



Education 202 Dual Enrollment
Introduction to Education: School and Society
 3 credit hours

Method of Course Instruction:

This course is 100% online. I reserve the option to have 1-2 google meets in the event there is important information or content to cover. Course instruction and materials will be available in Moodle. It is your responsibility to check Moodle daily for all important dates. A calendar will be posted in Moodle at the beginning of the semester.

Course Description:

EDUC 202 is an introductory course to education and the profession of teaching. Special emphasis is placed on the guidance and screening of applicants into the professional program. This course is designed to review factors which have influenced the development of education such as major social, political, religious, and intellectual movements; philosophical theories and systems; research and practice in education psychology; and behavioral and cognitive theories of learning.

Course Objectives:

The course objectives are based on the new Louisiana Teacher Competencies (**LA**) and are aligned with various interrelated indicators and descriptors on the **NIET rubric (NIET)**, as well as the CEC (**CEC**) and INTASC (**INTASC**) Standards.

Upon completion of this course, the teacher candidate will be able to

Course Learner Objectives	<u>CAEP</u>	<u>InTASC</u>	<u>LA Comps.</u>	<u>NIET</u>
1. Explain the SARTE screening procedures for the Southeastern's College of Education.	1.1 3.4 5.1	1		EX TCK
2. Be prepared to apply and take the PRAXIS exam.	1.1 1.4 3.4	1		TCK EX
3. Demonstrate an understanding of the organization, purposes, and functions of public education and the Louisiana educational system.	1.1	1		TCK TH

4. Exhibit a basic or introductory knowledge of Louisiana State Competencies.	1.1	1	GC: A,B	TCK
5. Explain Louisiana Teacher Certification, employment, salary, and benefit information	1.1	1		TCK
6. Explain basic legal concepts of American public education.	1.1	1	GC: E	TCK
7. Identify characteristics of an effective classroom teacher	1.1 3.3	1, 4, 5,7 8, 9	GC: C1, C2, C3, F, H	TCK EX ENV RC
8. Determine reasons for entering the profession.	1.2	1		TCK
9. Exhibit professionalism in a classroom/clinical setting.	1.1	1, 9, 10	GC: F	TCK RC
10. Exhibit a basic or introductory level knowledge of NIET rubric and the rubric's importance as a measurement of a teacher's performance.	1.1	1		ALL
11. Demonstrate and recognize the values, commitments, and ethics that influence an effective educator.	1.1	1, 2, 3	GC: D	TCK RC EX PIC
12. Understand and discuss the teacher's role in providing a culturally responsive curriculum/environment	1.1	1, 2, 3, 6, 7	GC: D	TCK RC TH PS
13. Introduce multicultural concepts and issues to promote greater understanding and appreciation of cultural diversity in the classroom.	1.1 2.1	1, 2, 3, 6	GC: D	TCK TH RC
14. Identify racism, prejudice and discrimination with the community and education setting, understand its impact and develop appropriate response strategies.	1.1 2.1	2, 3, 7, 10	GC: D	TCK RC
15. Examine the various roles parents from diverse backgrounds play in a child's development	1.1	2, 3, 7, 10	GC: D	RC PS TH
16. Develop self-awareness of one's own attitudes, belief, and motivations as they relate to diverse populations	1.1	2, 3, 7, 10	GC: D	TH PS RC
17. Examine the values and traditions espoused by diverse groups	1.1	2, 3, 7, 10	GC: D	TH PS RC ACT

Assessment:

Candidates will participate in readings, class discussions and activities that introduce them to various aspects of education and the profession of teaching. Candidates will be assessed on their accomplishments of course objectives through written and oral reports. Students will reflect on readings and experiences, individual and group activities that demonstrate their understanding, and tests focusing on their knowledge and critical analysis of education principles and practices, the identification and integration of diversity in the classroom and tests focusing on their knowledge and critical analysis of principles of education

Required Texts:

Parkay, F.W. (2020). Becoming a Teacher. Boston MA: Pearson Co. 11th edition.

