1. **COURSE TITLE\*:**  Foundations of Education
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 1102
3. **PREREQUISITE(S)\*:** EDUC 1101  **COREQUISITE(S)\*:**
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)** Online
5. **CREDIT HOURS\*:** 3  **LECTURE HOURS\*:**  3

 **LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 40

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course is an examination of the relationship between school and society through the lens of current issues in education. A variety of perspectives will be examined, including historical, philosophical, ethical, and legal. Through classroom observations and journal entries, students will develop an understanding what it means to be a reflective practitioner. A forty-hour field component is required. Students will be required to pass a background check. Your observation hours will be divided among the three areas of licensure grades. You will spend 10 hours in each of the following: early elementary (preschool – 5), middle school (4-8), high school (9-12). You will also spend 10 hours in a special education/intervention classroom.

1. **LEARNING OUTCOMES\*:**

Upon successful completion of this course, the student should be able to:

1. Demonstrate an understanding of the concept of a reflective practitioner.
2. Identify significant milestones in the history of education.
3. Discuss ethical and legal issues regarding public education.
4. Describe the changing role of teachers in today’s society.
5. Value cultural differences and multicultural education.
6. Demonstrate an understanding of the laws relative to serving the special needs population.
7. Identify alternatives to public school education
8. **ADOPTED TEXT(S)\*:**

*Foundations of American Education: Becoming Effective Teachers in Challenging Times*

17th Edition

Authors: Johnson, Musial, Hall & Gollnick

Publisher: Pearson (2018)

ISBN: 9780134894997

**OR**

Follett Inclusive Access

ISBN: 978-0-13-448114-2

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

At the discretion of the instructor.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

 B: 80 – 89

 C: 70 – 79

 D: 60 – 69

 F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY****Total Points* | *% of Grade* |
| Journals  | 40 | 13 |
| Tests  | 90 | 30 |
| Discussion Forums  | 130 | 43 |
| Project | 40 | 13 |
| Total | 300 | 100% |

**Assignments:**

* **Observation Hours (40 hours): Students must complete the Observation Time Sheet and it must be signed by the teachers you are visiting. This Observation Time Sheet must be turned in to the instructor in order to get a grade for the class.**
* **Journals (40 points):** Students will write a journal for every day they are in their placement. Their journals will be continual with a summary of all of the placements at the end of the 40 hours. The instructor will distribute a list of questions to be addressed in your journals.
* **Research Project (40 points):** Students will write a 5-page paper on one of the following developments and issues in education today:
* The Every Student Succeeds Act (ESSA).
* Recent technological advancements.
* Social media in education.
* The impact of immigration on schools.
* The effect of economic stress on children and youth.

The paper must be written using Microsoft Word Times New Roman 12pt font with 1-inch margins. The five pages don’t include the title page and reference page which you must have both.

* **3 Tests (90 points); All tests will consist of essay questions.**
	+ Test 1: Chapters 1-5
	+ Test 2: Chapters 6-10
	+ Test 3: Chapters 11-13
* **13 Discussion Forums (130 points)**
	+ - 10 points for each Chapter 1-13: You will answer the discussion question assigned in the chapter found on Canvas. Your response to each question should be at a minimum 300 words. You need to respond to one other student's answer. The minimum for your response to another student is 200 words.
1. **COURSE METHODOLOGY OR: *(Course Syllabus – Individual Instructor Specific)***

