

ARGOSY UNIVERSITY
SCHOOL OF EDUCATION
Multiple and Single Subject
Teacher Credential Preparation Program
E6901: Foundations of Education

Instructor: Dr. Nina M. Suzara

Telephone: (925) 779-0465

Email: ninasaisuzara@yahoo.com

Office Hours: Emails or Phone Calls on Fridays: 7:00 pm to 9:00 pm

(Date is to be arranged with the instructor ahead of time.)

Course Description:

This orientation course focuses on the roles of schools in society, issues affecting student achievement, curriculum and instruction, the roles of teachers in schools and communities, teacher education and credentialing, and the process of becoming a teacher in California. In addition to on line participation and written assignments, the student will complete forty-five (45) hours of fieldwork in a variety of classroom settings.

Argosy University Statement Regarding Diversity

The Argosy University provides equitable access through its services and programs to students of any social, geographic and cultural background, regardless of gender, and strives to prepare all candidates to work with and provide services to diverse populations. Argosy demonstrates its commitment to diversity through the development and support of a diverse educational community.

Argosy University Statement Regarding Americans with Disabilities Act (ADA)

It is the policy of the Argosy University/Orange County Campus to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If you are a student with a disabling condition and need accommodations in order to complete your requirements, please make an appointment with the course instructor as soon as possible to discuss your request. Information disclosed by a student after completing the Final Examination cannot be considered in evaluating the student's performance. So, please make this an optimal experience by letting the instructor know any accommodations needed at the outset of the course. All information discussed must be held in confidence.

Purpose and Goals:

The intent of this course is to help students appreciate the role of formal education in society, to understand aspects of global education, and to explore some of the major issues facing teachers and the education professions. The course is intended for individuals interested in becoming teachers, or for those interested in promoting quality education. Upon completion of this course, the student should understand the nature of public education in the United States, and should be able to assess their interest in teaching as a career.

Course Objectives:

Student completing this course will be able to

1. understand the role of schools in society
2. identify contemporary and critical issues in education, curriculum, and instruction
3. assess the roles of teachers in schools and motives for choosing teaching as a career
4. understand the qualification and certification process for teachers
5. understand and appreciate the student as an individual
6. understand factors affecting student achievement

Required Texts:

Armstrong, D. Henson, K., and Savage, T. *Teaching Today: An introduction to Education*, 6TH Ed - Prentice Hall. ISBN: 0131837826

Darling-Hammond, L. and Bransford, J. (Eds). *Preparing teachers for a changing world: What teachers should learn and be able to do*. Jossey-Bass ISBN: 0-7879-7464-1

Course Requirements:

1. Regular and punctual on-line attendance and participation in on-line discussions. Professional demeanor and courtesy in on-line responses and written assignments will be observed.
2. Each student will summarize an article about education for each class session. The articles can be from the popular press (newspapers, magazines), or professional education journals.
3. Each student will participate in online individual or group presentation (depending on class size) on a major contemporary issue in education. The presentation should provide a description of the issue, an analysis of the issue's implication, with a summary and conclusion. Each student or group will provide a 250 word abstract and selected reading list (12-15 references) at the time of on line presentation. The instructor's copy will include each group member's name and role in the presentation. The presenting group will post on-line three questions relevant to their presentation and the rest of the class will discuss and answer the questions briefly. The presenting group will provide feedback on response given by the class.
4. Each student will keep a log reflecting 45 hours of field experience, as well as a notebook containing at least 15 classroom observation journal entries. Observation journal entries are to be emailed to the instructor biweekly.

Grading Policy:

The following factors will be considered in determining the final grade:

1. On-line attendance by way of timely participation
2. Readings – quick writes based on readings
3. Article summary for each class
4. Group Presentation-Contemporary Issue
5. Field Experience
6. Journal Entries
7. Final Examination

Grading Criteria:

Written Work should be according to APA standards and should reflect the following:

- > Clarity and Completeness
- > Accuracy for the assignment as given
- > Insights/Reflection/Analysis
- > Connectedness to class reading, discussions, lectures, experiences
- > Overall Impression

Group Reports will be evaluated for the following:

- > Topic and viewpoint clearly defined
- > All members play a significant role
- > Main ideas were conveyed so as to inform audience of the topic
- > Presentation was creative
- > Presentation involved the audience
- > Overall Impression

Suggested Topics for Group Reports

1. Compare and contrast private and public K-12 education in California
2. Bilingual education
3. Teacher unions and collective bargaining
4. School Safety: Gangs and violence as they relate to public education
5. Public school governance in California – Who's in charge?
6. Education of children of illegal immigrants
7. What's taught? How the curriculum is determined in California public schools
8. Testing in California
9. Special education
10. How do students learn?
11. Classroom Management
12. Educational Values
13. Education as a social function
14. Creating Change in Education

Guidelines for Field Experience

Students will carefully choose the location(s) for early field experiences. Students will call to arrange an appointment with the principal at each school visited, and will present a copy of an introduction letter to each principal. Students will state their desire to observe several different educational settings. Students must remember to be with one teacher a significant amount of time.

Visit at least three of the following educational settings

1. primary classroom
2. intermediate classroom
3. multicultural or bilingual classroom
4. middle school classroom
5. special education setting
6. high school classroom

A minimum of 15 observation entries, following the format below:

- A. description of observation (Each observation should last at least 30 minutes)
- B. analysis (Compare/contrast the experience with classroom discussions and readings.
- C. questions (What do you wonder, question, not understand about what was observed?)

***Note:** Argosy University students will respect the confidentiality of the students and teacher, using fictitious names only in all journal entries and comments.*