**Abraham S. Fischler College of Education
and School of Criminal Justice**
NOVA SOUTHEASTERN UNIVERSITY | **NSU Florida**

EDUC 2010 - Foundations of Education

I. Course Information

Course: EDUC 2010 - Foundations of Education
Semester Credit Hours: 3.0
Course CRN and Section: 31858 - L01
Semester and Year: Winter 2023
Course Start and End Dates: 01/04/2023 - 02/26/2023
Building and Room: Online Venue - CANVAS

II. Instructor Information

Professor: Scott Saperstein
Email: ssapers1@nova.edu

III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
	01/04/2023 - 02/26/2023		Programs On-line	Online Venue-CANVAS

IV. Course Description

Catalog Description
This course will focus on historical and social aspects of education; particularly as it pertains to issues of social justice and cultural awareness. Students will learn about social and historical factors that inform education, identify the role of biases in instruction and develop a broader understanding of political forces that influence teaching and learning in the US school context. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. Frequency: Every Fall and Winter.

Course Rationale:
In order to prepare preservice educators for the 21st-century classroom, a comprehensive understanding of the historical, political, philosophical, and economic forces that shape teaching and learning for K-12 students and teachers is necessary. This course provides students with opportunities to engage in critical self-reflection while exploring the various dynamics, which influence administrative and pedagogical practice.

V. Course Objectives / Learning Outcomes

Course Competencies:
1. Analyzes historical, social and political forces affecting teachers, learners, and communities from a social justice and cultural awareness lens.
2. Evaluates the historical and social implications that inform and impede teaching and learning for social justice
3. Assess implicit and explicit biases and its effects on instruction
4. Analyses teacher codes of ethics to ensure equity and ethical treatment of all learners
Learning Outcomes
- Critically reflect on and analyze past personal and educational experiences to identify underlying/internalized beliefs, assumptions, and messages about the purpose of education and schools. (FEAP b.5e, FEAP b.6e; INTASC 9k,10c,10r; CEC 6; AECI 5.1)
- Create an original Philosophy of Teaching Statement and identify key educational and personal

experiences that simultaneously shape and are shaped by individual's philosophies of teaching. (FEAP b.5e; INTASC 9k,10c; CEC 6; AECI 5.1)

- Critique the philosophical foundations of education using valid and reliable sources. (FEAP a.3g, a.1b; CEC 5; FLESE 5; TSOL4; ACEI 3)
- Develop a working definition of transformative teaching for today's public schools and student population. (FEAP b.6a; INTASC 9K; CEC 6; ACEI 5.1)
- Evaluate the social and economic conditions that impede transformative teaching and learning. (FEAP b.5d. FEAP a.3e; INTASC 5; CEC 7, CEC 5; FLESE 3; TSOL 4; ACEI 5.2, ACEI 2.1, ACEI 2.7)
- Analyze social, political, and economic forces affecting teachers, learners, and communities from a social justice and cultural awareness lens. (FEAP b.5d., FEAP a.3e; INTASC 5; FLESE 3; TSOL 4; CEC 7, CEC 5; ACEI 5.2)

VI. **Materials and Resources**

Book Url: NSU Book Store
Course Required Texts and Materials:
Ornstein, A. C., Levine, D. U., Gutek, G. L., & Vocke, D. E. (2016). *Foundations of education* (13th ed). Wadsworth Cengage Learning.
Course Supplemental Materials:
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

VII. **Course Requirements**

Students are required to attend all scheduled class meetings.
All students need a working microphone AND camera for Zoom sessions.

VIII. **Course Schedule and Topic Outline**

Course Schedule:

Week/Session Topics	Readings (to be completed BEFORE class)	Activities/Performance Assessments