Materials Needed: Access to the Southeastern University Catalogue

Course Requirements:

- **Philosophy/Autobiography – (50 points)** Teacher Candidates will be required to write a personal philosophy/autobiography. Requirements and the rubric are in the assignment information packet on Moodle. (Course Objectives: 7, 8, 11, 12, 16)
- **Discussion Forums - (10 points each)** Discussion forums concerning issues in education, will be available at the beginning of the term and due throughout the month. Each forum is worth 10 points each. (Course Objectives: 7, 8, 11, 12, 16)
- **Midterm Examination – (100 points)** Teacher Candidates will be required to take a comprehensive, part essay/part multiple choice online midterm exam. (Course Objectives: 1, 2, 5, 7, 8, 9, 12, 13, 14, 15, 16, 17)
- **Final Examination- (100 points)** Teacher Candidates will be required to take a comprehensive, part essay/part multiple choice online final. (Course Objectives: 3, 4, 6, 10, 11, 12, 13, 14, 15, 16, 17)
- **School District Governance Assignment – (50 points)** Each candidate must attend a school board meeting.(virtual or face-to-face) To evidence the completion of this assignment, a one - two page typed summary of the events of the meeting with a closing paragraph on what was learned related to school governance must be submitted. A second verification such as a copy of the agenda, a picture, or a business card must be submitted. It is the responsibility of the student to call the school board office and find out when and where the meetings are held. Professionalism (including dress code) is of the utmost importance. (Course Objectives: 3, 5, 6, 8, 9)
- **Diversity / Cultural Activities - (20 points each)** Teacher candidates will complete cultural / diversity activities (20 points each) throughout the term. (Course Objectives: 11, 12, 13, 14, 15, 16, 17)
- **Dispositions Evaluation – (25 points).** Teacher candidates will evaluate themselves according to relevant dispositions. (Course Objectives: 7, 8, 11, 12, 16)

- **Diversity Equity and Inclusion - (25 points)** Teacher Candidates will complete the Sanford Inspire Module: Diversity, Equity and Inclusion Topic. **Affirming Differences and Valuing Background Knowledge.** Candidates are required to upload the certificate (5 points) and answer reflection questions in an academic and professional tone (20 points). Requirements and the rubric are in the assignment information packet on Moodle.
- **Family Engagement and Education - (25 points)** Teacher Candidates will complete the Sanford Inspire Module: Family Engagement Topic. **The Importance of Working with Parents** (30 minutes). Candidates are required to upload the certificate (5 points) and answer reflection questions in an academic and professional tone (20 points). Requirements and the rubric are in the assignment information packet on Moodle.

Grading Scale:

- A 93-100%
- B 85-92%
- C 77-84%
- D 69-76%
- F 68%-below

Assignments:

- Assignments are due by the announced due date.
- Late assignments will NOT be accepted without prior approval. Late submissions may incur a 10% penalty.
- Due dates are posted in the assignment packet, the syllabus and on the calendar in Moodle at the beginning of the term. It is your responsibility to be aware of due dates. You will not be reminded of due dates by e-mail.
- It is **your responsibility** to turn in assignments by the due date.
- The instructor reserves the right to modify or make changes in the course syllabus as needed during the course.
- If an emergency arises, you must contact the instructor immediately. Documentation must be provided as proof. The EDUC 202 instructor will determine if credit will be given for the assignment after reviewing provided documentation.
- Assignments **MUST** be submitted through Moodle. Assignments **cannot** be e-mailed unless specified by the instructor.
- **No** work for extra credit will be allowed for any reason.
- Students should become familiar with the University's policy regarding academic honesty (found in your catalog). A grade of zero points will be received for any assignment or test that is submitted and is not the student's own work.
- Assignments will be graded on **CONTENT, SPELLING, COMPOSITION, AND GRAMMAR. ALL assignments must be typed (double-spaced, 12 point font, 1 inch margins).**
- If there is a question concerning a grade of an assignment, a student will have 7 calendar days from the posting of the grade in Moodle to contact your instructor.
- ALL assignments must include the following. Failure to include the proper heading fully will result in a 1 point loss. No name results in no credit.
 - Name and W #

