

<table>
<thead>
<tr>
<th>prerequisites</th>
<th>Co-requirements</th>
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9. Additional Course Requires Course Credit for Admission?

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<td>C1</td>
<td>C1+C2</td>
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7. Co-requirements

6. Allowed Student Levels: 1E

5. Minimum Units:

4. Number of Units: 3

3. Minimum Units for Foundation of Teaching as Profession

2. Approved course and Number:

1. Designated Term: Spring 2006
Course Title: Foundations of Teaching as a Profession (EDUC 1950)

(760) 50-0202

Course Description: Please provide a short paragraph describing the purpose, focus, and audience for your course.

Course Objectives (Provide specific student learning outcomes and how they will be achieved):

- Understanding the laws that influence teaching responsibilities.
- Understanding the role of special education in general education practices.
- Understanding legal issues in curriculum and instruction.
- Understanding ethical issues affecting student achievement.
- Understanding and appreciating the student as an individual.
- Understanding the qualifications and certifying process for California teachers.
- Demonstrating competency in.

Course Description (Cover page): All courses within this program require a $10.00 fee for each credit hour. If a course is offered on a credit hour basis, the student is responsible for the full cost of the course. The fee is due at the time of registration. This form is subject to the policies and procedures outlined in the Student Handbook. If you have any questions, please contact the Office of Extended Studies at 760-50-0202.
Understanding educational reform movements
Understanding the nature of teaching as a career
Understanding critical issues in curriculum and instruction
Understanding records, testing, and student assessment
Understanding the role of education in society
Major topics include:

Career

Education in the United States and should be able to assess his/her interest in teaching as a profession in order to understand the nature of the profession. The course introduces candidates to the education professions. The course is intended for individuals interested in becoming teachers and the education professions. The course is intended for individuals interested in becoming teachers and the education professions. The course is intended for individuals interested in becoming teachers and the education professions. The course is intended for individuals interested in becoming teachers and the education professions.

Purpose and goals: The purpose of this course is to help students appreciate the role of formal education in society. To understand aspects of global education and to explore some of the major issues affecting student education and to understand the role of formal education in society.

Course description: This is an introduction course that focuses on the role of schools in society.

Mission Statement of the College of Education, CSU San Marcos

EDUC X135G: Foundations of Teaching as a Profession

College of Education

California State University San Marcos
Fieldwork
In addition to in-class work, assigned readings, and projects, students will be expected to observe a minimum of 45 hours in public schools. Each student will complete a formal, comprehensive internship observation report and evaluation of their experiences in the classroom setting. Students must attend more than eighty percent of class time or the may not receive a passing grade for the course, at the discretion of the instructor. If you miss three sessions, you cannot receive a grade of "A". If you miss three class sessions, you must two class sessions are late (or leave early) to more than three class sessions are late (or leave early), you must attend all classes and participate actively. At a minimum, the dynamic and innovative nature of courses in the CCE all students are encouraged to attend. Attendance policy of the College of Education (COE); due to the assignments, conduct research, lead discussions, and participate in group activities.

General Expections
Approved by the instructor,
"Cong-Fort of H. Sch. & J. Sch. to None," and other works supplied and/or

Suggested Texts/Readings
Materials on CSU College of Education Website-Reference EDCU 350
Institute for Educational Reform
How Culture Shapes What Instruction in Japan, Germany and the U.S. By CSU "Good Schools: An Inquiry into Ideas." David Riesman
"Less Known to Special Education at AACTE Teachers" By J. Thompson
Selected essays distributed by the instructor including:
Selected readings from "The American School: A History" by J. Thousand
Required Materials:
Understand and honor all laws relating to professionalism, misconduct, and morality.

They model ethical behavior for students.

They are aware of and act in accordance with ethical considerations.

They are aware of and act in accordance with ethical considerations.

Students successfully complete the first module in the course.

Programs of Quality and Effectiveness for Professional Teacher Preparation

Students will develop a philosophy statement. Specific details are included on page 12.

Some assignments will require the use of the Internet.

Technology (e.g., word processing, electronic mail, use of the Internet and/or multimedia software)

Technology assignments.

Class:

Specific details are included in the syllabus and discussed in the first 2 class sessions. Students will interview a teacher and write a 3 to 4-page summary of the information.

Teacher Interview:

You may be asked to share these articles with other students. The logs will be collected.