Week 1: Introduction Topics: • Course Introduction & Overview • The Purpose of Education	Review Syllabus and Canvas Page [What's the Purpose of Education? Public Doesn't Agree on the Answer](#) (Tim Walker, neaToday) [The Many Purposes of Education](#) (Melissa Kelly, ThoughtCo.) [Conflicting Conceptions of the Purposes of Schooling in a Democracy](#) (McMahon, 2013) Inspire Teaching and Learning Module: Be the Spark	Introductions Course overview • Review syllabus, performance assessments, and rubrics • Collective Norms and Expectations Guiding questions: What is the purpose of education and curriculum? What is/are the role(s) of schools? Who is driving/should drive this dialogue? What is the difference between schooling and education? Watch and Discuss: Schooling vs. Education • Students should register for an Inspire Teaching and Learning Account to complete the module: • Website: https://www.inspireteaching.org/ **Due: Critical Reflection #1**
Week 2: Shifting Social Role of Schools/Curriculum Topic: Historical Development of Public Schools	• Discuss Assignment #1, and share various brainstorming/outlining strategies • Review Chapter 5 as a group. • Complete [American Educational System Timeline](#) Activity	*Foundations of Education* Chapter 5 Guiding Questions: • What is your philosophy of teaching? Reflect on which components of your own educational experiences surface as you read. How have these experienced shaped and informed your philosophy of teaching? Additional [Historical Timeline of Public Education in the US](#) (Race Forward, The Center for Racial Justice Innovation) **Due: Assignment #1 Critical Autobiography & Philosophy of Teaching Statement**
Week 3: Philosophical Foundations of Education Topic: Philosophical Roots of Education	• Review Chapter 6 as a group. • Discuss Assignment #2, and break into groups to begin developing the Educational Philosophy presentations	*Foundations of Education* Chapter 6 Additional Readings: [John Dewey on Progressive Education](#)

| Week 4:
Philosophical
Foundations of
Education
Topics:
Philosophical Roots
of Education
Financing Public
Education | • Complete Educational
Philosophy
Presentations
• Review Chapter 8 as
a group
• Analyze local and
state budgets for K-
12 Schools
• Group Debate: Is
School Funding Fair? | *Foundations of Education* Chapters 6 & 8
Watch and Discuss:
[Changing Education Paradigms](#) (Sir Ken
Robinson)
[Categorical Funds: The Intersection of School Finance & Governance](#)
[The Federal Role in Education](#)
[Education Spending per Student by State](#)
[Is School Funding Fair?](#)

Due: Performance Assessment #2
Educational Philosophy Presentation |

| Week 5: Culture, Socialization, and Education Topics: 1. The Family, 2. School Culture 3. Classroom Culture 4. Teacher Ethics | Review Chapter 10 as a group. Analyze the social and cultural dynamics of NSU Discuss the characteristics of Transformative Education Develop definitions of Transformative Education | *Foundations of Education* Chapter 10 Watch and Discuss: [Schools & Social Inequality](#) Additional Readings and Resources (can be used to aid research for Assignment #3): ***Resources for this Assignment #3:*** **National Teacher Code of Ethics** National Education Association (NEA). (2002-2014). *Code of ethics.* Retrieved from http://www.nea.org/home/30442.htm **State Teacher Codes of Ethics** (Locate your state's code of ethics. Examples are provided below.) Florida Department of Education (FLDOE). (2005-2013). Code of Ethics and Principles of Professional Conduct for the Education Profession in Florida, § 6A-10.080 Code of Ethics of the Education Profession in Florida, § 6A-10.081 Principles of Professional Conduct for the Education Profession in Florida. Retrieved from http://www.fldoe.org/edstandards/code_of_ethics.asp Florida Department of Education. (2005-2013). *Office of professional practices, FAQ for educators*. Retrieved from http://www.fldoe.org/edstandards/FAQ.asp **Student Privacy and Records** U.S. Department of Educational Rights and Privacy Act (FERPA) Retrieved from, https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html Broward County Public Schools. (n.d.). *Policy 51001, student records: Confidentiality and family educational rights.* Retrieved from http://www.broward.k12.fl.us/sbbcpolicies/docs/P5100.1.000.pdf Rules of the School Board of Palm Beach County. (n.d.). *Florida policy 5.50, student records.* Retrieved from http://www.schoolboardpolicies.com/p/5.50.htm School Board of Miami-Dade County. (2011). *By-laws and policies: Policy 2416, student privacy and parental access to information.* Retrieved from http://www.neola.com/miamidade-fl/search/policies/po2416.htm **Due: Critical Reflection #2** |