- o EDUC 202 DE
- o Title of Assignment
- o Date

Standards for Written Work:

Written work submitted for grading should conform to the professional standards expected of teachers and submitted in **WORD** format. All students must demonstrate proficiency in written composition, as written communication skills are basic to teaching. All essay components of examinations will be graded on correctness of grammatical usage, word choice, and spelling as well as content. All submitted assignments should be typed and proofread for spelling and style. Ideas obtained from outside sources should be documented using APA style.

Academic Checkpoints and Grades:

It is the student's responsibility to check their grades in Moodle. There are two academic checkpoints in each semester. The first academic checkpoint is ***** TBD *****. The second academic checkpoint is ***** TBD *****. The drop date is ***** TBD *** by 12:30 p.m.** It is the student's responsibility to check their progress throughout the semester. A final grade of B or better is required for EDUC 202 or the class will have to be retaken.

Attendance:

The course is 100% on-line. Students are responsible for keeping up with Module assignments and due dates which are posted in Moodle as well as in the syllabus. There may be 1-2 google meets depending on the needs of the class.

Make Up Exams, Late Work and Extra Credit:

- Make-up exams will **not** be given unless **CLEARED PREVIOUSLY** by the instructor. If an emergency arises, you must contact the instructor **immediately**. Failure to contact the instructor **immediately** could result in a "0" for the exam. Documentation must be provided as proof. The EDUC 202 instructor will determine if a make-up exam will be given after reviewing provided documentation. In such cases, the student must take the exam before or during the next scheduled class meeting, or on a date determined by the instructor.
- No late assignments will be accepted without prior approval and may incur a 10% penalty. No extra credit work will be assigned or accepted. If an emergency arises when an assignment is due, you must contact the instructor **immediately**. Documentation must be provided as proof. The EDUC 202 instructor will determine if credit will be given for the assignment after reviewing provided documentation.

University Correspondence Policy / Email Use:

It is University policy that only Southeastern's email addresses be used for email communication - (firstname.lastname@selu.edu). E-mails from the instructor will be sent to your SLU address. Check your SLU e-mail regularly. **When communicating with me, please identify yourself by name and course in the SUBJECT LINE – i.e. Mary Jones: 202** Also, check Moodle regularly for any announcements.

The Student Technical Support Website:

https://www.southeastern.edu/acad_research/programs/online_learning/classcontinuitypreparation/index.html

Netiquette Expectations:

Proper Netiquette is required (such as appropriate use of language and tone, proper grammar and punctuation, and respect and consideration for other students and the instructor).

