



## **ED 220 Course Syllabus**

3140 Waiialae Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** ED 220

**Course Title:** Educational Foundations

**School/Division:** School of Education and Behavioral Sciences

**Term:** Winter 2020 / January 6 – March 17

**Credits:** 3

**Instructor Name:** Hans Chun, Ed.D.

**Email:** [hans.chun@chaminade.edu](mailto:hans.chun@chaminade.edu)

**Phone:** 808.440.4264

**Virtual Office Hours:** M.W.F 1:00 pm – 2:15 pm / T.Th 11:30 am – 1:00 pm 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.

### **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. (2017). American Education. 18th edition. Routledge. ISBN-13: 978-1138087255
- Other learning materials will be provided.

### Course resources

Resource	Service(s) Provided
<a href="#">The OWL - Purdue Online Writing Lab</a>	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
<b>Total</b>	<b>100</b>

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**

<b>Week</b>	<b>Activity</b>	<b>Assignment</b>
Week 1 1/6 – 1/12	*Read Chapter 1: The History and Political Goals of Public Schooling  *Watch The History of Public Education in the US (3:59): <a href="https://www.youtube.com/watch?v=8LAEqYZ3uTU">https://www.youtube.com/watch?v=8LAEqYZ3uTU</a>	*Discussion #1 (Introduction Post)
Week 2 1/13 – 1/19	*Read Chapter 2: The Social Goals of Schooling  *Watch U.S. Public Education System in 90 Seconds: <a href="https://www.youtube.com/watch?v=ZMBSBgzxil0">https://www.youtube.com/watch?v=ZMBSBgzxil0</a>	*Educational Autobiography due by Sunday, 1/19
Week 3 1/20 – 1/26	*Read Chapter 3: Education and Equality of Opportunity  *Watch Changing Education Paradigms (11:40): <a href="https://www.youtube.com/watch?v=zDZFcdGpL4U&amp;feature=youtu.be">https://www.youtube.com/watch?v=zDZFcdGpL4U&amp;feature=youtu.be</a>	*Reflection #1 due by Sunday, 1/26
Week 4 1/27 – 2/2	*Read Chapter 4: The Economic Goals of Schooling: Human Capital, Global Economy, and Preschool  *Watch Teaching Center (3:47): <a href="https://www.youtube.com/watch?v=dkHqPFbxmOU">https://www.youtube.com/watch?v=dkHqPFbxmOU</a>	*Educational Philosophy due by Sunday, 2/2
Week 5 2/3 – 2/9	*Read Chapter 5: Equality of Educational Opportunity: Race, Gender, and Special Needs  *Watch Every kid needs a champion (7:44) <a href="http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion">http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion</a>	*Discussion #2
Week 6 2/10 – 2/16	*Read Chapter 6: Student Diversity	*Reflection #2 due by Sunday, 2/16
Week 7 2/17 – 2/23	*Read Chapter 7: Multicultural and Multilingual Education	*Reflection #3 due by Sunday, 2/23

<b>Week</b>	<b>Activity</b>	<b>Assignment</b>
Week 8 2/24 – 3/1	*Read Chapter 8: Local Control, Choice, Charter Schools, and Home Schooling	*Discussion #3
Week 9 3/2 – 3/8	*Read Chapter 9: Power and Control at State and National Levels	*Reflection #4 due by Sunday, 3/8
Week 10 3/9 – 3/17		*Whitepaper due by Sunday, 3/15

May be subject to change based on the dynamics of current events. Late assignments will not be accepted unless approved by the instructor and will include a deduction in points.

### **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).

### **One-on-One Tutoring**

Kōkua 'Ike: Center for Student Learning offers drop-in tutoring for a wide range of classes and no appointment is needed! Tutoring is offered on a first come first serve basis and free to all Chaminade Students.

You can also make an appointment: <https://booknow.appointment-plus.com/1dq2rxkm/10>

Email: [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu)

### **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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **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.

### **Attendance Policy**

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

#### **1. Excused Absences.**

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. 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.

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.

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.