Week 6: Transformative Teaching Topics: • Teaching for Diverse Populations • Transformative Teaching Models	Ladson-Billings (2014): Culturally Relevant Pedagogy 2.0: a.k.a. the Remix Watch and Prepare Notes for Discussion: [Changing Education Paradigms](#) (Sir Ken Robinson) Inspire Module – Teachers as Agents of Change	Guiding Questions: How do you define "transformative teaching"? What does/should transformative education look like for today's schools/students? Identify some potential social, political, and economic factors that may impact/impede the development and implementation of transformative practices. Watch and Discuss: [TEDxNYED – April 28, 2012 – Christopher Emdin](#) Additional Resources to help with Transformative Teaching Group Research (along with those in week 5): [Education System Hierarchy](#) [Hierarchy in Education: Let's Rattle the Chain of Command](#) [Applying Maslow's Hierarchy of Needs in our Classrooms](#) **Due: Assignment #3 Analysis & Reflection of Professional Codes of Ethics**
Week 7: Recent Education Reform Movements Topic: School Effectiveness and Reform in the United States	• Review Chapter 16 as a group • Analyze school reform in the United States • Review Assignment #3 • Begin the research process for Assignment #4	*Foundations of Education* Chapter 16 [Educators: Why You Need to Know about the 1990s and School Restructuring](#) [Ed.gov: NCLB](#) [EdWeek: Race to the Top](#) [5 Big Ways Education Will Change by 2020](#) **Due: Critical Reflection #3**
Week 8: Topics: • Purpose of Education/Role of Schools Revisited • Course Wrap Up and Closing Reflections	Continue research and work on final papers	In-Class Research and work on final papers **Due:** **Critical Reflections #4 and #5** **Assignment #4 Research & Review Paper**

IX. Instructional Methods

The primary methods of instruction used in this course are face-to-face interaction twice a week including students' oral presentations/activities; and via Canvas for the submission of assignments, objective assessments, and performance assessments.

X. Assignments

Assignments

Creative Critical Reflections (5 x 2 points each = 10 points total)

Recognizing that not all students process information in the same time or fashion, the bi-weekly reflections provide a space for students to show mastery and understanding of content in a way that is more personal and unique to their individual learning styles and interests. This assignment also encourages continued critical reflection as students create and reflect on their own philosophies of teaching and learning throughout the semester. Students will submit five short written, video, or other creative responses (poem, song, drawing, etc.) to reflect further on readings and class discussions. Keep in mind that creative responses may require a short, written component to help clarify the connections and reflections. Reflection responses can be informal but should make it clear which reading(s) and arguments/points the student is reflecting on. When approaching the reflections, think about the following questions, however, do not feel compelled to respond to EVERY question:

- What struck you from the readings you are reflecting on? What did they bring up for you from your past educational experiences? How do these readings connect with your own philosophy of teaching and learning?
- What key takeaways did you walk away with from the class discussions/activities related to these readings and topics? What did they bring up for you from your past educational experiences? How do these readings connect with your own philosophy of teaching and learning?

Critical Reflections Rubric (2 points each)

Assessment Component	Not Met (0 Points)	Proficient (1 Point)
Critical Reflection	Student summarizes the key points of the readings but does not provide their own personal reflections and connections to the readings.	Student provides insight into the key points of the readings and provides some insight into their personal reflections and connections to the readings but does not connect this to their future vision for themselves as an educator/their philosophy of teaching and learning.
Clarity	There is a complete lack of clarity	Although there is some clarity, several statements are confusing

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Assignment #1 Critical Educational Autobiography & Philosophy of Teaching Statement (15 points)

The aim of the Critical Educational Autobiography is to explore key experiences, inside and outside of school, that have shaped who you are as a person, your journey into teaching, and your Philosophy of teaching and learning (purpose of education, the role of teachers, effective curricular and pedagogical approaches, etc.). As you write discuss the following:

i.   Identity: How do you identify with regards to race, class, gender, sexual orientation, language, and/or ability? How do you benefit and struggle because of these identities (both inside and outside of school)?

- What were you like in elementary, middle, and/or high school? What was important to you at those times?

ii.   Key Educational Experiences: What was your favorite grade and why? What was your least favorite grade and why? Which teachers, good and bad, stand out to you and why? What are some key events/experiences that impacted your education?

iii.   Assessment/Feedback: How were you generally assessed and given feedback on your academic performance in school? How did this impact/shape your educational experience and your perspectives on the purpose of education?

iv.   Journey into Teaching: Who/What shaped your beliefs about the goals of education, the role of teachers and your vision for yourself as an educator?

v.   What key experiences and people piqued your interest in becoming a teacher?

vi.   What is your Philosophy of Teaching?

vii.   How do you conceptualize teaching and learning?

viii. What is the role of the teacher? What are your goals as a teacher?

ix.   What do you think is the purpose of schools, education, and curriculum?

x.   How do you define academic success and mastery? How should they be measured and/or assessed?