 This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

**14. COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

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**Week 1**

 **Chapter 1: Teaching in a Challenging World**

**Chapter Overview:** This chapter introduces students to the profession of teaching and illuminates some of the many struggles that continue to ensue over teaching in our rapidly changing society. A description of today’s teachers is presented, and students begin to develop an understanding of the major challenges impacting teaching and learning. The chapter will help students begin to understand their eventual employment opportunities as educators. It answers three basic questions for the student: (1) How does my chosen teaching career fit into the supply and demand picture in education? 2) How will I find a teaching job when I graduate? (3) What supports will be put in place to help me professionally as I process through the profession? The chapter also presents, in some detail, the various factors that influence teacher supply and demand. It also points out that the demand for teachers varies greatly from time to time, subject to subject, and place to place. Moreover, the chapter emphasizes the characteristics and professional responsibilities of teachers. Teachers and teaching are shown as being important to a larger constituency than the children being taught. Parents, other teachers, society at large, and the nation have expectations about the professional responsibilities of teachers. The chapter is designed to help students begin to understand the complicated work that teachers do. It should also encourage students to begin an assessment of their own interests, skills, and aspirations and determine what is needed for them to become successful and effective educators in a changing world.

**Chapter Learning Outcomes:** After reading and studying this chapter, successful students should be able to:

1. Summarize the views and perspectives held by teachers, policy makers, and the general public that affect today’s teachers. </para>
2. <objective id="ch01os01obj01" label="1"><inst><objective id="ch01os01obj02" label="2"><inst><objective id="ch01os01obj03" label="3"><inst></inst><para>Discuss the skills and dispositions needed to pursue teaching as a profession.</para></objective>
3. <objective id="ch01os01obj04" label="4"><inst></inst><para>List and define the requirements, agencies, and systems in place to assure quality teaching.
4. ArticuArticulate the purpose, importance, and opportunities to use reflection to improve teaching performance.
5. Identify strategies specific to beginning and developing a teaching career.
6. Outline current and likely future challenges to becoming a great teacher.

* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 2**

 **Chapter 2: The Early History of Education in a Changing** **World**

**Chapter Overview:** This chapter briefly relates the major antecedents of American education, beginning with the early educational developments of the Non-Western world, ancient Greece, and the important contributions of several famous Greek educators such as Socrates, Plato, and Aristotle. The text presents the more recent antecedents of American education—those of the eighteenth and nineteenth centuries. The writings of Voltaire and Descartes and the educational interest of Frederick the Great during the Age of Reason are briefly discussed. The section concludes with a discussion of the important contributions of Rousseau, Pestalozzi, Herbart, and Froebel during the historical period known as the Emergence of Common Man. In addition to presenting a wealth of historical information, this chapter shows that many educational ideas originated long ago and were transported to America from other societies. This chapter also explains the development of education in the United States. It discusses colonial education, including early school laws and the different types of schools that developed in the colonies. Overall, the chapter emphasizes that early educational ideas and schools in North America were largely transplanted from Europe. To illustrate the historic struggle over educational equality, the chapter includes discussions of the education of several diverse groups such as African Americans, Asian Americans, Hispanic Americans, and women. The reader will quickly realize that American schools largely failed to be concerned about minority groups and women until very recently, and that prejudice, racism, and sexism are, unfortunately, deeply rooted in the educational history of this country. The chapter concludes with a historical overview of private education in the United States and a reflection on what has been learned from educational history.

**Chapter Learning Outcomes:** After reading and studying this chapter, successful students should be able to:

1. Detail the major educational accomplishments of the ancient Greeks, the ancient Romans, and the Europeans of the Middle Ages, Renaissance, Reformation, and Age of Reason.
2. <objective id="ch02os01obj01" label="1"><inst></inst><para>List some of the most important early educators in the world and explain their contributions to education.

</para></objective>

1. Discuss the educational activity of the Age of Reason.
2. Understand some of the important movements that contributed to the early advancement of education. </para></objective><objective id="ch02os01obj03" label="3"><in
3. </inst><para>Analyze what life was like for the colonial schoolteacher, student, and parent.
4. <objective id="ch02os01obj04" label="4"><inst></inst><para>Articulate the historical development of education of minority groups and females.
5. Summarize the historical contributions of private schools in the United States.