Personal reflections

A brief summary of the main points

A brief summary of the main points

After November 2023, entries or logs should be submitted to the instructor for review.

No reading logs will be accepted.

Reading Logs: Students are expected to read and keep a log summarizing or at least reading the assigned text.

After November 2023, entries or logs should be submitted to the instructor for review.
The total number of points earned out of 100 will determine your final grade.

Points:
- Philosophy statement (5 points)
- Technology assessments (5 points)
- Final Exam (20 points)

Points: Group Oral Presentation (10 points)
- Field Experience (20 points)
- Teacher Interview (10 points)
- Reading

The following point system will be used in determining the final grade:

Lectures:

Student comprehension of the concepts being presented in class discussions and class assessments/grading:

- Use natural peer supports (e.g., partner learning, peer tutoring, classroom
  - They are responsible
  - Plan for recall and assess the students with special characteristics for whom
  - Collaborate with special educators and other specialists to prevent or reduce
  - Use pre-referral processes such as the Student Study Team and consultation with
  - Individual Education Program (IEP) process and implementation
  - Are familiar with their legal and ethical responsibilities to participate in the
  - Criteria for special services (e.g., special education, gifted and talented services
  - Accommodating those differences in the classroom
  - Know the eligibility
  - Students
  - Can articulate the rationale for inclusive educational opportunities for all
  - General education core curriculum
  - Considered gifted and talented, have access to and actively participate in the
  - Identify disabilities, students with behavioral interventions, and students
  - Develop accommodations and modifications in curriculum and instruction in order to ensure that special populations, including students with
  - Know and use principles of universal design to differentiate instruction and

- Group Oral Presentation (10 points)
- Field Experience (20 points)
- Teacher Interview (10 points)
- Reading
Technology Assignment: Assessment Rubric

Form the various websites you consulted. Write a summary (one page minimum) of what your hypothesis of what the schools would be like and the general characteristics of the student body based on the information you gleaned. Print out the website information you found most helpful. (Be selective — don't print everything you find and then select #4).

Step 4:
Write a summary (one-page minimum) of your hypothesis of what the schools would be like and the general characteristics of the student body based on the information you gleaned. Print out the website information you found most helpful. (Be selective — don't print everything you find and then select #4).

Step 3:
Print out the website information you found most helpful. (Be selective — don't print everything you find and then select #4).

Step 2:
Seek out websites from the communities, school districts, and local schools you have chosen to research. Look for answers to the questions you posed.

Step 1:
Make an initial judgment about what it might be like to work in this community and school district. Choose one possible teaching position. Choose one community close enough to actually visit and a second one for a community you have not visited.

Second one is to select two communities to research via Internet. Look for information about a possible teaching position. Choose one community close enough to actually visit and a second one for a community you have not visited.

Using Technology: Selecting a Community for a Teaching Position

Activity Overview:

Class Session

<table>
<thead>
<tr>
<th>1</th>
<th>8</th>
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<tbody>
<tr>
<td>2</td>
<td>9/10</td>
</tr>
<tr>
<td>3</td>
<td>11/12</td>
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<tr>
<td>4</td>
<td>1/3</td>
</tr>
<tr>
<td>5</td>
<td>Plus covering all areas</td>
</tr>
<tr>
<td>Bonus</td>
<td></td>
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</table>

Class Observations

<table>
<thead>
<tr>
<th>Bonus</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Reading Logs</td>
<td></td>
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</tbody>
</table>

Total
classroom diversity

C. do you see evidence of diversity? (students

B. do you see evidence that they are encouraged.

A. can the teacher move easily about the classroom?

teachers responding to all students equally? how do students respond/relate to

Inclusive strategies, special needs or educational strategies? do you notice the

rules posted, which generated the

rules and procedures:

the desk or table arrangement

Focus of Observations

Just want to know what you are thinking.

Include any questions you might like to ask the teacher. You don't have to ask them.

Readings and your reaction to what you observed

arrays of the observation to compare what you saw with class discussions or

Inferences/explanations you have prior to the observations

Students/students in the room

behavior and frequency you observed

Friend classroom (grade or subject)

Student name

Your name

Observation entries should include the following information:

Type your observations on this form provided or create your own using a similar format. All

Period:

Complete one observation form for each classroom you visit. Each observation should last at

English (available)

Secondary Education (RPS or SC)

Middle School Grades (6-8)

Upper Grades (9-12)

Primary Classroom Grades (K-5)

Observation

You must visit the following grade levels/school settings to include in your 45 hours of

observe in several different grades or classroom settings.

