



**Fayetteville State University
School of Education
Department of Educational Leadership**

1. LOCATOR INFORMATION

Semester:	Fall 2009
Course Title:	EDUC 310-D1-Foundations of Education
Course Hours of Credit:	Three Hours
Time Class Meets	Online
Instructor:	Frederick E. Smith, Ph.D.
Office Location:	Butler 326
Office Telephone:	(910) 672-2135 or 1731
Email Address	Fsmith@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

2. COURSE DESCRIPTION

A study of the origins, evolution and interrelatedness, of the principles and practices of disciplinary foundations of education and their influence on education. Field experience required. (Fall, Spring, Summer).

3. TEXTBOOK

Ornstein, A.C., and Levine, D.U. (2006). **Foundations of Education (Tenth Edition-Expanded Version)**. Boston, MA, Houghton Mifflin Company. **ISBN 0-547-08400-5**

4. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

5. COURSE GOALS AND OBJECTIVES

- Understand the foundations of education in the United States.
- Develop a sense of perception on education and the schools.
- Understand the historical development of education system in the United States.
- Understand economic concepts pertaining to the operation of education system
- Recognize different social forces influencing the American system of education.
- Comprehend the strengths and weaknesses of schools.
- Demonstrate knowledge of the influences of significant political economic and sociocultural forces on American education.
- Understand the roll of federal, state and local government in support and control of American education.
- Classify examples of curricula design and instructional practices according to the philosophical assumptions upon which they are based.

6. NCDPI, NCATE OR SPECIALTY AREA STANDARDS

Standards Used in this Course	NCDPI Standards for Teachers	NCATE Standard(s)	Assessment(s)
Indicators 1-4	Standard 1: Teachers will have a broad knowledge and understanding of the content they teach.	Standard 1: Content Knowledge	Test
Indicators 1-3; 6-8	Standard 2: Teachers know how to teach students.	Standard 1: Content Knowledge Standard 3	Observation and field experiences

7. CORE STANDARDS

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
Indicators 1-4	1. Teachers know the content they teach.	Test
Indicators 1-11	2. Teachers know how to teach students.	Portfolio
Indicators 1-4	3. Teachers are successful in teaching a diverse population of students.	Class discussions and participation
	4. Teachers are leaders.	Observation Self-evaluation check-list
Indicators 1-4	6. Teachers respect and care about students.	Observation and self-evaluation

8. DIVERSITY

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
Indicators 1-4	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Test
Indicators 1-3	2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	Test
Indicators 1-4	3. Teachers work collaboratively to	Survey

	develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.	
Indicators 1-3	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Observation/Current research on Diversity
Indicators 1-2	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	Discussions Self-evaluation

9. TECHNOLOGY

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their knowledge of technology in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera.

	Technological Applications for this Course
✓	Productivity tool (Power Point)
	Presentation software
✓	Internet
	Web page construction
✓	e-mail
	On-line applications
	Grade book
	Video camera
	Scanner
	Excel
	Smart board
✓	Lap Top and LCD panel
	Music Stereo and CD

Upon successful completion of this course candidates will meet the following NCDPI Technology Standards:

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
Indicators 1-2	1. Teachers demonstrate a sound understanding of technology operations and concepts.	Test
Indicators 1 & 3	2. Teachers plan and design effective learning environments and experiences supported by technology.	PowerPoint
	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	
Indicators 1-5	5. Teachers use technology to enhance their productivity and professional practice.	Self-evaluation checklist
Indicators 2-4	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	Test

10. DISPOSITIONS

Dispositions will be addressed through readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions listed below.

Professional Competence		Professional Responsibilities	
✓	Appreciates and engages in self-reflection	✓	Dresses appropriately for the setting
✓	Shows a commitment to ongoing learning	✓	Is punctual
✓	Desires to learn and apply new technologies	✓	Attends class regularly and participates in the class
✓	Is receptive to new ideas and feedback	✓	Completes assignments and tasks in a timely manner
✓	Writes and speaks clearly and effectively		Willing to go beyond required assignments
✓	Uses culturally sensitive language when communicating with families		Shows initiative and motivation
✓	Respects the privacy of students and their families	✓	Assumes fair share of responsibilities
Professional Dispositions and Qualities		Professional Integrity	
✓	Believe all children can learn	✓	Displays high and ethical professional standards
	Understands the culture of students and their families	✓	Is honest and dependable
✓	Values and respects diversity and individual differences	✓	Is courteous and respectful
✓	Demonstrates flexibility and adaptability	✓	Has a positive professional attitude
✓	Treats all students fairly and equitably	✓	Accepts and uses constructive criticism
✓	Is sensitive to the feelings of others	✓	Maintains emotional control and appropriate behavior
✓	Interacts appropriately and positively with others		

11. GENERAL REQUIREMENTS

Each student is expected to complete all required assignments that include the following:

1. Read each chapter in the text by the assigned date.
2. Submit all online assignments by the indicated date.
3. Complete all scheduled examinations.
4. Each student must complete a practicum in a local school environment. The practicum for this class is the completion of an interview with a master level teacher. You should develop an interview instrument that contains 10 questions and complete the interview by mid-semester. A summary of the interview is to be prepared and submitted to the instructor no later than one week after mid-semester.

