

SOUTHERN WESLEYAN UNIVERSITY SYLLABUS

Year 2013

Fall X

COURSE NUMBER/NAME: Education 2113 - Foundations of Education

INSTRUCTOR: Dr. Harold Waters

The following checklist indicates the information required for each SWU syllabus (see Faculty Handbook C-130.)

- X Instructor's name, office number (or telephone number), and office hour
- X Course name and number (Including meeting room and time is helpful.)
- X Objectives stated in terms of student learning OUTCOMES
- X Texts and other required material (author, title, publisher, year)
- X Grading procedures
- X Policies governing late work
- X Policies on attendance and tardiness
- X Assignments for semester, including reading, test dates (where possible)
- X Outline of the course/topics to be covered
- X One or more learning objectives relating to approaching issues from a Christian perspective
- X One or more activities with a research component
- X One or more activities giving the opportunity for the student to work with others

Also helpful:

NA Prerequisites

NA Reading list or bibliography

Signature Dr. Harold Waters
Instructor
Dr. S. McLendon
Dean

August 15, 2013
Date

Date

Southern Wesleyan University
School of Education

"Educators who demonstrate scholarship within a Christian ethic of care"

Course Number and Title

FOUNDATIONS OF EDUCATION – EDUCATION 2113

Instructor and Title: Dr. Harold Waters, Professor
Office Location: Room 105, Newby Education Cntr.
Semester, Year: Fall 2013
Office Phone 644-5361
Office Hour: As Posted or By Appointment

Credit Hours: 3

Class Day and Time:

**M, W, F from 1:00-1:50
Room 118**

NCATE

The Standard of Excellence
in Teacher Preparation

School of Education Phone: 644.5362

E-mail Address: hwaters@swu.edu

Fax Phone : (864)644-5906

Course Description:

Description: Sociological and philosophical foundations of Western Education. Included will be a study of the crucial issues found in our present schools.

A 16 hour Shadowing Experience will be required as partial fulfillment of EEDA requirements in this class. This course is required of all teacher candidates.

Rationale: In the schools of today, it is imperative that all prospective professional educators understand the people within the school, the community, and how culture has influenced today's educational systems and offerings. Teacher candidates must also understand school organization, control, finance, as well as the historical foundations of our western educational system.

Prerequisites: None. This course is required of all teacher education candidates.

Relationship to Conceptual Framework Foundations of Education is designed to acquaint future professional educators that teaching requires a passion for learning, compassionate and respectful interactions with learners and colleagues, and recognition that the community and its pluralist nature is an integral part of the learning process. All of this is to be accomplished through a Christian ethic of care.

INTASC Standards

**Interstate New Teacher Assessment and Support Consortium (INTASC)
Coverage of Standards for Beginning Teacher Licensing and Development**

INTASC STANDARD	Text Chapter/Pages
Standard 1 - Central concepts, tools of inquiry, and structures of the subject being taught.	Chapter 1: 17-18 Chapter 4: 110-111 Chapter 9: 295-315 Chapter 10: 321-333 Chapter 11: 359-369 Chapter 12: 393-400

Chapter 13: 438-439

Standard 2 - Children's learning and intellectual, social, and personal development.	Chapter 3: 83-95 Chapter 4: 109-112 Chapter 8: 274-278 Chapter 10: 321-333 Chapter 12: 394-397 Chapter 13: 439-445 Chapter 14: 467
Standard 3 - Student differences in their approaches to learning and adaptations for diverse learners.	Chapter 2: 45-64 Chapter 3: 80-83, 95-99 Chapter 4: 112-133 Chapter 7: 231-233, 251-257 Chapter 9: 302-315 Chapter 10: 327-333 Chapter 14: 461-462
Standard 4 - Instructional strategies for students' development of critical thinking, problem solving and performance skills.	Chapter 4: 129-133 Chapter 7: 233-251 Chapter 9: 302-315 Chapter 12: 415-420 Chapter 13: 439 Chapter 14: 465
Standard 5 - Individual and group motivation and behavior for positive social interaction, active engagement in learning, and self-motivation.	Chapter 3: 100 Chapter 9: 302-315 Chapter 10: 336-338 Chapter 13: 439-445
Standard 6 - Effective verbal, nonverbal, and media communication techniques for inquiry, collaboration, and supportive interaction in the classroom.	Chapter 4: 112-123
Standard 7 - Instructional planning based on knowledge of subject matter, students, the community, and curriculum goals.	Chapter 6: 183-210 Chapter 8: 266-278 Chapter 12: 393-400 Chapter 14: 466, 468
Standard 8 - Formal and informal assessment strategies for intellectual, social, and physical development of the learner.	Chapter 5: 175-176 Chapter 9: 302-315 Chapter 11: 369-387 Chapter 12: 402-403 Chapter 14: 465
Standard 9 - Reflection to evaluate effects of choices and actions on others.	Chapter 1: 25-29 Chapter 5: 166-174 Chapter 6: 185-199, 212-222 Chapter 7: 231-257 Chapter 9: 302-315 Chapter 10: 345-350 Chapter 13: 446-454

