CASPER COLLEGE COURSE SYLLABUS
EDFD 2020-N1  Foundations of Education

Semester/Year:  Fall 2015
Lecture Hours:  3   Lab Hours:  0   Credit Hours:  3

Instructor’s Name:  Cammy Rowley, Ph.D.

Office Phone:  268-3321   Email: crowley@caspercollege.edu

Office Hours:  Monday & Tuesday – 1:00-2:00
                Wednesday– 6:00-7:00 p.m.
                Thursday – 12:00-1:00
                Friday – 10:00-11:00 a.m.

Course Description:  This education foundations course provides a general survey of educational thought and practice in the United States. Emphasis is given to critical thinking about numerous educational points of view.

Statement of Prerequisites: ENGL 1010 or permission of instructor

Goal: This course provides a general overview of the history, philosophy and sociology of education and how they relate to today’s educational system. The course is intended for prospective teachers who want an interdisciplinary approach to understanding the role and structure of the American education system.

Outcomes: Casper College General Education outcomes that apply to this course:
1. Demonstrates effective oral and written communication
4. Demonstrate knowledge of diverse cultures and historical perspectives
6. Use appropriate technology and information to conduct research

Course Objectives: The student will:
1. Demonstrate effective oral and written communication in class discussions, presentations and written work.
2. Describe the value of personal, civic and social responsibilities through discussion and written work viewed through the lens of a teacher and an engaged citizen.
3. Discuss the profession of teaching and elaborate on a teacher’s responsibilities in a capstone project.
4. Contrast philosophical viewpoints of education and provide examples; clarify his/her own philosophy of education in a capstone project.
5. Inquiry into the general development of education in the old world and identify its influences on present education roots; trace the general development of American education from colonial days to present; examine cultures as an influence on education by participation in a class project related to historical education figures.

6. Determine and analyze major social and cultural forces affecting American education and understand the issues related to individual differences, multiculturalism and diversity in the public schools. Design and implement a diversity/multicultural lesson plan.

7. Discuss the role of local, state, and federal government in relation to public schools in class using current examples.

8. Discuss the role of local, state and federal government in relation to public schools.

9. Discuss school funding issues and sources of funding in class discussions.

10. Identify the major laws related to education, including cases associated with student rights, teacher rights, and decisions relating to school/religion issues using court cases.

11. Define curriculum and recognize sources of influence on curriculum in classroom observation and class discussions as well as analyze internet lesson plans on chosen topic.

12. Identify where to locate and be critical reviewers of the various literatures in teacher education by conducting inquiry into a topic of interest, resulting in a comprehensive paper and brochure.

13. Review and utilize various web sites appropriate for lessons in public schools, curriculum, inquiry and standards.

14. Discuss and analyze accreditation, accountability, evaluation, and competency testing as measures of effective education.

15. Discuss the future of education, projecting major trends and changes affecting public schools, especially as it relates to the impact of federal legislation, and inquired through class room observation and teacher interview.

16. Develop an understanding of democracy and the essential role teachers and schools play in its perpetuation. Evaluate current institutional practices and outline an action plan for one’s future classroom.

**Methodology:** Classes will consist of content documents or slides by the instructor, possible recorded lectures/discussions, readings, learning activities, student presentations and discussions.

**Evaluation Criteria:**
Grading: All papers and exams will be evaluated holistically with attention given to correct grammatical form, spelling, sentence structure, organization, format, and quality of expression, as well as knowledge of material. All assignments must be typed and double-spaced and have a professional appearance. Points will be deducted if all of these professional expectations are not met. Students must submit assignments in a readable format and the document must be able to be opened. Blank documents will be scored as zero.

Each student will be expected to do all the following to complete requirements of the class:

1. Participate in class discussions by posting and responding, and “attend” class
2. Submit all assignments on the due date
3. Read the textbook and assigned readings by assigned date
4. Complete a classroom observation and interview with a teacher with a written response
5. Complete inquiry regarding an issue in education with a comprehensive paper and brochure
6. Create a diversity/multicultural lesson submitted as a lesson plan.
7. Complete a Historical Figure project
8. Complete a philosophy of education paper (capstone)
9. Present a final summary of his or her philosophy of education related to an object or visual
10. Participate fully during class time, indicating engagement and thought.

