



ADULT EVENING AND
ONLINE PROGRAMS

EDUC 2113

Foundations of Education

School of Education

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Mission

Southern Wesleyan University is a Christ-centered, student-focused learning community devoted to transforming lives by challenging students to be dedicated scholars and servant-leaders who impact the world for Christ.

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by The Council for the Accreditation of Educator Preparation (CAEP), formerly NCATE, <http://www.caepsite.org>. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and other learning centers operated at Southern Wesleyan. The university's teacher and administrator education programs are also approved by the South Carolina Board of Education.



Southern Wesleyan University is a private, Christian, non-profit institution and is affiliated with The Wesleyan Church. The university is governed by a Board of Trustees and seeks to accomplish the following institutional mission:

The School of Education Mission

"Educators who demonstrate scholarship within a Christian ethic of care"

Conceptual Framework

As scholars who demonstrate a Christian ethic of care through their actions, teachers (leaders) should exhibit a professional demeanor. As professional educators, they clarify objectives, ideas, and thoughts. They define the values that give direction to their lives and teaching. Individuals define themselves and their surroundings according to their attitudes, beliefs, and values (Rubin, 1985). As a consequence of living out what they know and what they believe, they instill confidence in others who may choose to follow. These individuals set the standards for the profession and give it direction. Guided by their attitudes, beliefs, and values, individuals with a clear sense of direction can change the climate of a school. Teachers and teacher candidates who demonstrate competence in meeting the requirements of the ADEPT Performance Standards, as well as INTASC Principle 10 (constituent relations), and ELCC Standards can impact the school environment in a way that demonstrates the belief in the worth of each individual, the belief that all children can learn, and the belief that effective teaching can impact learning outcomes. Those whose teaching (leadership) practices are aligned with INTASC Principles 1 through 9 (ELCC Standards) and the School of Education's dispositions (a Christian ethic of care) can similarly influence the field of education within the context of their unique positions.

These elements – service to others, sensitivity to learners, reflective practice, and professional leadership – also permeate the conceptual framework as specific dispositions relating to Christian ethic of care to self, learners, colleagues, community. As Southern Wesleyan prepares teacher (leadership) candidates to assume pivotal roles in America's public schools, the elements of the conceptual framework have been linked to the principles established by the Interstate New Teacher Assessment and Support Consortium (INTASC) and ELCC Standards. Teacher (leadership) candidates performance during clinical (internship) experience are assessed using South Carolina's assessment standards as found in ADEPT (Assisting, Developing, and Evaluating Professional Teaching). These standards are aligned with the INTASC (ELCC) Principles.

EDUC 2113

Foundations of Education

Course Description

Sociological and philosophical foundations of Western Education. Included will be a study of the crucial issues found in our present schools. **A 16 hour Shadowing Experience will be required as partial fulfillment of EEDA requirements in this class.** This course is required of all teacher candidates.

Enduring Understandings:

Candidates will understand:

1. The dispositions needed by teachers include enthusiasm for the subjects they teach, a commitment to continuing education, a belief that all children can learn, valuing communication with everyone, and valuing productive relationships.
2. Many important changes have been made in the U.S. educational system during the past half century.
3. The study of philosophy permeates every aspect of the teacher's role and provides the underpinning for every decision. Teachers are natural philosophers in that they live out their personal answers to the big questions of philosophy by the way that they set up their classrooms, by the way they teach students, by the rules they impose, and by the way they relate to others.
4. Families have their own unique cultural backgrounds based on their ethnicity, native language, and religion that may differ from the common culture. Schools have their own cultures with histories and traditions that affect the way students and teachers behave.
5. Knowing the organization, financing, and legal aspects of education will enhance the understanding and appreciation of the complex and intricate organizational relationships that exist between the individual school and the entire education system.
6. Teachers, schools, and school districts are held accountable for student learning, and this is measured primarily by standardized tests. While standards promote understanding of what is important to learn, the standards movement also has a number of unintended consequences such as pressure to cheat and teaching to the test.

Course Prerequisites: None

Course Learning Outcomes:

At the end of the course, each candidate will:

1. develop an understanding of the background of educational development and how this background has influenced current educational practices.
2. develop a personal Philosophy of Education and an understanding of studies that will lead the prospective teacher into a satisfying experience as they enter the profession.
3. develop professional awareness as a prospective teacher.
4. describe the societal pressures influencing the schools and the individuals within these schools.

5. look at some of the newer learning theories. An understanding of how these theories have had an influence on recent curriculum changes will be required.
6. describe, in proper perspective, the problems and recent issues in the American schools that relate to legal decisions concerning traditional and special needs students, organization, and school finance.
7. discuss State Standard Three: Education and Economic Development Act (EEDA) which includes, but not limited to (Shadowing, Service learning, Mentoring, Tech Prep/Applied Methodology) and how it will affect their preparation as a prospective teacher.

Course Learning Assignments and Assessments

Grading Guidelines

Grading Guidelines:

Tests	30%
Philosophy of Education	15%
Forums	15%
Shadowing(EEDA)	30%
Power Point about your Major	10%
Total	100%

Tests from each session.....30%

Students will be expected to complete selected tests each session and submit for scoring on Canvas.

Philosophy of Education.....15%

Each student will develop a personal Philosophy of Education. The submission will reflect the candidate's understanding of the different philosophies of education. The paper will be submitted on Canvas.

Forums from each session.....15%

Each student will complete a Forum discussion response each session. These will be submitted on Canvas for grading.

Shadowing (EEDA).....30%

Each student will complete a 16 hour Shadowing Experience as partial requirement for the Education and Economic Development Act (EEDA). This is required by the state of SC of all teacher candidates.