Standard 10 - Relationships with school colleagues, parents, and agencies to support students' learning and well-being.

Chapter 3: 77-79
Chapter 5: 143-157, 161-166
Chapter 8: 283-287
Chapter 10: 345-346
Chapter 12: 403-407
Chapter 14: 468-473

National Council for the Accreditation of Teacher Education (NCATE) Professional Standards

NCATE Professional Standards

Text Chapter

Standard 1 - Candidate knowledge, skills, and Dispositions

All Chapters

Standard 2 - Assessment system and unit evaluation

Chapter 11

Standard 3 - Field experiences and clinical experiences

Chapter 1

Standard 4 - Diversity

Chapters 1, 2, 4, 5, 6
7, 8, 9, 10, 11, 12

Standard 5 - Faculty qualifications, performance, and evaluation

Chapters 2, 3, 4, 11, 12, 13

Standard 6 - Governance and resources

Chapter 5

TURN OFF ALL CELL PHONES. TEXT MESSAGING IS STRICTLY PROHIBITED IN CLASS. THIS IS HIGHLY UNPROFESSIONAL AND OFF-TOPIC. IF YOU HAVE A SERIOUS PROBLEM OR CONCERN, NOTIFY THE SECRETARY AND SHE WILL COME AND GET YOU FROM CLASS IF THERE IS AN EMERGENCY.

ADEPT and INTASC Correlation

ADEPT	INTASC
Performance Standard 1	Principles 1-10
Performance Standard 2	Principles 4-7, 9
Performance Standard 3	Principles 4-9
Performance Standard 4	Principles 5, 6, 8
Performance Standard 5	Principles 4-7, 9
Performance Standard 6	Principles 1,4-7
Performance Standard 7	Principles 2, 3, 5, 6, 8
Performance Standard 8	Principles 2-7
Performance Standard 9	Principles 2, 3, 5, 6, 9
Performance Standard 10	Principles 7-10

Correlations between South Carolina's ADEPT System, INTASC Standards for Beginning Teachers.

ADEPT Performance Standards*: An overview all Ten Performance Standards in ADEPT (Assisting, Developing, Evaluating, Professional Teaching) evaluation instrument will be addressed in this course. The ten ADEPT Performance Standards (APSs) for classroom-based teachers can be grouped into four broad categories, or domains, as follows:

Domain 1: Planning

- APS 1 Long-Range Planning
- APS 2 Short-Range Planning of Instruction
- APS 3 Planning Assessments and Using Data

Domain 2: Instruction

- APS 4 Establishing and Maintaining High Expectations for Learners
- APS 5 Using Instructional Strategies to Facilitate Learning
- APS 6 Providing Content for Learners
- APS 7 Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment

- APS 8 Maintaining an Environment That Promotes Learning
- APS 9 Managing the Classroom

Domain 4: Professionalism

- APS 10 Fulfilling Professional Responsibilities

***See ADEPT under Modules for full ADEPT text from the SC Department of Education**

Response to Dispositions: Courses in the School of Education seek to integrate the following dispositions:

- **The teacher candidate demonstrates an ethic of care towards self** by exhibiting a biblical approach to life that is demonstrated by a passion for learning.
- **The teacher candidate demonstrates an ethic of care towards learners** by displaying an enthusiasm about teaching as demonstrated by compassionate and respectful interactions with learners.
- **The teacher candidate demonstrates an ethic of care towards colleagues** by engaging in collaborative work practices as demonstrated by compassionate and respectful interactions with colleagues.
- **The teacher candidate demonstrates an ethic of care towards the community** by recognizing the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.

