

EDU 100 Intro to the Liberal Studies/Subject Majors and the Undergraduate Concurrent Program of Elementary Teacher Preparation

Mount Saint Mary's University
Fall 2020 – August 26-December 9
Wednesdays 8:00-9:00AM
Course Syllabus

Instructor: Shelly Tochluk, Ph.D.
Email: stochluk@msmu.edu (the best way to reach me)
Office hours: Immediately following class on Wednesdays or by appointment.
Please email me to schedule a phone or Zoom appointment.
Physical Location: Building 17½ - 2nd floor, above Toddler's Center

Please email me from your MSMU email address.

Course Philosophy:

This course is meant to be a laboratory of learning. My hope is that the activities and materials included will serve your learning goals as you consider what it means to become an educator in the state of California and/or how you will make use of your knowledge in service of community. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

Course Format:

This course utilizes two formats for class sessions, synchronous Zoom sessions and asynchronous online modules. Zoom sessions meet during the published course dates/times. To attend Zoom sessions, you need to be in a quiet location with access to a computer or laptop that allows for internet access and audio and video functions. Login information is available on Canvas. You may complete online modules at your own pace any time prior to the date/time due. (See course calendar for details.)

Course Description:

This course provides an introduction to the study of the liberal arts and sciences and to the Concurrent Program of Teacher Preparation. Students consider the interrelationships among subject matter areas and the essential connection between subject matter preparation and pedagogy (methods of teaching and assessment of learning). Additional program themes include technology, leadership, and diversity, equity, and inclusion. Other topics include the philosophy and goals of the Concurrent Program of Teacher Preparation and the California Content Specifications for the candidates' subject area. Also introduced and explained are the standards required to meet the Elementary Subject Matter Waiver Program requirements as well as the final assessments that make up the program's culminating portfolio, or capstone.

Course Objectives:

1. Learn the relationship between a subject matter major (academic preparation) and professional preparation (learning how to teach), and to become familiar with program requirements;

2. Recognize how courses in the major "fit" together as a program and are not isolated course requirements;
3. Become aware of the connection to what is being studied in the major and what will be taught in the future; that is to think about what is being studied in relation to what students will be teaching (knowledge for teaching)
4. Know the California Content Specifications for the subject matter areas taught in elementary/middle/secondary schools and be able to relate them to past, current, and future learning experiences (coursework), as preparation for the California Subject Examinations for Teachers (CSET);
5. Become aware of selected California Frameworks, the Common Core and the Teacher Performance Expectations (TPEs) together with TPE assessment by means of the Teacher Performance Assessment (TPA) process;
6. Understand the philosophy of the concurrent program of undergraduate teacher preparation;
7. Become genuinely excited about learning and increasingly curious about all areas of the liberal arts and sciences (middle and secondary candidates: with special focus on the single subject area).

Assessment of Student Learning Outcomes:

Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of a student in our credentialing and masters programs. In this class, one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this Department, and throughout the University.

Inclusivity Statements:

- This class is intended to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this policy relies on the support and understanding of everyone in the class. We all have a responsibility to try to avoid offending each other and to speak against harassment or discrimination of any kind.
- All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with me in advance.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact me (if you feel comfortable doing so) or the Dean of Student Life for their respective campus for support.
- MSMU has a 'Minors on Campus' policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please contact me so we can create a plan in advance for potential emergencies.

- If you have personal challenges such as health issues that might affect your ability to perform in this class, please let me know as soon as possible so that we can work together to make appropriate accommodations

Course values:

Attendance - Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities. Because collective engagement in course topics is so important to the learning process, limit absences to only two sessions. Students will have an opportunity to do an additional make-up assignment if there is a third absence due to an emergency. After the third absence, so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a subsequent semester.

Make up work and late assignments - Emergencies occasionally happen. If you find that an assignment cannot be completed or submitted on time, contact me as soon as possible to make arrangements for a late submission. If you know you will be absent, do your best to submit your work before the class' start time (and due date) on canvas.

Assessment - The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Please review the assignment guidelines and rubrics before, during, and after completing your work. These documents support you to complete assignments that achieve and demonstrate desired learning outcomes.

Your course grade (credit/no credit) and advancement in the Teacher Preparation Program will benefit from high quality completion of the following activities:

Tasks	Due Dates
Online Modules	Due by Wednesday at 11:59PM on the date replacing a Zoom session
Essay - Why I want to teach (CBEST writing practice)	September 2
Ed Dept. Organizational Digital Binder	September 2 and November 18
Simulation CBEST Practice (Reading and Math)	September 16 (Reading) and October 14 (Math)
Reflection Parts I and II - What does it mean to be an educated person?	September 23 (Part I) and October 7 (Part II)
Essay – What does it mean to be an educated person?	October 21
Application for Teacher Preparation Program	November 16
CSET Practice Test	Early submission: November 1 Final deadline: November 25
Final Exam (online)	December 9

Grading

This course is credit/no credit. All activities offer useful learning opportunities to help you successfully complete the Liberal Studies major and/or the Concurrent Program of Teacher Preparation. Feedback provided on each assignment helps you attain your future goals.