Grading Scale: Evaluation of students will be based on the following:

200 – Classroom Observation and Teacher Interview Paper
200 – Inquiry into Issues in Education Research Paper and Brochure Posting
100 – Diversity/Multicultural Lesson
100 - Historical Foundation of Education Project and Posting
500 – Philosophy of Education Capstone Paper
40 – Final Analogy Post
60 – Acton Plan for Why School?
100 - Learning Activities:
   • Assessment (20 pts)
   • Written reflections or responses (6 @10 pts)
   • Online lesson plan critique (20 pts)

Letter grades will be earned as follows:

93-100% = A
85 - 92% = B
77 - 84% = C
69 – 76% = D
<69% = F

Required Text, Readings and Materials:

Assorted content documents and slides

Students are required to use APA style formatting in written work. A recommended site is:
http://owl.english.purdue.edu/owl/resource/560/01. Other sites APA sites are available.

Class Expectations and Policies:

Class expectations are set as a first step in professionalism as a teacher. These expectations reflect CAEP’s Standards (Council for the Accreditation of Educator Preparation), specifically 1, 2 and 3 regarding the Learner and Learning. Attendance and participation in this class is required. Excessive
lack of involvement will affect students’ knowledge, understanding and application of educational
trends, principals, theories and philosophies.
1. In order to learn, students must be present and engaged.
2. At this point in education students’ professional preparation, responsibility and a student’s
work ethic are evidenced through prompt and regular participation.
3. Quality performance is also evidenced through students’ participation in all class activities,
discussions and assignments.
4. Application of knowledge through discussions and class activities indicates a higher level of
thinking.

For online students this correlates to regular and frequent posting in discussions, preparation of
readings and sharing projects, and critically examining aspects of education. Each student needs to
know the foundation of our education system. This can only occur by each individual doing the
necessary reading, thought and work.

Do not use other people’s words as your own without citing their work. See the Casper College
Student Code of Conduct, Cheating and Plagiarism.

**Late work will not be accepted without PRIOR approval.** Work is due the following week, even
with approval, with later work receiving half credit. Students should contact the instructor by phone
or email regarding absences whenever a paper is due. **No late papers will be accepted during finals
week.**

Last Date to WITHDRAW from class: November 12, 2015.

**Electronic Portfolio Requirement for Education Majors:** All education students at CC are
required to show evidence of program outcomes (artifacts) through the completion of an electronic
portfolio. These artifacts will include appropriate pedagogical practices, as well as knowledge and
skills of content area as outcomes for the CC education program. These artifacts are also utilized to
demonstrate NCATE (National Council for Accreditation of Teacher Education) and INTASC
(Interstate New Teacher Assessment and Support Consortium) proficiencies. Artifacts will be
documented within the electronic portfolio - eFolios – provided via Minnesota State Colleges and
Universities and Casper College. Early Childhood Education majors will also be required to document
proficiencies for NAEYC (National Association for the Education of Young Children) through the use
of eFolio for student teaching. Please save all relevant work in this course in electronic format as
evidence of meeting course/program outcomes.

**Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and
Judicial Code for information concerning your rights and responsibilities as a Casper College Student.
It is expected that students will conduct themselves in a civil and respectful manner during class
meetings and in individual meetings with the instructor. The class will provide a safe, hostile-free, and
non-intimidating environment for ALL students.

**Chain of Command:** If you have any problems with this class, you should first contact the instructor
in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you
should then take your problem through the appropriate chain of command starting with the department
head (Dr. Kerri Mahlum), then the School Dean (Dr. Brandon Kosine), and lastly the Vice President for Academic Affairs (Dr. Shawn Powell).

**Academic Dishonesty - Cheating & Plagiarism:** Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.

**Official Means of Communication:** Casper College faculty and staff will employ the student’s assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.

**Artifact Collection:** Casper College may collect samples of student work demonstrating achievement of the General Education Outcomes. Any personally identifying information will be removed from student work.

**ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.