



WESTERN OREGON UNIVERSITY

Course Syllabus

Course Name: Foundations of Education

Term:	Class Days:	Class Time:	Class Location:	Credit Hours:
Teacher:		Phone:	Email:	

OFFICE HOURS:

COURSE DESCRIPTION:

Focuses on historical foundations of education; education policy and practice; the system alternatives to public education; legal rights and responsibilities of teachers and students; professional development of teachers; student pluralism; and current issues and effective schools. Course helps participants evaluate their commitment to becoming a professional educator and reflective practitioner who will be able to make informed decisions to enhance the environment for children and youth.

Credits: 3

Exploring Knowledge: Social, Historic, and Civic Perspectives

COURSE STANDARDS:

Learning Goals

This course meets university general education undergraduate learning outcomes for Written Communication.

By the end of the course, you will be able to:

1. Articulate some of the major foundations of education and schooling.
2. Trace the historical development of the American public school.
3. Begin exploring the diversity found in today's schools, e.g. culture, race, ability, gender, language, community, and economic class to examine one's own biases and misconceptions as they pertain to diversity and one's actions as a teacher.
4. Identify the roles, responsibilities and ethical expectations of teachers in today's schools.
5. Develop an initial philosophy of education through examination your own characteristics, beliefs, and actions.
6. Use independently selected trade books and digital tools to guide your exploration and analysis of a contemporary issue in education.



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Course Objectives	Oregon TSPC Standards	InTASC Standards	WOU COE Conceptual Framework	Assessment
Trace the historical development of the American public school.	Knowledge, Skills, Abilities and Professional Dispositions: 1a, 1c, 3b, 3c All School Authorization Levels: 1	1,3,7, 8	Intellectual vitality (IV) Cultural sensitivity (CS)	Diagnostic Lesson Plan Design Reflective journaling Design an effective school of the future activity
Begin exploring the diversity found in today's schools, e.g. culture, race, ability, gender, language, community, and economic class to examine one's own biases and misconceptions as they pertain to diversity and one's actions as a teacher .	KSAPD: 1a, 2b All School Authorization Levels: 1	1,2	Intellectual vitality (IV) Cultural sensitivity (CS)	Project Implicit Self-Survey Diversity & Equity Case studies Interview project Reflective journaling
Identify the roles, responsibilities and ethical expectations of teachers in today's schools.	KSAPD: 1a, 1b, 1c All Authorization Levels: 1	1,2,3	Intellectual vitality (IV)	Legal and Ethical issues in Teaching What would you do? Ethical dilemmas in teaching.
Develop an initial philosophy of education through examination your own characteristics, beliefs, and actions.	KSAPD: 4a Middle & High School Authorization Levels: 2	9	Professionalism (Pro)	Presentation Class discussion Professional Portfolio
Use independently selected trade books and digital tools to guide your exploration and analysis of a contemporary issue in education.	KASPD 1a All Authorization Levels		Professionalism (Pro)	Hot topics research paper

REQUIRED TEXTS: All required course materials are provided on Canvas.



CLASSROOM POLICIES

Assessment Based-Learning

Willamette Promise Writing courses are Assessment-Based Learning credit, which means that students will receive college credit if their instructor and the Western Oregon University faculty determine that their work meets the standards set by the program. Students will not receive credit if their work does not meet standards, or if they choose to not transcribe the grade they received.

College-Level Content

Curriculum for this course is determined by the Western Oregon college faculty that oversees this Willamette Promise course. In college, students are often exposed to a range of ideas, some aligning with their own political views and values and others not. We do not expect students to agree with what they read. However, we do expect students, taking a college course, to be emotionally mature enough to read, discuss, and consider viewpoints other than their own.

Course Grades: In this section, it is helpful to include (especially if students want to issue a grade complaint later):

- List of assignments with brief descriptions
- Point values of the assignments
- Point values for each letter grade

Note: College grade is calculated purely based on the portfolio of evidence. Instructors can design their high school grade books and calculations to their liking.

Attendance: Include here your personal classroom attendance policy:

Incomplete Policy (optional): "I do not give incompletes (I) grades as a way for a student to avoid an F grade. To be eligible for an incomplete in this class you must be passing the class but lack one essential requirement, such as missing one exam or one project. In addition, I must find your reason for requesting an incomplete acceptable (e.g., an illness or death in the family would probably be acceptable, whereas a trip to Hawaii would probably not be acceptable). See me for more details regarding incompletes."

Whatever other classroom policies you have...



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WOU POLICIES

Disability Accommodations: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Casie Moreland, the Willamette Promise Dual Credit Manager, as early as possible in the term. You may contact her at 503-385-4783.

Veterans' Accommodations: Western Oregon University recognizes that those who are actively serving in the Reserves or National Guard of the United States are required by their military contract to attend mandatory training. If you will be absent due to military orders, I strongly encourage you to communicate that with me as soon as possible so we may discuss alternative arrangements.

Academic Integrity: Students must adhere to WOU's Code of Student Responsibility. Academic dishonesty will not be tolerated in this course. I will report all instances of suspected dishonesty to the Student Judicial Committee for further action. Examples of inappropriate behavior includes doing assigned work for another student, sharing answers on work assigned to be done individually, sharing or copying answers during an exam or portraying another person's writing as your own. If you have questions about what might be considered inappropriate, please ask me!

Your policies:

TENTATIVE SCHEDULE (TBD by HS instructors)

You must include a DETAILED schedule for the entire scope of the course—quarter, semester, or year-long. Students need to be able to plan ahead to pace themselves. *For more information about proposed ideas for scope and sequence of your course, please contact your subject area faculty liaison.*