</para></objective>

1. <objective id="ch02os01obj05" label="5"><inst></inst><para>Analyze how an understanding of early U.S. educational history might be used to improve teaching today.
* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 3**

**Chapter 3:** **Historical Perspectives of Education**

**Chapter Overview:** This chapter surveys important historical developments in history over the course of the past century. It begins with information about the rapid growth of the educational enterprise. Enrollment growth has led to many other types of growth—expansion of faculty, school buildings, busing, budgets, and curriculum have led to sig. Schools have also grown in complexity. Federal involvements in education, equal educational opportunity demands, and efforts to professionalize the educational enterprise have also contributed to this trend. This chapter focuses on the increased federal involvement during the latter part of the twentieth and into the twenty-first century. Through an in-depth analysis of major curricular changes—the Committee of Ten, Seven Cardinal Principles, Eight-Year Study, and other landmark goal statements—an emphasis is placed on the idea that educational goals are ever changing and often trigger controversies in a democratic society. The topic of teacher preparation is also outlined in the chapter, chronicling this development from the colonial period to the mid-twentieth century. The future of teacher preparation programs is also explored. The chapter concludes with a discussion of recent historical developments in education. These include new educational emphases, analysis of the teaching and learning processes, research on teacher effectiveness, increased sociological studies, the flood of criticism leveled at public schools over the past half-century, and the increasing influence of litigation on education. A brief look is taken at school reform, school public opinion, major educational events over the past century, and the value of history. Some may argue that educational events in the past few years should not be presented in the context of educational history. The authors disagree because of the influence recent political policies have had on American schools, particularly No Child Left Behind and Every Student Succeeds Act (ESSA). While the authors admit that many of the educational reforms over the past century have not stood the test of time, they believe teacher education students can learn much from these recent developments in education to better confront the educational challenges we face today.

**Chapter Learning Outcomes:** After reading and studying this chapter, successful students should be able to:

1. List and detail several of the most important changes that have been made in the U.S. educational system during the past half century. </para></objective>
2. <objective id="ch03os01obj02" label="2"><inst></inst><para>Explain the major changes in the evolution of the teaching profession. </para></objective>
3. <objective id="ch03os01obj03" label="3"><inst></inst><para>Discuss the development of the major aims of American education. </para></objective>
4. <objective id="ch03os01obj04" label="4"><inst></inst><para>Explain the evolution of teacher training in colonial America and the United States.
5. <objective id="ch03os01obj05" label="5"><inst></inst><para>Name some of the important major historical trends in American education.</para></objective>
6. <objective id="ch03os01obj06" label="6"><inst></inst><para>Decide, explain, and defend the degree to which you believe it is possible to know, understand, and profit from the history of education.

* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 4**

 **Chapter 4: Philosophy: Reflections on the Essence of Education**

**Chapter Overview:** This chapter emphasizes that philosophy is a passion to understand, which is shown to be the underlying drive that gives rise to the discipline of philosophy. The chapter then clarifies that a unique set of basic questions informs the various branches of philosophy, which include metaphysics, epistemology, and axiology. Metaphysics deals with questions about the nature of reality; epistemology deals with questions about the nature of knowing; axiology addresses questions about values. The underlying argument in this chapter is that teachers’ philosophies are actively lived out in the classroom and manifested in the various pedagogical practices of their classrooms. The chapter also examines how philosophical thought is performed. This explanation is included because students often are puzzled by the language and thought processes that philosophers use but do not clearly describe. Abstraction is shown to include a three-step linear process: (1) focusing attention on some feature within one’s experience; (2) examining the precise characteristics of the feature; and (3) remembering this feature and its characteristics later. Imagining and generalizing are described as the altering of abstractions through the process of expanding the limits of ideas (imagination) and the simultaneous process of setting limits to these ideas (generalization). Logic is described as a third feature of philosophical thinking and is shown to be a process of examining principles that link one argument to another, with the two most common types of logic or reasoning being deduction and induction. The chapter introduces students to a counterpoint to the analytic thinking style known as prophetic thinking. To this end, the work of Cornel West, a prophetic thinker, is examined. Prophetic thinking includes: discernment, connection, tracking hypocrisy, and hope. Providing this second approach to philosophic thinking enables students to appreciate the expansive field of philosophic analysis. The authors then provide an overview of four schools of philosophy: idealism, realism, pragmatism, and existentialism in the next major portion of the chapter, before concluding with a brief overview of Eastern and Native American ways of knowing. The authors do not attempt to explore these varied and rich areas of thought in depth; rather, they try to give a taste of the different values and cultures that make up this complex area.

