**Course Purpose**

This introductory course provides an overview of foundational issues in education. This is a required course for the Liberal Studies major and meets the General Education Humanities philosophy and religion (AHPR) requirement. Topics covered are but not limited to: philosophical and ethical issues in education; the history of American education; current issues and trends in education; teaching in diverse classrooms; and teacher effectiveness and accountability. Students will be expected to develop their own philosophical and ethical perspectives informed by the knowledge, skills and dispositions required to be a practitioner in the field of education.

**Course Objectives**

- To introduce students to the foundational issues in the field of education.
- To examine, evaluate, understand, and clearly articulate the connection between the major philosophies and the educational perspectives, theories, and practices that exist today.
- To accurately articulate the meaning and situational nature of ethics, and successfully analyze various ethical issues facing schools today.
- To enhance student knowledge about expectations of teachers from multiple stakeholders.
- To connect students with the theoretical components of education and how it relates to effective teaching practices.
- To use critical thinking skills to develop a personal perspective on philosophical and ethical issues which impact education.

**Course Format – Online**

This course is fully online and will be interactive in nature. It will consist of a combination of online lectures, activities, discussions and readings. Students will be introduced to foundational issues in the field of education. In order to fully understand the concepts that will be taught in this course, students will be encouraged to utilize and apply the concepts learned from this course to their subsequent courses, as they become academically and practically trained for the teaching profession.

**Technical Requirements**

Participation in this course will take place through the Blackboard Course Management System. Please note that there have been issues with the use of Internet Explorer and Blackboard. If you encounter problems viewing videos or accessing the site, please try using a different internet browser such as Mozilla Firefox (www.mozilla.com/firefox) or Google Chrome (http://www.google.com/chrome). Both browsers are available as free downloads. You also need the latest updates of Java and Adobe Flash to properly view the lessons.

All assignments must be submitted as .pdf, .doc, or .docx files. Instructors are not able to open other file formats. **Assignments submitted as other file types will be returned and counted as late.** Through your ULV
Three-Before-Me:

If you have any questions regarding the material, assignments, technical issues, and/or other related matters concerning the course, you must take the initiative to find the answer you are looking for.

The Three-Before-Me rule is this:

*You must seek out at least three avenues to obtain information regarding a question or problem you are having before you can ask me.*

These three avenues include but are not limited to:

- The syllabus or schedule of activities. 80% of the answers are found there.
- Your classmates or assigned group. Chances are others may have the same question and by asking your group several people may get the answer they need.
- The Blackboard Help Desk. If you are having technical issues (i.e. downloading content, opening files or viewing videos) bbhlep@laverne.edu is the place to go first.
- Be creative. You may seek information in other areas you find on your own. Just remember that you must try three before contacting me.

*Exception to this rule:* E-mail me with questions that are specific to you as a student: grades for an assignment, request for extension of a due date (must be a verifiable reason), or other personal issue.

Email Policy

If you do not regularly access your La Verne email account, please forward your La Verne email to your personal account if you have not already done so. Please visit the gmail page and follow the directions on gmail FAQ. Due to University policy, I may only communicate with you through your La Verne email account. It is very important that you forward your email address as email is an important mode of communication in a hybrid class.

Course Readings

- Access to the Electronic Ancillary Resources at http://www.laverne.edu/ear
- Additional assigned reading will be handed out in class.

Course Requirements

Your grade will be based on online participation in online activities*, readings, a mid-term exam, group ethics project, school model analysis, philosophy assignment, and student journal. All written papers must follow the APA Style guidelines ([www.apastyle.org](http://www.apastyle.org)).

*Late Assignments:* Due dates for all assignments and modules are listed in the schedule of activities. There will be a 10% penalty for each day the assignment is late. Any assignment submitted after the due date will be considered late. *Late assignments will be graded but will not receive feedback.* Assignments completed after one week will not be accepted unless arrangements have been made with the instructor.

Grading Requirements
Participation - Your participation in this course demonstrates your commitment to the education field. Your understanding of the content and your participation in course activities with your peers are vital to your on-going learning. Your participation affects your grade. Any student who misses 20% or more of online class time shall receive either a failing grade or an “INC” grade (incomplete) at the discretion of the instructor and consistent with the policies outlined in the ULV catalog. Prepare for online class discussions by reading assigned materials completing any written requirements. Due dates may be found in the Weekly Schedule of Activities.

- **Blog Participation** – You will post blog entries throughout the semester related to the content in the weekly modules.
- **Quizzes** – Quizzes are embedded into some of the lessons within each module. You will be notified if there is a quiz. Each quiz is worth 10 points.
- **Educational Philosophy e-Portfolio** – Students will be required to create an e-Portfolio artifact addressing their educational philosophy.
- **Midterm** – An online mid-term exam with multiple choice and short answered questions will be assigned on information pertaining to course readings, course lectures, course activities and guest lectures.
- **School Model Analysis – Fieldwork** - Visit two different school types, conducting an interview with an administrator and/or teacher at each site. Compare and contrast different school models and conclude by explaining which school type seems the most attractive to you as a prospective teacher, and why.

