



Zucker Family School of Education

EDUC 101-W1 - Foundations of American Education	
Fall 2017	
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<u>Office:</u> Capers 327C	<u>Class Meetings:</u> On-line
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<u>Credit Hours:</u> 3	

PREREQUISITES: None

REQUIRED READINGS AND VIDEOS: Available on-line. See weekly assignments for information and hyperlinks.

STUDENT INFORMATION:

This course is required for candidates interested in pursuing a career in Education. It is also open to those who are interested in learning more about Foundations of Education in the United States.

If you should encounter a computing issue, The Citadel's Information Technology Service may be able to help. Their web page includes computer recommendations as well as help center contact information:

<http://www.citadel.edu/root/its>

CATALOG COURSE DESCRIPTION:

This course provides an introduction to the historical, political, sociological, and philosophical foundations of education. Emphasis is on the complex relationship between society and school. Issues regarding race, class, gender, and culture within the educational system are addressed in the context of fostering educational opportunity and ameliorating inequalities. A historical context also is established which allows for critical examination of events, individuals, and ideas that have influenced the development of education in the United States. Through an integration of knowledge in the foundations of education, the course prepares reflective decision-makers who can critically examine various schools of philosophical thought and political issues related to education.

CONCEPTUAL BASE: THE CITADEL'S SCHOOL OF EDUCATION'S CONCEPTUAL BASE:

Developing Principled Educational Leaders for P-12
Schools

The Citadel's Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop principled educational leaders who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are principled educational leaders who are knowledgeable, reflective, and ethical professionals:

Knowledgeable Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

Reflective Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive, learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and communities;
15. Meet obligations on time, dress professionally, and use language appropriately.

Course Goals with Relationship to the conceptual base:

(Performance indicators are displayed in parenthesis)

Students in this course will:

- Describe characteristics of effective Educators. (2, 7, 8, 10, 11-15)
- Explain the motives for becoming an Educator and, the licensure process for becoming "highly qualified." (2, 7, 8, 10, 11-15)
- Investigate the available options for Education and to become aware of the variety of factors including Career Pathways that impact student learning within their own neighborhood through field experiences and interviews. (6,9,10, 12, 13, and 14)
- Explore the historical development of American Education, including leaders, ideas and movements in education (1, 6, 10, and 13)
- Compare and contrast similarities and differences among learners and educators in American classrooms today. (2, 7, 8, 10, 11, 13, and 14)
- Reflect on how those differences relate to the overall learning process for each student including motivation, learning and achievement. (2, 7, 8, 10, 11, 13, and 14)
- Write a Personal Philosophy of Education that includes a plan for implementing best practices for reaching students of diverse backgrounds -- economic, social, racial, ethnic, and religious. (2, 3, 6-8, 10, 11, 13 and 14)

CLASS EXPECTATIONS

This course is an online course. As you move through the course, you will discover that while there are content similarities, on-line instruction for this course is different from what you would experience in a traditional, face to face course. While the course is asynchronous in format and you will be working from different locations, interaction within the discussion boards is an essential part of the learning process for this course.

Class Attendance

Participation in asynchronous class discussions is expected each week with at least two responses to discussion posts made by others in the course.

Assignments

In this course, you will have readings and videos to view, discussions to participate in and projects to complete. You will be working on several of these assignments throughout the course. As the course progresses, you will be reminded of the due dates. Please do remember that it will be your responsibility to keep up with the assignments. All assignments are to be turned in on time. Late assignments may be assigned lower grades and after a point, not accepted at all. **See Assessment, Assignment Instructions, and Grading Rubrics information that are included in CITLearn. Contact me if you have concerns or need help completing the work.**

Field Experience

Field experience hours are a required part of this course. **Students may not receive a passing grade without completing the required field experiences. A summary field experience reflection is due at the end of the experience. More information about the field experiences are found below.**

Disability Disclosure

If you need accommodations because of a disability, please inform me immediately. Please e-mail me privately to let me know about your specific needs. If you need additional support as you move through this and other courses, The Citadel maintains an Office of Access Services, Instruction and Support (OASIS) located in room 105 Thompson Hall. To receive additional assistance, email Dr. Jane Warner - jane.warner@citadel.edu or call 9531820 to set up an appointment. OASIS is responsible for reviewing documentation provided by students requesting academic accommodation and for accommodation in cooperation with students and instructors as needed and consistent with course requirements.