**Chapter Learning Outcomes:** After reading and studying this chapter, successful students should be able to:

1. List major philosophical questions associated with the three major branches of philosophy: metaphysics, epistemology, and axiology and describe different approaches to philosophical thinking.
2. Elaborate on the major tenets of idealism, realism, pragmatism, and existentialism and relate philosophical concepts to teaching and learning.
3. Describe the characteristics of Eastern and Native North American ways of knowing.
* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 5**

**Chapter 5: Building an Educational Philosophy in a Changing World**

**Chapter Overview:** This chapter examines educational theories as examples of philosophy in action. It discusses essentialism, behaviorism, and positivism to be teacher-centered educational philosophies. In teacher-centered approaches the locus of control is

vested in the external power of the teacher. Applications of teacher-centered philosophies include great books, essential schools, reinforcement, and objective testing. The authors present progressivism, humanism, and constructivism as student-centered educational philosophies. In student-centered approaches the locus of control is internal—within the student. Educational applications of student-centered approaches include democracy, critical pedagogy, and problem-based learning. Throughout the chapter the authors emphasize that educational philosophy is developing and subject to change.

The second part of the chapter presents two distinct ideologies. The first examines the philosophy of education as a vehicle for classroom planning and management. The second analyzes the underlying meaning of being a teacher as it applies to broader conceptions of society. It discusses teachers as change agents and as educational leaders. The intent of this chapter is to assist students in identifying their own philosophy of education.

**Chapter Learning Outcomes:** After reading and studying this chapter, successful students should be able to:

1. Recognize that educational philosophy includes ideas about existence, human nature, truth, and goodness along with psychological and sociological ideas about motivation, learning theory, social norms, and equality.
2. Identify the major tenets of the teacher-centered educational philosophies of essentialism, behaviorism, and positivism.
3. Identify the major tenets of the teacher-centered educational philosophies of essentialism, behaviorism, and positivism.
4. Identify the major tenets of the student-centered educational philosophies of progressivism, humanism, and constructivism.
5. State the components of your personal philosophy of education in light of classroom organization, discipline practices, motivation, and classroom climate.
6. List the characteristics of teachers as change agents and leaders
* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 6**

**Test: Chapters 1-5**

**Week 7**

 **Chapter 6: The Place of Schools in Society**

**Chapter Overview:** In this chapter, the authors outline the multifaceted and ever-changing nature of schooling in a democratic society. The complex political climate and the wide variety of philosophical positions on the purpose of schooling influence the way people perceive the role of schools. Schools play a wide variety of roles, albeit not always interpreted as positive, but the chapter introduces the reader to some of the theories concerning the fundamental role of schools in society including the support of democratic equality, social efficiency, and social mobility. The authors then highlight the five major roles of schools that people in the U.S. often describe as important. These five roles include: the preparation of good citizens, the development of appropriate workforce knowledge and skills, engendering a strong academic background to all students, the cultivation of strong social skills, and the transmission of our common culture from generation to generation. After a brief description of culture, the authors describe the characteristics and historical perspectives of our “common culture.” The authors then

