

**FOUNDATIONS OF EDUCATION Online – ED 202**  
**Syllabus and Course Information Sheet –Fall 2008**  
**Colorado State University – Pueblo**

**Instructor:** Mr. William Bregar

**Office Hours:** (by appointment)

**Prerequisites:** None

**Required Materials:**

**Phone:** (719) 948-9009

**Email:** [wkbregar@msn.com](mailto:wkbregar@msn.com)

**Co-requisite:** None

- Textbook: Ebert, E. & Culyer, R. (2008) *School: An Introduction to Education*. Thomson Wadsworth (Available at the University Bookstore)
- Class Website: <http://blackboard.colostate-pueblo.edu/>
- Teacher Education Handbook, (Linked to the course in “Course Documents.”)

**Course Overview:**

Historical, philosophical and sociological dimensions of education, including legal and financial challenges associated with the institution of education.

**Course Philosophy:**

This course presents an overview of key elements of education and is intended to produce informed educators in real-world classrooms. The goal of this course is to introduce students to the foundations of education. This course will help students connect theory and research to successful teaching practices. From the outset, the student will connect their study to real-life classrooms and will experience various education settings that will model different classroom management techniques and Colorado Standards Based Education and Evaluation. This course provides a broad context and conceptual framework as a constructivist approach to preparing students as they pursue advanced courses in their program of study.

**Course Objectives:**

1. The student will continually critically examine and modify their beliefs about teaching and learning.
2. The student will understand the role of professionalism and ethics in the field of Education.
3. The student will compare and contrast different philosophies of education and develop a personal educational philosophy based on analysis of current research and experiences in educational settings.
4. The student will study the role of leaders in the field of education throughout world history.
5. The student will be able to state a clear position on educational issues and support his/her position with credible research.
6. The student will understand and respond to influences on educational practices, including:
  - A) Federal & state constitutional provisions
  - B) Federal executive, legislative & legal influences
  - C) State roles of the governor, legislature and State Board of Educ.
  - D) Local School Districts, BD. Of Eds, & cooperative educ. Services
  - E) Non-traditional schools such as charter, religious & home schooling
  - F) Public sector input from business, advocacy groups & the public.
7. The student will be able to model and articulate the democratic ideal, including the school's role in developing productive citizens and the school's role in teaching and perpetuating the principles of a democratic republic.

## Tentative\* Course Schedule

### Completed By\*:

- Sept. 5**                    **MODULE 1 – INTRODUCE YOURSELF**  
Prepare a brief personal biography and post it to Blackboard. Post your personal web page, as directed in Module One. Ongoing Throughout Course: Field Experience  
**TEXTBOOK: Chapters 1 & 2**
- Sept. 19**                    **MODULE 2 – DIVERSITY OF STUDENTS**  
Case Study: Alice Peterson  
**TEXTBOOK: Chapter 3**
- Sept. 26**                    **MODULE 3 – ETHICS AND PROFESSIONALISM**  
Read two of the “Readings on Professional Ethics” and write a 1-3 page reaction/reflection paper on each of the two readings. Create a discussion thread for each and attach your paper for others to read. Read and Submit your reaction/reflection to one of the ethics case studies as directed in the “Assignments” list.            **TEXTBOOK: Chapter 10 (Selected Sections)**
- Oct. 3**                        **MODULE 3 – LEGAL ISSUES AFFECTING TEACHERS**  
Refer to the websites and readings posted. Write essay as assigned.  
**TEXTBOOK: Chapter 10 (Selected Sections)**
- Oct. 10**                    **MODULE 4 – HISTORY OF EDUCATION**  
Using the time periods listed within Module 4, prepare a 12-15 slide PowerPoint presentation on one of the major eras in education. All sources are to be cited using the APA style. Post your presentation as an attachment to the appropriate discussion board forum.  
**TEXTBOOK: Chapter 8**
- Oct. 17**                    **MODULE 5 – PHILOSOPHY ANDS EDUCATION**  
Review major philosophies and the history of philosophies affecting education. Write and submit your personal philosophy of education.  
**TEXTBOOK: Chapter 9**
- Oct. 24**                    **MODULE 6 – GOVERNANCE OF SCHOOLS**  
Review the choice options parents have in schooling. Research the advantages and disadvantages of each type of schooling. Write a 4-6 page paper summarizing the attributes of each type of schooling (Alternate Schools Essay)  
**TEXTBOOK: Chapter 11 (First Part)**
- Oct. 31**                    **MODULE 6 – STRUCTURE AND FUNCTION OF PUBLIC SCHOOLS**  
Review policies of two school districts. Compare and contrast three different policies covering the same issues. Write your findings as a Discussion Board Thread in the appropriate DB forum.  
**TEXTBOOK: Chapter 11 (Remainder)**
- Nov. 7**                      **MODULE 7 – STATE ISSUES AFFECTING PUBLIC SCHOOLS**  
Review the Colorado Model Content Standards for one subject area. Write a 3-5 page summary of the standards, how they are influencing instruction and how they are assessed (evaluated).    **TEXTBOOK: Chapters 5 & 6 (Curriculum Issues)**
- Nov. 21**                    **MODULE 8 – FEDERAL INFLUENCE ON PUBLIC SCHOOLS**  
Research “No Child Left Behind” Law (PL 107-110) and other federal laws as indicated in the course materials. Write a summary of the laws assigned with an emphasis on their impact on classroom teaching.  
**TEXTBOOK: Chapter 10 (Selected Sections)**
- Dec. 5**                      **PERSONAL PHILOSOPHY PAPER DUE; FIELD STUDY OBSERVATION LOG DUE**
- Dec. 8-12**                **Final Exam Week**

\*Tentative Schedule.