All assignments must be completed in order to earn course credit. Online modules count as attendance.

Required Texts

1. The course uses free, online resources whenever possible. Online modules include the review of State-approved subject matter content standards. Standards and Frameworks are available on the web and are free to download.
During one of the online modules, you will access the Standards/Frameworks appropriate to your subject area. Links are available on Canvas for the following:
 - Common Core Standards – Language Arts
 - Common Core Standards – Math
 - Next Generation Science Standards
 - CA Visual and Performing Arts Framework
 - CA History/Social Science Framework
2. The one item you may wish to purchase is a study guide of your choice for the CSET (California Subject Examination for Teachers; Elementary or Secondary Subject area). This choice will depend upon your program plan (whether or not your plan requires passage of the CSET).

Task Guidelines:

1. **Write an essay on the topic – Why I Want to Teach**

Details for how to construct the essay are available on Canvas. The assignment serves as a simulation for the CBEST writing section. I will provide feedback on your writing to help you prepare to take and pass the CBEST writing subsection.

2. **Digital Binder for Concurrent Program of Teacher Preparation**

Students find that being organized is one of the best ways to be successful in the program. For this reason, creating and maintaining a digital folder, with multiple subfolders, for organizing materials related to the Concurrent Program of Teacher Preparation is a part of this course. You will be invited to show off your digital binder (via a photo) two times during the semester. The first will verify that you have created the folder and organized subfolders. The second will be toward the end of the semester, to demonstrate that you are maintaining all materials.

You will collect and save the following materials during the course. We will discuss each one to ensure you receive answers to all of your questions. Keep these files as long as you plan to complete the Concurrent Program of Teacher Preparation:

- A list of the Teacher Performance Expectations (TPEs).
- Content Specifications Matrix for Subject Matter Requirements. Go on line to: <http://www.cde.ca.gov> Type *Standards* in the Search Box. Chose the subject matter area for your teaching major.
- Advisement form:
 - For Liberal Studies Majors (Elementary) - Required subjects of study
 - For Secondary candidates – Schedule of courses for teacher preparation
- Matrices for assessing courses in relation to: 1) effective teaching (pedagogy) 2) assessment, 3) technology, 4) diversity, and 5) leadership
- *Glossary* for the Concurrent Program of Teacher Preparation
- Education Department Expectations for writing
- Copies of rubrics used in EDU 100
- MSMU Education Department Candidate Disposition Policy

3. **Complete a “simulated CBEST” exam**

Reading and Math sections: Careful attention to the exams will support your ability to pass the exam when it becomes available.

Guidance notes:

- Check with the CBEST testing site to stay up-to-date regarding access to testing.
- It is advised that you take the real CBEST exam (all 3 sections) as soon as possible.
 - Juniors will take the real CBEST as soon as it is available, hopefully before the end of the fall semester.
 - Freshmen and Sophomores will take real CBEST early in the spring semester, if possible.
- If you do not pass the first time, use the Student Learning Center to get help.
- It is okay to take the test for “diagnostic purposes.” Do not stress over it. You just need to take it (all three sections). Also, be sure you have photo ID with you or they will not let you enter to complete the exam.

Policy notes:

- If access to testing is not possible due to COVID-19 related closures, current policies allow you to enter a credentialing program without test results. Requirements for passing scores remain in place in order to apply for a credential. Your advisor will work with you to navigate program details.
- The Ed Dept. wants to make sure you are prepared to be successful in our courses. Therefore, taking the CBEST (even if you do not pass) is part of your application to the Ed. Dept.
- Be aware that if testing is available, you must have attempted the CBEST before you will be allowed to enroll in EDU 154. When testing is available, passing scores on the CBEST are required to enroll in EDU 155 or 156. (These requirements ensure that you have the skills needed to complete the courses successfully and that you have sufficient time to attend to other requirements.)

4. Submit the *Application for the Teacher Preparation Program*

Sr. Kieran Vaughan will offer an Orientation to the Teacher Preparation Program during one of the classes. The program director needs to interview you as part of the application requirements. The interview is a best viewed as a friendly conversation. Students tend to find it thought provoking and enjoyable.