provide a thorough discussion on how the culture of families and their values may often clash with the culture of schools. This gap between home and school culture can cause dissonance for the students. To overcome this, the authors suggest that schools and teachers need to partner with the community to learn more about the students that they serve and to provide them with more authentic experiences. Because schools have not always served students in the most beneficial ways, the chapter describes the recent trend towards providing parents with more choices about where their children can attend school. Several school options are discussed including: magnets schools, school vouchers, charter schools, educational maintenance or management organizations, private schools, home schooling, and the increasingly popular virtual schools. The chapter also traces the development of various school levels and then highlights a variety of unique characteristics that may arise in schools based on the location of the school i.e. urban, suburban or rural community. In spite of the multiple complexities, the chapter concludes with a discussion of effective schools and teacher qualities that help all students learn in spite of their cultural or family background.

**Chapter Learning Outcomes:** After reading and studying this chapter, successful students should be able to:

1. Analyze the purposes of schools and how they contribute to the socialization of children and youth.
2. ExamineExa culture, its characteristics, and its impact in schools.
3. Evaluate Exthe school choices available to parents in a growing number of school districts.
4. Explain why schools have evolved into different structures based on student’s age.
5. ChaChExplore how the place in which students live impacts their education.
* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 8**

**Chapter 7: Diversity in Society and Schools**

**Chapter Overview:** Culture and its influence on people’s lives provide the framework for this chapter. If teacher candidates understand the role that culture plays in even the simplest behaviors and reactions (for example, eye contact, winking, or frowning), they may become more accepting of differences. Otherwise, they may fall into the trap of believing that their perceptions, values, and behavior are the only *correct* way and that others’ ways are inferior to their own. Unless teacher candidates can overcome their own ethnocentrism, they will have a difficult time teaching students from cultural backgrounds different from their own. Differences among students in classrooms may be based on their families’ socioeconomic status. Adequate resources improve students’ chances of being clean, well dressed, and sufficiently fed, thus increasing the likelihood that these children will come to school ready to learn. Teachers must be aware of socioeconomic differences that may exist between themselves and their students. While most teachers tend to be middle class, many of their students are not. Indeed, nearly one in five students live in poverty. All people are members of one or more ethnic groups. However, the experiences of different groups in the United States have varied greatly based on the groups’ race and the ways in which society responds to them. Although current research identifies few differences between males and females, members of the two groups are often treated differently. Heterosexuality has been such the acceptable norm of society that students, teachers, and parents who are gay or lesbian often must hide their identity or face discrimination. If schools reinforce such discriminatory practices, they are not providing equal education to all students. Similarly, language and dialectal differences contribute to the richness of a culturally diverse nation but are often not respected in classrooms. The common goal in schools traditionally has been for all students to learn English at the sacrifice of the second language or dialect. A growing numbers of students with disabilities are being mainstreamed into regular classrooms, but most educators have limited knowledge and skills in integrating them into the class. As a result, these students may become isolated within the classroom. For many students, religion has a great influence on their values and behavior. Teachers may find that religious values are reflected throughout the curriculum, and will need to plan carefully to introduce multiple perspectives. They must also be aware of the religious diversity among their students and ensure that classroom practices are not discriminatory. These differences all have implications for teaching and learning.

**Chapter Learning Outcomes:** After reading and studying this chapter, successful students should be able to:

1. Design ways for incorporating race and ethnicity in your classroom so that students see their cultures in the curriculum and in your instruction.
2. Identify the interaction of academic achievement and socioeconomic status and schooling and strategies for providing educational equity across economic groups.
3. ContrastCon different instructional strategies for assisting English-language learners in learning English and the academic content that will help them achieve at proficient levels and above.
4. Analyze differences based on sex and gender that influence how girls and boys are treated and perform in schools.
5. Develop strategies for supporting lesbian, gay, bisexual, transgender, and queer (LGBTQ) students and for preventing harassment and bullying of students in schools.
6. Articulate the need for providing appropriate accommodations in the classroom for students with disabilities.
7. Create strategies for incorporating the diversity of religious beliefs in schools.
8. Develop strategies for creating a classroom that values the diversity of the student population and promotes high academic performance.
* ***Canvas Assignments***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 9**