Honor Statement

Integrity is an expectation. Students of The School of Education at The Citadel are expected to meet the standards set forth in the Citadel Graduate School Catalog: "The Citadel has among its primary purposes teaching, research, and the expansion and dissemination of knowledge. Products of these endeavors include the development and use of intellectual property. It is the policy of the College that its faculty, staff, and students carry out their scholarly work in an open and free atmosphere that encourages publication and creation of such works without constraint but consistent with applicable laws and College policy. This policy will be in accord with the guidelines and criteria published in The American Association of University Professors' 'Statement of Copyright' (Policy Documents and Reports, Ninth Edition, 2001, or subsequent editions)."

ASSESSMENT

Grades for EDUC 500 are based on a variety of assignments. **Specific information about each of these are found in CITLearn.** The relative weights used for calculating the course grade are as follows:

Assignment	Percent
Discussion "First Thoughts" Postings with replies to posts of others	30%
Field Experience Reflections with replies to posts of others	20%
History of American Education Project with replies to posts of others	20%
Philosophy of Education	20%
Professionalism	10%

90.0-100.0=A, 85.0-89.9=B+, 80.0-84.5=B, 75.0-79.5=C+, 70.0-79.9=C, 0-69.9=F

Information about Discussion Posting (per The Citadel's On-line Faculty Academy)

Discussion Answer Postings: "This category reflects the quality of a student's answers that contribute in a meaningful way to producing a fruitful learning environment for all participants. The criteria for grading answers can vary based upon the nature of the question, but the following are helpful tips to use, as applicable, to particular questions:

1. Ensure that you answer the question(s) being asked, as well as all parts of the question. So, read the question carefully.
2. Explicitly cite relevant concepts.
3. Apply concepts to offer an in-depth explanation, i.e., state why your answer makes sense.
4. Cite examples from real life cases, your experience, or things you've read.
5. Compare and contrast varying views on an issue."

Discussion Replies: "This category reflects the quality and quantity of a student's replies to the answers that others have posted. In order to receive any credit, replies must be substantive and relevant to the corresponding answer. Effective replies offer some reflection upon the specific ideas in the answers posted by others. See items 1-5 in Discussion Answer Postings above for ideas when you're unsure how to reply to an answer. No credit will be given for replies that simply state things like the following: I agree, nice job, well done, and the like, i.e., if a particular reply could apply to any answer, anywhere, then it is inadequate. The reply should have information that relates to the particular answer to which it pertains. **At least two replies are required for each discussion throughout the course, unless otherwise specified... Everyone must reply in each discussion, including those who are assigned to answer the question...**"

Assignment details and assessments for assignments are in rubric form and are posted in CITLearn.

Course Outline for EDUC 101

Note: When viewing the video links, click on the "cc" button for closed captioning. For TED talks, click "show Transcript."

Introductions, "The Perfect Educator," Why choose? and History of American Education research topic choice

- Field Experience 1: Public Elementary School

Philosophy of Education and School Choice, part I

Philosophy of Education and School Choice, part II

- Field Experience 2: Public Middle School

Philosophy of Education and School Choice, part III

History of American Education Research: History Project (see CITLearn for details).

- Field Experience 3: Public High School

History of American Education, part II - Respond to the Research of Others

- Field Experience 4: Private School
- Field Experience 5: Interview of a parent

Curriculum, Instruction and Assessment, part I

Curriculum, Instruction and Assessment, part II

- Field Experience 6: Interview of a Mentor

"Educating Americans for the 21st Century" and "Pathways to Prosperity"

End of Course - Assignment Completion

- The Philosophy of Education assignment is available in "Final" tab beginning September 18 and is due no later than midnight December 4, 2017.