12. EVALUATION CRITERIA

The established grading scale is as follows:

93%-100%=A 83%-92%=B

70%-82%=C 64%-69%=D

63% and below=F

A total of 532 points can be earned through the successful completion of assigned academic activities. The points will be related to the above official grade scale and the indicated point scale below.

GRADING POINT SCALE

494-532=A

442-493=B

372-441=C

340-371=D

339-and Below=F

13. COURSE OUTLINE

The following are the required assignments and class schedule for the fall 2009 semester beginning August 20, 2009 and concluding December 11, 2009.

August 20-31, 2009	Chapters 1-2
September 1-September 11, 2009	Chapters 3-4
September 14-25, 2009	Chapters 5-6
September 29, 2009	Examination #1
September 30- October 9, 2009	Chapters 7-8
October 12 -23, 2009	Chapters 9-10
October 27, 2009	Examination #2
October 28-November 10, 2009	Chapters 11-12
November 12-20, 2009	Chapters 13-14
November 23 – December 2, 2009	Chapters 15-16
December 4, 2009	Examination #3
December 10, 2009	Final Examination

OUTLINE OF ONLINE ASSIGNMENTS

NOTE: Responses to assignments listed below must not be submitted earlier than three days prior to the indicated due date through the blackboard **drop box**. **Late assignments will receive a minus of 10 points. Late exams will not be graded.**

August 20-31, 2009

Read Chapters 1-2 and respond in written form to the exercises listed below. You are required to submit your assignment online through the Blackboard Drop Box **by 11:00 p.m. August 31, 2009.**

Chapter 1

1. Define Key Terms on pages 27.
2. Respond to discussion questions 1-4 on page 28
3. Post a response to the blackboard forum #1 Item.

Chapter 2

1. Define Key Terms on page 50
2. Respond to questions 1-4 page 51
3. Post a response to the blackboard discussion forum item #2.

TOTAL POINTS =20

September 1- September 11 2009

Read Chapters 3-4 and complete the assignments listed below. You are required to submit your completed assignments online through the Blackboard Drop Box **by 11:00 p.m. on September 11, 2009.**

Chapter 3

1. Respond to discussion questions 4-7 page 89

Chapter 4

1. Define Key Terms on page 119.
2. Respond to discussion questions 1-4, page 119.
3. What is your philosophy of education (prepare in no more than one page)?

TOTAL POINTS=30

September 14 -25, 2009

Read Chapters 5-6 and complete the assignments listed below. You are required to submit your completed assignments online through the **Blackboard Drop Box by 11:00 p.m. on September 25, 2009.**

Chapter 5

1. Define Key Terms on page 155
2. Respond to discussion questions 1-6 page 156

Chapter 6

1. Define Key Terms on page 196
2. Respond to discussion questions 1-4, page 196.
3. Post a response to blackboard discussion item #3.

TOTAL POINTS=20

September 30 – October 9, 2009

Read Chapters 7-8 and complete the assignments listed below. You are required to submit your completed assignments online through the **Blackboard Drop Box by 11:00 p.m. on October 9, 2009**

Chapter 7

1. Define Key Terms on page 222-223
2. Respond to discussion questions 1-4 page 223

Chapter 8

1. Define Key Terms on page 245
2. Respond to discussion questions 1-3 pages 245

TOTAL POINTS=20

October 12-23, 2009

Read Chapters 9-10 and complete the assignments listed below. You are required to submit your completed assignments online through the **Blackboard Drop Box by 11:00 p.m. on October 23, 2009**

Chapter 9

1. Define Key Terms on page 287.
2. Respond to discussion questions 1-5 page 287

Chapter 10

1. Respond to discussion question 1- 4 page 319

TOTAL POINTS=20

October 28-November 10, 2009

Read Chapters 11-12 and complete the assignments listed below. You are required to submit your completed assignments online through the **Blackboard Drop Box by 11:00 p.m. on November 10, 2009**

