Eastern Kentucky University
Department of Curriculum & Instruction
EDF 203: Educational Foundations, CRN XXXXX
Credit hours: 3
Fall XXXXX

Professor’s Name
Professor’s Office #
Professor’s Contact
(Phone and email)

Course Description:

Educational Foundations. (3) I, II. Co-prerequisite: CED 100; An introduction to the historical, philosophical, social and cultural influences; the purposes of schooling; the governance, financing, and administration of schools, and the role of the individual as an educator. Background check per Center for the Preparation of Educational Professionals approved procedure, must be ordered and paid for by the first day of class.

EDF 203: Educational Foundations is a survey course which introduces candidates to the philosophical, historical, social and cultural influences on schools; the purposes of schooling; the governance, financing, and administration of schools; and provides candidates to the EKU Educator Preparation Program with guided experiences in the role of the individual as an educator.

Text:

Required Text:

SPECIAL NOTE: Course Exams will cover material from the assigned text/supplemental readings, and videos, which may or may not be discussed in class. Therefore, independent reading and viewing the material will have a direct impact on the candidate’s grade.

Supplemental Videos:
- Mondale, Sarah and Sarah B. Patton, eds., School: The Story of American Public Education. Boston: Beacon Press. 2001. This presentation of the book is provided free of charge to teacher education candidates in the form of four videos which will be used during the course. Our thanks to the EKU Library.

Supplemental Materials (provided electronically):


Required Materials:

Candidates in all sections of EDF 203 must purchase the following specialized materials:

- An online Criminal Background Check from Verified Credentials is required by the first day of class.
- TaskStream subscription is due during the first week of class.
Student Learning Outcomes:

As required by EPSB Standards for Admission to Educator Preparation 16 KAR 5:020 1. (4) (A) 3. candidates will strengthen their knowledge of professional dispositions through the successful completion of the EDF 203 Common Assessment, Task 1:

Candidates will demonstrate creativity. Candidates will observe colleagues who are effective in promoting creativity in their students, use reflective analysis strategies to strengthen their higher order thinking skills, and describe in a reflection an example of how that teacher implemented strategies in the classroom, and how the candidate envisions using creativity in his or her own future classroom.

Candidates will strengthen their knowledge of professional dispositions through the successful completion of the EDF 203 Common Assessment, Task 2:

Candidates will demonstrate collaboration. Candidates will observe colleagues who are effective in professional collaboration, use reflective analysis strategies to strengthen their higher order thinking skills, and describe in a reflection, an example of how that teacher engaged in professional collaboration.

Competencies acquired

Upon completion of this course candidates will have:

- demonstrated through successful completion of course examinations a fundamental understanding of the philosophical and historical influences upon 21st century schooling. *InTASC 9*
- demonstrated an understanding of Kentucky Teacher Standards through analysis of classroom instruction (Through co-requisite CED 100) *InTASC 9*
- demonstrated through successful completion of course quizzes and assignments an understanding of Kentucky Academic Standards as the curricula on which instruction in P-12 classrooms is based. *Kentucky Teacher Standards: I; InTASC 4, 5; Kentucky Academic Standards for content:*
  [http://education.ky.gov/curriculum/standards/kyacadstand/Pages/contentareasstandards.aspx](http://education.ky.gov/curriculum/standards/kyacadstand/Pages/contentareasstandards.aspx)
- created an initial TaskStream evaluation portfolio consisting of a candidate’s commitment to the dispositions for professional educators; and a Common Assessment including two written reflections on 1) collaboration, and 2) creativity. *Kentucky Teacher Standards: I;II;III; V; VII; VIII; IX; InTASC 9; 16 KAR 5:020 1. (4) (A) 3.*
- demonstrated through successful completion of course examinations a basic understanding of social and cultural influences on schools including student diversity and exceptionality. Introduction of learners as individuals and characteristics of at-risk populations. *Kentucky Teacher Standards: I; II; InTASC 9; Professional Core*
demonstrated through successful completion of course examinations possession of the basic concepts in public school governance, organization and administration; historical and philosophical foundations of the public school; and the employment prospects for an educator in the future. *Kentucky Teacher Standards: I; InTASC 9*