- Elementary: Contact Sr. Kieran at kvaughan@msmu.edu to set up a Zoom appointment.
- Secondary candidates make an appointment with Dr. Robin Gordon. Have application materials available during the appointment. Dr. Robin Gordon; Office on the Doheny Campus (Bldg. #17, upstairs) rgordon@msmu.edu; To make an appointment, call Ed. Dept. Administrative Assistant at 213-477-2620.

Applications are due Monday, November 16th. Submit electronic documents any time before that date to Sr. Kieran via email to kvaughan@msmu.edu.

- If you would like to submit hard copy documents, you have two options for submission.
 - 1) Take documents to the Education Department Administrative Assistant in Building 20 (Doheny), to be put in Sr. Kieran Vaughan’s mailbox.

- 2) Email Sr. Kieran (kvaughan@msmu.edu) to make arrangements to drop off the completed application with her when she is on the Chalon campus in H415.

5. Consider what it means to be an educated person

Through discussions, the class will consider issues related to what it means to be an educated person. You will complete a series of written assignments that will help you articulate your personal thoughts and conclusions.

6. Complete a practice exam for the CSET

This assignment will introduce you to the type of information required to pass State exams that may be part of your Concurrent Program of Teacher Preparation. You will complete the practice exam as part of an online module.

Other Guidelines and Notices

- **Special Circumstances due to COVID.** This course has been modified to include more online/remote activities due to COVID and social distancing protocols. In addition, if you are unwell, or have other issues preventing you from attending face-to-face meetings, please be in contact with the instructor to discuss accommodations.
- **California credential legislation & regulations are subject to change.** These changes supersede MSMU academic policies and regulations, even those published in the MSMU catalog. In this time of COVID-19 related policy considerations and changes, the Education Department is continually monitoring CCTC policy shifts in order to determine how they will affect you and your progression through the program. We will report information to you whenever important changes occur.
- If you apply to the Ed. Det., you will be in the 2042 Multiple or Single Subject Credential Program. When you successfully complete this program at MSMU, you will receive a five-year initial Preliminary Credential. Sometime during the subsequent five years, you will need to complete legislated requirements to convert the Preliminary credential to a Clear Credential. The credential document you receive will note this requirement.
- You may find it helpful to exchange phone numbers and e-mail addresses with your classmates for mutual help and support.
- I encourage you to find a friend who will read and edit your assignments with you before submitting a final draft. All assignments should be thoughtfully prepared, written in academic English, as free of grammatical and spelling errors as possible. For traditional essays, use 12-point Times or Arial font, double-spacing, and one-inch margins. (Note: It is important that educators be excellent language and literacy models. Because I care about your ability to teach writing skills to young people, I will highlight grammatical/spelling errors and they will result in point deductions. This is how I will alert you to areas for continued growth.) **All are encouraged to make use of the Student Learning Center.**

University and Education Department Policies

Learning Resource Center: The Doheny Learning Resource Center will arrange personal tutoring or assistance for you according to your needs. Both graduate and undergraduate students are welcome. Call (213) 488-2692.

Candidate Dispositions: The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) If an instructor is concerned about a student's ability to meet expectations, an Ed Dept. faculty or staff member completes a Notice of Concern as part of the Department's formative feedback assessment process.

Academic Integrity: Students are expected to adhere to the MSMU statements on Academic Integrity published in the MSMU Catalog.

Academic Freedom: Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

Technology Policy: Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

Students with Disabilities: Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

Incompletes: Applying for an incomplete grade is not a solution to poor attendance and must be filed no later than 1 week prior to finals. Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:

- has completed the majority of assignments
- on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D.
- is prevented from completing the final assignment for serious medical/personal reasons
- can complete the work within one semester

Student Credit Hour Policy – A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:
(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Education Department Office Information

Feel free call the Education Department receptionist anytime to make an appointment with Dr. Shelly Tochluk or Dr. Robin Gordon: (213) 477-2620. Contact Sr. Kieran Vaughan at kvaughan@msmu.edu or 213-477-2628.

EDU 100 Intro to the Liberal Studies/Subject Majors and the Undergraduate Concurrent Program of Elementary Teacher Preparation Fall 2020 – August 26-December 9 Wednesdays 8:00-9:00AM

COURSE CALENDAR

Week 1 - Wed. 8/26, 8-9AM – Zoom Mtg.

Topic(s): Introduction to course, Deciding to become a teacher, Writing expectations and assessment

Assignments Due: Upload an introduction photo

Week 2 – Wed. 9/2 – Online Module (due Wed. 11:59PM)

Topic(s): Getting thoughtful, prepared, and organized

Assignments Due: Essay – *Why I want to be a teacher*; Syllabus Quiz; Photo of digital folder structure

Week 3 – Wed. 9/9, 8-9AM - Zoom Mtg.