**Chapter 8: Students and Their Families**

**Chapter Overview:** It is widely accepted that schools are a microcosm of society. As such, schools reflect similar challenges and opportunities that we face in society. One might also say that schools inherit the experiences and challenges of everyday life of youth including family life, social life, and the experiences associated with the normal ebb and flow of maturity. This chapter presents a sociocultural view of schooling with an emphasis on understanding some of the broader dynamics that influence teaching and learning. Economic conditions faced by families often lead to children and young people being on their own after school. More students are homeless and have a difficult time attending school consistently. Young people, as a group, are often mischaracterized by

many adults; however, most young people stay in school, do not use drugs, and do not become pregnant. At the same time, they need adult support and guidance as they face the challenges of childhood and adolescence. A wide variety of challenges facing today’s youth are explored in this chapter. The section on prejudice and discrimination further examines power by looking at the practices that have been established to help members maintain their control over many aspects of society. The idea that race makes a difference has become ingrained in the American ethos over the past few centuries. Although African Americans have often been victims of racism to a higher degree than most demographic groups, other racial and ethnic groups have also been targets of racist and discriminatory actions. Individuals who do not look like European Americans are often treated as less important by both individual and institutional practices. Women, individuals with disabilities, limited English speakers, and those from the LGBTQ community, for example, often suffer from a similar phenomenon in which they are not perceived or treated as equal to the dominant group.

**Chapter Learning Outcomes:** After reading and studying this chapter, successful students should be able to:

1. Describe the diversity of students’ families and the importance of teachers not stereotyping student behavior or academic potential based on family circumstances.
2. Provide appropriate support toProv children during childhood and youth.
3. Provide appropriate support to teenagers as they confront complex issues surrounding sexuality, drugs and alcohol, and economics.
4. AnalyzeAnalyze the provision of equity in education and the role that prejudice and discrimination play in marginalizing students.
5. Probe the reasons that some students leave school early and the importance of making school meaningful and important to those students.
6. Develop strategies for engagingDevelop strategies for providing parents in schools and in their children’s learning.
* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 10**

**Chapter 9: Organizing and Paying For Education**

**Chapter Overview:** Chapter nine introduces future teachers to the organizational and financial bases of schooling in America. This chapter deals with important concepts and principles that typically are seemingly removed from the direct experiences and primary interests of future teachers. The fact that there may be a lack of “perceived relevance” does not, however, mean that the concepts and principles introduced in this chapter are not important. Indeed, the concepts and principles presented in this chapter, along with the issues that are delineated, directly affect what schools are like and what teachers can do. One of the objectives for this chapter is to enhance the students’ understanding of and appreciation for the complex and intricate organizational relationships that exist between the individual school and the entire education system. The first part of the chapter describes each of the major organizational elements of the American educational system. Along the way, the chapter touches upon important issues and implications. The second major portion of chapter nine concerns the financing of education. Students need to develop an understanding of fiscal realities—the facts that support for schools is dependent on the public, and that the sources of funding are a combination of local, state, and federal. Throughout all the analyses and discussions of structure and financing of schools in the past thirty years, the role of the federal government has increased. Although the federal government may not be charged directly by the U.S. Constitution with financing schools, this expanded federal involvement has come about through the legislative mandate. The movement toward national standards in the early 1990s served to further federal involvement in K-12 education. As politics and society evolve, it is important for future teachers to be aware of the ways that the American education system is currently structured and financed.