Power Point.....10%

Each student will prepare a power point of at least 10 frames about their intended major.

GRADE EQUIVALENCY TABLE

All grades are reported in a system of eleven letter grades designated as "A" through "F" with appropriate plus and minus additions reflecting the following scheme:

Percentage Value	New Designation	Numeric value for GPA
100-96	A	3.9 - 4.0
95-93	A-	3.7 - 3.8
92-90	B+	3.4 - 3.6
89-87	B	3.0 – 3.3
86-84	B-	2.7 – 2.9
83-81	C+	2.4 – 2.6
80-78	C	2.0 – 2.3
77-75	C-	1.7 – 1.9
74-73	D+	1.4 – 1.6
72-70	D	1.0 – 1.3
Below 70	F	0.0

WRITTEN REPORT GUIDELINES

The following guidelines should be used for written reports submitted by individuals or learning teams:

- The length of the report will be determined by the faculty member.
- The report should be typed, double-spaced, front side only, in Times New Roman 12-point font. Titles, etc., can be in a larger font size.
- Students must follow APA format for proper grammar, spelling, sentence/paragraph structure, and footnote or endnote structure. All cases are to be written in the third person as a professional paper.
- A cover sheet should include the student's name, course number, the report title, faculty member's name, and the date submitted. A hardback cover for the report is not required.
- Titles for each section may be used if the student desires.
- The learning team report is to
 - outline and discuss the relevant issues/problems underlying the topic, including historical comments if desired.
 - present opposing/alternative views concerning the issues.
 - generate creative solutions that are original, not someone else's.
 - present the learning team's synthesis or proposed position concerning the issue in a logical manner.
 - contain accurate and complete data.
- The report is not to consist of separate papers put together to make one larger report. Instead, it should represent the results of the learning team's research and thinking together about the issue and coming to conclusions concerning possible solutions. Obviously, individuals in the team will be given specific tasks by the learning team.
- Each learning team member is to participate in the preparation and presentation of the report.

ORAL PRESENTATION GUIDELINES

The following guidelines should be used for oral presentations by learning teams or individuals:


- The length of the presentation(s) will be determined by the faculty member. For learning team presentations, each member of the team will participate. The team will always ask for questions when the full presentation is complete and allow additional time for questions. One mark of a good presentation is that it adheres to the allocated time.
- Individual portions of the learning team presentations will vary in length. Each member should complete his/her individual part of the presentation within the allotted time.
- Presentations should not be read to the audience. Students should use key words as an outline of the subject and then present key words on transparencies, the class chalkboard, flip charts, or PowerPoint.
- Charts, graphs, and drawings get attention and are usually better understood than text or text-style printed material.
- In this course (and all others), oral presentations are used to sell the audience on the report.
- The following is a list of factors that are important when making a presentation.
 1. Quality of presentation
 - a. Eye contact
 - b. Expression
 - c. Use of notes
 - d. Proper diction
 - e. Clear and audible speech
 2. Quality of argument
 - a. Validity of the arguments
 - b. Evidence of research/knowledge
 - c. Forcefulness
 3. Appearance
 4. Enthusiasm

TEXTBOOK

Ornstein, Allan C. Foundations of Education, 13th Edition. Cengage Learning, 2017 ISBN: 9781305500983

American Psychological Association. Publication Manual of the American Psychological Association, 7th Edition. ISBN: 9781433832161.

Correlation Matrix

<p><u>InTASC Standards</u> Interstate Teacher Assessment and Support Consortium (InTASC) Coverage of Standards for Beginning Teacher Licensing and Development:</p> <p>InTASC STANDARD Standard/Chapters <i>Standard 1</i> – Learner Development</p> <p>Chapters: 4, 5, 6, 7, 8</p> <p><i>Standard 2</i> – Learning Differences</p> <p>Chapters: 2, 4, 6, 7, 8, 9, 11, 12</p> <p><i>Standard 3</i> – Learning Environments</p> <p>Chapters: 4, 5, 7, 8, 9</p> <p><i>Standard 4</i> – Content Knowledge</p> <p>Chapters: 2, 4, 5, 7, 11, 12</p> <p><i>Standard 5</i> – Application of Content</p> <p>Chapters: 11, 13</p> <p><i>Standard 6</i> - Assessment</p> <p>Chapter: 3, 5, 11, 12</p> <p><i>Standard 7</i> – Planning for Instruction</p> <p>Chapters: 5, 7, 10, 11, 12, 13</p> <p><i>Standard 8</i> – Instructional Strategies</p> <p>Chapters: 2, 3, 4, 6, 7, 12, 13</p> <p><i>Standard 9</i> – Professional Learning and Ethical Practice</p>	<div data-bbox="548 310 912 373">  </div> <p><u>Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE</u> The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career- readiness standards.</p> <p><u>Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE</u> The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.</p> <p><u>Standard 3: CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY</u> The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.</p> <p><u>Standard 4: PROGRAM IMPACT</u> The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.</p> <p><u>Standard 5: PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT</u> The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.</p>	<p><u>SWU Learning Outcome</u></p> <p>SWULO #10</p> <p>Master professional or discipline-specific knowledge and skills sufficient to be productive in the field to which they are called.</p>
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Chapters: 1, 2, 3, 4, 5, 9, 10, 12, 13 Standard 10 – Leadership and Collaboration Chapters: 1, 3, 5, 9, 12, 13		
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TECHNOLOGY REQUIREMENT

To be successful in this course, all participants are expected to have access to a reliable Internet connection, an updated Internet browser (preferably Internet Explorer or Firefox), a PDF reader, a Flash Player, and Microsoft Office. Participants will also need access to a computer that has speakers, a sound card, and a video card capable of 800 x 600 pixel resolution.