It is important to dig deeply and critically reflect in order to identify some of the internalized messages and beliefs that may be impacting your views on teaching and learning. However, only share what you feel comfortable sharing.

Critical Educational Autobiographies will be graded using the Assignment #1 Rubric below.

Assignment #2 Education Philosophy Presentation (15 points)
- Working in pairs, each group will be assigned one of the educational philosophies presented in Chapter 6 the *Foundations of Education* textbook
- Groups will give an 8-10 min presentation on their assigned philosophy, addressing the following additional questions:
  - What elements, if any, from this philosophy are still present in beliefs and practices in today's dominant educational paradigm?
  - What implicit messages do these beliefs and practices communicate about the purpose of schools/education?
  - Based on the readings and reflections on your own personal philosophies of education, what shifts in the current paradigm do you propose?
- Pairs will be graded for both the completed chart and the presentation using the Assignment #2 Rubric below and on Canvas.

Assignment #3 Analysis and Reflection of Professional Codes of Ethics (15 Points)

a.   Using valid and reliable sources, students are to locate and review information about ethics and analyze the national and state teacher codes of ethics. Students may be able to retrieve them from the links provided below. In addition, students are to read the district policies on maintaining confidentiality and privacy pertaining to students' rights and records (listed below). Based on readings and findings, students are to write a 5–6-page (not including title and reference page) paper using at least 4 citations and references covering the following components:
- A brief narrative defining ethics and describing its role for education professionals (InTASC 9; FEAP 6b.2).
- Synthesizing the main legal and ethical components from both the national and state codes of ethics in a brief but informative narrative.   (InTASC 9)
- Provide information describing the educator's ethical responsibilities toward students with cultural and diverse characteristics and realities (InTASC 2).
- Reflect on the information gathered through your reading of the codes of ethics and answer the following questions. Be sure to provide examples to support your answers. (InTASC 10).
  - Based on the code of professional conduct, who or what is the educator's primary concern?
  - How can the educator strive to achieve and sustain the highest degree of ethical conduct?
  - What are the reasons for the suspension of a professional?
  - What additional information would you need to strengthen your knowledge about codes of ethics?
  - In what ways have educators you have personally had in your Pk-12 experience follow the state and national code ethics and what were some of the actions taken by educators you have witnessed that were not in best practice with the code of ethics.
- Based on readings and review of the district policies for maintaining the confidentiality and privacy referent to students' rights and records, describe the teacher's expectations and responsibilities to safeguard students' privacy and confidentiality**.** (InTASC 9).
- Finally, describe what you plan to do to increase your knowledge about professional ethics for educators and comment about what you gained from this experience about teachers' ethical principles and professional conduct. (InTASC 9) (FEAP 6b.2) (CEC 6) (ACEI 5.1)

Assignment #4 Research & Review Paper (30 points)
- Complete a research paper that focuses on the district they attended in high school and revisit

your philosophy of teaching statement
- The purpose of this assignment is to demonstrate understandings of the social, political, and economic forces that impact teaching and learning by focusing on the specific district that you attended high school. The paper should be 5-8 pages, double-spaced, Times New Roman, 12 pt font, 1-inch margins.
    - Part 1: District description – student demographics, teacher/administrator demographics, data on socio-economic status of residents/student population, historical and political background on the development and evolution of the schools in the area (i.e. zoning issues, private vs. public schools, school choice/voucher programs, etc.), data on graduation rates, student performance on state and national tests, school grades, and any other significant information to provide a comprehensive picture of the social, political, cultural characteristics of the district, particularly as they pertain to the school system (i.e. local news articles/stories on the educational issues in the district).
    - Part 2: Use your personal reflections of your own educational experiences in schools in the district (from your critical educational autobiography and bi-weekly reflections), the information provided in part one, and concepts/arguments from the textbook, and at least 5 additional readings/videos covered throughout the semester to analyze the underlying social, political and economic forces that are informing and shaping the explicit and implicit messages about teaching and learning in this district.
    - Part 3: Revisit your Philosophy of Teaching statement and note any ways your philosophy has developed, changed, and/or evolved over the course of the semester. You should reference at least 2-3 readings/videos to help enhance and strengthen your revisited philosophy statement.
- The final paper will be graded using the Assignment #4 Rubric below and in Canvas.