- acquired a fundamental understanding of the duties and activities of an educator and commitment to legal and ethical interactions with students including through social media. *Kentucky Teacher Standards: I; III; V; VI; InTASC 9; Professional Core*

- demonstrated through successful completion of course examinations a basic understanding of the purposes of schooling in America. *Kentucky Teacher Standards: I; InTASC 9*

- demonstrated through successful completion of course examinations a basic understanding of finance and administration of schools and school law including IDEA, HIPPA/FERPA, Title I and IX, and the general interaction of federal and state laws and district policies to eliminate bias. *Kentucky Teacher Standards: I; InTASC 9; Professional Core*

- demonstrated through course activities a basic understanding of the role of the educator as an instructional planner for all students in all their diversity due to learning style, gender identity, race, ethnicity, culture, language (ELL), religion, socioeconomic status, giftedness/exceptionality, learners as individuals, bias, the role of teachers in supporting students, positive school climate, and resistance to bullying. *Kentucky Teacher Standards: I; II; III; IV; V; VI; IX; InTASC 9; Professional Core*

- demonstrated a basic understanding of EKU Professional Dispositions Model for Effective Educators including professional behaviors, ethical interactions with others. *Kentucky Teacher Standards: I; II; III; IV; VI; VII; VIII; IX; InTASC 9; Professional Core*

- demonstrated through successful completion of course the basic technology skills necessary for college success including, Blackboard, TaskStream, email, student response devices, online videos, accessing and evaluating online information; and available on campus resources such as the Noel Studio and Learning Express Library. *Professional Core*

**Evaluation Method:**

Passing EDF 203 requires candidates to satisfactorily complete a set of “Required Items” in addition to earning a grade of “C” or better in the course work, candidates are required to successfully complete:

1. The EDF 203 Common Assessment – Task 1: Creativity and Task 2: Collaboration
2. Purchase and set up a TaskStream portfolio
3. Maintain a record of class attendance of 80% or better.

In addition, during the CED 100 Clinical Fieldwork (a corequisite of EDF 203) all candidates exhibit a set of behaviors. Those behaviors may be observed by Clinical Educators, parents, students, or school staff, and may provide insight into the candidate's’ disposition toward teaching. Candidates who are observed exhibiting behaviors that are deemed by the university or school faculty to be unproductive, potentially harmful to students, or in violation of law, Board of
Education policy, or the EPSB Code of Conduct for Kentucky Teachers, may face disciplinary action by the College of Education, up to and including removal from the Professional Educator Program.

Candidates who have successfully completed these required items will be assessed using a weighted grading system which assigns relative values to various aspects of the course.

Candidates will receive one grade for the course. A grade of “C” or better in EDF 203 is required for admission to the EKU Professional Education Program. Candidates who fail to complete all of the required items, specified above, will receive a grade of “F” for the course. Weights for the remainder of the course are as follows:

- **Exams** = 35%
- **Assignments (including quizzes)** = 40% (Included is an assignment requiring candidates to create a simple KTIP lesson plan using an appropriate Kentucky Academic Standard (KAS). Candidates are permitted to envision the class they are planning, but they must identify the specific KAS (standard) and match it to the age/grade and subject area of the planned lesson.)
- **Portfolio (including Common Assessments)** = 15%
- **School Governance Tasks** = 10%

Grades for this course are not rounded or curved. Students will receive the grade they earn according to the following standard:

- **90% and above of points possible** = A
- **80% to 89% of possible points** = B
- **70% to 79% of possible points** = C
- **60% to 69% of possible points** = D
- **Less than 60% equals failure** = F

**Student Progress Report:**

Prior to the date for withdrawal from the course, and upon request, the instructor will provide a written progress report indicating the status of the student at that time.

**EKU Gurus**

The EKU Gurus are carefully selected upperclassmen that offer homework assistance in over 25 different subjects. Facebook message/Skype/phone in a request for immediate help or schedule an appointment with a Guru for your homework help needs. Once we receive the Skype/call request we will send you an Adobe Connect link for maximum homework help options. Click here to view the EKU Gurus introductory video.