Topic(s): Discussion of themes from essays and syllabi terms, Introduction to philosophical questions regarding what it means to be an educated person

Assignments Due: None

Week 4 – Wed. 9/16 – Online Module (due Wed. 11:59PM)

Topic(s): --- includes exploration of themes related to what it means to be an educated person, who decides what an educated person is, who decides what teachers should know, and what cognitive skills are required of teachers

Assignments Due: CBEST reading practice test

Week 5 – Wed. 9/23, 8-9AM – Zoom mtg.

Topic(s): Discussion regarding CBEST reading scoring, Philosophy of the Concurrent Program of Teacher Preparation --- What does it mean to be an “educated person?” --- Practice defining and identifying examples of the use of cognitive skills

Assignments Due: Reflection (Part 1): What does it mean to be an educated person?

Week 6 – Wed. 9/30, 8-9AM – Zoom Mtg.

Topic(s): Philosophy of the Concurrent Program of Teacher Preparation --- Using and teaching the cognitive skills; What it means to be an educated person

Assignments Due: Prepare with group to teach assigned cognitive skill(s)

Week 7 – Wed. 10/7, 8-9AM – Zoom Mtg. (with Sr. Kieran)

Topic(s): Orientation to the Concurrent Program of Teacher Preparation (Part I)

- Application process (for Undergraduate Teacher Preparation Program)
- Overview of the Liberal Studies Major or schedule of courses for secondary teacher preparation with Catalog listings of major courses
- Review CBEST strategies
- Relationships among (a) teaching majors (B.A. degrees), (b) professional preparation, and (c) assessment (CSET, TPA, etc.) in the MSMU concurrent program of teacher preparation.

Assignments Due:

- 1) Reflection Part II: What does it mean to be an educated person?
- 2) Register for the CBEST as soon as possible if you are able to take the real CBEST in December (depending on COVID-19 related closures).
- 3) Take early action to apply for the Certificate of Clearance. You must receive it to be eligible to take any EDU course requiring fieldwork, ex. 150, 107. Check your planning schedule!

Week 8 – Wed. 10/14, Online Module (due Wed. 11:59PM)

Topic(s): Philosophy of the Concurrent Program of Teacher Preparation --- Discussion of personal views on what it means to be an educated person

Assignments Due: Complete online module; Cognitive Skills Quiz; CBEST math practice test

Week 9 – Wed. 10/21, 8-9AM – Zoom Mtg.

Topic(s): Discussion regarding CBEST math scoring, Approaches to Assessment (Simulation)

Assignments Due: Essay: What does it mean to be an educated person?

Week 10 – Wed. 10/28 - Online Module (due Wed. 11:59PM)

Topic(s): Orientation to the Concurrent Program of Teacher Preparation (Part II) and Content Knowledge for subject matter preparation

Assignments Due: Complete online module

Week 11 – Wed. 11/4 – Online Module (due Wed. 11:59PM)

Topic(s): Introduction to California Standards for K-12 teaching: Common Core, Next Gen Science, and California Subject Frameworks

Assignments Due: Complete online module

Week 12 – Wed. 11/11, 8-9AM – Zoom Mtg.

Topic(s): Introduction to the *Liberal Studies Major Portfolio* ---Making sense of the standards and their relationship to the Elementary Subject Matter Standards Matrix --- Integrative themes matrices introduction; preparing for the California Subject Examination for Teachers (CSET)

Assignments Due: CSET practice test results (first deadline).

Week 13 – Wed.11/18, 8-9AM – Zoom Mtg.

Topic(s): Integrative themes in the Concurrent Program of Teacher Preparation (5+1 matrices) discussion, Review Ed. Dept. Digital Binders

Assignments Due:

- 1) Photo w/ digital binder contents (including matrices),

2) **Application to Teacher Preparation Program DUE November 16th** - Submit any time before November 16th to Sr. Kieran at kvaughan@msmu.edu. Should you wish to deliver some things as hard copies, you may drop them off in the Education Department (Building 20) on the Doheny Campus. Ask the Administrative Assistant to place them in Sr. Kieran's mailbox.

Week 14 – Wed. 11/25, 8-9AM – Zoom Mtg.

Topic(s): Supportive brainstorm for the integrative themes (5+1 matrices), evaluating diagnostic assessments, Preparing for the final exam

Assignments Due: CSET practice test results (final deadline).

Week 15 – Wed. 12/2, 8-9AM – Zoom Mtg.

Assignments Due: Course Evaluations (*If 100% of evaluations are completed by Tuesday 9AM, the Zoom session will be canceled and you can all concentrate on other work.*)

Finals Week – Wed 12/9 - Online Module (due Wed. at 11:59PM)

Topic(s): Final exam

Assignments Due: Final Exam (covers content from CalTPA Glossary and Concurrent Program Glossary)