Rubrics for Assignments

Assignment #1 (15 points total)

Assessment Component	Not Met (0 Points)	Developing (2 Points)	Proficient (3 Points)	Mastery (5 Points)
Critical Reflection The candidate engages in reflective practice through an analysis of their past experiences and their connections to the student's personal teaching philosophy (FEAP b. 5e; CEC 6; ACEI 5.1; INTASC 10c, INTASC 9k; CAEP 1)	No specific past educational experiences or impactful people are mentioned.	Past experiences and/or impactful people are minimally discussed mentioned, leaving connections to the student's journey into education and philosophy of teaching and learning unclear.	Past experiences and/or impactful people are discussed, including detailed connections to the student's overall educational experience, journey into teaching and philosophy of teaching and learning.	Past experiences and/or impactful people are discussed, including detailed connections to the student's overall educational experience, journey into teaching and philosophy of teaching and learning, strengthened by utilizing key concepts from 2-3 readings from the course so far.
Assessment Component	Not Met (0 Points)	Developing (2 Points)	Proficient (3 Points)	Mastery (5 Points)

Connection to Professional Responsibility and Codes of Ethics The candidate makes important connections between their personal teaching philosophy, an established code of ethics, and how their conduct as a future educator impacts the community. (FEAP 2; CEC 6; ACEI 5.1; INTASC 9o, INTASC 10s; CAEP 4)	The student does not connect their personal teaching philosophy to the professional responsibilities of educators or an established code of ethics.	The student manages to connect their personal teaching philosophy to either the professional responsibilities of educators or an established code of conduct.	The student connects their personal teaching philosophy to both the professional responsibilities of educators and an established code of conduct.	The student connects their personal teaching philosophy to both the professional responsibilities of educators and an established code of conduct. Additionally, the student makes deeper connections between their personal teaching philosophy, an established code of ethics, and how their conduct as a future educator impacts the community.
Assessment Component	Not Met (0 Points)	Developing (1Point)	Proficient (2 Points)	
Clarity The written work features a carefully defined purpose, well-constructed sentences, and precise word choice	There is a complete lack of clarity	Although there is some clarity, several statements are confusing	Full clarity is achieved, and there are no grammatical errors.	
Assessment Component	Not Met (0 Points)	Developing (1Point)	Proficient (2 Points)	Mastery (3 Points)
Organization the arrangement of ideas, incidents, evidence, or details in a perceptible order.	There is a complete lack of organization	Although there are organized components of the report/presentation, there are many components that do not effectively clarify the relationship among ideas.	The report/presentation is well organized but contains a few components that do not effectively clarify the relationship among ideas.	The report/presentation is constructed in a manner that effectively organizes ideas into a cohesive whole.

Assignment #2 (15 points total)

Assessment Component	Not Met (0 Points)	Developing (1 Point)	Proficient (2 Points)	Mastery (3 Points)

Educational Philosophy Description	Incomplete and/or inaccurate information is given, providing an unclear picture of the students' understanding of their assigned paradigm.	Some curricular components and key figures from historical sources are discussed, but little to no connections to broader social context or inherent messages about the purpose of schools/education are discussed.	Key curricular components and key figures from historical sources are discussed and the additional questions about the inherent messages about the purposes of schools/education are mentioned. No specific examples, however, are given from either past or present practices, policies, and approaches from the text.	Key curricular components and key figures from historical sources are discussed, and the additional three questions discussing the inherent messages about the purpose of schools/education and similar elements inherent in current dominant practices, policies, and approaches are addressed with specific examples from the text and personal experiences.
Presentation The candidate deepens' their peers' understanding of various educational philosophies (FEAP a.3 b; CEC 5; FLESE 3; ACEI 3.3; INTASC 5; CAEP 1)	Students discuss their assigned philosophy but do not address all of the questions in the assignment's description, providing minimal or inaccurate information. The use of valid and reliable sources is also missing from this presentation.	Students discuss their assigned philosophy and cover all the questions in the assignment's description using historical sources but provide inaccurate or minimal information.	Students provide a clear and detailed presentation of their assigned philosophy, addressing all questions in the assignment using historical sources, but either went well over time or had a one-sided presentation that left collaboration up to question and unclear whether all members have an authentic understanding of the topic.	Students provide a clear and detailed presentation of their assigned philosophy within the time frame (8-10 minutes), addressing all questions in the assignment using historical sources, mentioning specific points and people from historical sources. Both partners contribute to the presentation, making collaboration evident and understanding clear from both partners.