Of these four dispositions, this course emphasizes all stated Dispositions.

Southern Wesleyan University Learning Outcomes (SWULO)

The learning community at Southern Wesleyan University fosters in participants:

- biblically informed personal wholeness reflected in healthy, growth-enhancing relationships with God, themselves, and others;
- the ability to participate articulately in the significant conversations of the human race from a well-informed, reasonable, and distinctively Christian perspective; and
- the ability to effect positive change through skillful, values-driven engagement with their world.

Such that graduates . . .

1. Bear witness to a deepening relationship with God through Christ reflected in integrity of thought, affection, and action.
2. Have established lifestyle habits that facilitate ongoing growth intellectually, spiritually, physically, socially and emotionally.
3. Approach issues of both a theoretical and practical nature from a consistently biblical perspective, tempered by awareness of personal biases and divergent views.
4. Lead positive change by seeking justice for, reconciliation with, and service to others in a manner that reflects understanding of social dynamics.
5. Recognize and value truth and beauty in themselves and their surroundings as reflections of the Creator.

6. Critically and creatively construct their own well-reasoned perspectives in discussing current trends, ideas and events, drawing on understanding of the breadth of human knowledge.
7. Demonstrate skill in listening, reading, scholarship, writing, public speaking and the use of technology.
8. Solve problems effectively using scientific research, critical thinking, and creativity.
9. Work collaboratively in diverse cultural groups to achieve positive results.
10. Master professional or discipline-specific knowledge and skills sufficient to be productive in the field to which they are called.

Accommodations Statement: If you have a disability that interferes with your learning, test-taking, or completing assignments outlined in the syllabus, please contact Mrs. Martha Mishoe at (mmishoe@swu.edu) or 644-5337. She will help secure the right documentation, know what accommodations are appropriate, and authorize your teachers to accommodate your disability. She will disclose the information you request only to those whom you identify. Neither she nor your teachers can provide accommodations unless you specifically request these each semester. Documentation must meet the guidelines of the Americans with Disabilities Act (ADA). We want you to have equal opportunity to learn and have fair assessment of that learning. Your abilities, skills, and efforts should determine your success or failure, not your disability.

Counseling Services:

Free services are available in the counseling center for help related to any issues or problems you experience this semester. Contact the secretary, at 5131 or 5130, to schedule an appointment. The counseling center is on the 3rd floor of the Campus Life center near the elevator. Your contact with a counselor is confidential.

Technology Integration: The class computer will be used during attendance, Lecture and Class Presentations. The *Promethean Board* will be used during each class meeting.

Culturally Responsive Teaching : Chapters 1-13 address Diversity within our schools, All chapters with School-based Experience Activities address different learning styles and varying abilities of students within our schools.

Required Textbooks and Materials:

Textbook: Johnson, James A., et al. Introduction to the Foundations of American Education. 16th edition, Boston, Allyn and Bacon, 2011.

Additional Materials: Handouts posted on Canvas; thumb drive to store material for the e-portfolio

Enduring Understandings:

1. There are many groups that dictate requirements to become a highly qualified teacher.
2. Sociological foundations of education are constantly changing.
3. Governance, organization, and support of American education are controlled by many groups.
4. The history of education impacts trends in American education.
5. Philosophical foundations influence the functions within the school settings.
6. Curricular foundations of education determine the delivery methods of content knowledge to the students.

General Course Objectives Upon the completion of this course, the student will be able to:

Course Objectives: By the end of the course, students will be able to.....

1. know the background of educational development and how this background has influenced current educational practices.
2. develop a personal Philosophy of Education and an understanding of studies that will lead the prospective teacher into a satisfying experience as they enter the profession.
3. develop professional awareness as a prospective teacher.
4. describe the societal pressures influencing the schools and the individuals within these schools.
5. describe how cultural diversity has influenced current educational developments and practices.
6. look at some of the newer learning theories. An understanding of how these theories have had an influence on recent curriculum changes will be required.
7. describe the problems and recent issues in the American schools that relate to legal decisions concerning traditional and special needs students, organization, and school finance.
8. discuss State Standard Three: Education and Economic Development Act (EEDA) which includes, but not limited to (Shadowing, Service learning, Mentoring, Tech Prep/Applied Methodology) and how it will affect their preparation as a prospective teacher.

