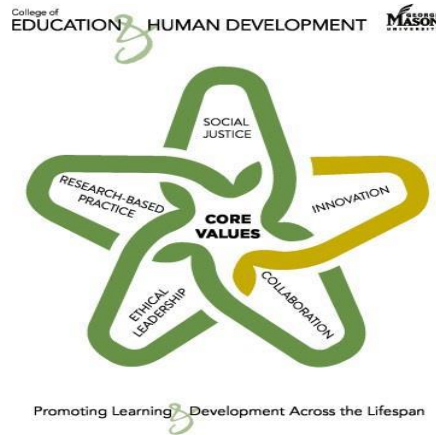


**George Mason University**  
**College of Education and Human Development**  
**School of Education**



EDUC 504.DL1/6P1 Foundations of Education  
3 Credits, Spring 2023  
January 17 – March 9, 2023 - Asynchronous, Online

**Faculty**

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**Prerequisites/Co-requisites**

None

**University Catalog Course Description**

This course examines the historical, philosophical, and sociological foundations of education as they relate to U.S. schools. The relationship between society and education, teaching as a profession, as well as professionalism and ethical standards will also be explored.

*Note: This course has been primarily designed as a professional studies course for in-service, provisionally licensed teachers; it is not eligible to apply toward a Mason initial licensure program; it may be applied toward degree progress or transferable toward a degree program with permission of the student's advisor.*

**Course Overview**

This course is designed to develop an understanding of the historical, philosophical, and sociological foundations of education in the United States and understand the role, development,

and organization of education. Students will examine the influence of social forces, such as politics, social structure, culture, history, and technology, on the selection of content, the methods of teaching, and the aims of education. Students will develop an understanding of the federal and state laws and regulations that undergird education as well as the professional and ethical standards of teachers. This course also addresses the Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.

### **Course Delivery Method**

This course will be delivered online (76% or more) using an asynchronous and synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available **on January 17**.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

This online course is **not self-paced**. **You will be expected to complete one module every week**. Completing a Weekly Module includes reading, participating in Discussion Board, and completing any assignments and/or activities within that Module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
- To get a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:

- Adobe Acrobat Reader: <https://get.adobe.com/reader/>
- Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
- Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### ***Expectations***

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, **our week will start on Monday and finish on Sunday.**
- **Log-in Frequency:**  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [3] times per week.
- **Participation:**  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the University technical services.
- **Technical Issues:**  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their suggested dates/times.
- **Netiquette:**  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Develop an understanding of the historical, philosophical, and sociological foundations that undergird the role, development, and organization of public education in the United States.
2. Describe the role of a teacher, both within the school and the local community.
3. Become knowledgeable about the federal and state laws and regulations that govern education as well as the laws related to students' and teachers' rights and responsibilities.
4. Identify contemporary issues and trends, as well as their impacts, in education, including the impact of technology on education.
5. Cultivate an understanding of professional and ethical standards in teaching, as well as the role of personal integrity.
6. Demonstrate knowledgeable of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.

### **Professional Standards – InTASC Model Core Teaching Standards and Learning Progressions for Teachers**

#### **Standard #2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### **Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#### **Required Text**

Johnson, J.A., Musial, D.L, Hall, G. E., & Gollnick, D. M. (2018). *Foundations of American education: Becoming effective teachers in challenging times* (17<sup>th</sup> edition). New York, NY: Pearson. ISBN-13: 978-0134894997

#### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, email)

## Assignments and/or Examinations

### Major Assignments Overview

Assignment	Percentage of Overall Grade	Due Date
Module Activities	45%	Specified in each module
Educational Autobiography	25%	<b>February 5</b>
Foundations Presentation	30%	<b>March 5</b>

Each course assignment is described below. Further details and rubrics for each assignment are located on Blackboard. **It is strongly recommended that students develop an organized plan for working on the major assignments throughout the semester.**

#### *Module Activities (45%)*

Class participation is evidenced by thoughtful and thorough completion of all activities in the Weekly Modules. **Thus, candidates' discussion and other work should reflect learning from readings, videos, and any other online content within the Weekly Modules.** While your current knowledge as an educator is important to your understandings, demonstrating the way that deep engagement with the course content expands your knowledge, disposition, and skills as a highly qualified, reflective practitioner is expected and necessary for earning full participation points. That is, candidates' work within each Weekly Module must reflect thorough preparation, which will be evidenced by critically analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples for incorporating learning from the course into their teaching practice in diverse, inclusive classrooms.

#### **Note for Online Course Discussion Boards:**

One of the main participatory activities is engaging in conversation with classmates via Discussion Board posts. **The Discussion Board posts and any other activities within a Weekly Module (e.g., a journal entry, video response, etc.) are opportunities for students to demonstrate thorough engagement with all course content in the Weekly Modules.**

**Candidates are expected to complete an initial Discussion Board post by Wednesday night at midnight and to respond thoughtfully to two peers' posts by Saturday night at midnight.**

Initial Discussion Board posts must be two fully-developed, thoughtful paragraphs, written in professional language, that **synthesize** candidates' analytical thinking around key concepts that emerge within the weekly content and **make relevant connections/applications** to real world

teaching and learning in schools. The questions in the Discussion Board prompts are meant to spark thinking and connections to candidates' experiences and to the course content rather than to be addressed question by question.

**Responses to peers' posts should be at the paragraph level and must be thoughtful and respectful.** Responses to peers should include **further connections to weekly content**, reflect critical thinking, and generate further dialogue around meaningful application in teaching practice. Please approach the Discussion Board interactions with the idea that we are communicating to expand our understanding of ourselves as highly qualified, reflective practitioners as well as to learn from peers' thinking and experiences.