*Summer Option: Research all 5 school models and write a paper comparing/contrasting

- **Student Journal: Why I want to be a Teacher?** – You will be required to enter responses to several writing prompts throughout the class in a personal journal in order to create your educational philosophy to use in future Liberal Studies courses.

*There will be some activities throughout the term that will be part of the module in which you will not earn separate points but will be counted towards your participation. All assignments that will earn points are listed below.

<table>
<thead>
<tr>
<th>Grading</th>
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<tbody>
<tr>
<td>Blog Posts</td>
<td>70 points</td>
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<tr>
<td>Quizzes</td>
<td>50 points</td>
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<tr>
<td>e-Portfolio Philosophy Assignment</td>
<td>200 points</td>
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<tr>
<td>Mid-term exam</td>
<td>120 points</td>
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<tr>
<td>School Model Comparison</td>
<td>70 points</td>
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<tr>
<td>Student Journal</td>
<td>40 points</td>
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<tr>
<td>Total Points</td>
<td>550 points</td>
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**Final grade associated with the point system:**

- 94-100% (517-550 pts) A
- 90-93% (495-516 pts) A-
- 87-89% (478-494 pts) B+
- 83-86% (456-477 pts) B
- 80-82% (440-455 pts) B-
- 77-79% (423-439 pts) C+
- 73-76% (401-422 pts) C
- 70-72% (385-400 pts) C-

A grade lower than a C- must be repeated for credit.
IMPORTANT ULV INFORMATION

Academic Dishonesty Policy:
Academic dishonesty will not be tolerated at the University of La Verne. Whether deliberate or inadvertent, the ultimate “loser” in cases of cheating or plagiarism is the student himself or herself, for whom the learning opportunity forfeited by such acts can never be regained. It is expected that each student at this University will understand and support the fundamental policy of academic honesty discussed above. Your homework and assignments require original thinking and research, but if anything looks suspect of plagiarism, I can pass it through SafeAssign, the University anti-plagiarism software. Please review the University catalog for the official policy on academic honesty.

The Mission of the University:
It is the mission of the University of La Verne to provide opportunities for students to achieve their educational goals and become contributing citizens to the global community. This is accomplished by offering high quality degree programs to both traditional-aged and adult learners; providing liberal arts and professional programs from undergraduate to doctoral levels; and delivering programs to students at the central La Verne campus as well as regional campuses and satellite class locations throughout California.

The university provides a student-centered, values-based, and diverse learning environment. It takes pride in offering small class sizes in a highly personalized setting. The University encourages effective teaching, research, scholarly contributions, and service to the greater community by sharing its academic, professional, and individual resources.

Values:
The University of La Verne shares four core values that promote a positive and rewarding life for its students through fostering a genuine appreciation and respect for:

1. **A Values Orientation.** The University affirms a philosophy of life that actively supports peace with justice, the health of the planet and its people. Therefore, in light of this affirmation, it encourages students to become reflective about personal, professional, and societal values. It also encourages values-based ethical behavior.

2. **Community and Diversity.** The University promotes the goal of community within a context of diversity. Therefore, it encourages students to understand and appreciate the diversity of cultures that exists locally, nationally, and internationally. It also seeks to promote appreciation and preservation of biodiversity by helping students understand the impact/dependence of human beings on their environment.

3. **Lifelong Learning.** The University commits itself to promoting education that facilitates lifelong learning. Therefore, it teaches students how to learn, to think critically, to do constructive research, and to access and integrate information in order to prepare them for continued personal and career growth.

4. **Community Service.** The University believes that personal service is a primary goal of the educated person. Therefore, it encourages students to experience the responsibilities and rewards of serving the human and ecological community.

NCATE: College Wide Dispositions: Based on the principles of best teaching practice to provide all students with a safe, nurturing, and supportive environment, the Liberal Studies students and teacher candidates in the College of Education and Organizational Leadership at University of La Verne are requested to review the following Dispositions. These three dispositions of character, intellect and caring are determined by the College to be necessary for quality teachers. Teacher candidates are strongly urged to demonstrate these dispositions in their daily teaching practice.
1. Dispositions of Character: Taking responsibility for one’s actions, behaving in an ethical manner with integrity and honesty, and understanding professionalism that includes self-control, flexibility, and emotional maturity.

2. Disposition of Intellect: Demonstrating commitment to students and their families, to the profession, and to one’s colleagues, and demonstrating a spirit of inquiry and lifelong learning to continuously enhance one’s teaching practice.

3. Disposition of Caring: Demonstrating empathy and concern for others as well as the belief that all children can learn, being respectful, advocating for students and families, and developing social competence within different social and cultural situations.

Disability Statement

**Students with Disabilities:** University policies concerning students with disabilities are available through the Director of Services for Students with Disabilities in the main campus [Student Health Center](Ext. 4441.). Students may speak privately with the instructor for assistance contacting the Director of Students Disabilities Services.

Student Resources

- [Learning Enhancement Center](#)
- [ULV Wilson Library](#)
- [Preventing Plagiarism](#)
- [Liberal Studies](#)
- [Electronic Ancillary Resources (EAR)](#)