Depending on the time you have available, you may wish to explain that you would like to

visit the school as many days as possible. for the school to arrange an observation visit.

Begin your observations by asking the school principal or secretary to

introduce you as you may need one when you meet with the school principal or secretary. I

Choose the location for your field experience observations early and carefully. Make copies of the

guidelines for classroom observations
Here you make any career moves since you started teaching. For example, different grades, school, school districts, etc.

* Describe your main teaching style?
* How would you describe "teaching"? Do you have a particular educational philosophy that you teach by, how long did that take you to be comfortable with your teaching?
* Describe your professional education courses. How helpful was it in preparing you to be a teacher? Did you get any regrets for the time you invested? Did you consider other career paths? Do you have any regrets for why did you choose to enter teaching as a career? How attractive was this profession at

Suggested questions:

School

Someone who has been teaching for at least five years at a public elementary, middle or high school. Someone who has specific classroom behaviors, strategies and habits that are specific to classroom behaviors. Someone who has a specific classroom philosophy.

In this assignment you will interview a teacher and write a 3 to 4 page summary of what you

Teacher Interview

Instruction is received or acquired based upon the evaluation used. The lesson is being met or not? What documentation is there that you see evidence that the teacher knows if the objectives of the lesson are being met? What documentation is there that you see evidence of the lesson are being met?

1. Flexibility: Did you notice evidence of flexibility in teacher behaviors? Where there materials organized and ready for use at the proper time?
2. Planning for instruction: Did you see any evidence of a lesson plan? What evidence of a lesson plan? Were the

F. Classroom Management: Was the teacher able to get compliance from the students? What are the teacher expectations? How do adults outside of class respond to students?

E. School/class Climate: Were you able to observe students on the school with other learners both in the classroom or outside? Do students appear ready to learn? Do you sense positive interactions among learners.

D. Communication: Observe the delivery of instructions. Do students seem to understand what they are to do? Does the teacher use a variety of teaching techniques?

C. Group #2 Focus

B. Expectations were the teacher consistent in discipline used?

A. Classroom management was the teacher able to get compliance from the students? What are the teacher expectations? How do adults outside of class respond to students?

H. Variety of instruction: Does the teacher use a variety of teaching techniques.

G. Communication: Observe the delivery of instructions. Do students seem to understand what they are to do? Does the teacher use a variety of teaching techniques?

F. Classroom management was the teacher able to get compliance from the students? What are the teacher expectations? How do adults outside of class respond to students?

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H. Variety of instruction: Does the teacher use a variety of teaching techniques.

G. Communication: Observe the delivery of instructions. Do students seem to understand what they are to do? Does the teacher use a variety of teaching techniques?
Details:
You are provided the teachers' instructions: By using a pseudonym and masking other
people's names, write about the students—especially those that come from a background different from
your own. Include your thoughts in your written analysis. Consider what information means to you as you
reflect on these. Focus on a few themes that best characterize what you have heard. Don't try
teaching in general, but focus on a few themes that best characterize what you have heard. Don't try
teaching in general, but focus on a few themes that best characterize what you have heard. Don't try
teaching in general, but focus on a few themes that best characterize what you have heard. Don't try
teaching in general, but focus on a few themes that best characterize what you have heard. Don't try

Analyse:

• "Teaching?" It's been something else that I should have asked to help prepare me for a career in
• about these changes?
• What changes have you noticed in the profession since you started? How do you feel
• Remember these studies?
• Do you have some favorite memories from classroom experiences? Do you think
• to work more effectively with different types of students?
• You've made background differences from your own? What accommodations (if any) have you made
• students? Have you experienced any cultural shock in working with students whose
• How do you learn about the individual differences in their lives and experiences of your
• What have been the major joys you have experienced—frustrations? What changes in
•
The sentence variety is difficult to read.

Many mechanical errors occur, and the organization is hard to follow.

Evidence summary of the article is provided, but concrete details are short.

Summary and personal reflections for reading logs follow. Some of the requested format includes: title, source, date of publication.

Meets the standard (1/5) for other assignments.

Some sentence variety is interesting to read.

Has a few mechanical errors.

Good organization.

Includes pertinent information and provides concise details of article/interim.

Follows requested format (including: title, source, date of publication.