Guru hours of operation are:
Monday-Thursday 9:00 a.m. – 10:00 p.m. and Friday's 9:00 a.m. until 4:30 p.m.

Connect with a Guru via:
Facebook: EKU Gurus
Twitter: EKUGURUS
Skype: eku_gurus, eku_gurusTC or eku_gurusSSB
Phone: (859) 622.2496

Non-Participation Policy

Please be advised that instructors have the right to drop students from any course due to non-participation. For information about the university's Use It or Lose It policy, please visit http://www.registrar.eku.edu/UseIt-LoseIt. Student who sign up for the course, but fail to attend the first class (without informing the instructor in advance), will be disenrolled from the course to make room for other students who want to take the course.

Attendance Policy:

The course policy requires 80% or better class attendance. Absences equating 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry into the class may be counted as absences. The student is responsible for presenting the instructor with appropriate documentation when requesting an excused absence, consistent with university policy and in order to be given an opportunity to make up missed work. Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved university activity. (EKU policy on Student Absences: http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf).

Last Day To Drop The Course:

The last date to withdraw from a full semester course is listed on the Colonel’s Compass Calendar. (http://www.eku/compass/calendar/)

Withdraw Policy

Student withdrawing after the fifth week of class will be assessed a $50.00 per credit hour fee for late withdraw. For information on the full withdraw policy, please visit http://www.registrar.eku.edu/Withdrawing/class

Disability Statement:

If you are registered with the Office of Services for Individuals with Disabilities, please make an
appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859)622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

Student Services at EKU

Counseling Center - http://www.counseling.eku.edu/
Office of the Registrar - http://registrar.eku.edu/
Scholarships at EKU - http://scholarships.eku.edu/
Career Services - http://www.career.eku.edu/
Office of Student Life - http://www.studentlife.eku.edu/

Academic Integrity:

Candidates are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-mail:

Consistent with university policy, whenever necessary correspondence between the instructor and candidates in EDF 203 will utilize the EKU email system. Please refrain from using non-EKU mail services when corresponding about course matters. When sending email, please include “EDF 203” in the subject line. You will receive responses to emails within 48 hours, excluding Saturdays and Sundays.

Course assignments must be submitted through Blackboard (Bb). Common Assessment and the Confidentiality Agreement are submitted in TaskStream. Once completed candidates will submit their work to the instructor by attaching it in the designated place within Blackboard. Candidates who experience difficulty downloading documents or videos should contact the instructor or graduate assistant for assistance as soon as possible. Email submissions will not be accepted.

Technical Support

It is expected of candidates to have an adequate working knowledge of Blackboard and a personal computer.

For technical assistance (such as retrieving a forgotten password, email access, or Blackboard problems) please contact campus IT support at (859) 622-3000. Campus tech support hours and additional information is available via the Help tab at the top of every page in Blackboard.

Learning Modules

During each week of this course a Module containing detailed lesson plans will open in Blackboard, in the Instruction section, under the Modules tab. Each module will contain lessons,
activities and assessments designed to help candidates meet the course objectives.

**Evaluation**

All work must be completed and turned in by the designated due date and time. All assignments that need to be completed and submitted during this course are posted in Blackboard under the Modules link.

Candidates may view their grades under the Course Tools tab in Blackboard. Click on the My Grades link. Here you will find the grades posted for each assignment.

**Paper format**

All reflections submitted in this course have a target of 400 words, but students are not expected to hit that number exactly, and may go over. Any papers submitted with less than 350 words will not receive credit, will be returned ungraded. But may be reworked to meet the 400 word standard. I expect college-level writing skills to be employed including appropriate language mechanics and usage. Papers failing to meet this requirement will be returned for correction or penalized during grading. Any candidates demonstrating a need to improve the quality of their writing may be directed to the Noel Studio for Academic Creativity for assistance.

“The Noel Studio is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work you or your small group on any piece of written or oral communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at http://www.studio.eku.edu/ or call 859-622-7330.”

**Course Requirements:**

Successfully complete all course assignments.