Chapter 11

1. Respond to discussion questions 1-5, page 351

Chapter 12

1. Define Key Terms on page 389

TOTAL POINTS=20

November 12-20, 2009

Read Chapters 13-14 and complete the assignments listed below. You are required to submit your completed assignments online through **Blackboard Drop Box by 11:00 p.m. November 20, 2009**

Chapter 13

1. Define Key Terms on page 411
2. Respond to discussion questions 1-5 on page 411

Chapter 14

1. Define Key Terms on page 443
2. Respond to discussion questions 1-4 page 443

TOTAL POINTS=20

November 23 –December 2, 2009

Read Chapters 15-16 and complete the assignments listed below. You are required to submit your completed assignments online through **Blackboard Drop Box by 11:00 p.m. December 2, 2009.**

Chapter 15

1. Respond to discussion question 1-4 on page 469

Chapter 16

1. Define Key Terms on page 506
2. Respond to discussion questions 1-5 on page 506

TOTAL POINTS=20

December 10, 2009

FINAL EXAM

TOTAL POINTS=40

TOTAL POINT ALLOCATION AREAS

Assignment #1 (Chapters 1-2)	= 20
Assignment #2 (Chapters 3-4)	= 30
Assignment #3 (Chapters 5-6)	= 20
Assignment #4 (Chapters 7-8)	= 20
Assignment #5 (Chapters 9-10)	= 20
Assignment #6 (Chapters 11-12)	= 30
Assignment #7 (Chapters 13-14)	=20
Assignment #8 (Chapters 15-16)	=20

EXAMINATION SCHEDULE

Exam #1=104 (Examination Date September 29, 2009. Exam must be submitted by 8a.m. on September 30, 2009.)

Exam #2=104 (Examination Date October 27, 2009. Exam must be submitted by 8a.m. on October 28, 2009)

Exam #3=104 (Examination Date December 4, 2009. Exam must be submitted by 8a.m on December 5, 2009.)

Final Exam=40 (Examination date December 10, 2009. Exam must be submitted by 9pm on December 10, 2009.)

TOTAL=532 POINTS

GRADING SCALE

494-532=A

442-493=B

372-441=C

340-371=D

339-and Below=F

14. TEACHING STRATEGIES

The course will be offered 100 % online through Blackboard.

15. UNIVERSITY POLICIES

Division of Student Affairs

Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfpdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

16. REFERENCES

Alexander, Michael Van Cleave. The Growth of English Education, 1348-1648: A Social and Cultural History. University Park: Pennsylvania State University Press, 1990.

Gardner, Howard. Extraordinary Minds: Portraits of Exceptional Individuals and an Examination of Our Extra ordinaries: New York: Basic Books, 1997.

Johnson, James A. Introduction of the Foundation of American Education. Englewood Cliffs, NJ: Prentice-Hall, 1991.

Kagan, Sharon Lynn. The Care and Education of America's Young Children: Obstacles and Opportunities. Chicago, Ill. The University of Chicago Press, 1991.

Nelson, Jack L. Critical Issues in Education. New York: McGraw-Hill, 1990.

Newman, Joseph W. America's Teachers: An Introduction to Education: New York: Longman, 1990.

Sarason, Seymour Bernard. The Predictable Failure of Educational Reform: Can We Change Course Before It's Too Late: San Francisco: Jossey-Bass Publishers, 1990.

Schlechty, Phillip C Schools for the Twenty-First Century: Leadership Imperatives for Educational Reform. San Francisco: Jossey-Bass Publishers, 1990

Silver, Harvey. So Each May Learn: Integrating Learning Styles and Multiple Intelligences. Association for Supervision, 2000.

Toch, Thomas. In the Name of Excellence: The Struggle to Reform the Nation's Schools Why it's Failing and What Should Be Done. New York: Oxford University Press, 1991.

Travers, Paul D. Foundations of Education: Becoming a Teacher. Englewood Cliffs, NJ: Prentice Hall, 1990.

REVISION OF GRADES – STUDENT RESPONSIBILITIES

The following revisions become effective on August 16, 2007.

WN GRADE DISCONTINUED:

- **WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007.**

STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes according to the deadlines published in the catalog. *See warning below about class withdrawals.

NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- **INTERIM GRADE X = NO SHOW** – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw* from it. *See warning below about class withdrawals. If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- **INTERIM GRADE EA = EXCESSIVE ABSENCES** - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. **See warning below about class withdrawals.*

NEW FINAL GRADE:

- **FN = FAILURE DUE TO NON-ATTENDANCE** – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled. **See warning below about class withdrawals.*

WARNING ABOUT CLASS WITHDRAWALS:

- When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
- If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.
- **STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!**