Sources	No sources are cited/referenced	Only the *Foundations of Education* text is referenced with no additional valid and reliable sources cited/referenced.	The *Foundations of Education* textbook and two additional assigned valid and reliable texts from the course are used to develop the critique of the assigned paradigm.	Along with the *Foundations of Education* textbook, at least three additional valid and reliable sources (two assigned and two additional peer-reviewed articles) are cited to develop the critique of the assigned philosophy.
Integration of Technology The candidate integrates current information and communication technologies into their educational philosophy presentation (FEAP a.2g.; CEC 5; FLESE 3; TSOL 4; ACEI 2.1; INTASC 8h; CAEP 1)	Current information and communication technology are not integrated into the presentation.	Although current information and communication technology are integrated into the presentation, it does very little to enhance the audience's understanding of the presented educational philosophy.	Current information and communication technology are integrated into the presentation and are used in a manner that enhances the audience's understanding of the presented educational philosophy.	Current information and communication technology are integrated into the presentation and are used in a manner that enhances the audience's understanding of the presented educational philosophy. Additionally, the group demonstrates a high level of creativity through their use of the selected technology.
Organization The arrangement of ideas, incidents, evidence, or details in a perceptible order.	There is a complete lack of organization	Although there are organized components of the report/presentation, there are many components that do not effectively clarify the relationship among ideas.	The report/presentation is well organized but contains a few components that do not effectively clarify the relationship among ideas.	The report/presentation is constructed in a manner that effectively organizes ideas into a cohesive whole.

Assignment #3 (15 points total)

Assignment 3: Analysis and reflection of the professional codes of ethics and policies defining ethical conduct and student privacy (InTASC 2, 9; FEAP 6b.2)			
ELEMENT	**Developing**	**Proficient**	**Mastery**
	0	1	3

The candidate uses research-based information on ethics for educators (InTASC 9) (FEAP 6b.2) (CEC 6) (ACEI 5.1).	The candidate provides little or no evidence of using research-based information on ethics for educators.	The candidate provides a written narrative using research-based information on ethics for educators.	The candidate provides a detailed narrative using three or more relevant references on ethics for educators. One or more examples of educator ethics are included in the narrative.
	0	1	3
The candidate understands the legal responsibilities and expectations for educators in their major and field. (InTASC 9) (FEAP b.5f) (CEC 6) (ACEI 5.1)	The candidate did not provide a summary or provided an unclear or unrelated summary	The candidate identified the legal responsibilities and expectations for educators in their major and field.	The candidate provided a clear and accurate summary of the main legal responsibilities and expectations for educators in their major and field.
	0	1	3
The candidate understands the teacher's ethical responsibilities pertaining to students' cultural and diversity realities. (InTASC 2, 9) (FEAP a.2d) (CEC 1,2) ACEI 5.2)	The candidate provided an insufficient statement or did not provide a statement describing an educator's ethical responsibilities in addressing students' cultural and diversity realities.	The candidate described an educator's ethical responsibilities in addressing students' cultural and diversity realities.	The candidate provided a detailed and specific statement describing an educator's ethical responsibilities in addressing students' cultural and diversity realities. The statement included strongly related examples and applicable documentation.
	0	1	2
The candidate gathers and analyzes research-based information on practices and responsibilities to maintain student privacy and confidentiality InTASC 9; FEAP 6b.2)	The candidate submitted an insufficient summary or did not submit a one-page summary describing the teacher's expectations pertaining to students' privacy and confidentiality.	The candidate submitted a one-page summary describing a teacher's expectations pertaining to students' privacy and confidentiality.	The candidate submitted a clear and carefully stated one-page summary describing a teacher's expectations pertaining to students' privacy and confidentiality. The summary was supported with appropriate references including state and district policies pertaining to student privacy and confidentiality.
	0	1	1