Attend all classes, and provide meaningful contributions to class discussions and activities.

Successfully complete all assignments and Exams.

Purchase and set up a TaskStream portfolio. Minimum contents of the TaskStream evaluation Portfolio include the candidate’s:

1. Common Assessment: A 400-word reflection on Creativity, and a second 400-word reflection on Collaboration (instructions provided in class)

2. Confirmation of the Candidate’s agreement to adhere to FERPA regulations by keeping confidential any personally identifiable information regarding any students that may come to the candidate’s attention during their clinical field work (CED 100).

All candidates must complete the following **MANDATORY ASSIGNMENTS prior to**
beginning clinical field work as part of CED 100. These assignments are also required for acceptance into the Professional Educator Program:

- Successfully complete confidentiality training and quiz.
- Purchase a subscription to TaskStream and set up the candidate’s evaluation portfolio.
- Complete the Confidentiality Agreement in the “COE Undergraduate” section of TaskStream.

Expectations for College-level writing

- Candidates are expected to demonstrate the ability to write in an appropriate academic style.
- Papers failing to meet this requirement will be returned for correction or penalized during grading.
- Any candidates demonstrating a need to improve the quality of their writing may be directed to the Noel Studio for Academic Creativity for assistance.

“The Noel Studio is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work you or your small group on any piece of written or oral communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at http://www.studio.eku.edu/ or call 859-622-7330.”

Course Outline:

- The Teaching Profession
  - The EKU Professional Educator Program
  - Establishing an Evaluation Portfolio for the Professional Educator Program
  - Family Educational Rights and Privacy Act (Confidentiality training)
  - Professional Code of Ethics (Ethics training)
  - Professional dispositions
  - Praxis Core exam preparation and Praxis II PLT preview
- Philosophies of Education and Teaching
  - Educational Theorists
  - A Philosophy of Teaching
- Curriculum and Instruction in Kentucky and the Nation
  - Lesson Planning
  - Classroom Management
  - Creativity and Collaboration
  - Kentucky’s Unbridled Learning Accountability System
  - Kentucky Teacher Standards
  - School Report Cards
  - Technology and Learning
A Survey of the Historical influences on American Schools
- Common Schools
- Progressive Education
- Rural School Improvement efforts
- Social Justice and diversity
- Student Assignment plans

Social Influences on Teaching and Learning in America
- Rural school improvement
- Character: Grit and Persistence toward long-term goals
- Community Resources for Students, Teachers, and Families
- Teaching Students with Special Needs and Students at Risk
- Areas that impact cultural identity: language (ELL), gender identity, giftedness/exceptionality, culture/religion/ethnicity/race, socioeconomic status (SES).

The Legal Basis for Education and School Law
- Political and Economic Influences on American Education
- Learners as individuals: HIPPA, FERPA Title I and Title IX
- Teachers Behaving Badly
- Bullying, bias, and discrimination
- General interaction of federal and state laws and district policies.

The Governance and Financing of Public Schools
- Fiscal Equity and Adequacy in Kentucky schools
- School Contextual Analysis
- TPGES
- SBDM Council Policy
- Current events in public schooling

Program Experiences:

After completing EKU’s College of Education foundations courses, candidates will have a working knowledge of the Kentucky Teacher Standards and EPSB’s Code of Professional Ethics, and Kentucky Core Academic Standards. Candidates are assessed within the foundations coursework to ensure that they have acquired a solid knowledge base. A strong foundation in these areas is necessary for candidates to effectively apply these varied concepts in projects and assessments in later classes. It should be noted that while the foundation courses focus on knowledge, evidence of application is required of candidates in one or more areas of each foundation course.

Curriculum Contract/Guidesheet:

The Degree Works report is the official curriculum guide sheet that is used by Eastern Kentucky University for all undergraduate programs. The document is electronically updated as the candidate progresses throughout the program. Each candidate has a formal meeting and signs the curriculum guide at the time of admission to the teacher education program. Portfolio requirements are distributed during the initial education classes and are reinforced throughout the program. Semester advising sessions are conducted with the assigned advisor.