In addition, the course site and SWU e-mail are the primary tools for class communication, assignments, handouts, etc. Therefore, all participants must have access to the course site and SWU e-mail. Participants are expected to access the course site and SWU e-mail on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

SWU is not responsible for and does not provide technical support for home computers. However, if a student needs to reach technical support personnel, he/she should send an e-mail to helpdesk@swu.edu or call 864.644.5050.



Every effort has been made to provide accurate Internet information in this module. Some of the Internet addresses listed may change.

EDUC 2113– SESSION ONE

Objectives	Assignments/Assessments
<p>Enduring Understanding addressed in Session One:</p> <p>The dispositions needed by teachers include enthusiasm for the subjects they teach, a commitment to continuing education, a belief that all children can learn, valuing communication with everyone, and valuing productive relationships.</p> <p>Essential Question:</p> <p>Why must successful teachers be reflective about their work, as shown in their ability to gather, analyze, and use data to improve their teaching?</p> <p>As a result of this session, each candidate will be able to:</p> <ul style="list-style-type: none"> Identify the characteristics of a profession and develop arguments for or against declaring teaching a profession. (InTASC Standard 9 & 10) List and discuss the qualities of a great teacher. (InTASC Standards 1-10) <p>Major Section Highlights:</p> <ul style="list-style-type: none"> Each state determines its own teaching requirements and issues its own teaching certificates. A variety of agencies are attempting to improve the education profession through accreditation programs. InTASC has created a list of ten principles that describe what teachers should know and be able to do. PRAXIS examinations are designed to assess the knowledge and skills required to be an effective teacher. The NBPTS is a system for granting certification for accomplished teachers. Standards and standards-based education are prevalent at all levels of education today. <ul style="list-style-type: none"> The NCLB act has been in existence since 2002 in an attempt to improve public education in the United States. 	<p><u>Prior to Session One, each candidate will:</u></p> <ul style="list-style-type: none"> Read Chapter 1 Read the Devotion for Session One <p><u>During Session One, each candidate will:</u></p> <ul style="list-style-type: none"> <u>Complete the Forum Question and submit</u> on Canvas a list of at least 10 characteristics of an effective teacher. Explain why each one is important. Develop and submit on Canvas a ten frame power point about your planned major. <u>Complete Test 1</u> covering Chapter 1. <u>Submit your Shadowing Proposal</u> (Check under Modules for the form) <p><u>Resources –Websites</u></p> <ol style="list-style-type: none"> www.ncate.org A list of institutions with teacher education programs accredited by NCATE and information about becoming a teacher are available on this website. www.nbpts.org The website for the National Board for Professional Teaching Standards (NBPTS) includes information on the process for seeking national board certification as well as the board's standards, assessments, and publications. www.nasdtdec.org Information on licensure requirements and state agencies responsible for teacher licensing are available on this website of the National Association of State Directors of Teacher Education and Certification. www.education-world.com This site includes information for lesson plans, technology ideas, classroom issues, and various aids for teachers. www.theteacherspot.com A great resource for new teachers dealing with many topics (discipline, technology, teaching resources, etc.) www.zotero.org Helps students and teachers better find and organize learning materials. www.pbs.org/kcet/publicschool This site describes SCHOOL: The Story of American Public Education, a dramatic four-part documentary series that chronicles the development of our nation's public education system from the late 1770s to the twenty-first century. The site provides episode descriptions and video clips. www.infed.org/thinkers/et-froeb.htm This site provides a brief biography with a picture of Friedrich Froebel, founder of the first kindergarten.

EDUC 2113 – SESSION TWO

Objectives	Assignments/Assessments
<p>Enduring Understanding addressed in Session Two: Many important changes have been made in the U.S. educational system during the past half century.</p> <p>Essential Question: Should teachers know, understand, and profit from the history of education?</p> <p>As a result of this session, each candidate will be able to:</p> <p>Chapter 2:</p> <ul style="list-style-type: none"> Detail the major educational accomplishments of the ancient Greeks, the ancient Romans, and the Europeans of the Middle Ages, Renaissance, Reformation, and Age of Reason. (InTASC 1-10) List some of the most important early educators in the world and explain their contributions to education. (InTASC 9: Professional Learning and Ethical Practice) <p>Chapter 3:</p> <ul style="list-style-type: none"> Explain the evolution of teacher training in colonial America and the United States. (InTASC 9 & 10). Name some of the important major historical trends in American education. (InTASC 1-10) <p>Major Section Highlights:</p> <p>Chapter 2:</p> <ul style="list-style-type: none"> Current evidence suggests that one of the first well-organized educational systems was that evolved by the Greeks during what is commonly called the Age of Pericles. Greek knowledge and schools eventually blended into Roman schools and libraries. Examples of important educators from this early period included Socrates, Plato, Aristotle, and Quintilian. <p>Chapter 3:</p> <ul style="list-style-type: none"> There have been many changes and improvements in the teaching profession during the past seventy-five years, as U.S. educational systems have grown in complexity, especially in funding and control. The federal government has increased its involvement in public education through legislation and agencies such as the GI Bill, the National Science Foundation, the National Defense Education Act, and the Elementary and Secondary Education Act. 	<p>Prior to Session Two, each candidate will</p> <ul style="list-style-type: none"> Read Chapters 2 and 3 Read the Devotion for Session Two <p>During Session Two, each candidate will</p> <ul style="list-style-type: none"> Complete the Forum discussion on the following topic: "Should teachers be required to pass competency tests such as the Praxis II in order to receive a teaching certificate?" Defend your answer. Complete Test 2 covering Chapters 2 and 3 <p>Resources -Websites</p> <p>Chapter 2:</p> <ol style="list-style-type: none"> www.pbs.org/kcet/publicschool This site describes SCHOOL: The Story of American Public Education, a dramatic four-part documentary series that chronicles the development of our nation's public education system from the late 1770s to the twenty-first century. The site provides episode descriptions and video clips. www.infed.org/thinkers/et-froeb.htm This site provides a brief biography with a picture of Friedrich Froebel, founder of the first kindergarten. www.cr.nps.gov/nr/twhp/wwwlps/lessons/58iron/58iron.htm Iron Hill School: An African-American one-room school in northern Delaware. www.besthistorysites.net/index.shtml This award-winning site contains annotated links to more than one thousand history websites as well as links to hundreds of quality K-12 history lesson plans, history teacher guides, history activities, history games, history quizzes, and more. www.countryschoolassociation.org A wonderful site for information on early American history. <p>Chapter 3:</p> <ol style="list-style-type: none"> www.si.edu This site provides links to each museum of the Smithsonian Institution in Washington, D.C. and includes much historical information. www.cdickens.com/articles/dickjane.htm Information about the Dick and Jane readers that were used in many schools. www.insight-media.com A wonderful source of information about history of education media.