The candidate understands laws and practices to safeguard student privacy and confidentiality. InTASC 9; FEAP 6b.2)	The candidate submitted an insufficient summary or did not provide a one-page summary on the expectations for teachers regarding confidentiality and privacy responsibilities.	The candidate provided a one-page summary of the legal expectations for teachers regarding confidentiality and privacy responsibilities.	The candidate provided a clear and precisely stated one-page summary of the legal expectations for teachers regarding confidentiality and privacy responsibilities. The summary included comments gathered from interviews with education professionals.
	0	1	1
The candidate analyzes classroom situations and plans actions to safeguard student privacy and confidentiality InTASC 9; FEAP 6b.2)	The candidate did not provide a plan of action based on the situation presented or the plan of action was unrelated to the case study situation.	The candidate analyzed a case study and provided a plan of action based on the situation presented. The plan was supported with references and citations.	The candidate analyzed a case study related to students' privacy issues and provided a detailed and specific plan of action to address the situation based on the teacher's ethical responsibilities. The plan included relevant and related references and citations to support comments. References included current county and state policies
	0	1	2
The candidate reflects on the role of ethics for educators. (InTASC 9) (FEAP b.6e) (CEC 6) (ACEI 5.1)	The candidate did not include a reflective commentary or did not provide responses to the reflective questions.	The candidate wrote a reflective commentary based on information and ideas gained about ethics and its role for educators. The candidate provided responses to the reflective questions. Each response included examples.	The candidate wrote a detailed reflective commentary based on information and ideas gained about ethics and its role for educators. The candidate provided extensive responses to each of the reflective questions. Each response included clearly related examples and supporting documentation.

Assignment #4 (30 points total)

Assessment Component	Not Met (0 Points)	Developing (2 Points)	Proficient (4 Points)	Mastery (6 Points)

Content	One or more components are unaddressed, and/or the student is well-below or well-over the 5-8-page requirement.	All three parts of the assignment are minimally covered, the student does not attend to either the social, political, AND/OR economic forces impacting teaching and learning in their district. The document is well-below or well-above the 5-8-page requirement.	All three parts of the assignment are covered in detail, attending to social, political, AND economic forces and the student is within the 5-8-page requirement.	All three parts of the assignment are covered in detail, attending to social, political, AND economic forces, with specific examples and clear signs of critical reflection through the use of resources from the course, citing of additional resources making added research evident, and connections to personal past educational experiences via the revisit of the critical autobiography/philosophy of teaching and learning, within the 5-8-page requirement.
Research Integration	There are no reliable or valid sources incorporated	Although there are some examples of reliable or valid sources, some statements were not properly verified	All sources are both valid and reliable, but there are less than 10 sources	All sources incorporated into the report are valid and reliable and there are, at least, 10 sources referenced
Thesis A written statement with a definable, arguable claim.	A thesis is not included	Although a thesis is included, it does not have a definable, arguable claim	A thesis is included, which contains a definable, arguable claim	A thesis is included, which contains a definable, arguable claim and is exceptionally clear and specific
Clarity The written work features a carefully defined purpose, well-constructed sentences, and precise word choice.	There is a complete lack of clarity	Although there is some clarity, several statements are confusing	Full clarity is achieved	An exceptional level of both depth and clarity are achieved

Organization The arrangement of ideas, incidents, evidence, or details in a perceptible order.	There is a complete lack of organization	Although there are organized components of the report/presentation, there are many components that do not effectively clarify the relationship among ideas.	The report/presentation is well organized but contains a few components that do not effectively clarify the relationship among ideas.	The report/presentation is constructed in a manner that effectively organizes ideas into a cohesive whole.

XI. Assessments

XII. Grading Criteria

Final Course Grade:
Course Assignments and their percentage of the final grade

Assignment	Points/ %	Due Week #
Creative Critical Reflections (5 x 2 points each)	10	1, 5, 7 & 8
Assignment #1 Critical Educational Autobiography & Philosophy of Teaching Statement	15	2
Assignment #2 Education Philosophy Presentation	15	4
Assignment #3 Analysis & Reflection of Professional Codes of Ethics	15	6
Assignment #4 Research & Review Paper	30	8
Class Participation	15	1-8
Total:	100	

Letter Grade	Percentage	Quality Points	Letter Grade	Percentage	Quality Points
A	94-100	4.0	C	73-76	2.0
A-	90-93	3.7	C-	70-72	1.7
B+	87-89	3.3	D+	67-69	1.3
B	83-86	3.0	D	60-66	1.0
B-	80-82	2.7	F	0-59	0.0
C+	77-79	2.3			

XIII. University Policies

A. Academic Misconduct

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge, while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility, available online http://education.nova.edu/students/current-students/studentcataloghandbook.html.
The following acts violate the academic honesty standards and will result in a finding of academic

misconduct:

1. **Cheating in any form**: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.

