



ED 220 Course Syllabus

3140 Waiālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: ED 220

Course Title: Educational Foundations

Division: Education

Term: Winter 2017 / January 9 – March 21

Credits: 3

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Virtual Office Hours: M.W.F 1:00 pm – 2:15 pm / T.Th 9:00 am – 10:00 am and by appointment

University Course Catalog Description

This course covers the development of historical, philosophical, legal, sociological principles of education, consideration of current trends in educational theory, multicultural issues in education, and problems and choices facing education in the future.

Conceptual Framework

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Education Division Mission Statement

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

Marianist Values

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Program Learning Outcomes (PLO)

1. Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts (Content Knowledge).
2. Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning (Developmentally Appropriate Practice).

3. Knowledge of how to teach subject matter to students and the application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner (Pedagogical Content Knowledge).
4. Knowledge and application of appropriate technology for student learning (Technology).
5. Knowledge and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning (Assessment).
6. Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe, positive, caring, and inclusive learning environments (Diversity).
7. Skills in the planning and design of meaningful learning activities that support and have a positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology (Focus on Student Learning).
8. Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues (Professional & Ethical Dispositions and Communication).

Course Learning Outcomes (CLO)

1. Describe the teaching profession as it currently exists in America and the challenges it faces.
2. Discuss the impact of societal, cultural, and economic influences on American education and describe schooling programs that have been developed in response to them. Define what creates culture. Describe the various responsibilities schools have regarding diversity and equity. Plan how one's curriculum can be infused with knowledge and appreciation of cultural diversity.
3. Describe the legal, financial, and political factors affecting American schools and their implications for teachers, parents, students, and society.
4. Explain the historical development of the American school and how it relates to the present.
5. Know the significance of philosophy as both the basis and the goal of education. Relate the influence of various philosophical schools on education and their meaning for personal practice.
6. Summarize types of curriculum designs: associate different learning styles and instructional methods; and articulate the interrelationships among educational goals, standards, benchmarks, and assessments. Evaluate the appropriateness of different assessment methods.

Learning Materials

- Spring, J. (2016). American Education. 17th edition. Routledge. ISBN-13: 978-1-138-85093-4
- Other learning materials will be provided.

Course resources

Resource	Service(s) Provided
The OWL - Purdue Online Writing Lab	Online resource for writing and citing research using APA formatting.
Smarthinking Available in Canvas	Tools to assist with writing including: Main Idea/Thesis, Content Development, Organization, Introduction/Conclusion, Use of Resources, Transitions, Grammar & Mechanics, Sentence Structure and Word Choice. Also can answer "live questions"

Assessment

Assignments	Max Points
Discussion (3 – 1 point, 4.5 points, 4.5 points)	10
Educational Autobiography	15
Educational Philosophy	15
Whitepaper	20
Reflections (4 x 10 points each)	40
Total	100

May be subject to change based on the dynamics of current events. Late assignments will not be accepted unless there is prior approval by me due to an emergency circumstance. No work will be accepted after the last day of the course.

Grading scale

100-90%	A
89-80%	B
79-70%	C
69-60%	D
59-0%	F

Schedule

Week	Activity	Assignment
Week 1 Jan. 9 – Jan. 15	*Read Chapter 1: The History and Political Goals of Public Schooling *Watch The History of Public Education in the US (3:59): https://www.youtube.com/watch?v=8LAEqYZ3uTU	*Discussion #1 (Introduction Post)
Week 2 Jan. 16 – Jan. 22	*Read Chapter 2: The Social Goals of Schooling *Watch U.S. Public Education System in 90 Seconds: https://www.youtube.com/watch?v=ZMBSBgzxil0	*Educational Autobiography due by Sunday, Jan. 22
Week 3 Jan. 23 – Jan. 29	*Read Chapter 3: Education and Equality of Opportunity *Watch Changing Education Paradigms (11:40): https://www.youtube.com/watch?v=zDZFcDGpL4U&feature=youtu.be	*Reflection #1 due by Sunday, Jan. 29

Week	Activity	Assignment
Week 4 Jan. 30 – Feb. 5	*Read Chapter 4: The Economic Goals of Schooling: Human Capital, Global Economy, and Preschool *Watch Teaching Center (3:47): https://www.youtube.com/watch?v=dkHqPFbxmOU	*Educational Philosophy due by Sunday, Feb. 5
Week 5 Feb. 6 – Feb. 12	*Read Chapter 5: Equality of Educational Opportunity: Race, Gender, and Special Needs *Watch Every kid needs a champion (7:44) http://www.ted.com/talks/rita_pieron_every_kid_needs_a_champion	*Discussion #2 *Reflection #2 due by Sunday, Feb. 12
Week 6 Feb. 13 – Feb. 19	*Read Chapter 6: Student Diversity	
Week 7 Feb. 20 – Feb. 26	*Read Chapter 7: Multicultural and Multilingual Education	*Reflection #3 due by Sunday, Feb. 26
Week 8 Feb. 27 – Mar. 5	*Read Chapter 8: Local Control, Choice, Charter Schools, and Home Schooling	
Week 9 Mar. 6 – Mar. 12	*Read Chapter 9: Power and Control at State and National Levels	*Discussion #3 *Reflection #4 due by Sunday, March 12
Week 10 Mar. 13 – Mar. 21		*Whitepaper due by Sunday, March 19

May be subject to change based on the dynamics of current events.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Education Division Attendance Policy

(Revised 3/8/10)

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.

Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

1.1. Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences. Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:

2.1. Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.