EDUC 2113 – SESSION THREE

Objectives	Assignments/Assessments
<p>Enduring Understandings addressed in Session Three: The study of philosophy permeates every aspect of the teacher's role and provides the underpinning for every decision. Teachers are natural philosophers in that they live out their personal answers to the big questions of philosophy by the way that they set up their classrooms, by the way they teach students, by the rules they impose, and by the way they relate to others.</p> <p>Essential Question: What types of societal change match your philosophy of education, and what type of responsible leadership does your philosophy compel you to assume?</p> <p>As a result of this session, each candidate will be able to:</p> <p>Chapter 4: 1. List major philosophical questions associated with the three major branches of philosophy: metaphysics, epistemology, and axiology. (InTASC 4: Content Knowledge) 2. Define philosophy and describe methods of inquiry used by philosophers. (InTASC 4: Content Knowledge)</p> <p>Chapter 5: 1. State the components of your personal philosophy of education in light of classroom organization, discipline practices, motivation, and classroom climate. (InTASC 1: Learner Development; InTASC 4: Content Knowledge; InTASC 9: Professional Learning and Ethical Practice) 2. List the characteristics of teachers as change agents. (InTASC 9: Professional Learning and Ethical Practice; InTASC 10: Leadership and Collaboration)</p> <p>Major Section Highlights:</p> <p>Chapter 4:</p> <ul style="list-style-type: none"> Teachers are natural philosophers in that they live out their personal answers to the big questions of philosophy by the way that they set up their classrooms, by the way they teach students, by the rules they impose, and by the way they relate to others. Philosophy revolves around three major types of questions: those that deal with the nature of reality (metaphysics), those that deal with knowledge and truth (epistemology), and those that deal with values (axiology). <p>Chapter 5:</p> <ul style="list-style-type: none"> Educational philosophy can be analyzed as the application of philosophy to the classroom. A philosophy of education is not a set of written words. It is a platform on which decisions are made and life is led. One strategy that can help teachers develop their personal philosophy of education is to build on the educational philosophies of others. 	<p>Prior to Session Three, each candidate will</p> <ul style="list-style-type: none"> Read Chapters 4 and 5 Read the Devotion for Session Three <p>During Session Three, each candidate will</p> <ul style="list-style-type: none"> Complete the Forum submit a paper on the following topic: <u>Write your personal Philosophy of Education.</u> Complete Test 3 covering Chapters 4 and 5 <p>Resources –Websites</p> <p>Chapter 4: 1. www.fsmitha.com/h1/ The Ancient World philosophies are presented on this site. 2. www.newfoundations.com/GALLERY/Greene.html This site includes information about the educational theory of Maxine Greene. 3. www.utm.edu/research/iep/d/dewey.htm This is an excerpt that shares information on John Dewey. 4. http://www.siuc.edu/~deweyctr/ The Center for Dewey Studies at Southern Illinois University at Carbondale was established in 1961 as the "Dewey Project." In the course of collecting and editing Dewey's works, the Center amassed a wealth of source materials for the study of America's quintessential philosopher-educator, John Dewey. By virtue of its publications and research, the Center has become the international focal point for research on Dewey's life and work.</p> <p>Chapter 5: 1. www.ed.uiuc.edu/EPS/Educational-Theory Educational Theory is a quarterly publication that fosters the continuing development of educational theory and encourages wide and effective discussion of theoretical problems within the education profession. You will find this journal filled with contemporary concerns that relate to teaching and learning. 2. www.funderstanding.com/content/constructivism Funderstanding contains a variety of theories on learning, instruction, assessment, Influences, history of education, learning patterns, educational reforms, as well as additional links.</p>