College of Education Additional Information

Additional Information

- **Statement of Professional Dispositions:** The College of Education and the Department of Teaching and Learning provides disposition statements which are written as actions or behaviors that can be measured according to the [NIET Aspiring Teacher Rubric](#), Indicator 12. Dispositions are defined as the values, commitments, and professional ethics that influence behaviors toward students or clients, families, colleagues, and community members. Dispositions indicate a candidate's ability to influence students' or clients' growth, motivation, and development.
- Southeastern collects data related to your mastery of competencies for teaching as defined by the Louisiana State Department of Education and initial preparation standards from the Interstate Teacher Assessments and Support Consortium (InTASC). Additionally, data is collected for the purpose of continuous program improvement for Southeastern's initial teacher certification programs in relation to meeting the standards for the Council for the Accreditation of Educator Preparation (CAEP). This data is typically in the form of assessments and dispositions embedded in coursework for specific classes. These assignments will be collected through Moodle and/or with the use of the Google Suite of applications, including applications such as Google Forms. It is imperative that you submit any assessments related to your certification in the appropriate place as instructed by faculty and in a timely manner. Southeastern reserves the right to use your data and/or samples of work with redacted personal information as evidence for making data-driven program decisions.
- **Teacher Development Center:** Teacher Candidates who exhibit difficulties in areas such as planning, teaching, management, and professionalism may be referred ([faculty referral or self referral](#)) to Teacher Development Center for assistance; each type of referral should be emailed to melanie.lemoine@southeastern.edu. One of the many purposes of the [Teacher Development Center](#) is to provide Teacher Candidates with a course of action that can help them achieve their goal of becoming a competent and effective educator. The Teacher Development Center also consists of a lab (TEC 239), which houses Praxis study materials and a variety of other resources.
- **Residency and Graduation:**
 - Application Requirement** – Residency applications are released according to the following schedule. If a teacher candidate plans to start residency during a fall semester, applications are released in February the semester prior to the anticipated start. For spring semester start dates applications are released in September of the semester prior to the anticipated start date. Applications are open for approximately four weeks ***Late applications will not be accepted.*** Applications are located on the Teaching and Learning webpage.
 - Praxis Requirement** –Teacher Candidates must successfully pass ALL required parts of the Praxis prior to Residency. This includes the test titled Principles of Learning and Teaching (PLT) for all majors and the Specialty/Content test when required in the major field. Teacher candidates have access to the [Praxis Protocol](#) which outlines due dates and provides guidance on how to register for the Praxis exam(s). [Praxis Requirements](#) can be found on the ETS webpage.
 - Schedule the PLT and Praxis II Specialty/Content tests early enough to get your scores prior to Residency.
 - Remember to code Southeastern (**R 6656**) to send your official scores to the College of Education Dean's office. The Dean's office must have original copies.

Southeastern Louisiana University Syllabus Statements

Face Mask/Coverings Policy:

The University requires the right to require that face coverings or masks be worn on campus when required or recommended by public health officials or government leaders of relevant jurisdiction, or when the University Administration deems it necessary and appropriate in response to a communicable disease or other emergency. Face Mask/Coverings Policy. See the following link for more information on Coronavirus.

http://www.southeastern.edu/about/safe_campus/covid-19/

Lecture Capture and FERPA:

Certain content obtained through the video and audio recording of classes may be classified by the Family Educational and Privacy Act (FERPA) as an educational record. Such records are protected by the guidelines established by FERPA and require your written consent for 3rd party disclosure. An overview of these guidelines can be found on the website of the U.S. Department of Education with additional information available through Southeastern's Center for Faculty Excellence.

Plagiarism:

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during and examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. All references used in submitted work including lesson plans must be cited in APA format (6th edition) or you will not receive credit for an assignment. Improper acknowledgement of sources, cheating on exams, and plagiarism are considered serious offenses and shall be grounds for disciplinary action as outlined in the General Catalogue. Students agree that by taking this course that all required papers may be subject to submission for textual similarity to VeriCite for the detection of plagiarism.

Classroom Decorum:

Free discussion, inquiry, and expression are important in this class. As stated under professionalism, classroom behavior that interferes with either the instructor's ability to conduct the class or the ability of students to benefit from the instruction is unacceptable. Please become familiar with the [Code of Student Conduct](#).

Children in the Classroom:

University policy states that the classroom is not a place for children or other family members, and that students are not to bring their family members for daycare or babysitting.

Self-Identification:

If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the **Student Accessibility Services, Tinsley Hall room 102**. No accommodations will be granted without documentation from the Office of Disability Services. The deadline for registering or making accommodation changes is two weeks prior to the start of the Final Exam period. Any requests received after the deadline will generally be considered for the following semester.

University Policy-Victims of Sexual Misconduct:

If you are the victim of a sexually oriented crime, please be aware of the [University Policy regarding Victims of Sexual Misconduct](#) as well as at page 68 in the [University Student Handbook](#). The policy includes definitions of the various sexually oriented offenses prohibited by Southeastern as well as the reporting options for victims

and the process of investigation and disciplinary proceedings of the university. For more information log onto http://www.southeastern.edu/admin/police/victims_soc/index.html.