**Assignments:**

**1. Discussion Board**

Each week you will be required to participate in the Discussion Board in Blackboard. The topic and requirements for each week's discussion will be posted in Blackboard.

**2. Journaling**

Each student is to reflect on a variety of issues related to the course and to the educational issues of our time. This journaling is done using the discussion boards. A grade is given for participation in the discussion board forums.

**3. Field Experience**

Each student is required to do 30 hours of field experience that contributes to the total time they need for certification. Students should be working in a local school\* for at least 2 hours a week. One of these observations MUST be a local school board meeting. Not completing all 30 hours of field experience work will result in a reduction of your course grade (1/3 of a grade for each 5 hours missed). If you miss more than 15 hours, you will fail the course. Any hours not completed during this course will have to be made up in later courses to meet the state requirement for field experience hours. For more information regarding field experiences, contact the instructor at [wkbregar@msn.com](mailto:wkbregar@msn.com).

\* Students in the Pueblo area must arrange to do their field experience in one of the schools listed

**4. Exams**

A special exam on governance and No Child Left Behind will occur during the course. Check the course schedule.

**5. Special Assignments**

The following list of assignments will be discussed in more detail on Blackboard. They make up a substantial portion of your overall grade as can be seen in the next section.

- Ethical Issues Assignments
- D60/D70 Board Policy Compare/Contrast
- Comparison essay dealing with alternative types of schooling
- Historical/Philosophical Research Assignment
- Personal Philosophy of Education
- Case Study

**6. Final Exam**

A final exam covering the course content will take place at the end of the course.

**Grading:**

Grading employs a point system in which each assignment/test carries a specified number of points. You can see the point distribution by checking the grade book entries on Blackboard.

**Grading Scale:**

<u>Percentage Range</u>	<u>Grade Level</u>
90.00% to 100%	A
80.00% to 89.99%	B
70.00% to 79.99%	C
60.00% to 69.99%	D
59.99% and below	F

## **Benchmark Evaluation for Admission to Education:**

### *A. Governance Competency:*

CSU-Pueblo believes that all students must have a thorough understanding of school law and governance before they begin their formal work in K-12 schools. Therefore, students are required to meet proficiency on Standard 6.1 (Colorado Standard 8.3) during ED 202. This standard will be met by proficiency through

- 1.) a passing score on a quiz covering concepts related to Standard 6.1 and
- 2.) students' performance on Discussion Board responses.

B. *The Philosophy of Education* paper completed in ED 202 will become part of the student's portfolio, submitted during the application to education and reviewed in that process by faculty in Education.

## **Plagiarism:**

Honesty is an essential characteristic of all educators. Please reference all ideas and information you receive from others, from printed materials, and from sources such as the Internet. Failing to do so will result in a grade of "0" for the assignment, with no opportunity to redo. Examples of plagiarism may include turning in an assignment (or part of an assignment) completed by someone else or copied from published or printed materials or the Internet or turning in the same assignment (e.g., a lesson plan) in more than one class.

## **Course Standards:**

This course meets the following CSU-Pueblo Teacher Education standards:

- 1.8 Models and articulates the democratic ideal to students, including the school's role in developing productive citizens and the school's role in teaching and perpetuating the principles of a democratic republic.(CO: 8.1)
- 3.6 Communicates in ways that demonstrate a sensitivity to individual, cultural and gender differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation).
- 3.7 Investigates own personal biases that may limit educational equity for all children and implements strategies to address them.
- 6.1 Responds to the following laws, regulations, and policies in a professional manner: federal and state constitutional provisions; federal executive, legislative and legal influences; state roles of the governor, legislature, and State Board of Education; local school districts, boards of education and boards of cooperative educational services; non-traditional and non-public schools, including charter schools, religious schools, and home schooling; and public sector input from business, advocacy groups, and the public.(CO: 8.3)
- 6.2 Makes decisions based on an understanding of the democratic ideal, recognizing the impact of cultural, gender, economic, political, and social environments upon teaching and learning.
- 6.4 Is able to state clearly positions on educational issues and support them with theory, practice, and research.
- 6.6 Continually examines, reflects, and modifies own educational practices and performances and selects professional development to improve performance. (CO: 8.5)
- 6.7 Utilizes professional literature, colleagues, professional organizations, and professional development activities to support his/her own development as a learner and a teacher. (CO: 8.5)
- 6.8 Draws upon professional colleagues within the school and other professional areas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback. (CO: 8.5)
- 7.5 Identifies and use community resources to foster student learning.
- 7.6 Acts as an advocate for students and families.
- 7.10 Participates successfully as a member of a team, sharing, encouraging, and accepting responsibilities.
- 8.1 Follows the ethical standards of the education profession. (CO: 8.2)
- 8.2 Consistently exhibits a strong work ethic, assuming responsibility for oneself and others in the learning community; is punctual and on-time for all responsibilities (CO: 8.2 )
- 8.3 Acts honestly and with integrity at all times in the learning community; demonstrates the emotional stability required of professional educators.
- 8.4 Acts in a caring manner towards K-12 students, peers, and other members of the learning community.
- 8.5 Advocates teaching as a worthy career and describes various career paths in education, including local, state, national, and international options, higher education, public, and private education. (CO: 8.4)
- 8.9 Speaks, writes, and listens at a professional level.

**This university abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the instructor as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to: the Disability Resource Office, which is located in the Psychology Building, Suite 232.**