### ***Educational Autobiography (25%)***

How we understand and approach learning, education, and schools is greatly impacted by our own experiences as learners. The purpose of the educational autobiography is to examine your own experiences and memories of education and reflect on how these have shaped your perceptions and perspectives on education. Detailed directions and rubric will be provided on Blackboard.

### ***Foundations Presentation (30%)***

Each student will create a 10-15 minute, recorded audio-visual presentation on a foundational aspect of our course. The purpose is to dig deeply into a particular component of our work together and craft a shareable presentation that could be used as a professional development mini-session for pre-service or new teachers. Presentations should include background knowledge on the topic, examples of how this topic impacts students, learning, and schools, and provides, minimally, five additional annotated readings and resources for the presentation viewer. The instructor will provide a suggested list of topics from which to choose, but only one student may choose any given topic. A sign-up list will be provided by the instructor. Presentations will be posted on Blackboard for the class to view. Detailed directions and rubric will be provided on Blackboard.

- **Grading**

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

**Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education**

**See the University Catalog for details:**

<http://catalog.gmu.edu/policies/academic/grading/>

**Honor Code & Integrity of Work**

**Integrity of Work:** Students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously and violations are treated as such.

*Violations of the Honor Code* include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to:

<https://owl.english.purdue.edu/owl/resource/589/02/>

**Late Work Policy**

At the graduate level, all work is expected to be of high quality and submitted on the dates due. ***Work submitted late will be reduced one letter grade for every day of delay.*** Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely

manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

### **Course Withdrawal with Dean Approval**

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

### **Online Participation/Attendance Policy**

Students are expected to participate in all online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence.

**Students with two or more absences will not receive credit for the course.**

### **Incomplete (IN)**

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

### **Professional Dispositions**

See <https://cehd.gmu.edu/students/polices-procedures/>



## Course Schedule

Faculty reserve the right to alter the schedule as necessary, with notification to students. Materials for each module will be found in the folder called “Weekly Content Modules” in Blackboard.

<b>Module</b>	<b>Themes</b>	<b>Readings</b>	<b>Assignments</b>
Module 0: January 17	Welcome to the Course	Syllabus	All activities in the module
Module 1: January 17-22	Introduction to Teaching Historical Foundations of Education, Part 1	Chapters 1 & 2	All activities in the module
Module 2: January 23-29	Historical Foundations of Education, Part 2 Philosophical Foundations of Education	Chapters 3 & 4	All activities in the module
Module 3: January 30 – February 5	Building Our Educational Philosophy Educational Autobiography	Chapter 5	All activities in the module  <b>Educational Autobiography</b>
Module 4: February 6-12	Sociological Foundations of Education	Chapters 6 & 7	All activities in the module
Module 5: February 13-19	Sociological Foundations of Education Educational Governance	Chapters 8 & 9	All activities in the module
Module 6: February 20-26	Legal Perspectives on Education Curricular Foundations of Education	Chapters 10 & 11	All activities in the module
Module 7: February 27- March 5	Virginia Standards The Road Ahead	Chapter 13 Virginia's Guidelines Performance Standards/Evaluation Criteria for Teachers	All activities in the module  <b>Foundations Presentation</b>
Module 8: March 6-9 (note: SHORT week!)	Wrap-Up	None	All activities in the module

## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).

### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

## **Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

**Rubric for Foundations Presentation**

<b>Foundational Presentation—30%</b>				
<i>Criteria:</i>	<b>Exceeds Standards 6</b>	<b>Meets Standards 4</b>	<b>Approaches Standards 3</b>	<b>Does not meet Standards 1</b>
<b>Foundations of Education Topic</b>	Clear and comprehensive description of the topic chosen for the presentation. Topic is grounded thoroughly in research.	Sound description of the topic chosen for the presentation. Topic is grounded in some research.	Description of the topic chosen for the presentation is basic, but present. Topic is minimally grounded in research.	Little to no description of the topic chosen for the presentation. Topic is not grounded in research.
<b>Organizational Structure</b>	Contains a clear central message and clearly identifiable sections featuring purposeful organizational pattern.	Central message is identifiable; sections of the presentation may vary in explicit organizational pattern, which influences the comprehension of the central message.	Central message is not clearly and/or easily identifiable by viewer; sections may need further organization and clarity.	Does not contain central message or identifiable organizational pattern.
<b>Professional Presentation</b>	Slides and handouts are professional and easy to read. Materials enable presenter to focus on presentation and provide viewer with important resources for later consideration.	Slides contain appropriate material. Handouts provide useful information for further consideration but may not directly relate to central topic.	Slides and handouts have occasional typos, unclear organization, and/or questionable applicability to presentation. All slides include significant amounts of text.	Multiple typos throughout slides. Does not include handouts; too much text on slides. Material on slide either is identical to speaker’s speech or completely disconnected from it.
<b>Resources</b>	Presentation provides viewer with at least five, well-developed, annotated resources to further explore the topic.	Presentation provides viewer with five, adequately annotated resources that further explore the topic.	Presentation provides fewer than five annotated resources that further explore the topic.	Presentation provides fewer than five resources that are not annotated or poorly annotated.
<b>Formatting</b>	Resources, material, and images are appropriately cited in APA formatting.	Resources, materials, and images are cited, but with several APA formatting issues.	Only some resources, materials, and images are cited, with some APA formatting issues.	Citations are missing.