Southeastern faculty and staff are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty or staff member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator or Deputy Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (985-549-3894) and the Student Health Center (985-549-2242) are both confidential resources.

Student Code of Conduct:

The Office of Student Advocacy and Accountability (OSAA) is responsible for administering a campus-wide student disciplinary system that is student-centered and based on educational and developmental principles.

OSAA strives to uphold community standards while respecting the rights of the individual.

Students are expected to familiarize themselves with the Student Code of Conduct and University Policies and to conduct themselves in a manner that supports the educational mission of the University, as well as comply with University rules.

Student Protocol for COVID-19:

In order to help ensure a safe campus, it is imperative that all students participate in this process including assisting with informing their instructors and the University Health Center of any potential health concerns associated with COVID-19. Students who believe they may have been exposed to COVID-19 should contact the University Health Center or their personal Health Care Provider and follow the guidance provided. Please see the complete [Student Protocol for COVID-19](#) for further details.

Resources used in the creation of this document includes:

- o Southeastern Syllabi (Department of Teaching and Learning)
- o Statements from the Faculty Senate
- o Statements from COE Handbooks
- o [Quality Matters Rubric](#)
- o University of Michigan-Diversity, Equity and Inclusion Model
- o Iowa State University-Model of Checklist

Syllabus Verification:

Once you have checked in Moodle the syllabus validation, you acknowledge that you have read and understood the course policies and procedures as outlined in this course syllabus

The last day to drop the course is by (TBD) at 12:30 p.m.

OTHER POLICIES AND PROCEDURES

Note:

Discontinuing participation online does not drop a student from the course. Students are responsible for completing required forms when they find it necessary to discontinue attendance to a class prior to the end of the semester. Failure to do so may result in a grade of a "F" in the course.

Rental Textbooks Return:

All rental textbooks must be returned to textbook rental on or before 6:00 PM on the first business day following the last day of final exams. Last day to return rental textbooks without a fine.

Standards for Written Work:

Written work submitted for grading should conform to the professional standards expected of teachers and submitted in **WORD** format. All students must demonstrate proficiency in written composition, as written communication skills are basic to teaching. All essay components of examinations will be graded on correctness of grammatical usage, word choice, and spelling as well as content. All submitted assignments should be typed and proofread for spelling and style. Ideas obtained from outside sources should be documented using APA style.

Professional Standards of Behavior: Students are expected to maintain professional standards of behavior at all times when fulfilling course requirements. Free discussion, inquiry, and expression are encouraged online in this class. However, classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. An example of unprofessional behavior may include rude responses/postings online. Additionally, professional behavior warrants that if a student has any concerns about assignments, grading, and individual circumstances, these concerns should not be discussed online in an open forum but in private with the instructor by making an appointment. Class behavior, which is deemed inappropriate and cannot be resolved by the student and faculty member, may be referred to the Teaching and Learning Department Head and the Office of Judicial Affairs for administrative or disciplinary review as per the Code of Student Conduct that may be found at http://www.southeastern.edu/admin/stu_conduct/know_the_code/

References

Armstrong, D. G., Henson, K. T., & Savage, T. V. (2009). *Teaching today: An introduction to education*. (8th ed.). Upper Saddle River, NJ: Pearson Education

Cooper, R. (2007). *Those who can, teach*. (11th ed.). Boston, MA: Houghton Mifflin Company.

Ebert II, E. S., & Culyer III, R. C. (2008). *School: An introduction to education*. Belmont, CA: Thomson Wadsworth.

Kauchak, D., & Eggen, P. (2008). *Introduction to teaching: Becoming a professional*. (3rd ed.). Upper Saddle River, NJ: Pearson Education.

Koch, J. (2009). *So you want to be a teacher? Teaching and learning in the 21st century*. Boston, MA: Houghton Mifflin Company.

Morrison, G. S. (2009). *Teaching in America*. (5th ed.). Upper Saddle River, NJ: Pearson Education.

