



## Graduate Course Syllabus

### EDU 521C: Exploring the Principles of Education

Center: Online

#### Course Prerequisites

None

#### Course Description

This course offers practice in identifying and developing basic beliefs and values while assessing contemporary philosophies. It includes a study of the history and current issues of education in America.

#### Course Outcomes

- Demonstrate understanding of the philosophy and history that have shaped education in the United States
- Demonstrate understanding of certification-specific Ed 610.02 competencies
- Demonstrate understanding of prevalent legal, ethical, social, and moral issues in education through a critical examination of multiple perspectives
- Demonstrate habits of reflective practice

#### Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

#### *The History and Social Foundations of American Education*

J. D. Pulliam & J. L. Van Patten

Pearson

10<sup>th</sup> Edition

2013

ISBN: 978-0-13-262613-2

#### *Enhancing Professional Practice: A Framework for Teaching*

C. Danielson

Association for Supervision & Curriculum Development

2<sup>nd</sup> Edition

2007

*Methods for Effective Teaching*

P. R. Burden &amp; D. M. Byrd

Pearson

6<sup>th</sup> Edition

2013

ISBN: 978-0-13-269816-0

**Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

**Grade Distribution**

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	10	20	200
Short Papers	6	30	180
Diagrams	2	30	60
Developmental Capture	1	115	115
Field Experience			
Milestone One	1	30	30
Milestone Two	1	30	30
Milestone Three	1	15	15
Final Submission	1	150	150
Critical Task			
Milestone One	1	30	30
Milestone Two	1	40	40
Final Submission	1	150	150
		<b>Total Course Points:</b>	1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

**University Grading System: Graduate**

Grade	Numerical Equivalent	Points
A	93–100	4.00

Grade	Numerical Equivalent	Points
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

\* Please refer to the [policy page](#) for information on the incomplete grade process

### Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

### Chalk & Wire

Specific assignments in this course will be submitted to Chalk & Wire, the ePortfolio system for this program. These items will be used as artifacts for the professional ePortfolio when completing the degree program. For additional information and instructions for accessing a portfolio, starting a portfolio, and submitting an assignment to Chalk & Wire, please visit the Chalk & Wire module in the course Table of Contents menu. For questions regarding Chalk & Wire, please contact the SNHU Technology Help Desk, available on mySNHU. Your advisor can also provide additional assistance if needed.

**Note:** All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

### Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	<p>Perspectives in Education</p> <p><i>The History and Social Foundations of American Education</i>, Preface (p. iii) and Chapter 1</p> <p>1-1 Discussion: Importance of History in Education</p> <p>1-2 Short Paper: Historical Educational Perspectives</p> <p>1-3 Critical Task, Field Experience, and Developmental Capture Review</p>

2	<p>Philosophies of Education</p> <p><i>The History and Social Foundations of American Education</i>, Chapter 2</p> <p>2-1 Discussion: Philosophy of Education</p> <p>2-2 Diagram: Compare and Contrast Philosophies of Education</p> <p>2-3 Field Experience Milestone One: Interviewee Identification</p>
3	<p>American Education Then and Now</p> <p><i>The History and Social Foundations of American Education</i>, Chapters 8 and 9</p> <p>3-1 Discussion: Mainstreaming and Special Education</p> <p>3-2 Short Paper: Ed 610.02 Professional Education Requirements</p> <p>3-3 Field Experience Milestone Two: Interview Questions</p>
4	<p>The Impact of Globalization on Education</p> <p><i>The History and Social Foundations of American Education</i>, Chapter 11</p> <p>4-1 Discussion: Perspectives on Educational Change</p> <p>4-2 Short Paper: The Impact of Globalization on Education</p> <p>4-3 Critical Task Milestone One: Research Paper Introduction and Resource Information</p>
5	<p>A Framework for Teaching</p> <p><i>Enhancing Professional Practice: A Framework for Teaching</i>, Chapters 1, 3 (pp. 26–28), and 4 (pp. 43–63)</p> <p>5-1 Discussion: Culture of Learning</p> <p>5-2 Short Paper: Lesson Planning</p>
6	<p>Classroom Environment</p> <p><i>Enhancing Professional Practice: A Framework for Teaching</i>, Chapters 2 and 4 (pp. 64–76)</p> <p>6-1 Discussion: Managing Student Behavior</p> <p>6-2 Critical Task Milestone Two: Research Paper Outline</p> <p>6-3 Diagram: Teacher- vs. Student-Centered Model</p> <p>6-4 Field Experience Milestone Three: Field Experience Status Update</p>
7	<p>Instruction</p> <p><i>Enhancing Professional Practice: A Framework for Teaching</i>, Chapter 4 (pp. 77–91)</p> <p>7-1 Discussion: Whole-Class Instruction</p> <p>7-2 Short Paper: Anita Underwood Case Study</p>
8	<p>Professional Responsibilities</p> <p><i>Enhancing Professional Practice: A Framework for Teaching</i>, Chapters 2 (pp. 18–19) and 4 (pp. 92–108)</p> <p>8-1 Discussion: Moral and Ethical Issues in Teacher Education</p> <p>8-2 Developmental Capture: Philosophy of Education Chalk &amp; Wire Submission</p> <p>8-2 Developmental Capture: Philosophy of Education</p> <p>8-3 Short Paper: Teacher Responsibilities</p>
9	<p>Issues in Modern Education</p> <p><i>The History and Social Foundations of American Education</i>, Chapter 10</p> <p>9-1 Discussion: Issues in Modern Education</p> <p>9-2 Critical Task: Research Paper Chalk &amp; Wire Submission</p> <p>9-2 Critical Task: Research Paper</p>
10	<p>Your Future in Education</p> <p><i>The History and Social Foundations of American Education</i>, Chapter 9 (p. 294)</p> <p><i>Enhancing Professional Practice: A Framework for Teaching</i>, Chapter 6</p>

	10-1 Discussion: Educational Philosophy
	10-2 Field Experience: Reflection Paper Chalk & Wire Submission
	10-2 Field Experience: Reflection Paper

### **Critical Task: Research Paper**

The Critical Task for this course is the creation of a research paper about the issues, challenges, and responsibilities of teaching in relation to Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching.

### **Attendance Policy**

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

### **Late Assignments Policy**

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

### **SNHU College of Online and Continuing Education Student Handbook**

Review the [student handbook](#).

### **ADA/504 Compliance Statement**

Southern New Hampshire University is dedicated to providing equal access to individuals with disabilities, including intellectual disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities.

As soon as you become aware of a disability, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC. Note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

#### **Contact Information:**

Online Accessibility Center

Phone: 866-305-9430

Email: [oac@snhu.edu](mailto:oac@snhu.edu)

For questions concerning support services, documentation guidelines, or general disability issues, visit the [Online Accessibility Center](#) website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability](#)

[Services](#) webpage.

### **Academic Honesty Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

### **Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

### **SNHU College of Online and Continuing Education Withdrawal Policy**

Review the [full withdrawal policy](#).

### **Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).

### **Student Work Samples**

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please email [assessmentcalibration@snhu.edu](mailto:assessmentcalibration@snhu.edu).