EDUC 2113 – SESSION FOUR

Objectives	Assignments/Assessments
<p>Enduring Understandings addressed in Session Four: Families have their own unique cultural backgrounds based on their ethnicity, native language, and religion that may differ from the common culture. Schools have their own cultures with histories and traditions that affect the way students and teachers behave.</p> <p>Essential Question: How can educators provide educational equity across the diversity of student groups?</p> <p>As a result of this session, each candidate will be able to:</p> <p>Chapter 6:</p> <ul style="list-style-type: none"> Examine culture, its characteristics, and its impact in schools. (InTASC 2: Learning Differences). Understand why schools have evolved into different groupings of students by age and grades. (InTASC 1: Learner Development). <p>Chapter 7:</p> <ul style="list-style-type: none"> Identify the interaction of academic achievement and socioeconomic status and strategies for providing educational equity across economic groups. (InTASC 2: Learning Differences and InTASC 7: Planning for Instruction) Analyze differences based on sex and gender that influence how girls and boys are treated and perform in schools (InTASC 2: Learning Differences and InTASC 7: Planning for Instruction) Articulate the need for providing appropriate accommodations in the classroom for students with disabilities. (InTASC 2: Learning Differences and InTASC 7: Planning for Instruction) <p>Chapter 8:</p> <ul style="list-style-type: none"> Respect the different family backgrounds from which students come and understand the importance of not stereotyping student behavior or academic potential on the basis of the type of students' families. (InTASC 2: Learning Differences) Develop strategies for engaging parents in schools and in their children's learning. (InTASC 10: Leadership and Collaboration) <p>Major Section Highlights:</p> <p>Chapter 6: Because schools have not always served students in the most beneficial ways, the chapter describes the recent trend towards providing parents with more choices about where their children can attend school. Several school options are discussed including: magnets schools, school vouchers, charter schools, educational maintenance organizations (EMOS), private schools, home schooling, and the increasingly popular virtual schools.</p> <p>Chapter 7: Teachers must be aware of socioeconomic differences that may exist between themselves and their students. While most teachers tend to be middle class, many of their students are not.</p> <p>Chapter 8: Schools inherit the experiences and challenges of everyday life of youth including family life, social life, and the experiences associated with the normal ebb and flow of maturity. This chapter presents a sociocultural view of schooling with an emphasis on understanding some of the broader dynamics that influence teaching and learning.</p>	<p>Prior to Session Four, each candidate will</p> <ul style="list-style-type: none"> Read Chapters 6, 7, and 8 Read the Devotion for Session Four <p>During Session Four, each candidate will</p> <ul style="list-style-type: none"> Complete the Forum discussion on the following topic: Describe characteristics of individuals from four (4) different social classes you have observed or interacted with on campus or in your home communities. How are the groups alike and how are they different? Complete Test 4 covering Chapters 6, 7, 8 <p>Resources –Websites</p> <p>Chapter 6:</p> <ul style="list-style-type: none"> http://www.schoolchoiceinfo.org/ This site presents well-researched articles in support of and against school choice. http://digitallearningnow.com/nations-report-card/#VA. How is your state reforming its education system through technology? Check your state's performance against the Foundation for Excellence in Education's 10 elements of high quality digital learning. <p>Chapter 7:</p> <ul style="list-style-type: none"> www.cec.sped.org The Council of Exceptional Children is dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. The website identifies resources to help professionals obtain conditions and resources necessary for effective professional practice. www.iris.peabody.vanderbilt.edu/ This website provides useful and relevant materials on working with students with disabilities. <p>Chapter 8:</p> <ul style="list-style-type: none"> www.childrensdefense.org The website of the Children's Defense Fund includes data about the status of children in America. It also includes information on CDF's programs and activist work. www.preventchildabuse.org This website includes resources for professionals and others who are fighting child abuse. www.teachersdomain.org Developed by WGBH, a Boston public TV and radio station, the website includes multimedia resources that show science in action.

EDUC 2113 – SESSION FIVE

Objectives	Assignments/Assessments
<p>Enduring Understandings addressed in Session Five: Knowing the organization, financing, and legal aspects of education will enhance the students' understanding and appreciation of the complex and intricate organizational relationships that exist between the individual school and the entire education system.</p> <p>Essential Question: Who really controls education in America?</p> <p>As a result of this session, each candidate will be able to:</p> <p>Chapter 9:</p> <ol style="list-style-type: none"> Describe the organizational structure of schools, school districts, states, and the federal government. (InTASC 10: Leadership and Collaboration) Summarize the key sources of funding for public education and issues related to overreliance on any one of these sources. (InTASC 10: Leadership and Collaboration) <p>Chapter 10:</p> <ol style="list-style-type: none"> Explain the relationships between the U.S. Constitution and the role and responsibilities of the states in ensuring the availability of public schools for all children. (InTASC 7: Planning for Instruction) Summarize key components of the rights and responsibilities of teachers as determined by key U.S. Supreme Court decisions. (InTASC 7: Planning for Instruction; InTASC 9: Professional Learning and Ethical Practice) Distinguish between students' rights and responsibilities as citizens and their rights and responsibilities as students. (InTASC 7: Planning for Instruction; InTASC 9: Professional Learning and Ethical Practice) <p>Major Section Highlights:</p> <p>Chapter 9: Throughout all the analyses and discussions of structure and financing of schools in the past twenty to thirty years, the role of the federal government has increased. Although the federal government may not be charged directly by the U.S. Constitution with financing schools, this expanded federal involvement has come about through the legislative mandate. The movement toward national standards in the early 1990s threatened an even greater federal involvement. As politics and society evolve, it is important for future teachers to be aware of the ways that the American education system is currently structured and financed.</p> <p>Chapter 10: Legal provision for education in the United States was not directly addressed in the Constitution. Over time, the responsibility for public education has been assumed by the states. This trend has been supported through courts' interpretation and understanding of the First, Tenth, and Fourteenth Amendments of the United States Constitution. The goal for this chapter is to create an awareness of the legal context within which schooling exists and introduce students to a sample of the types of schooling questions that are currently being considered by legislative bodies and courts.</p>	<p>Prior to Session Five, each candidate will:</p> <ul style="list-style-type: none"> Read Chapters 9 and 10 Read the Devotion for Session Five <p>During Session Five, each candidate will:</p> <ul style="list-style-type: none"> Complete the Forum discussion on the following topic: Should revenues collected from wealthy school districts be re-distributed to low-income schools and districts? Complete Test 5 covering Chapters 9 and 10. <p>Resources –Websites</p> <p>Chapter 9:</p> <ol style="list-style-type: none"> www.ed.gov/NCES/ The National Center for Education Statistics of the U.S. Department of Education has online data and reports that describe characteristics of schools and school finance, and provides international comparisons. www.nasbe.org/ The National Association of State Boards of Education is a good source for information about shared interests and topics that are of concern to state boards of education. www.ecs.org The Education Commission of the States is a policy study center for and association of the state governors. This commission sponsors many interesting and useful position papers and conference activities for state level policymakers. www.ed.gov The U.S. Department of Education is a very important and useful resource for teachers. Each of the department's offices are linked from this home page. <p>Chapter 10:</p> <ol style="list-style-type: none"> www.supremecourtus.gov/ This is a good source of text on policies, laws, and U.S. Supreme Court decisions. http://idea.ed.gov/ The IDEA (Individuals with Disabilities Education Act Amendment of 2004) website provides information on the amendment. www.nps.gov/brvb/ The National Historic Site in Topeka commemorating the <i>Brown v. Board of Education</i> provides information on this landmark court case. http://janweb.icdi.wvu.edu There are many websites with information on special education topics. The ADA (Americans with Disabilities Act) Document Center is one such site.