Instructional Methods: Lecture, Class presentations (by students), Discussion, outside readings, Promethean Board, and Cooperative Learning Groups.

Class Attendance Policy (refer to current edition of the University catalog). **If you miss more than 10 days for any reason, then you will receive no credit for the course. Three tardies will equal one absence.**

Academic Honesty (refer to the current edition of the University catalog)

Coursework Submission Dates: See Course Outline for Due Dates. **Late Work Will Not Be Accepted unless cleared by the professor in advance. Any work accepted late will have a reduction in the grade.**

Assessments and Computation of Final Grade

Education 2113 – Course Evaluation will be based on the following:

1. Tests / Homework – 50%
2. Class presentations (with power point)/class participation/10 articles – 25%
3. Philosophy of Education / EEDA (Shadowing) – 25%

- Classes meet from 1:00-1:50 on Monday, Wednesday, and Friday
- ALL work is expected to be turned in on time and complete.
- Late work will have a reduction of grade (if accepted).
- Three tardies will equal one absence (if you come in after roll - you are tardy)
- ALL students are expected to participate in class and be on time.
- Sleeping in class is considered an absence

SHADOWING - Partial requirement for the Education and Economic Development Act – EEDA. This is a state requirement. Please follow the requirements on My Campus for Proposal form and other information.

1. Minimum of 16 hours
2. Must be a job in a non-school setting or placement - **DO NOT SHADOW A RELATIVE**
3. Keep an **hour by hour log** of all activities that you do
4. **YOU and the PERSON SHADOWED MUST sign and date all submitted pages**
5. **TYPE** your report for submission on the due date – make it look professional
6. **YOU MUST KEEP THE SHADOWING EXPERIENCE FOR YOUR E-PORTFOLIO**

Class Schedule

Tentative Course Outline for

Education 2113 – Foundations of Education –Fall 2013

- I. **The Teaching Profession**
Aug. 21 - Organization/ EEDA /Teacher Supply & Demand
- II. **Historical Foundations of Education**
Aug. 23 - Chapter 1- *Teaching in a Changing World*
Aug. 26 - Chapter 2- *The Early History of Education in a Changing World*
Aug. 28 - Chapter 3- *Historical Perspectives of Education*
Aug. 30 – Continue Chapter 3
- III. **Philosophical Foundations of Education**
Sept. 02- Chapter 4- *Philosophy: Reflections on the Essence of Education*
Sept. 04– Continue Chapter 4
Sept. 06- Philosophy of Education (rough draft) and 5 articles due
Sept. 09 –Chapter 5 - *Building an Educational Phil. in a Changing World*
Sept. 11– Continue with Chapter 5
Sept. 13 -TEST – Chapters 1, 2, 3, 4, 5 and Shadowing Proposal Due
- IV. **Sociological Foundations of Education**
Sept. 16 –Chapter 6- *Place of Schools in Society*

- Sept 18 –Chapter 7- *Diversity in Society and Schools*
 Sept. 20- Continue with Chapter 7
 Sept. 23–Chapter 8- *Students and their Families*
 Sept. 25- **CLASS PRESENTATIONS (with Power Point)**
 Sept. 27–**CLASS PRESENTATIONS (with Power Point)**
- V. Governance, Organization, and Legal Foundations of Education**
 Sept.30 –Chapter 9 – *Organizing and Paying for Education*
 Oct. 02 - Chapter 10- *Legal Perspectives on Education*
 Oct. 04 - *Continue with Chapter 10*
 FALL BREAK October 5-13
 Oct 14 - **TEST – Chapters 6, 7, 8, 9, 10**
 Oct. 16- **Task Analysis and 5 articles due (if required)**
 Oct 18 - **CLASS PRESENTATIONS (with Power Point)**
 Oct. 21- *ADEPT*
 Oct. 23-**CLASS PRESENTATIONS (with Power Point)**
 Oct. 25– *Bloom's Taxonomy*
 Oct. 28 – Continue with Revised Bloom's
- VI. Curricular Foundations of Education**
 Oct. 30 – Chapter 11- *Standards, Assessment, and Accountability*
 Nov. 01 –Chapter 11- *continued*
 Nov. 04 – Work on Shadowing Requirements
 Nov. 06 - **CLASS PRESENTATIONS (with Power Point)**
 Nov. 08 - Chapter 12- *Designing Programs for Learners in Challenging Times: Curriculum and Inst.*
 Nov. 11 – Continue with Chapter 12
 Nov. 13 – Work on Shadowing Requirements
 Nov. 15 - Chapter 13- *Becoming an Effective Teacher in a Challenging World*
 Nov. 18 – Continue Chapter 13
 Nov. 20 – Work on Shadowing Requirements
 Nov. 22- **All Shadowing documents**
 Nov. 25 – Final **Philosophy of Education**
 Thanksgiving Holidays November 27- December 01
 December 02 - **Test Chapters 11, 12, 13**
 December 04– Last day of Classes