**Chapter Learning Outcomes:** After reading and studying this chapter, successful students should be able to:

1. Describe the organizational structure of school districts and summarize the different sources of funding.
2. Explain the organizational relationship of teachers to their principal and how the responsibilities of the principal relate to those of the school district superintendent and the school board.
3. Describe the organization of education at the state level, and explain the roles and relationships of the different governing bodies.
4. Identify and explain key issues related to equity and equality in the financing of public education.
5. Describe how the federal government is organized and the ways that it influences education and schooling.
6. CaUnderstand and appreciate that politics are an inherent part of education, schools, and teaching and that it is important for you to see how teachers can be effective in this area.
* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 11**

**Chapter 10: Legal Perspectives on Education**

**Chapter Overview:** Legal provision for education in the United States was not directly addressed in the U.S. Constitution. Over time, the responsibility for public education has been assumed by the states. This development has been supported through courts’ interpretation and understanding of the First, Tenth, and Fourteenth Amendments of the U.S. Constitution. The goal for this chapter is to create an awareness of the legal context within which schooling exists and introduce students to a sample of the types of schooling questions that are currently being considered by legislative bodies and courts. Over time, the types of questions being asked, which the courts have clarified, have increasingly narrowed the margins among these various interests. The topics examined in this chapter illustrate these interests and related court decisions and interpretations. The chapter introduces several of the court cases that have established guiding principles, such as the *Lemon* test and child benefit theory. Legal precedence and linkages back to law, legislation, and constitutions are the basis for most decisions. Future teachers need to understand that this is a different form of reasoning from what is used in debates or personal arguments. The chapter also emphasizes the relationship of public to religious interest as interpreted by the courts. The courts have addressed decisions related to release time, prayer in schools, and the opportunity for private education. It is conceivable that while your students are studying this material, additional law suits and court decisions relative to these topics will take place.

**Chapter Learning Outcomes:** After reading and studying this chapter, successful students should be able to:

1. Explain the relationships between the U.S. Constitution and the role and responsibilities of the states in ensuring the availability of public schools for all children.
2. Summarize key components of the rights and responsibilities of teachers as determined by key U.S. Supreme Court decisions.
3. Describe teacher’s rights and responsibilities including appropriate and inappropriate teacher and student uses of social media.
4. Distinguish between students’ rights and responsibilities as citizens and their rights and responsibilities as students.
* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 12**

 **Test: Chapters 6-10**

**Week 13**

 **Chapter 11: Standards, Assessment, and Accountability**

**Chapter Overview:** Chapter eleven discusses the standards movement and its accompanying challenges and opportunities. The materials cover the rationale for the public’s demand for accountability, the concerns for authentic assessment, and the accompanying change in the way teachers and students think and work. Many questions and issues concerning the standards movement are presented to help the student think critically about the standards themselves, what they really mean, how they are derived, whether they are relevant, and the role of both students and teachers in assessment. New teachers need to understand the critical role testing plays, the pros and cons of such assessments, and how they as educators can best apply standards to improve teaching and learning. Major points of the chapter are the differing conceptions and uses of standards, the different types of standards, and the value of standards in the American educational landscape. Various purposes of standards are presented, along with some attention to the need for teachers to be cognizant of the use of standards in serving a diverse student population. The chapter emphasizes a variety of assessment and presents various means by which teachers may assess and present students’ work. Attention is given to test reliability and validity and to the increased burden testing places on teachers. The ethical aspects of the teacher’s role in improving students’ test performance are discussed. Teachers, schools, and school districts are held accountable for student learning, and this is measured primarily by their performance on standardized tests. While standards promote students’ understanding of what is important to learn, the standards movement also has a number of unintended consequences such as pressure to cheat and teaching to the test.

**Chapter Learning Outcomes:** After reading and studying this chapter, successful students should be able to:

1. Analyze the importance of stating learning outcomes as standards and list different types of standards and describe expected ways they are to improve our educational system.
2. Understand and apply formal and informal assessments to determine what students know and are able to do.
3. Discuss reasons, current issues and challenges related to the ways that teachers, schools, school districts, and states are being held accountable for student achievement.

* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 14**

**Chapter 12: Designing Programs for Learners in Challenging Times: Curriculum**

**and Instruction**

 **\*\*\*Journals due**

**Chapter Overview:** This chapter identifies some of the basic knowledge and issues that a teacher needs to be concerned with early in his or her career. It is not intended to be an in-depth study of the curriculum and instruction. That type of detailed examination would best come after the teacher has spent some time teaching and has begun to raise professional questions about program development and procedures, i.e., following the induction period. The teacher will then have a need to know about and become engaged in extensive curriculum development. The information presented in this chapter will assist new teachers with their beginning preparation of teaching units and lessons. It will also help them keep in mind the need to address the diversity of learners as they prepare teaching materials, both print and digital, for use in a classroom and online teaching and learning environment. As the demographics of K-12 students becomes more diverse, curriculum decisions become even more significant. Local schools may adopt a variety of alternative curriculum approaches or use them alongside the regular program. Beginning teachers need to know what some of these alternative programs are and how they may fit into the regular curriculum of the school. Many of these alternative approaches incorporate the use of authentic assessment techniques as well as a wide variety of technological tools to enhanced individual student learning.

**Chapter Learning Outcomes:** After reading and studying this chapter, successful students should be able to:

1. Analyze the different influences on the selection, design and evaluation of curricula in your state.
2. Apply instructional best practices to maximize student learning, including utilizing instructional objectives, appropriate and varied teaching strategies, and strategic use of technological resources.
3. Compare the learning needs of different types of learners and the relative effectiveness of different teaching strategies.
* ***Canvas assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 15**

**Chapter 13: Becoming an Effective Teacher in a Challenging World**

 **\*\*\*Research Paper due**

**Chapter Overview:** We are living in a time of significant and dramatic changes in the field of education. Many of the perspectives on the direction of these changes are antithetical to each other. Central to these changes has been the infusion of input and control by the Federal Government. Another major contribution to the discourse of education has been the proliferation of research studies and the continual development and refinement of innovative educational practices. Findings from these research studies have accelerated the rate of change. As teachers entering the field of education, it is imperative that students have a grasp of recent scholarship relative to what has been learned and what is currently being debated within the context of educational research. In spite of these multiple changes, one central tenet still remains: teachers must do whatever it takes to improve the learning of their students. Teachers entering the profession will also need a roadmap and a blueprint for what will be expected of them as they chart the slippery educational landscapes. Understanding what is expected of a high-quality educator, what constitutes high quality schools, and developing an awareness of how teachers typically respond to change are important elements covered within this chapter. Finally, in spite of the emerging pressures, readers are provided some measure of comfort from the assurance that there are several mechanisms of support for new teachers during the induction period including new employee workshops, new teacher orientations, assigned teacher mentors, among others.

**Chapter Learning Outcomes:** After reading and studying this chapter, successful students should be able to:

1. Present an overview of the continuing national pressures for accountability and reform of schools.
2. Describe key characteristics of high-quality schools
3. Present the case for the importance of high-quality teachers including their uses of evidence.
4. Summarize key sources of support that you will have access to as a beginning teacher.
* ***Canvas assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 16**

 **Test: Chapter 11-13**

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Observation Hours (40 hours): Students must complete the Observation Time Sheet and it must be signed by the teachers you are visiting. This Observation Time Sheet must be turned in to the instructor in order to get a grade for the class.**

**Technology:**

Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human

 differences

* Understanding how biases may influence the relationship an educator may have with

 children, families, and colleagues

**16.** **FERPA\*:**

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know there is a strong possibility that their work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

* **Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)
* **Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to,

submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.

* **Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.
* **Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.
* **Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**NAEYC Standards for Early Childhood Professional Preparation addressed in this course:**

1: Promoting Child Development and Learning

 2: Building Family and Community Relationships

 3: Observing, Documenting, and Assessing to Support Young Children and Families

4: Using Developmentally Effective Approaches to Connect with Children and Families

5: Using Content Knowledge to Build Meaningful Curriculum

6: Becoming a Professional

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.