EDUC 2113 – SESSION SIX

Objectives	Assignments/Assessments
<p>Enduring Understandings addressed in Session Six: Teachers, schools, and school districts are held accountable for student learning, and this is measured primarily by standardized tests. While standards promote students' understanding of what is important to learn, the standards movement also has a number of unintended consequences such as pressure to cheat and teaching to the test.</p> <p>Essential Question: How are teachers, schools, school districts, and states being held accountable for student achievement?</p> <p>As a result of this session, each candidate will be able to:</p> <p>Chapter 11:</p> <ol style="list-style-type: none"> 1. Understand and apply formal and informal assessments to determine what students know and are able to do. (InTASC 6: Assessment) 2. Discuss ways that teachers, schools, school districts, and states are being held accountable for student achievement. (InTASC 6: Assessment) <p>Chapter 12:</p> <ol style="list-style-type: none"> 1. Describe and analyze characteristics of direct and indirect teaching strategies. (InTASC 8: Instructional Strategies) 2. Compare the learning needs of different types of learners and the relative effectiveness of different teaching strategies. (InTASC 1: Learner Development; InTASC 2: Learning Differences) <p>Chapter 13</p> <ol style="list-style-type: none"> 1. Describe key characteristics of effective schools. (InTASC Standard 9: Professional Learning and Ethical Practice) 2. List several ways that you, as an educator, may effectively deal with challenging changes in the future. (InTASC Standard 10: Leadership and Collaboration) <p>Major Section Highlights:</p> <p>Chapter 11: The chapter emphasizes a variety of assessments and presents various means by which teachers may assess and present students' work. Attention is given to test reliability and validity and to the increased burden testing places on teachers. The ethical aspects of the teacher's role in improving students' test performance are discussed.</p> <p>Chapter 12: This chapter identifies some of the basic knowledge and issues that a teacher needs to be concerned with early in his or her career.</p> <p>Chapter 13: Beginning educators must understand what is expected of a high quality educator, what constitutes high quality schools, and develop an awareness of how teachers typically respond to change are covered within this chapter.</p>	<p>Prior to Session Six, each candidate will:</p> <ul style="list-style-type: none"> • Read Chapters 11, 12, and 13 • Read the Devotion for Session Six <p>During Session Six, each candidate will</p> <ul style="list-style-type: none"> • Complete the Forum discussion on the following topic: "How has NCLB impacted the standards movement in the educational arena within the states?" • Turn in all Shadowing forms on Canvas and Chalk and Wire. (This is a state requirement.) • Complete Test 6 covering Chapters 11, 12, 13 <p>Resources –Websites</p> <p>Chapter 11:</p> <ol style="list-style-type: none"> 1. www.scholastic.com/ This is the website for Scholastic, the global children's publishing and media company. Scholastic has a corporate mission supported through all of its divisions of instilling the love of reading and learning for lifelong pleasure in all children. 2. www.nces.ed.gov/nationsreportcard The National Assessment of Educational Progress website provides information about the national testing programs and national report card. <p>Chapter 12:</p> <ol style="list-style-type: none"> 1. www.ascd.org The Association for Supervision and Curriculum Development; click on "Publications" for the page for the journal <i>Educational Leadership</i>. 2. www.pdkintl.org The official website for Phi Delta Kappa, the international professional educator's organization. 3. www.naeyc.org The website for the National Association for the Education of Young Children provides professional development and information relative to early childhood education. <p>Chapter 13:</p> <ol style="list-style-type: none"> 1. www.ed.gov/policy/elsec/leg/esea02/index.html This is the official U.S. Department of Education website for P. L.107–110, which is better known as the No Child Left Behind Act of 2001. The site describes the various parts of the statute and provides links to related government documents and departments. 2. www.ascd.org This is the website for the Association for Supervision and Curriculum Development, one the major organizations that provides a forum for addressing a multiplicity of educational issues.

Course Policies and Miscellaneous Information

Attendance Policy

Face-to-face sessions are held once a week for four hours, and attendance is mandatory. At these sessions, the entire class meets with the facilitator who maintains attendance records and submits the records to the AGS office.

Attendance in distance learning courses is based on the completion of at least one designated assignment by the due date/time posted within the course site for each session. Distance learning activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Classroom attendance will be taken in class by the instructor. Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

A pattern of absences is unacceptable and will be dealt with in the manner stated below. By agreement with the facilitator, one session during an individual course may be missed if work is made up. The absence must be reflected in the class participation portion of the student's final grade. There is no provision for a student to miss more than **25%** of the sessions in any one course. In most cases, missing more than one session exceeds the 25% limit. Any student who misses more than 25% of the sessions for any course shall receive a grade of F or No Credit for that course and shall be required to repeat the course at their expense.