You should have your Philosophy of Education and your Shadowing Experience in your E-Portfolio for Lock II Pre- Clinical Experience. KEEP hard copies of both documents.

Teachers seeking jobs in SC may apply on-line at
www.winthrop.edu/scteach

For information, contact the SC Center for Teacher Recruitment at 1-800-541-7525

To view current teacher vacancies go to www.cerra.org.

The www.ets.org site will show the required Praxis tests/scores by states.

Other on-line sites:

www.swu.edu

www.myschools.com

www.ets.org
www.oconee.k12.sc.us
www.pickens.k12.sc.us
www.anderson1.k12.sc.us
www.anderson4.k12.sc.us
www.anderson5.net
www.greenville.k12.sc.us



Southern Wesleyan University

Grade Equivalency Table – Takes effect on July 01, 2011

Percentage Value	New Designation	Numeric Value for GPA
93-100	A	4.0
90-92	A-	3.7
86-89	B+	3.4
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.4
73-75	C	2.0
70-72	C-	1.7
65-69	D+	1.4
60-64	D	1.0
<60	F	0.0

INTASC

<u>Principle #1:</u> The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	
<u>Principle #2:</u> The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.	
<u>Principle #3:</u> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	
<u>Principle #4:</u> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	
<u>Principle #5:</u> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.	
<u>Principle #6:</u> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.	
<u>Principle #7:</u> The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.	
<u>Principle #8:</u> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	
<u>Principle #9:</u> The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	Articles with Reflections
<u>Principle #10:</u> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	Shadowing Experience
<u>Principle #11:</u> The teacher demonstrates dispositions that promote scholarship within a Christian ethic of care. (not INTASC)	Philosophy of Education

Suggested artifacts to be kept digitally for inclusion into your e-portfolio.

South Carolina

Education and Economic Development Act (EEDA)

All teacher education units must provide assessment evidence to indicate that all candidates enrolled in teacher preparation, school guidance counseling, and education administration programs possess the knowledge, skills, and dispositions to integrate career guidance, the use of the cluster of study curriculum frameworks and individual graduation plans, learning styles, the elements of the Career Guidance Model of the South Carolina Comprehensive Guidance and Counseling Program Model, contextual teaching, cooperative learning and character education into the P–12 curriculum. Institutions must prepare and assess all candidates in how to use applied methodologies in P–12 academic courses.

Additional information about the state's Education and Economic Development Act (EEDA) is available online at, <http://www.ed.sc.gov/agency/offices/cate/>.

Evidence that State Standard Three has been met may include, but need not necessarily be limited to, the following:

- Lesson plans developed by the candidates that include contextual teaching (i.e., methodologies that focus on concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving) and that relate the content and/or academic standards to associated careers;
- Lesson plans and/or other artifacts developed by the candidates that include shadowing and mentoring experiences designed to promote students' career awareness, exploration, and/or development;
- Evidence that the teacher education unit provides candidates with field experiences in a variety of settings, as appropriate;
- Evidence that the teacher education unit provides candidates with field experiences that include collaborative activities designed to promote students' career awareness, exploration, and/or development.
- Course syllabi that reflect instruction and/or activities designed to promote candidates' awareness of career clusters of study and individual graduation plans;
- Interviews with candidates enrolled in teacher preparation (P–12), school guidance counseling, and education administration programs about their understanding of the Education and Economic Development Act; and
- Service learning opportunities.