Very strong (2/5) for other assignments.

Uses a sophisticated vocabulary.

Holds interest is interesting to read.

Few very few if any mechanical errors.

Preserves clarity and logical organization of thoughts.

Uses complete sentences using personal viewpoints.

Provides concise details of the article/interim.

Summary and personal reflections for reading logs follow. Some of the requested format includes: title, source, date of publication.

Excellent (3/5) for other writing assignments.

Other writing assignments are generally marked on a ten-point scale as follows:

Writing logs for journals are scored on a 1 to 3 scale with "3" being the highest mark.

Scoring Guide for Reading Logs and Other Writing Assignments (Teacher Interview)
Group Presentation on a Controversial Issue

- What's the reaction of your group to the issue?
- What's your argument for your position?
- What's your argument against your position?
- What's your compromise?

Each member of the class will join with others to become familiar with a counterparty issue in education that is somewhat controversial. Your group's assignment must be multiple.

Exemplary papers are characterized by:

Criteria for Evaluation:

- Does the paper present a clear argument for your position?
- Does the paper demonstrate critical thinking and analysis?
- Does the paper effectively address counterarguments?
- Does the paper incorporate evidence and data to support your argument?

Please note that the assignment contains three integrated concepts: teaching, learning, and schooling.

Compress your own approach to the assignment. The way you choose to teach, learn, and organize your thoughts in a way that best addresses the prompt.

The purpose of this assignment is to articulate your emerging beliefs about teaching, learning, and schooling.

Personal Philosophy of Teaching, Learning, and Schooling

Review the last class before spring break.

The paper should be 2 to 4 pages (double-spaced). A rough draft is due for peer review at the class before spring break.
How would you cut 10% from a school district budget?

Does "character education" build moral values in public school students?

Has the STAR accountability program been successful in improving education in California?

Will school vouchers improve education in the United States?

History?

Should our high school history classes present the "true" facts of American history?

Has the passage of Proposition 227 in California helped bilingual students?

Is the federal NCLB act working in improving education in America?

Is full inclusion of special education good for schools?

Have public schools adequately accommodated concerns about religion?

Do concerns about safety in school warrant a "zero tolerance" policy?

Are charter schools revitalizing education in America?

Topics:

You may select one of the following topics or propose a different one for instructor approval.

Each group will create a two page typed abstract and a selected reading list (at least 12 references in bibliographic form) to distribute to each class member. For future reference, the names of each member of the group should be included in the handout.
Curriculum Coordinator - Social Studies

- Suggests curriculum materials to social studies department.
- Assists with the development of social studies courses.
- Provides support for social studies teachers.
- Assists with the assessment and evaluation of social studies programs.
- Coordinates with other curriculum coordinators to ensure consistency.
- Participates in the development of school-wide social studies policies.

1997-1998

Assistant Superintendent of Educational Services

- Responsible for the development and implementation of educational programs.
- Provides leadership and oversight for the educational programs and services of the district.
- Supports the instructional programs and the educational needs of all students.
- Coordinates with other district leaders to ensure a cohesive educational approach.

1985-1987

Lake Elsinore Unified School District, Lake Elsinore, CA

Assistant Superintendent of Educational Services

- Supports the implementation of educational programs and services.
- Provides leadership and support to school staff.
- Participates in the development of educational policies and procedures.
- Supports the implementation of educational goals and objectives.
- Provides feedback and recommendations to the superintendent.

1987-Present

ADMINISTRATIVE EXPERIENCE

48 GILBERT ST, OCEANSIDE, CA 92054

5525 SAGE HILL RD, ESCONDIDO, CALIFORNIA 92026

RE: 760-749-7013

1985-1987
EDUCATION

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<tr>
<td>1969-70</td>
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EXPERIENCE

OTHER PROFESSIONAL

TEACHING EXPERIENCE

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<th>Position</th>
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<td>University of California, San Diego</td>
<td>Assistant Professor, Educational Leadership</td>
</tr>
<tr>
<td>1962-63</td>
<td>University of California, San Diego</td>
<td>Associate Professor, Educational Leadership</td>
</tr>
<tr>
<td>1963-64</td>
<td>University of California, San Diego</td>
<td>Professor, Educational Leadership</td>
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ADMINISTRATIVE OFFICE, SOUTHERN CALIFORNIA EDUCATION PROGRAM — CAMPUS ADMINISTRATION (CONT'D.)