Academic Integrity

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. Members of this community of learners (students, faculty, staff, and administrators) are expected to treat each other as honorable until this trust is betrayed. Any form of academic dishonesty (including cheating, plagiarism, and falsification of documents) constitutes a serious breach of trust. No form of academic dishonesty will be tolerated.

If a student has cheated, that student should voluntarily come forward and confess. If the student does so, the penalty is a failing grade of F on the work involved. If the student admits guilt only after being confronted, the penalty is both a grade of F on the work involved and a 10% grade reduction in the course. If a faculty member is convinced that a student has cheated and the student does not admit the offense, the faculty member may assess a grade of NC or F for the course. (See Grade Appeal Procedure of the AGS Handbook for additional information.) Plagiarism (the use of another's material, methods, or ideas without giving the originator proper credit) and fabrication (forging or inventing information) are special forms of cheating. It is the responsibility of each student and faculty member to properly follow the Modern Language Association (MLA) or the American Psychological Association (APA) style of documentation to avoid plagiarism. Any student found guilty of plagiarism or fabrication will receive a grade of F as outlined in the paragraph above. Academic dishonesty outside the context of a course will be dealt with in a manner appropriate to the situation. The penalty may include expulsion from the university, and, in cases of fraud, appropriate legal action. Appeals in these cases will be heard by the provost with final appeal to the Academic Council.

Accommodations for Students with Disabilities

Accommodations can be made for students with disabilities, as outlined in "Services for Students with Disabilities," at <http://my.swu.edu>. Any student desiring accommodations must send the request and all documentation to the Student Services Coordinator at the learning center where he/she attends classes. The Student Services Coordinator will forward the materials to Martha Mishoe (mmishoe@swu.edu), Coordinator of Student Learning Services for Southern Wesleyan University.

Appendix A

Rubric – Forum Responses

Criterion	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)	Score
Identification of Issue/Problem	Does not identify or demonstrate understanding of the issue that is associated with the problem/issue.	Identifies and understands some of the issues associated with the problem/issue.	Identifies and understands most of the issues associated with the problem/issue.	Identifies and understand the main issues associated with the problem/issue.	
Analysis of the Issue/Problem	Incomplete analysis of the problem/issue presented.	Superficial analysis of the problem/issue.	Thorough analysis of the problem/issue.	Insightful and thorough analysis of the problem/issue.	
				Final	

Appendix B

Shadowing Experience Scoring Guide - Rubric

(Not Acceptable)	<ul style="list-style-type: none"> Shadowing report is missing more than three components. Shadowing report has more than five spelling/punctuation errors. 	Possible Points = 1
(Acceptable)	<ul style="list-style-type: none"> Shadowing report is missing two or three components. Report has three to five spelling or punctuation errors. 	Possible Points = 2
(Acceptable)	<ul style="list-style-type: none"> Shadowing report is missing one component. Report has one or two spelling or punctuation errors. 	Possible Points = 3
(Target)	<ul style="list-style-type: none"> Report has a cover sheet with Student's Name, Date of Submission, and class (Education 2113). Has an opening paragraph explaining the job you shadowed and a brief explanation of the person/duties performed during the shadowing experience. Has a detailed hour by hour log of activities completed. At the completion of your log, a PAGE for your Reflection of job you have shadowed. On a separate sheet, include the following information for submission: I verify that _____ has completed a minimum of 16 hours of Shadowing with me. _____ (signature of person shadowed) _____ (your signature) _____ (date) Report is free of spelling or punctuation errors. 	Possible Points = 4

Name _____ Class _____

Date _____

Appendix C

Power Point Scoring Guide - Rubric

	Three or more Components are Missing:	
(Not Acceptable)	<ul style="list-style-type: none"> • Contains at least 7 frames • First frame must have Course title and student name • Fully Explores chosen topic • Has a clear Beginning, Middle, and End • No errors in spelling 	Possible Points = 1
(Acceptable)	Two Components are Missing: <ul style="list-style-type: none"> • Contains at least 8 frames • First frame must have Course title and student name • Fully Explores chosen topic • Has a clear Beginning, Middle, and End • No errors in spelling 	Possible Points = 2
(Acceptable)	One Component is Missing: <ul style="list-style-type: none"> • Contains at least 9 frames • First frame must have Course title and student name • Fully Explores chosen topic • Has a clear Beginning, Middle, and End • No errors in spelling 	Possible Points = 3
(Target)	Complete information concerning: <ul style="list-style-type: none"> • Contains at least 10 frames • First frame must have Course title and student name • Fully Explores chosen topic • Has a clear Beginning, Middle, and End • No errors in spelling 	Possible Points = 4

Name _____ Class _____

Date _____

Appendix D

Philosophy of Education Scoring Guide - Rubric

(Not Acceptable)	Three or more Components are Missing: <ul style="list-style-type: none"> • Opening paragraph giving overall view of teaching. • Two to Three paragraphs explaining planned instructional program. • Two to Three paragraphs explaining planned classroom management. • One paragraph. providing closure. 	Possible Points = 1
(Acceptable)	Two Components are Missing: <ul style="list-style-type: none"> • Opening paragraph giving overall view of teaching. • Two to Three paragraphs explaining planned instructional program. • Two to Three paragraphs explaining planned classroom management. • One paragraph. providing closure. 	Possible Points = 2
(Acceptable)	One Component is Missing: <ul style="list-style-type: none"> • Opening paragraph giving overall view of teaching. • Two to Three paragraphs explaining planned instructional program. • Two to Three paragraphs explaining planned classroom management. • One paragraph. providing closure. 	Possible Points = 3
(Target)	Contains All of the Following Components: <ul style="list-style-type: none"> • Opening paragraph giving overall view of teaching. • Two to Three paragraphs explaining planned instructional program. • Two to Three paragraphs explaining planned classroom management. • One paragraph. providing closure. 	Possible Points = 4

Name _____ Class _____

Date _____

Appendix E

Instructions for Using Smarthinking

Smarthinking offers FREE online tutoring 24 hours a day, 7 days a week. You can connect with a highly qualified tutor in a live, interactive whiteboard environment to get help with writing, math, statistics, accounting, economics, biology, chemistry, physics, and more.