Banks, J. A. (2008). *An introduction to multicultural education*. (4th ed.). Boston, MA: Pearson Education.

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Baruth, L. G., & Manning, M. L. (2009). *Multicultural education of children and adolescents*. (5th ed.). Boston, MA: Pearson Education.

Broadhurst, D. D., Edmunds, M., & MacDicken, R. A. A. U.S. Department of Health, Education, and Welfare, (1979). *Early childhood programs and prevention treatment of child abuse and neglect*. Washington, D.C.: User Manual Series.

Cushner, K., McClelland, A., & Safford, P. (2009). *Human diversity in education: An integrative approach*. (6th ed.). New York, NY: McGraw Hill.

Military Child Education Coalition. (2012). Speaker and session showcase. New Heights, TX: Mary M. Keller. <http://www.MilitaryChild.org>

Pang, V. O. (2005). *Multicultural education: A caring-centered reflective approach*. (2nd ed.). New York, NY: McGraw Hill.

Tiedt, I. M., & Tiedt, P. L. (2010). *Multicultural teaching: A handbook of activities, information, and resources*. (8th ed.). Boston, MA: Pearson Education

One-page Course Calendar posted below:

Education 202 Dual Enrollment - Spring 2023 * Tentative Class Topics/Schedule

Week #	Week of	Topics	Assignments and Due Dates *** All assignments due on Friday by 3:00 p.m. ***
1	Jan 17 Module: Start Here	Syllabus Review Introductions	Syllabus Verification completed by August 19 Discussion Forum #1 (Hi! My name is...) due January 18 Reply to a peer due on January 20 Practice Assignment due January 20
2	Jan 23 Module: 1	Chapters 1&2 (Becoming a Teacher) Why Teach and Salaries PP	Discussion Forum #2 (Why Teach?) due on January 25 Reply to a peer due on January 27
3	Jan 30 Module: 1	Hidden Hurdles Info Cultural Assignment #1 PP	Cultural Assignment #1 (Define Culture) due February 3
4	Feb 6 Module: 2	Curriculum Sheets comparisons and course descriptions SARTE PP	Journal entry "My major will be..." due February 10 (this is a 'journal'-no reply to a peer)
5	Feb 13 Module: 3	Chapter 8 (Becoming a Teacher)	Cultural Assignment #2 (self identity) due February 17
6	Feb 20	Mardi Gras Holidays	No assignment due.
7	Feb 27 Module: 3	Autobiography Assignment (see packet)	Autobiography is due on March 3
8	March 6, 7 or 8	Mid-Term Exam	Mid-Term Exam on M, T or W based on facilitators request. All DE exams must be taken on the high school campus.
9	March 13 Module: 4	Dispositions PP Teacher Evaluations Information (NIET/Compass)	Dispositions definitions and self reflection due by March 17
10	March 20 Module: 4	No Child Left Behind/ESSA School Report Card PP	Discussion Forum #3 (School Scores) due on March 22 Reply to a peer due on March 24
11	March 27 Module: 5	Hierarchy and School Governance Chapter 6 (Becoming a Teacher)	School Board Assignment Due on March 31
12	April 3 Module: 5	Diversity, Equity and Inclusion	Sanford Inspired Module to be completed and submitted (reflection questions and certificate). Due April 6 (Thursday)
	April 10	Spring Break	No assignment due.
13	April 17 Module: 6	Family Engagement in Education	Sanford Inspired Module to be completed and submitted (reflection questions and certificate). Due April 21
14	April 24 Module: 6	Legal Issues in Education Chapter 7 (Becoming a Teacher) Other Information	No assignment due. However, all modules reading assignments will be on the final exam. Final Exam Review
15	May 1	Final Exam Week for 202 DE	Date is TBA with facilitator input (based on school testing dates) All DE exams must be taken on the high school campus.
	May 8	Course work finished early due to graduating high school seniors' schedule.	Note to graduating seniors – It is YOUR responsibility to make sure that your SLU coursework is successfully completed prior to you leaving your high school at the end of the semester.