2. **Fabrication**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

3. **Facilitating academic dishonesty**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.

4. **Plagiarism**: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment (see Academic Honesty Standards).

5. **Conspiracy to commit academic dishonesty**: assisting others to commit acts of academic misconduct

6. **Misrepresentation**: intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.

7. **Bribery**: offering of goods, services, property, or money in an attempt to gain an academic advantage.

8. **Forging or altering documents or credentials**: examples include, but are not limited to signatures, dates, and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.

9. **Knowingly furnishing false information to the institution.**

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

Note: If a charge of academic misconduct is determined in a course, any student-initiated withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.

B. Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Course assignments submitted in partial fulfillment of degree requirements may be checked for plagiarism. *Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred.* If a charge of plagiarism is determined in a course, any student-initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, will be discontinued following a determination of plagiarism that results in an "F" for the course. **All students are entitled to due process pursuant to Fischler College of Education policies and procedures.**

C. Americans with Disabilities Act (ADA)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of a disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The necessary forms and procedures for requesting disability-related accommodations can be obtained from the NSU Office of Student Disability Services through its website at http://www.nova.edu/disabilityservices/index.html, via e-mail at disabilityservices@nova.edu, or by calling 954-262-7185 (toll-free at 800-986-3223, ext. 27185).

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation should be submitted to the NSU Office of Student Disability Services a minimum of four (4) weeks prior to the commencement of classes for any given semester.

D. Course/Instructor Evaluation
- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

E. The current edition of the **FCE&SCJ Catalog and Student Handbook** is available http://education.nova.edu/students/current-students/studentcataloghandbook.html. This document provides extensive information on University and FCE policies, regulations, and procedures.

Students should visit http://www.nova.edu/academic-affairs/nsu-syllabus-policy.html to access additional required college-wide policies. It is your responsibility to access and carefully read these policies to ensure you are fully informed. As a student in this class, you are obligated to follow these college-wide policies in addition to the policies established by your instructor.

The following policies are described on this website:
- Academic misconduct
- Last day to withdraw
- Email policy
- Student course evaluations
- Student responsibility to register
- Student responsibility for course prerequisites

Academic Resources

Nova Southeastern University offers a variety of resources that may aid in student success. Among these resources are:

Accommodations for students with documented disabilities: For more information about ADA policy, services, and procedures, students may call the Office of Student Disability Services at 954-262-7189 or visit http://www.nova.edu/disabilityservices.

Tutoring and testing center:
Students are encouraged to use the free, individualized tutoring services offered by the Tutoring and Testing Center (TTC) early and often throughout the academic year. TTC provides supplemental learning assistance, as well as an array of testing services, in a supportive and professional environment that enhances the ability of all students to meet educational goals, achieve academic excellence, and enhance personal growth. Subject-based tutoring and academic coaching sessions are individualized, 45-minute sessions that encourage developing strong creative thinking and reasoning skills. See here for the latest listing of NSU courses tutored: http://www.nova.edu/tutoring-testing/tutoring-services/general-information.html. TTC also offers Supplemental Instruction in historically difficult courses. SI sessions are facilitated by SI Leaders who have been endorsed by faculty for their leadership ability and content

mastery. For further information please call (954) 262-8350 or visit our website at
http://www.nova.edu/tutoring-testing/.

NSU Class Recording Policy:

Class content throughout this course may be recorded in accordance with the NSU Class Recording Policy. If class content is recorded, these recordings will be made available to students registered for this course as a supplement to the classroom experience. Recordings will be made available to all students who were registered to attend the live offering of the class, regardless of a student's section or discipline, or whether the student is participating in the course online. If recordings are intended to be accessible to students or third parties who were not registered for the live offering of the class, students' personally identifiable information will be removed or redacted from the recording, unless (1) their written consent to such disclosure was previously provided, or (2) the disclosure is permissible in accordance with the Family Educational Rights and Privacy Act ("FERPA").

Students are prohibited from recording audio or video, or taking photographs in classrooms (including online classes) without prior permission from the instructor or pursuant to an approved disability accommodation, and from reproducing, sharing, or disseminating classroom recordings to individuals outside of this course. Students found engaging in such conduct will be in breach of the Student Code of Conduct and subject to disciplinary action.

XIV. **Bibliography**

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