Note: To create your FREE account in Smarthinking, you must access mySWU and follow the steps below.

Getting Started

1. Go to <https://my.swu.edu> and log on to **mySWU**.
2. In the **Menu bar** at the top of the page, click on the **Students** tab.
3. Under the **Other Resources** box, click on **Tutoring/Accommodations**.
4. In the sidebar on the left-hand side of the page, click the **Smarthinking** link.
5. In the **Creating a Smarthinking Account** on the right, choose the appropriate link (**AGS or Traditional**) to create an account.
6. Complete the **Account Creation Form**, and then click **Continue** at the bottom of the page.
7. This will take you to your **Homepage** of Smarthinking.
8. From this point on, you will go directly to www.smarthinking.com to login to your account, using your own login and password.

Additional Information

There are many tutoring options available on the Smarthinking Website. Each option has a "Tell Me How" feature. Use the dropdown menu next to each option to choose what you would like to do.

The "Submit Your Writing" option provides detailed feedback on your writing assignments. Assistance is available for all types of writing from a simple paragraph to a research paper. Use the dropdown menu to choose the appropriate option for your submission. Documents must be in a .doc, .rtf, or .txt format to upload. A tutor will read your paper and will send feedback to your Smarthinking inbox within 24 hours. Please note that the tutors will not edit or rewrite a paper for you.

If you need help using Smarthinking, click on the **SMARTHINKING Student Handbook** in the Customer Support & FAQ area of your homepage or contact Customer Support at support@smarthinking.com or (888) 430-7429 ext. 1 (Monday-Friday, 8am – 6pm ET). For on campus help, call Martha Mishoe at (864) 644-5036.

October 2012

Appendix F

Welcome to Rickman Library

Log on to www.swu.edu/library to

Need help?
Contact us!
We are always
happy to
assist you.

1. learn about the library and library services.
2. locate and request materials you need.
3. access research materials such as books, periodicals, etc.
4. evaluate the materials that you find both through the library and on the Web.

CALENDAR

CAREER SERVICES

CONFERENCE SERVICES

DIRECTORY

FINANCIAL AID

GIVING

EMPLOYMENT

COMPUTING SERVICES

LIBRARY

AGS Students

Databases by Subject

Databases by Title

Rickman Library

NEWS

SPIRITUAL LIFE


STUDENT LIFE

MYCAMPUS LOG IN

E-MAIL LOG IN

LIBRARY HOURS: DECEMBER & JANUARY


FIND BOOKS, SCORES, DVDs, & MORE



[SWUcat](#)
Items in Rickman Library


[PASCALcat](#)
Items in SC Academic Libraries

FIND ARTICLES AND E-JOURNALS




[Databases A-Z](#)
[Databases by Subject](#)
[Full text journal finder](#)

REFERENCE & RESEARCH



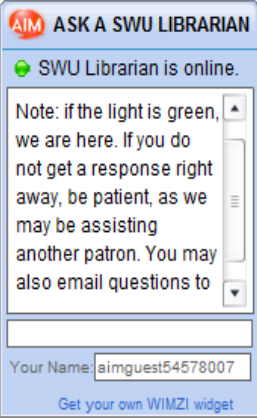
[Video Intro to Rickman Library](#)
[Interlibrary Loan \(ILL\)](#)
[Course Guides](#)
[Citing Sources](#)

AGS STUDENTS




[Library Services & Resources for AGS Students](#)

ASK A SWU LIBRARIAN



AIM ASK A SWU LIBRARIAN
SWU Librarian is online.
Note: if the light is green, we are here. If you do not get a response right away, be patient, as we may be assisting another patron. You may also email questions to
Your Name:
Get your own WIMZI widget

SPECIAL COLLECTIONS



[Evatt Heritage Center & Archives](#)
[Faith Clayton Genealogy Room](#)

QUICK LINKS

[About Us](#)
[Hours](#)
[Renew Items](#)
[MySWUcat](#)

[Contact us](#)
[Community Members](#)
[For Faculty](#)

CLICK ON THIS LINK IF YOU ARE AN AGS STUDENT!

FIND BOOKS, DVDs & MORE

- Click on SWUcat to search the library catalog; then request books to be mailed to your home.
- Click on PASCALcat to search the statewide catalog; then request books to be sent to an academic library near you for pick up and return.

FIND ARTICLES AND E-JOURNALS

- Use the tools here to search databases for scholarly magazine articles, newspaper articles, and more.

REFERENCE & RESEARCH

- View the video introduction to the library for a more detailed overview of how you can use the library.
- Explore the tools available here to help you with your research.

AGS STUDENTS

- Find information about the library specifically related to your degree program and/or courses.

ASK A SWU LIBRARIAN

- Use the AIM instant message box to chat live with a librarian — available until 11:00 PM Monday through Thursday and most Saturdays from 12:00 noon-5:00 PM!

Updated January 2012